

School Renewal Plan Table of Contents

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School Renewal Plan Cover Page (Mandated Component)

Renewal Plan for years 2015/16 to 2019/20 Annual Update for Year 2016/17

School Name:	Main St. Elementary
SIDN:	2103051
Plan Submission:	School utilizes AdvancED
Grade Range From:	3 To 5
District:	Florence 03
Address 1:	P.O. Box 1509
Address 2:	318 East Main Street
City:	Lake City , SC
Zip Code:	29560
School Renewal Plan Contact Person:	Pamela R. Sims
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Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components 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.

Required Printed Names and Signatures

<i>Chairperson, District Board of Trustees</i>		
<u>Dr. Lane Floyd</u> Printed Name	_____ Signature	_____ Date
<i>Superintendent</i>		
<u>Dr. Keith Callicutt</u> Printed Name	_____ Signature	_____ Date
<i>Principal</i>		
<u>Pamela R. Sims</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, School Improvement Council</i>		
<u>Renata Washington</u> Printed Name	_____ Signature	_____ Date

Stakeholder Involvement for School Renewal Plan (Mandated Component)

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Pamela R. Sims
2.	Teacher	Lisa Williams
3.	Parent/Guardian	Yvonne McFadden
4.	Community Member	Dr. Sam Marcengill
5.	School Improvement Council	Renata Washington
	OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
	Parent/Guardian	Willie Bryant
	Parent/Guardian	Anna Washington
	Parent/Guardian	Alexa Green
	Parent/Guardian	Rondell Montgomery
	Assistant Principal	Amishacoe Fulmore
	Director of Instruction	Barbara Woodbury

Assurances for School Renewal Plan (Mandated Component)

Act 135 Assurances Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

Yes	<p>Academic Assistance, PreK–3 The school 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).</p>
Yes	<p>Academic Assistance, Grades 4–12 The school 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).</p>
Yes	<p>Parent Involvement The school 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, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, 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.</p>
Yes	<p>Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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.</p>
Yes	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
N/A	<p>Innovation The school 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.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.</p>

Yes	<p>Collaboration The school (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).</p>
Yes	<p>Developmental Screening The school 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.</p>
N/A	<p>Half-Day Child Development The school 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.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3 The school 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.</p>
Yes	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy 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. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide 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.</p>

Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Elementary/Middle School (3 - 8)			
State Standardized Language Arts Scores	ELA – 29.3% Exemplary, 33.3% Met Writing – 28.7% Exemplary, 36.7% Met	ELA – 36.9% Not Met Writing – 33.4% Not Met	
State Standardized Math Scores	16.2% Exemplary, 30.4% Met	43.6% Not Met	
State Standardized Social Studies Scores	11.4% Exemplary, 41% Met	35.7% Not Met	
State Standardized Science Scores	3.9% Exemplary, 34% Met	53.4% Not Met	
'Other' Data Source: ESEA ELA	ELA Gr. 3 - Mean 637.7 Up from Gr. 5 - Mean 630.7 Up from 617.9	ELA Gr. 4 - Mean 604.9 down from 614.2	
'Other' Data Source: ESEA Math	Gr. 3 - Mean 613..8 up from 594.8 Gr. 5 - Mean 616.5 up from 610.3	Math Gr. 4 - Mean 590.6 down from 612.9	
'Other' Data Source: ESEA Science	Science Gr. 3 - Mean 609.2 up from 584.5	Science Gr. 4 - Mean 586.0 down from 593.2 Gr. 5 - Mean 585.8 down from 590.3	
'Other' Data Source: ESEA Social Studies	Social Studies Gr. 3 - Mean 625.9 up from 598.0	Social Studies Gr. 4 - Mean 602.4 down from 610.5 Gr. 5 - Mean 604.8 down from 607.9	

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Percentage of Teachers with Advanced Degrees	up from 53.6% to 64.3%		
Percentage of Teachers on Continuing Contracts	67.9%		
Percentage of Teachers Emergency/Provisional Contracts	0%		
Percentage of Teachers Returning		down from 77.9% to 77%	
Percentage of Classes not Taught by Highly Qualified Teachers	0%		

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Teacher Attendance Rate	Up from 90.8% to 93.1%		
Student Attendance Rate	96.2%		
Suspension/Expulsion Rate	0%		
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	Teachers-92% Parents- 85.7%	Students- 69.2%	
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	Teachers -92% Students- 82.5% Parents- 71.4%		
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	Teachers-84% Students- 89.7% Parents- 90.9%		
Students Older than Usual for Grade	1.8%		

Executive Summary of Needs Assessment (Summary of Conclusions)

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	<p>This year Main Street Elementary School was restructured to focus on grades 3-5. With student achievement being the main area of concern, much time and work is allocated to studying these needs. The leadership team of Main Street Elementary analyzed test scores over the course of the past year. The leadership team consisted of the Principal, the Assistant Principal, the school's master teachers, and four Mentor Teachers. The leadership team then shared the information with classroom teachers to use during interventions. We utilized the SCPASS data, but also used the Benchmark MAP tests to indicate where our students were with each standard. We analyzed observations for areas of concern and also looked at teacher instructional methods in the core content areas. The School Improvement Council/School-wide Planning Committee also had input and gave suggestions for strategies and areas where improvements could be made.</p> <p>Though always proud to discuss our successes, the faculty, staff, and students realize that excellence is the vision and not the destination. As a school community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves accountable to meet or exceed the goals outlined in this plan through rigorous and intense yearly review. In summary, the high number of students scoring at the Not Met level in all subject areas, the achievement gap with our African American population and disabled students indicates a need for immediate and focused measures. We know by analyzing the data and the use of the absolute value calculator that if we meet our expected goals, our absolute value index will increase to the level needed for expected progress. We have carefully looked at research-based strategies, Project Based Learning, and High Progress Literacy Classrooms which will be the most effective for the student body and level of teacher experience expected at our school.</p>
Teacher/Administrator Quality	
2.	<p>Having a qualified certified staff is paramount to attaining the student achievement goals set for our school. MSE currently has 64.3% of the teaching staff with advanced degrees. Of all core curricular teachers hold a highly qualified status. As staff members retire and elect to take other positions, great effort is placed on hiring new highly qualified team members to meet the demands of an elementary school environment. In addition, all team members are provided with a variety of professional development opportunities designed to help meet the school goals. All administrators have principal certification among other supervisor and subject area certifications.</p> <p>Main Street Elementary School is a TAP (Teacher Advancement Program) school, which has weekly embedded professional development based on student data, field testing data, and teacher data. All teachers participate in cluster meetings and development time where professional development is provided based on the needs of the students and teachers at each school. The schools and district monitor teacher effectiveness scores in order to plan further professional development opportunities based on those results. Master teachers and school leadership teams meet quarterly for additional TAP professional support and development.</p> <p>Professional development has shifted from a district-level to a site-based activity. The funding for professional development is site-based as well. An informal needs assessment determined the type of professional development at each site. This information was also tallied for district-wide needs in order to assist in planning summer professional development opportunities.</p> <p>At Main Street Elementary, a large percentage of teachers requested training in differentiated instruction, instructional technology, Balanced Literacy, Balanced Math, writing strategies, teaching children of poverty, special education, classroom management and assessment. In addition, the administrators continue to assess the professional development needs of our staff. A Common Core Standards Implementation Team has been formed to develop a strategic plan for shifting and implementing Common Core Standards.</p>
School Climate	
3.	<p>The overall school climate of MSE continues to be positive. In our state report card survey results provided state that teachers, students and parents have an encouraging view of the school.</p> <p>Through its Needs Assessment findings, the school continues to provide a safe, inviting learning environment through increased parental involvement, an emphasis on best practices, increased teacher knowledge, and the implementation of technology tools and resources in all areas of the curriculum.</p>

Performance Goal

Performance Goal Area	District Priority					
Performance Goal (desired result of student learning)	African American Males/Disabled Population - By 2019-2020, 95% of all African American males and 50% of Disabled students in grades 3-5 will meet or exceed the expected state scores based on the state ELA and Math assessments administered ACT Aspire, and benchmarks.					
Interim Performance Goal	By 2015-2016, 75% of African American males and 30% Disabled students will meet or exceed the ELA and Math state testing scores.					
Data Sources	Fast ForWord, Progress Monitoring, MAP, Classworks, State Testing Data					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
ELA STATE TESTING	AAM-73% D-26%	AAM-75% D-30%	AAM-80% D-35%	AAM-85% D-40%	AAM-90% D-45%	AAM-95% D-50%
Actual:						
WRITING STATE TESTING	AAM-39% D-14%	AAM-40% D-15%	AAM-45% D-20%	AAM-50% D-25%	AAM-55% D-30%	AAM-60% D-35%
Actual:						
MATH STATE TESTING	AAM-47% D-11%	AAM-50% D-15%	AAM-55% D-20%	AAM-60% D-25%	AAM-65% D-30%	AAM-70% D-35%
Actual:						

Action Plan

Strategy #1: Establish a consistent alignment of the district's ELA/Literacy and Math Programs; to include curriculum, assessments, instructional strategies, and resources to support the needs of African American males and Disabled students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create and implement a Literacy Action Plan to specifically address closing the achievement gaps in ELA for African American males and the disabled population.	Fall 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading Interventionist	0	NA	Copy of District Literacy Action Plan
2. Create and implement a Math Action Plan to specifically address closing the achievement gaps in Math for African American males and the disabled population.	Fall 2015/June 2020	Principal Assistant Principal Master Teachers Math Interventionist	0	NA	Copy of Math Action Plan

Performance Goal

Performance Goal Area	District Priority					
Performance Goal (desired result of student learning)	Literacy/Written Communication (grammar, writing, vocabulary)-By 2019-2020, 75% of all students, 3-5, will meet or exceed state Writing test scores, while benchmark scores increase to 90%.					
Interim Performance Goal	By 2015-2016, 56%% of all students in grades 3-5 will meet or exceed state Writing test scores, while 70% will increase writing benchmark scores.					
Data Sources	Writing Portfolios, benchmarks, state testing, and ACT Aspire					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
Writing Benchmarks	65%	70%	75%	80%	85%	90%
Actual:						
State Testing	53%	56%	60%	65%	70%	75%
Actual:						

Action Plan

Strategy #1: Literacy/Written Communication-Establish a consistent alignment of our Writing Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Writing Portfolios will be maintained in all grade levels. Samples will be kept and forwarded to the next grade level.	August 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading Interventionist	0	NA	sample portfolios
2. Provide writing professional development for all teachers, including portfolio training.	Aug. 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading Interventionist	0	NA	Agenda Sign-In sheets
3. Implement grammar and writing spiral reviews in all grade levels.	Aug. 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading Interventionist	0	NA	copies of reviews
4. Use 6 + 1 Writing Traits as a school writing model, to include weekly conferences. Provide Professional Development.	Aug. 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading Interventionist	0	NA	Agendas Sign-In sheets

Performance Goal

Performance Goal Area	District Priority					
Performance Goal (desired result of student learning)	Project Based Learning - By 2019-2020, each grade level will effectively integrate 5 Project Based Learning units aligned to state standards.					
Interim Performance Goal	By 2015-2016, the school will create at least 2 school-wide PBL units integrating all subjects, including the Arts.					
Data Sources	PBL Units					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
Total Number of Units school-wide	2	2	3	3	4	5
Actual:						

Action Plan

Strategy #1: Establish a consistent alignment integrating all subjects, including Arts, with PBL Units; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create and implement effective standards-based PBL Units, including rubrics and written assessment, incorporating all subjects, including the Arts and utilizing community resources.	Aug. 2015/ June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading Interventionist	0	NA	Copies of units
2. Provide professional development on PBL and writing PBL units.	Aug. 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading Interventionist	\$500	District Funds	Sign-In sheets Agendas
3. Hold a yearly showcase promoting student growth through PBL to all stakeholders.	May 2016/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading Interventionist	0	NA	photos copies of invitations

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	By the end of 2019-2020, a minimum of 89% of all stakeholders will be satisfied with the learning environment, the social and physical environment, and the school-home relationships as measured by the state survey. The number of parents attending their child's school for parental engagement and involvement will increase to 100% district-wide as measured by logs.					
Interim Performance Goal	By the end of 2015-2016, the state survey results for each area will increase by 4%, while PTC attendance remains at 100%					
Data Sources	surveys, logs					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
Learning Environment Teachers Students Parents	T-84% S-89.7% P-90.9%	T-88% S-93% P-94.9%	T-92% S-97% P-99%	T-96% S-99% P-100%	T-99% S-100% P-100%	T-100% S-100% P-100%
Actual:						
Social & Physical Environ. Teachers Students Parents	T-92% S-69.2% P-85.7%	T-96% S-73% P-89%	T-98% S-77% P-93%	T-100% S-81% P-97%	T-100% S-85% P-100%	T-100% S-89% P-100%
Actual:						
School-Home Relations Teachers Students Parents	T-92% S-82.5% P-71.4%	T-96% S-87% P-75%	T-98% S-91% P-79%	T-99% S-93% P-83%	T-100% S-97% P-87%	T-100% S-99% P-92%
Actual:						
Attendance at PTC conferences	100%	100%	100%	100%	100%	100%
Actual:						

Action Plan

Strategy #1: Promote an educational climate and culture that enhances the safety and success of all children.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Update and continue to implement the National Network of Parenting Partners' parental involvement plan.	Aug. 2015/June 2020	Principal NNPS Action Team SIC TLT Members	0	NA	Copy of plan
2. Continue to provide parent involvement workshops to help families support their child's educational development/academic achievement.	Aug. 2015/June 2020	Principal Assistant Principal TLT Team Teachers	\$500	Title I	List of Programs, Copies of Sign-In Sheets, Agendas, Photos
3. Continue to provide professional development trainings for team members and school improvement council members on effective parent conferences, and how to involve parents and community in the educational process.	Aug. 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading/Math Interventionist	\$200	Title I	Sign-In Sheets Agendas
4. Develop a written home/school communication plan outlining how parents are informed of students' academic progress.	Aug. 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading/Math Interventionist	0	NA	List of types of communications
5. Update school crisis management plans. Monitor school level plans. Carry out all monthly emergency drills.	Aug. 2015/June 2020	Principal Assistant Principal	0	NA	Updated Plans, monthly drill paperwork
6. Administer and analyze a school climate survey quarterly. Use data to form a Plan of Action based on identified areas of need.	October 2015/June 2020	Principal Assistant Principal	0	N/A	survey results Plan of Action
7. Implement at least 4 student clubs, to include the Dr. Ronald E. McNair Science Club. A plan will be developed for guidelines and implementation.	Aug. 2015/June 2020	Principal Assistant Principal Master Teachers Mentor Teachers Teachers Reading/Math Interventionist	0	NA	Club Plan Lesson Plans Photos

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	ELA & Writing - By 2019-2020, at least 80% of all students in grades 3-5 will meet or exceed the expected state scores on ELA and 85% on the Writing assessment administered.					
Interim Performance Goal	By 2015-2016, the percentage of students meeting and exceeding scores in ELA as measured by state testing will increase to at least 62%, while benchmarks will increase to 68%.					
Data Sources	MAP, IRIs, Classworks, Reading Counts, Writing Benchmarks					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
ELA STATE ASSESSMENT	62.6%	62%	65%	70%	75%	80%
Actual:						
WRITING STATE ASSESSMENT	65.4%	68%	70%	75%	80%	85%
Actual:						

Action Plan

Strategy #1: Establish a consistent alignment of our ELA/Literacy Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	Aug. 2015/June 2020	Principal Assistant Principal Guidance Counselor Behavior Interventionist	0	NA	Sign-In Sheets Agendas
2. Create informational pamphlets and newsletters sharing the Literacy Plan with all stakeholders.	August 2016/June 2020	Principal Assistant Principal TLT Members Reading Interventionist	Title I	NA	copies of brochures, pamphlets, and newsletters
3. Provide professional development to review the District Literacy Plan while developing the School Literacy Plans.	Aug. 2016/Jan. 2017	Renee Kirby ELA Master Teacher	0	NA	Sign-In sheets Agendas
4. Provide professional development on the new ELA SC College-and-Career Ready Standards.	Summer 2015/June 2016	ELA Master Teacher Guidance Counselor	0	NA	Sign-In sheets, Agendas
5. Attend State and local ELA professional development opportunities and share with appropriate personnel.	summer 2015/June 2020	Principal Assistant Principal TLT Members Teachers	0	NA	Agendas, travel requests, notes
6. Create a school-wide ELA Curriculum Map for each grade level. Include common assessments and pacing guides. Revise, edit, implement.	summer 2015/June 2020	Principal Assistant Principal TLT Renee Kirby ELA Master Teacher	0	NA	Copy of Curriculum Map
7. Develop a Career Education Plan including Career Fairs at all grade levels. Research available resources. Identify a program to implement across all grade levels.	Aug. 2015/June 2020	Principal Assistant Principal Guidance Counselor Behavior Interventionist	\$0 TBD upon implementation	NA TBD	Career Ed. Plan List of available resources.

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	MATH - By 2019-2020, 90% of all students in grades 3-5 will meet or exceed the expected state scores based on the state Math assessment administered, ACT Aspire, and Math benchmarks.					
Interim Performance Goal	By 2015-2016, the percentage of students meeting and exceeding scores in Math as measured by Math state testing, ACT Aspire, and Math benchmarks for non-state tested grades will increase to 71%.					
Data Sources	MAP, Classworks ,and Math Benchmarks, State Test					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
Math State Test	70.6%	71%	75%	80%	85%	90%
Actual:						

Action Plan

Strategy #1: Establish a consistent alignment of our Mathematics Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	Aug. 2015/June 2020	Principal Assistant Principal Guidance Counselor	0	NA	Sign-In sheets, Agendas
2. Develop a school Math Plan to increase the level of rigor in Math instruction. Implement the plan. Track data on all subgroups. Create Action Plans addressing the needs based on the data obtained.	June 2015	Principal Assistant Principal TLT Members	0	NA	Sign In Sheets Copy of Math Plan
3. Create informational pamphlets and newsletters sharing the Math Plan with all stakeholders.	Summer 2016	Principal Assistant Principal TLT Members	\$300	Title 1	Copies of pamphlets and newsletters
4. Provide professional development to review the District Math Plan while developing on the School Math Plans.	Aug. 2016/June 2017	Principal Assistant Principal TLT Members	0	NA	Sign-In Sheets Agendas
5. Provide professional development to review the District Math Plan while developing on the School Math Plans.	Aug. 2016/June 2017	Principal Assistant Principal TLT Members	0	NA	Sign-In Sheets Agendas
6. Attend State and local Math professional development opportunities and share with appropriate personnel.	summer 2015/June 2020'	Principal Assistant Principal TLT Members	\$1000	Title 1	Travel Requests, Agendas
7. Create a Math Curriculum Map for each grade level. Include common assessments and pacing guides. Revise, edit, implement.	summer 2015/June 2020	Math Master Teacher	0	NA	Copy of Math Curriculum Map

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Science - By 2019-2020, 60% of all students in grades 3-5 will meet or exceed the expected state scores based on the state Science assessment and benchmarks administered					
Interim Performance Goal	By 2015-2016, the percentage of students meeting and exceeding scores in Science as measured by Science state testing and benchmarks will increase to 40%.					
Data Sources	ACT Aspire, Science Benchmarks, SCPASS					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
Science Winter Benchmarks	35%	40%	45%	50%	55%	60%
Actual:						
State Test	37.9%	40%	45%	50%	55%	60%
Actual:						

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Social Studies - By 2019-2020, 86% of all students in grades 3-5 will meet or exceed the expected state Social Studies assessment administered and 55% will meet the Social Studies benchmarks.					
Interim Performance Goal	By 2015-2016, 74% of students will meet or exceeding scores in Social Studies as measured by state testing, while benchmark grades will increase to 35%.					
Data Sources	Social Studies benchmarks					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
Social Studies Benchmarks	30%	35%	40%	45%	50%	55%
Actual:						
State Test	73.6%	74%	77%	80%	83%	86%
Actual:						

Action Plan

Strategy #1: Establish a consistent alignment of our Science Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	Aug. 2015/ June 2020	Principal Assistant Principal Guidance Counselor	0	NA	Sign-in Sheets Agendas
2. Develop and implement a Social Studies Plan to increase the level of rigor in Social Studies lessons. Implement the plan. Track data on all subgroups. Create Action Plans addressing the needs based on the data obtained.	summer 2015/June 2020	Principal Assistant Principal TLT Members	0	NA	Copy of SS Plan
3. Create informational pamphlets and newsletters sharing the SS Plan with all stakeholders.	Aug. 2016/June 2020	Principal Assistant Principal TLT Members	0	NA	Copies of pamphlets and newsletters
4. Provide professional development to review the District Social Studies Plan while developing the School Social Studies Plans.	Aug. 2016/June 2020	Principal Assistant Principal TLT Members	0	NA	Sign-In Sheets Agendas
5. Provide professional development based on needs assessment survey.	Aug. 2016/June 2020	Principal Assistant Principal TLT Members	0	NA	Survey Results Copy of professional development plan.
6. Attend State and local Social Studies professional development opportunities and share with appropriate personnel.	summer 2015/June 2020	Principal Assistant Principal TLT Members Teachers	\$500	PDSI School Funds	Copy of Travel Requests
7. Create a plan to increase the use of Project Based Learning in all classrooms. Provide professional development and begin implementation.	summer 2015/June 2020	Principal Assistant Principal TLT Members	0	NA	PBL Plan
8. Create a Social Studies Curriculum Map for all grade levels to include common assessments and pacing guides. Revise, edit, implement.	summer 2015/June 2020	Principal Assistant Principal TLT Members	0	NA	Copy of Social Studies Curriculum Map

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	GT - By the end of 2019-2020, the percent of 3rd – 5th grade GT students scoring Met or Above on the State Assessment in ELA, Math, Science and Social Studies will increase by 100%.					
Interim Performance Goal	By the end of 2015-2016, the percentage of 3-5 GT students scoring Met or Above on the State Assessment in ELA, Math, Science and Social Studies will increase by 1%.					
Data Sources	Achieve 3000, Benchmarks, State Test					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
ELA State Testing-% scoring Met and Above	95%	96%	97%	98%	99%	100%
Actual:						
Writing State Testing-% scoring Met and Above	94%	95%	96%	97%	98%	100%
Actual:						
Math State Testing-% scoring Met or Above	92%	93%	94%	95%	96%	100%
Actual:						
Science State Testing-% scoring Met or Above	93%	94%	95%	96%	97%	100%
Actual:						
Social Studies Testing - % scoring Met or Above	93%	94%	95%	96%	97%	100%
Actual:						

Action Plan

Strategy #1: Establish a consistent alignment of our GT Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all GT students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. In addition to the subject specific action steps listed above, all GT students in grades 3-5 will communicate with students around the world via technology. An Action Plan for this will be developed and implemented.	summer 2015	Principal Assistant Principal Keyanna Hampton	0	NA	Action Plan, permission forms, archived sessions, lesson plans
2. Create a GT curriculum framework/map.	summer 2015/June 2020	Principal Assistant Principal Keyanna Hampton	0	NA	Copy of Framework/Map
3. Implement Project Based Learning in GT classes.	Aug. 2015/June 2020	Principal Assistant Principal Keyanna Hampton	0	NA	Photos, Lesson Plans

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Health - By the end of 2019-2020, 80% of all students in grades 3-5 will increase their scores based to a minimum of 80% on the district's Health benchmark.					
Interim Performance Goal	By the end of 2015-2016, Health benchmark scores will increase to a minimum of 60%.					
Data Sources	Health benchmarks					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
District Health Benchmarks	0	60%	65%	70%	75%	80%
Actual:						

Action Plan

Strategy #1: Establish a consistent alignment of our Health Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	Aug. 2015/June 2020	Principal Assistant Principal Guidance Counselor TLT Members	0	NA	Sign-In Sheets Agendas
2. Develop a Health Plan to increase the level of rigor in Health lessons. Implement the plan. Track data on all subgroups. Create Action Plans addressing the needs based on the data obtained.	summer 2015/June 2020	Principal Assistant Principal Guidance Counselor TLT Members	0	NA	Copy of Health Plan
3. Maintain a health and wellness committee to review the students' health and wellness activities according to the policy.	January 2016/June 2020	Principal Assistant Principal TLT Members	0	NA	Sign-In Sheets Agendas
4. Create informational pamphlets and newsletters sharing the Health Plan with all stakeholders.	Aug. 2016/June 2020	Principal Assistant Principal Guidance Counselor TLT Members	\$100	School Funds	Copies of pamphlets and newsletters
5. Provide professional development to review the District Health Plan while developing the School Health Plan.	Aug. 2016/June 2020	Principal Assistant Principal Guidance Counselor TLT Members	0	NA	Sign-In Sheets Agendas
6. Attend State and local Health professional development opportunities and share with appropriate personnel. Provide professional development based on needs assessment survey.	summer 2015/June 2020	Principal Assistant Principal Guidance Counselor TLT Members	\$500	PDSI School	Copies of Travel Requests
7. Create a plan to increase the use of Project Based Learning in all classrooms. Provide professional development and begin implementation.	Aug. 2015/June 2020	Principal Assistant Principal Guidance Counselor TLT Members	0	NA	PBL Plan
8. Create a Health Curriculum Map for all grade levels to include common assessments and pacing guides. Revise, edit, implement.	summer 2015/June 2020	Principal Assistant Principal Guidance Counselor TLT Members	0	NA	Copy of Health Curriculum Map

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	By the end of 2019-2020, Main Street Elementary School will increase the Retention Rate to 92%.					
Interim Performance Goal	By the end of 2015-2016, Main Street Elementary School will increase the Retention Rate to 80%.					
Data Sources	observations, evaluations, CODE					
Overall Measures						
Measure	Average Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
Retention Rate	77%	80%	83%	86%	89%	92%
Actual:						

Action Plan

Strategy #1: Establish professional development opportunities which will increase teacher proficiency in student achievement and teacher performance.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Using CODE data, identify areas of needed support and work with teachers to develop an improvement plan.	Aug. 2015/June 2020	Principal Assistant Principal TLT Members	0	NA	Teacher Data
2. Analyze all available teacher observation data to identify professional development needs, to include instructional rubric training.	summer 2015/June 2020	Principal Assistant Principal TLT Members	0	NA	Teacher Data
3. Administer a needs assessment and survey yearly to determine teacher perceptions of needs.	May 2015/June 2020	Principal Assistant Principal	0	NA	Survey Results PD Plan
4. Provide professional development for the school leadership team on best practices and effective coaching strategies.	Aug. 2015/June 2020	Renee Kirby Principal Assistant Principal TLT Members	0	NA	Sign-In Sheets Agendas