

COVER PAGE FOR SCHOOL PLANS (Mandated Component)*SCHOOL INFORMATION AND REQUIRED SIGNATURES***STARR ELEMENTARY SCHOOL****ANDERSON 3 SCHOOL DISTRICT****SCHOOL RENEWAL PLAN FOR YEARS 2011-2016****SCHOOL RENEWAL ANNUAL UPDATE FOR 2014-2015****Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Danny Davis Curtis Wiles		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Gail Southard Dr. Mason Gary		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Sharon Mosteller		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Melissa Davis		
PRINTED NAME	SIGNATURE	DATE

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS (Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <i>POSITION</i> | <i>NAME</i> |
|---|------------------------------|
| 1. PRINCIPAL | Melissa M. Davis |
| 2. TEACHER | Dawn Moore |
| 3. PARENT/GUARDIAN | Teresa Fortner Allyson Bowen |
| 4. COMMUNITY MEMBER | Amber Tysl Christy Baldwin |
| 5. SCHOOL IMPROVEMENT COUNCIL | Sharon Mosteller |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

- | <i>POSITION</i> | <i>NAME</i> |
|-----------------------|------------------------------|
| AdvanceEd Coordinator | Charles Hayes |
| Student | Landon Gray Regan Hendrix |
| Student | Ashley Parnell Jake Simpson |
| PTO Member | Nicole Burdette Susan Bryant |
| | |
| | |

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLANS (Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

- X Academic Assistance, PreK–3** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan 20 along with the number of the goal____, strategy____, or activity 1.2.3.
- X Academic Assistance, Grades 4–12** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for grades 4–12 by referencing a page number of the plan 20 along with the number of the goal____, strategy____, or activity 1.2.3.
- X Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. Provide a good example of parent involvement by referencing a page number of the plan 25 along with the number of the goal____, strategy____, or activity 3.3.2.
- X Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. Provide a good example of staff development by referencing a page number of the plan 22 along with the number of the goal____, strategy 2.1, or activity____.
- X Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan 22 along with the number of the goal____, strategy____, or activity 2.1.4. (additional technology assurances for **districts** follow the Act 135 assurances)

- X Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds by referencing a page number of the plan 22 along with the number of the goal____, strategy____, or activity 2.1.2.
- X Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
- X Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- X Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- X Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- X Best Practices in Grades K–3** The school/district provides in grades K–3 curricular_ and instructional approaches that are known to be effective in the K–3 setting.
- X Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- X Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide coordinated effort among all programs and

funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

X The School-to-Work Transition Act of 1994 (STW) The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Dr. Mason Gary

Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

Melissa Davis

Principal's Printed Name

Principal's Signature

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Because a comprehensive needs assessment is essential to effective planning, Starr Elementary School's comprehensive needs assessment addressed the following areas: student achievement, teacher quality, and school climate. Information utilized in this needs assessment came from multiple sources: school report card, assessment results (PASS, MAP, ALEKS), personnel records, student records, state surveys, school and community meetings, SACS team, and school improvement council. Information gained from these sources was used to develop the school renewal plan (2010-2016). The goals evolved from identifying areas of weakness that needed improvement. Strategies and action plans were then developed as the route to goal attainment.

Student achievement data was the primary focus of the plan. Baseline data was the average PASS scores from 2009 for ELA, math, writing, science, and social studies. The analysis of PASS and MAP scores revealed a need to improve scores for all students in all content areas. Goals were written to improve student achievement.

The second major area addressed in the plan is Teacher Quality. All teachers at Starr Elementary are 100% highly qualified. Administrators will continue to use recruiting and hiring methods in order to maintain the 100% highly qualified staff.

The third area addressed involved school climate. Multiple factors impact school climate and attendance. Starr Elementary chose to establish goals and strategies to continue improvement in the area of school climate as perceived by parents and teachers. In addition, student and teacher attendance will remain a priority for improvement.

MISSION, VISION, VALUES, AND BELIEFS (Optional)

Vision

Leading the Way to a Brighter Future

Mission

The mission of Starr Elementary School is to enable our students to be responsible citizens and self-motivated lifelong learners.

Beliefs

- All children can learn.
- Children are our highest priority.
- Well-rounded children lead to a future consisting of well-rounded citizens.
- Cultural diversity and individual differences strengthen our society.
- Early exposure to technology will help our students in future endeavors.
- Differentiated instruction is vital to the success of all students.
- Parents and teachers should be partners in the education of students.
- All students should strive for high academic standards in a caring and safe environment.
- A positive school environment requires mutual respect between faculty, staff, students, and parents.

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

X Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL: IA
(desired result of student learning)

The percentage of students in grades 3-5 who score met and exemplary in English Language Arts (ELA) as measured by PASS will increase from the current baseline (08-09) of 77.0% to 90.0% by 2016.

IA

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3-5 who score met and exemplary in ELA as measured by PASS will increase from the current baseline (08-09) of 77.0% to 81.0% on the May 2011 administration of PASS.

DATA SOURCE(S):

PASS results, [ACT Aspire](#)

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
77.0%	81.0%	83.25%	85.5%	87.75%	88.25%	90.0%
	83.1%	76.1%	79%	80.9%		

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

X Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

<p>PERFORMANCE GOAL:IB (desired result of student learning)</p>	<p>The percentage of students in grades 3-5 who score met and exemplary in Writing as measured by PASS will increase from the current baseline (08-09) of 58.13% to 90.0% by 2016.</p>						
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The percentage of students in grades 3-5 who score met and exemplary in Writing as measured by PASS will increase from the current baseline (08-09) of 58.13% to 79.0% on the May 2011 administration of PASS.</p>						
<p>DATA SOURCE(S):</p>	<p>PASS results, ACT Aspire</p>						
<p>OVERALL MEASURES:</p>	<p>Average Baseline</p>	<p>2011*</p>	<p>2012*</p>	<p>2013*</p>	<p>2014*</p>	<p>2015*</p>	<p>2016*</p>
	<p>58.13%</p>	<p>65.0%</p>	<p>70.0%</p>	<p>75.0%</p>	<p>80.0%</p>	<p>85.0%</p>	<p>90.0%</p>
		<p>77.4%</p>	<p>84.2%</p>	<p>74.3%</p>	<p>83%</p>		
	<p>* Represents projections of improvement</p>						

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

X Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

<p>PERFORMANCE GOAL: IC (desired result of student learning)</p>	<p>The percentage of students in grades 3-5 who score met and exemplary in Math as measured by PASS will increase from the current baseline (08-09) of 61.26% to 90.0% by 2016.</p>						
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The percentage of students in grades 3-5 who score met and exemplary in Math as measured by PASS will increase from the current baseline (08-09) of 61.26% to 70.0% on the May 2011 administration of PASS.</p>						
<p>DATA SOURCE(S):</p>	<p>PASS results, ACT Aspire</p>						
<p>OVERALL MEASURES:</p>	<p>Average Baseline</p>	<p>2011*</p>	<p>2012*</p>	<p>2013*</p>	<p>2014*</p>	<p>2015*</p>	<p>2016*</p>
	<p>61.26%</p>	<p>70.0%</p>	<p>74.0%</p>	<p>78.0%</p>	<p>82.06%</p>	<p>86.0%</p>	<p>90.0%</p>
		<p>78.7%</p>	<p>75.3%</p>	<p>81.3%</p>	<p>79.8%</p>		
<p>* Represents projections of improvement</p>							

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

X Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE

GOAL: IA
(desired result of student learning)

The percentage of students in grades 3-5 who score met and exemplary in Science as measured by PASS will increase from the current baseline (08-09) of 66.22% to 90.0% by 2016.

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3-5 who score met and exemplary in Science as measured by PASS will increase from the current baseline (08-09) of 66.22% to 72.0% on the May 2011 administration of PASS.

DATA SOURCE(S):

PASS results, [ACT Aspire](#)

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
66.22%	72.0%	75.6%	79.2%	82.8%	86.4%	90.0%
	65.1%	70.9%	84%	74.7%		

* Represents projections of improvement

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

X Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL: IA
(desired result of student learning)
The percentage of students in grades 3-5 who score met and exemplary in Social Studies as measured by PASS will increase from the current baseline (08-09) of 74.0% to 90.0% by 2016.

INTERIM PERFORMANCE GOAL:
The percentage of students in grades 3-5 who score met and exemplary in Social Studies as measured by PASS will increase from the current baseline (08-09) of 74.0% to 79.0% on the May 2011 administration of PASS.

DATA SOURCE(S):
PASS results

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	74.0%	79.0%	81.2%	83.4%	85.9%	88.1%	90.0%
		79.4%	76.3%	82.3%	85.6%		

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:IA
(desired result of student learning)
The number of core academic content teachers who are highly qualified as defined by NCLB in the appropriate content(s) will be maintained and remain at 100% through 2016.

INTERIM PERFORMANCE GOAL:
The number of core academic content teachers who are highly qualified as defined by NCLB in the appropriate content(s) will remain at 100% through 2011.

DATA SOURCE(S):
Personnel records, HOUSSE documentation, Praxis scores, report card

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	100%	100%	100%	100%	100%	100%	100%
		100%	100%	100%	100%		

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

Student Achievement Teacher/Administrator Quality X School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:IA
(desired result of student learning)

The percentage of parents/guardians who report satisfaction with school climate as measured by annual report card surveys will increase from 74.8% in 2008 to 85% in 2016.

INTERIM PERFORMANCE GOAL:

The percentage of parents/guardians who report satisfaction with school climate as measured by annual report card surveys will increase from 74.8% in 2008 to 77.0% in 2011.

DATA SOURCE(S):

Report card surveys, report cards

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	74.8%	77.0%	78.6%	80.2%	81.8%	83.4%	85.0%
		83.4%	91.7%	93.7%	96.2%		

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL:IA
(desired result of student learning)

The percentage of teachers who report satisfaction with school climate as measured by annual report card surveys will increase from 97.4% in 2008 to 100% in 2016.

IIA

INTERIM PERFORMANCE GOAL:

The percentage of teachers who report satisfaction with school climate as measured by annual report card surveys will increase from 97.4% in 2008 to 98.0% in 2011.

DATA SOURCE(S): Report card surveys, report cards

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	97.4%	98.0%	98.4%	98.8%	99.2%	99.6%	100%
		100%	100%	100%	100%		

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

PERFORMANCE GOAL: IA
(desired result of student learning)

The teacher attendance rate will increase from 94.0% in 2008 to 97.0% in 2016.

IIIC

INTERIM PERFORMANCE GOAL:

The teacher attendance rate will increase from 94.0% in 2008 to 95.0% in 2011.

DATA SOURCE(S):

Personnel records, district report card

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
94.0%	95.0%	95.4%	95.8%	96.2%	96.6%	97.0%
	94.7%	94.5%	93.17%	95.4%		

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR 2011-2016

DATE: April 2010

Performance Goal Area:

Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

<p>PERFORMANCE GOAL:IA (desired result of student learning)</p>	<p>The student attendance rate will increase from 95.9% in 2008 to 97.0% in 2016.</p> <p>IIID</p>						
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The student attendance rate will increase from 95.9% in 2008 to 96.2% in 2011.</p>						
<p>DATA SOURCE(S):</p>	<p>Attendance records, district report card</p>						
<p>OVERALL MEASURES:</p>	<p>Average Baseline</p>	<p>2011*</p>	<p>2012*</p>	<p>2013*</p>	<p>2014*</p>	<p>2015*</p>	<p>2016*</p>
	<p>95.9%</p>	<p>96.2%</p>	<p>96.36%</p>	<p>96.52%</p>	<p>96.68%</p>	<p>96.84%</p>	<p>97.0%</p>
			<p>96%</p>	<p>96%</p>	<p>95.85%</p>		
<p>* Represents projections of improvement</p>							

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

ACTION PLAN (Student Achievement)					EVALUATION
STRATEGY: 1.1 Support classroom instruction of core subject areas in grades K-5.					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
<p>1.1.1 Increase the use of differentiated instructional strategies within the classroom, with a focus on math and reading.</p> <p>Benchmark Testing, Balanced Literacy and LLI kits, Daily 5 course offered, Full time Reading Coach, AIMS math PD</p>	August 2010 – June 2016	Principal, Instructional Coach, Reading Coach Teachers	NA	NA	Lesson plans, walk-through observation rubric
<p>1.1.2 Increase instructional time devoted to math and reading.</p> <p>90 minute math block and 120 minute ELA block, new teacher schedules developed to make better use of instructional time and to include small group instruction in reading and math, started a K4 all day program through CDEP funding.</p>	August 2010 – June 2016	Principal, Instructional Coach, Teachers, Reading Coach	NA	NA	Class schedules K4 classes
<p>1.1.3 Increase instructional time devoted to writing in both journal and process formats.</p> <p>Emphasis on writing in cross-curricular content areas, school-wide writing assessments given throughout the year and graded by rubric scale, teacher's daily schedule changed to include a set 30 min. writing block time daily, full time reading coach hired.</p>	August 2010 – June 2011 Continuing	Teachers Reading Coach	NA	NA	Class schedules Rubrics from scored writing

<p>1.1.4 Develop thematic units based on science and social studies standards in grades K-2.</p> <p>Integrating all subjects through development of thematic units.</p>	<p>August 2010 – June 2016</p>	<p>Instructional Coach, Media Specialist, Teachers, Reading Coach</p>	<p>NA</p>	<p>NA</p>	<p>Lesson plans, walk-through observation rubric</p>
<p>1.1.5 Continue to maintain alignment of our curriculum with the State Standards.</p> <p>Changed to Common Core State Standards</p>	<p>August 2010 – June 2016</p>	<p>Principal, Instructional Coach, Teachers, Reading Coach</p>	<p>NA</p>	<p>NA</p>	<p>Lesson plans, walk-through observation rubric</p>
<p>1.1.6 Utilize guidance counseling conferences to promote academic success</p>	<p>August 2010 – June 2016</p>	<p>Guidance</p>	<p>NA</p>	<p>NA</p>	<p>MAP goal sheets</p>

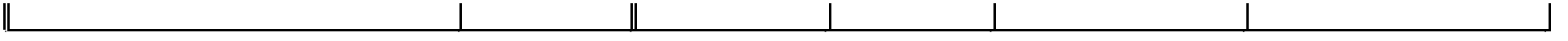
ACTION PLAN (Student Achievement)					EVALUATION
STRATEGY: 1.2 Implement effective instructional practices to improve student achievement.					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
1.2.1 Maintain reduction in class size to promote academic success	August 2010 – June 2016	District Administration/ Principal	\$32,000	Title Two District Funds	Class rosters
1.2.2 Develop a schedule and implement targeted instruction for grades 3-5 in math and reading based on RIT bands provided from MAP scores and PASS scores, F&P and CASE benchmark tests	August 2010 – June 2016	Principal, Instructional Coach, Reading Coach Teachers	NA	NA	Schedule
1.2.3 Create a RtI (Response to Intervention) model consisting of three tiers Now full implementation of RtI model.	August 2010 – June 2011	Instructional Coach, (Special Ed Liason) add School Psychologist, Principal, Teachers	NA	NA	Completed model
1.2.4 Implementation of flexible scheduling in the school media center to increase student access to print and non-print resources Weekly library times for K-2 for read aloud instruction.	August 2010 – June 2016	Media Specialist	NA	NA	Circulation records, weekly schedules
1.2.5 Continue the integration of Thinking Maps into classroom instruction	August 2010 – June 2016	Teachers	NA	NA	Lesson plans, hall displays

<p>1.2.6 Utilize collaborative and cooperative learning techniques Analysis of summative tests which now lists CCSS standards, indicators and DOK levels to insure increase of rigor.</p>	<p>August 2010 – June 2016</p>	<p>Instructional Coach, Teachers, Media Specialist Reading Coach</p>	<p>\$2000</p>	<p>Title I</p>	<p>Lesson plans, walk-through observation rubric</p>
<p>1.2.7 Implementation of LLI kits and Benchmark Testing.</p>					
<p>1.2.8 Implementation of Balanced Literacy, 4-square model, and small group math instruction.</p>					

ACTION PLAN (Student Achievement)					EVALUATION
STRATEGY: 1.3 Support parenting and family literacy.					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
1.3.1 Provide developmental screening for preschool children.	August 2010 – June 2016	First Steps Coordinator and staff, Nurse, Speech Pathologists	TBD	TBD	Screening schedule, test data
1.3.2 Offer parenting classes and family activities for at-risk preschool children	August 2010 – June 2016	First Steps Coordinator and staff	TBD	TBD	Agendas, sign-in sheets
<p>1.3.3 Provide opportunities for parents to meet requirements for GED. Host Head Start Program to accommodate 3 and 4 year old students.</p> <p>1.3.4 Provide a 3 year old parent night at the school. Providing a Welcome to Kindergarten Night for parents and children.</p> <p>1.3.5 Provide grade level family nights.</p> <p>1.3.6 Provide two full day K4 classes through CDEP funding.</p>	August 2010 – June 2011 Continuing	First Steps Coordinator and staff	TBD	TBD	Schedule of classes

<p>2.1.4 Provide ongoing technology coaching and increasing instructional use of Technology District office provided classes in technology.</p>	<p>August 2010 – June 2016</p>	<p>Media Specialist</p>	<p>NA</p>	<p>NA</p>	<p>Agendas, data from yearly state technology survey</p>
<p>2.1.5 Expand knowledge of technology by attending annual EdTech conference</p>	<p>August 2010 – June 2016</p>	<p>Staff Development Coordinator Teacher, Media Specialist</p>	<p>\$2800</p>	<p>Staff Development Funds</p>	<p>Doc-e-fil, session attendance records</p>
<p>2.1.6 Expand knowledge of instructional and assessment practices by attending annual South Carolina Formative Assessment Conference</p> <p>2.1.7 Monthly professional development held to reinforce teaching strategies and programs in the classroom. Ex.LLI kits, Benchmark testing, Balanced Literacy, 4-Square Model 6+1 writing traits Worked with a state department literacy coach. Teachers worked with school Reading Coach. The Daily 5 and CAFÉ graduate class was offered to teachers</p>	<p>August 2010 – June 2016</p>	<p>Staff Development Coordinator</p>	<p>\$1000</p>	<p>Staff Development Funds</p>	<p>Doc-e-fil, session attendance records</p>

ACTION PLAN (School Climate)					EVALUATION
STRATEGY: 3.1 Improve student attendance.					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
3.1.1 Recognize/provide incentives for perfect attendance	August 2010- June 2016	Principal/ Guidance Counselor	\$500	Local Funds	Pinning ceremony
3.1.2 Continue to utilize school nurse to help students stay healthy	August 2010 – June 2016	Nurse	\$30,000	Local Funds	Employment record
3.1.3 Partner with DHEC to provide flu vaccines DHEC did not come to the schools this year to provide this service. Flu shots only offered for the staff this year.	Annually	Nurse	NA	NA	Schedule of vaccines
3.1.4 Partner with local dentists and optometrists to provide annual screenings Health Promotion Specialist come throughout the year and do cleanings, fluoride and sealants to students' teeth.	August 2010 – June 2016	Nurse	NA	NA	Schedules
3.1.5 Provide wall-mounted dispensers for hand sanitizer	August 2010 – June 2016	Maintenance Supervisor/ Custodians	NA	NA	Available throughout the school
3.1.6 Enforce state, county and local attendance policies Intervention conferences held for attendance issues.	August 2010 – June 2016	Attendance Clerk/ Principal	NA	NA	Attendance records, court documentation



ACTION PLAN (School Climate)					EVALUATION
<u>STRATEGY: 3.2 Improve teacher attendance.</u>					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
3.2.1 Recognize/provide incentives for perfect attendance	August 2010- June 2016	Principal	TBD	Local Funds	Gift certificates
3.2.2 Partner with Carolina Occupational Health Screening Group to provide Preventive Health Screenings The screenings are not held annually but are offered every other year.	August 2010 – June 2016	Insurance Coordinator	TBD	TBD	Schedule of health screenings
3.2.3 Partner with DHEC to provide flu vaccines This was offered for teachers only. This was offered for teachers only.	Annually	Nurse	NA	NA	Schedule of vaccines
3.2.4 Provide wall-mounted dispensers for hand sanitizer	August 2010 – June 2016	Maintenance Supervisor/ Custodians	NA	NA	Available throughout the school

ACTION PLAN (School Climate)					EVALUATION
<u>STRATEGY: 3.3</u> Create a more appealing school climate for teachers and parent/guardians.					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
3.3.1 Analyze results from state-mandated and school surveys	August 2010- June 2016	Principal/ Instructional Coach/Assistant Superintendent	NA	NA	Spreadsheet for information
3.3.2 Include community members in school improvement planning New digital sign purchased to inform parents of school events. Use the automated phone message service.	August 2010 – June 2016	Principal	NA	NA	Agendas, sign-in sheets
3.3.3 Maintain Red Carpet School status This is no longer available through the state department.	August 2010 – June 2016	Administration/ Teachers	NA	NA	Survey results
3.3.4 Expand the display of student-created work and projects This is extended to school, district, county art contests/exhibits and local hospital.	August 2010 – June 2016	Teachers	NA	NA	Displays

ACTION PLAN (School Climate)					EVALUATION
STRATEGY: 3.4 Improve school and community relations.					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
3.4.1 Revise school handbook information Completed but continue to amend as the need arises.	August 2010- June 2011	Principal/ Instructional Coach	\$800	Activity Funds	Handbook
3.4.2 Increase PTO membership	August 2010 – June 2016	Administration/ Teachers/ PTO officers	NA	NA	Membership count
3.4.3 Host community-wide events Continuing hosting the Spring Fling, fall festival, partnership with Starr Athletic Association. Hosted Anderson 3 Fine Arts Jamboree	August 2010 – June 2016	Principal/ PTO officers	TBD	General Funds/ PTO Funds	Flyers, posters, website publicity, newspaper announcements
3.4.4 Maintain school web site and parent portal as two-way communication Added text message services to notify parents of events. Purchased a new digital sign to inform parents of school events, awards accomplishments, and opportunities. New school website created to enhance two-way communication. Automated phone message service used	August 2010 – June 2016	Media Specialist/ Computer Technician	TBD	TBD	Number of hits on the school web site
3.4.5 Increase partnerships with area businesses	August 2010 – June 2016	Guidance Counselor	NA	NA	Number of partnerships

Michelin Volunteers are working with our students

Michelin did not have their volunteer program this year however, they provided \$5000 toward the purchase of robotics to be used in the classroom to enhance science and technology.

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