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**STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS  
(Mandated Component)**

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

- | <b>POSITION</b>   | <b>NAME</b>             |
|---|-------------------------|
| 1) <b>PRINCIPAL</b>   | <u>Angie Rodgers</u>    |
| 2) <b>TEACHER</b>   | <u>Joy Ellenburg</u>    |
| 3) <b>PARENT/GUARDIAN</b>   | <u>Yamil Sanchez</u>    |
| 4) <b>COMMUNITY MEMBER</b>  | <u>Pam McAlister</u>    |
| 5) <b>SCHOOL IMPROVEMENT COUNCIL</b>  | <u>David Waddington</u> |
| 6) <b>OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.):</b> |                         |

<b>POSITION</b>	<b>NAME</b>
<b>Assistant Principal</b>	<b>Melissa Wilbanks</b>
<b>Instructional Coach</b>	<b>Ainsley Posey</b>
<b>Title I Facilitator</b>	<b>Kela Simpson</b>
<b>PTA President</b>	<b>Heather Kelley</b>

**\*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

## **West End Elementary Comprehensive Needs Assessment**

West End has grown in student achievement in the last four years. On the South Carolina Annual School Report Card, our absolute rating has improved from "Good" in 2010 to "Excellent" in 2011 and 2012. Our growth rating has improved from "Average" in 2010 to "Good" in 2011 and to "Excellent" in 2012. A rating of "Excellent" in both the absolute and growth areas is a first for West End. In 2010-11, West End received Palmetto Gold recognition for General Performance and Silver recognition for Closing the Achievement Gap. For the 2011-12 school year, West End received Palmetto Gold recognition for General Performance. Additionally, for 2011-12 and 2012-13, West End was designated as a Title I Reward School for Performance for being among the highest performing Title I schools in a given year. On the 2013 ESEA/Federal Accountability Rating System, West End earned a letter grade of "A" with a score of 100 for progress toward meeting expected student achievement targets. West End's 2012 ESEA/Federal Accountability Rating System was also an "A." West End has been awarded the Safe School Award from Safe Kids Upstate each of the last six years for our efforts to share information and help children and families remain safe when riding bicycles, walking, running, working on the Internet, swimming, using car seats correctly, etc.

When reviewing 2013 MAP data for grades K-2, we found our mean scores in reading and math near or above the target score at each grade level in both subject areas. PASS 2013 data indicated that at all grade levels and subject areas (except 3<sup>rd</sup> grade social studies at 633) mean scores were above the 635 AMO target. Students who participated in the Free/Reduced Meals Program averaged better than the 635 AMO target in all subject areas at all grade levels. ESOL students and disabled students did not average at or above the 635 AMO target. With both MAP data and PASS data, we found that while our mean scores were very good, the percentage of our students scoring at the MAP or PASS target score needs to be improved.

Based on this needs assessment, we want to continue to grow instructionally to ensure that every child demonstrates a full year's growth at the end of the school year. We are currently working to incorporate a Response to Intervention Program to provide targeted instruction to students with weak skills so that they will not become at-risk students. Our teachers will continue to ensure that our curriculum is aligned and that we are fully implementing the Common Core State Standards. West End plans to provide students with project based learning through a STEM lab. We also desire to continue to grow in our use of technology and in the student's use of technology in their learning. We will continue to develop our PBIS Program and our character education program as we work to teach students the qualities of leadership and work with them to be respectful and caring to others. We also want to continue to work to engage more parents and families in the educational process by providing programming that they feel is helpful to them and through growth of our outreach programs. Finally, we want to continue to demonstrate to our community that West End is a caring, family-oriented school with an outstanding instructional program.

## **Assurances for School Renewal Plan (Mandated Component)**

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

### **Yes 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).

### **Yes 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).

### **Yes 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.

### **Yes 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.

### **Yes Technology**

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

### **Yes 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.

### **Yes 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.

**Yes 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).

**Yes 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.

**Yes 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.

**Yes 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.

**Yes 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.

**Yes 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.



# ***West End Elementary***

## ***Learning Today, Leading Tomorrow***

### **Vision (Direction)**

WE (West End), in cooperation with our community, will educate and mentor each child by creating a safe, stimulating, and challenging educational environment in order to provide a foundation that will empower students to reach their greatest potential and become independent, responsible, and contributing members of society.

### **Mission (Purpose)**

WE **STRIVE** for Excellence

- S: Student-centered curriculum** that is active, challenging, rigorous, and engaging for ALL students and prepares them for a successful future
- T: Technology-rich opportunities** that provide students with real-world experiences, skills, and knowledge
- R: Respectful environment** where positive character traits are exhibited, everyone is valued and all are treated with dignity, kindness, and fairness
- I: Independent learners** who set goals and plan for a successful future
- V: Vibrant learning community** where students feel safe, comfortable, and eager to take initiative and responsibility for their own learning
- E: Effective use of data** that drives instruction and yields academic **EXCELLENCE**

### **Beliefs**

#### What We Believe

- Children are our first priority.
- All children can reach their potential.
- All children have a right to learn in a safe, caring environment.
- Learning is a life-long process.
- All children can learn and be responsible.
- Diversity promotes understanding and acceptance of others.
- Children, parents, and teachers are partners in education.

## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement - Early Childhood/4 Year Old Child Development

**PERFORMANCE GOAL 1**

Each year through 2018, 100% of students enrolled in 4 Year Old Child Development Programs will increase their results between the pre and post Dial 3 score, 34 % will attain DRA2 level of 1 and 100% will master report card goals.

**DATA SOURCE(S):**

Dial 3 pre/post scores

\*Baseline data for DRA and report cards will be established during the 2013-2014 school year.

<b>DIAL</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		100%	100%	100%	100%	100%
<b>Annual Results</b>	100%					
<b>DRA</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>		*				
<b>Report Card</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>		*				

<b>PERFORMANCE GOAL 1:</b>	Each year through 2018, 100% of students enrolled in 4 Year Old Child Development Programs will increase their results between the pre and post Dial 3 score, 34% will attain a DRA level of 1 and 100% will master report card goals.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
<b>STRATEGY # 1.1</b> Provide a safe, healthy, and nurturing environment through building positive relationships among adults and students.	

Activity		Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1.	Provide an environment that encourages the social and emotional development of young children.	2013-2018	Administration Instructional Coach K4 Teacher	\$200	District	Ongoing
2.	Integrate instruction pertaining healthy and safe behaviors into daily instruction.	2013-2018	Administration Instructional Coach K4 Teacher	\$0	District	Ongoing
3.	Coordinate opportunities for parents to interact with teachers and students through class visits, student conferences, home visits, and on-going communication plans.	2013-2018	Administration Instructional Coach K4 Teacher	\$150	District	Ongoing

**STRATEGY # 1.2** Provide students with age appropriate educational opportunities through appropriate curriculum, effective instructional practices, and on-going assessment.

1.	Continue to use the GSGS Early Learning Standards.	2013-2018	Administration Instructional Coach K4 Teacher	\$0	District	Ongoing
2.	Use DIAL 3 for student pre-post assessments and to analyze student growth.	2013-2018	Administration Instructional Coach K4 Teacher	\$50	District	Ongoing
3.	Maintain the number of four-year old children participating in current 4K classes.	2013-2018	Administration Instructional Coach K4 Teacher	\$0	District	Ongoing
4.	Refresh and refurbish math manipulatives.	2013-2018	Administration Instructional Coach K4 Teacher	\$200	District	Ongoing
5.	Continue to support the Book Flood program in our 4K programs.	2013-2018	Administration Instructional Coach K4 Teacher	\$0	District	Ongoing
6.	Utilize technology resources such as interactive whiteboards, streaming video, etc.	2013-2018	Administration Instructional Coach K4 Teacher	TBD	District	Ongoing
7.	Provide substantial opportunity for large and fine motor development in students.	2013-2018	Administration Instructional Coach K4 Teacher	\$0	District	Ongoing
8.	Provide professional development on district-approved curriculum and literacy models.	2013-2018	Administration Instructional Coach K4 Teacher	\$1,000	District	Ongoing
9.	Provide Professional learning for teachers focusing on collaborative and innovative instructional practices that include scaffolding and acceleration for student success.	2013-2018	Administration Instructional Coach K4 Teacher	\$0	District	Ongoing

## School District of Pickens County

<b>District Strategic Plan 2013-2018</b>						
<b>Performance Goal Area:</b>		Student Achievement - Early Childhood/Kindergarten				
<b>PERFORMANCE GOAL 2</b> A. 100% of students will attain a text reading level (including accurate retelling) of "3 or above" by the end of kindergarten 2017-2018 on DRA2. B. The mean Reading RIT will increase to 161 and the mean Math RIT will increase to 168 by 2017-2018.	<b>DATA SOURCE(S):</b> DRA2 and MAP Primary  *Baseline data will be established in the 2013-14 school year for DRA2.					
<b>DRA2</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		*				
<b>Annual Results</b>	*					
<b>Reading</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		56%	67%	78%	89%	100%
<b>Annual Results</b>	45%					
<b>Math</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		62%	72%	8%	91%	100%
<b>Annual Results</b>	52%					

<b>PERFORMANCE GOAL 2:</b>	A. 100% of students will attain a text reading level (including accurate retelling) of "3 or above" by the end of kindergarten by 2017-2018 on DRA2. B. The mean Reading RIT will increase to 161 and mean Math RIT will increase to 168 by 2017-2018.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
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**STRATEGY # 2.1** Provide challenging and developmentally appropriate learning experiences for all children.

<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1. Maintain a student/teacher ratio at 21.5:1 (grades K5-5th) to support effective instructional practices.	2013-2018	Asst Supt of Instr. Services	TBD	District	Ongoing
2. Fully implement CCSS ELA, CCSS Math and literacy model.	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$1,500	District Title I	Ongoing
3. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards, CCSS ELA, and CCSS Math.	2013-2018	Administration Instructional Coach Kindergarten Teachers	N/A	N/A	Ongoing
4. Align support materials and other resources to grade level curriculum	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$1,000	District Title I	Ongoing
5. Provide professional learning on district approved curriculum and literacy model.	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$1,000	District Title I	Ongoing
6. Provide professional learning for teachers focusing on collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$1,000	District Title I	Ongoing
7. Refresh and refurbish math manipulatives and science materials.	2013-2018	Administration Inst. Coach K5 Teachers	\$800	District Title I	Ongoing

8.	Administer periodic assessments to monitor student growth (MAP, DRA2, TE21, Teacher Made Assessments)	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$250	District Title I	Ongoing
9.	Integrate technology resources such as interactive whiteboards, streaming video, etc. into instruction.	2013-2018	Administration Instructional Coach Kindergarten Teachers	TBD	District	Ongoing
10.	Utilize an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2013-2018	Administration Instructional Coach Teachers	TBD	District	Ongoing
11.	Implement and utilize a tool for digitized curriculum.	2013-2018	Administration Instructional Coach Kindergarten Teachers	TBD	District	Ongoing
12.	Implement integrative STEM activities for science, math, and ELA.	2013-2018	Administration Instructional Coach STEM Teacher	\$250	District	Ongoing
<b>STRATEGY # 2.2</b> Provide a literacy rich environment integrated into all instructional opportunities.						
1.	Continue to train teachers in the administration of the Developmental Reading Assessment (DRA2) to be administered bi-annually (middle and end of the year).	2013-2018	Instructional Coach Kindergarten Teachers Administration	\$100	District	Ongoing
2.	Differentiate instructional practices based on analysis of assessment results.	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$500	District Title I	Ongoing
3.	Provide professional learning for teachers focusing on collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$500	District Title I	Ongoing
4.	Utilize research-based literacy model.	2013-2018	Administration Instructional Coach	\$500	District Title I	Ongoing

			Kindergarten Teachers			
5.	Review and refresh school-based leveled library to support CCSS.	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$1,000	District Title I	Ongoing
6.	Integrate literacy into all content areas.	2013-2018	Administration Instructional Coach All Teachers	\$500	District Title I	Ongoing
<b>STRATEGY # 2.3</b> Develop a RTI programs to address social and academic needs of students.						
1.	Implement research-based RTI student support continuum for literacy and numeracy intervention in response to student needs.	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$1,000	District	Ongoing
2.	Monitor RTI program through easy CBM	2013-2018	Administration Instructional Coach Kindergarten Teachers	TBD	District	Ongoing
3.	Incorporate a remediation period each day to support remediation and acceleration for students according to student needs.	2013-2018	Administration Instructional Coach Kindergarten Teachers	\$250	District Title I	Ongoing
4.	Provide home/school communication through web-based programs such as School Fusion, ParentLink, etc.	2013-2018	Administration Instructional Coach All Teachers	District	District	Ongoing
5.	Differentiate instructional practice based on assessment results.	2013-2018	Administration Instructional Coach K5 Teachers	\$500	District	Ongoing
6.	Provide behavior modification support to teachers and students using guidance counselor, assistant principal, RBHS worker, PBIS facilitator, and psychologist.	2013-2018	Administration Guidance RBHS, PBIS School Psychologist	\$1,000	District Title I	Ongoing



7.	Provide professional learning to assist teachers in meeting the needs of ESOL students	2013-2018	Administration Instructional Coach ESOL Teacher	\$250	District	Ongoing
8.	Integrate career awareness activities into content instruction and guidance programs.	2013-2018	Guidance Counselor Kindergarten Teachers	\$500	District	Ongoing

<b>School District of Pickens County</b>						
<b>District Strategic Plan 2013-2018</b>						
<b>Performance Goal Area:</b>		Student Achievement - Grade 1				
<b>PERFORMANCE GOAL 3</b>			<b>DATA SOURCE(S):</b>			
By 2018, 100% of first grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. The mean Reading RIT will increase to 181 and the mean Math RIT will increase to 187 by 2017-2018. 100% of first grade students will score a DRA2 Level of 16 or better by 2018.			MAP for the Primary Grades			
			*Baseline data will be established in 2012-2013 for MAP and 2013-2014 for DRA2.			
<b>Reading</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		66%	75%	84%	92%	100%
<b>Annual Results</b>	57%					
<b>Math</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		62%	72%	82%	91%	100%
<b>Annual Results</b>	52%					
<b>DRA2</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		*				
<b>Annual Results</b>						

<b>PERFORMANCE GOAL 3:</b>		By 2018, 100% of first grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. The mean Reading RIT will increase to 181 and the mean Math RIT will increase to 187 by 2017-2018. 100% of first grade students will score a DRA2 level of 16 or better by 2018.				
<b>ACTION PLAN</b>						<b>EVALUATION</b>
<b>STRATEGY # 3.1</b> Implement district approved standards-based curriculum and appropriate instructional strategies and practices based curriculum for increased student achievement.						
<b>Activity</b>		<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1.	Maintain a student/teacher ratio at 21.5:1 (grades K5-5th) to support effective instructional practices.	2013-2018	Asst. Supt of Instr. Services	TBD	District	Ongoing
2.	Fully implement CCSS ELA, CCSS Math, and Literacy model.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$1,500	District Title I	Ongoing
3.	Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards, CCSS ELA, and CCSS Math.	2013-2018	Administration Instructional Coach Grade 1 Teachers	N/A	N/A	Ongoing
4.	Align support materials and other resources to grade level curriculum.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$1,000	District Title I	Ongoing
5.	Provide professional learning on district approved curriculum and literacy model.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$500	District Title I	Ongoing
6.	Provide professional learning for teachers focusing on collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$1,000	District Title I	Ongoing
7.	Refresh and refurbish math manipulatives and science materials.	2013-2018	Administration Inst. Coach Grade 1 Teachers	\$800	District Title I	Ongoing

8.	Administer periodic assessments to monitor student growth (MAP, DRA2, TE21, Teacher Made Assessments).	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$250	District Title I	Ongoing
9.	Integrate technology resources such as interactive whiteboards, streaming video, etc.	2013-2018	Administration Instructional Coach Grade 1 Teachers	TBD	District	Ongoing
10.	Utilize an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2013-2018	Administration Instructional Coach Grade 1 Teachers	TBD	District	Ongoing
11.	Implement and utilize a tool for digitized curriculum.	2013-2018	Administration Instructional Coach Grade 1 Teachers	TBD	District	Ongoing
12	Implement integrative STEM activities for science, math, and ELA and provide professional learning.	2013-2018	Administration Instructional Coach STEM Teacher	\$250	District	Ongoing

**STRATEGY # 3.2** Provide a Literacy rich environment integrated into all instructional activities.

1.	Continue to train teachers in the administration of the Developmental Reading Assessment (DRA2) as needed - Administer 4 times annually - at the end of each grading period.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$100	District	Ongoing
2.	Differentiate instructional practices based on analysis of assessment results.	2013-2018	Administration Inst. Coach Grade 1 Teachers	\$500	District Title I	Ongoing
3.	Provide professional learning for teachers focusing on collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Administration Inst. Coach Grade 1 Teachers	\$500	District Title I	Ongoing

4.	Utilize a research-based literacy model.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$500	District Title I	Ongoing
5.	Integrate literacy into all content areas.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$500	District Title I	Ongoing
6.	Review and refresh school based leveled library to support CCSS.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$1,000	District Title I	Ongoing
<b>STRATEGY # 3.3</b> Develop an RTI program to address social and academic needs of students.						
1.	Implement research-based RTI student support continuum for literacy and numeracy intervention in response to student needs.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$1,000	District	Ongoing
2.	Monitor RTI program through easy CBM.	2013-2018	Administration Instructional Coach Grade 1 Teachers	TBD	District	Ongoing
3.	Incorporate a remediation period each day to support remediation and acceleration for students according to student needs.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$250	District Title I	Ongoing
4.	Provide home/school communication through web-based programs such as School Fusion, ParentLink, etc.	2013-2018	Administration Instructional Coach Grade 1 Teachers	District	District	Ongoing
5.	Differentiate instructional practices based on assessment results.	2013-2018	Administration Instructional Coach Grade 1 Teachers	\$500	District Title I	Ongoing

6.	Provide behavior modification support to teachers and students using guidance counselor, assistant principal, RBHS worker, PBIS facilitator, and psychologist.	2013-2018	Administration Guidance RBHS, PBIS School Psychologist	\$1,000	District Title I	Ongoing
7.	Provide professional learning to assist teachers in meeting the needs of ESOL students.	2013-2018	Administration Instructional Coach ESOL Teacher	\$250	District Title I	Ongoing
8.	Integrate career awareness activities into content instruction and guidance programs.	2013-2018	Guidance Counselor Grade 1 Teachers	\$500	District	Ongoing
9.	Provide Reading Recovery and reading intervention as a strategy when needed.	2013-2018	Reading Recovery Teacher Grade 1 Teachers	\$500	District School	Ongoing

**School District of Pickens County**

**District Strategic Plan 2013-2018**

**Performance Goal Area:**

Student Achievement - Grade 2

**PERFORMANCE GOAL 4**

**DATA SOURCE(S):**

By 2018, 100% of second grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. A. The mean Reading RIT will increase to 194 and mean Math RIT will increase to 199 by 2017-2018. B. 100 of all second graders will attain a DRA2 level of 28 by the end of their second grade year .

NWEA Measures of Academic Progress (MAP) and DRA

\*Baseline data will be established in 2012-2013 school year for MAP and 2013-2014 for DRA2.

<b>Reading</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		60%	70%	80%	90%	100%
<b>Annual Results</b>	49%					
<b>Math</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		60%	70%	80%	90%	100%
<b>Annual Results</b>	49%					
<b>DRA</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>		*				

<b>PERFORMANCE GOAL 4:</b>	By 2018, 100% of second grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. A. The Mean Reading RIT will increase to 194 and mean Math RIT will increase to 199 by 2017-18. B. 100% of all second graders will attain a DRA level of 28 by the end of the year.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
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**STRATEGY # 4.1** Implement district approved standards-based curriculum and appropriate instructional strategies and practices for increased student achievement.

<b>Activity</b>	<b>Timeline Start/ End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1. Maintain a student/teacher ratio at 21.5:1 (grades K5-5th) to support effective instructional practices.	2013-2018	Asst. Supt. of Instr. Services	TBD	District	Ongoing
2. Fully implement CCSS ELA, CCSS Math, and literacy model.	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$1,500	District Title I	Ongoing
3. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards, CCSS in ELA and math.	2013-2018	Administration Instructional Coach Grade 2 Teachers	N/A	N/A	Ongoing
4. Align support materials and other resources to grade level curriculum	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$1,000	District Title I	Ongoing
5. Provide professional learning on district approved curriculum and literacy model.	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$0	District Title I	Ongoing
6. Provide professional learning for teachers focusing on collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$1,000	District Title I	Ongoing
7. Refresh and refurbish math and science materials.	2013-2018	Administration Instructional Coach	\$1,000	District Title I	Ongoing



8.	Administer periodic assessments to monitor student growth (MAP, DRA2, TE21, Teacher Made Assessments)	2013-2018	Administration Guidance Counselor Grade 2 Teachers	500	District	Ongoing
9.	Integrate technology resources such as interactive whiteboards, streaming video, etc. into instruction	2013-2018	Guidance Counselor Grade 2 Teachers	TBD	District	Ongoing
10.	Utilize an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction	2013-2018	Guidance Counselor Grade 2 Teachers	TBD	District	Ongoing
11.	Implement and utilize a tool for digitized curriculum.	2013-2018	Guidance Counselor Grade 2 Teachers	TBD	District	Ongoing
12.	Implement integrative STEM activities for science, math, and ELA	2013-2018	Guidance Counselor Grade 2 Teachers	\$250	District	Ongoing
<b>STRATEGY # 4.2</b> Provide a literacy-rich environment integrated into all instructional activities.						
1.	Continue to train teachers in the administration of the Developmental Reading Assessment (DRA2). Administer twice annually-middle & end of year	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$100	District	Ongoing
2.	Differentiate instructional practices based on analysis of assessment results.	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$500	District Title I	Ongoing
3.	Provide professional learning for teachers focusing on collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$500	District Title I	Ongoing
4.	Utilize a research-based literacy model	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$500	District Title I	Ongoing

5.	Review and refresh school based leveled library to support CCSS	2013-2018	Administration Instructional Coach All Teachers	\$1,000	District Title I	Ongoing
6.	Integrate literacy into all content areas	2013-2018	Administration Instructional Coach All Teachers	\$1,500	District Title I	Ongoing
<b>STRATEGY # 4.3</b> Develop RTI programs to address social and academic needs of students.						
1.	Incorporate a remediation period each day to support literacy and numeracy intervention in response to student needs.	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$250	District Title I	Ongoing
2.	Provide home/school communication through web-based programs such as school Fusion, ParentLink, etc.	2013-2018	Administration Instructional Coach Grade 2 Teachers	TBD	District	Ongoing
3.	Differentiate instructional practice based on assessment results.	2013-2018	Administration Instructional Coach Grade 2 Teachers	\$500	District	Ongoing
4.	Provide behavior modification support to teachers and students using guidance counselor, assistant principal, RBHS worker, PBIS Facilitator, and psychologist.	2013-2018	Administration Guidance RBHS, PBIS School Psychologist	TBD	District Title I	Ongoing
5.	Provide Reading Intervention as a strategy when needed.	2013-2018	Reading Interventionist	\$500	District	Ongoing
6.	Provide professional learning to assist teachers in meeting the needs of ESOL students.	2013-2018	Administration Instructional Coach ESOL Teacher	\$250	District	Ongoing
7.	Integrate career awareness activities into content instruction & guidance programs.	2013-2018	Guidance Counselor Grade 2 Teachers	\$500	District	Ongoing
8.	Provide Ignite Learning Classroom to serve students who are behind in reading.	2013-2018	Guidance Grade 2 Teach	\$500	District	Ongoing

9.	Organize "Bark" program in which therapy dogs visit to have struggling readers read to them.	2013-2018	Guidance Counselor Grade 2 Teachers	\$500	District	Ongoing
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<b>School District of Pickens County</b>						
<b>District Strategic Plan 2013-2018</b>						
<b>Performance Goal Area:</b>		Student Achievement – Core Content Areas: Elementary (Grades 3-5)				
<b>PERFORMANCE GOAL 5</b>			<b>DATA SOURCE(S):</b>			
The percentage of students in Grades 3-5 who meet AMO in the core content areas will increase to 100% by 2017-2018.			Palmetto Assessment of State Standards Test (PASS)			
<b>ELA Grades 3-5</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		76%	82%	88%	94%	100%
<b>Annual Results</b>	69.50%					
<b>Writing Grades 3-5</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		69%	77%	85%	93%	100%
<b>Annual Results</b>	61.00%					
<b>Mathematics Grades 3-5</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		68%	76%	84%	92%	100%
<b>Annual Results</b>	58.80%					
<b>Social Studies Grades 3-5 *</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		76%	82%	88%	94%	100%
<b>Annual Results</b>	68.10%					
<i>*50% of students in Grades 3 and 5 took the Social Studies test.</i>						
<b>Science Grades 3-5 *</b>	<b>2012 Baseline</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Annual Results Projection</b>		68%	76%	84%	92%	100%
<b>Annual Results</b>	58.50%					
<i>*50% of students in Grades 3 and 5 took the Science test.</i>						

<b>PERFORMANCE GOAL 5:</b>		The percentage of students in Grades 3-5 who meet AMO in the core content areas will increase to 100% by 2017-2018.				
<b>ACTION PLAN</b>						<b>EVALUATION</b>
<b>STRATEGY # 5.1</b> Implement district approved standards-based curriculum for increased student achievement.						
<b>Activity</b>		<b>Timeline Start/ End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1.	Maintain a student/teacher ratio to support effective instructional practices as follows: Grades 3-5 (1:21.5)	2013-2018	Asst. Supt. of Instr. Services	TBD	District	Ongoing
2.	Fully implement CCSS ELA, CCSS Math, and literacy model.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$4,500	District Title I	Ongoing
3.	Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards and Common Core State Standards (CCSS).	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	N/A	N/A	Ongoing
4.	Align support materials and other resources to grade level curriculum	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$3,000	District Title I	Ongoing
5.	Provide professional learning on district approved curriculum and literacy model.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$3,000	District Title I	Ongoing
6.	Provide professional learning for teachers focusing on collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$3,000	District Title I	Ongoing
7.	Refresh and refurbish math manipulatives and science materials	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$2,400	District Title I	Ongoing

8.	Administer periodic assessments to monitor student growth (MAP, DRA2, TE21, Teacher Made Assessments)	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$750	District Title I	Ongoing
9.	Integrate technology resources such as interactive whiteboards, streaming video, etc. into instruction	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	TBD	District Title I	Ongoing
10.	Utilize an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	TBD	District Title I	Ongoing
11.	Implement and utilize a tool for digitized curriculum.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	TBD	District Title I	Ongoing
12.	Implement integrative STEM activities for science, math, and ELA.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$1,000	District Title I	Ongoing
<b>STRATEGY # 5.2</b> Implement appropriate instructional strategies and practices for students based on formative and summative assessments.						
1.	Continue to use formative assessments (MAP, TE21, DRA2, etc.) to differentiate instructional practices.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	TBD	District	Ongoing
2.	Continue to use available resources to identify skills needed by individual students for grade level standards mastery.	2013-2018	Administration Inst. Coach Grade 3-5 Teachers	\$1,500	District Title I	Ongoing
3.	Integrate literacy across all content areas.	2013-2018	Administration Instr. Coach All Teachers	\$3,000	District Title I	Ongoing
4.	Review and refresh school-based leveled library to support CCSS.	2013-2018	Administration Inst. Coach Grade 3-5 Teachers	\$1,500	District Title I	Ongoing

5.	Provide professional learning for teachers focusing on collaboration and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$500	District Title I	Ongoing
6.	Implement the use of appropriate technology resources and software support of instruction.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers	\$3,000	District Title I	Ongoing
	a. Provide on-going professional learning for teachers to become proficient in appropriate technology resources and software.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers			Ongoing
	b. Provide professional learning to enable teachers to fully integrate new and existing technology with instruction.	2013-2018	Administration Instructional Coach Grade 3-5 Teachers			Ongoing
<b>STRATEGY # 5.3</b> Develop intervention programs to address social and academic needs of students.						
1.	Incorporate a remediation period each day to support literacy and numeracy intervention in response to student needs.	2013-2018	Administrator Inst. Coach Grade 3-5 Teachers	\$1,000	District Title I	Ongoing
2.	Provide home/school communication through web-based programs such as School Fusion, ParentLink, etc.	2013-2018	Administration Inst. Coach Grade 3-5 Teachers	TBD	District	Ongoing
3.	Provide support to academically gifted students through a program for gifted students.	2013-2018	Instructional Services	\$250	District Title I	Ongoing
4.	Differentiate instructional practice based on assessment results.	2013-2018	Guidance Grade 3-5 Teachers	\$1,500	District Title I	Ongoing
5.	Provide professional learning to assist teachers in meeting the needs of ESOL students.	2013-2018	Administrator ESOL Teacher Inst. Coach Grade 3-5 Teachers	\$250	District	Ongoing
6.	Integrate career awareness activities into content instruction and guidance programs.	2013-2018	Guidance Counselor Grade 3-5	\$1,500	District	Ongoing

			Teachers			
7.	Provide behavior modification support to teachers and students using guidance counselor, assistant principal, RBHS worker, PBIS facilitator, and psychologist.	2013-2018	Administration Guidance RBHS, PBIS School Psychologist	\$2,000	District Title I	Ongoing



**School District of Pickens County**

**District Strategic Plan 2013-2018**

**Performance Goal Area:**

School Climate - Attendance

**PERFORMANCE GOAL 6**

**DATA SOURCE(S):**

The attendance rate for students and teachers will be at least 95% each year.

PowerSchool - attendance data for Report Card

	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Students: Annual Results Projection</b>		95.0	95.0	95.0	95.0	95.0
<b>Students: Annual Results</b>	96.2					
<b>Teachers: Annual Results Projection</b>		95.0	95.0	95.0	95.0	95.0
<b>Teachers: Annual Results</b>	95.3					

<b>PERFORMANCE GOAL 6:</b>		The attendance rate for students and teachers will be at least 95% each year.				
<b>ACTION PLAN</b>						<b>EVALUATION</b>
<b>STRATEGY # 6.1</b> Provide proactive strategies to address attendance concerns.						
<b>Activity</b>		<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1.	Implement attendance intervention procedures as prescribed by state regulations.	2013-2018	Administration	\$100	District	Ongoing
2.	Provide school/home communication for student absences by automated telephone system, School Fusion, etc.	2013-2018	Coordinator of Technology	TBD	District	Ongoing
3.	Increase services to students and families focused on attendance through support services such as school nurses, family liaisons, and behavior interventionists.	2013-2018	Administration Nurse Family Liaison Behavior Interventionists	TBD	District	Ongoing
4.	Incorporate school recognition and incentives to encourage students and teachers to be on time and at school each day.	2013-2018	Administration All Teachers	\$500	District	Ongoing

<b>School District of Pickens County</b>						
<b>District Strategic Plan 2013-2018</b>						
<b>Performance Goal Area:</b>		School Climate - Parent Involvement				
<b>PERFORMANCE GOAL 7</b>			<b>DATA SOURCE(S):</b>			
The number of parents who participate in conferences as defined by the EOC Accountability Workbook will be at least 98% by 2017-2018.			Conference participation records as defined by the EOC Accountability formula.			
	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		98.0	98.0	98.0	98.0	98.0
<b>Annual Results</b>	100					

<b>PERFORMANCE GOAL 7:</b>		The number of parents who participate in conferences as defined by the EOC Accountability Workbook will be at least 98% by 2017-2018.				
<b>ACTION PLAN</b>						<b>EVALUATION</b>
<b>STRATEGY # 7.1</b> Encourage parents to visit/communicate with their child's school						
<b>Activity</b>		<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1.	Provide opportunities for parents to visit schools for parent nights, workshops, special events, etc.	2013-2018	Administration Title I Facilitator Teachers	\$4,000	Title I	Ongoing
2.	Work with School Improvement Council and PTA Board to gather information from parents concerning the effectiveness of school programs and the schools strengths and weaknesses.	2013-2018	Administration	\$100	District	Ongoing
3.	Provide support to parents by assisting them through referrals to community agencies - Behavioral Health, Mental Health, Parenting Center, etc.	2013-2018	Administration RBHS Teachers	N/A	N/A	Ongoing
4.	Utilize district, school, and teacher webpages and other social media (Facebook, Twitter) to communicate with parents.	2013-2018	Administration Title I Facilitator Teachers	N/A	N/A	Ongoing
5.	Provide and encourage parents to participate in volunteer training.	2013-2018	Administration Teachers	N/A	N/A	Ongoing
6.	Work with family liaison to provide support to students and to parents.	2013-2018	Administration Family Liaison Teachers	N/A	N/A	Ongoing
7.	Maintain a Parent Resource Center filled with materials for parents to review and checkout.	2013-2018	Administration Title I Facilitator	\$1,000	Title I	Ongoing
8.	Require a face-to-face conference with each student's parent during the first nine weeks of school or within 4 weeks of new enrollment	2013-2018	Administration Teachers	N/A	N/A	Ongoing
9.	Provide outreach program for parents in local neighborhoods. Program would make contact to build relationships and encourage parent involvement. Materials to help parents work with their student may be provided. Family Liaison to coordinate needed services.	2013-2018	Administration Title I Facilitator Family Liaison	\$1,000	Title I	Ongoing

10.	Implement technology programs that would provide parents access to student grades/assignments online - ParentLink.	2013-2018	Administration Teachers	TBD	District	Ongoing
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**School District of Pickens County**

**District Strategic Plan 2013-2018**

**Performance Goal Area:** School Climate - Safe and Healthy Schools

**PERFORMANCE GOAL 8**

**DATA SOURCE(S):**

By the year 2017-2018, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

State surveys, percentages reported for "Mostly Agree" and "Agree"

<b>Parents</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		91%	92%	93%	94%	95%
<b>Annual Results</b>	90.20%					
<b>Students</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		95%	95%	95%	95%	95%
<b>Annual Results</b>	96.1					
<b>Teachers</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		95%	95%	95%	95%	95%
<b>Annual Results</b>	100%					

<b>PERFORMANCE GOAL 8:</b>		By the year 2017-2018, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.				
<b>ACTION PLAN</b>						<b>EVALUATION</b>
<b>STRATEGY # 8.1</b> Provide safety plans and current safety resources.						
<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>	
1.	Update emergency safety plans annually.	2013-2018	Administration	\$100	District	Ongoing
2.	Train faculty and practice procedures of school safety plan.	2013-2018	Administration	N/A	N/A	Ongoing
3.	Provide a character education program to encourage relationship building, good nutrition, and promote good health for students, families, and staff.	2013-2018	Administration Guidance	\$1,500	District	Ongoing
4.	Implement Code Word and Car Tag Systems to be sure that only appropriate individuals have contact with students.	2013-2018	Administration All Staff	N/A	N/A	Ongoing
5.	Conduct safety drills as required (fire, Earthquake, tornado, etc.).	2013-2018	Administration All Staff	N/A	N/A	Ongoing
<b>STRATEGY # 13.2</b> Provide a parenting involvement program.						
1.	Encourage parent involvement through planned family activities such as musicals subject nights, workshops, speakers, classroom events, Boo in the School, Special Persons Breakfast, etc.	2013-2018	Administration All Staff	N/A	N/A	Ongoing
2.	Encourage communication between school and home through student agendas/homework notebooks, newsletters, webpages, phone calls, conferences, etc.	2013-2018	Administration All Staff	\$1,000	District	Ongoing

3.	Encourage involvement of Spanish speaking families by providing information in Spanish, providing interpreter at school functions, opening computer lab for Rosetta Stone instruction in English.	2013-2018	Administration All Staff	\$1,000	District Title I	Ongoing
4.	Provide opportunities and encourage parents to volunteer.	2013-2018	Administration All Staff	N/A	N/A	Ongoing
5.	Organize a Reading Buddy Program made up of volunteers	2013-2018	Administration Reading Coach	\$250	Title I	Ongoing



**School District of Pickens County**

**District Strategic Plan 2013-2018**

**Performance Goal Area:**

Teacher/Administrator Quality

**PERFORMANCE GOAL 9**

**DATA SOURCE(S):**

100% of teachers who teach core academic subjects will be highly qualified and sustain highly qualified status by the year 2017-2018.

Highly qualified personnel data as defined for the Report Card  
Report Card - Percent classes not taught by highly qualified teachers

	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		100	100	100	100	100
<b>Annual Results</b>	100					

<b>PERFORMANCE GOAL 9:</b>	100% of teachers who teach core academic subjects will be highly qualified.					
<b>ACTION PLAN</b>						<b>EVALUATION</b>
<b>STRATEGY # 9.1</b> Provide a program to assist and retain a highly qualified staff.						
<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>	
1.	Review highly qualified status during application and interview process.	2013-2018	Administration	N/A	N/A	Ongoing
2.	Provide orientation to West End for new teachers and assign a mentor for new teachers to improve communication and effectiveness of new employees.	2013-2018	Administration	\$500	School	Ongoing
3.	Provide professional learning for teachers to meet technology proficiency requirements.	2013-2018	Administration	N/A	N/A	Ongoing
4.	Observe teachers to provide coaching feedback on the strengths and needs of instruction.	2013-2018	Administration	N/A	N/A	Ongoing
5.	Survey staff to determine professional learning needs and provide professional learning to address needs.	2013-2018	Administration	\$250	School	Ongoing
6.	Provide opportunities for professional learning community meetings and collaboration between grade level teachers.	2013-2018	Administration	N/A	N/A	Ongoing