

Marshall Elementary

School Improvement Plan 2017-2022

Dyisha R. Taylor
Principal

Dr. Jesse Washington
Superintendent

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School Name:	Marshall Elementary School
SIDN (BEDS code):	3805034
Plan Submission:	School utilizes SACS X School does not utilize SACS
Grade Range From:	Pre-K through fifth
District:	Orangeburg Consolidated School Dist. 5
Address 1:	1441 Marshall Street
Address 2:	
City:	Orangeburg, SC
Zip Code:	29115
School Renewal Plan Contact Person:	Dyisha R. Taylor
Contact Phone:	803-534-7865
E-mail Address:	Dyisha.taylor@ocsd5.net

Required Printed Names

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.

Position	Name	Signature
Chairperson, District Board of Trustees	Mary Ulmer	
Superintendent	Dr. Jesse Washington	
Principal	Dyisha R. Taylor	
Chairperson, School Improvement Council	Stacy Bryan	

Stakeholder Involvement

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

Position		Name
1.	Principal	Dyisha R. Taylor
2.	Teacher	LaToya Glen
3.	Parent/Guardian	Eleanor Fields
4.	Community Member	Veronica Green
5.	School Improvement Council	Stacy Bryan
Others: (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)		
6.	Assistant Principal	Benjamin Abraham
7.	Assistant Principal	Heath Owen
8.	Parent	Eric Williams
9.	Parent	Darnell Johnson
10.	Community Member	Avery Davis
11.	Community Member	Amy Yow
12.	Parent	Stacy Bryan
13.	Guidance Counselor	Yvette Pelzer-Brown
14.	Guidance Counselor	Cynthia Funderburg
15.	Parent	Dr. Derrick James
16.		
17.		
18.		
19.		
20.		

Marshall Elementary School Beliefs

1. We “bee”lieve in securing safe learning environments where diversity is embraced.
2. We “bee”lieve in fostering relationships with all stakeholders
3. We “bee”lieve in creating critical thinkers, problems solvers and technologically advanced students through high quality instruction
4. We “bee”lieve in building positive character and lifelong learners by providing opportunities for success

Marshall Elementary School Mission

MES exists to ensure academic success for all students through high quality instruction, digital learning environments and partnerships.

Marshall Elementary School Mission

MES will create world class, college and career ready students who accomplish the impossible, believe in themselves and set the standard because WE ARE MARSHALL!

Assurances for School Renewal Plan

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

Yes	N/A	Assurances
√		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.
	N/A	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).

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Yes	N/A	Assurances
√		<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
√		<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.</p>
√		<p>Developmentally Appropriate Curriculum for PreK-3 The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context. (Full Day Program)</p>
√		<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.</p>
√		<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

School Improvement Plan 2017-2022

Needs Assessment

OVERALL MEASURES: * Projected Performance							
ELA							
Baseline Data			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	2015-2016	2016-2017					
PALS Name Writing	89.74	In Progress					
PALS Upper-Case	84.62	In Progress					
PALS Lower-Case	85.90	In Progress					
PALS Letter Sounds	83.33	In Progress					
PALS Beginning Sounds	67.95	In Progress					
PALS-Print and Word	74.36	In Progress					
PALS-Rhyme Awareness	71.79	In Progress					
PALS-Nursery Rhyme	89.74	In Progress					
DRA2-Benchmark	75.56	In Progress					
DRA2-Rhyming Word	88.89	In Progress					
DRA2-Initial Sounds	82.22	In Progress					
DRA2-Print Concepts I	94.44	In Progress					
DRA2-Upper-Case Letters	91.11	In Progress					
DRA2-Lower-Case Letters	87.78	In Progress					
DRA2-Print Concepts II	83.33	In Progress					
MAP-ELA (Read) Grade 2		178.5					
MAP-ELA (Read) Grade 3		192.3					
MAP-ELA (Read) Grade 4		198.2					
MAP-ELA (Read) Grade 5		204.6					
MAP-ELA (Lang) Grade 2		181.7					
MAP-ELA (Lang) Grade 3		194.5					
MAP-ELA (Lang) Grade 4		200.3					
MAP-ELA (Lang) Grade 5		208					
SCREADY ELA Gr. 3	31	Oct. 2017					
SCREADY ELA Gr. 4	32.8	Oct. 2017					
SCREADY ELA Gr. 5	28.7	Oct. 2017					

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Math							
Baseline Data			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	2015-2016	2016-2017					
MAP-Math Grade 2		178.2					
MAP- Math Grade 3		192					
MAP- Math Grade 4		204.3					
MAP- Math Grade 5		211.6					
SCREADY Math Gr. 3	40.31	Oct. 2017					
SCREADY Math Gr. 4	44.26	Oct. 2017					
SCREADY Math Gr. 5	26.09	Oct. 2017					

Science							
Baseline Data			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	2015-2016	2016-2017					
TE21- Science Grade 3		36.4					
TE21- Science Grade 4		34.4					
TE21- Science Grade 5		46.1					
SCPASS Science Gr. 4	66.4	Oct. 2017					
SCPASS Science PASS Gr. 5	57.8	Oct. 2017					

Social Studies							
Baseline Data			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	2015-2016	2016-2017					
TE21- SS Grade 3		31.2					
TE21- SS Grade 4		66.7					
TE21- S Grade 5		57.3					
SCPASS SS Gr. 4	79.5	Oct. 2017					
SCPASS SS PASS Gr. 5	58.6	Oct. 2017					

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ELEOT Areas of Focus for MES	C5. Additional/alternative instruction = 2.44
A1- Differentiated opportunities for students = 2.34	D1. Makes connections to real like =1.84
A4. Opportunities to learn about their background, cultures, etc. = 1.53	G1. Uses digital tools to gather information =2.28
B3. Is provided exemplars of high quality work =2.24	G2. Uses digital tools to conduct research, solve problems, etc. =1.95
B5. Higher order thinking questions = 2.28	G3. Uses digital tools to communicate and collaborate = 1.45

(Add Charts and Graphs as appropriate)

School Profile						
Measure	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Prime Instructional Time	Summer 2017					
Pupil-Teacher Ratio	Summer 2017					
Parent Involvement	Summer 2017					
Professional Development	Summer 2017					
Percentage of Teachers with Advanced Degrees	Summer 2017					
Percentage of Teachers Returning	Summer 2017					
Percentage of Teachers on Continuing Contracts	Summer 2017					
Percentage of Teachers Emergency/Provisional Contracts	Summer 2017					
Percentage of Classes not Taught by Highly Qualified Teachers	Summer 2017					
Number of National Board Teachers	Summer 2017					
Number of PACE Teachers	Summer 2017					
Teacher Attendance Rate	Summer 2017					
Student Attendance Rate	Summer 2017					

School Profile						
Measure	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Suspension/Expulsion Rate	Summer 2017					
Students Older than Usual for Grade	Summer 2017					
School Poverty Index	Summer 2017					
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	Summer 2017					
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	Summer 2017					
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	Summer 2017					

Executive Summary of Needs Assessment (Summary of Conclusions)

Marshall Elementary School is the largest elementary school in Orangeburg Consolidated District Five. In analyzing the needs of the school, we analyzed our local as well as state assessments to include PALS, DRA, MAP, SCREADY and SCPASS.

In order to meet the needs of the children, Marshall uses Professional Learning Communities (PLC'S) which is the umbrella for PLC Teams, and Response to Intervention. PLC'S determine the instructional strategies and the setting in which instruction is delivered i.e. whole group, small group, and one-on-one. We also incorporate a variety of technological support. For example, children can work on Study Island, Compass Learning, STAR, Starfall reading, etc. Morrow and colleagues (2003) reiterates several principals that should guide literacy instruction.

1. Utilize weekly Professional Learning Communities.
2. Teach reading for authentic, meaning making literacy experiences
3. Use high quality literature
4. Integrate comprehensive word study, phonics, and writing
5. Use multiple texts that link and expand concepts
6. Balance teacher and student discussions
7. Build community
8. Give students plenty of time to read in class
9. Balance direct instruction, guided instruction, and independent practice
10. Use a variety of Assessment techniques

In keeping with these guiding principles, Marshall recognizes that we need growth in the areas of :

- Providing resources for small group/guided reading
- Providing resources for independent reading
- resources for teaching children to write on a given topic

In regards to math, Zemelman and colleagues (1998) suggest that best practices in math should include the following:

1. Use of manipulatives
2. Cooperative groups
3. Discussion of mathematics
4. Problem solving approach to instruction

5. Word problems with a variety of approaches
6. Open ended problems and extended problem solving projects.

In keeping with this research, Marshall recognizes that we growth in the area of:

- Providing students with real life connections in problem solving opportunities

In regards to science, Zemelman and colleagues (1998) suggest that best practices in science should include the following:

1. Hands-on activities
2. Active application of science learning
3. Integration of reading, writing, math and science units.

In keeping with this research, Marshall recognizes that we need the following because we lack the following:

- materials to promote scientific investigation by all students (AIMS Professional Development FOSS Kit SPC kits)

In regards to social studies, Zemelman and colleagues (1998) suggest that best practices in social studies should include the following:

1. SC College and Career Readiness Standards Unit planning with an emphasis on Informational Text and Text Dependent Analysis (minimum of 4 per unit).
2. Emphasis on activities that engage students in inquiry and problem solving.
3. Cross-Curricular lessons that incorporate ELA with Social Studies.
4. Project-based Learning.

In keeping with this research, Marshall recognizes that we need growth the following:

- Materials to support in-depth investigation of a variety of social studies topics.
- Professional Development in Understanding by Design and Unit Planning.

Building and sustaining positive school-home-community relationships have positive effects on children cognitively, socially, and emotionally. Family research documents these factors (Coleman et al., 1966; Clausen, 1966; Leichter, 1974; Lightfoot, 1978)

Our 2015 school report card indicated that 68.8 % of parents were satisfied with school relationships, and 86.9% were satisfied with the learning environment. We are not satisfied with these results; therefore, we address this in our plan through a variety of initiatives.

Based on our teacher observation data, differentiation, higher order questioning and the proper use of technology will be areas of growth

Action Plans

Performance Goal Area 1: Student Achievement	
<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 1: (desired result of student learning)	By the 2021-2022 school year, Marshall Elementary will have 80% of students to meet performance standards yearly on state tests while closing the achievement gap.
INTERIM PERFORMANCE GOAL:	At least 80% of students will meet expectations on district assessments such as PALS, DRA, and MAP.
DATA SOURCE(S):	SC READY, SC PASS, MAP, PALS, DRA
OVERALL MEASURES: * Projected Performance*	

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
1.1 Teachers will use the SDE curriculum standards/SC College and Career Readiness Standards and support documents to guide their instruction in ELA, Math, Science, and Social Studies.	Classroom Assessments Lesson Plans Mastery Connect	To improve student achievement through a comprehensive framework that supports the various needs of learners.	100 % of the teachers will design lessons based on the standards.	Principal Asst. principal	Weekly lesson plans and observations	Mastery Connect, pre and post data Assessment and Lesson Plan.	SDE Curriculum Guide/SC College and Career Readiness Standards \$0.00	Aug 2017 – Jun 2022
1.2 Marshall will set individual literacy goals for 100% of our students based on assessment data. (District Reading Plan Goal)	BAS Data LLI	To increase student achievement by tailoring instruction to individual students' needs	Students reading levels will increase	Teachers Reading Coach	Observations Logs Assessment data	BAS Reports LLI Records	BAS	Aug. 2017- June 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
1.3 By the end of 2017-2018 school year, 100% of identified tier two struggling readers will receive Leveled Literacy Intervention for 30 minutes daily. (District Reading Plan Goals)	BAS MAP LLI Running Records	To increase student independent reading levels by providing targeted reading intervention		Teachers Reading Coach	Observations Logs Assessment data	BAS Reports LLI Records	BAS LLI Kits and resources	Aug 2017 – Jun 2022
1.4 Teachers will implement the use of a variety of instructional best practices to increase academic achievement in ELA, math, Science, and Social Studies. <ul style="list-style-type: none"> • Close Reading • Frayer Model • Word Splash • Reading logs • Reading Workshop • Text-to-Text • Marzano Strategies • Cubes Strategy • Problem Solving Mat • Manipulatives • Guided Reading Groups • Strategy Groups • One-on-One Conferences • Envision Math • Pearson Science 	SC READY ELA 31%- 3 rd , 32.8% 4 th , and 28.7% 5 th Grade Met and/or Exceeded standards	To improve student achievement through a comprehensive framework that supports the various needs of learners.	80% of the students in each class will receive a grade of 70 or better on all Assessments.	Principal Asst. Principal Teachers	Lesson plans Observations	Mastery Connect, pre and post data Assessment sheets and Lesson Plans Lesson Plan Feedback form	Framework PD	Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
<ul style="list-style-type: none"> Pearson My World Social Studies 								
1.5- Teachers will continue curriculum integration and differentiated instruction to meet the needs of the children in all subject areas.	Differentiation has only been observed through scheduled weekly walk-throughs in regular education classrooms and in special education classrooms.	To improve student achievement through the use of RTI strategies for Tier One, Tier Two and Tier Three learners.	80% of the students in each class will receive a grade of 70 or better on all Assessments.	Principal Asst. Principal Teachers	Lesson plans Observations	Mastery Connect, pre and post data Assessment sheets and Lesson Plans LLI running record data	PD \$0.00	Aug 2017 – Jun 2022
1.6- Teachers will use State adopted texts as well as supplemental instructional materials as their core curriculum. <ul style="list-style-type: none"> ELA- Reading Street Math- Envision Science- Pearson Science and FOSS Science Kits. Social Studies- Pearson Our Story 		To improve student achievement through a comprehensive framework that supports the various needs of learners.	80% of the students in each class will receive a grade of 70 or better on all Assessments.	Principal Asst. Principal Teachers Coaches	Lesson plans Observations	Classroom Assessments, Mastery Connect, pre and post data Assessment sheets and Lesson Plans LLI running record data	State Dept. of Ed.	Aug 2017 – Jun 2022
1.7- Teachers will require children to read a minimum of 20 minutes per night.	SC READY ELA 31%- 3 rd , 32.8% 4 th , and 28.7% 5 th Grade Met and/or	To improve student achievement through building vocabulary and comprehension.	Improved reading comprehension and vocabulary knowledge and usage.	Principal Asst. Principal Teachers Media Specialist	Reading Logs	Mastery Connect, pre and post data Assessment sheets and Lesson Plan	Quinnessential Reading Logs School Reading Logs \$0.00	Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
	Exceeded standards							
1.8- Provide opportunities for children to read a variety of informational text through books, magazines and nonfiction passages imbedded in performance tasks.	SC READY ELA 31%- 3 rd , 32.8% 4 th , and 28.7% 5 th Grade Met and/or Exceeded standards	To improve student achievement through building vocabulary and comprehension in informational text.	Improved reading comprehension and vocabulary knowledge and usage.	Principal Asst. Principal Teachers Literacy Coach	Reading Logs Quinn Logs	Mastery Connect, pre and post data Assessment sheets and Lesson Plan Feedback Form	Title One funding Dollar General Grant SSIP funding	Aug 2017 – Jun 2022
1.9- Monitor lesson plans, teacher Assessments, Assessment notebooks to ensure the incorporation of grade level standards, pacing guides, Rigor and Relevance	PowerSchool, Weekly classroom Assessments in Mastery Connect, pre and post data Assessment sheets and Lesson Plan.	To ensure that teachers are providing appropriate instruction and entering grade in PowerSchool as agreed upon	100% of the teachers will send lesson plans in on time and enter at least 2 grades per week for each subject in PowerSchool.	Principal Asst. Principal Literacy Coach	Lesson plans PowerSchool reports	Mastery Connect, pre and post data Assessment sheets and Lesson Plan Feedback Form	Lesson Plan Template, Framework \$0.00	Aug 2017 – Jun 2022
1.10- Professional Learning Communities comprised of Grade Level Teams and the Principal will meet weekly to monitor student performance and intervention.	SC READY ELA 31%- 3 rd , 32.8% 4 th , and 28.7% 5 th Grade Met and/or Exceeded standards	Improve student achievement through weekly common Assessment data and cooperative team planning	80% of the students in each class will receive a grade of 70 or better on all Assessments.	Principal Asst. Principal Teachers Literacy Coach	Agendas, minutes, and sign in sheets	Mastery Connect, pre and post data Assessment sheets	Mastery Connect \$0.00	Aug 2017 – Jun 2022

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Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
1.11- Provide teachers with uninterrupted 90-120 blocks of time to teach ELA and Math.	School Master Schedule	To ensure that children have uninterrupted time to engage in units of study in ELA standards that require performance based tasks, use of intervention programs such as Compass Learning, and work on specific ELA skills.	80% of the students in each class will receive a grade of 70 or better on all Assessments	Principal	Master schedule teacher schedules	Mastery Connect, pre and post data Assessment sheets and District Benchmarks	Master Schedule \$0.00	Aug 2017 – Jun 2022
1.12- Use technology for classroom instruction and professional responsibilities e.g. Compass Learning, Mastery Connect, Study Island, Brain Pop Jr., iPads, Envision Math Imagine Learning etc.	Usage reports	To improve ELA student achievement in the areas of reading comprehension and vocabulary.	80% of the students in each class will receive a grade of 70 or better on all Assessments.	Principal Asst. Principal Teachers Literacy Coach Digital Resource Coach	Reports from Mastery Connect, Compass Learning, star, etc.	Feedback and usage reports shared with teachers	Title 1 General Budget	Aug 2017 – Jun 2022
1.13- Provide student incentives for improvement of individual academic goals in core areas as measured by the varied Assessments.	MAP data	To motivate student to achieve at higher academic levels	The number of students recognized at each award program will increase about five percent.	Guidance	Awards programs Report cards	Programs, Sign-In Sheets, Teacher Data Sheets for Awards Assemblies and PowerSchool reports.	\$4,000.00 title one ribbons, plaques, pencils, etc.	Aug 2017 – Jun 2022
1.14- Provide family nights to promote SC College and Career	School report card indicated the	To improve student	Improved student	Principal Asst. Principal	Sign in sheets and	Increased attendance and	\$10,000.00 Title One	Aug 2013 – Jun 2017

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Readiness Standards and increase awareness in the following areas: <ul style="list-style-type: none"> ▪ Literacy ▪ Math ▪ Science ▪ Social Studies 	86.9% parent satisfied with school relationships, and 79.2% were satisfied with the learning environment.	achievement and build school-community relationship.	achievement and school-community relationship	Leadership team Literacy Coach	parent feedback	participation as recorded on event sign-in sheets. End of the year parents and students surveys.	Books Snacks Manipulatives Print materials	
1.15- Identify and procure instructional materials, supplies, toner, and equipment.	Teacher survey Inventory	To support teachers by providing technology materials they will need to effectively instruct.	100% of the teachers will use technology in their instruction.	Media Specialist Title One Coordinator	Classroom Observations	Title One inventory logs	\$20,000.00 Title one drums ink lumens CPS systems	Aug 2017 – Jun 2022
1.16- Provide ongoing professional development through book clubs, classes, conferences, best practice workshops, classroom visitation, etc...in a variety of areas: <ul style="list-style-type: none"> ▪ Provide professional learning opportunities for SC College and Career Readiness standards as needed ▪ Writing across the curriculum ▪ Building Background Knowledge through Academic Vocabulary 		To build teacher capacity and knowledgebase of teachers in order to help all students meet or exceed grade level standards in ELA.	Teachers will implement the strategies they learn in their classrooms to improve student achievement.	Principal Asst. Principal Title One Coordinator	Agendas Lesson plans Sign in Sheets	Walk-throughs, Mastery Connect, pre and post data team Assessment sheets.	\$23,000.00 Title One Framework, SC College and Career Readiness Standards Institute, The Strategic Teacher, Weekly PD.	Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
<ul style="list-style-type: none"> ▪ Differentiated Instruction ▪ Reading Recovery Conference ▪ SC Black Educators Conference ▪ SC International Reading Association Conference ▪ International Literacy Association Conference 								
1.17 Provide tutoring through Saturday Camp.	SC READY ELA 31%- 3 rd , 32.8% 4 th , and 28.7% 5 th Grade Met and/or Exceeded standards	To ensure that all students will meet or exceed grade level standards in Ela, Math, Science, and SS as measured by 2016 SCREADY data year.	More students scoring Met or above on Pass and meeting the 80% threshold on benchmarks	Principal Teachers Saturday Tutors	Time Sheets Lesson plans Observations Mastery Connect.	Mastery Connect LLI running records, District Benchmarks MAP Data	\$30,000.00 Title One	January 2018 –May 2022
1.18- Implement a multi-tiered intervention approach in ELA and math.	BAS/LLI MAP	To ensure that all students are reading at or above grade level at the end of the 2016 - 2017 school year.	100 % of the students participating in the intervention will demonstrate at least a 20 point increase in the number of words read per	Principal	Lesson Plans Mastery Connect Data MAP Data	Mastery Connect, BAS/LLI, District Benchmarks.	Reading Street Intervention LLI/BAS Materials \$60,000	Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
			minute by the end of the year.					
1.19- The media specialist and DRC will collaborate with the teachers to teach research skills, IPAD lessons, and tools for integrating technology.	Student continue to need assistance with the Research strand as demonstrated on SCREADY.	To ensure that all students will be meeting or exceeding grade level standards in ELA and PASS Performance for 2016– 2017.	80% of the students in each class will receive a grade of 70 or better on all assessments.	Principal Asst. Principal Media Specialist Teachers	Lesson plans Observations Mastery Connect.	Mastery Connect, District Benchmarks	Daily Teaming and modeling in classrooms. \$0.00	Aug 2017 – Jun 2022
1.20- Create a school-wide behavior intervention and incentive program combined with the Classroom Management and Behavior Framework	Power School Discipline referrals analyzed monthly to see if there is a decline in student referrals for behavior and teacher classroom behavior logs submitted quarterly.	To decrease negative student behavior and reward positive student behavior.	80% of the students in each class will receive a grade of “S” or better each 9 weeks for Citizenship	Principal Asst. Principals Teachers Intervention Team	Daily Behavior Log and Power School	Number of students eligible for award days and Discipline referrals in Power School	SSIP grant General Budget and Fundraising Efforts	Aug 2017 – Jun 2022
1.21- School will implement a reading incentive program and provide student incentives for improvement of individual academic goals in core areas as measured by the MAP Assessment	Media center circulation reports Reading Logs MAP Reports	To promote independent reading for a minimum of 30 minutes daily	Student reading levels and fluency will increase	Principals Asst. Principals Reading Coach Teachers	Reading Logs	MAP data ASPIRE data	\$250.00 monthly for incentives General Budget and PTO	Aug 2017 – Jun 2022
1.22- Implement “Marshall Reads” events.	SC READY ELA	To increase reading achievement	Students will participate in reading lessons	Teachers Reading Coach	Reading Lessons Reading Logs	SCREADY data MAP data Reading Logs	\$400.00 for cookies and snacks	Oct.2016 Dec.2016 Apr.2017

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
	31%- 3 rd , 32.8% 4 th , and 28.7% 5 th Grade Met and/or Exceeded standards	and promote reading across the curriculum	and extended periods of independent reading and conferencing.	Media Specialist				
1.23- Implement Book and Brownies when administrators read to students weekly.	SC READY ELA 31%- 3 rd , 32.8% 4 th , and 28.7% 5 th Grade Met and/or Exceeded standards	To increase reading interest and fluency with students.	Students will develop a higher interest for reading which will increase reading performance	Administrators	Weekly Schedule	Classroom visits	\$500.00 for brownies	Weekly
1.24- Hire implementation coach to assist in intervening with struggling readers and management of data.	FOCUS status and disabled population gaps	To bridge the literacy gap between general education students and students with disabilities.	Students will increase literacy skills such as reading comprehension, fluency etc.	HR Administration Dr. Nash	LLI running records Data collection	LLI running records Data collection	\$75,000 SSIP grant	August 2017-May 2018
1.25 Provide opportunities for grade level planning and team meetings.	Agendas Sign in sheets Minutes	Improve student achievement through cooperative team planning.	80% of the students in each class will receive a grade of 70 or better on all Assessments.	Principal Asst. Principal	Agendas, minutes, and sign in sheets	Mastery Connect, pre and post data Assessment sheets and Lesson Plans Feedback forms	Weekly PLC Meetings and Team Meetings \$0.00	Aug 2017 – Jun 2022
1.26- Teachers will require children in grades 3-5 to complete yearly science projects to increase rigor and	SCPASS Science Inquiry weakness: 23% grade 4, and 31% gr. 5	To improve student achievement in the scientific	Improved academic vocabulary in science and use	Principal Asst. Principal Teachers	Lesson plans Observations	Walk-throughs, Mastery Connect, pre and post data	SDE Curriculum Standards and SC College and Career	Aug 2017 – Jun 2022

support SC College and Career Readiness Standards.		method, hypothesis and scientific academic vocabulary.	of the scientific method.			team Assessment sheets.	Readiness Standards \$0.00	
1.27 Implement Marshall Science Day	SCPASS Science 66.4% gr. 4, and 57.8% gr. 5 met and/or exceeded standards on PASS	To provide students with hands-on investigations to increase student achievement	Students will spend the entire day doing investigations from each of the major strands for their grade level	Principal Asst. Principals Teachers	Lesson plans for Science Day	Student Assessments Mastery Connect	Supplies for Investigations General Budget	Spring 2018
1.28 Teachers will require children to complete social studies projects as agreed upon by the team to support SC College and Career Readiness Standards and South Carolina Social Studies Standards quarterly.	SCPASS SS 20.5% of 4 th and 41.4% of 5 th did not meet Social Studies standards on SCPASS 2016.	To improve student achievement through the use of higher level thinking skills.	Improved problem-solving skills and ability to evaluate, synthesize and create.	Principal Asst. Principal Teachers	Lesson plans Observations	Mastery Connect, pre and post data Assessment and Lesson Plan	Framework, SDE Curriculum standards and SC College and Career Readiness Standards \$0.00	Aug 2017 – Jun 2022
1.29 Teachers will implement a variety of performance based Assessments monthly in ELA, Math, Science, and Social Studies.	SCPASS SS 20.5% of 4 th and 41.4% of 5 th did not meet Social Studies standards on SCPASS 2016.	To improve student's research skills and prepare them for SC College and Career Readiness Standards Curriculum and Assessments.	Children will be able to present their understanding of social studies topics in a variety of ways.	Principal Asst. Principal Teachers Media Specialist	Lesson plans, performance based Assessments rubrics	Mastery Connect, pre and post data Assessment	Technology Equipment	Aug 2017 – Jun 2022

1.30- Utilize Studies Weekly for Social Studies Instruction	SCPASS SS 20.5% of 4 th and 41.4% of 5 th did not meet Social Studies standards on SCPASS 2016.	To increase student achievement through the use of informational text	Students' performance will increase in SS as well as ELA	Principal Asst. Principal Reading Coach Teachers	Lesson Plans	Student data Mastery Connect	SS Weekly Newspapers Title I Funds	October 2017 -May 2018
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Performance Goal Area 2: Teacher/Administrator Quality

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

PERFORMANCE GOAL 3:
(desired result of student learning)
By 2021-2022, the school's annual teacher retention rate will be at least 88.3%.

INTERIM PERFORMANCE GOAL:
See table below for interim performance targets

DATA SOURCE(S):
District records of Performance Evaluations (Goals Based Evaluations: Competency Based and Goals Based Evaluation)
Teacher Attendance
Renewal Credit Records
Professional Development Surveys
Employee Exit Surveys
PADEPP Results
Student Learning Objectives (SLOs)
SC Teaching Standards 4.0
School Report Cards

OVERALL MEASURES: * Projected Performance

School Average 2015-2016 Baseline		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teacher Retention Rate	75.9%	84.3%	85.3%	86.3%	87.3%	88.3%

Strategy/Activity	Purpose	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Measuring Process
2.1 Strengthen the mentoring and induction program by providing a New Bees Institute for beginning teachers before the school year begins.	To improve the retention of the highly effective personnel in the school system.	Yearly	Principal Assistant Principals Teachers Coaches	\$200	General Fund	<ul style="list-style-type: none"> Employee turn-over rate Monthly communication from the Office of Human Resources 	Percentage of teachers retained will increase yearly.	Percentage of teachers returning to the Marshall: 75.9%	Retention data for Marshall
2.2 Provide an alternative/additional mentor support person.	To improve the retention of new hires and first year teachers.	Yearly	Principal Assistant Principals Teachers Coaches	\$0		<ul style="list-style-type: none"> Employee turn-over rate Monthly communication from the Office of Human Resources 	Percentage of teachers retained will increase yearly.	Percentage of teachers returning to the Marshall: 75.9%	Retention data for Marshall
2.3 Attend specific conferences to enhance the repertoire of professional knowledge.	To enhance the professional knowledge of all faculty.	Yearly	Principal Assistant Principals Teachers Coaches	\$30,000	General Funds Title 1 Funds Focus Funds SSIP	<ul style="list-style-type: none"> Standardized test scores of those attending Quality of lesson plans and lessons 	Higher quality lessons taught	Scores on the ELEOT	Lesson plans PLC notes ELEOT ratings

Strategy/Activity	Purpose	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Measuring Process
2.4 Participate in summer and weekend professional development opportunities in which stipends are available.	To enhance the professional knowledge of all faculty.	June and July	Principal Assistant Principals Teachers Coaches	\$3000	General Funds Title 1 Funds Focus Funds SSIP	<ul style="list-style-type: none"> Standardized test scores of those attending Quality of lesson plans and lessons 	Higher quality lessons taught	Scores on the ELEOT	Sign in sheets Surveys ELEOT Survey Monkey results
2.5 Use of the ELEOT model in conjunction with AdvancEd for observations and feedback.	To enhance the professional teaching quality	Yearly	Principal Assistant Principals Teachers Coaches	\$0		<ul style="list-style-type: none"> Quality of lesson plans and lessons taught 	Teachers earning 3s and 4s on the ELEOT.	ELEOT scores	ELEOT forms ELEOT Survey Monkey results
2.6 Earn recertification credits for professional development not required by the school or district.	To enhance the professional knowledge of faculty.	Yearly	Principal Assistant Principals Teachers Coaches	\$0		<ul style="list-style-type: none"> Quality of lesson plans and lessons taught 	Higher quality lessons taught	Scores on the ELEOT	Recertification forms
2.7 Utilize an end of year New Bees survey to better plan for the following year's New Bees.	To enhance the professional knowledge of new teachers.	Yearly	Principal Assistant Principal Teachers Coaches	\$0		<ul style="list-style-type: none"> Employee turn-over rate 	Percentage of new teachers retained will increase yearly.	Percentage of first year teachers satisfied with Marshall:	Surveys Sign in sheets

Performance Goal Area 3: School Climate	
<input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority	
PERFORMANCE GOAL 1: (desired result of student learning)	By the year 2022, the percentage of teachers, students, and parents satisfied with school climate at Marshall Elementary will increase to 90% in the Report Card categories of learning environment, home school relations, and social and physical environment as measured by the State Department of Education’s Report Card Survey.
INTERIM PERFORMANCE GOAL:	By the year 2018, the percentage of teachers, students, and parents satisfied with school climate in Orangeburg Consolidated School District Five will increase by at least 3% in the Report Card categories of learning environment, home school relations, and social and physical environment as measured by the State Department of Education’s Report Card Survey.
DATA SOURCE(S):	Parent Survey and School Report Card Data, Discipline Data
OVERALL MEASURES: * Projected Performance (Will be entered upon receipt of 2016-2017 data)	

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
3.1 Establish and maintain a school wide behavior plan through a variety of incentives, stipends, and conferences -Class Dojo -Behavior Charts	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To reduce the number of children referred for disciplinary actions	Improved behavior	Principal Asst. Principal Principal Teachers	Behavior referrals	Power School Behavior Reports.	\$3000.00 General Budget SSIP	Aug 2017 –Jun 2022
3.2 Provide a safe learning environment for all students and staff members	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9% were satisfied	To improve Community-School relationships	Improved Community-School relationships	Principal Asst. Principals Teachers	Utilization of school processes and procedures, visitor log, visitor passes, car pool system and bus referrals.	Percentage of use as evident from Sign-In log, car pool names tags and bus referrals.	Student Handbook and Car Pool Procedures. \$1000.00 General Budget	Aug 2017 –Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
	with the learning environment.							
3.3 Increase positive school/home contacts by a minimum of 5 parent weekly contacts by all staff.	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To improve Community-School relationships	Improved Community-School relationships	Principal Asst. Principal Teachers	Parent contact notebooks	Monthly reports submitted to the principal.	Parent Contact Log \$ 0.00	Aug 2017 –Jun 2022
3.4 Increase ability to meet parent needs with before and after school care.	School report card indicated the 77.3% parent satisfied with school relationships, and 79.2% were satisfied with the learning environment.	To increase perfect attendance.	Improved Community-School relationships and higher attendance rates.	Principal Asst. Principal Teachers After School Director	PowerSchool and Afterschool Program Attendance Logs.	Monthly reports submitted to the principal.	Attendance Logs \$ 0.00	Aug 2017 –Jun 2022
3.5 Continue Staff and Teacher of the month Recognition	Classroom Observations Nomination forms	To positively enhance school morale	Faculty and staff have a more positive attitude about work	Principal Teachers	Teacher Nomination Ballots	Teacher Nomination Ballots	Items for gift baskets and \$900 for monetary gift	Aug 2017 –Jun 2022
3.6 Continue with Student of the Week celebrations	Discipline Referrals	To increase positive	Students will have fewer	Principal Teachers	Teacher Recommendation	Discipline Referrals	Cupcakes Juice Snack foods	Aug 2017 –Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
		student behavior	discipline issues in the classroom.		ns Discipline referrals			
3.7 Increase the cleanliness of the school	Low percentage of teachers, parents, and students are satisfied with the social and physical environment as indicated on the school report card	To enhance the physical environment of the school	The bathrooms, hallways, and classrooms will be kept cleaner	Teachers Admin Custodians	Admin Custodians Teachers	Custodian Reports		Aug 2017 –Jun 2022
3.8 Review and revise the Crisis Management Manual (the red book) for schools and facilities based on district and county emergency preparedness procedures.	District and County emergency preparedness guidelines	To ensure safety for all students, district employees, and stakeholders	Revision of the Crisis Management Manual based on district and county preparedness procedures.	Deputy Superintendent for Finance, Chief Instructional Services Officer	Revised Management Manual Monthly Safety Drills	Track monthly drills Analyze incident Reports		Aug 2017 –Jun 2022
3.9 Provide training for all district personnel on the national, state, county and district emergency preparedness plans.	Sign-In sheets	To ensure safety for all students, district employees, and stakeholders	All personnel are trained on the national, state, county and district emergency preparedness plans.	Deputy Superintendent for Finance, Chief Instructional Services Officer	Revised Management Manual Monthly Safety Drills	Track monthly drills Analyze Incident Reports	Emergency Preparedness Plan	Aug 2017 –Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
3.10 Develop, adopt, implement, and publicize to all stakeholders a Zero Tolerance policy for all individuals who threaten the safety and security of our schools.	Discipline Referrals Incident Reports Persistently Dangerous Reports	To provide a safe teaching and learning environment for students.	Our schools will be safer and more secure.	Chief Instructional Services Officer, Principals	Code of Conduct Discipline Referral Data	Track discipline referrals Analyze incident and persistently dangerous reports	District Code of Conduct	Aug 2017 –Jun 2022
3.11 Review, evaluate, update, adopt and publicize to all stakeholders a Code of Student conduct to guide our uniform collective response to student behavioral issues.	Incident Management Reports	To establish a uniformed collective response to behavioral issues.	Decrease in discipline referrals	Chief Instructional Services Officer, Principals	Code of Conduct Discipline Referral Data	Analyze discipline referrals	District Code of Conduct	Aug 2017 –Jun 2022
3.12 Train school-based staff in Crisis Prevention Institute (CPI) or other behavioral intervention models to respond to student behavioral issues.	Discipline Referrals Guidance Referrals	To provide a safe teaching and learning environment for students.	Our schools will be safer and more secure.	Chief Instructional Services Officer, Principals	Code of Conduct Discipline Referral Data	Track discipline referrals Analyze incident and persistently dangerous reports	CPI Trainer	Aug 2017 –Jun 2022
3.13 Increase the safety of our teachers and students who are in	Observations Lobby Guard	To provide a safe teaching and learning	Our schools will be safer and more secure.	Chief Instructional Services Officer, Principals	Code of Conduct Discipline Referral Data	Track discipline referrals Analyze incident and persistently dangerous reports	Lobby Guard Reports	Aug 2017 –Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
classes on the outside corridors -Teachers will keep doors locked -Parents/Visitors will be not be allowed in classes without a pass -Signs will be posted on "Faculty and Staff Entrance Only"		environment for students.						

Performance Goal Area 4: Stakeholder Involvement	
<input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input checked="" type="checkbox"/> District Priority	
PERFORMANCE GOAL 4: (desired result of student learning)	By the school year 2022, the district will increase opportunities that promote stakeholder involvement and engagement each year.
INTERIM PERFORMANCE GOAL:	By the year 2019-2020, the percentage of stakeholders satisfied with the learning environment, satisfied with the social and physical environment, and satisfied with school-home relations will increase by 2%.
DATA SOURCE(S):	District/School Climate Surveys, Attendance records for workshops and conferences, School Report Cards, Parent Teacher Student Associations/Parent Teacher Organizations records, Customer Service Surveys, Create Data Survey for Marshall Elementary
OVERALL MEASURES: * Projected Performance	

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources	Funding Source	Timeline
4.1 Develop methods to increase mentoring and tutoring opportunities by community members.	Survey results	Increase stakeholder involvement and engagement	Increase in the number of mentors and tutors serving in our schools.	Manager Community Liaison District Volunteer Coordinator Principals Guidance Counselors	Media to advertise program Sign-in sheets at school events	Track the number of volunteers	District Grants Donations Fundraisers \$5,000	Grant Funds	Aug 2017 – Jun 2022
4.2 Create opportunities between various school-district partners, such as Chamber of Commerce, elected officials, higher education leaders, clergy and business partners to engage all entities in the success of the Marshall Elementary.	Survey Results	Increase stakeholder involvement and engagement.	Increase the number of community stakeholders involved in our schools.	District Grants Manager Community Liaison Director Public Relations Officer Principals	Sign-in sheets from events held at Marshall. Various media to confirm the event was held. Survey results. School spokesperson for community outreach	Analysis of survey results Collection of sign-in sheets and agendas	\$1,000	General Fund	Aug 2017 – Jun 2022
4.3 Prepare and distribute periodic flyers and parent communication to	Survey Results	Increase stakeholder involvement and engagement	Keep stakeholders informed of happenings in the district.	District Public Relations Officer Principals Guidance Counselors	Distribution of eBlast	Creation of the flyers and parent communication	\$5,000	General Fund	Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources	Funding Source	Timeline
the community that summarizes school activities.				Admin Team Faculty and Staff					
4.4 Use various media sources as a means publicizing school/student accomplishments and upcoming events and utilize OCSD5 website and local county channels to televise school and District events.	Survey Results	To keep the community involved in the learning process.	Increase in percentage of parents, teachers, and students satisfied with home-school relations.	District Public Relations Officer Principals	Press Releases Website Articles Radio Announcements District Videos and Pictures posted to website TV	Analysis of survey results	\$5,000	General Fund	Aug 2017 – Jun 2022
4.5 Provide family Activities and increase awareness of SC College and Career Readiness Standards in Literacy, Math, Science, and Social Studies for parents in third through fifth grade standards. -Literacy Night -Math Night -Parent Academy -College Trips	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To improve Community-School relationships	Improved Community-School relationships	Principal Asst. Principal Teachers	Sign in Agendas Surveys Feedback	Percentage in attendance as evident from event sign-in sheets.	Books Snacks Manipulatives Print materials	\$2000.00 Title One	Quarterly Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources	Funding Source	Timeline
4.6 Invite parents to participate in special programs, events, school leadership team, and school improvement council -Awards Day -SIC -PTO -Family Dance	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To improve Community-School relationships	Improved Community-School relationships	Principal Asst. Principal Guidance Teachers	Sign in Agendas Surveys Feedback	Percentage in attendance as evident from event sign-in sheets.	Books Snacks Manipulatives Print materials	Title One \$0.00	Quarterly Aug 2017 – Jun 2022
4.7 Increase the number of family and community volunteers	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To improve Community-School relationships	Improved Community-School relationships	Guidance Mentor Coordinator Teachers	Volunteer Log	Percentage volunteering as evident by volunteer sign-in sheets.	Colleges Business Churches Community School Improvement Council	N/A	Aug 2017 – Jun 2022
4.8 Provide books for students' Home library through the Media Center Reading Program -Books and Breakfast -Book Hunt	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9%	To improve Community-School relationships	Improved Community-School relationships	Media Specialist Literacy Coach Admin	Reading Logs Circulation reports	Percentage of books earned for meeting goals.	Books Snacks Print materials	Title One SSIP Focus	Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources	Funding Source	Timeline
-Library Auction	were satisfied with the learning environment.								
4.9 Display school information on the Marquee	. School report card indicated the 68.6% % parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To improve Community-School relationships	Improved Community-School relationships	Guidance Media Front Office	Pictures	Monthly memos to Guidance and observations.	Yearly Calendar	N/A	Aug 2017 – Jun 2022
4.10 Provide information to parents regarding child development, home activities, and their child’s progress -Newsletters -Wednesday Folder -School Webpage -Social Media Page -Automated Calls/Text	School report card indicated the 68.6% % parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To improve Community-School relationships	Improved Community-School relationships	CDEP Coordinator Teachers Admin	Notebook	Documentation Binder of information sent home.	Print materials Cardstock Colored Paper	CDEP FUNDS Title I SSIP Focus	Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources	Funding Source	Timeline
4.11 Support Clinical education students from local colleges and universities	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To improve Community-School relationships	Improved Community-School relationships	Principal Asst. Principal Teachers	Logs	Percentage in attendance as evident from Sign-In log.	Semester schedules from Human Resources. \$0.00	N/A	Aug 2017 – Jun 2022
4.12 Increase positive school/home contacts by a minimum of 5 parent weekly contacts by all staff.	School report card indicated the 68.6% parent satisfied with school relationships, and 86.9% were satisfied with the learning environment.	To improve Community-School relationships	Improved Community-School relationships	Principal Asst. Principal Teachers	Parent contact notebooks	Monthly reports submitted to the principal.	Parent Contact Log Agenda Books	General Funds	Aug 2017 – Jun 2022
4.13 Increase ability to meet parent needs with before and after school care.	School report card indicated the 77.3% parent satisfied with school relationships, and 79.2%	To increase perfect attendance.	Improved Community-School relationships and higher attendance rates.	Principal Asst. Principal Teachers After School Director	PowerSchool and Afterschool Program Attendance Logs.	Monthly reports submitted to the principal.	Attendance Logs	N/A	Aug 2017 – Jun 2022

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources	Funding Source	Timeline
	were satisfied with the learning environment.								