

**SCHOOL RENEWAL PLANS
COVER PAGE (Required)**

School Name: Andrews Elementary School Telephone Number: 843-264-3419

School Address: 13072 County Line Road, Andrews, South Carolina 29440

District Contact: Dr. Diane Wingate Telephone Number: 843-436-7156

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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

Chairperson, Board of Trustees

Mr. James Dumm

Printed Name

Signature

Date

Superintendent

Dr. H. Randall Dozier

Printed Name

Signature

Date

School Principal

Mrs. Adrienne Watford

Printed Name

Signature

Date

Chairperson, School Improvement Council

Mrs. Renee Cooper

Printed Name

Signature

Date

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS *(Mandated Component)*

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

POSITION	NAME
1. Principal	<u>Adrienne Watford</u>
2. Teacher	<u>Tara Ward</u>
3. Parent/Guardian	<u>Tracy Johns</u>
4. Community Member	<u>Chris Fischer</u>
5. School Improvement Council	<u>Renee Cooper</u>
6. Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION :</u>	<u>NAME:</u>
<u>Teacher</u>	<u>Heather Turner</u>
<u>Teacher</u>	<u>Tara Ward</u>
<u>Teacher</u>	<u>Sean Berry</u>
<u>Teacher</u>	<u>Melanie Lambert</u>
<u>Teacher</u>	<u>Shanda Blakely</u>
<u>Teacher</u>	<u>Ashley Stafford-Nesmith</u>
<u>Parent</u>	<u>Sharon Lewis</u>
<u>Parent</u>	<u>Michelle Durham</u>
<u>Parent</u>	<u>Tracy Johns</u>
<u>Parent</u>	<u>Rhonda Johanning</u>

Support Staff **Wendy Kuritz**

Speech Pathologist **Amy Ivey**

Reading Coach **Janet Branham**

Assistant Principal **Mack P. J. Burgess**

Assistant Principal **Kimberly Nesmith**

- * **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 RENEWAL PLANS
(Mandated Component)**

Act 135 Assurances

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

- 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).
- 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).
- 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.
- 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*.
- Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- 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.



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.



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).



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.



Half-Day Child Development

The school provides child development programs for **four-year-olds**. 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.



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.



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.



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.

Signature of Superintendent

Date

Signature of Principal

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS (Mandated Component)

Andrews Elementary School is a Pre-Kindergarten through fifth grade school with an enrollment of students located in the rural community of Andrews, South Carolina. Community involvement is a vital part of our success. Our school works in collaboration with the community, local businesses, and churches to support our students. Many of our students live in single-parent households and below the poverty line. Our current student body is comprised of forty-four percent (44%) African-American, fifty percent (50%) Caucasian, and six percent (6%) other ethnicities. Eighty percent (80%) of our students receive free or reduced lunch.

In developing our school renewal plan for the 2012-2017 school years, several sources of data were utilized. The results of this data were used to determine our priorities as well as address our needs. Data used includes the following:

- Annual State Report Card
- Annual Parent Surveys
- Annual Teacher Surveys
- Annual Palmetto Test of State Standards (PASS) Test Data
- Annual Measures of Academic Progress (MAP) Test Data
- Annual Success Maker Data

Data from the above sources indicate there is a need to improve student achievement in grades three through five in all core areas of instruction. MAP Data reveals that students in second grade need to improve their word study analysis and comprehension skills. Kindergarten students need to improve on learning initial sounds and should be able to identify target sounds in high frequency words.

Parent and teacher surveys indicate that there is a continued need for the communication between the home and school needs to improve in order for academic and behavioral concerns to be addressed appropriately. Teachers do conduct parent conferences and parents feel welcome and invited to attend events at Andrews Elementary School. Both parents and teachers believe that when this communication improves, then student achievement will increase.

MISSION, VISION, VALUES, AND BELIEFS (Optional)

The mission of the Georgetown County School District is to provide challenging educational programs that require all students to meet high academic standards and that prepare all students to be responsible citizens and lifelong learners.

The vision of Andrews Elementary School, in partnership with parents and community, is to meet the social, emotional, physical and educational needs of all students, enabling them to become life-long learners and productive members of society.

At Andrews Elementary School we value:

- ...the collaborative efforts put forth by the school, families, and community to educate our students.
- ...the diverse cultures and ideas, and that these are important factors that impact our students' growth and development.
- ...a curriculum that is rigorous and comprehensive, and is one that will ensure that the highest of academic standards are met.
- ...a technology rich learning environment and one in which students can be interactive learners inside the classroom.

At Andrews Elementary School we believe:

- ...every child can learn.
- ...good instruction is paramount to student success.
- ...children must have a safe, healthy, and positive learning environment.
- ...children must be respectful of themselves, others and all property.

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2016-17.

SCHOOL RENEWAL PLAN FOR <u>Andrews Elementary School</u>		DATE: <u>April 30, 2016</u>					
Performance Goal Area: I							
<input checked="" type="checkbox"/> Student Achievement		<input type="checkbox"/> Teacher/Administrator Quality	<input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)				
		<input type="checkbox"/> District Priority					
PERFORMANCE GOAL: (desired result of student learning)	The percentage of exiting grade 2 students scoring at or above the minimum RIT cut scores, as measured by the MAP assessment will be 100% by 2017.						
INTERIM PERFORMANCE GOAL:	The percentage of exiting grade 2 students scoring at or above the minimum RIT cut scores, as measured by the MAP assessment will be 32% or higher by 2016.						
DATA SOURCE(S):	MAP test results						
VERALL MEASURES:	OVERALL MEASURES:	2012	2013	2014	2015	2016*	2017*
		61%	22%	55%	67%	82%	100%
* Represents projections of improvement							

ACTION PLAN I-1					EVALUATION
<u>STRATEGY:</u> Support at-risk students	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
<u>Activity</u> <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>					
I.1.1 Identification of students in grades and 2 who are at-risk and performing below grade level.	9/15-5/16	Classroom teachers	N/A	N/A	Data Sheets
I.1.2 Students in grades 1 and 2 not performing on grade level will participate in a small group setting receiving remedial instruction.	9/15-5/16	Contracted teachers	N/A	N/A	Classroom observations Portfolio of students' work
I.1.3 Students will continue to receive instruction in Everyday Math that promotes higher order thinking skills and provides, intense, spiraling instruction in math.	9/15-5/16	Classroom teachers	N/A	N/A	Everyday Math Assessments, teacher-made tests, student work samples
I.1.4 Students will receive instruction through the Sticky Bear Interactive Math Program and SuccessMaker software.	9/15-5/16	Classroom teachers & CAI Lab parapro	N/A	N/A	SuccessMaker Reports Sticky Bear Math Reports

ACTION PLAN I-2					EVALUATION
<u>STRATEGY: Use Technology and manipulatives to increase MAP math scores</u> <u>Activity</u>	<u>Timeline</u> <u>Start/End</u> <u>Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
<small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>					
I.2.1 Teachers will continue to receive training on using Promethean Boards for classroom instruction.	9/15-5/16	Technology Coach Trained classroom teachers	N/A	N/A	Attendance roster and classroom use as evidenced by lesson plans
I.2.2 Promethean math software will be utilized by classroom teachers to support math instruction for students in grades 1 and 2.	9/15-5/16	Classroom teachers	N/A	N/A	Classroom observations Lesson plans
I.2.3 Kindergarten, 1st, and 2nd grade students will utilize Sticky Bear math on a daily basis in the classroom for added math support.	9/15-5/16	Classroom teachers	N/A	N/A	Classroom observations Lesson plans
I.2.4 1st and 2nd grade students will continue to go to the SuccessMaker lab for math support.	9/15-5/16	Classroom teachers	N/A	NA	SuccessMaker Reports Lesson plans
I.2.5 Teachers will receive training on analyzing test data to improve instruction.	9/15-5/16	Classroom teachers	N/A	N/A	Attendance roster Differentiated Instruction as evidenced by lesson plans
I.2.6 Students will continue to use My Math manipulatives that will provide a "hands-on" approach to learning math.	9/15-5/16	Classroom teachers	N/A	N/A	Classroom observations Lesson plans

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE: April 30, 2016

Performance Goal Area: II

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
(desired result of student learning)

The percentage of exiting K-1 students scoring at or above the 34% in reading will increase from 32% in May 2012 to 100% in May 2017.

INTERIM PERFORMANCE GOAL:

The percentage of exiting K-1 students scoring at or above the 34% in reading will increase from 78% in May 2015 to 85% in May 2016.

DATA SOURCE(S):

MAP test results

OVERALL MEASURES:

OVERALL MEASURES:	2012	2013	2014	2015	2016*	2017*
K-1st	32%	69%	72%	78%	85%	100%

* Represents projections of improvement

ACTION PLAN II-1					EVALUATION
STRATEGY: Support at-risk students Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	Indicators of Implementation
II.1.1 Development early literacy skills of students in K-1 will be assessed using DIBELS. At-risk students will be identified. At-risk students will work in small focus groups receiving instruction in phonemic awareness, phonics, and fluency connected to text.	9/15-5/16	School psychologist/ trained personnel/ contracted teachers	N/A	N/A	Class rosters, informal teacher assessment, Sticky Bear Math reports, SuccessMaker reports
II.1.2 Provide full-day Pre-Kindergarten classes for four year olds.	9/15-5/16	Classroom teachers	N/A	N/A	School Enrollment Records
II.1.3 MAP will be used to identify of students in grade 2 who are at-risk and performing below grade level.	9/15-5/16	Classroom Teachers	N/A	N/A	Lesson Plans Portfolio of students' work
II.1.4 Students in grades 1 - 3 not performing on grade level will participate in a small focus groups receiving remedial instruction in reading.	9/15-5/16	Special Area Teachers	N/A	N/A	Student portfolios, lesson plans, and observation
II.1.5 At-risk students in grades K, 1 and 2 will participate in small instructional groups that focus on phonemic awareness, phonics, and vocabulary two-four times a week.	9/15-5/16	Classroom Teachers	N/A	N/A	Student portfolios, lesson plans, and observation
II.1.6 K-2 teachers will develop monthly writing prompts for students to encourage and develop the writing skills of students.	9/15-5/16	Classroom teachers GLC	N/A	N/A	Student portfolios, lesson plans, and observation
II.1.7 Promote literacy by collaborating with agencies such as, Head Start, Mental Health, Department of Social Services, First Steps ,Even start, and community churches.	9/15-5/16	Professional Staff			School Records such as sign-in sheets, agendas that show collaboration between the school and agencies.

ACTION PLAN II – 2					EVALUATION
<u>STRATEGY: Use Technology to increase MAP reading scores</u> <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
II.2.1 Staff development using reports/data from Success Maker will be provided for teachers so they may assess areas of difficulty in order to provide differentiated instruction.	9/15-5/16	Classroom teachers	N/A	N/A	Attendance rosters Differentiated learning strategies embedded in lesson plans
II.2.2 Kindergarten, 1st, and 2nd grade students will utilize Sticky Bear reading on a daily basis in the classroom for added reading support.	9/15-5/16	Classroom teachers	N/A	N/A	Classroom observations Lesson Plans
II.2.3 Teachers will continue to receive training on using Promethean Boards for classroom instruction.	9/15-5/16	Technology Leader/ previously trained teachers	N/A	N/A	Attendance rosters Classroom observations Lesson Plans
II.2.4 Students will participate in the Accelerated Reader Program which is used to remediate, reinforce, and extend ELA skills and concepts.	9/15-5/16	Classroom teachers	N/A	N/A	Log of accumulated Accelerated Reader Points

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE: April 30, 2016

Performance Goal Area: III

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
(desired result of student learning)

The percentage of exiting grade 2 students scoring at or above the minimum RIT cut scores in reading, as measured by the MAP assessment will be 100% by 2017.

INTERIM PERFORMANCE GOAL:

The percentage of exiting grade 2 students scoring at or above the minimum RIT cut scores in reading, as measured by the MAP assessment will be 94% or higher by 2016.

DATA SOURCE(S):

MAP test results

OVERALL MEASURES:

OVERALL MEASURES:

	2012	2013	2014	2015	2016*	2017*
	55%	64%	68%	72%	94%	100%

* Represents projections of improvement

ACTION PLAN III – 1					EVALUATION
<u>STRATEGY: Support at-risk students</u> <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline</u> <u>Start/End</u> <u>Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
II.1.1 Development early literacy skills of students in K-1 will be assessed using MAP. At-risk students will be identified. At-risk students will work in small focus groups receiving instruction in phonemic awareness, phonics, and fluency connected to text.	9/15-5/16	School psychologist/ trained personnel/ contracted teachers	N/A	N/A	Class rosters, informal teacher assessment, Sticky Bear Math reports, SuccessMaker reports
II.1.2 Provide full day Pre-Kindergarten classes for four year olds.	9/15-5/16	Classroom teachers	N/A	N/A	School Enrollment Records
II.1.3 MAP will be used to identify of students in grade 2 who are at-risk and performing below grade level.	9/15-5/16	Classroom Teachers	N/A	N/A	Lesson Plans Portfolio of students' work
II.1.4 Students in grades 1 - 3 not performing on grade level will participate in a small focus groups receiving remedial instruction in reading.	9/15-5/16	Special Area Teachers	N/A	N/A	Student portfolios, lesson plans, and observation
II.1.5 At-risk students in grades K, 1 and 2 will participate in small instructional groups that focus on phonemic awareness, phonics, and vocabulary two-four times a week.	9/15-5/16	Classroom Teachers	N/A	N/A	Student portfolios, lesson plans, and observation
II.1.6 K-2 teachers will develop monthly writing prompts for students to encourage and develop the writing skills of students.	9/15-5/16	Classroom teachers GLC	N/A	N/A	Student portfolios, lesson plans, and observation
II.1.7 Promote literacy by collaborating with agencies such as, Head Start, Mental Health, Department of Social Services, First Steps ,Even start, and community churches.	9/15-5/16	Professional Staff			School Records such as sign-in sheets, agendas that show collaboration between the school and agencies.

ACTION PLAN III – 2					EVALUATION
<u>STRATEGY: Use technology to increase MAP Reading scores</u> <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
II.2.1 Staff development using reports/data from Success Maker will be provided for teachers so they may assess areas of difficulty in order to provide differentiated instruction.	9/15-5/16	Classroom teachers	N/A	N/A	Attendance rosters Differentiated learning strategies embedded in lesson plans
II.2.2 Kindergarten, 1st, and 2nd grade students will utilize Sticky Bear reading on a daily basis in the classroom for added reading support.	9/15-5/16	Classroom teachers	N/A	N/A	Classroom observations Lesson Plans
II.2.3 Teachers will continue to receive training on using Promethean Boards for classroom instruction.	9/15-5/16	Technology Leader/ previously trained teachers	N/A	N/A	Attendance rosters Classroom observations Lesson Plans
II.2.4 Students will participate in the Accelerated Reader Program which is used to remediate, reinforce, and extend ELA skills and concepts.	9/15-5/16	Classroom teachers	N/A	N/A	Log of accumulated Accelerated Reader Points

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Performance Goal Area: IV

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

<p>PERFORMANCE GOAL: (desired result of student learning)</p>	<p>The percentage of students in grades 3-5 who score met and above in Math as measured by the PASS assessment will increase from 73.7% in May 2012 to 100% by May 2017 (average score of grades 3-5).</p>						
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The percentage of students in grades 3-5 scoring met and above in Math will improve from 83% in 2015 to 90% by May 2016.</p>						
<p>DATA SOURCE(S):</p>	<p>PASS Testing Data</p>						
<p>OVERALL MEASURES:</p>	<p>OVERALL MEASURES:</p>	<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>	<p>2016*</p>	<p>2017*</p>
		<p>73.7%</p>	<p>75.4%</p>	<p>72%</p>	<p>83%</p>	<p>90%</p>	<p>100%</p>
		<p>* Represents projections of improvement</p>					

ACTION PLAN IV – 1					EVALUATION
<u>STRATEGY: Use technology to increase PACT Math scores Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
IV.1.11 Continue use of MAP math results to group students for small group instruction that will promote mastery of curriculum math standards for grades 3-5.	9/15-5/16	Teachers	N/A	N/A	MAP scores
IV.1.2 Analysis of fall and winter MAP reports.	9/15-5/16	Administration Lead Teachers	N/A	N/A	Analysis logs
IV.1.3 Provide enrichment opportunities for high basic and low students using effective strategies that will meet student needs based upon test analysis.	9/15-5/16	Teachers	N/A	N/A	Teacher Observation Documentation of strategies GL discussion notes from weekly grade level meetings
IV.1.4 Students will use technology as a tool for practicing math skills and problem solving i.e., SuccessMaker, Everyday Math software, Promethean Board activities, and Star Math.	9/15-5/16	Teachers	N/A	N/A	SuccessMaker Reports Star Math Reports Spring MAP Data
IV.1.5 Continued staff development in Everyday Math for staff.	9/15-5/16	Lead Teachers	N/A	N/A	Staff Development agendas Rosters

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Performance Goal Area: V

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
(desired result of student learning)
The percentage of students in grades 3-5 who score met and above in ELA as measured by the PASS assessment will increase from **81% in May 2012 to 100% by May 2017** (average score of grades 3-5).

INTERIM PERFORMANCE GOAL:
The percentage of students in grades 3-5 scoring basic and above in ELA will improve from 90% in 2015 to 95% by May 2016.

DATA SOURCE(S):
PASS/ACT ASPIRE/SC READY Testing Data

OVERALL MEASURES:							
		2012	2013	2014	2015	2016	2017*
		81%	76.6%	81%	90%	95%	100%
* Represents projections of improvement							

ACTION PLAN V – 1					EVALUATION
STRATEGY: Support students performing below grade level in grades 3-5	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
<p align="center"><u>Activity</u></p> <p align="center"><small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small></p>					
<p>V.1.1 Students in grades 3-5 will go to the SuccessMaker Learning Lab 2-3 times a week to support curriculum standards in ELA. SuccessMaker is also available in each classroom.</p>	9/15-5/16	Classroom teachers	N/A	N/A	SuccessMaker Reports
<p>V.1.2 Provide Extended School Year in June, 2012.</p>	June-July 2016	Grade 3-5 teachers Assistant Principal	See III.2.3	Comprehensive Remediation Funds	Attendance rosters
<p>V.1.3 At-risk students in grades 3-5 not performing on grade level will participate in a small focus groups receiving remedial instruction in reading.</p>	9/15-5/16	Contracted teachers	See II.1.3 & I.1.4 pg. 5	Comprehensive Remediation Funds	Lesson Plans Portfolios

ACTION PLAN V – 2					EVALUATION
STRATEGY: Support students performing below grade level in grades 3-5 Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	Indicators of Implementation
V.2.1 Teachers and students will develop individual goals each 9 weeks using areas of weakness identified on PACT and MAP.	9/15-5/16	Classroom teachers GLC's	N/A	N/A	Goal sheets
V.2.2 Provide information to parents concerning the Extended Day Program and how it impacts student achievement.	9/15-5/16	Classroom teachers	N/A	N/A	Parent Conference Logs
V.2.3 Students will participate in sustained silent reading each morning for 15 minutes.	9/15-5/16	Classroom teachers	N/A	N/A	Reading logs Observation
V.2.4 Incorporate and develop writing prompts that will address nonfiction writing across the curriculum monthly, using higher order thinking skills to improve student writing.	9/15-5/16	Assistant Principal Classroom teachers	N/A	N/A	Writing Portfolios Observation State/Teacher-made rubrics
V.2.5 Use of graphic organizers to improve student writing.	9/15-5/16	Classroom Teachers GLC's	N/A	N/A	Writing Portfolios Observation
V.2.6 Classroom teachers will use guided reading strategies to support student learning.	9/15-5/16	Classroom Teachers GLC's	N/A	N/A	Lesson plans Observations

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Performance Goal Area: VI

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

<p>PERFORMANCE GOAL: (desired result of student learning)</p>	<p>The percentage of students in grades 3-5 who score met and above in Writing as measured by the SC READY Writing assessment will increase from 66.2% in 2012 to 100% in 2017.</p>							
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The percentage of students in grades 3-5 who score met and above in Writing on the SC READY assessment will increase from 81% in 2015 to 89.6% in May 2016.</p>							
<p>DATA SOURCE(S):</p>	<p>PASS Testing Data</p>							
<p>OVERALL MEASURES:</p>		<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>	<p>2016*</p>	<p>2017*</p>	
		<p>66.2%</p>	<p>59.6%</p>	<p>61%</p>	<p>81%</p>	<p>89.6%</p>	<p>100%</p>	
	<p>* Represents projections of improvement</p>							

ACTION PLAN VI – 1					EVALUATION
STRATEGY: Support students performing on or above grade level. Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	Indicators of Implementation
VI.1.1 Teachers will analyze MAP scores to identify areas of weakness in Reading and Language Arts.	9/15-5/16	Classroom teachers	N/A	N/A	MAP scores SC READY results Teacher notes
VI.1.2 Students will write for a variety of reasons across the content areas including nonfiction writing across the curriculum which will be incorporated monthly, using higher order thinking skills to improve student writing.	9/15-5/16	Assistant Principal Classroom teachers	N/A	N/A	Writing Portfolios Observation during writer's workshops in Lesson Plans State/Teacher-made rubrics
VI.1.3 Continue participation in activities such as the Academic Fair and the Lt. Governor's Writing Program for selected students.	9/15-5/16	5 th grade teachers	N/A	N/A	Academic Team Awards Lt. Governor's Awards at school and district level
VI.1.4 Classroom teachers will use various reading strategies such as literature circles, to enrich and extend student learning.	9/15-5/16	Classroom teachers	N/A	N/A	Lesson plans Observations

ACTION PLAN VI– 2					EVALUATION
STRATEGY: Identify and focus on students scoring basic and borderline proficient to increase the number of proficient and advanced students. Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
VI.2.1 The William and Mary curriculum is integrated with the Harcourt basal series for instruction in self-contained Gifted and Talented classes in grades 3-5.	9/15-5/16	Classroom Teachers	N/A	N/A	Lesson Plans Observations
VI.2.2 Classroom teachers will use guided reading strategies to enrich and extend student learning.	9/15-5/16	Classroom teachers	N/A	N/A	Lesson plans Observations
VI.2.3 Graphic organizers are utilized to improve student writing.	9/15-5/16	Classroom teachers	N/A	N/A	Writing Portfolios Observation Lesson Plans
VI.2.4 SuccessMaker reading software will be utilized with students in grades 3-5 in the Success- Maker Learning Lab 2-3 times a week to support curriculum standards in ELA. SuccessMaker is also available in each classroom.	9/15-5/16	Classroom teachers	N/A	N/A	Writing Portfolios Observation Lesson Plans

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Performance Goal Area: VII

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

<p>PERFORMANCE GOAL: (desired result of student learning)</p>	<p>The percentage of students in grades 3-5 in our special needs population who score not met in Math as measured by the SC READY assessment will decrease from 85% in May 2012 to 30% by May 2017 (average score of special needs students in grades 3-5).</p>							
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The percentage of students in grades 3-5 in our special needs population not met on the SC READY Math assessment will decrease from 62% in 2015 to 59% in May 2016.</p>							
<p>DATA SOURCE(S):</p>	<p>PASS Testing Data</p>							
<p>OVERALL MEASURES:</p>		<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>	<p>2016*</p>	<p>2017*</p>	
		<p>85%</p>	<p>70%</p>	<p>66%</p>	<p>62%</p>	<p>59%</p>	<p>30%</p>	
	<p>* Represents projections of improvement</p>							

ACTION PLAN VII – 1					EVALUATION
STRATEGY: Support special needs population	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source	<u>Indicators of Implementation</u>
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)				(academic assistance, innovation, retraining, categorical funding, etc.)	
VII.1.1 Students will continue to use many manipulatives to provide a needed “hands-on” approach to learning math.	9/15-5/16	Resource, Sp. Ed, and class-room teachers	N/A	N/A	Observation, lesson plans, and IEPs
VII.1.2 MAP/ SC READY test data will be utilized to target weakest areas in math for students.	9/15-5/16	Resource, Sp. Ed, and class-room teachers	N/A	N/A	Notes on grouping students according to need/MAP Benchmark scores
VII.1.3 Provide small group/differentiated instruction which allows more quality instructional time for students.	9/15-5/16	Resource, Sp. Ed, and class-room teachers	N/A	N/A	Observation, lesson plans Teacher-made rubrics, SC READY results
VII.1.4 Curriculum adaptations that do not change the standards, but allows students to use materials and/or equipment that will support students with learning disabilities.	9/15-5/16	Resource, Sp. Ed, and class-room teachers	N/A	N/A	Lesson plans Observations
VII.1.5 Measure student progress using formal and informal assessments such as rubrics, artifacts, portfolio of student work, projects, MAP, etc.	9/15-5/16	Resource, Sp. Ed, and class-room teachers	N/A	N/A	Lesson plans, samples of student work & artifacts, MAP results

ACTION PLAN VII – 2					EVALUATION
STRATEGY: Use technology to increase PACT Reading/Math scores for at-risk students	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
<p align="center">Activity</p> <p align="center"><small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small></p>					
<p>VII.2.1 Promethean math software will be utilized by resource and special education teachers to support math and Language Arts instruction for students.</p>	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson plans Observations
<p>VII.2.2 Utilization of interactive math and Language Arts activities using software and web-based sites such as Brain Pop on the computer.</p>	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson plans Observations
<p>VII.2.3 Students participate in SuccessMaker Learning, research-based digital courseware twice a week to support curriculum standards in math and Language Arts, as well as Star Math.</p>	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson Plans SuccessMaker Reports Observations
<p>VII.2.4 Students will participate in the Accelerated Reader Program which is used to remediate, reinforce, and extend ELA skills and concepts.</p>	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson plans Observations Accelerated Reader Points

SCHOOL RENEWAL PLAN FOR Andrews Elementary School
Performance Goal Area: VIII

DATE: April 30, 2016

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

PERFORMANCE GOAL: (desired result of student learning)	The percentage of students in grades 3-5 in our special needs population who score not met in Language Arts as measured by the SC READY assessment will decrease from 75% in May 2012 to 40% by May 2017 (average score of special needs students in grades 3-5).						
INTERIM PERFORMANCE GOAL:	The percentage of students in grades 3-5 in our special needs population below basic on the SC READY assessment will decrease from 68% in 2015 to 68% in May 2016.						
DATA SOURCE(S):	SC READY Testing Data						
OVERALL MEASURES:	2012	2013	2014	2015	2016*	2017*	
	75%	74%	70%	68%	60%	40%	
	* Represents projections of improvement						

ACTION PLAN VIII – 1					EVALUATION
STRATEGY: Support special needs population Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
VIII.1 .1 MAP/PASS test data will be utilized to target weakest areas in reading for students.	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Use of MAP data to differentiate instruction
VIII.1.2 Teachers will use a variety of strategies to support and extended student learning in the area of ELA. Examples of those strategies include, but are not limited to, books on tape, echo reading, choose books with a reduced number of difficult words, microphone reading, and choral reading.	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Observation, lesson plans, and IEP implementation
VIII.1.3 Phonemic awareness and phonics will be taught systematically using the "Sequential Teaching of Explicit Phonics and Spelling."	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Notes on grouping students according to need/MAP Benchmark scores
VIII.1.4 Curriculum adaptations that do not change the standards, but allows students to use materials and/or equipment that will support students with learning disabilities.	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Observation, lesson plans Teacher-made rubrics, PASS results
VIII.1.5 Measure student progress using formal and informal assessments such as rubrics, artifacts, portfolio of student work, projects, MAP, etc.	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson plans, samples of student work & artifacts, MAP results

ACTION PLAN VIII – 2					EVALUATION
STRATEGY: Use technology to increase PACT Reading/Math scores to support at-risk students	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
<p align="center">Activity</p> <p align="center"><small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small></p>					
VIII.2.1 Promethean software will be utilized by resource and special education teachers to support Language Arts instruction for students.	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson plans Observations
VIII.2.2 Utilization of interactive Language Arts/math activities using software and web-based sites such as BrainPop on the computer.	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson plans Observations
VIII.2.3 Students participate in SuccessMaker Learning, research-based digital courseware twice a week to support curriculum standards in and Language Arts.	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson Plans SuccessMaker Reports Observations
VIII.2.4 Students will participate in the Accelerated Reader Program which is used to remediate, reinforce, and extend ELA skills and concepts.	9/15-5/16	Special Ed & Regular Ed teachers	N/A	N/A	Lesson plans Observations Accelerated Reader Points

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Performance Goal Area: IX

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
(desired result of student learning)

The percentage of students in grades 3-5 in our special needs population who score not met in Social Studies as measured by the PASS assessment will decrease from 65% in May 2012 to 15% by May 2017 (average score of special needs students in grades 3-5).
The percentage of students in grades 3-5 in our special needs population who score not met in Science as measured by the PASS assessment will decrease from 62% in May 2012 to 12% by May 2017 (average score of special needs students in grades 3-5).

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3-5 in our special needs population scoring not met on the PASS assessment in Social Studies will decrease from 50% in 2015 to 28% in May, 2016.
The percentage of students in grades 3-5 in our special needs population scoring not met on the PASS assessment in Science will decrease from 50% in 2015 to 28% in May, 2016.

DATA SOURCE(S):

PASS Testing Data

OVERALL MEASURES:

Content Area	2012	2013	2014	2015	2016*	2017*
Soc. St.	65%	58%	55%	50%	28%	15%
Science	62%	70%	68%	50%	28%	12%

* Represents projections of improvement

ACTION PLAN IX – 1					EVALUATION
STRATEGY: Support special needs population	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source	<u>Indicators of Implementation</u>
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)				(academic assistance, innovation, retraining, categorical funding, etc.)	
IX.1.1 MAP/PASS test data will be utilized to target weakest areas in science/social studies for students.	9/15-5/16	Classroom teachers	N/A	N/A	PASS results
IX.1.2 Teachers will use a variety of strategies to support and extended student learning in the area of science and social studies. Examples of those strategies include, but are not limited to, written study guides, and books with a reduced number of difficult words.	9/15-5/16	Classroom teachers	N/A	N/A	Lesson Plans Observations Assessments
IX.1.3 Integrate technology into social studies science and using web-based programs such BrainPop that allows students in a classroom to work independently and/or cooperatively. Students' skills are also reviewed and reinforced.	9/15-5/16	Classroom teachers	N/A	N/A	Observations Lesson Plans
IX.1.4 Monitor and review lesson plans to ensure that social studies/science standards are implemented in the classroom using tools such as streaming videos, maps, globes, atlases and games such as jeopardy.	9/15-5/16	Administrators	N/A	N/A	Observations Lesson Plans

ACTION PLAN IX – 2					EVALUATION
STRATEGY: Support special needs population	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source	<u>Indicators of Implementation</u>
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)				(academic assistance, innovation, retraining, categorical funding, etc.)	
IX.2.1 Continue to use journal writing in science to ensure writing across the science curriculum.	9/15-5/16	Classroom teachers	N/A	N/A	Observations Lesson Plans
IX.2.2 Provide hands-on science and social studies activities for students.	9/15-5/16	Classroom teachers	N/A	N/A	Observations Lesson Plans
IX.2.3 Encourage students to participate in the school-level science fair.	9/15-5/16	Classroom Teachers/ Science Coach	N/A	District	Completion of science projects
IX.2.4 Teacher will present science and social standards through the use of Streaming videos, promethean boards, and other tools.	9/15-5/16	Teachers	N/A	N/A	Lesson plans Observations

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Performance Goal Area: X

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

PERFORMANCE GOAL:
(desired result of student learning)

The percentage of students in grades 3-5 who score met and above in Social Studies as measured by the PASS Social Studies assessment will increase from 62.7% in 2012 to 100% in 2017 (average score of grades 3-5).

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3-5 who score met and above in Social Studies as measured by the PASS Social Studies assessment will increase from 66% in 2015 to 77.5% in May, 2016.

DATA SOURCE(S): PASS Testing Data

OVERALL MEASURES:	2012	2013	2014	2015	2016*	2017*
	62.7%	67.5%	65%	66%	77.5%	100%

* Represents projections of improvement

ACTION PLAN X – 1					EVALUATION
STRATEGY: Identify and support students in grades 3-5 scoring below basic on PACT Social Studies Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
X.1.1 Integrate technology into social studies using web-based programs such BrainPop that allows students in a classroom to work independently and/or cooperatively. Students’ skills are also reviewed and reinforced.	9/15-5/16	Classroom teachers	N/A	N/A	Lesson Plans Observations Assessments
X.1.2 Provide opportunities for students to use digital cameras to document independent research, use graphics for written reports and presentations, or create a photo essay or powerpoint presentation.	9/15-5/16	Classroom teachers	N/A	N/A	Lesson Plans Observations Student projects, powerpoints, and reports
X.1.3 Monitor and review lesson plans to ensure that social studies standards are implemented in the classroom using tools such as streaming videos, maps, globes, atlases and games such as jeopardy.	9/15-5/16	Administrators	N/A	N/A	Observations Lesson Plans

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Performance Goal Area: XI

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
(desired result of student learning)

The percentage of students in grades 3-5 who score met and above in Science as measured by the PASS Science assessment will increase from 52.4% in 2012 to 100% in 2017 (average score of grades 3-5).

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3-5 who score met and above in Science as measured by the PASS Science assessment will increase from 64% in 2015 to 84% in 2016.

DATA SOURCE(S):

PASS Testing Data

OVERALL MEASURES:

	2012	2013	2014	2015	2016*	2017*
	52.4%	66.5%	62%	64%	84%	100%

* Represents projections of improvement

ACTION PLAN XI – 1					EVALUATION
STRATEGY Identify and support students in grades 3-5 scoring below basic on PACT Science Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
XI.1.1 Continue to use journal writing in science to ensure writing across the science curriculum.	9/15-5/16	Teachers/ Administration	N/A	N/A	Observations Lesson Plans Assessments
XI.1.2 Monitor implementation of science kits. Ensuring that the kits are used to provide hands-on activities for students.	9/15-5/16	Teachers/ Administration	N/A	District	Observations Lesson Plans Teacher-made rubrics
XI.1.4 Continue to train classroom teachers in the use of science kits.	9/15-5/16	Lead Teachers	N/A	District	Observations Lesson Plans
XI.1.5 Implement a school-level science fair.	9/15-5/16	Lead Teachers	N/A	N/A	Training session rosters
XI.1.6 Science teachers will collaborate with the regular classroom teacher to ensure that standards are being implemented in the classroom and lab through Streaming videos, promethean boards, and other tools.	9/15-5/16	Lead Teachers	N/A	N/A	Student participation Quality of student projects

SCHOOL RENEWAL PLAN FOR Andrews Elementary School
Performance Goal Area: XII

DATE: April 30, 2016

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
 (desired result of student learning)

100% of all instructional paraprofessionals will be highly qualified as defined by NCLB.

INTERIM PERFORMANCE GOAL:

The percentage of instructional paraprofessionals who are highly qualified will remain at 100% through May, 2017.

DATA SOURCE(S):

Certification records/Human Resources

OVERALL MEASURES:

	2012	2013	2014	2015	2016*	2017*
	100%	100%	100%	100%	100%	100%

* Represents projections of improvement

ACTION PLAN XII – 1					EVALUATION
STRATEGY : Assist paraprofessionals in meeting highly qualified status.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>					
XII.1.1 Provide training and information for potential paraprofessionals.	9/15-5/16	Principal District Human Resource Department	N/A	N/A	Certification
XII.1.2 Continue to hire only highly qualified paraprofessionals as vacancies arise	9/15-5/16	Principal	NA	N/A	Certification
XII.1.3 Participate in extracurricular activities such as Fall Festival and Family Curriculum Nights that contribute to the overall learning and development of students.	9/15-5/16	Administration And Staff	\$624	Title I	Attendance roster
XII.1.4 Work with professional staff to improve: <ul style="list-style-type: none"> • PBIS (Positive Behavior Intervention Support) • improve student use of technology in labs and classroom 	9/15-5/16	Administration Classroom teachers	N/A	N/A	Observation by Administration and Professional staff

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE: April 30, 2016

Performance Goal Area: XIII

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
(desired result of student learning)

100% of all Andrews Elementary Faculty will be highly qualified as defined by NCLB.

INTERIM PERFORMANCE GOAL:

100% of the Andrews Elementary faculty will be highly qualified, highly motivated, and will consistently demonstrate excellence in job performance.

DATA SOURCE(S):

Certification records, personnel records (Human Resources), administrative records

OVERALL MEASURES:

	2012	2013	2014	2015	2016*	2017*
	100%	100%	100%	100%	100%	100%

* Represents projections of improvement

ACTION PLAN XIII – 1					EVALUATION
<u>STRATEGY</u> : Teachers will meet or exceed the requirements for being highly qualified.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>					
XIII.1.1 Provide professional development in goals-based evaluation (GBE) or SLO to assist teachers in the GBE process.	9/15-5/16	Administration	N/A	N/A	Certification
XIII.1.2 Establish and complete annual goal(s) to meet the requirements of Goals Based Evaluation or SLO.	9/15-5/16	Classroom teachers	N/A	N/A	Completion of GBE form
XIII.1.3 Conduct on-going conferences between administrator and teacher to provide feedback.	9/15-5/16	Administration	NA	N/A	Notes and checklists
XIII.1.4 Conduct final conference between administrator and teacher to assess the successful completion of goals.	9/15-5/16	Administration	N/A	N/A	Conference Notes
XIII.1.5 Complete the ADEPT/SAFE-T program for induction teachers.	9/15-5/16	Administration	N/A	N/A	School/district records
XIII.1.6 Maintain current certification.	9/15-5/16	Classroom teachers	N/A	N/A	SC Department of Education Records

ACTION PLAN XIII – 2					EVALUATION
STRATEGY: Teachers will meet or exceed the requirements for being highly qualified.	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	Indicators of Implementation
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
XIII.2.1 Participate in school decision-making processes.	9/15-5/16	Administration Lead Teachers	N/A	N/A	Administrative records, committee lists
XIII.2.2 Ensure that all employees hired in the future will be highly qualified.	9/15-5/16	Administration Human Resources	N/A	N/A	Personnel Records
XIII.2.3 Participate in extracurricular activities such as Fall Festival and Family Curriculum Nights that contribute to the overall learning and development of students.	9/15-5/16	Principal Classroom teachers	\$6098	Title I	Attendance rosters Planning Notes
XIII.2.4 Collaborate within grade and across grade levels to develop strategies and /or practices.	9/15-5/16	Administration Lead Teachers	N/A	N/A	Meeting agendas and notes
XIII.2.5 Research and visit schools that have been recognized as high performing schools and who have implemented best practices in all curricula areas.	9/15-5/16	Administration Lead Teachers	N/A	N/A	Notes and materials received from school visits

ACTION PLAN XIII – 3					EVALUATION
<u>STRATEGY:</u> Teachers will meet or exceed technology goals.	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>					
XIII.3.1 Provide opportunities to participate in district-funded technology courses.	9/15-5/16	District Professional Development	N/A	N/A	Teacher registration Class syllabus
XIII.3.2 Provide opportunities to keep teachers abreast of latest technology through workshops, in-services, faculty meetings, and conferences.	9/15-5/16	Technology Coach Media Specialist	N/A	N/A	Handouts, notes, attendance rosters
XIII.3.3 Teachers will develop technology portfolios to demonstrate their proficiency in the use of technology to support classroom instruction; i.e., interpreting data such as MAP, PACT, SuccessMaker, as well as lessons.	9/15-5/16	Technology Coach Teachers	N/A	N/A	Teacher portfolios, documentation of professional growth, grade level meeting notes, lesson plans
XIII.3.4 Teachers will demonstrate the integration of technology into classroom instruction.	9/15-5/16	Technology Coach Teachers	N/A	N/A	Lesson plans, implementation of effective teaching strategies, cross section of sample student work to demonstrate technology integration

ACTION PLAN XIII – 4					EVALUATION
STRATEGY: Teachers will participate in staff development designed to promote excellence in job performance.	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
XIII.4.1 Provide time opportunities for teachers to visit other classrooms both within and outside the school that demonstrate the use of best practices in instruction.	9/15-5/16	Principal	N/A	N/A	Notes from visits Sign-in/sign-out school logs
XIII.4.2 Provide opportunities to attend conferences that promote best practices in instruction based on scientifically-based research.	9/15-5/16	Principal	N/A	N/A	Conference agendas, handouts, notes, attendance rosters
XIII.4.3 Collaborate with colleagues and consultant of best practices to improve strategies for identified initiatives: <ul style="list-style-type: none"> • Differentiated instruction • Data analysis • Implementation of new technology (i.e., Promethean boards) • Positive Behavior Intervention Support 	9/15-5/16	Administration Lead Teachers	N/A	N/A	Agendas, notes, handouts, and attendance rosters

SCHOOL RENEWAL PLAN FOR Andrews Elementary School
Performance Goal Area: XIV

DATE: April 30, 2016

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
 (desired result of student learning)

Percentage of parents who are satisfied with home school-home relations will increase from 84.9% in 2012 to 100% by 2017.

INTERIM PERFORMANCE GOAL:

Percentage of parent participation will increase from 91% in 2015 to 95% in 2016.

DATA SOURCE(S):

South Carolina School Report Card

OVERALL MEASURES:

	2012	2013	2014	2015	2016*	2017*
	84.9%	89.9%	90%	91%	95%	100%

* Represents projections of improvement

ACTION PLAN XIV – 1					EVALUATION
STRATEGY: Increase the number of opportunities for parent participation. Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	Indicators of Implementation
XIV.1.1 Continue to provide Open House for parents and teachers to meet and discuss goals and grade-level expectations.	10/15	Principal	N/A	N/A	Parent Participation
XIV.1.2 Continue to provide school wide daily communications with parents utilizing agendas, Thursday folders, and discipline forms.	9/15-5/16	Principal	\$4,500	ACT 135	Signed agendas, folders, and discipline forms
XIV.1.3 Provide a “Fall Festival” night.	10/13	Principal Lead Teachers	N/A	N/A	Parent Participation
XIV.1.4 Implement a Family Technology Nights	9/15-5/16	Technology Coach Teachers	N/A	N/A	Sing-in sheets of parent participation
XIV.1.5 Provide positive communication between home and school through positive notes and positive phone calls.	9/15-5/16	Classroom teachers	N/A	N/A	Log of communication/written and phone
XIV.1.6 Provide Parent Involvement Newsletter.	9/15-5/16	Assistant Principal	\$697	Title I	Newsletter
XIV.1.7 Panda News newsletter sent home on a quarterly basis.	9/15-5/16	Principal	N/A	N/A	Copies of Panda News
XIV.1.8 Schedule and conduct parent/teacher conferences quarterly.	9/15-5/16	Classroom teachers	N/A	N/A	Conference log

ACTION PLAN XIV – 2					EVALUATION
STRATEGY : Increase the number of opportunities for parent participation. Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	Indicators of Implementation
XIV.2.1 Invite parents for special activities at school such as class performances and awards assemblies.	9/15-5/16	Principal Lead Teachers	N/A	N/A	Attendance log
XIV.2.2 Provide opportunities for parents and grandparents to celebrate students by inviting them to breakfast and lunch.	9/15-5/16	Administration Lead Teachers	N/A	N/A	Family participation
XIV.2.3 Provide training for parent workshops in Math and Language Arts.	9/15-5/16	Lead Teachers	\$1,400	Title I	Attendance roster
XIV.2.4 Andrews ES will continue to support the adult literacy program.	9/15-5/16	Administration	\$60,000	ACT 135 District	Student attendance
XIV.2.5 Home visits will be conducted as necessary.	9/15-5/16	Administration	N/A	N/A	Home visit logs and mileage records
XV.2.6 Educate parents about grade level standards taught throughout the year as well as providing interpretation of test data to parents.	9/15-5/16	Teachers Counselors Curriculum Specialist	N/A	N/A	Conference rosters/Activity Attendance Sign-In sheet

SCHOOL RENEWAL PLAN FOR Andrews Elementary School
Performance Goal Area: XV

DATE: April 30, 2016

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
 (desired result of student learning)

Increase the percentage of parents who are satisfied with the social and physical environment of the school from 89.6% in 2012 to 100% by 2017.

Provide a positive environment, which creates safe and healthy choices for children, staff, and community.

INTERIM PERFORMANCE GOAL:

Increase the percentage of parents who are satisfied with the social and physical environment of the school from 96% in 2015 to 100% by May, 2016.

Provide on-going professional development on the Positive Behavior Intervention Support Program.

DATA SOURCE(S):

South Carolina School Report Card

Agendas, student activity rosters, Character Education Program

OVERALL MEASURES:

	2012	2013	2014	2015	2016*	2017*
	89.6%	92.3%	93%	96%	100%	100%

* Represents projections of improvement

ACTION PLAN XV – 1					EVALUATION
STRATEGY: Provide a positive learning, social, and physical environment.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>					
XV.1 Continue High Performance Partnership with The Exchange Bank of Andrews to provide a mentoring program.	9/15-5/16	Principal Exchange Bank	N/A	N/A	Student surveys
XV.2 Continue mentoring program were a teacher or staff member is paired with an at-risk student throughout the school year.	9/15-5/16	Counselors	N/A	N/A	Student surveys
XV.3 Continue to work with area businesses to provide incentives for student attendance.	9/15-5/16	Administration	N/A	N/A	Teacher/Student surveys
XV.4 Continue implementation of the Positive Behavior Support Intervention Program.	9/15-5/16	PBIS Team Teachers	N/A	N/A	Decrease in office referrals, SWIS data
XV.5 Continue the school safety Panda Patrol.	9/15-5/16	Administration	N/A	N/A	Patrol participants
XV.6 Continue the school Student Council.	9/15-5/16	Administration	N/A	N/A	Elections and Council Participants

SCHOOL RENEWAL PLAN FOR Andrews Elementary School
Performance Goal Area: XVI

DATE: April 30, 2016

Student Achievement

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:
 (desired result of student learning)

The number of office/discipline referrals will decrease from 325 for 2011-12 school year to less than 50 by the end of the 2016-17 school year.

INTERIM PERFORMANCE GOAL:

The number of office/discipline referrals will decrease from 300 for the 2014-15 school year to 200 for the 2015-16 school year.

DATA SOURCE(S):

Power School Data and SWIS Data

OVERALL MEASURES:

	2012	2013	2014	2015	2016	2017*
	325	381	350	300	250	Less than 150

* Represents projections of improvement

ACTION PLAN XVI – 1					EVALUATION
STRATEGY: Promote a decrease in student referrals utilizing the Positive Behavior Intervention Support Program Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
XVI.1.1 Conduct a self-assessment school wide discipline plan already being used.	9/15-5/16	Administration PBIS Team	N/A	N/A	Results of the self-assessment survey
XVI.1.2 School-based Leadership Team will trained and then train the staff in rationale and procedures for Positive Behavior Intervention Supports in a school-wide system.	9/15-5/16	PBIS Coach, Administration	N/A	N/A	Meeting agendas, notes, materials, travel, hotel, and meal receipts
XVI.1.3 Teachers will determine through consensus no more than 5 school-wide behavioral expectations. These will be reviewed annually.	9/15-5/16	PBIS Coach Administration	N/A	N/A	Training evaluation
XVI.1.4 All staff will teach school wide behavioral expectations to all students.	9/15-5/16	Staff	N/A	N/A	Behavioral expectations posted in each classroom and throughout the school.
XVI.1.5 The school-based team will utilize the SWIS system for recording referral data.	9/15-5/16	Administration Secretary	\$550	PBIS	Lesson plans
XVI.1.6 Implement Panda bucks and Panda store, a reward system for promoting positive behaviors on a monthly basis.	9/15-5/16	PBIS Coach & Team	\$1000	PBIS	Office discipline referral form Student survey at the end of the year.