

# Orangeburg- Wilkinson High

## School Renewal Plan 2017-2018

**Dr. Casandra H. Jenkins**  
Principal

**Dr. Jesse Washington**  
Superintendent

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# 1 School Renewal Plan 2017-18

<b>School Name:</b>	Orangeburg-Wilkinson High School
<b>SIDN (BEDS code):</b>	411550
<b>Plan Submission:</b>	<input checked="" type="checkbox"/> School utilizes SACS <input type="checkbox"/> School does not utilize SACS
<b>Grade Range From:</b>	9 <sup>th</sup> - 12 <sup>th</sup>
<b>District:</b>	Orangeburg Consolidated School District 5
<b>Address 1:</b>	601 Bruin Parkway
<b>Address 2:</b>	
<b>City:</b>	Orangeburg , SC
<b>Zip Code:</b>	29118
<b>School Renewal Plan Contact Person:</b>	Melissa Amaker-Small
<b>Contact Phone:</b>	803-534-6180
<b>E-mail Address:</b>	melissa.amaker-smalls@ocsd5.net

## Required Printed Names

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.

Position	Name	Signature
<b>Chairperson, District Board of Trustees</b>	Mary Ulmer	
<b>Superintendent</b>	Dr. Jesse Washington	
<b>Principal</b>	Dr. Casandra H. Jenkins	
<b>Chairperson, School Improvement Council</b>	Rev. Gary Robinson	



## 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
	X	<b>Academic Assistance, PreK–3</b> 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).
X		<b>Academic Assistance, Grades 4–12</b> 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).
X		<b>Parent Involvement</b> 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.
X		<b>Staff Development</b> 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.
X		<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
	X	<b>Innovation</b> 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.
X		<b>Recruitment</b> 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.

Yes	N/A	Assurances
X		<p><b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
	X	<p><b>Developmental Screening</b> 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>
	X	<p><b>Half-Day Child Development</b> 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>
	X	<p><b>Developmentally Appropriate Curriculum for PreK-3</b> The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
X		<p><b>Parenting and Family Literacy</b> 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>
X		<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

## Needs Assessment

<b>School Profile</b>			
<b>Measure</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Prime Instructional Time</b>	87.3%		
<b>Pupil-Teacher Ratio</b>	20.8 to 1		
<b>Parent Involvement</b>			
<b>Professional Development</b>	11.9 days		
<b>Percentage of Teachers with Advanced Degrees</b>	79.8%		
<b>Percentage of Teachers Returning</b>	73.6%		
<b>Prime Instructional Time</b>	87.3%		
<b>Percentage of Teachers on Continuing Contracts</b>	71.9%		
<b>Percentage of Teachers Emergency/Provisional Contracts</b>	-		
<b>Percentage of Classes not Taught by Highly Qualified Teachers</b>	1.5%		
<b>Number of National Board Teachers</b>	5		
<b>Number of PACE Teachers</b>	0		
<b>Teacher Attendance Rate</b>	99.4%		
<b>Student Attendance Rate</b>	89.6%		
<b>Out-of-school suspensions or expulsions for violent and/or criminal offenses</b>	0.2%		
<b>Students Older than Usual for Grade</b>	15.5%		
<b>School Poverty Index</b>			
<b>Percent of Teachers, Students, and Parents Satisfied with the Physical Environment</b>	85.8%, 61.6%, 53.2%		
<b>Percentage of Teachers, Students, and Parents Satisfied with Home-school relations</b>	63.7%, 76.3%, 67.1%		
<b>Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment</b>	76.3%, 59.2%, 65.1%		

<b>High School Data</b>						
<b>Measure</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>On-Time Graduation Rate</b>	79.9%					
<b>End-of-Course Algebra I</b>	60.6%					
<b>End-of-Course English I</b>	43.8%					
<b>End-of-Course Biology I</b>	65.8%					
<b>End-of-Course U.S. History and Constitution</b>	56.5%					

## **Executive Summary of Needs Assessment (Summary of Conclusions)**

Orangeburg-Wilkinson High School utilizes instructional strategies aligned with the South Carolina Academic State Standards and the Common Core State Standards. These standards define expectations for student learning. In order to ensure that all standards are consistently taught, the teachers at Orangeburg-Wilkinson High School use the Orangeburg 5 Curriculum Pacing Guides. The Curriculum Pacing Guides outline expectations for student learning and helps ensure the alignment of the curriculum throughout each grade level.

During the 2013-2014 school year, the teachers at Orangeburg-Wilkinson High School were provided with the district's "Teaching and Learning Framework." This framework serves as a guide for all teachers to ensure that there is an alignment of curriculum, instruction, and assessment. Professional development was provided during the course of the year to assist teachers with the implementation of this document. The components of the lesson cycle are included in the framework. This also provides a means to ensure consistency in lesson planning and delivery across all content and grade levels. The Teaching and Learning Framework includes the grading guidelines for all teachers to ensure that there is a system in place to monitor the student's learning progress.

Orangeburg-Wilkinson High School uses multiple data sources and assessment tools to inform teachers of student progress and informally guide the design and delivery of instruction and remediation within the classroom. Benchmarks are administered three times a year to monitor student progress.

Teachers use the results from the data to monitor and adjust instruction to meet the needs of the students. Assessment data is analyzed by administrators and teachers. The data is discussed during PLCs, grade level/content-area meetings and school meetings.



Orangeburg-Wilkinson High School staff members consistently and actively participate in professional development opportunities. Professional Learning Community (PLC) sessions are held every Thursday during planning periods. Each PLC session is based on student data and authentic student work. Orangeburg-Wilkinson High School also uses the Explicit Direct Instruction (EDI) model this year to strengthen instructional practices.

On the first and third Tuesdays of the month, faculty and staff are provided with additional professional development held in the media center at Orangeburg-Wilkinson High School to keep employees abreast of the latest pertinent information as it pertains to the efficient and smooth running of the school. These meetings ensure that all faculty and staff members participate in continuous professional learning opportunities. The district's vision, "Working Together to Build a World-Class School System" involves all stakeholders at Orangeburg-Wilkinson High School as well. Our school engages parents in the learning process by providing weekly phone calls home to parents, frequently updating information on the school-wide and classroom web pages, Planet HS (Planet High School) and conducting quarterly Parent Universities where parents are given concrete examples of their child's State mandated learning expectations.

Parents are provided bi-monthly and interim reports. Parents also have access to the Parent Portal of PowerSchool to monitor their child's academic progress. A Teaching and Learning Framework was provided to all families to ensure that they are aware of the learning expectations. Two parent/teacher conferences are held during the school year. Orangeburg-Wilkinson High School sponsors an Open House at the beginning of the school year to allow parents and students to meet their teachers and become acquainted their child's grade and content specific learning expectations.

While the administration, faculty and staff at Orangeburg-Wilkinson High School are committed to meeting the learning needs of all students, we are working hard to achieve our goal of academic success for all students.

## Action Plans

Performance Goal Area 1: English Language Arts						
<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						
<b>PERFORMANCE GOAL 1:</b> (desired result of student learning)		By 2016-2021, 100% of all Orangeburg Wilkinson High School students will have a growth rate of 5% on performance standards yearly on local, state, and national assessments starting from the baseline data in year 2016-2017.				
<b>INTERIM PERFORMANCE GOAL:</b>		By 2016-17, assessment scores will increase by 5%. See projections below for incremental progress for each assessment.				
<b>DATA SOURCE(S):</b>		South Carolina SDE Report Card				
<b>OVERALL MEASURES:</b> * Projected Performance						
School Average <b>2015-2016 Baseline</b>		<b>2016-17 (Projected)</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-2020</b>	<b>2020-2021</b>
HSAP to WorkKeys	15.6-ACT Composite	20.6%				
EOCEP						
SAT-V	422	443.1				
SAT-W	410	430.5				
SAT-M	412	432.5				
ACT-Composite	15.6	16.38				
AP	N/A	N/A				
IB	N/A	N/A				

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
To increase students' knowledge and use of core reading strategies by incorporating the AVID curriculum into the 9 <sup>th</sup> Grade Academy.	AVID Curriculum, EOC, Mini Assessments, Benchmark Results, NWEA, Mastery Connect	To improve students' text to text comprehension  To increase the performance levels of all students on all assessments (i.e. classroom assessments, district benchmarks, and state/ national level assessments- (i.e. classroom assessments, district benchmarks, and state/ national level assessments- End-of-Course, Assessment ACT/ Work Keys, TDAs, and SAT/ACT – Verbal and Writing)	To increase the performance levels of all students on all assessments (i.e. classroom assessments, district benchmarks, and state/ national level assessments- End-of-Course Assessment – ACT/ Work Keys or TDAs, and SAT/ACT – Verbal and Writing)  Passage rate for EOCEP will increase by 5%	Dr. Casandra H. Jenkins  All Teachers  Mentor Teachers  OWHS Curriculum & Instruction Team  Administrative Team	Classroom Data Charts  Classroom Observations  Teacher/Common Assessments  Lesson plan reviews  Data Notebooks	Student Grades  TE21 Software  Standard Based Assessments  District Benchmark Results  Data Walls  Administrative Assessments  Classroom Observations  Lesson Plans  PLC meetings to track bi-weekly common assessments  Master/Intervention Schedule	TE 21 Pacing Guides  District Curriculum Pacing Guides  Compass Learning  Identified Teachers  Literacy Curriculum Plans  Word Smart Books for vocabulary  SAT/ACT Test prep workbooks  OCSD5 Teaching and Learning Framework	Daily August 2017- April 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Teachers will participate in professional learning opportunities on data analysis, effective instruction, rigor & relevance, interpretation of content specific indicators, utilization of support documents and ELA State Standards. Explicit Direct Instruction (EDI)	Classroom Observations, EOC Results, Mini Assessments, Agendas, Sign-in Sheets, NWEA, Mastery Connect	To provide teachers with research based instructional strategies and model best practices for teachers in order to improve teaching and learning.	Students will be more actively engaged in learning.  An increase in quality instructional content delivery and student engagement.	Dr. Casandra H. Jenkins  Mentor Teachers  OWHS Curriculum & Instruction Team  Administrative Team	Classroom Observations  Teacher/Common Assessments and District Mini Assessments and Benchmarks  Lesson plan reviews	District Benchmarks MAP Assessment  Data Walls  Administrative Classroom Observations  PLC meetings to track bi-weekly Common Assessments	Various Professional Literature and Resources  Explicit Direct Instruction (EDI): The Power of a Well-Crafted, Well-Taught Lesson Plan Book (Teaching to the 90...what does that mean?)	August 2017- April 2018  Tuesdays
Teachers will have weekly opportunities to use current data to participate in data talks, share & reflect on classroom practices, study & use research, implement new classroom practices, and use collaborative teaming skills during PLCs	Mini assessments, Benchmarks, EOC Results, NWEA results, Mastery Connect	To improve classroom instruction and student achievement through rigor.	Improvement in student performance on EOC	Dr. Casandra H. Jenkins  Mentor Teachers  OWHS Curriculum & Instruction Team  Administrative Team  ELA teachers	Classroom Observations  Student Work Samples  PLC Agendas  PLC Sign-in Sheets  PLC Calendar with activities for instructional support	District Benchmarks MAP Assessment  Data Walls  Administrative Classroom Observations  Records of Instructional Walk-throughs/ feedback sessions Lesson Plans PLC meetings to track bi-weekly Common Assessments	District Curriculum Pacing Guides  Common Assessment data  Administrative Assessment Data PowerSchool Reports  Common language protocols and reporting tools  Peer coaching guidelines and procedures	Weekly August 2017-2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Administrative and Curriculum Instructional Teams will monitor the alignment and delivery of curriculum using standards based instruction and assessments	EOC Results, NWEA, Mastery Connect, TE21	To determine whether teachers are teaching the appropriate grade and content specific standards and assessing appropriately.	Improvement in student performance on EOC Assessment	Dr. Casandra H. Jenkins  OWHS Curriculum & Instruction Team  Administrative Team	Classroom Observations  Lesson Plans  Assessments  Curriculum MAP	Assessment Data  District Benchmark Data/MAP Data  Standardized Test Data  Agendas, Sign-in Sheets	OCSD5 Curriculum Pacing Guides  Lesson Plan and Assessment Review/Feedback Forms  Instructional Observation Forms	Daily
Incorporate literacy, writing and research across the curriculum	EOC Results, NWEA, Mastery Connect, SAT/ACT AP Exams	To Increase the EOC results	Improvement in student performance on EOC	Dr. Casandra H. Jenkins  OWHS Curriculum & Instruction Team  Administrative Team  All teachers (ELA, Science, Math, Social Studies)	Student Writing Samples  PBL Projects/ Rubrics  Writing Rubrics Classroom Observations  Lesson Plans	Student Grades  Standard Based Assessments  Classroom Instructional Walkthroughs Classroom observations  SC Writing Rubric	District Curriculum Pacing Guides  EOC Coach Books  Literacy Curriculum Plans  Word Smart Books for vocabulary building  OCSD5 Teaching and Learning Framework	Monthly August 2017- April 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Incorporate all goals and strategies outlined by the Orangeburg Wilkinson and OCSD5 Reading Plan as it relates to the Read to Succeed Act	Classroom Observations, EOC Results, Mini Assessments, Agendas, Sign-in Sheets, NWEA, Mastery Connect	To provide teachers with research based instructional strategies and model best practices for teachers in order to improve teaching and learning.	Students will be more actively engaged in learning.  An increase in quality instructional content delivery and student engagement.	Dr. Casandra H. Jenkins  Mentor Teachers  OWHS Curriculum & Instruction Team  Administrative Team	Classroom Observations  Teacher/Common Assessments and District Mini Assessments and Benchmarks  Lesson plan reviews	District Benchmarks MAP Assessment  Data Walls  Administrative Classroom Observations  PLC meetings to track bi-weekly Common Assessments	Various Professional Literature and Resources  Explicit Direct Instruction (EDI): The Power of a Well-Crafted, Well-Taught Lesson Plan Book (Teaching to the 90... what does that mean?)	August 2017- April 2018
Teachers will engage in professional development activities that emphasize the use of the ELEOT Observation Instrument in order to effectively and positively impact instruction on a daily basis	Classroom Observations, EOC Results, Mini Assessments, Agendas, Sign-in Sheets, NWEA, Mastery Connect	To provide teachers with research based instructional strategies and model best practices for teachers in order to improve teaching and learning.	Students will be more actively engaged in learning.  An increase in quality instructional content delivery and student engagement.	Dr. Casandra H. Jenkins  Mentor Teachers  OWHS Curriculum & Instruction Team  Administrative Team	Classroom Observations  Teacher/Common Assessments and District Mini Assessments and Benchmarks  Lesson plan reviews	District Benchmarks MAP Assessment  Data Walls  Administrative Classroom Observations  PLC meetings to track bi-weekly Common Assessments	Various Professional Literature and Resources  Explicit Direct Instruction (EDI): The Power of a Well-Crafted, Well-Taught Lesson Plan Book (Teaching to the 90... what does that mean?)	August 2017- April 2018  Tuesdays

<b>Performance Goal Area 2: Mathematics</b>						
<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						
<b>PERFORMANCE GOAL 2:</b> (desired result of student learning)		By 2016-2021, 100% of students will have a growth rate 5% on performance standards yearly on local, state, and national tests from the baseline data from 2016-2017.				
<b>INTERIM PERFORMANCE GOAL:</b>		By 2016-17, assessment scores will increase by 5%. See projections below for incremental progress for each assessment.				
<b>DATA SOURCE(S):</b>		South Carolina SDE Report Card.				
<b>OVERALL MEASURES: * Projected Performance</b>						
School Average 2015-2016 Baseline		2016-17	2017-18	2018-19	2019-2020	2020-2021
HSAP to WorkKeys	73.4	77.07				
EOCEP – Algebra I	43.8	45.99				
SAT-M	412	432.6				
ACT-Composite	17.9	23.80				
AP	N/A	N/A				
IB	N/A	N/A				

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Design and implement an instructional assistance process for teachers in need of improvement in mathematics literacy, knowledge and instructional strategies.	EOC, NWEA, Mini Assessments, TE21	To increase the performance levels of all students on all assessments (i.e. classroom assessments, district benchmarks, and state/national level assessments- End-of-Course Assessment – ACT/ Work Keys or TBD, and SAT/ACT – Verbal and Writing)	To increase the performance levels of all students on all assessments (i.e. classroom assessments, district benchmarks, and state/national level assessments- End-of-Course Assessment – ACT/ Work Keys or TBD, and SAT/ACT – Verbal and Writing)	Dr. Casandra H. Jenkins  All Math Teachers  Mentor Teachers  OWHS Curriculum & Instruction Team  Administrative Team	Classroom Data Charts  Classroom Observations  Teacher/Common Assessments  Lesson Plan Reviews	Student Grades  Standard Based Assessments  District Benchmark Results  Data Walls  Administrative Assessments  Classroom Observations  Lesson Plans  PLC meetings to track bi-weekly Common Assessments  Master/Intervention Schedule	District Curriculum Pacing Guides  Assessments Results  Compass Learning  Identified Teachers  EOC Coach workbooks  Literacy Curriculum Plans  SAT/ACT Test prep workbooks  OCSD5 Teaching and Learning Framework	Daily August 2017- April 2018



Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Teachers will explicitly teach mathematics vocabulary daily in order to improve students' mastery of reading skills as it relates to the successful completion of mathematics and word problems.	EOC, NWEA, Mini Assessments, etc.	To increase the performance levels of all students on all assessments (i.e. classroom assessments, district benchmarks, and state/national level assessments-End-of-Course Assessment – ACT/WorkKeys or TBD, and SAT/ACT – Verbal and Writing)	To increase the performance levels of all students on all assessments (i.e. classroom assessments, district benchmarks, and state/national level assessments-End-of-Course Assessment – ACT/WorkKeys or TBD, and SAT/ACT – Verbal and Writing)	Dr. Casandra H. Jenkins All Teachers Mentor Teachers OWHS Curriculum & Instruction Team Administrative Team	Classroom Observations Teacher/Common Assessments Lesson plans	Standard Based Assessments District Benchmarks/ MAP Assessment Data Walls Administrative Classroom Observations Lesson Plans Reviews PLC meetings to track bi-weekly Common Assessments Master/Intervention Schedule	District Curriculum Pacing Guides Test Results PowerSchool Identified Teachers EOC Coach Books Literacy Curriculum Plans Word Smart Books for vocabulary building SAT/ACT Test prep workbooks OCSD5 Teaching and Learning Framework	August 2017- April 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
<p>Continue to provide professional development on and monitor the effective use of OCSD5 Teaching and Learning Framework</p> <ul style="list-style-type: none"> <li>• Problem Solving Mat</li> <li>• Bloom's Taxonomy</li> <li>• Depth of Knowledge (DOK)</li> <li>• Marzano's Nine High-Yield Instructional Strategies</li> <li>• Project-based Learning (PBL)</li> </ul>	<p>EOC, NEA, Mini Assessments, TE21</p>	<p>To provide teachers with a model for implementing instructional best practices for Math</p>	<p>To increase the performance levels of all students on all assessments (i.e. classroom assessments, district benchmarks, and state/national level assessments- End-of-Course Assessment – ACT/ Work Keys or TBD, and SAT/ACT – Verbal and Writing)</p>	<p>Dr. Casandra H. Jenkins</p> <p>All Math Teachers</p> <p>Mentor Teachers</p> <p>OWHS Curriculum &amp; Instruction Team</p> <p>Administrative Team</p>	<p>Classroom Data Charts</p> <p>Classroom Observations</p> <p>Teacher/Common Assessments</p> <p>Lesson plan reviews</p>	<p>Student Grades</p> <p>Standard Based Assessments</p> <p>District Benchmarks/ MAP Assessment</p> <p>Data Walls</p> <p>Data Walls Administrative</p> <p>Classroom Observations</p> <p>Lesson Plans</p> <p>PLC meetings to track bi-weekly Common Assessments</p>	<p>District Curriculum Pacing Guides</p> <p>PowerSchool</p> <p>Test Results</p> <p>Compass Learning</p> <p>Identified Teachers</p> <p>EOC Coach Books</p> <p>Word Smart Books for vocabulary building</p> <p>SAT/ACT Test prep workbooks</p> <p>OCSD5 Teaching and Learning Framework</p> <p>PowerSchool</p>	<p>Daily 2016-2017 School Year</p>

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Teachers will participate in professional learning opportunities in data analysis, effective instruction, rigor & relevance, interpretation of grades & content specific indicators, utilization of support documents and the Math State Standards. Explicit Direct Instruction (EDI)	EOC, NWEA, Mini Assessments, TE21	To increase teachers' instructional capacity	Increase in assessment results	Dr. Casandra H. Jenkins Mentor Teachers OWHS Curriculum & Instruction Team Administrative Team	Classroom Observations Teacher/Common Assessments Lesson Plan Reviews	District Benchmarks MAP Assessment Data Walls Administrative Classroom Observations PLC meetings to track bi-weekly Common Assessments	Various Professional Literature and Resources  Explicit Direct Instruction (EDI): The Power of a Well-Crafted, Well-Taught Lesson Plan book	August 2017- April 2018  Tuesdays
Teachers will be provided with weekly opportunities to use data, share & reflect on classroom practices, study & use research, change classroom practice, and use collaborative teaming skills during PLCs	Teacher Made Assessments, EOC, NWEA, Mini Assessments, TE21	To improve classroom instruction and student achievement	Increase in assessment results	Dr. Casandra H. Jenkins Mentor Teachers OWHS Curriculum & Instruction Team Administrative Team Math teachers	Classroom observations Student Work Samples PLC Agendas PLC Sign-in Sheets PLC Calendar with activities for instructional support	District Benchmarks MAP Assessment Data Walls Administrative Classroom Observations Records of Instructional Walk-throughs/ feedback sessions Lesson Plans PLC meetings to track bi-weekly common assessments	District Curriculum Pacing Guides  Student work samples Common Assessment data Administrative Assessment Data  Common language protocols and reporting tools	Weekly August 2017- April 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Administrative and Curriculum Instructional Teams will monitor the alignment and delivery of curriculum using standards based instruction and assessments	EOC, NWEA, Mini Assessments, TE21	To determine whether teachers are teaching the appropriate grade and content specific standards/indicators and assessing appropriately		David L. Norman  OWHS Curriculum & Instruction Team  Administrative Team	Classroom Observations  Lesson Plans  Assessments	Assessment Data  District Benchmark Data/MAP Data  Standardized Test Data	OCSD5 Curriculum Pacing Guides  Lesson Plan and Assessment Review/ Feedback forms  Instructional Observation Forms	Daily

<b>Performance Goal Area 3: Social Studies</b>						
<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"/>						
<b>District Priority</b>						
<b>PERFORMANCE GOAL 3:</b> (desired result of student learning)		By 2016-2021, 100% of students will have a growth rate 5% on performance standards yearly on local, state, and national tests from the baseline data from 2016-2017.				
<b>INTERIM PERFORMANCE GOAL:</b>		By 2016-17, assessment scores will increase by 5%. See projections below for incremental progress for each assessment.				
<b>DATA SOURCE(S):</b>		South Carolina SDE Report Card.				
<b>OVERALL MEASURES: * Projected Performance</b>						
School Average <b>2015-2016 Baseline</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
EOCEP- US	56.5%	59.33%				

<b>Strategy/Activity</b>	<b>Data Source</b>	<b>Purpose</b>	<b>Expected Outcome</b>	<b>Person(s) Responsible</b>	<b>Monitoring Process</b>	<b>Measuring Process</b>	<b>Resources Needed</b>	<b>Timeline</b>
Implement content PLC's and common planning time to analyze data, assessments, and best practice instruction	EOC Test Results	To increase the percentage of students passing the EOC	To increase the percentage of students passing the EOC	All Teachers Administrative Team District Content Coaches	PLC Minutes Observations PLC meeting participation	ESEA waiver scores	Data sets PLC meeting notes Common Assessment results	August 2017- April 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
<b>Performance Goal Area 4: Biology</b>								
<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								
<b>PERFORMANCE GOAL 3:</b> (desired result of student learning)	By 2016-2021, 100% of students will have a growth rate 5% on performance standards yearly on local, state, and national tests from the baseline data from 2016-2017.							
<b>INTERIM PERFORMANCE GOAL:</b>	By 2016-17, assessment scores will increase by 5%. See projections below for incremental progress for each assessment.							
<b>DATA SOURCE(S):</b>	South Carolina SDE Report Card.							
<b>OVERALL MEASURES: * Projected Performance</b>								
School Average <b>2015-2016 Baseline</b>		<b>2016-2017*</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>		
EOCEP- Biology	65.8	69.09						
ACT Science	15.7	16.49						

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Implement Small Group instruction and learning strategies that focus on learning styles	Biology EOC Results	To increase or exceed the percentage of students passing the EOC	To increase the percentage of students passing the EOC	EOC teachers	Observations Lesson Plans PLC minutes	ESEA waiver scores	Teachers Lesson plans	August 2017- April 2018
Implement content PLC's and common planning time to analyze data, assessments, and best practice instruction	EOC Test Results	To increase the percentage of students passing the EOC	To increase the percentage of students passing the EOC	All Teachers Administrative Team District Content Coaches	PLC Minutes Observations PLC meeting participation	ESEA waiver scores	Data sets PLC meeting notes Common Assessment results	August 2017- April 2018

<b>Performance Goal Area 5: Technology</b>						
<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						
<b>PERFORMANCE GOAL 1:</b> (desired result of student learning)		By 2016-2021, 100% of students will have a growth rate 5% on technology usage yearly on local, state, and national tests from the baseline data from 2016-2017.				
<b>INTERIM PERFORMANCE GOAL:</b>		By 2016-17, assessment scores will increase by 5%. See projections below for incremental progress for each assessment.				
<b>DATA SOURCE(S):</b>		District Technology Analyst Records				
<b>OVERALL MEASURES: * Projected Performance</b>						
School Average <b>2015-2016 Baseline</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
% of Tech Proficient	94.5%	70%	100%	100%	100%	100%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Provide workshops on effective ways of integrating technology into core content instruction with emphasis from the school Reading Plan.	Teacher Survey	To increase teacher knowledge on the usefulness of technology as a teaching tool	Increased teacher and student participation in teaching and learning with the utilization of technology	Digital Resource Coach	Teacher usage reports	Workshop Classroom Observations	Computers Whiteboards Projectors Interactive Websites	Agendas Sign-in sheet Monthly
Allow students to use technology as a tool for assisted instruction and to enhance higher order thinking skills	Student Survey	To increase student knowledge on the usefulness of technology as a learning tool	Increased student learning with the utilization of technology	Teachers Digital Resource Coach Media Specialist	Lesson plans  Classroom observations  Teacher/Student usage reports	Student use of technology in assigned work, classroom presentations and published works.	Computers Interactive Whiteboards Projectors Interactive Websites	Teacher reports Class Assignments Quarterly
Train all teachers to use management tools effectively	Teacher Survey	To increase teacher knowledge on the usefulness of technology as a management tool	Increased teacher participation in teaching and learning with the utilization of technology	Digital Resource Coach Media Specialist Attendance Clerk	Teacher usage reports	Workshop Classroom Observations	Computers Whiteboards Projectors Interactive Websites	Agendas Sign-in sheet Monthly



<b>Performance Goal Area 6: Graduation rate</b>						
<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						
<b>PERFORMANCE GOAL 1:</b> (desired result of student learning)		By 2016-2021, 100% of students will have a growth rate 5% on performance standards yearly on local, state, and national tests from the baseline data from 2016-2017.				
<b>INTERIM PERFORMANCE GOAL:</b>		By 2016-17, assessment scores will increase by 5%. See projections below for incremental progress for each assessment.				
<b>DATA SOURCE(S):</b>		South Carolina SDE Report Card				
<b>OVERALL MEASURES: * Projected Performance</b>						
School Average 2015-2016 Baseline		2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021
HSAP to WorkKeys	18.80					
EOCEP	59.3					
SAT-V	443.1					
SAT-W	430.5					
SAT-M	432.6					
ACT Composite	16.28					
AP	N/A					
IB	N/A					
Graduation Rate	83.90					

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Parental Contact at least twice per month for students earning less than a 70	June graduation rate from the previous year.	To increase the percentage of students that will attend college in the fall after graduation	80% of the senior class will graduate high school and be accepted at a college of choice, join the military, and start a career field	Guidance Counselors All teachers Administrative Team	Lesson Plans Student Portfolios (kept by teachers) Classroom Observations Parental Contact Logs	Student grades Contact logs Progress Reports	PowerSchool	September 2017- April 2018
Continue to provide remediation opportunities for at-risk students who are not meeting 80% of standards	June graduation rate from the previous year.	To increase the percentage of students graduating high school	100% of the senior class will graduate high school and be accepted to a college of choice	Administration  Identified Teachers	Lesson Plans Classroom Observations	E2020 reports SCVSP reports Daily/Weekly print-outs	Lesson Plans Classroom Observations Collegboard.org	October 2017- April 2018
Implement and provide Content and Credit Recovery opportunities for students	June graduation rate from the previous year.	To improve the on-time graduation rate of students (within 4 years)	80% of the senior class will graduate high school and be accepted at a college of choice, join the military, and start a career field	OWHS Curriculum & Instruction Team  OWHS Guidance Counselors  Credit Retrieval Instructors	Sign-in Sheets  Credit Retrieval Schedule	Student Grades  Standard Based Assessments  Data Walls  Observations	District Curriculum Pacing Guides  Assessments Results  OCSD5 Teaching and Learning Framework	September 2017- May 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Continue to offer dual credit classes and establish intern credits for students	June graduation rate from the previous year.	To increase the percentage of students earning college credits toward a degree	50% of the senior class will earn a minimum of 9 credit hours for college	Guidance Counselors	College course offerings book College Admissions Officers	Student Grade reports from Professors Registrar's office of colleges: Clafin Univ. O-C Tech. SC State Univ.	College course syllabus College visits by counselors Professors at various campuses College info in all classes	September 2017- April 2018

Performance Goal Area 7: Advanced Placement						
<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						
<b>PERFORMANCE GOAL 1:</b> (desired result of student learning)		By 2016-2021, 40% of students will enroll in advanced placement courses at a growth rate of 5% on performance standards yearly on local, state, and national tests from the baseline data from 2016-2017.				
<b>INTERIM PERFORMANCE GOAL:</b>		By 2016-17, AP assessment scores will increase by 5%. See projections below for incremental progress for each assessment.				
<b>DATA SOURCE(S):</b>		South Carolina SDE Report Card 2012 and 2013				
<b>OVERALL MEASURES:</b> * Projected Performance						
School Average <b>2015-2016 Baseline</b>		<b>2016-2017*</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
HSAP to workKeys	11.7	12.29				

EOCEP	56.0	58.8				
SAT-V	422	443.1				
SAT-W	410	430.5				
SAT-M	412	432.6				
ACT-Composite	15.5	16.28				
AP	28	29.4				
IB	37	38.85				

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Ensure that all AP teachers are AP endorsed with initial and/or continuing professional development	AP exams	To increase the percentage of students passing the AP exams	80% of the AP exams administered will result in a score of “3” or better. Students will garner more college credits	Principal Advanced Academic Coordinator AP Teachers	Endorsement on teacher certificate Certificates AP training manuals	AP Exam Results	Funds to pay for training Resources to support instruction (specific textbooks, readers, old exams, etc.) Student Practice Tests	September 2017- April 2018
Ensure that all teachers of Honors and Gifted & Talented courses receive endorsement from the SDE	AP exams	To increase the percentage of students passing the AP exams	80% of the AP exams administered will result in a score of “3” or better. Students will garner more	Principal Advanced Academic Coordinator IB Coordinator Honors Teachers	Endorsement on teacher certificate	Classroom observations Student grades Student Performance Exams	Funds to pay for training	September 2017- April 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
			college credits					
Create and initiate an Honors Framework to increase AP enrollment	AP exams	To increase the percentage of students passing the AP exams	80% of the AP exams administered will result in a score of “3” or better. Students will garner more college credits	Advanced Academic Coordinators District Principals IB Coordinator Honors Teachers IB Teachers AP Teachers	Student Schedules	Classroom observations Student grades Performance of Honor Standards for AP	Resources to support instruction (specific textbooks, readers, old exams, etc.) Study Island Common Assessments Collegeboard.org	September 2017- April 2018

<b>Performance Goal Area : Improve Human Capital</b>	
<input checked="" type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input checked="" type="checkbox"/> District Priority	
<b>PERFORMANCE GOAL 3:</b> (desired result of student learning)	By 2016-2021, 100% of teachers will be retained at Orangeburg Wilkinson yearly on local, state, and national tests from the baseline data from 2016-2017.
<b>INTERIM PERFORMANCE GOAL:</b>	By 2016-17, assessment scores will increase by 5% due to teacher retention and teacher quality. See projections below for incremental progress for each assessment.
<b>DATA SOURCE(S):</b>	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

<b>OVERALL MEASURES: * Projected Performance</b>						
School Average <b>2015-2016 Baseline</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2020</b>
% of Highly Qualified Teachers	<b>90%</b>	90%	90%	90%	90%	90%

<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Funding Source</b>	<b>Monitoring Process</b>	<b>Expected Outcome</b>	<b>Data Source</b>	<b>Purpose</b>	<b>Measuring Process</b>
Strengthen teacher recruiting, selection, and staffing policies to attract and retain highly-qualified and highly-effective educators	January-July of Each Year	Executive Director of Academics, Executive Director of Special Education, Executive Director of Federal Programs, Principals	\$20,000	General Fund	Employee turn-over rate Standardized Test Scores	Student Achievement will increase	Percentage of teacher returning to the district: 86.8%  Standardized Assessment Results (See Needs Assessment)	To improve the quality of the teacher in the classroom	Analyzing of Standardized Assessment Scores to determine teaching needs
Build leadership capacity in administrators and other staff members across the district	August 2017- May 2018	Instructional Chief Principals	\$5,000 Principals Principles Tuesday Professional Development	General Fund	Standardized Test Scores Teacher Observations	Student Achievement will increase	Standardized Assessment Results (See Needs Assessment)	To increase student achievement results.	Classroom Observations  Registration forms

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Establish accountability measures for all employees based on established goals and objectives as outlined in the job description	August 2017- May 2018	Chief Human Resources Officer, Chief Instructional Services Officer, Executive Director of Academics, Executive Director of Special Education	\$2,000	General Fund	Standardized Test Scores Teacher Observations Job Accountability Forms	Student Achievement will increase	Standardized Assessment Results (See Needs Assessment)	To increase student achievement results.	Completion of evaluations
Evaluate all employees based on accountability measures contained in their respective job descriptions	May of Each Year	Finance Chief Human Resources Officer, Chief Instructional Services Officer, Executive Director of Academics, Executive Director of Special Education, Executive Director of Instructional Technology	No Cost	N/A	Employee Improvement Plans Standardized Test Scores Job Accountability Forms	Student Achievement will increase	Standardized Assessment Results  (See Needs Assessment)	To increase student achievement results	Completion of evaluations
When leaving the district, employees will complete an exit survey with the Office of Human Resources	August 2017- May 2018	Finance and Operations Chief Human Resources Officer, Chief Instructional Services Officer, Executive Director of Academics, Executive Director of Special Education, Executive Director of Instructional Technology, Principals	No Cost	N/A	Development of Employee Severance Checklist	The district will gain insight as to the reasons that employees leave the district	District Turnover Rates	This data will be used to improve district practices	Analyze survey data for trends and patterns

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Develop a comprehensive professional development plan for all employees	June 2017- August 2018 Yearly	Finance and Operations Chief Human Resources Officer, Chief Instructional Services Officer, Executive Director of Academics, Executive Director of Special Education, Executive Director of Instructional Technology, Principals	No Cost	N/A	Professional Development Surveys Sign-In Sheets Agendas	Increased level of performance of all employees	Student Achievement Scores Teacher Observance Performance Appraisals	To increase the overall district operations	Analyzing professional development survey results according to organizational needs.



<b>Performance Goal Area: Increase Engagement</b>						
<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						
<b>PERFORMANCE GOAL 4:</b> (desired result of student learning)		By the school year 2016-2021, the school will increase opportunities that promote stakeholder involvement and engagement each year.				
<b>INTERIM PERFORMANCE GOAL:</b>		By the year 2017-2018, 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 5%.				
<b>DATA SOURCE(S):</b>		District/School Climate Surveys, Attendance records for workshops and conferences, School Report Cards, Parent Teacher Student Associations/Parent Teacher Organizations records, Customer Service Surveys				
<b>OVERALL MEASURES: * Projected Performance</b>						
School Average 2015-2016 Baseline		2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021
Parents attending conferences	100%	100%				
Percent satisfied with learning	83.7%	88.0%				
Percent satisfied with social and physical	76.2%	80.01%				
Percent satisfied with school-home	62.8%	65.94%				

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Develop methods to increase mentoring and tutoring opportunities for community members	August 2017- May 2018	Superintendent District Grants Mgr. Community Liaison District Volunteer Coordinator Principals Guidance Counselors	\$10,000	Grant Funds	Media to advertise program  Sign-in sheets at recruitment events	Increase in the number of mentors and tutors serving in our schools	Survey results	Increase stakeholder involvement and engagement	Track the number of volunteers  Analysis of standardized assessment results
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 Orangeburg Consolidated Five school system	August 2017- May 2018	Superintendent District Grants Manager Community Liaison Director Public Relations Officer Principals	\$5,000	General Fund	Sign-in sheets from events held in the district  Various media to confirm the event was held  Survey results	Increase the number of community stakeholders involved in our schools	Survey results	Increase stakeholder involvement and engagement	Analysis of survey results  Collection of sign-in sheets and agendas
Prepare and distribute a monthly newsletter to the community that summarizes activities for the past month and includes a calendar of activities for the upcoming month	August 2017- May 2018	Superintendent District Public Relations Officer Principals	\$5,000	General Fund	Distribution of e-blast	Keep stakeholders informed of monthly happenings in the district	Survey results	Increase stakeholder involvement and engagement	Creation of newsletter

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Use various media sources as a means publicizing District/student accomplishments and upcoming events	August 2017- May 2018	Superintendent, District Public Relations Officer, Principals	\$5,000	General Fund	Press Releases Website Articles Radio Announcements	Increase in percentage of parents, teachers, and students satisfied with home-school relations	Survey Results	To keep the community involved in the learning process	Analysis of survey results
Utilize OCDS5 website and local county channels to televise school and District events	August 2017- May 2018	Superintendent, District Public Relations Officer, Principals, Executive Director of Instructional Technology	\$45,000	General Fund	Website Articles TV Advertisements District Videos and Pictures posted to website	Increase in percentage of parents, teachers, and students satisfied with home-school relations	Survey Results	To keep the community involved in the learning process	Analysis of survey results

<b>Performance Goal Area: Safety Above All Else</b>						
<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						
<b>PERFORMANCE GOAL 5:</b> (desired result of student learning)		By the year 2021, all stakeholders will be satisfied with the safety and security of the school climate in OCSD5 as measured by national, state, and local data in the areas of learning environment, home-school relations, social, and physical environment.				
<b>INTERIM PERFORMANCE GOAL:</b>		By the year 2017-2018, 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%.				
<b>DATA SOURCE(S):</b>		District School Climate Surveys, Discipline Data				
<b>OVERALL MEASURES: * Projected Performance</b>						
School Average 2015-2016 Baseline		2016-2017*	2017-2018	2018-2019	2019-2020	2020-2021
Out-of-school suspensions or expulsions for violent and/or criminal offenses	10.1% Down from 36.7%	9.5%				
Percent satisfied with learning environment	69.2%	72.66%				
Percent satisfied with social and physical environment	71.7%	75.3%				
Percent satisfied with school-home relations	65.63%	68.58%				

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Review and revise the Crisis Management Manual (the red book) for schools and facilities based on district and county emergency preparedness procedures	August 2017- May 2018	Deputy Superintendent for School Administration, Deputy Superintendent for Finance, Chief Instructional Services Officer	\$7,500	General Fund	Revised Management Manual Monthly Safety Drills	Revision of the Crisis Management Manual based on district and county preparedness procedures	District and County emergency preparedness guidelines	To ensure safety for all students, district employees, and stakeholders	Track monthly drills Analyze incident Reports
Provide training for all district personnel on the national, state, county and district emergency preparedness plans	August 2017- May 2018	Deputy Superintendent for School Administration, Deputy Superintendent for Finance, Chief Instructional Services Officer	\$7,500	General Fund	Revised Management Manual Monthly Safety Drills	All personnel are trained on the national, state, county and district emergency preparedness plans	Sign-In sheets	To ensure safety for all students, district employees, and stakeholders	<ul style="list-style-type: none"> <li>Track monthly drills</li> <li>Analyze Incident Reports</li> </ul>
Develop, adopt, implement, and publicize to all stakeholders a Zero Tolerance policy for all individuals who threaten the safety and security of our schools	August 2017- May 2018	Deputy Superintendent for School Administration, Chief Instructional Services Officer, Principals	\$10,000	General Fund	Code of Conduct Discipline Referral Data	Our schools will be safer and more secure	Discipline Referrals Incident Reports Persistently Dangerous Reports	To provide a safe teaching and learning environment for students	Track discipline referrals Analyze incident and persistently dangerous reports
Review, evaluate, update, adopt and publicize to all Code of Student conduct to guide our collective response to student behavior	August - October Yearly	Deputy Superintendent for School Administration, Chief Instructional Services Officer, Principals	\$10,000	General Fund	Code of Conduct Discipline Referral Data	Decrease in discipline referrals	Incident Management Reports	To establish a uniformed collective response to behavioral issues	Analyze discipline referrals

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Train school-based staff in Crisis Prevention Institute (CPI) or other behavioral intervention models to respond to student behavioral issues	October – November of Each Year	Deputy Superintendent for School Administration, Chief Instructional Services Officer, Principals, Executive Director of Academics, Executive Director of Special Education	\$3,000	General Fund IDEA Funds	Sign-In Sheets Discipline Referral Data	School-based staff will be trained in Crisis Prevention Institute or other behavioral intervention models to respond to student behavioral issues	Sign-In Sheets Completion Certificates	To ensure safety for all students and school-based staff	Monitor the school-based staff attendance to training
Continue to work with local law enforcement entities to collaborate on procedures that will assist in providing a safe and secure environment for students, employees and the community at large	August 2017- May 2018	Deputy Superintendent for School Administration, Chief Instructional Services Officer, Principals	\$300,000	General Fund	Discipline Referral Data	Successful responses from local law enforcement when needed	Police reports	To ensure a safe and secure environment for students, employees and the community at-large	Analyze police reports and discipline referrals