THE FIVE - YEAR RENEWAL PLAN

FOR

ANDREWS HIGH SCHOOL

DR. MICHELLE GREENE
PRINCIPAL

GEORGETOWN COUNTY SCHOOL DISTRICT

DR. RANDALL DOZIER
SUPERINTENDENT

2012 - 2017

SCHOOL RENEWAL PLANS
COVER PAGE (Required)

School Name: <u>Andrews High School</u>

School Telephone: <u>(843) 264 – 3414</u>

School Address   <u>12890 County Line Road</u>

<u>Andrews, South Carolina 29510</u>

District Contact: <u>Dr. Diane Wingate</u> Telephone: <u>(843) 436 – 7156</u>

E-mail <u>dwingate@gcsd.k12.sc.us</u>

Assurances

The school renewal plan, or annual update 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

<u>Jimm Dumm</u>

Printed Name   Signature   Date

Superintendent

<u>H. Randall Dozier</u>

Printed Name   Signature   Date

School Principal

<u>Michelle Greene</u>

Printed Name   Signature   Date

Chairperson, School Improvement Council

<u>Michael Hyrowski</u>
   Printed Name   Signature   Date

TABLE OF CONTENTS (Mandated Component)

Include a table of contents to ensure inclusion of all required elements.

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	Dr. Michelle Greene
2. Teacher	Michael Barrineau
3. Parent/Guardian	Ercia Nesmith
4. Community Member	Teresa Greene
5. School Improvement Council	Michael Hyrowski

6. **Others*** (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

Position	Name
Assistant Principal	Adam George
Assistant Principal	Sybil Hall
Science Department Chair	YeVonne Abrams

Social Studies Chair   Lee Peace

Student   W. Burroughs and S. Baber

CATE Department Chair   Debra Morgan

* **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

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Printed Name	Signature	Date

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Michael Hyrowski
Printed Name	Signature	Date

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 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.

☐ **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-approporiated 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 form dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

☒ **<u>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</u>**
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

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS
(Mandated Component)

NEEDS ASSESSMENT

Comprehensive Needs Assessment Narrative

Andrews High School, located in Andrews, South Carolina in Georgetown County, is a comprehensive high school that serves grades 9 -12 in a widespread, rural geographic area.

Student Information:
- It has a fluctuating student population of approximately 547 students.
- 46% white
- 51% African Americana
- 3% other.

<u>**Strengths**</u>
- Vertical planning ensures strong foundation for each social studies class as students progress through the social studies courses
- Use of technology such as Edmodo, virtual classrooms, School net and Smart Boards enhances student learning.
- Citizenship skills fostered as students become active members of society.
- Improved content literacy and writing instruction.
- Lessons encourage debate and appreciation of multiple perspectives.
- Classroom climate supports cooperative learning.
- PLT meetings continue to be a way staff members collaborate.
- Title I funds afforded us the opportunity to employ additional staff and implement various programs to decrease the drop out rate and also provide ninth graders a smoother transition to high school through freshman academy since that is the grade level where students had highest retention rates and multiple disciplinary offenses.

- We utilize numerous research-based, reswarch-driven strategies to aid our students: school-wide writing with incentives, literacy across the curriculum, which is in its early phase, and professional learning communities, allowing departments to collaborate about six major processes that will enhance the productivity of student engagement.
- Improved EOC test scores in Biology and United States History
- Staff works well together to meet common goals in College prep, Honors and Advanced Placement courses.
- Administration works hard to meet the needs of the department by providing funds for equipment.

<u>Areas to Improve</u>
- As technology changes, we continue to strive to find ways to use technology to support student learning.
- Although we are improving our content area literacy teaching, students struggle with comprehending informational texts. We agree this weakness is holding our students back in many ways, including standardized testing.
- Students often have strong opinions, but they are often unable to support their points of view with evidence. We need to help our students develop this common core skill more.
- Students often lack independent learning skills; we need to find ways to strengthen this aspect of education.
- We need more parents and community involvement to ensure that students have the necessary support at home and in the community in which they reside.

MISSION STATEMENTS AND BELIEFS (Optional)

District Mission Statement

"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."

School's Mission Statement:

To prepare our diverse student population with the skills necessary to succeed in a complex society by encouraging family involvement, using creative instructional practices, and providing experiences that increase the students' opportunities for success.

Beliefs:

➢ Family participation in learning is vital to students/ success.
➢ The worth and dignity of others should be respected by all regardless of individual differences.
➢ School should be an encouraging supportive place where people are welcomed and valued.
➢ Every student should have opportunities to learn in a safe and healthy environment.
➢ All individuals can achieve success and should be challenged to realize their full potential.
➢ Each individual is responsible for his/her actions.
➢ All students should be challenged with a variety of instructional and assessment approaches to support their learning.
➢ All students should be encouraged to become lifelong independent learners.
➢ Teachers are responsible for providing quality instruction to assure meaningful learning.

SCHOOL NAME: <u>Andrews High School</u>

EMPHASIS FOR THE ENSUING YEARS:

➢ Smart Boards and interactive technology products in every classroom

➢ Extensive professional development for staff to improve their learning and teacher delivery strategies

➢ Differentiated instruction strategies taught and modeled across the curriculum

➢ Analysis of Measures of Academic Progress

➢ HSAP scores also indicate a necessity for concentration in specified focus areas in Language Arts and Math

➢ Writing samples need improvement in areas of grammar and usage as well as overall composition.

➢ Technology software and hardware such as the APEX Learning has been beneficial toward promotion.

➢ Increased parental and community involvement in academic and extracurricular activities

➢ Invite parents to attend student celebrations.

➢ Continue sustained instructional time in ELA and Math through year-long courses in Freshman Academy.

➢ School-wide plan to maximize sustained, nonfiction reading across the curriculum has been employed. A plan to order additional resources is eminent.

➢ Homework centers and tutorial support are provided to aid students in areas of deficiencies.

➢ Motivational assemblies and student recognition programs

NEEDS ASSESSMENT DATA:
BASIC SCHOOL INFORMATION (BASED ON 2012-2013 DATA)

Percent of students who qualify for subsidized meals	Percent of students with special needs
78%	10.4%
Student Attendance Rate	Teacher Attendance Rate 6
96.5%	94.1%
Percent of students enrolled in Gifted/Talented Program	Graduation Rate
14.3%	79.2%
Percent of students successful on AP Exams	Percent of career/technology completers placed
42.0%	94.6%

TEACHER INFORMATION (2012-2013):

Teachers with advanced degrees	Classes not taught by highly qualified teachers
58.5%	0
Teachers with emergency or provisional certificates	Percent of teachers returning from previous year
0	79.8%

ACHIEVEMENT:

2013 Absolute Rating **Average**	2012 Improvement Rating **Average**
2012 Absolute Rating **Average**	2012 Improvement Rating **Excellent**
2011 Absolute Rating **Below Average**	2011 Improvement Rating **At-Risk**
2010 Absolute Rating **Average**	2010 Improvement Rating **At-Risk**
2009 Absolute Rating **Below Average**	2009 Improvement Rating **At-Risk**
2008 Absolute Rating **Average**	2008 Improvement Rating **Good**

2013 HSAP DATA (Grade 10):

Total number of students tested: 118

Percent of Students Passed 2 subtests	76.7%
Percent of Students Passed 1 subtest	13.8%
Percent of Students Passed no subtests	9.5%

	ELA	Math
Percent of students Below Basic	12.1	20.7
Percent of students Basic	44.0	36.2
Percent of students Proficient	25.9	28.4
Percent of students Advanced	18.1	14.7

SCHOOL NAME: <u>Andrews High School</u>

2012 HSAP DATA (Grade 10):

Total number of students tested: 130

Percent of Students Passed 2 subtests	70%
Percent of Students Passed 1 subtest	16.2%
Percent of Students Passed no subtests	13.8%

	ELA	Math
Percent of students Below Basic	16.2	27.7
Percent of students Basic	36.9	30.0
Percent of students Proficient	30.8	29.2
Percent of students Advanced	16.2	13.1

2013 END OF COURSE TEST DATA (Percent of tests with score of 70 or above):

All Tests	48.8%
Algebra I/Math for the Technologies 2	45.2%
English I	64.8%
Biology/Applied Biology 2	59.1%
US History and the Constitution	55.5%

2012 END OF COURSE TEST DATA (Percent of tests with score of 70 or above):

All Tests	56.7%
Algebra I/Math for the Technologies 2	68.1%
English I	63.8%
Biology/Applied Biology 2	53.4%
US History and the Constitution	50.0%

TEACHER/ADMINISTRATOR QUALITY
- ✓ Teacher attendance has improved.
- ✓ Teachers' use of personal days has decreased, yet professional days have increased.
- ✓ Teachers and administrators attend professional learning team meetings regularly.
- ✓ All administrators have advanced degrees in secondary administration, one at doctoral level.
- ✓ The number of teachers with advanced degrees is increasing due to district-driven cohort classes.

STUDENT ACHIEVEMENT
- ✓ Students who score basic and below basic in middle school are placed in yearlong English and Math classes during their freshmen and sophomore years, when possible.
- ✓ Ninth and tenth graders are administered Measures of Academic Progress (MAP) to determine their need for remediation and individualized assistance; this data also affords planning for HSAP enrichment in the fall and spring terms.
- ✓ More than 30% of the seniors qualify for the Life Scholarship and attend South Carolina colleges and universities.

SCHOOL AND CLIMATE
- ✓ Teacher and students' perceive school climate is improving.
- ✓ Students have four advanced placement selections.
- ✓ Student – teacher ratio is stable.
- ✓ The school has a full time School Resource Officer to aid in school safety.
- ✓ The school's environment and aesthetic qualities make the school more inviting to all.
- ✓ Surveillance cameras are utilized throughout the building and in high profile areas.
- ✓ Parents access parent portal weekly to address and stay abreast of students' progress

PERFORMANCE GOAL: #1	The percentage of our students who attend high school and participate in rigorous academic courses will apply themselves through involvement in curriculum activities in order to increase graduation rates.						
Interim Performance Goal #1	By the year 2013, graduation rate will increase to 79% through students' participation in rigorous academic courses and application through community involvement in curriculum activities.						
DATA SOURCES:	MAP, HSAP data, SAT, ACT, Benchmark testing, EOC results, district tests, unit tests, Accelerated Reader						
OVERALL MEASURE(S): GRADUATION RATE	Baseline			Stretch			
	2011	2012	2013	2014	2015	2016	2017
	69%	82.4%	79.2%	84%	89%	94%	100%

PERFORMANCE GOAL: #2	The percentage of our students who score proficient and advanced as indicated by benchmark assessment will indicate gains in courses such as English I, Algebra I, US History, and Biology in order to increase end-of-course rate.						
Interim Performance Goal # 2	By the year 2013, students' end-of-course test scores will increase to 70%.						
DATA SOURCES:	MAP, HSAP data, SAT, ACT, Benchmark testing, EOC results, district tests, unit tests, Accelerated Reader						
OVERALL MEASURE(S): EOC TESTS	Baseline			Stretch			
	2011	2012	2013	2014	2015	2016	2017
	50%	60%	56%	80%	85%	90%	100%

PERFORMANCE GOAL: #3	To increase college potential and attendance, students will participate in career fair activities and take rigorous courses to increase test scores on the SAT/ACT and increase opportunities for college readiness.						
Interim Performance Goal # 3	By the year 2013, students' percentages on the SAT and ACT will increase to 60%.						
DATA SOURCES:	Parent teacher conferences, Individualized Graduation Plan (IGP) meetings, Freshman and Student Orientation meetings, Report Card Pick-up/conferences, communication logs, Guidance newsletters, Parent Portal access, and other activities.						
OVERALL MEASURE(S): SAT/ACT	Baseline			Stretch			
	2011	2012	2013	2014	2015	2016	2017
	40%	50%	60%	70%	80%	90%	100%

SCHOOL RENEWAL PLAN FOR: ANDREWS HIGH SCHOOL   DATE: AUGUST 2012

PERFORMANCE GOAL: #4	The percentage of our students who score basic and above in language arts on first attempt will increase as measured by the HSAP assessment in grades 9 – 12 as detailed below, in order to increase graduation rates.						
Interim Performance Goal # 4	By the year 2013, students' basic and below basic scores on the HSAP will increase to 74.7 in English Language Arts.						
DATA SOURCES:	MAP, HSAP data, SAT, ACT, Benchmark testing, EOC results, district tests, unit tests, Accelerated Reader						
OVERALL MEASURE(S): **HSAP ELA**	Baseline			Stretch			
	2011	2012	2013	2014	2015	2016	2017
	64.7	70.0	76.7	79.7	84.7	89.7	94.7

PERFORMANCE GOAL: #5	The percentage of our students who score basic and above in Mathematics on first attempt will increase as measured by the HSAP assessment in grades 9 – 12 as detailed below, in order to increase graduation rate.						
Interim Performance Goal # 5	By the year 2013, students' basic and below basic scores on the HSAP will increase to 74.7 Mathematics.						
DATA SOURCES:	MAP, HSAP data, SAT, ACT, Benchmark testing, EOC results, district tests, unit tests, Accelerated Reader						
OVERALL MEASURE(S): **HSAP MATH**	Baseline			Stretch			
	2011	2012	2013	2014	2015	2016	2017
	64.7	70.0	76.7	79.7	84.7	89.7	94.7
PERFORMANCE GOAL: #6	To increase parent and community involvement at Andrews High School through the development of partnerships between school, parents, and community						
Interim Performance Goal # 6	By the year 2013, parent and community involvement through the development of partnerships will increase to 60%.						
DATA SOURCES:	Attendance/Involvement and sign-in at parent teacher conferences, Open House, Individualized Graduation Plan (IGP) meetings, Individualized Educational Plan (IEP) meetings, Freshman and New Student Orientation meetings, Report Card Pick-up/conferences, communication logs, copies of newsletters, Parent Portal access, and other activities						
OVERALL MEASURE(S): PARENTAL INVOLVEMENT	Baseline			Stretch			
	2011	2012	2013	2014	2015	2016	2017
	40%	50%	60%	70%	80%	90%	100%

PERFORMANCE GOAL: #7	To improve teacher quality and leadership by providing professional development and technology training to increase teachers' passage rates on the technology proficiency exam.					
Interim Performance Goal # 7	By the year 2013, teachers' passage rates on Technology Proficiency Exam will increase to 60% due to intense professional development training and instructional conferences each quarter.					
DATA SOURCES:	Technolgy Proficiency Exam Results					

OVERALL MEASURE(S): Technology Exam	Baseline			Stretch			
	2011	2012	2013	2014	2015	2016	2017
	40%	50%	60%	70%	80%	90%	100%

Performance Goal 1/Strategy In what general ways can you move key elements of the problem in order to achieve the target goal?	Activity (Action Plan) What steps will you take to accomplish the strategy and reach the target goal(s)?	Timeline Start Date/ End Date What is the approximate time frame for implementation of the key action?	Person Responsible Who is primarily responsible for coordinating the key action?	Professional Development What do staff or families need to know and be able to do to ensure the achievement of this goal?	Cost/Resources What existing resources can be redirected toward the key actions? What "new" resources are needed to implement the key actions? How will they be acquired?	Progress/Status How will we know if we are meeting the need? Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments.
1. Create a learning environment in which students can reach high	a). Maintain ELA class sizes.	Fall 2012 – Spring 2017	Administration Guidance Couns.	IGP Goals, Master Schedule	Title I Funds Local Funds	MAP data results HSAP Scores Team Meeting Minutes Surveys, PLT Meetings

levels of success.						Master schedule LRP, Pacing Guide
	b). Continue a schedule which allows for sustained instructional time in ELA (year long ELA course for 9th and some 10thgraders).	Fall 2012 – Spring 2017	Administration	In-service Conferences	No cost	Circulation Results Surveys
	c). Make library more accessible to check out books.	Fall 2012 – Spring 2017	Media Specialist Media Clerk	Media flexibility	No cost	Participation and Reading Logs, Increased HSAP scores and MAP gains
	d). Provide classroom libraries.		ELA Dept. Media Specialist	In-service	$10,000	LRP Grade Distribution Observations
	e). Provide PD on literacy across the curriculum to implement differentiated learning opportunities.	Fall 2012 – Spring 2017	Administration	In-service Training	$3000	Attendance reports, observation logs
	f). Develop and implement a school-wide discipline plan with stronger emphasis on character education development. • Maintain a discipline team • Capturing Kids' Heart Training	Fall 2012 – ongoing	Administration Focus Teams	Teacher In-service	No cost	Reduction in % of discipline referrals Discipline Log Discipline Report Surveys

2. Maintain an environment in which students can develop, practice, and test listening skills.	a). Continue opportunities for students to "listen" to audio books, DVDs, and other media.	Fall 2012 – Spring 2017	Media Specialist ELA Teachers Curriculum Spec.	In-service and Teacher Collaboration	No cost	Observations and Pacing Guides, LRP Teacher Observation HSAP AND MAP results increase Reading Logs
	b). Create opportunities to listen to books on CD or DVD at home.	Fall 2012 – Spring 2017	ELA Dept. Media Specialist	In-service Staff Meeting	No cost	Test Results
3. Provide differentiated instruction & assist students in achieving standards in reading through in depth use of common core standards.	a). Encourage teachers in learning strategies for differentiated instruction.	Fall 2012 – ongoing	Administration	Writing across Curriculum training In-service Books State Reading Conference Curriculum meetings and Focus Team planning, PLT Meetings	$4000	Long Range Plan Lesson Plans Observations
	b). Continue training to enhance school-wide participation through daily instruction. ❖ Manager/Coordinator ❖ Incentive program ❖ Committee ❖ School-wide reading time (SSR)	Fall 2012 – ongoing	Administration ELA Dept. Media Specialist		No cost .	Teacher Assessments, MAP Reports, HSAP Schedules, LRP/SRP Teacher observations HSAP Results MAP Scores Teacher assessment Committee Reports Coomon Core and PLT logs of team meetings

4. Continue with curriculum facilitators to enhance programs to assist students in achieving academic standards.	a) . Curriculum Facilitator ❖ Provide assistance and training for teachers in using effective reading and ELA strategies ❖ Identify and engage at risk students in reading strategies using MAP Data.	Fall 2012 – 2017	Administration	In-service	No cost	Writing assessments Writing Folder Teacher assessment Committee Reports LRP, PLT logs Team Meetings Writing assessments Participation logs, incentives, data log, rewards and Acknowledgments
	b). Identify and use specific writing strategies to be embedded in all content areas. • Continue to use strategies and train teachers with the HSAP rubric for writing • Writing Process training across curriculum • Professional development re: Writing across content areas - motivation	Fall 2012 – ongoing	Core teachers Curriculum Spec.	Staff Development Meetings	No cost	LRP plans Unit plans Lesson plans District meetings Team meetings
5. Provide programs to assist students in achieving academic standards in Research.	a). Continue to implement school-wide writing assignments and research projects to reinforce HSAP rubric and participation in district, state, and national writing competitions.	Fall 2012 – Spring 2017	Core teachers Curr. Specialist Administration	Teacher In-service and meetings	No cost	Attendance logs, Survey, HSAP Results, lesson plans, prewriting and activities

	b). Continue to implement challenging, developmentally appropriate curricula for differentiated instruction in writing unit to incorporate state standards.	Fall 2012 – Spring 2017	Media Specialist Teachers Administration	In-service	No cost	Committee notes, Assessments, PLT logs, State Standards
6. Provide support for students who have areas of deficiencies in ELA, research, and writing, and Math.	a). Increase library time/visits to emphasize locating reference/research materials.	Fall 2012 – Spring 2017	ELA Teachers Media Specialist	In-service	No cost	Lesson Plans Assessment Products PowerPoint Presentations
	b). Provide opportunities to work collaboratively to research and document information during routine sessions provided by the media specialist.	Fall 2012 – Spring 2017	ELA teachers, Math teachers, Media Specialist	Teacher In-service	No cost	Lesson Plans, Assessment, Products, PowerPoint PresentationTechnology plan, publication, presentations

7. Provide opportunities for teachers to become more knowledgeable of their content and Best Practices to enhance instruction and assessment.	a). Implement and encourage technology to assist in Math, writing and research through use of the internet, publishing software, and "Office" software.	Fall 2012 - ongoing	ELA teachers, Math teachers, Media Specialist	Teacher In-service	District	Media Publication
	b). Print Center/Media Center/Publication.	Fall 2012 – ongoing	Media Specialist	Training	$600	Media Center Production ad Newsletters
	c). Engage students in group and individualized instruction through APEX lab to increase the effectiveness of individualized assistance in reading, writing, and math.	Spring 2012 – Spring 2017	APEX Facilitator	Individualized Assistance	Title Funds for Facilitator	Attendance records APEX Reports LRP, APEX Lab Conference Log
	d). Continue Extended Day opportunities through an enhanced and extended schedule. • Mu Alpha Theta Homework Center • Daily Work Center • HSAP PREP	Spring 2012 – Spring 2017	Core teachers Student volunteers	In-service Training	No cost	Attendance Log HSAP and MAP scores Grade Distribution Parent/Family survey Observation

. e). Encourage and support teachers to enroll in graduate coursework.	Spring 2012 – Spring 2017	Teachers Administration	Conferences meetings	Title I funds	Registration Grade reports Degrees Course syllabi
f). *Continue and Support Differentiated Instruction That Works: Effective Teaching Strategies* and Standards in Practice.	Spring 2012 – Spring 2017	Teachers Administration	In-service	No cost	Attendance logs, observations, evaluation
g). Continue SIC Team and participate in SIC training.	Spring 2012 – Spring 2017	Guidance PTSA Members Administration	In-service	No cost	Attendance logs, observations, evaluation

Performance Goal 2/ Strategy In what general ways can you move key elements of the problem in order to achieve the target goal?	Activity (Action Plan) What steps will you take to accomplish the strategy and reach the target goal(s)?	Timeline Start Date/ End Date What is the approximate time frame for implementation of the key action?	Person Responsible Who is primarily responsible for coordinating the key action?	Professional Development What do staff or families need to know and be able to do to ensure the achievement of this goal?	Cost/Resources What existing resources can be redirected toward the key actions? What "new" resources are needed to implement the key actions? How will they be acquired?	Progress/Status How will we know if we are meeting the need? Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments.
1. Continue a learning environment in which students can reach high levels of success.	a) Maintain Math class sizes. b) Create a schedule which allows for sustained instructional time in Math (year-long courses for 9th graders and some 10th graders).	Spring 2012 – Spring 2017 Spring 2012- Spring 2017	Principal Leadership Team Administration, Curriculum Specialist, Dept. Chair	Staff Development and In-service In-service for teachers	Local funds Title I Staff Development	Master schedule Rosters Team meeting minutes Lesson Plans Observations Team Meetings

2. Increase the use of Math and Science manipulatives to differentiate instruction.	a). Continue to provide teachers' opportunities for training in effective use of manipulatives.	Spring 2012 – Spring 2017	Administration Dept. Chair Curriculum Spec.	In-service Common planning Instructional Conferences,	Instructional Fund $6000. Consultant $3000. Books and resources	Attendance logs Survey LRP
	b) . Provide teachers' time for collaboration in unit development to include differentiated instruction aligned with state standards during content meetings.	Fall 2012 - Spring 2017	Administration Math Dept., & Curriculum Spec. Media Specialist & presenters	In-service Facilitator	Facilitator Cost	Instructional Conferences, SRP surveys, Math Assessments
	c). Provide opportunities for students to use technology to achieve learning of the state standards to include follow–up training for teachers such as graphing calculators, Smart response clickers, Ipod Touches, Macbooks, portable computer carts, laptops, etc.	Fall 2012 – Spring 2017	Faculty Council and their teachers	In-service for teachers and PLT sessions on Tuesdays	No cost	Units and Lesson Plans Instructional Survey SRP/LRP Feedback/Sharing

	d). Use Differentiated instruction in Science including graphic organizers, Mnemonic devices ,computer assisted learning, self management strategies, peer teaching, etc.	Fall 2012 and throughout the year	Science Dept Chair and teachers	Attend training session as announced.	No cost	Attendance logs at inservice and at PLT meetings, an increase in students' test scores
3. Provide professional development on various student learning disabilities such as ADHD, ADD, Anxiety, Anger Management, bipolar disorder, Depression, etc.	a). Provide training to faculty and staff on these disabilities: how to recognize signs of these disabilities and how to assist the student who experiences these symptoms.	Fall 2012 – Spring 2017	Professional Facilitator/Behavior Interventinist	Staff In-service, PLT Meetings, Staff meerings	$500 - $1000	Increased teacher awareness; increase students' scores, decrease discipline slips

3. Continue implementation of programs to assist students who need remediation in achieving state standards across the Math Strands.	a). Address target areas identified through data driven analysis ❖ Create a flexible schedule ❖ Use MAP data and Learning Continuum to identify student groups for instruction ❖ Use HSAP data	Fall 2012 – Spring 2017	Administration Curriculum Spec. Math Chair, Teachers	Workshop/In-service	No Cost	Master Schedule Observations, Long Range Plans, MAP data, HSAP, and surveys
	b). Set up computer lab for enhancement of remediation and practice.	Fall 2012 – Spring 2017	Administration Dept. Chair Curriculum Spec. Dist. Coordinator Administration, Teachers, staff members	Conferences and meetings	Local funds	Attendance Grades Data sheets
4. Provide opportunities for teachers to use best practices in common core and content areas;	a). Increase participation in local, state and National competitions/conferences and meetings	Fall 2012 – Spring 2017	Administration, District staff	In-service Meetings	No cost	Attendance survey Lesson Plans PLATO Lab Reports

	b). Schedule a Career Day in which parents, families, and communities discuss occupations and the importance of Math/ELA.	Fall 2012 - ongoing	Principal Math Dept. ELA Dept. Curriculum Spec. PTSA	Collaboration Meeting, phone calls	No cost	Attendance logs
	c). Provide teachers' opportunities to attend conferences that reflect best practices and assessment.	Fall 2012 – Spring 2017	Principal, Teachers, Curriculum Specialist, Consultants Principals, teachers	Faculty meetings Dept. meetings	ACT 135 Local funds	Attendance logs, Surveys Interactive, website Component Newsletter
	d). Encourage and support teachers to participate in graduate level course selections.	Fall 2012 – Spring 2017	Principal, Curriculum Specialist, Math and Science Depts.	Team Meetings with Science Specialist, teachers, Administrators, Guidance Dept.	Tuition cost District Cohorts, Grants, Loans, Local and District Fund	Attendance Log Media/School Recognition

e) Differentiated Instruction That Works: Effective Teaching Strategies ❖ Provide follow-up sessions on Effective Teaching Strategies ❖ Continue to implement and train new teachers in "Standards in Practice" ❖ PD Con. on Differentiated Instruction	Spring 2012 – Spring 2017	Administration, Department Chair, Science Teachers, Guidance, & Curriculum Specialist	Team Meetings with Social Studies Specialist, teachers, Administrators, Guidance Dept., Common Core Standards	District and Local Funds	Attendance and transcripts
f). Common core standards-Literacy in science using THIEVES concept (titles, headings, introduction, every 1st sentence, visual/vocabulary, end of chapter questions, summary) g). Increase passing rate in Social Studies classes and US History EOC exam.	Spring 2012 – Spring 2017	Administration, Department Chair, Social Studies Teachers, Guidance, & Curriculum Specialist	Administration, Core teachers, Guidance	District and Local Funds	Attendance logs Sign in sheets for career speakers Surveys

	h). Increase student performance on SAT/ACT tests.	Fall 2012 – Spring 2017	ELA and Math teachers		Local Funds	Attendance Data, test scores increase, surveys, Observations, attendance logs, samples

	Activity (Action Plan) What steps will you take to accomplish the strategy and reach the target goal(s)?	Timeline Start Date/ End Date What is the approximate time frame for implementation of the key action?	Professional Development What do staff or families need to know and be able to do to ensure the achievement of this goal?	Cost/Resources What existing resources can be redirected toward the key actions? What "new" resources are needed to implement the key actions? How will they be acquired?	Progress/Status How will we know if we are meeting the need? Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments.
1). Develop a stronger relationship between teachers and students.	a). Participate in Capturing Kids' Heart training this summer. b). Strengthen Advisor – Advisor periods.	Fall 2012 – Spring 2017	Capturing Kids' HeartTraining during summer 2012	None	Increased attendance, less discipline referrals
2). Increase student attendance in classes.	a). Provide celebration for high attendance. b). Distribute awards for perfect attendance.	Fall 2012 – Spring 2017	Make parents aware of reward system and attendance policy.	Awards or Certificates for students with perfect attendance	Increased Attendance

3). Employ parent service coordinator to increase parent involvement, communication, and student achievement.	a). Employ parent service to act as a "go between" to increase parental involvement and communication. This person will also serve as a representative at school and district level meetings.	August 2012 - May 2017	Volunteer/Stipend Free admission to athletic Events	No cost for Staff	Increase in parental involvement
	b). Implement quarterly "Family Reading and Writing Night" programs that correlate with PTSA Meetings.	Spring 2012 - Spring 2017	Conferences Meetings	Program cost	Attendance Logs Conference logs
	c). Continue communication plan that informs families of issues and concerns. Ex. Newsletters, website, parent portal, The Buzz, and teachers' websites.	Fall 2012 – Spring 2017	Informative Meeting Internet access	$1500.00	Agenda, meetings, community partnerships, attendance logs

4). Engage in a partnership with local and other community/business partners to promote and encourage student academic success and achievement.	a). Invite parents and community members to assemblies, celebrations, awards days, and installation ceremonies.	Spring 2012 – Spring 2017	Community meetings, PTSA Meetings, businesses, neighboring churches	No cost	Programs, entrance tickets, visitors' sign-in registry
	b). Utilize lab space for parents to come to school to access parent portal, learn strategies to assist students and themselves, and stay abreast of school events.	Spring 2012 – Spring 2017	Community meetings, PTSA Meetings, business meetings, neighboring churches	No cost	Visitors' registry, lab history, conference logs
	c). Meet with parents about students' grades, behavior, and other concerns.	Spring 2012 – Spring 2017	Parents, Teachers, students, Administration	No cost	Conference logs Grade sheets, discipline files