

# High Hills Elementary School

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School Renewal Plan for 2018 - 2022

**Dr. Mary Kay Norton**  
**Principal**



# SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

## SCHOOL INFORMATION AND REQUIRED SIGNATURES

**HIGH HILLS ELEMENTARY SCHOOL**

**SUMTER SCHOOL DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS**     **2018-2022** (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR** **2017-2018** (*one year*)

### Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements 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.

### CHAIRPERSON, BOARD OF TRUSTEES

<b>Rev. Daryl F. McGhaney</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### SUPERINTENDENT

<b>Dr. J. Frank Baker</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

<b>Mrs. Bertha King</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### PRINCIPAL

<b>Dr. Mary Kay Norton</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

<b>Dr. Anja Comerford</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL'S ADDRESS:            4971 Frierson Road  
   Shaw AFB, SC 29152

SCHOOL'S TELEPHONE:        803-499-3327

PRINCIPAL'S E-MAIL ADDRESS:    marykay.norton@sumterschools.net

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(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.

- | <u>POSITION</u>   | <u>NAME</u>   |
|---|---|
| 1. PRINCIPAL _____  | <u>Dr. Mary Kay Norton</u>                          |
| 2. TEACHER _____  | <u>Mr. Montoiya Tevis, Mrs. Janelle Allen-Gregg</u> |
| 3. PARENT/GUARDIAN _____  | <u>Mr. Billy Bennet, Mrs. Quiana Puwalowski</u>     |
| 4. COMMUNITY MEMBER _____   | <u>Mr. John Kennedy</u>                             |
| 5. SCHOOL IMPROVEMENT COUNCIL _____   | <u>Mrs. Bertha King</u>                             |
| 6. Read to Succeed Reading Coach _____  | <u>Mrs. Rolanda Madojemu</u>                        |
| 7. School Read to Succeed Literacy Leadership Team Lead _____   | <u>Dr. Anja Comerford</u>                           |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)<br>** Must include the School Read to Succeed Literacy Leadership Team. |   |

- | <u>POSITION</u>           | <u>NAME</u>                  |
|---------------------------|------------------------------|
| Assistant Principal _____ | <u>Mr. Robert Thompson</u>   |
| PTA President _____       | <u>Mrs. Desiree McMillan</u> |
| Teacher _____             | <u>Mrs. Shasta Smith</u>     |
| Parent Facilitator _____  | <u>Mrs. Mecca Emery</u>      |
| Guidance Counselor _____  | <u>Golden Talps</u>          |
| _____                     |                              |
| _____                     |                              |

**\*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.

## Strategic Planning Team Members

### SCHOOL LEVEL TEAM MEMBERS

#### All Areas

Mary Kay Norton, Principal  
Robert Thompson, Asst. Principal  
Anja Comerford, Inst. Coach

#### Student Achievement

\*Desiraé Lowery – 4<sup>th</sup> Grade Math/Sci  
Donna Bearor – SPED  
Lauren Dabbs – 4<sup>th</sup> Grade Math/Sci  
Desiree McMillan – 4<sup>th</sup> ELA/SS  
Troy Cato – Music  
Rolanda Madojemu – Reading Coach  
Brenda Choice – 4<sup>th</sup> Grade Math/Sci  
Benita Duncan – 4<sup>th</sup> Grade ELA/SS  
Rachel Sorrells – 5<sup>th</sup> Grade Math/Sci  
Rebecca Griffin – 5<sup>th</sup> Grade Math/Sci  
Faith Chapman – SPED  
Shelia Phillips-Hicks – 5<sup>th</sup> Grade ELA/SS  
Shasta Smith – 4<sup>th</sup> Math/Sci  
Lori June – Media Specialist

### Teacher / Administrator Quality

\*Zachary Jacildone – 4<sup>th</sup> Grade ELA/SS  
P. Teresa Jones – 5<sup>th</sup> Grade Math/Sci  
Ryan Prescott – SPED  
Cynthia McCartney – 4<sup>th</sup> Grade ELA/SS  
Kaja Brewton – 5<sup>th</sup> Grade ELA/SS  
Janelle Allen-Gregg – 5<sup>th</sup> Grade ELA/SS, parent  
Kelsey House – 4<sup>th</sup> Grade ELA/SS  
Golden Talps – Counselor  
Debbie Bowens-Davis – Art

### School Climate

\*Robert Hollifield – Physical Education  
Bertha King – Speech Therapist  
Tammie Moses – 5<sup>th</sup> Grade Math/Sci  
Nicole Stevens – 4<sup>th</sup> Grade Teacher  
Pamela Strieter – 5<sup>th</sup> Grade ELA/SS  
Stacey Anderson – 4<sup>th</sup> Grade ELA/SS  
Montoiya Tevis – 4<sup>th</sup> Grade Math/Sci

\*Committee Chairperson

### SIC PARENT AND COMMUNITY MEMBERS

Billy Bennett, Grandparent  
Quiana Puwalowski, Parent  
John Kennedy, Community Member  
Mecca Emery, Parent Facilitator

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

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

N/A **Academic Assistance, PreK–3**

The district 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 **Academic Assistance, Grades 4–12**

The district 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 **Parent Involvement**

The district 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 **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/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 **Technology**

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

X **Innovation**

The district 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 **Collaboration**

The district (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).

X **Developmental Screening**

The district 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.

N/A **Half-Day Child Development**

The district 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.

N/A **Developmentally Appropriate Curriculum for PreK–3**

The district 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.

X **Parenting and Family Literacy**

The district 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.

N/A **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 no 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.

X **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.

## District Strategic Plan Waiver Requests

The SBE has the authority to waive regulations pursuant to R. 43-261 (C) District and School Planning which states:

*Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

**Not Applicable**

<b>1.</b>	<b>Teachers teaching more than 1500 minutes</b>	
<b>2.</b>	<b>Teachers teaching more than 4 preps</b>	
<b>3.</b>	<b>Extension for initial District Strategic and School Renewal Plans</b>	
<b>4.</b>	<b>High School Principal over two schools or grades more than 9-12</b>	
<b>5.</b>	<b>Other (Write in justification space)</b>	
<b>6.</b>	<b>Other (Write in justification space)</b>	

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# EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

The data for High Hills Elementary School is most accurate when the learner is engaged in active class and test experiences. This allows for self, peer, teacher and administrative evaluations, and is on-going. The information is used as a basis for decisions regarding future learning and to focus on the accomplishments of students. The information from SCREADY, SCPASS, district and school common assessments, Next Steps Reading Assessments, MAP testing, discipline and attendance data, along with parent, teacher, and student surveys allows us to assess our instructional program and make programmatic changes as needed.

Our students are unique and come from very diverse backgrounds; therefore, our staff continuously strives to meet the needs of all students. High Hills made AYP for 2006-2007, 2007-2008, and 2008-2009. However, we did not make AYP for 2009-2010 due to special education components; we received the Palmetto Silver Award for overall performance. Again in 2010-2011, we did not make AYP due to special education components in ELA. In 2010-2011, we made Palmetto Silver for general performance and Palmetto Gold for Closing the Achievement Gap. Once again, for 2011-2012 we made Palmetto Silver and Gold. In 2012-2013 we received the Palmetto Silver for general performance. In 2012-2013 and 2013-2014 High Hills was a "Reward School" based on maintaining at least a "B" average for the last two school years of the ESEA Waiver grading system. According to the state report card, High Hills was rated "Good" in 2012 and "Average" in 2013 and 2014 – the last year ratings were issued.

Teachers gather and analyze assessment data to determine student strengths and weaknesses. Identified students receive daily interventions to improve math and/or reading skills. In addition to these academic assistance programs, we strive to teach the whole child by providing a warm and inviting environment where parents feel welcome to visit and volunteer, students participate in clubs that promote social skills and individual interests, and schoolwide events foster cooperation and leadership skills. The school and district social workers and school counselor provide services to meet academic, emotional and social needs of our students.

Read to Succeed:

High Hills Elementary believes that children's reading skills are important to their success in school and life. In addition, literacy is at the heart of a student's ability to learn and succeed in school and beyond. It is essential we give every student the best chance to master literacy so they can meet the challenges of 21st century life. If our comprehensive reading plan is successfully implemented, we will see literacy rich environments in which students are actively engaged in authentic reading, writing, and research experiences throughout the school day. As a result, optimal student achievement will occur. High Hills Elementary School's Reading Plan was designed to correlate with our School Renewal Plan and will be implemented as a means of addressing identified school and student needs. This plan will support other school and district initiatives including MTSS and High Progress Literacy Classrooms. The components of our plan will be communicated to stakeholders through written notifications, parent meetings, and the school's website. The school's reading plan will be monitored by the Literacy Team during monthly meetings, in which data analysis and feedback from administrators and coaches will be shared.

## **MISSION, VISION, VALUES, AND BELIEFS**

(Optional)

### **MISSION STATEMENT**

The mission of High Hills Elementary School is to provide each student with a quality education by developing academic and social skills in a safe environment.

### **HIGH HILLS VISION STATEMENT**

The vision of High Hills Elementary School is to create a community of academic excellence.

### **HIGH HILLS ELEMENTARY SCHOOL BELIEFS**

- Each student is a valued individual.
- We believe all children can learn.
- Students learn in different ways.
- Students learn best when they are actively engaged in the learning process.
- Each student has unique physical, social, emotional and intellectual needs.
- Teachers, parents, students and community are responsible for the support of the school's mission.
- Challenging expectations increase student performance.
- Student self-esteem is enhanced by mutual respect among and between staff and students.
- A safe and inviting learning environment promotes student learning.
- A curriculum that includes cultural diversity education increases a student's understanding and respect of different people.

# High Hills Elementary School

2018-2022

## Performance Goals

### Area One: Student Achievement

**Goal One:** High Hills will provide challenging curricula with high expectations for all students as measured by an annual 3% increase in proficiency levels on the following assessments:

- SCREADY
- SCPASS
- MAP

**Strategies:**

1. Implement programs to support instruction in all content areas.
2. Implement programs to meet the instructional needs of all students.
3. Provide facilities that support high quality developmentally appropriate elementary school classrooms both environmentally and instructionally.

### Area Two: Teacher / Administrator Quality

**Goal One:** By 2022, the percent of the workforce who is certified will increase to 100% and will be maintained by a comprehensive program of recruitment, retention, and professional development.

**Strategies:**

1. Recruit and employ highly qualified, certified staff.

**Goal Two:** High Hills Elementary will provide professional development in content area best practices to all teaching staff.

**Strategies:**

1. Provide on-going professional development in best instructional practices.
2. Ensure 100% of staff meets the Read to Succeed endorsement requirement by 2022.

### Area Three: School Climate

**Goal One:** The percentage of teachers, parents, and students satisfied with the learning, social and physical environments will increase by 10% as measured by the state report card surveys.

**Strategies:**

1. Implement programs to maintain a positive school climate for students.
2. Implement a program to increase teacher/staff morale.

**Goal Two:** The percentage of parents satisfied with school-home relations will increase by 10% as measured by the state report card surveys.

**Strategies:**

1. Implement programs to increase parental and community involvement.
2. Increase communication between home and school.

**Goal Three:** Increase the student attendance rate by 5% by the year 2022.

**Strategies:**

1. Monitor and provide intervention to increase student attendance rate.

**Goal Four:** The number of discipline referrals that result in suspensions will decrease by 10% and expulsions will remain at less than 1% by 2022.

**Strategies:**

1. Address and monitor disciplinary issues by focusing on prevention and intervention.

**SCHOOL RENEWAL PLAN FOR High Hills Elementary School**

**DATE: March 1, 2017**

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

**PERFORMANCE GOAL:**  
 (Statement of desired progress or result over **five years**)

High Hills will provide challenging curricula with high expectations for all students as measured by an annual 3% increase in proficiency levels on the following assessments :

- SCREADY
- SCPASS
- MAP

**INTERIM PERFORMANCE GOAL:** (One year goal)

By 2018, student proficiency levels on SC READY, SC PASS, and MAP assessments will increase by 3%.

**DATA SOURCES(S):**  
 (List types of data that will be collected or examined to measure progress.)

SCREADY, SCPASS, MAP Spring Administration scores

**OVERALL MEASURES:**

SOURCE: SCREADY, SCPASS, MAP

*\* Represents projections of improvement*

To add a row, go to the last box and press the tab button.

AVERAGE 2016 BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
SCREADY 4 <sup>th</sup> Grade Math Exceeds & Meets  33%	<b>Projected Data</b>	36%*	39%*	42%*	45%*	48%*
	<b>Actual Data</b>					

**OVERALL MEASURES:**

SOURCE: SCREADY, SCPASS, MAP

*\* Represents projections of improvement*

<b>AVERAGE 2016 BASELINE</b>		<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>
MAP 4 <sup>th</sup> Grade Math ≥50%ile <b>39%</b>	<b>Projected Data</b>	42%*	45%*	48%*	51%*	54%*
	<b>Actual Data</b>					
SCREADY 5 <sup>th</sup> Grade Math Exceeds & Meets <b>23%</b>	<b>Projected Data</b>	26%*	29%*	32%*	35%*	38%*
	<b>Actual Data</b>					
MAP 5 <sup>th</sup> Grade Math ≥50%ile <b>39%</b>	<b>Projected Data</b>	42%*	45%*	48%*	51%*	54%*
	<b>Actual Data</b>					
SCREADY 4 <sup>th</sup> Grade ELA Exceeds & Meets <b>25%</b>	<b>Projected Data</b>	28%*	31%*	34%*	37%*	40%*
	<b>Actual Data</b>					
MAP 4 <sup>th</sup> Grade ELA ≥50%ile <b>56%</b>	<b>Projected Data</b>	59%*	62%*	65%*	68%*	72%*
	<b>Actual Data</b>					

**OVERALL MEASURES:**

SOURCE: SCREADY, SCPASS, MAP

*\* Represents projections of improvement*

<b>AVERAGE 2016 BASELINE</b>		<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>
SCREADY 5 <sup>th</sup> Grade ELA Exceeds & Meets  <b>26%</b>	<b>Projected Data</b>	29%*	32%*	35%*	38%*	41%*
	<b>Actual Data</b>					
MAP 5 <sup>th</sup> Grade ELA ≥50 <sup>th</sup> ile <b>48%</b>	<b>Projected Data</b>	51%*	54%*	57%*	60%*	63%*
	<b>Actual Data</b>					
SCPASS 4 <sup>th</sup> Grade Science Met Standard <b>58%</b>	<b>Projected Data</b>	61%*	64%*	67%*	70%*	73%*
	<b>Actual Data</b>					
SCPASS 4 <sup>th</sup> Grade SS Met Standard <b>72%</b>	<b>Projected Data</b>	75%*	78%*	81%*	84%*	87%*
	<b>Actual Data</b>					
SCPASS 5 <sup>th</sup> Grade Science Met Standard <b>51%</b>	<b>Projected Data</b>	54%*	57%*	60%*	63%*	66%*
	<b>Actual Data</b>					
SCPASS 5 <sup>th</sup> Grade SS Met Standard <b>59%</b>	<b>Projected Data</b>	62%*	65%*	68%*	71%*	74%*
	<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Implement programs to support instruction in all content areas.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.1.1</b> Employ data analysis techniques to determine specific staff development needs.	July 2017- June 2022	Principal Coaches Building Data Team Teachers	N/C	N/A	Teacher conferences Lesson Plans Classroom observation NSGRA PLC Minutes
<b>1.1.2.</b> Utilize data teams to address strengths and weaknesses identified in: a) Measures of Academic Progress (MAP) b) SCPASS c) SCREADY d) School/District Common Assessments	July 2017- June 2022	Principal Coaches Building Data Team Classroom Teachers	N/C	N/A	Test results MasteryConnect Data
<b>1.1.3.</b> Teach word development strategies using reference resources and develop class word walls.	July 2017- June 2022	Principal Coaches Media Specialist Classroom Teachers Related Arts Teachers	N/C	N/A	Word wall observation Lesson plans NSGRA
<b>1.1.4.</b> Utilize small, flexible group instruction based on student	July 2017-June 2022	Principal Coaches Teachers	N/C	N/A	Classroom Observation Assessment Data/Results



<b>ACTION PLAN FOR STRATEGY #1: Implement programs to support instruction in all content areas.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>achievement in the classroom.</b> a) <b>Reading Pull-Out/Push-in</b> b) <b>Math Pull-Out/Push-in</b> c) <b>After-school program (Tutoring)</b> d) <b>Guided Reading</b> e) <b>Guided Math</b>		Interventionists			
<b>1.1.5.</b> <b>Implement unit plans and use support documents to teach State Curriculum standards.</b> a. <b>MasteryConnect</b>	July 2017-June 2022	Principal Coaches Teachers	N/C	N/A	Lesson plans Classroom Observation Student test results Mastery Connect
<b>1.1.6</b> <b>Utilize technology to reinforce academic skills:</b> a) <b>Chromebooks</b> b) <b>Ipads/Ipods</b> c) <b>Promethean Board</b> d) <b>Document Cameras</b> e) <b>Learning programs: USATestPrep, Think Central, MobyMax, Brainpop, Learn 360</b> f) <b>Technology Management Programs: Google Apps/Google Classroom, Nearpod</b>	July 2017- June 2022	Principal Coaches Computer Lab Manager Media Specialist Teachers	TBD	Title I, School and District Funds	Computer lab reports Media Center checkout logs Classroom observations Program Reports
<b>1.1.7.</b> <b>Use reading motivation programs</b> a. <b>Read with the Gamecocks</b>	July 2017- June 2022	Coaches Teachers Media Specialist	N/C	N/A	Incentives Reading Logs

<b>ACTION PLAN FOR STRATEGY #1: Implement programs to support instruction in all content areas.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>b. Pizza Hut Book It!</b>		Reading Coach Interventionist			
<b>1.1.8.</b> <b>Continue Response to Intervention (RTI)/MTSS</b> <b>Include students currently in child study thereby decreasing</b> <b>special education referrals.</b>	July 2017-2022	Principal Coaches Interventionists	N/C	N/A	Class rosters  Pre/post test results
<b>1.1.9.</b> <b>Use curriculum coordinators to support instruction</b>	July 2017- June 2022	Coaches Principal	N/C	State/District	Observations from principal, district coordinators, and superintendent
<b>1.1.10.</b> <b>Utilize and maintain a school leveled literacy library</b> <b>containing guided reading sets and other materials for</b> <b>classroom use</b>	July 2017- June 2022	Principal Coaches Teachers	\$6000	Title I	Literacy room sign out logs Guided Reading Plans
<b>1.1.11.</b> <b>Increase size of all classroom libraries to include ample</b> <b>appropriate texts (both informational and literary) for the</b> <b>readers, writers, and mathematicians in each classroom.</b>	July 2017-June 2022	Coaches Principal Media Specialist	2000.00	Title One	Survey of classroom libraries  Purchase orders
<b>1.1.12.</b> <b>Utilize research-based materials to supplement Math</b> <b>Instruction</b>	July 2017-June 2022	Principal Instructional Coach Math	N/C	N/A	Classroom observations  Lesson plans

<b>ACTION PLAN FOR STRATEGY #1: Implement programs to support instruction in all content areas.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>a. Guided Math materials</li> <li>b. AVMR Strategies</li> <li>c. Reflex Math</li> </ul>		Interventionist			
<b>1.1.13.</b> Utilize school-wide problem of the day to teach math problem solving strategies and review challenging math, ELA, Science, and Social Studies standards <ul style="list-style-type: none"> <li>a. MasteryConnect</li> <li>b. USA Test Prep</li> </ul>	July 2017- June 2022	Principal Coaches Teachers Interventionists	N/C	N/A	Classroom Observation  Lesson Plans
<b>1.1.14.</b> Utilize hands-on program to teach science <ul style="list-style-type: none"> <li>a. Delta Science Modules</li> <li>b. FOSS Kits</li> </ul>	July 2017- June 2022	Principal Instructional Coach Science Coordinator Teachers Assistant Principal	N/C	N/A	Lesson plans Observation

<b>ACTION PLAN FOR STRATEGY #2: Implement programs to meet the instructional needs of all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.2.1</b>	July 2017-June 2022	Guidance	N/C	N/A	Guidance Records

<b>ACTION PLAN FOR STRATEGY #2: Implement programs to meet the instructional needs of all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>Utilize Guidance programs addressing the Education Economic Development Act (EEDA)</b> <ul style="list-style-type: none"> <li>a. Career Day</li> <li>b. Small Groups Counseling</li> <li>c. Classroom Guidance</li> </ul>		Counselor Principal Assistant Principal Teachers Instructional Coach			MTSS Binders March of Dimes Pennies for Progress Kindness Campaign Shower Shaw
<b>1.2.2</b> <b>Provide instruction for health and fitness that meets the requirements of the Health and Fitness Act.</b> <ul style="list-style-type: none"> <li>a. Healthy food choices</li> <li>b. Water Consumption</li> <li>c. Extended P.E. Time/Fitness Gram</li> <li>d. GoNoodle</li> </ul>	July 2017- June 2022	Principal Assistant Principal P.E. Teacher Teachers	N/C	N/A	Observations Fitness Gram Results
<b>1.2.3</b> <b>Provide services for special education students with an IEP</b> <ul style="list-style-type: none"> <li>a. Pull-out/Push-in</li> <li>b. Interventions</li> <li>c. Case Monitoring</li> </ul>	July 2017- June 2022	Principal Director of Special Services Resource Teacher Speech Teacher Computer Lab Teacher Para-Professionals Special Ed Teachers	N/C	N/A	Observation IEP's (Individualized Education Programs)
<b>1.2.4</b> <b>Implement differentiated instruction in classrooms in order to reach every learner</b>	July 2017 - June 2022	Principal Coaches Teachers	N/C	N/A	Classroom Observations Lesson Plans

<b>ACTION PLAN FOR STRATEGY #2: Implement programs to meet the instructional needs of all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
		Assistant Principal			
<b>1.2.5</b> <b>Utilize classroom technologies for interactive student response and engagement.</b>	July 2017-June 2022	Principal Coaches Teachers	N/C	N/A	Observation Lesson Plans

To add a row, go to the last box and press the tab button.

<b>ACTION PLAN FOR STRATEGY #3: Provide facilities that support high quality developmentally appropriate elementary school classrooms both environmentally and instructionally.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.3.1</b> <b>Maintain adequate facilities that meet the needs of elementary classrooms.</b>	July 2017 – June 2022	Principal Director of Maintenance Custodians	N/C	N/A	On-Site Observations

**SCHOOL RENEWAL PLAN FOR High Hills Elementary School**

**DATE: March 1, 2017**

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

<p><b>PERFORMANCE GOAL ONE:</b> (Statement of desired progress or result over <b>five years</b>)</p>	<p>By 2022, the percent of the workforce who is certified will increase to 100% and will be maintained by a comprehensive program of recruitment, retention, and professional development.</p>																											
<p><b>INTERIM PERFORMANCE GOAL:</b> (One year goal)</p>	<p>By 2018, the percentage of the workforce who is highly qualified will increase by 3.2%.</p>																											
<p><b>DATA SOURCES(S):</b> (List types of data that will be collected or examined to measure progress.)</p>	<p>School Report Card</p>																											
<p><b>OVERALL MEASURES:</b>  SOURCE: % of educators and administrators deemed highly qualified  <i>* Represents projections of improvement</i></p>	<p>To add a row, go to the last box and press the tab button.</p> <table border="1" data-bbox="701 1049 2537 1346"> <thead> <tr> <th data-bbox="701 1049 964 1143"><b>AVERAGE BASELINE</b></th> <th data-bbox="964 1049 1228 1143"></th> <th data-bbox="1228 1049 1470 1143"><b>2017–18</b></th> <th data-bbox="1470 1049 1749 1143"><b>2018–19</b></th> <th data-bbox="1749 1049 2013 1143"><b>2019–20</b></th> <th data-bbox="2013 1049 2276 1143"><b>2020–21</b></th> <th data-bbox="2276 1049 2537 1143"><b>2021–22</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="701 1143 964 1252">Teachers – 84% Administrators -- 100%</td> <td data-bbox="964 1143 1228 1252"><b>Projected Data</b></td> <td data-bbox="1228 1143 1470 1252">87.2%* 100%*</td> <td data-bbox="1470 1143 1749 1252">90.4%* 100%*</td> <td data-bbox="1749 1143 2013 1252">93.6%* 100%*</td> <td data-bbox="2013 1143 2276 1252">96.8%* 100%*</td> <td data-bbox="2276 1143 2537 1252">100%* 100%*</td> </tr> <tr> <td data-bbox="701 1252 964 1346"></td> <td data-bbox="964 1252 1228 1346"><b>Actual Data</b></td> <td data-bbox="1228 1252 1470 1346"></td> <td data-bbox="1470 1252 1749 1346"></td> <td data-bbox="1749 1252 2013 1346"></td> <td data-bbox="2013 1252 2276 1346"></td> <td data-bbox="2276 1252 2537 1346"></td> </tr> </tbody> </table>							<b>AVERAGE BASELINE</b>		<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	Teachers – 84% Administrators -- 100%	<b>Projected Data</b>	87.2%* 100%*	90.4%* 100%*	93.6%* 100%*	96.8%* 100%*	100%* 100%*		<b>Actual Data</b>					
<b>AVERAGE BASELINE</b>		<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>																						
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**SCHOOL RENEWAL PLAN FOR High Hills Elementary School**

**DATE: March 1, 2017**

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

<b>ACTION PLAN FOR STRATEGY #1: : Recruit and employ highly qualified, certified staff.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.1.1. Employ only highly qualified teachers and administrators</b>	July 2017-June 2022	Principal Assistant Superintendent of Personnel	N/C	N/A	Teaching Certificates
<b>1.1.2. Provide opportunities for teachers to enroll in district sponsored and college sponsored graduate courses.</b>	July 2017-June 2022	Staff Development Coordinator	N/C	N/A	Certificates and Transcripts
<b>1.1.3. Ensure that all teaching assistants are highly qualified</b>	July 2017-June 2022	Principal Assistant Superintendent of Personnel	N/C	N/A	Assistant Credentials

To add a row, go to the last box and press the tab button.

<p><b>PERFORMANCE GOAL TWO:</b> (Statement of desired progress or result over <b>five years</b>)</p>	<p>High Hills will provide professional development in content area best practices to all teaching staff.</p>																											
<p><b>INTERIM PERFORMANCE GOAL:</b> (One year goal)</p>	<p>100% of teachers will participate in school-level professional development.</p>																											
<p><b>DATA SOURCES(S):</b> (List types of data that will be collected or examined to measure progress.)</p>	<p>Training sign-in sheets, PLC minutes</p>																											
<p><b>OVERALL MEASURES:</b>  SOURCE: Training Sign-in sheets and PLC minutes  <i>* Represents projections of improvement</i></p>	<p>To add a row, go to the last box and press the tab button.</p> <table border="1" data-bbox="701 792 2534 1089"> <thead> <tr> <th data-bbox="701 792 964 886"><b>AVERAGE BASELINE</b></th> <th data-bbox="964 792 1228 886"></th> <th data-bbox="1228 792 1470 886"><b>2017–18</b></th> <th data-bbox="1470 792 1749 886"><b>2018–19</b></th> <th data-bbox="1749 792 2013 886"><b>2019–20</b></th> <th data-bbox="2013 792 2276 886"><b>2020–21</b></th> <th data-bbox="2276 792 2534 886"><b>2021–22</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="701 886 964 995">100%</td> <td data-bbox="964 886 1228 995"><b>Projected Data</b></td> <td data-bbox="1228 886 1470 995">100*</td> <td data-bbox="1470 886 1749 995">100*</td> <td data-bbox="1749 886 2013 995">100*</td> <td data-bbox="2013 886 2276 995">100*</td> <td data-bbox="2276 886 2534 995">100*</td> </tr> <tr> <td data-bbox="701 995 964 1089"></td> <td data-bbox="964 995 1228 1089"><b>Actual Data</b></td> <td data-bbox="1228 995 1470 1089"></td> <td data-bbox="1470 995 1749 1089"></td> <td data-bbox="1749 995 2013 1089"></td> <td data-bbox="2013 995 2276 1089"></td> <td data-bbox="2276 995 2534 1089"></td> </tr> </tbody> </table>							<b>AVERAGE BASELINE</b>		<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	100%	<b>Projected Data</b>	100*	100*	100*	100*	100*		<b>Actual Data</b>					
<b>AVERAGE BASELINE</b>		<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>																						
100%	<b>Projected Data</b>	100*	100*	100*	100*	100*																						
	<b>Actual Data</b>																											



<b>ACTION PLAN FOR STRATEGY #1: Provide on-going professional development in best instructional practices.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>2.1.1</b> <b>Provide training in Balanced Literacy</b> <ul style="list-style-type: none"> <li>a. <b>Weekly PLCs</b></li> <li>b. <b>Support Texts</b> <ul style="list-style-type: none"> <li>a. <i>The Next Step Forward in Guided Reading</i></li> <li>b. <i>The Reading Strategies Book</i></li> <li>c. <i>The Writing Strategies Book</i></li> <li>d. <i>Guiding Readers and Writers</i></li> </ul> </li> </ul>	July 2017 - June 2022	Coaches Principal Teachers	N/C	N/A	Attendance Lesson Plans PLC Records PD Sign-in Sheets
<b>2.1.2.</b> <b>Provide training in best technology practices</b>	July 2017 - June 2022	Coaches Principal Technology Integrationist	N/C	N/A	Classroom Observations PLC Records PD Sign-in Sheets
<b>2.1.3.</b> <b>Utilize District ELA coordinator to ensure quality instruction is taking place</b>	July 2017 - June 2022	Curriculum Coach Teachers Reading Coach	N/C	N/A	Staff Development Classroom Observations Reflections Lesson Plans
<b>2.1.4. Provide staff development for teachers monthly</b> <ul style="list-style-type: none"> <li>a. <b>Weekly PLC meetings</b></li> <li>b. <b>Training in differentiated instruction</b></li> <li>c. <b>Hands-on approaches</b></li> <li>d. <b>Best Practices</b></li> <li>e. <b>Cross-curricular instruction</b></li> </ul>	July 2017 – June 2022	Coaches	N/C	N/A	Attendance Classroom Observation Professional Development Workshops

<b>ACTION PLAN FOR STRATEGY #1: Provide on-going professional development in best instructional practices.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>2.1.5.</b> Use selected teachers to train other teachers	July 2017- June 2022	Coaches Teachers Interventionists	N/C	N/A	Attendance Classroom Observation Lesson Plans
<b>2.1.6.</b> Provide opportunities for vertical alignment planning sessions with feeder schools	July 2017 - June 2022	Coaches Principal	N/C	N/A	Staff development logs
<b>2.1.7.</b> Monitor implementation of best practices in instruction. a. Edivate	July 2017- June 2022	Principal Coaches Assistant Principal Teachers	N/C	N/A	Observation Logs Lesson Plans

To add a row, go to the last box and press the tab button.

<b>ACTION PLAN FOR STRATEGY #2: : Ensure 100% of staff meets the Read to Succeed endorsement requirement by 2022.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>2.2.1</b> Provide Read to Succeed courses on-site	July 2017 – June 2022	Principal Coaches Teachers	N/C	N/A	Classes Attendance Records
<b>2.2.2</b> Ensure staff are aware of other options for completing Read to Succeed requirements	July 2017 – June 2022	Staff Development Coordinator Principal Coaches	N/C	N/A	Certificates and Transcripts

**SCHOOL RENEWAL PLAN FOR High Hills ES**

**DATE: March 1, 2017**

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

<p><b>PERFORMANCE GOAL ONE:</b> (Statement of desired progress or result over <b>five years</b>)</p>	<p>The percentage of teachers, parents, and students satisfied with the learning, social and physical environments will increase by 10% as measured by the state report card surveys.</p>
<p><b>INTERIM PERFORMANCE GOAL:</b> (One year goal)</p>	<p>By 2018, the percentage of teachers, parents, and students satisfied with the learning, social and physical environments will increase by 2% as measured by the state report card surveys.</p>

**DATA SOURCES(S):** South Carolina Department of Education School Report Card

<p><b>OVERALL MEASURES:</b></p> <p>SOURCE: South Carolina Department of Education School Report Card</p> <p><i>* Represents projections of improvement</i></p>																						
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<b>ACTION PLAN FOR STRATEGY #1: Implement programs to maintain a positive school climate for students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.1.1</b> Continue HHES “Flag Flies For” program	July 2017 - June 2022	Guidance Counselor	N/C	N/A	PNN Newscast
<b>1.1.2</b> Continue Chick-Fil-A Values Program	July 2017 - June 2022	Guidance Counselor	N/C	N/A	Pencils Stickers
<b>1.1.3</b> Continue Panther Plaudit	July 2017 - June 2022	Guidance Counselor Teachers	N/C	N/A	Coupons Activities Healthy Treats
<b>1.1.4</b> Continue Spirit Day (monthly)	July 2017 - June 2022	Principal	TBD	Parent Teacher Association	Observation of Celebration
<b>1.1.5</b> Citizenship recognitions	July 2017 - June 2022	Teachers	200.00	PTA School Funds	Certificates
<b>1.1.6</b> Implement Incentive Committee a. Attendance b. Discipline	July 2017 - June 2022	Principal Committee Members	N/C	N/A	Quarterly/Semester Behavior Incentives
<b>1.1.7</b> Continue Panther Pride Board	July 2017 - June 2022	Instructional Coach Principal	TBD	School Funds	Popcorn

<b>ACTION PLAN FOR STRATEGY #1: Implement programs to maintain a positive school climate for students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.1.8</b> Continue school clubs	July 2017 - June 2022	All Staff	N/C	N/A	Club Schedules
<b>1.1.9</b> Continue PNN News	July 2017 – June 2022	PNN Coordinator	N/C	N/A	News casts
<b>1.1.10</b> Create an atmosphere for learning a. Reduce low expectations b. Raise student expectations	July 2012 – June 2022	Administration Teachers Coaches	N/C	N/A	Classroom observations

To add a row, go to the last box and press the tab button.

<b>ACTION PLAN FOR STRATEGY #2: Implement a program to increase teacher /staff morale.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.2.1</b> Provide incentives for perfect attendance.	July 2017 - June 2022	Principal Incentive Committee	\$500.00	Fundraisers PTA School Funds	Distribution of tangible incentives
<b>1.2.2</b>	July 2017 - June 2022	Principal	\$1000.00	School	Distribution of tangible

<b>ACTION PLAN FOR STRATEGY #2: Implement a program to increase teacher /staff morale.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>Provide tokens of appreciation to staff:</b> <ul style="list-style-type: none"> <li>• Gift cards</li> <li>• Luncheons</li> <li>• Snacks</li> <li>• Tote bags/pins</li> <li>• Birthday Recognition</li> <li>• Sunshine Passes</li> </ul>		Incentive Committee		Fundraiser PTA	incentives
<b>1.2.3 Celebrate faculty and staff achievement</b>	July 2017 – June 2022	Principal	N/C	N/A	Recognitions

**SCHOOL RENEWAL PLAN FOR High Hills Elementary**

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 District Priority

<p><b>PERFORMANCE GOAL TWO:</b> (Statement of desired progress or result over <b>five years</b>)</p>	<p>The percentage of parents satisfied with school-home relations will increase by 10% as measured by state report card surveys.</p>																				
<p><b>INTERIM PERFORMANCE GOAL:</b> (One year goal)</p>	<p>The percentage of parents satisfied with school-home relations will increase by 2% as measured by state report card surveys.</p>																				
<p><b>DATA SOURCES(S):</b> (List types of data that will be collected or examined to measure progress.)</p>																					
<p><b>OVERALL MEASURES:</b>  SOURCE: South Carolina State Report Card  <i>* Represents projections of improvement</i></p>	<p>To add a row, go to the last box and press the tab button.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">AVERAGE BASELINE</th> <th style="width: 15%;"></th> <th style="width: 15%;">2017–18</th> <th style="width: 15%;">2018–19</th> <th style="width: 15%;">2019–20</th> <th style="width: 15%;">2020–21</th> <th style="width: 15%;">2021–22</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="vertical-align: middle;">70.5%</td> <td style="text-align: left;"><b>Projected Data</b></td> <td>72.5%*</td> <td>74.5%*</td> <td>76.5%*</td> <td>78.5%*</td> <td>80.5%*</td> </tr> <tr> <td style="text-align: left;"><b>Actual Data</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22	70.5%	<b>Projected Data</b>	72.5%*	74.5%*	76.5%*	78.5%*	80.5%*	<b>Actual Data</b>					
AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22															
70.5%	<b>Projected Data</b>	72.5%*	74.5%*	76.5%*	78.5%*	80.5%*															
	<b>Actual Data</b>																				



<b>ACTION PLAN FOR STRATEGY #1: Implement programs to increase parental and community involvement.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>2.1.1</b> <b>Maintain and continue to develop community partnerships</b> <ul style="list-style-type: none"> <li>a. Shaw AFB</li> <li>b. Community and parent volunteers</li> <li>c. Local restaurants</li> <li>d. Business Partners</li> </ul>	July 2017 - June 2022	Guidance Counselor Principal, Teachers Assistant Principal Parent Facilitator	N/C	N/A	Sign In sheets
<b>2.1.2</b> <b>Continue inviting parents to participate in school programs:</b> <ul style="list-style-type: none"> <li>-Doughnuts for Dad</li> <li>-Muffins for Mom</li> <li>-Homework and Test taking tips workshops</li> <li>-School Breakfast/lunch</li> <li>-Team Building Day</li> <li>-Holiday Reading</li> <li>-Poetry Reading</li> <li>-Book Fair</li> <li>-Volunteer Luncheon</li> <li>-Content area PTA nights</li> <li>-Patriotic Program</li> <li>-Black History Program</li> <li>-Multicultural Event</li> </ul>	July 2017 - June 2022	Guidance Counselor Principal Teachers Curriculum Coach Parent Facilitator	\$500.00	School Funds	Copies of week at a Glance Newsletters Monitoring of Homework hotline School Website Social Media
<b>2.1.3</b> <b>SIC will take findings and implement possible interventions to address home/school relations.</b>	July 2017 - June 2022	SIC Principal	N/C	N/A	Roster Report of Findings SIC Plan of Action
<b>2.1.4</b>	July 2017 – June 2022	Principal	N/C	N/A	

<b>ACTION PLAN FOR STRATEGY #1: Implement programs to increase parental and community involvement.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>Create an inviting atmosphere for parents/community members to participate in school functions.</b>		Assistant Principal Parent Facilitator Teachers Office Staff			

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<b>ACTION PLAN FOR STRATEGY #2: Increase communication between home and school.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>2.2.1</b> Communicate weekly with parents through a variety of methods including the school newsletter, web site, phone calls, notes home, email, apps (ClassDojo, Remind), interims, progress reports, report cards, and data sheets.	July 2017 - June 2022	Guidance Counselor Principal Teachers Parent Facilitator Coaches	N/C	N/A	Newsletter Website Google Classroom Social Media
<b>2.2.2</b> Inform parents about social/instruction opportunities through newsletters, website, Week at a Glance, Parent Portal, and Social Media.	July 2017 - June 2022	Guidance Counselor Principal Teachers Coaches Parent Facilitator	TBD	School Funds	Week at a Glance Newsletters Monitoring of Homework Hotline Social Media
<b>2.2.3</b> Utilize P.T.A. to address parent concerns.	July 2017 - June 2022	Principal School Liaison Officer School PTA Members	N/C	N/A	Meeting Agenda Sign-in Sheets

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**SCHOOL RENEWAL PLAN FOR High Hills Elementary School**

**DATE: March 1, 2017**

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

**PERFORMANCE GOAL THREE:**  
 (Statement of desired progress or result over **five years**)

Increase the student attendance rate by 5% by the year 2022.

**INTERIM PERFORMANCE GOAL:** (One year goal)

Increase the student attendance rate by 1% by the year 2018.

**DATA SOURCES(S):**  
 (List types of data that will be collected or examined to measure progress.)

South Carolina Department of Education Report Card

**OVERALL MEASURES:**  
 SOURCE: South Carolina State Report Card

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AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
95.4%	<b>Projected Data</b>	96.4%*	97.4%*	98.4%*	99.4%*	100%*
	<b>Actual Data</b>					

*\* Represents projections of improvement*

<b>ACTION PLAN FOR STRATEGY #1: Monitor and provide intervention to increase student attendance rate.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>3.1.1</b> <b>Recognize students with perfect attendance.</b>	July 2017 - June 2022	Principal Attendance Clerk	TBD		Certificates Awards Ceremony
<b>3.1.2</b> <b>Track student attendance.</b>	July 2017 - June 2022	Principal Guidance Counselor Teachers Attendance Clerk	N/C	N/A	Attendance cards PowerSchool attendance data
<b>3.1.3</b> <b>Contact parents of students with excessive absences.</b>	July 2017 - June 2022	Guidance Counselor Teachers Attendance Clerk Principal	N/C	N/A	Call logs
<b>3.1.4</b> <b>Develop attendance plans for students with excessive absences.</b> <b>a. Truancy Interventions</b>	July 2017 - June 2022	Guidance Counselor Teachers Attendance Clerk Principal Attendance Review Committee	N/C	N/A	Written plans

To add a row, go to the last box and press the tab button.

**SCHOOL RENEWAL PLAN FOR High Hills Elementary School**

**DATE: March 1, 2017**

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

<p><b>PERFORMANCE GOAL FOUR:</b> (Statement of desired progress or result over <b>five years</b>)</p>	<p>The number of discipline referrals that result in suspensions will decrease by 10% and expulsions will remain at less than 1% by 2022.</p>																										
<p><b>INTERIM PERFORMANCE GOAL:</b> (One year goal)</p>	<p>By 2018, the number of discipline referrals that result in suspensions will decrease by 2% while maintaining less than 1% of students being expelled.</p>																										
<p><b>DATA SOURCES(S):</b> (List types of data that will be collected or examined to measure progress.)</p>	<p>ABE Data from PowerSchool</p>																										
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<b>ACTION PLAN FOR STRATEGY #1: Address and monitor disciplinary issues by focusing on prevention and interventions.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>4.1.1</b> <b>Implement a research-based classroom management plan</b> <b>a. Time to Teach</b>	July 2017 - June 2022	Principal Guidance Counselor Teachers	N/C	N/A	Classroom Observations Teach To Schedules
<b>4.1.2</b> <b>Implement a comprehensive counseling program</b>	July 2017 - June 2022	Guidance Counselor Teachers	N/C	N/A	Counseling Schedule
<b>4.1.3</b> <b>Provide behavior interventions</b>	July 2017 - June 2022	Guidance Counselor Teachers Attendance Clerk Principal Attendance Review Committee	N/C	N/A	MTSS records
<b>4.1.4</b> <b>Track and monitor discipline referrals</b>	July 2017 – June 2022	Assistant Principal Principal	N/C	N/A	Discipline Records

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**For Read to Succeed questions, please contact Cathy Jones-Stork with the Office of Early Learning and Literacy at [cjones@ed.sc.gov](mailto:cjones@ed.sc.gov) or 803-734-0790**