

STATE OF SOUTH CAROLINA
COUNTY OF LEXINGTON

) SECOND AMENDMENT TO THE
) PROFESSIONAL EMPLOYMENT
) AGREEMENT BETWEEN THE BOARD OF
TRUSTEES OF SCHOOL DISTRICT FIVE OF
LEXINGTON AND RICHLAND COUNTIES
AND DR. CHRISTINA MELTON

The Board of Trustees of School District Five of Lexington and Richland Counties has entered into an employment contract with Dr. Christina Melton whereby the said Dr. Melton was employed to serve School District Five of Lexington and Richland Counties as Superintendent. The said contract of employment is still in effect. It now appears that the Board of Trustees and Dr. Melton are desirous of amending the said contract in the following particulars:

(1) Paragraph 1 (Term) of the contract shall be amended so as to extend the term of employment by one year, through June 30, 2023. Accordingly, paragraph 1 of the contract as amended shall provide:

The Board, in consideration of the promises herein contained of the Superintendent, hereby employs and the Superintendent hereby accepts employment as Superintendent of the District for a term commencing July 1, 2018, and ending June 30, 2023.

IN WITNESS WHEREOF, on October 1, 2020, the Board caused this Second Amendment to be approved in its behalf by its duly authorized Chairman, and the Superintendent has approved this amendment.

(SIGNATURE PAGE FOLLOWS)

SUPERINTENDENT


Christina S. Melton, Ed.D.


Witness

BOARD OF TRUSTEES, SCHOOL
DISTRICT FIVE OF LEXINGTON
AND RICHLAND COUNTIES


Michael Cates, Board Chair


Witness



COPY

October 5, 2020

Dr. Christina S. Melton, Superintendent
School District Five of Lexington and Richland Counties
1020 Dutch Fork Road
Irmo, SC 29063

Dear Dr. Melton:

I am writing on behalf of the School District Five of Lexington and Richland Counties Board of Trustees to provide a summary of the Board's evaluation of your performance as Superintendent during the 2019-20 school year, based on your evaluation conducted during our meeting on September 28, 2020.

The Board concluded that you received an overall outstanding evaluation for the 2019-20 school year. We appreciate your tremendous work during this past school year, particularly given the unprecedented circumstances brought on by COVID-19. At the outset, we commend you for meeting all the goals for your 2019-20 evaluation including: (1) we will provide world-class education that ensures challenging curricula with the highest expectations for all students; (2) we will develop productive citizens who are competent and capable of demonstrating world-class skills, life adaptability and career characteristics that positively contribute to a global society; (3) we will maintain a safe, supportive and nurturing environment that is conducive to working and learning; (4) we will recruit, hire and retain highly effective, diverse staff who prepare students to succeed in a competitive, global workplace; and (5) we will maximize the District's resources of time, expertise, and finances.

You have demonstrated that the District's top priority remains the safety and security of our students, staff and schools. Your care and compassion for all students is evident in the decisions you make. We wish to highlight your particular focus on the mental health and well-being of our students. You have done an amazing job helping students in need with the support of Transportation Services and Food Services. We also wish to commend you for programs such as Project SEARCH, and Building Occupational Opportunities in the Midlands (BOOM) Initiatives, as well as the District's Adult Education program, which focus on the specific needs of our students to prepare for life after school.

We appreciate your outstanding work and continued emphasis on the successful recruitment, hiring, and retention of our staff. We believe we have the best teachers in our State. You have remained focused on recruiting and hiring the best candidates for our District. Your ensuring that

www.lexrich5.org

1020 Dutch Fork Road • Irmo, South Carolina 29063 • (803) 476-8000

"Pursuing Excellence for Tomorrow's Challenges"

Dr. Christina S. Melton
October 5, 2020
Page Two

our teachers, particularly our new teachers, are provided with tremendous mentoring and support has contributed to the District's success in retaining our outstanding staff. The continued focus on promoting leaders from within our District has also enhanced our ability to retain our staff. We are pleased with the phenomenal quality and amount of training provided to the District's teachers and staff, which has included the most current training in such areas as safety, mental health and behavior.

You have established a strong communication system with parents and students in the District. Your meetings with multiple advisory groups on a consistent basis, as well as your partnerships with both the Irmo Chamber of Commerce and the Chapin Chamber of Commerce to recognize students of the month, help reinforce the District's connection with the community.

As we identify areas of focus going into the 2020-21 school year, we ask that you focus on enhancing the District's technology, both with respect to the District's technology infrastructure, as well as the effectiveness of our virtual instruction. We also ask that you continue your focus on the effectiveness of the District's internal communications. In particular, we ask that you focus on the District's internal communications with teachers and staff to ensure that the school-level administrators are reinforcing the District's messages at the school level. We also discussed our request that you evaluate the District's overall discipline programs to ensure we have the most effective discipline strategies in place.

As a result of your overall outstanding evaluation, the Board voted to extend your contract for one year, through June 30, 2023.

We wish to thank you and your staff for the extraordinary efforts you make on behalf of our students, staff and community every day. We congratulate you on your outstanding evaluation and look forward to your continued leadership in the coming years.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Cates", with a stylized flourish at the end.

Michael Cates
Board Chairman

c: All Board Members

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND

Pay Change Personnel Action Request for Melton, Christina S

Fiscal Year: 2019 - 2020

PAR ID #1644

Type Date Entered Completed HR

Requester Status Completed PR

Employee Selection

Name Record ID Employee ID

Job Selection

Position ID	DAC	Position Type	Description	Control Code
1222	Superintendent and Board	Admin - Superintendent	Superintendent	1222

	Effective Date	07/01/2019	DAC	Superintendent and Board
Current	Amount	\$182,000.00	Hourly Rate	\$94.79
	FTE	1.00	Hours Per Day	8.00
	Salary Schedule	Superintendent Annualized Row: Melton, Christine S Column: Superintendent Salary		
Proposed	Amount	\$185,640.00	Hourly Rate	\$0.00
	FTE	1.00	Hours Per Day	8.00
	Salary Schedule			

Notes

Additional Information

Name	Value
Effective Dt.	7/1/2019
Board Packet Date	

Approval Log

Approver	Approved By	Approved On	Notes
aballington sgdicker	aballington	10/02/2019 09:59:45 AM	

Funding

Position ID	Account	Grant Project	Percent	Amount	Description
1222	100.232.1100000.0000.010		100.00	\$185,640.00	Superintendent

Employee's Signature (If applicable) _____ Date _____ Administrator's Signature (If applicable) _____ Date _____

School District Five of Lexington & Richland Counties
Human Resources – Employment Form
Fax 803-476-8196

LOCATION: Superintendent - 10

DATE: September 26, 2019

Office of Human Resources
OCT 01 2019

PRINCIPAL/ADMINISTRATOR: A. Len Richardson

EMPLOYEE INFORMATION:

Name: Christina S Melton

Name Change: _____

Name of Employee Replacing: _____

Home Location: Superintendent - 10

Employee ID #: 8306

Position Title: Superintendent

Old Address: _____

New Address: _____

Start Date: 7/1/19

End Date: _____

Contract Days: _____

FTE: _____

Actual # of contract days employed: _____

(Count ACTUAL days if full contract days are not worked.)

Schedule: M ☐ T ☐ W ☐ Th ☐ F ☐

Hours a day: _____ **Minutes for Lunch:** _____

Time in: _____ **Time out:** _____

Old Account #: _____

FTE

New Account #: _____

FTE

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REFERENCE CHECK:

Date: _____ **Name of Reference:** _____ **Position:** _____

Response: _____

Signature of approval by Principal/Administrator: 

**** FOR HR OFFICE USE ONLY ****

Accepted Offer: _____ **Declined Offer:** _____ **Date:** _____ **Initials:** _____ **Salary quoted:** \$ _____

Salary Class: _____ **Contract days:** _____ **Years Experience or Step:** _____ **Hrly Rate:** \$ _____ **Daily Rate:** \$ _____

Social Security: _____ **Certificate #:** _____ **Degree Level:** _____ **Experience:** _____

Teacher Salary Calculation: \$ _____ **Contract issued:** _____ **NBCT:** _____

Comments: _____

Required Documents (✓) :

Transcripts: _____ **Praxis/NTE:** _____ **TB Test:** _____ **I-9:** _____ **Certificate:** _____ **Payroll Info:** _____ **SLED/SO/E-Verify:** _____

Entered in CSI (✓) :

General Info: _____ **Beds Codes:** _____ **Emp. History:** _____ **Notes:** _____ **EEOC:** _____ **PAF Completed:** _____ **Board Pkt:** _____

STATE OF SOUTH CAROLINA)
COUNTY OF LEXINGTON)
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(1) Paragraph 1 (Term) of the contract shall be amended so as to extend the term of employment by one year, or through June 30, 2022. Accordingly, paragraph 1 of the contract as amended shall provide:

The Board, in consideration of the promises herein contained of the Superintendent, hereby employs and the Superintendent hereby accepts employment as Superintendent of the District for a term commencing July 1, 2018, and ending June 30, 2022.

(2) Paragraph 3 (Compensation) of the contract shall be amended so as to reflect an additional two percent (2%) increase in her annual salary, effective July 1, 2019. Accordingly, paragraph 3 of the contract, as amended, shall provide:

The Board shall pay the Superintendent an annual base salary of One Hundred Eighty Five Thousand Six Hundred Forty Dollars (\$185,640). The annual salary rate shall be paid to the Superintendent in accordance with the schedule of salary payments in effect for other certificated employees of the District. The Board and Superintendent may mutually agree to adjust the salary of the Superintendent during the term of this contract, but in no event, shall the Superintendent's salary be reduced. Any adjustments in salary made during the life of this contract shall be in the form of an amendment and become part and parcel of this contract, but it shall not be deemed that the Board and the Superintendent have entered

into a new contract or that the termination date of the existing contract has been extended. Any across-the-board compensation adjustments provided to the District's administrative employees shall be provided to the Superintendent as well.

(3) Paragraph 4 (Vacation and Other Benefits) of the contract shall be amended to provide for the applicability of Board policy to her sick leave and vacation leave (with an accrual of 40 days' vacation leave) and to provide for an additional 5% increase in her annuity percentage each year for the next three years, beginning with the annuity payment in October 2019. Accordingly paragraph 4 will be amended as set forth below.

- (a) The Superintendent shall be entitled to all benefits of administrative employees of the District, including sick/personal leave and retirement programs. The Superintendent shall accrue and receive pay for unused sick leave and personal/annual leave to the extent provided for and consistent with Board policy.
- (b) The Superintendent shall be entitled to a total of twenty (20) days of vacation per year, in addition to all legal and other holidays recognized by the District (effective July 1 of each year). The Superintendent may accrue up to a maximum of 40 total vacation days. The Superintendent shall receive pay for unused vacation days, consistent with Board policy, up to a maximum of 40 unused vacation days.
- (c) The Superintendent shall be provided with a laptop computer and/or I-Pad, or equivalent technological equipment, for use in the performance of her duties under this contract. The Superintendent may utilize these resources for reasonable and appropriate personal use.
- (d) On or before October 31, 2019, the District shall make an annual contribution to an annuity plan of the Superintendent's choosing in the amount of ten percent (10%) of the Superintendent's annual salary, as provided for in paragraph three (compensation), contingent upon receipt of a satisfactory evaluation for the 2018-19 school year, as determined in good faith by the Board.

On or before October 31, 2020, the District shall make an annual contribution to an annuity plan of the

Superintendent's choosing in the amount of fifteen percent (15%) of the Superintendent's annual salary, as provided for in paragraph three (compensation), contingent upon receipt of a satisfactory evaluation for the 2019-20 school year, as determined in good faith by the Board.

On or before October 31, 2021, and each year thereafter the contract is in effect, the District shall make an annual contribution to an annuity plan of the Superintendent's choosing in the amount of twenty percent (20%) of the Superintendent's annual salary, as provided for in paragraph three (compensation), contingent upon receipt of a satisfactory evaluation for the 2020-21 school year (and each year thereafter the contract is in effect), as determined in good faith by the Board.

(4) Paragraph 6 (Automobile Reimbursements) of the contract shall be amended so as to increase the monthly automobile allowance by \$350, effective July 1, 2019.

Accordingly, Paragraph 6, as amended, shall provide:

The Superintendent shall be entitled to a monthly automobile allowance of \$1,200 to be used toward automobile use, maintenance, and fuel expenses incurred for in-District travel. The Superintendent will be reimbursed for out-of-District travel in accord with standard operating practices and the confines of the budget for the Superintendent's Office.

IN WITNESS WHEREOF, on September 25th, 2019, the Board caused this First Amendment to be approved in its behalf by its duly authorized Chairman, and the Superintendent has approved this amendment.

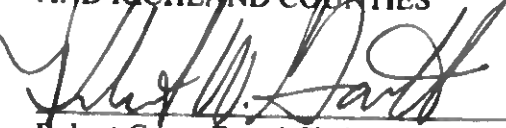
(SIGNATURE PAGE FOLLOWS)

SUPERINTENDENT


Christina S. Melton, Ed.D.


Witness

BOARD OF TRUSTEES, SCHOOL
DISTRICT FIVE OF LEXINGTON
AND RICHLAND COUNTIES


Robert Gantt, Board Chair


Witness



Stephen W. Hefner, Ed.D.
Superintendent

September 15, 2017

Dr. Christina Melton, Chief Instructional Officer
School District 5 of Lexington and Richland Counties
Irmo, SC 29063

Dear Christina:

This letter is written to confirm the comments I made to you during your annual evaluation conference with me on July 25. As I stated to you during our conference, I commend you and thank you for another year of excellent leadership as the District's Chief Instructional Officer.

Under your leadership, the curriculum and instruction programs of the District continue to thrive; our professional development program is indeed a model for the entire state and the nation. As I stated in last year's evaluation letter, you establish very explicit and aggressive standards for our principals and provide them with the support they need to reach your expectations. It is no surprise that you enjoy widespread respect among our principals.

I am particularly appreciative of the quality team you have assembled in our Office of Instruction. Your directors, coordinators, and specialists appear to be exceptionally competent and—from all that I hear and can tell—are always "on task" and providing the professional development and support that is needed to help our principals and teachers do their very best work.

Clearly, you are one most of the most visible "faces" of District Five within our profession in South Carolina. Frequently, you are sought to speak and/or serve on educational panels all across our state. Your leadership with the Center for Executive Education Leadership (CEEL) is beneficial to aspiring educational leaders within our own District and all across South Carolina.

I am grateful that you have chosen to be a part of the District Five Executive Staff. I deeply appreciate the many contributions you are making in the lives of our principals, teachers, and students.

Sincerely yours,



Stephen W. Hefner, Ed.D.
Superintendent

✓ C: Personnel File

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND

Position Change Within DAC Personnel Action Request for Melton, Christina S

Fiscal Year: 2018 - 2019

PAR ID #201

Type	Position Change Within DAC	Date Entered	06/30/2018	Completed HR	
Requester	awhite	Status	In process	Completed PR	

Employee Selection

Name	Melton, Christina S	Record ID	1931	Employee ID	8306
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DAC Superintendent and Board

Notes Current CC#5218 for Dr. Melton; moving to CC#1222 to replace Stephen Hefner. Salary \$175,000.00; monthly automobile allowance \$850.00. Both are subject to retirement.

Additional Information

Name	Value
Current Position Title	Chief Instruction Officer - Superintendent Elect
Current Position Control Code	5218
New Position Assignment	Superintendent
New Control Code Assignment	1222
Will there be a pay change?	Yes
New Salary Class if Applicable	Negotiated
New Step	Negotiated
Replacing Employee:	Stephen Hefner
Effective Dt.	7/1/2018
Board Packet Date	

Approval Log

Approver	Approved By	Approved On	Notes
shefner	awhite	07/02/2018 08:15:27 AM	Approver Skipped
awhite	awhite	07/02/2018 08:16:30 AM	
aballington			
sgdicker			

Funding

Position ID	Account	Grant Project	Percent	Amount	Description
0	100.232.1100000.0000.010		50.00	\$175,000.00	Regular Salaries
0	100.232.1100000.0000.010		50.00	\$10,200.00	Regular Salaries

Employee's Signature (If applicable)	Date	Administrator's Signature (If applicable)	Date
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STATE OF SOUTH CAROLINA
COUNTY OF LEXINGTON

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) **PROFESSIONAL EMPLOYMENT
AGREEMENT BETWEEN THE BOARD
OF TRUSTEES FOR SCHOOL DISTRICT
FIVE OF LEXINGTON AND RICHLAND
COUNTIES AND
DR. CHRISTINA MELTON**

This Employment Agreement (hereinafter, referred to as the "Agreement" or "contract") is made and entered into this 11th day of December, 2017, by and between the Board of Trustees for the School District Five of Lexington and Richland Counties (hereinafter, referred to as the "Board") and Dr. Christina Melton (hereinafter, referred to as the "Superintendent").

WHEREAS, the Board desires to provide the Superintendent with a written employment contract in order to enhance administrative stability and continuity within the schools, which the Board believes generally improves the quality of its overall educational program; and

WHEREAS, the Board and the Superintendent believe that a written contract is necessary to describe specifically their relationship and to serve as the basis for effective communication between them as they fulfill their respective duties and responsibilities in the operation of the District schools;

NOW, THEREFORE, the Board and the Superintendent, for the consideration herein specified, agree as follows:

1. TERM

The Board, in consideration of the promises herein contained of the Superintendent, hereby employs and the Superintendent hereby accepts employment as Superintendent of the District for a term commencing July 1, 2018, and ending June 30, 2021.

2. CERTIFICATION AND RESPONSIBILITIES OF THE SUPERINTENDENT

The Superintendent will furnish throughout the life of this Contract professional credentials acceptable to the Board to act as Superintendent of the District or, alternatively, a South Carolina superintendent's credential. This is a contract for the performance of professional services by the Superintendent, who shall not be reassigned to any other position or have [his/her] duties reassigned to others without [his/her] consent.

The Superintendent shall have charge of the administration of the District under the direction of the Board. [S/he] shall be the chief executive officer of the District; shall select, organize, reorganize, and assign all personnel as best serves the District in compliance with State law and District policy; shall oversee the instructional program and business affairs of the District; shall from time to time suggest and/or promulgate as may be appropriate regulations, rules, and procedures deemed necessary for the well ordering of the District; shall have authority to accept resignations for and on behalf of the Board; and in general, shall perform all duties incident to the office of Superintendent as prescribed by Board policies.

The Superintendent shall have the right to attend all Board meetings and all Board and citizen committee meetings, serving as an ex officio member and providing administrative recommendations on each item of business considered except as otherwise provided herein. The Board may only meet in executive session without the Superintendent or [his/her] representative for the purpose of discussing the Superintendent's evaluation, compensation, Board and Superintendent relations, and/or individual Board member actions or Board member relations with other Board members.

The Board, individually and collectively, shall refer all substantive criticisms, complaints, and suggestions called to the Board's attention to the Superintendent for study and appropriate action, and the Superintendent shall investigate such matters or cause such matters to

STATE OF SOUTH CAROLINA

COUNTY OF LEXINGTON

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WHEREAS, the Board and the Superintendent believe that a written contract is necessary to describe specifically their relationship and to serve as the basis for effective communication between them as they fulfill their respective duties and responsibilities in the operation of the District schools;

NOW, THEREFORE, the Board and the Superintendent, for the consideration herein specified, agree as follows:

1. TERM

The Board, in consideration of the promises herein contained of the Superintendent, hereby employs and the Superintendent hereby accepts employment as Superintendent of the District for a term commencing July 1, 2018, and ending June 30, 2021.

be investigated, and when requested or as is otherwise necessary, shall inform the Board of the results of such investigations. Requests for substantive information shall be made to the Superintendent and not to individual members of the District staff.

The Superintendent agrees to devote [his/her] time, skill, labor, and attention to said employment during the term of this contract, provided, however, that the Superintendent may undertake various outside professional duties and obligations including writing, lecturing, and speaking engagements subject to proper notification to the Board. In addition, the Superintendent may engage in other short-term activities of the Superintendent's choosing, including the opportunity to teach or serve as an adjunct professor or in some other capacity at the college or university level on a part-time basis, subject to approval by the Board. In addition, the Superintendent may accept appointments to foundations, boards or commissions that do not interfere with the Superintendent's performance of [his/her] duties under this contract, subject to the approval of the Board.

The Board encourages the continuing professional growth of the Superintendent through [his/her] participation, as [s/he] might decide in light of [his/her] responsibilities as Superintendent, in (a) the operations, programs, and other activities conducted or sponsored by local, state, and national school administrator and school board associations; (b) seminars and courses offered by public or private educational institutions; and (c) informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Superintendent to perform [his/her] professional responsibilities for the District. In its encouragement, the Board shall permit a reasonable amount of released time for the Superintendent to attend such matters and pay or reimburse the Superintendent in accordance with District policy for the necessary fees for travel and related expenses as provided in the annual District budget for the Superintendent's office.

be investigated, and when requested or as is otherwise necessary, shall inform the Board of the results of such investigations. Requests for substantive information shall be made to the Superintendent and not to individual members of the District staff.

The Superintendent agrees to devote [his/her] time, skill, labor, and attention to said employment during the term of this contract, provided, however, that the Superintendent may undertake various outside professional duties and obligations including writing, lecturing, and speaking engagements subject to proper notification to the Board. In addition, the Superintendent may engage in other short-term activities of the Superintendent's choosing, including the opportunity to teach or serve as an adjunct professor or in some other capacity at the college or university level on a part-time basis, subject to approval by the Board. In addition, the Superintendent may accept appointments to foundations, boards or commissions that do not interfere with the Superintendent's performance of [his/her] duties under this contract, subject to the approval of the Board.

The Board encourages the continuing professional growth of the Superintendent through [his/her] participation, as [s/he] might decide in light of [his/her] responsibilities as Superintendent, in (a) the operations, programs, and other activities conducted or sponsored by local, state, and national school administrator and school board associations; (b) seminars and courses offered by public or private educational institutions; and (c) informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Superintendent to perform [his/her] professional responsibilities for the District. In its encouragement, the Board shall permit a reasonable amount of released time for the Superintendent to attend such matters and pay or reimburse the Superintendent in accordance with District policy for the necessary fees for travel and related expenses as provided in the annual District budget for the Superintendent's office.

3. COMPENSATION

The Board shall pay the Superintendent an annual base salary of \$175,000. The annual salary rate shall be paid to the Superintendent in accordance with the schedule of salary payments in effect for other certificated employees of the District. The Board and Superintendent may mutually agree to adjust the salary annuity of the Superintendent during the term of this contract, but in no event, shall the Superintendent's salary or annuity be reduced. Any adjustments in salary or annuity made during the life of this contract shall be in the form of an amendment and become part and parcel of this contract, but it shall not be deemed that the Board and the Superintendent have entered into a new contract or that the termination date of the existing contract has been extended. Any across-the-board compensation adjustments provided to the District's administrative employees shall be provided to the Superintendent as well.

4. VACATION AND OTHER BENEFITS

(a) The Superintendent shall be entitled to all benefits of administrative employees of the District, with the exception of sick leave and vacation leave, which are treated specifically as provisions of this contract.

(b) The Superintendent shall be entitled to a total of twenty (20) days of vacation or annual leave per year in addition to all legal and other holidays recognized by the District. Said 20 days of vacation leave shall be available to the Superintendent July 1, 2018, and each July 1 thereafter. The Superintendent may, upon written notice to the Board, carry over up to 10 vacation or annual leave days into a subsequent school year, but the Superintendent shall not be reimbursed for any unused vacation or annual leave upon the termination of the contract.

(c) The Superintendent shall receive 15 days of sick leave annually. The Superintendent's sick leave may be used for personal illness, medical issues, or leave as provided

for in the Family and Medical Leave Act. The Superintendent's sick leave may be accumulated, but [s/he] shall not receive reimbursement for unused sick leave.

(d) The Superintendent shall be provided with a laptop computer and/or I-Pad, or equivalent technological equipment, for use in the performance of [his/her] duties under this contract. The Superintendent may also utilize these resources for reasonable and appropriate personal use.

(e) The District shall make an annual contribution to an annuity plan of the Superintendent's choice in the amount of 5% of the annual salary. Said contributions to be conditioned upon a satisfactory performance evaluation as determined in good faith by the Board. Said contribution shall normally be made on or before October 31, beginning in 2018, provided, however, that if the Board fails to professionally conduct and complete in good faith the Superintendent's evaluation by October 20 in any given year, the annuity payment provided for that year shall be due and paid.

5. EXPENSES

(a) The Board shall pay the Superintendent's dues to the American Association of School Administrators, the South Carolina Association of School Administrators, and other related professional group memberships, which the Superintendent identifies, and feels are necessary to maintain and improve [his/her] professional skills. Annually, the Superintendent shall provide the Board with a list of such organizations. The Board shall further pay or reimburse the Superintendent for reasonable expenses incurred by the Superintendent in the continuing performance of [his/her] duties under this contract as provided in the District budget for the Superintendent's office. The Board encourages the Superintendent's participation in appropriate community organizations and will pay expenses for such participation including membership dues and fees as provided in the District budget.

6. AUTOMOBILE REIMBURSEMENTS

The Superintendent shall be entitled to a monthly automobile allowance of (\$850.00) to be used toward automobile use, maintenance, and fuel expenses incurred for in-District travel. The Superintendent will be reimbursed for out-of-District travel in accord with standard operating practices and the confines of the budget for the Superintendent's Office.

7. PROFESSIONAL LIABILITY

The District agrees that it shall defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in [his/her] individual capacity or in [his/her] official capacity as an agent/employee of the District, provided the claim made or the incident or occurrence giving rise to the claim or action took place while the Superintendent was acting in good faith within the scope of [his/her] employment. In no case shall an individual Board member be considered personally liable for indemnifying the Superintendent against such demands, claims, suits, actions, and legal proceedings.

8. MEDICAL EXAMINATION

In light of the unique nature of the professional duties of the Superintendent, the District shall, at its expense, provide to the Superintendent a complete annual medical examination by a physician licensed to practice medicine in the State of South Carolina. The Superintendent shall direct the physician to advise the Board Chairperson, in writing, of the continued fitness of the Superintendent to perform [his/her] duties. The contents of the physician's report shall be kept confidential.

The first such physician's report shall be provided to the Board Chairperson on or before April 1, 2018. The receipt of an acceptable physician's report as provided herein on or before July 1, of each year thereafter, shall be a condition precedent to the Superintendent's continued employment pursuant to this contract.

for in the Family and Medical Leave Act. The Superintendent's sick leave may be accumulated, but [s/he] shall not receive reimbursement for unused sick leave.

(d) The Superintendent shall be provided with a laptop computer and/or I-Pad, or equivalent technological equipment, for use in the performance of [his/her] duties under this contract. The Superintendent may also utilize these resources for reasonable and appropriate personal use.

(e) The District shall make an annual contribution to an annuity plan of the Superintendent's choice in the amount of 5% of the annual salary. Said contributions to be conditioned upon a satisfactory performance evaluation as determined in good faith by the Board. Said contribution shall normally be made on or before October 31, beginning in 2018, provided, however, that if the Board fails to professionally conduct and complete in good faith the Superintendent's evaluation by October 20 in any given year, the annuity payment provided for that year shall be due and paid.

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(a) The Board shall pay the Superintendent's dues to the American Association of School Administrators, the South Carolina Association of School Administrators, and other related professional group memberships, which the Superintendent identifies, and feels are necessary to maintain and improve [his/her] professional skills. Annually, the Superintendent shall provide the Board with a list of such organizations. The Board shall further pay or reimburse the Superintendent for reasonable expenses incurred by the Superintendent in the continuing performance of [his/her] duties under this contract as provided in the District budget for the Superintendent's office. The Board encourages the Superintendent's participation in appropriate community organizations and will pay expenses for such participation including membership dues and fees as provided in the District budget.

9. EVALUATION

The Board and Superintendent shall meet at least once annually and may include other appropriate school officials of the District for the purpose of establishing District goals and objectives for the ensuing school year. Said goals and objectives shall be reduced to writing and be among the criteria by which the Superintendent is evaluated as hereinafter provided. This goal-setting session shall be scheduled annually by agreement of the parties.

The Board shall evaluate the performance of the Superintendent at least once a year during the term of this Agreement. For this purpose, the Superintendent shall submit to the Board a recommended format for conducting the evaluation. The Board shall meet and discuss the proposed format, attempting in good faith to reach consensus with the Superintendent as to an agreeable evaluation format. The Board/Superintendent discussion concerning the evaluation process and the evaluation itself shall be conducted in executive session, unless the parties agree otherwise. Thereafter, the Board shall adopt an evaluation format and shall evaluate the Superintendent pursuant thereto.

To conclude the evaluation, the Board shall meet in executive session for the purpose of discussing the results of the evaluation and any related matters, such as the terms of the Superintendent's contract. The results of the evaluation and any conclusions drawn by the Board shall be shared with the Superintendent, both verbally, in executive session, and in the form of a written summary. The Superintendent shall have the right to respond to the results either during the executive session, or in writing, following the executive session. Any written response, along with the written summary of the results, shall be made a part of the Superintendent's personnel file. Following the Superintendent's evaluation or [his/her] written response, and at the request of either party, the Board may meet with the

Superintendent in executive session to discuss the matter further.

The annual evaluation shall normally be conducted during the fall, with the first annual evaluation scheduled for the fall of 2019. The Board, however, reserves the right to conduct an interim evaluation of the Superintendent's performance during the winter of 2018.

10. RENEWAL

If the Board does not notify the Superintendent in writing on or before February 1, 2020, and February 1 of each year under this Agreement that the Superintendent's contract will not be extended beyond the term specified in section 1. hereof, or the then-current termination date, it shall be deemed that the Board has renewed the contract for one additional year beyond the then-current termination date.

The Superintendent shall remind each Board member, in writing or via electronic communication, of this automatic renewal clause no later than December 1 of each year, beginning in 2019. If during any year subsequent to 2019, the Superintendent does not so remind the Board, this automatic renewal provision shall not be applicable for that year.

11. TERMINATION

This contract shall be terminated by:

- (a) mutual agreement of the parties;
- (b) disability of the Superintendent;

In the event of disability by illness or incapacity, the Board may terminate this contract by written notice to the Superintendent at any time after the Superintendent has exhausted any accumulated sick leave and such other leave as may be available, and has been absent from [his/her] employment, for whatever cause, for a continuous period of 90 days. Except for any notification which may be required by law, including but

Superintendent in executive session to discuss the matter further.

The annual evaluation shall normally be conducted during the fall, with the first annual evaluation scheduled for the fall of 2019. The Board, however, reserves the right to conduct an interim evaluation of the Superintendent's performance during the winter of 2018.

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- (b) disability of the Superintendent;

In the event of disability by illness or incapacity, the Board may terminate this contract by written notice to the Superintendent at any time after the Superintendent has exhausted any accumulated sick leave and such other leave as may be available, and has been absent from [his/her] employment, for whatever cause, for a continuous period of 90 days. Except for any notification which may be required by law, including but

not limited to COBRA, all obligations of the District shall cease upon such termination.

If a question arises concerning the capacity of the Superintendent to return to [his/her] duties, the Board may require the Superintendent to submit to a medical examination, at District expense, to be performed by a physician selected by the Board, upon good faith consultation with the Superintendent. The physician shall submit a report to the Board as to whether the Superintendent is fully capable of performing the essential functions of [his/her] duties and responsibilities.

(c) discharge for just cause;

Discharge for just cause shall be based upon conduct which is prejudicial to the District or upon conduct which constitutes neglect of duty, incompetence, or unprofessional conduct. Notice of the specific grounds and facts supporting the discharge for just cause shall be given in writing, and the Superintendent shall be entitled to appear before the Board in executive session to discuss such cause or causes and to provide oral and written support for the Superintendent's position with respect to the discharge. If the Superintendent chooses to be accompanied by legal counsel at such meeting, [s/he] shall bear any costs therein involved. Following the meeting, the Superintendent shall be provided notice in writing of the results of the meeting.

(d) unilateral termination;

The Board may, at its option, unilaterally terminate this Agreement upon affirmative vote of four (4) members of the Board at any regular or special meeting of the Board. In the event of such termination, the

Superintendent shall not be entitled to appear before the Board, but the District shall pay to the Superintendent, conditioned upon the execution of a complete release of all claims or causes of action satisfactory to the Board, severance pay the equivalent of 12 months salary or the balance due on the contract, whichever is less. It is understood that this option should be exercised only after reasonable and good faith efforts pursuant to paragraph 11(a) of this Agreement have been concluded.

- (c) death of the Superintendent.

12. SAVINGS CLAUSE

If, during the term of this contract, it is found by a court of law that a specific clause of the Agreement is illegal under either federal or state law, the remainder of the Agreement not affected by such ruling shall remain in force.

13. DECLARATION BY GOVERNOR

As required by S.C. Code Ann. § 59-18-1570, this contract shall be void should the Governor of South Carolina declare that the office of Superintendent in School District Five of Lexington and Richland Counties is vacant.

14. AMENDMENT

This Agreement may be amended during its term by the mutual written consent of the Board and the Superintendent. Any such amendment shall be in writing and approved by official action of the Board and accepted in writing by the Chairperson of the Board and the Superintendent; any waiver of any term of the contract must be in writing and any breach or noncompliance with a term is not to be construed as a waiver of such term in the future.

not limited to COBRA, all obligations of the District shall cease upon such termination.

If a question arises concerning the capacity of the Superintendent to return to [his/her] duties, the Board may require the Superintendent to submit to a medical examination, at District expense, to be performed by a physician selected by the Board, upon good faith consultation with the Superintendent. The physician shall submit a report to the Board as to whether the Superintendent is fully capable of performing the essential functions of [his/her] duties and responsibilities.

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15. PARTIAL INVALIDITY

The invalidity of one or more phrases, sentences, clauses, sections or paragraphs contained in this Agreement shall not affect the remaining portions, so long as the material purposes of this Agreement can be determined and effectuated.

16. LAW

This Agreement shall be governed, construed and enforced in accordance with the law of the State of South Carolina.

17. ADMINISTRATIVE LEAVE

At any time during the term of this Agreement if there is alleged conduct on the part of the Superintendent which is prejudicial to the District, including, but not limited to unprofessional conduct, derelict of duty, inefficiency or incompetency, and the Board deems it in the best interest of the District, the Board may so inform the Superintendent and place the Superintendent on administrative leave, during which time the Superintendent will receive [his/her] full salary and benefits as provided for in sections 3, Salary, and 4, Benefits. Such administrative leave shall continue until the Board decides otherwise.

18. SUPERINTENDENT ELECT

Effective January 1, 2018, Dr. Christina Melton, shall be designated Superintendent Elect by the Board and shall perform any such duties in [his/her] capacity requested by the Superintendent; the Superintendent Elect's salary, effective January 1, 2018, shall be \$155,000, along with any benefits currently conferred upon administrative employees of the District. In all other respects, Dr. Christina Melton's current employment agreement shall be in force until July 1, 2018, at which time the terms and conditions of this Agreement shall become effective, conditioned upon satisfactory performance by Dr. Christina Melton while Superintendent Elect, as determined in good faith by the Board on or before June 22, 2018.

IN WITNESS WHEREOF, the Board has caused this Employment Agreement to be approved in its behalf and executed by its duly authorized Chairperson, and the Superintendent

has approved and executed this Agreement effective on the date and year specified above.

Christina Melton

Superintendent/Superintendent Elect

[Signature]

Chairperson, Board of Trustees

Edward R. Dea

Witness

12-12-17

Dated

Patricia D. Baker

Witness

12/14/17

Dated

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Request For Personnel Action Transfer / Status / Budget Change

*but
6/23/16
white*

Effective Date 07/01/2016

Start Date

End Date

Transfer

Status Change

Budget Change ☐

Last Name Melton

First Name Christina

MI D SSN

POSITION INFORMATION			
Hours Per Week :			Total FTE: 1.0
Time From:	AM v To: PM v	Category: A	
	(Includes min for lunch)	Salary Class:	
Home School	Instruction - 12 v		
Standard No. Days:		Position Step:	
Actual No. Days		Yrs. Exp	
Salary Quoted		Increment Yrs	v
Leave Days:	Personal:	Sick:	Vacation:
			Contract Level N
Insurance:	Add	Delete	Change No Change ☐

Assignment Before Change or Termination

+	Position	Chief Inst. Officer	FTE: 1.0	Budget No:	
----------------------------------	----------	---------------------	----------	------------	--

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
+ Add ☐ Delete ☐ Position FTE: Budget No: Person Replaced:				

Comments:

Increase Per Dr. Hefner. Salary for 2016-2017 - \$125,454.90. 6/23/16 a. white



Request For Personnel Action Transfer / Status / Budget Change

Effective Date 07/01/2016

Start Date

End Date

Transfer

Status Change

Budget Change ☐

Last Name Melton

First Name Christina

MI D [REDACTED]

POSITION INFORMATION			
Hours Per Week :			Total FTE: 1.0
Time From:	AM ▼ To: PM ▼	Category: A	
	(Includes min for lunch)	Salary Class:	
Home School:	Instruction - 12 ▼		
Standard No. Days:		Position Step:	
Actual No. Days:		Yrs. Exp	
Salary Quoted		Increment Yrs	▼
Leave Days:	Personal:	Sick:	Vacation:
			Contract Level N
Insurance:	Add	Delete	Change No Change ☐

Assignment Before Change or Termination			
+	Position	Chief Inst. Officer	FTE: 1.0 Budget No:

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add ☐ Delete Position FTE: Budget No: Person Replaced:	2%			

Comments:

Salary for 2016-2017 - \$125,454.90. 6/23/16 a. white

STATE OF SOUTH CAROLINA)

COUNTY OF LEXINGTON)b

) SECOND AMENDMENT TO THE

) PROFESSIONAL EMPLOYMENT

) AGREEMENT BETWEEN SCHOOL

) DISTRICT FIVE OF LEXINGTON AND

) RICHLAND COUNTIES AND

) DR. CHRISTINA MELTON

The Board of Trustees of School District Five of Lexington and Richland Counties has entered into an employment contract with Dr. Christina Melton whereby the said Dr. Melton was employed to serve School District Five of Lexington and Richland Counties as Chief Instructional Officer. The said contract of employment is still in effect. It now appears that the Superintendent is desirous of amending the said contract in the following particulars:

1. Paragraph 1 (Term) of the contract shall be amended so as to extend the term through June 30, 2019. Accordingly, Paragraph 1, as amended, shall provide:

The District hereby employs and the Chief Instructional Officer hereby accepts employment as Chief Instructional Officer of the District for a term commencing July 1, 2013, and ending June 30, 2019.

2. Paragraph 3 (Compensation) of the contract shall be amended to reflect the current salary, effective July 1, 2016.

The District shall pay the Chief Instructional Officer an annual salary of One Hundred Twenty-Seven Thousand Nine Hundred Sixty-Four Dollars (\$127,964.00), effective July 1, 2016. The annual salary rate shall be paid to the Chief Instructional Officer in accordance with the schedule of salary payments in effect for other certificated employees of the District. The District and the Chief Instructional Officer may mutually agree to adjust the salary of the Chief Instructional Officer during the term of this contract. Loss or reduction in any amount of anticipated or appropriated State, local or federal funding may, at the discretion of the District, require a pro-rata reduction of salary; a reduction in the term of this contract and pro-rata reduction in salary, i.e., a furlough consistent with State law, or a reduction in contract days in accord

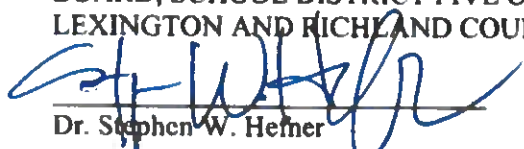
with State law.

3. Paragraph 6 (Renewal) of the contract shall be amended so as to revise the dates in the automatic renewal clause to be consistent with the extension of the Chief Instructional Officer's contract. Accordingly, Paragraph 6, as amended, shall provide:

If the Superintendent does not notify the Chief Instructional Officer in writing, before January 31, 2019, that this employment contract will not be renewed, it shall be deemed that the District has renewed this employment contract for one year, extending from the termination date set forth above. The Chief Instructional Officer shall remind the Superintendent in writing of the existence of this automatic renewal clause. Such notice shall be provided to the Superintendent during the month of December 2018.

IN WITNESS WHEREOF, the Superintendent has caused this Second Amendment to be approved on the District's behalf and the Chief Instructional Officer has approved this amendment this 9th day of January, 2017.

SUPERINTENDENT, FOR THE
BOARD, SCHOOL DISTRICT FIVE OF
LEXINGTON AND RICHLAND COUNTIES


Dr. Stephen W. Hefner


Witness

Irmo, South Carolina

CHIEF INSTRUCTIONAL OFFICER


Dr. Christina Melton


Witness



Stephen W. Hefner, Ed.D.
Superintendent

August 16, 2016

Dr. Christina Melton, Chief Instruction Officer
School District 5 of Lexington and Richland Counties
Irmo, SC 29063

Dear Christina:

This letter is written to confirm the comments I made to you during your annual evaluation conference with me on July 20. As I stated to you during our conference, I commend you and thank you for another excellent year of leadership as the District's Chief Instruction Officer.

Under your leadership, the curriculum and instructional programs of the District continue to excel; our professional development program has become a model for the entire state. You establish very explicit and aggressive standards for our principals and provide them (and our teachers) with the support they need to reach your expectations. Thus, you enjoy widespread respect within our District.

I am particularly grateful that you are a team player and for the extraordinary support team of directors and coordinators you have assembled with the Office of Instruction. From all that I can tell, your staff members are always "on task" and providing the professional development and support that is needed to help our principals and teachers do their very best work.

Your work within the professional organizations of our state has also brought you respect and admiration across South Carolina. Thus, it was no surprise that the S.C. School Association of School Administrators selected you to be the recipient of the 2016 District-Level Administrator of the Year. Your receipt of this award brought positive attention not only to you but to our District as well.

I am grateful that you have chosen to be a part of the District Five Executive Staff. I deeply appreciate the many contributions you are making in the lives of our principals, teachers, and students.

Sincerely yours,

Stephen W. Hefner, Ed.D.
Superintendent

✓ C: Personnel File



Stephen W. Hefner, Ed.D.
Superintendent

September 10, 2015

Dr. Christina Melton, Chief Instructional Officer
Lexington-Richland School District Five
1020 Dutch Fork Road
Irmo, S. C. 29063

Dear Dr. Melton:

This letter is written to confirm the comments I made to you during your evaluation conference with me on August 4, 2015.

Under your leadership, 2014-2015 was another extraordinary school year for the Office of Instruction in our District. Your oversight of our principals is most commendable. Furthermore, you skillfully keep our principals, teachers, and instructional support personnel focused on quality teaching and learning. The direction you provide is focused, thorough, and polished. Clearly, you and your team are doing heroic work to ensure that the District's long-standing record of academic excellence is maintained and strengthened.

Your leadership of our recent AdvancED re-accreditation process was outstanding. Similarly, you have embraced our Magnet Schools of America grant as an opportunity to create a sense of excitement and pride in all of our schools. And, I am particularly grateful for the heroic and "above-the-call-of-duty" work you did to assist our Office of Human Resources carry out its responsibilities following the untimely departure of the Chief Human Resources Office from our District.

Please know that your extraordinary work and service is greatly appreciated within the District and within our profession. Your service as President of the S.C. Association of School Administrators reflects positively on you and our District. We are most fortunate to have you as a colleague in District Five.

Sincerely yours,



Stephen W. Hefner, Ed.D.
Superintendent

C. Personnel File

1-1-1



✓ AB

Stephen W. Hefner, Ed.D.
Superintendent

August 30, 2012

Dr. Christina Melton
Director of Elementary Education
Lexington-Richland School District Five
Irmo, SC 29063

Dear Christina:

This letter is written to confirm the comments I made to you during your annual evaluation conference with me on August 7, 2012. During our conference, I commended you and thanked you for the excellent work you provided during 2011-2012 as the Principal of Nursery Road Elementary School.

What progress Nursery Road Elementary School made under your leadership! Your students performed admirably on all measures of success including the annual school report card issued by the S. C. Education Oversight Committee (EOC), as well as the newly-revised ratings issued by the S. C. Department of Education (SDE). Congratulations! In fact, the progress at Nursery Road was a significant factor in your being named as the 2012 S. C. Elementary School Principal of the Year, and in the fact that a team from the Riley Institute highlighted you and your school in a recent media production.

Clearly, you are highly respected by your peers and your professionalism contributes most positively to the District's organizational culture. I am most confident that you will assist all the students in our district in your new role as the district's Director of Elementary Education.

Melton/Evaluation 2012
Page Two

I am grateful that you have chosen to be a part of the District Five administrative team. I deeply appreciate your past contributions and look forward to the many contributions you will continue to make in the lives of our students in the years ahead.

Sincerely yours,

A handwritten signature in black ink, appearing to read "S.W. Hefner", with a long horizontal flourish extending to the right.

Stephen W. Hefner, Ed.D.
Superintendent

C: Mrs. Helen Anderson, Chief Instructional Officer
Personnel File

**School District Five of Lexington and Richland Counties
New Hire/Status Change/Resignation - Employment Form**

✓

Attach this form to the interview list of candidates for this position. Include comments on interview list page. This will help HR maintain accurate and timely lists and information for future vacancies in the district.

School: _____ District Office _____ Requested By: Dr. Stephen Helmer Date Submitted: 6-27-2012

In order to maintain accurate Personnel and Payroll records, please fax this form to HR at 476-8196 as soon as you have made your choice for the successful candidate. In the case of resignations, please fax a copy of the letter of resignation and other supporting documents (doctor's statements, etc.) with this form. This form should be used for all certified and non-certified employees including part-time, after-school, coaches, etc.

Employee Name (Legal Name)	Social Security #	Position	FTE	Replacing? (Employee Name)	Effective Date (Employment) or if 200-225 day employee need start date	Ending Date (Resignation) or if 200-225 day employee need ending date	Annual Rate (if applicable)	Hourly rate (if applicable)
Christina Melton		Director of Elementary Education	1.0	New Position carryover from 2010	07/01/2012			

Re-Assignment Information: _____

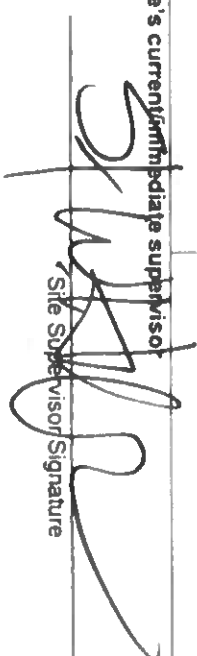
Hours: _____ 8:00 - 5:00
Days: _____ Monday - Friday _____ or _____ (If less than 1.0 need actual days working if not working each day)

Reason for Resignation: _____ (Attach Resignation Letter - Documentation)

References checked by: _____ Position _____

(Site supervisors must indicate at least one reference and comment from phone call or email.)			
Date checked	Name of Reference	Position	Response

*Be sure to speak with one (1) reference - preferably the candidate's current/mediate supervisor


Site Supervisor Signature

Current Account # Information _____ 100-233-111-0000-52 Please consult Budget Prep for Account Numbers
Old Account # if Applicable _____

FOR HR USE ONLY			
Accepted _____	Date _____	Initials _____	Salary Quoted _____
Declined _____	Date _____	Initials _____	Salary Quoted _____

Personnel New Hire/Status Change/Resignation Employment Form Only Fax This Completed Form To Personnel at 476-8196.



Request For Personnel Action Transfer / Status / Budget Change

Effective Date 07/01/2012

Start Date 07/01/2012 End Date

Transfer ☐ Status Change ☒ Budget Change ☐

Last Name Melton

First Name Christina

MI

SS

POSITION INFORMATION			
Hours Per Week :	40		Total FTE: 1.0
Time From:	8:00 AM	To: 5:00 PM	Category: A
	(Includes min for lunch)		Salary Class: 37
Home School	Inst Srvcs - 12		
Standard No. Days:	240		Position Step: 13
Actual No. Days	240		Yrs. Exp
Salary Quoted			Increment Yrs
Leave Days:	Personal:	Sick:	Vacation:
			Contract Level P
Insurance:	Add ☐ Delete ☐ Change ☐ No Change ☐		

Assignment Before Change or Termination			
+	Position	Principal	FTE: 1.0
	Budget No:	100-233-111-0000-52	

New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt
Add ☐ Delete ☒ Position Principal FTE: 1.0 Budget No: 100-233-111-0000-52 Person Replaced:				
Add ☒ Delete ☐ Position Director of Elementary Ed FTE: 1.0 Budget No: Person Replaced:				

Comments:

Position Change 2012 - 2013
 will create a vacancy to be filled
 SQ: \$102,528 based on 11/12 schedule will be step 13
 2012 - 2013
 LTC

Alvin 6-27-12

May 24, 2012

Dr. Angela Bain, Chief Human Resources Officer
School District Five of Lexington and Richland Counties
1020 Dutch Fork Road
Irmo, South Carolina 29063

Dear Dr. Bain,

I am interested in being considered as a candidate for the Director of Elementary Education position. I have had various opportunities that are aligned with the essential functions as listed in the Director of Elementary Education's job description.

I am an advocate and have proven experience in curriculum and instruction including: data analysis, professional development, assessments, data teams, coordination of staff, and technology integration. I have had experiences in two districts leading transformational change. One experience allowed me to open one of the first elementary technology schools of choice in South Carolina. This feat relied on community involvement, vision planning, budget preparation, goal setting and the selection of appropriate instructional technologies. Professional development and research regarding technology integration were also essential. During the second year of operation, the school became a model school for two instructional technology products as seen in my resume. My second pivotal experience thus far has been leading a Title I school out of Corrective Action within three years. Now achievement results exceed the average performance of South Carolina schools, exceed the comparison scores of schools "like ours", and the achievement gap is virtually nonexistent. Both of these accomplishments were achieved in part to a strong emphasis on curriculum and instruction, strategic planning, professional development, and creating a culture of collaboration and communication with various stakeholders.

Throughout my career I have been involved with various initiatives that develop leaders. I continue to serve as a mentor to induction principals at various levels, as site supervisor for leadership candidates, and have served on various boards and panels to design and implement leadership programs. I have been invited to speak to various colleges and universities about the responsibilities of school leadership and teacher quality.

Due to my involvement with AdvancEd, I have had numerous opportunities to visit schools and districts participating in the accreditation process. I have served in various roles with the quality assurance review process for school and district accreditation. Since 2006, I have served as a member of the South Carolina Council on Accreditation and School Improvement. This advisory position has broadened my perspective while increasing my knowledge of the accreditation process for all levels of public education.

After reviewing my resume, if you believe that I have the skill set that is being sought for the Director of Elementary Education position, I welcome the opportunity to speak with you. I am ready to grow as a leader and believe that I can assist School District Five in its pursuit of "Excellence for Tomorrow's Challenges".

Sincerely,



Christina Melton, Ed. D.

Awards/Recognitions:

South Carolina Elementary Principal of the Year, 2011-2012

Selected and published as a National Research Project, School of Focus, LeapFrog Schoolhouse, 2006

Host/Model School: LeapFrog Schoolhouse, 2006-2007

Host/Model School: Promethean Boards, 2006-2007

Highlights of Professional Presentations:

- 2012: Webinar for South Dakota State Department of Education, Building an Effective, Engaging School Climate
- 2011: Are We Using Student Data Effectively, SLI SCASA
- 2010: From Blessing Hearts to Kissing Brains, FMU Poverty Conference
- 2009: Before the Bell, SLI SCASA
- 2006: Financing a Technology School of Choice, SCASBO
- 2006: Putting a Technology Plan into Action, SLI SCASA
- 2006: Creating Schools of Choice, Gardner Webb University
- 2005: Becoming an Instructional Leader, Winthrop University
- 2005: The First Year, Developing Aspiring Leaders
- 2005: Developing Aspiring Leaders, SLI SCASA

Grants:

21st Century Learning Grant, Chester Park Center of Literacy through Technology, 2004 and 2005

Springs Close Foundation: 2003 and 2007

Professional Memberships:

NAESP: National Association of Elementary School Principals

SCASA: South Carolina Association of School Administrators

ASCD: Association of Supervision and Curriculum Development

Licenses/Certifications/Professional Training:

Superintendent Certification

Elementary Supervisor and Administration License

Elementary Childhood Education License

South Carolina's Executive Leadership Institute Graduate, 2008

Developing Aspiring Principals, South Carolina, 2002

Department of Education Graduate, 2004

School Development Program, Yale University's Child Development Center, 2003

Curriculum Leadership, North Central Math and Science HUB

Quantitative Literacy Instructor, Winthrop University and Clemson University, 1997, 1998, and 1999

**School District Five of Lexington and Richland Counties
Irmo, South Carolina**

State of South Carolina
Counties of Lexington and Richland

Contract for Certified Personnel

This agreement is entered into by and between the Board of Trustees of School District Five of Lexington and Richland Counties, hereinafter referred to as the Employer, and **Christina Melton**, hereinafter referred to as the Employee. This is a (n) **Continuing** contract.

The Employee possesses or will possess prior to active service with the District, a valid S.C. Teaching Certificate, other professional qualifications prerequisite to the position indicated, and an acceptable criminal history record. Failure to maintain such prerequisite professional qualifications during the contractual period shall automatically terminate this contract as of the time of the disqualification(s). Subject to any special conditions set forth below, the Employee agrees to discharge faithfully for the contract year **2010-2011**, all the duties imposed on an employee by the laws of S.C. and by the administrative rules and regulations of this district. The employee agrees to comply with all administrative rules, regulations, and policies of the Employer. The Employee agrees to render acceptable service and to perform all assigned duties. The administration may assign reasonable extracurricular activities for the year for which this assignment is made.

In consideration of this agreement, the Employer promises to pay the above-named Employee for professional services rendered during the life of this contract the sum to which (s) he is entitled under local, state, or federal allotments or any combination of these. Since this position depends on the availability of this funding, this contract shall be terminated on the termination of such funding. Said salary shall be paid in accordance with the provisions of the local salary schedule as determined by the type certificate and years of experience verified by the South Carolina Department of Education.

In the event the number of days of employment cannot be reduced under the laws of this State, then the District may elect to meet the loss or reduction of funds described above by imposing a pro-rata reduction of personnel salaries. In the event such salary cuts cannot otherwise reasonably be avoided, such a reduction shall be based on a uniform percentage reduction in the salary of each District employee, but the aggregate savings from such reduction shall not exceed the loss or reduction of funds to the District. Such reduction shall be spread over as many pay periods as possible, and shall apply to the contract year in which a reduction is found by the Employer School Board to be unavoidable. If for reasons of financial exigency or budgetary constraint the number of teacher and/or in-service days for the year is reduced below the number prescribed herein, no payment will be due to the Employee for days lost due to such a reduction.

This contract is for **240** days and is void unless the Employee signs and returns the original of this contract on or before **May 24, 2010**.

ASSIGNMENT - The following school and job assignment is tentative: **Principal-NURSERY ROAD
ELEMENTARY**
FTE: **1.0**

SPECIAL PROVISIONS:

Signed: Christina Melton
Employee Signature

Signed: Herbert M. Berg
Superintendent District

Date: 5/19/10

Date: **May 14, 2010**

**School District Five of Lexington and Richland Counties
Irmo, South Carolina**

State of South Carolina
Counties of Lexington and Richland

Contract for Certified Personnel

This agreement is entered into by and between the Board of Trustees of School District Five of Lexington and Richland Counties, hereinafter referred to as the Employer, and **Christina Melton**, hereinafter referred to as the Employee. This is a(n) **continuing** contract.

The Employee possesses or will possess prior to active service with the District, a valid S.C. Teaching Certificate, other professional qualifications prerequisite to the position indicated, and an acceptable criminal history record. Failure to maintain such prerequisite professional qualifications during the contractual period shall automatically terminate this contract as of the time of the disqualification(s). Subject to any special conditions set forth below, the Employee agrees to discharge faithfully for the contract year **2011 - 2012**, all the duties imposed on an employee by the laws of S.C. and by the administrative rules and regulations of this district. The employee agrees to comply with all administrative rules, regulations, and policies of the Employer. The Employee agrees to render acceptable service and to perform all assigned duties. The administration may assign reasonable extracurricular activities for the year for which this assignment is made.

In consideration of this agreement, the Employer promises to pay the above-named Employee for professional services rendered during the life of this contract the sum to which (s)he is entitled under local, state, or federal allotments or any combination of these. Since this position depends on the availability of this funding, this contract shall be terminated on the termination of such funding. Said salary shall be paid in accordance with the provisions of the local salary schedule as determined by the type certificate and years of experience verified by the South Carolina Department of Education.

In the event the number of days of employment cannot be reduced under the laws of this State, then the District may elect to meet the loss or reduction of funds described above by imposing a pro-rata reduction of personnel salaries. In the event such salary cuts cannot otherwise reasonably be avoided, such a reduction shall be based on a uniform percentage reduction in the salary of each District employee, but the aggregate savings from such reduction shall not exceed the loss or reduction of funds to the District. Such reduction shall be spread over as many pay periods as possible, and shall apply to the contract year in which a reduction is found by the Employer School Board to be unavoidable. If for reasons of financial exigency or budgetary constraint the number of teacher and/or in-service days for the year is reduced below the number prescribed herein, no payment will be due to the Employee for days lost due to such a reduction.

This contract is for **240** days and is void unless the Employee signs and returns the original of this contract on or before **May 23, 2011**.

ASSIGNMENT - The following school and job assignment is tentative:

**NURSERY ROAD ELEMENTARY
Principal**

FTE: 1.00

SPECIAL PROVISIONS:

Signed: Christina Melton
Employee Signature
Christina S. Melton
Please Print Name

Signed: [Signature]
District Superintendent

Date: 5-23-11

Date: May 13, 2011



September 2, 2010

Ms. Brenda Zwart
SC Department of Education Certification Office
3700 Forest Drive Suite 500
Columbia, SC 29204

Re: Christina Melton, CID# 172733 - District Superintendent Experience Verification

Dear Ms. Zwart,

This letter is to confirm Christina Melton's experience in Chester County as an Early Childhood teacher from August 1993 to June 1999, Curriculum Coordinator July 1999 to June 2003, Assistant Principal from July 2003 to June 2004 and Principal from July 2004 to June 2007. In Lexington Five Ms. Melton has been Principal of Nursery Road Elementary since July 2007.

Please accept this as verification of experience submitted to complete Ms. Melton's requirements for District Superintendent.

Thank you,

Lorrie DuBose

Lorrie DuBose
Coordinator for Recruitment and Retention, Human Resources
School District Five of Lexington and Richland Counties

NAME: Christina Sullivan Melton

SSN: [REDACTED]

DATE: August 26, 2010

REQUIREMENTS FOR DISTRICT SUPERINTENDENT

On File

Needs

1. Master's Degree
2. Valid South Carolina Professional Certificate at the elementary, middle or secondary level.
3. Applicants shall submit a minimum score of 590 on the Praxis II Subject Assessments/Specialty Area Test in Education Leadership: Administration and Supervision (0410) if all requirements are met by January 1, 2012. Beginning September 1, 2010 a minimum score of 145 in Education Leadership: Administration and Supervision (0411) is required.
4. Verification of a total of three years experience as a Pre K-12 or post-secondary teacher and two years as a school administrator, school district administrator, post-secondary administrator or school business administrator.
5. Completion of an advanced program approved for the training of school superintendents from an institution that has a state-approved teacher education program in the area. This college must be accredited for general collegiate purposes by a regional accreditation association, or from an institution that has programs approved for teacher education by the National Council for Accreditation of Teacher Education (NCATE).

xxx

xxx

xxx

xxx

xxx

xxx

Verification of the approved program would need to be verified on the recommendation form and can be downloaded from our web site at www.scteache.org.

Updated official transcripts from the institution must also be submitted with the recommendation form.

NOTE: Specific approved program course requirements may be obtained by contacting a regionally accredited college or university that has in place a State Board of Education approved program in Administration.

NOTE: This worksheet is to be considered advisory only. Prerequisite courses may be required in some cases based on policies of a particular college/university. Requirements are subject to change at the discretion of the State Board of Education.

NOTE: When you complete all requirements, please submit a written request to receive certification in this area. Status of requests can be confirmed from the Educator Certification Web site. All subsequent changes, additions or modifications to certificate may be confirmed by the educator and a certificate can be printed from the Certification Status page on our secure Web site at www.scteache.org. An official copy of a credential can be requested for a \$11.00 fee (check or money order).

Brenda Zwart
Senior Certification Analyst
Office of Educator Certification



**School District Five of Lexington and Richland Counties
Irmo, South Carolina**

State of South Carolina
Counties of Lexington and Richland

Contract for Certified Personnel

This agreement is entered into by and between the Board of Trustees of School District Five of Lexington and Richland Counties, hereinafter referred to as the Employer, and **Christina Melton**, hereinafter referred to as the Employee. This is a(n) **continuing** contract.

The Employee possesses or will possess prior to active service with the District, a valid S.C. Teaching Certificate, other professional qualifications prerequisite to the position indicated, and an acceptable criminal history record. Failure to maintain such prerequisite professional qualifications during the contractual period shall automatically terminate this contract as of the time of the disqualification(s). Subject to any special conditions set forth below, the Employee agrees to discharge faithfully for the contract year **2009-2010**, all the duties imposed on an employee by the laws of S.C. and by the administrative rules and regulations of this district. The employee agrees to comply with all administrative rules, regulations, and policies of the Employer. The Employee agrees to render acceptable service and to perform all assigned duties. The administration may assign reasonable extracurricular activities for the year for which this assignment is made.

In consideration of this agreement, the Employer promises to pay the above-named Employee for professional services rendered during the life of this contract the sum to which (s)he is entitled under local, state, or federal allotments or any combination of these. Since this position depends on the availability of this funding, this contract shall be terminated on the termination of such funding. Said salary shall be paid in accordance with the provisions of the local salary schedule as determined by the type certificate and years of experience verified by the South Carolina Department of Education.

In the event the number of days of employment cannot be reduced under the laws of this State, then the District may elect to meet the loss or reduction of funds described above by imposing a pro-rata reduction of personnel salaries. In the event such salary cuts cannot otherwise reasonably be avoided, such a reduction shall be based on a uniform percentage reduction in the salary of each District employee, but the aggregate savings from such reduction shall not exceed the loss or reduction of funds to the District. Such reduction shall be spread over as many pay periods as possible, and shall apply to the contract year in which a reduction is found by the Employer School Board to be unavoidable. If for reasons of financial exigency or budgetary constraint the number of teacher and/or in-service days for the year is reduced below the number prescribed

This contract is for **240** days and is void unless the Employee signs and returns the original of this contract on or before **May 26, 2009**.

ASSIGNMENT - The following school and job assignment is tentative:

**NURSERY ROAD ELEMENTARY
Principal**

FTE: 1.00

SPECIAL PROVISIONS:

Signed: Christina Melton
Employee Signature
Christina S Melton
Please Print Name

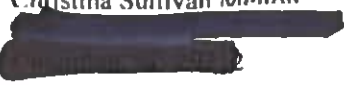
Signed: Herbert M. Berg
District Superintendent

Date: 5/15/09

Date: May 15, 2009

Print

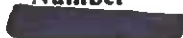
South Carolina State Board of Education
Educator Certificate

Christina Sullivan Melton


Certificate Number

172733

**Social Security
Number**



Validity Period

11/10/2008 - 06/30/2013

Professional Certificate

Class
Masters Plus 30

Experience
15

Areas of Certification

71 - Elementary Principal
73 - Elementary Supervisor
85 - Early Childhood



Jim Rex
State Superintendent of Education

Date Printed
11/10/2008

* Please refer to the back of this certificate for additional information.

REQUEST FOR CHANGE/ACTION
South Carolina Department of Education
Division of Educator Quality and Leadership – Office of Educator Certification – www.scteachers.org
3700 Forest Drive, Suite 500
Columbia, South Carolina 29204

Directions

- ❖ To initiate action, please complete and submit this form along with support documentation to above address.
- ❖ Requests may be submitted by mail, fax (803-734-2873), or hand-delivery. Requests will be processed in the order they are received, regardless of the method of submission.

SSN	[REDACTED]	Certificate #	172733	District Employed	Lexington/Richland 5
Name	Melton	Christina	S	Sullivan	
	Last	First	MI	Former Name	
Address	[REDACTED]				
	Street	City	State	Zip	
E-Mail	CSMelton@lex5.k12-sc.us		Home Ph.	(803) [REDACTED]	Work Ph. [REDACTED]
Are you currently applying for or participating in PACE (alternative certification)? ☐ Yes ☒ No					

Please indicate the nature of your request in the area below.

- ☐ 1. Evaluate my transcripts for the alternative certification program (PACE) in the subject of _____.
- ☐ 2. Advance my PACE certificate to a professional certificate. All required documentation has been submitted.
- ☐ 3. Evaluate my file for adding the certificate area of _____.
- ☐ 4. Evaluate my file for eligibility for the *master's plus 30* credential in the certificate area of _____.
- ☐ 5. Add the following certificate area(s) for which *all* requirements have been met: _____.
- ☐ 6. Add a one-year extension to my professional certificate.
- ☒ 7. Renew my professional certificate. All required documentation ☐ has been submitted or ☒ is enclosed.
- ☐ 8. Advance my initial certificate to a professional certificate *prior* to the automatic processing date (June 30).
All requirements have been met. (Teachers who are eligible to advance to a professional certificate and who wish to wait until the June 30 automatic processing date do *not* need to submit this request form.)
- ☐ 9. Advance my temporary certificate to the initial or professional level.
- ☐ 10. Advance my certificate to the *bachelor's plus 18* level. Official *graduate* transcripts have been submitted.
- ☐ 11. Advance my certificate to the *master's degree* level. Official *graduate* transcripts have been submitted.
- ☐ 12. Advance my certificate to the *master's plus 30* level in the area of _____.
- ☐ 13. Advance my certificate to the *doctorate degree* level. Official *graduate* transcripts have been submitted.
- ☐ 14. Approve the following course _____ (PACE teachers check the Web site for procedures.)
from _____ for the purpose of _____ . A course description is attached.
- ☒ 15. Change my name and/or address, as listed above.
- ☐ 16. Add additional year(s) of teaching experience. Verification forms are ☐ on file or ☐ enclosed.
- ☐ 17. Send me a duplicate certificate. The \$5.00 fee is enclosed. (*check or money order only*)
- ☐ 18. Other _____

Christina Melton
Signature

11-10-08

Date

Effective Date of Credential

If the State Department of Education (SDE) receives the educator's request and all required documentation between

- ❖ May 1 and November 1: The change in status, if approved, will be effective July 1 of the same calendar year.
- ❖ November 2 and April 30: If the educator submitted the request within 45 days of fulfilling the requirements, the change in status, if approved, will be effective on the date that all requirements were satisfied.
- ❖ November 2 and April 30: If the educator submitted the request more than 45 days *after* fulfilling the requirements, the change in status, if approved, will be effective on the date that all information was received by the SDE.

**School District Five of Lexington and Richland Counties
Irmo, South Carolina**

State of South Carolina
Counties of Lexington and Richland

Contract for Certified Personnel

This agreement is entered into by and between the Board of Trustees of School District Five of Lexington and Richland Counties, hereinafter referred to as the Employer, and **Christina Melton**, hereinafter referred to as the Employee. This is a(n) **continuing** contract.

The Employee possesses or will possess prior to active service with the District, a valid S.C. Teaching Certificate, other professional qualifications prerequisite to the position indicated, and an acceptable criminal history record. Failure to maintain such prerequisite professional qualifications during the contractual period shall automatically terminate this contract as of the time of the disqualification(s). Subject to any special conditions set forth below, the Employee agrees to discharge faithfully for the contract year **2008-2009**, all the duties imposed on an employee by the laws of S.C. and by the administrative rules and regulations of this district. The employee agrees to comply with all administrative rules, regulations, and policies of the Employer. The Employee agrees to render acceptable service and to perform all assigned duties. The administration may assign reasonable extracurricular activities for the year for which this assignment is made.

In consideration of this agreement, the Employer promises to pay the above-named Employee for professional services rendered during the life of this contract the sum to which (s)he is entitled under local, state, or federal allotments or any combination of these. Since this position depends on the availability of this funding, this contract shall be terminated on the termination of such funding. Said salary shall be paid in accordance with the provisions of the local salary schedule as determined by the type certificate and years of experience verified by the South Carolina Department of Education.

In the event the number of days of employment cannot be reduced under the laws of this State, then the District may elect to meet the loss or reduction of funds described above by imposing a pro-rata reduction of personnel salaries. In the event such salary cuts cannot otherwise reasonably be avoided, such a reduction shall be based on a uniform percentage reduction in the salary of each District employee, but the aggregate savings from such reduction shall not exceed the loss or reduction of funds to the District. Such reduction shall be spread over as many pay periods as possible, and shall apply to the contract year in which a reduction is found by the Employer School Board to be unavoidable. If for reasons of financial exigency or budgetary constraint the number of teacher and/or in-service days for the year is reduced below the number prescribed herein, no payment will be due to the Employee for days lost due to such a reduction.

This contract is for **240** days and is void unless the Employee signs and returns the original of this contract on or before **April 25, 2008**.

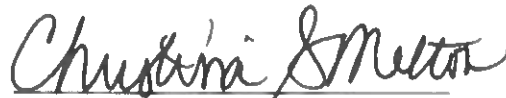
ASSIGNMENT - The following school and job assignment is tentative:

**NURSERY ROAD ELEMENTARY
Principal**

FTE: 1.00

SPECIAL PROVISIONS:

Signed:



Employee Signature

Christina S. Melton

Please Print Name

Signed



District Superintendent

Date:

3/12/08

Date: March 11, 2008

**School District Five of Lexington and Richland Counties
Irmo, South Carolina**

State of South Carolina
Counties of Lexington and Richland

Contract for Certified Personnel

This agreement is entered into by and between the Board of Trustees of School District Five of Lexington and Richland Counties, hereinafter referred to as the Employer, **Christina Melton** hereinafter referred to as the Employee. This is a(n) **Continuing** contract.

The Employee possesses or will possess prior to active service with the District, a valid S.C. Teaching Certificate, other professional qualifications prerequisite to the position indicated, and an acceptable criminal history record. Failure to maintain such prerequisite professional qualifications during the contractual period shall automatically terminate this contract as of the time of the disqualification(s). Subject to any special conditions set forth below, the Employee agrees to discharge faithfully for the contract year **2007-2008** all the duties imposed on an employee by the laws of S.C. and by the administrative rules and regulations of this district. The employee agrees to comply with all administrative rules, regulations, and policies of the Employer. The Employee agrees to render acceptable service and to perform all assigned duties. The administration may assign reasonable extracurricular activities for the year for which this assignment is made.

In consideration of this agreement, the Employer promises to pay the above-named Employee for professional services rendered during the life of this contract the sum to which (s)he is entitled under local, state, or federal allotments or any combination of these. Since this position depends on the availability of this funding, this contract shall be terminated on the termination of such funding. Said salary shall be paid in accordance with the provisions of the local salary schedule as determined by the type certificate and years of experience verified by the South Carolina Department of Education.

In the event the number of days of employment cannot be reduced under the laws of this State, then the District may elect to meet the loss or reduction of funds described above by imposing a pro-rata reduction of personnel salaries. In the event such salary cuts cannot otherwise reasonably be avoided, such a reduction shall be based on a uniform percentage reduction in the salary of each District employee, but the aggregate savings from such reduction shall not exceed the loss or reduction of funds to the District. Such reduction shall be spread over as many pay periods as possible, and shall apply to the contract year in which a reduction is found by the Employer School Board to be unavoidable. If for reasons of financial exigency or budgetary constraint the number of teacher and/or in-service days for the year is reduced below the number prescribed herein, no payment will be due to the Employee for days lost due to such a reduction.

This contract is for **240** days and is void unless the Employee signs and returns the original of this contract on or before **May 24, 2007**.

ASSIGNMENT - The following job assignment is tentative: **Principal**
NURSERY ROAD ELEMENTARY

FTE: **1.0**

EFFECTIVE: **07/01/07**

SPECIAL PROVISIONS:

Signed: _____

Employee

Date: _____

5-14-07

Signed: _____

Dr. Scott Andersen, Superintendent

Date: _____

May 14, 2007



Notice of Receipt

My signature below indicates that I have watched *Bloodborne Pathogens for School Employees: The Straight Facts video* for the 2010-2011 school year. I was given the opportunity by one of the District V nurses to ask questions following the video.

Christina Melton

Please Print Name

Christina Melton

Signature

8/25/10

Date

NRE

Assigned School

South Carolina Department of Education
Program for Assisting, Developing, and Evaluating Principal Performance
Procedures/Assurance Form 1

The Program for Assisting, Developing, and Evaluating Principal Performance Procedures/Assurance Form 1 contains a listing of the major activities to be completed prior to and during the evaluation of the principal. At the completion of the evaluation process, the evaluator and the principal complete and sign Assurance Form 1 to document that the principal's evaluation has been conducted as required. This form remains in district files.

Major Activities

1. Orientation for Principals

Principal received an orientation to the *Program for Assisting, Developing, and Evaluating Performance*, standards and criteria, and, regulations governing the principal evaluation process.

Yes

No

☒

☐

2. Formative Conference

a. Evaluator met with the principal to discuss the evaluation instrument(s) and procedures.

☒

☐

b. Evaluator clarified questions concerning criteria and standards.

☒

☐

c. Evaluator informed principals of district expectations and requirements for data collection.

☒

☐

3. Progress Check and Feedback

Evaluator met with the principal to review the principal's progress.

☒

☐

☐

4. Summative Conference

a. Evaluator reviewed with the principal, the completed Principal Evaluation instrument(s).

☒

☐

b. Based on identified strengths and weaknesses, and the school's strategic plan, the principal developed a professional development plan.

☒

☐

c. Principal received a copy of the completed evaluation instrument(s).

☒

☐

#1,2 Helen Anderson
Signature of Evaluator

#1,2 Christina Meltor
Signature of Principal

#1,2 9/30/11
Date

#1,2 9/30/11
Date

#3 Helen Anderson
1/13/12
#3 Christina Meltor
5/24/12
Procedures/Assurance Form 1
(In district documentation)

#3 Christina Meltor
Date 1/13/12

SOUTH CAROLINA DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

Academic School Year: 2012-2013

District: School District Five of Lexington and Richland Counties

Name of Director: Christina Melton, Ed.D.

Name of Evaluator: Chief Instructional Officer, Helen Anderson

Position: Director of Elementary Education

DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

GOAL #1

I will be data team trained to support the District 5 initiative of data teaming. Data teaming impacts instructional planning thus student achievement.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I DO TO ACCOMPLISH MY GOAL?	I will attend training in October 2012. I will observe school data teams in action.
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	I will measure progress based on receiving certification from training. Following training, I will measure progress of implementation using any measurement tools given during training.
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	Scheduling to visit date teams on fourth Tuesday.
4. WHOM DO I NEED TO INVOLVE TO ACHIEVE THIS GOAL?	Seek direction from Chief Instructional Officer and utilization of coordinators/instruction specialist.
5. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	Ex.) Steve Ventura, trainer Ex.) Training materials provided
6. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	As a result of my goal, the implementation of data teams will be more effective thus improving student achievement and professional collaboration.

DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

GOAL #2

I will lead the organization and continuation of Response to Intervention (RtI) for ELA grades K – 5.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	July – Pre-Planning Meeting September, November, February, and April both Core and RtI meetings will be held August – Training conducted September – LLI training offered
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	This will be an ongoing goal; however, progress will be measured based upon the information system, support documents, and decisions reached as a result of our work.
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	Obstacles will include maximizing available funds and assigning available resources.
4. WHOM DO I NEED TO INVOLVE TO ACHIEVE THIS GOAL?	The following people will be involved: Chief Instructional Officer, the RtI Core Team, and the RtI teams from each elementary School.
5. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	Resources: In) Software, data bases, student achievement data & time. Ex) Vendors, consultant
6. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	Student achievement will be improved as a result of our work.

Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

GOAL #1

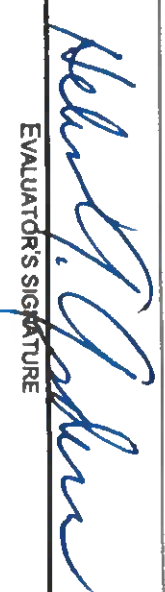
☐ Assessment Results

☒ District Strategic Plan

GOAL #2

☐ Assessment Results

☒ District Strategic Plan

MONITORING STAGES	DIRECTOR'S SIGNATURE	EVALUATOR'S SIGNATURE
IMPLEMENTATION (Pre-Conference)	DIRECTOR'S SIGNATURE Today's date: _____	 EVALUATOR'S SIGNATURE Today's date: <u>9/9/12</u>
FEEDBACK (Mid-Year Conference)	DIRECTOR'S SIGNATURE Today's date: _____	EVALUATOR'S SIGNATURE Today's date: _____

END-OF-THE-YEAR

DIRECTOR'S SIGNATURE

Christina Peltor

Today's date:

6/23/13

EVALUATOR'S SIGNATURE

Walter Gaudin

Today's date:

6/23/13

COMMENTS:

Excellent! Will be an outstanding CEO!
Walter Gaudin

**Lexington 05
Evaluation Results**

Principal: **Christina Melton**
Print Date: 08/14/2012
Evaluator: Helen Anderson
Superintendent: Steve Hefner
Completion Date: 08/13/2012
Submitted Date:

Principal received an orientation to the Program for Assisting, Developing, and Evaluating Performance, standards and criteria, and regulations governing the principal evaluation process.	Yes
---	-----

Evaluator met with the principal to discuss the evaluation instrument(s) and procedures. (by September 15 or within one month of hire date)	Yes
---	-----

Evaluator clarified questions concerning criteria and standards.	Yes
--	-----

Evaluator informed principals of district expectations and requirements for data collection.	Yes
--	-----

Orientation Conference	09/30/2011
------------------------	------------

Mid Term Conference	01/13/2012
---------------------	------------

End of Year Conference	05/02/2012
------------------------	------------

Evaluator reviewed with the principal, the completed Principal Evaluation instrument(s).	Yes
--	-----

Based on identified strengths and weaknesses, and the school's strategic plan, the principal developed a professional development plan.	Yes
---	-----

Principal received a copy of the completed evaluation instrument(s).	Yes
--	-----

Lexington 05 Evaluation Results

Principal: **Christina Melton**
Print Date: 08/14/2012
Evaluator: Helen Anderson
Superintendent: Steve Hefner
Completion Date: 08/13/2012
Submitted Date:

Standard 1: **Vision**

Exemplary

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Comment:

Dr. Melton is a visionary! She collaborates with stakeholders to set goals and establish a plan based on data. The vision is developed and is consistent with the district's mission and vision.

Standard 2: **Instructional Leadership**

Exemplary

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Elementary/Middle School	AYP	☒
Elementary/Middle School	PASS	☒
Elementary/Middle School	School Attendance %	☒
Elementary/Middle School	MAP	☒
Elementary/Middle School	ELDA	☐
High School	SAT/ACT Scores	☐
High School	Dropout Rate	☐
High School	EOCEP	☐
High School	Graduation Rate	☐
High School	HSAP	☐
High School	School Attendance %	☐
High School	IB Scores	☐
High School	AP Scores	☐

Comment:

Dr. Melton sets high standards for student achievement. She and her team use data from a variety of assessments to improve instruction and student performance. Each student is looked at individually to make sure that learning is taking place.

Standard 3: **Effective Management**

Exemplary

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Comment:

With her Title One plan, Dr. Melton allocates resources to achieve her school and district goals. She assigns her staff based on assessment data and the needs of the students. Teachers and staff members are evaluated according to district and state requirements.

Standard 4: Climate**Exemplary**

A school principal is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.

Comment:

Nursery Road Elementary has a wonderful, positive environment. The students have made significant gains on state mandated tests in part due to the fact that teachers and staff are given the support that they need. Dr. Melton organizes activities for her staff throughout the year, celebrating NRES' successes.

Standard 5: School-Community Relations**Exemplary**

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Comment:

Dr. Melton is an outstanding communicator who involves teachers, parents and community members in the decision making process. NRES is a very "inviting" school in no small part to the efforts of Dr. Melton.

Standard 6: Ethical Behavior**Exemplary**

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Comment:

Outstanding!

Standard 7: Interpersonal Skills**Exemplary**

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Comment:

Dr. Melton responds to the concerns, needs and feelings of others. She has respect for all and works with all parents to promote understanding.

Standard 8: Staff Development**Exemplary**

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Comment:

The staff development activities at NRES are outstanding. After analyzing the data and through extensive research, Mr. Melton and her team create professional development sessions that truly promote better teaching.

Standard 9: Principal's Professional Development**Exemplary**

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Comment:

Dr. Melton recently received her doctorate is constantly researching best teaching practices. She attends conferences and is involved in district staff development.

Next Hire Status: Dr. Christina Melton is now the Director of Elementary Education for School District Five! We are very fortunate to have this outstanding educator mentoring and coaching our elementary principals.

Resigned**Comment:**

No definition available

Overall Evaluation:**Exemplary****Comment:**

Dr. Melton is the South Carolina Elementary Principal of the Year. She is an outstanding leader and an excellent model for all principals.



Signature of Principal

8/14/12

Date



Signature of Evaluator

8/14/12

Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.



five

Stephen W. Hefner, Ed.D.
Superintendent

August 30, 2012

Dr. Christina Melton
Director of Elementary Education
Lexington-Richland School District Five
Irmo, SC 29063

Dear Christina:

This letter is written to confirm the comments I made to you during your annual evaluation conference with me on August 7, 2012. During our conference, I commended you and thanked you for the excellent work you provided during 2011-2012 as the Principal of Nursery Road Elementary School.

What progress Nursery Road Elementary School made under your leadership! Your students performed admirably on all measures of success including the annual school report card issued by the S. C. Education Oversight Committee (EOC), as well as the newly-revised ratings issued by the S. C. Department of Education (SDE). Congratulations! In fact, the progress at Nursery Road was a significant factor in your being named as the 2012 S. C. Elementary School Principal of the Year, and in the fact that a team from the Riley Institute highlighted you and your school in a recent media production.

Clearly, you are highly respected by your peers and your professionalism contributes most positively to the District's organizational culture. I am most confident that you will assist all the students in our district in your new role as the district's Director of Elementary Education.

I am grateful that you have chosen to be a part of the District Five administrative team. I deeply appreciate your past contributions and look forward to the many contributions you will continue to make in the lives of our students in the years ahead.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Stephen W. Hefner", with a long horizontal flourish extending to the right.

Stephen W. Hefner, Ed.D.
Superintendent

C: Mrs. Helen Anderson, Chief Instructional Officer
Personnel File

Continuous Improvement Rubric

Evidence	Possible Questions	Notes
Goal 1: We will provide challenging curricula with high expectations for all students.		
Strategy 1.1 We will employ research-based instructional practices that provide challenging curricula and high expectation for all students.	To what extent have you observed engaging standards-based instruction? <i>e.g. Everyday Math, ELA model, Science Kits, Integration of primary sources into Social Studies, Common Core, PBS, Integration of Technology</i>	<i>Working on it</i>
Record of observations using observation rubric and log. (# teachers by # observations) <i>Working on it</i> Observation instrument	Have you observed research based instructional practices? <i>e.g. identifying similarities and differences, summarizing and note taking, reinforcement of effort, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cuing, questioning and graphic organizers [Marzano's Nine], fluid and flexible groups, Socratic or Paideia seminars?</i>	<i>Working on it</i>
[Develop a common observation instrument, based on instruments already being used in schools by end of 2011-12.]	What did you /will you do about what you observed? What instructional strategies did the IDT's and BDT's identify most effective?	<i>Working on it</i> <i>cooperative learning also to practice learning structure using more questioning techniques</i> <i>setting objectives</i> <i>using working curriculum</i>

Continuous Improvement Rubric

1.2 We will provide professional development experiences for all district staff to ensure that challenging curricula with high expectation is provided to all students.

School's Professional Development Plan	How does your professional development plan incorporate teacher knowledge of research-based instructional strategies?	
	What adjustments did you/will you make to the professional development plan based on classroom observations?	
Plan for peer observations	How does your professional development plan address the needs of your teachers as evidenced by your observations?	
	How have you identified teachers who should be observed by other teachers in their department or in the building?	
	How have you monitored teachers' observation of their peers?	

1.3 We will increase choice option in order to provide challenging curricula for all students.

District initiated	Course catalog	
	Current and future magnet programs	

1.4 We will utilize all available data to ensure that each student is provided appropriately challenging curricula.

Data teams and common assessments	What is the status of your Building Data Team (BDT), and Instructional Data Teams (IDT)? How often do data teams meet? How often do you observe data team meetings? What impact have the data teams had on instructional practices in your school? (Elementary) What data did you use to decide what content to focus on in the data team meetings at each grade level?	Meet every 2-4 weeks. (Initial) met goals. yet - Meet with facilitator before or during team meetings.
Information from BDT and IDT	What is your BDT doing with data?	

Continuous Improvement Rubric

Goal 2: We will develop productive citizens who can solve problems and contribute to a global society.		
Strategy 2.1 We will monitor students' progress toward post-secondary success.		
Student data	What progress monitoring tools are you using? <i>e.g. MAP, benchmark tests, Dominie, discipline and attendance information, credit accrual</i>	<i>Dominie, MAP, Discipline</i>
RTI	What is the result of your progress monitoring?	
Strategy 2.2 We will provide opportunities for civic participation through community building and character development to ensure students are actively involved in the global society.		
List of programs and initiatives.	What initiatives are you implementing in your school for community building and character development? <i>e.g. PBIS</i>	<i>PBIS (Personal Beliefs and Attitudes)</i>
Strategy 2.3 We will promote economic self-sufficiency, personal productivity and perseverance?	What are you doing to promote career awareness? <i>e.g., incorporating job awareness into the elementary curriculum, providing K-12 job shadowing and field experiences and fostering Senior Internship, HSTW, Explore</i>	
List of programs and initiatives.	What are you doing to incorporate Financial Literacy in your instructional program?	
Strategy 2.4 We will provide curricula and strategies that develop problem solving skills and civic responsibility.		
Observation Record	What strategies have you observed that promote citizenship and problem solving? <i>e.g. Incorporate decision-making processes and public speaking opportunities, cooperative learning.</i>	
	How have you shared these strategies with other teachers in your building? <i>e.g. Provide professional development for teachers to enable them to effectively promote student participation.</i>	

SOUTH CAROLINA PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

Academic School Year: 2011-2012

District: District Five of Lexington and Richland Counties

Name of School: Nursery Road Elementary School

Name of Principal Dr. Christina Melton

Name of Evaluator Helen Anderson Position Chief Instructional Officer

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #1: SACS Goal: By 2015, 100% of certified staff will participate in professional development opportunities that support learning communities as defined by the national Staff Development Council, or NSCD. During the 2011-2012 school year, the five step data team process will be added to enhance the work of each team.

SMART Goal: Instructional Team Goal – Provide on-going support as we implement, monitor, and measure the effect of school PLCs on 2010-2011 student achievement.

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I DO TO ACCOMPLISH MY GOAL?	Conduct training for facilitators. Meet with facilitators for agenda planning followed by reflection/coaching. PLCs will meet twice per month, second and fourth Tuesdays. Observe PLCs/offer feedback. Meet twice per month with instructional leadership team. Assign instructional leadership team members to support/observe PLCs. Meet with Atlanta Team each month to implement and improve formative assessments.
2. PROGRESS-HOW WILL I MEASURE PROGRESS? BY WHAT DATE WILL THIS GOAL BE COMPLETED?	MAP data. Dominie data Classroom observations PLC observations
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	Scheduling times to meet with Atlanta Team that will not conflict nor will disrupt instruction. Scheduling times to meet with facilitators prior to each PLC meeting. Two new administrators who are not acquainted with PLCs and expectations of NRES. Maternity leaves – Riti Specialist and two PLC facilitators
4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	Instructional leadership team (administrators and coaches). PLC facilitators.
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	Individual celebrations with PLCs. PASS Rally following MAP and before PASS. PLC Celebration in May.
6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?	Internal Resources: Human resources, our faculty. External Resources: Funding to provide materials and possibly substitutes
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	Improved student achievement. Capacity within faculty.

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #2: SACS Goal: By 2010, 90% of students in grades 2-5 will meet or exceed the "math status norms" as defined by NWEA.

SMART Goal: By June 2012, Nursery Road Elementary will continue its second year implementation of a math intervention program (Number Worlds) in 3rd-5th grades to increase student achievement and reduce the achievement gap within AYP subgroups.

NOTE: *GOALS are not achieved without careful planning. Be specific and clear.*

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I DO TO ACCOMPLISH MY GOAL?	Hire new Math Interventionist. Hire instructional assistant to support the Math Intervention program. Use data to select students (ongoing selection). Conduct monthly math intervention meetings inclusive of intervention staff, administrative team, and math coach. Meet with all parties involved – interventionist, resource teachers, math coach, administrative team, and math teachers. Observations of interventionist – both in their setting and in the regular math classroom as support personnel.
2. PROGRESS-HOW WILL I MEASURE PROGRESS? BY WHAT DATE WILL THIS GOAL BE COMPLETED?	Progress will be measured through formative assessments including Number Worlds assessments; classroom assessments; MAP; and PASS. Dates of completion: First wave: Number Sense Unit Second wave: Winter MAP testing, December 2011 Third wave: Spring MAP testing
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	Scheduling students. Scheduling various meeting that accommodate all. Aligning Number Worlds curriculum with Everyday Math. Training certified and paraprofessional staff.
4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	Administrative Team Math Interventionist Math Coach Students Math Teachers Parents
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	Notes Shout Outs WOW Pins Announce celebrations to faculty/staff; SIC; PTO; and in newsletters.
6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?	Internal: Human Resources. External: Title I funds; Special Education funds to purchase supplies and materials.
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	Improved student achievement; reduced achievement gap.

Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

GOAL #1

- ☒ Assessment Results
☐ Principal Summative Evaluation
☒ School Renewal Plan
☐ District Strategic Plan

GOAL #2

- ☒ Assessment Results
☐ Principal Summative Evaluation
☒ School Renewal Plan
☐ District Strategic Plan

MONITORING STAGES	PRINCIPAL'S SIGNATURE	EVALUATOR'S SIGNATURE
IMPLEMENTATION (Pre-Conference)	 PRINCIPAL'S SIGNATURE Today's date: 10/24/11	 EVALUATOR'S SIGNATURE Today's date: 9/30/11
FEEDBACK (Mid-Year Conference)	 PRINCIPAL'S SIGNATURE Today's date: 11/3/12	 EVALUATOR'S SIGNATURE Today's date:
END-OF-THE-YEAR	 PRINCIPAL'S SIGNATURE Today's date: 5/2/12	 EVALUATOR'S SIGNATURE Today's date: 5/2/12
COMMENTS:		

2011-12 Nursery Road Elementary SMART Goals

Kindergarten: SMART Goal will be based upon phonemic awareness data (one to one correspondence, rhyming, and syllable counting) and concepts about print: Show Me Book. Results will be used for small group instruction.

1st Math SMART Goal: 47% of 1st grade will be at Avg or higher based on Winter MAP scores.

1st Reading SMART Goal: 66% of 1st grade will be at Avg or higher based on Winter MAP scores.

2nd Math SMART Goal: 80% of 2nd grade will be at Met or higher based on Spring MAP scores.

2nd Reading SMART Goal: 77% of 2nd grade will be at Met or higher based on Spring MAP scores.

3rd Math SMART Goal: 85% of 3rd grade will be at Met or higher based on '12 PASS scores.

3rd Reading SMART Goal: 82% of 3rd grade will be at Met or higher based on '12 PASS scores

4th Math SMART Goal: 87% of 4th grade will be at Met or higher based on '12 PASS scores.

4th Reading SMART Goal: 79% of 4th grade will be at Met or higher based on '12 PASS scores

5th Math SMART Goal: 82% of 5th grade will be at Met or higher based on '12 PASS scores.

5th Reading SMART Goal: 85% of 5th grade will be at Met or higher based on '12 PASS scores

Related Areas: Measurement and data analysis to support 5th grade math achievement will be the focus. Elapsed time will be the first skills of focus. A self assessment will be used to create baseline data for a SMART goal to be created.

Special Education : Sharing data collection methods currently. SMART goal being drafted to include social and academic goals towards mastery of IEP objectives.

Professional Development Planning & Appraisal School-based Form

School: Nursery Road Elementary

Principal: Christina Melton

School Year: 2011-2012

Appraisal Activity	☒ Planning	☐ Interim	☐ Summary	
Statement of Professional Development Goal <i>(Include expected impact on students)</i>	Needs Assessment Evidence <i>(Rationale and evidence in support of the goal's value)</i>	Relationship to Strategic Plan/School Renewal Plan/HSTW <i>(May include goal/objective number)</i>	Action Plan	Timeline of Activity & Documentation of Goal and Progress
By 2015, 90% of students in grade 2-5 will meet or exceed the "math status norms" as defined by NWEA. In order to achieve this goal, professional development will be conducted to support implementation of Compass, NWEA, DesCartes, and other available technology resources.	65% of students in grades 2-5 will meet or exceed their expected RIT growth as defined by NWEA.	Goal 2 – Curriculum: Math	1.2 – SMART Board utilization a. Teacher training b. Learning Station Activities c. <i>Everyday Math</i> games 1.3 LeapFrog utilization a. Teacher training to utilize math component b. Individualized learning activities for student use. 3.1 – Utilization of MAP scores to form Math Teams and intervention program that will motivate 4 th & 5 th grade students not meeting AYP and 3 rd graders who are predicated to not meet AYP.	2009-2015 a. Sign-in Sheets b. Participation at Training c. Student work samples d. Teacher made SMART Lessons. e. Sign-in Sheets 2009-2015 Student progress 2009-2015 a. Students attendance at Math pre-games b. Participation at SC Mathfest. c. MAP scores

Rec'd 7-28-11

Statement of Professional Development Goal <i>(Include expected impact on students)</i>	Needs Assessment Evidence <i>(Rationale and evidence in support of the goal's value)</i>	Relationship to Strategic Plan/School Renewal Plan/HSTW <i>(May include goal/objective number)</i>	Action Plan	Timeline of Activity & Documentation of Goal and Progress
		Goal 2 – Curriculum: Math, continued from page 1	3.4 – Math Professional Learning Teams (Data Team as defined by D5), multi-leveled teacher groups with shared math goals working together to study math data and use the data to drive instruction.	2. Agendas and minutes from MAP data meetings

Statement of Professional Development Goal <i>(Include expected impact on students)</i>	Needs Assessment Evidence <i>(Rationale and evidence in support of the goal's value)</i>	Relationship to Strategic Plan/School Renewal Plan/HSTW <i>(May include goal/objective number)</i>	Action Plan	Timeline of Activity & Documentation of Goal and Progress
By 2015, all Special Education students will have mastered or exceeded 95% of their IEP goals	By 2012, 85% of the self contained students will have mastered or exceeded their IEP goals.	Goal 2 – Curriculum: Special Education	3.4 Professional Learning Community Meetings (Data Team as defined by D5) 1.1 MAP will be used in EMD classes (grades 2 – 5) to gather information about individual performances. 1.2 Teachers will collect data about progress towards individual goals at least once a week to guide instruction. 1.3 Differentiated instruction will use a variety of curricula (Compass, DT trainer, Key Math, PALS, SSIS, Connecting Math and Concepts, Reading Masters)	2009-2015 a. Sign-in Sheets b. Agenda c. Minutes 2009-2015 for 1.1, 1.2, and 1.3: a. Student progress b. Achievement Reports c. lesson plans d. student growth e. flexible grouping

Statement of Professional Development Goal <i>(Include expected impact on students)</i>	Needs Assessment Evidence <i>(Rationale and evidence in support of the goal's value)</i>	Relationship to Strategic Plan/School Renewal Plan/HSTW Plan/HSTW <i>(May include goal/objective number)</i>	Action Plan	Timeline of Activity & Documentation of Goal and Progress
By 2015, 100% of regular education students in grades 2-5 will meet or exceed the "Reading status norms" as defined by NWEA. In order to achieve this goal, professional development will be conducted to support implementation of Compass, NWEA, DesCartes, and other available technology resources.	By 2012, 85% of students in grades 2-5, will meet or exceed the "Reading Status Norms" as defined by NWEA.	Goal 2 – Curriculum: Reading	3.2 – Utilization of MAP in grade levels 2-5 to guide instruction and gather information about individual student reading and language process.	2009-2010 a. lesson plans b. student growth c. flexible grouping d. conference notes e. reading logs f. writer's notebook, g. exit slips
By 2012, 100% of students identified below the 33%ile will be served in RtI	By 2012, Reading achievement data will show a decrease in the percentage of students scoring below the 33%ile.		3.5 - Teachers will participate in data meetings (Data Team as defined by D5) to analyze results and make informed instructional decisions.	Minutes from RtI meetings Student achievement

Statement of Professional Development Goal (Include expected impact on students)	Needs Assessment Evidence (Rationale and evidence in support of the goal's value)	Relationship to Strategic Plan/School Renewal Plan/HSTW (May include goal/objective number)	Action Plan	Timeline of Activity & Documentation of Goal and Progress
NRES will implement PBIS in order to increase student achievement and decrease the school's suspension rate.	5% of NRES students were suspended for one day or more during the 2010 – 2011 school year.	The SRP will be updated to reflect this District initiative.	These two areas will be focused up for the first year of School-wide PBIS implementation: • Hallway • Recess Grade-level areas of focus will include: • Bathroom • Cafeteria	July 2011 – Training for the PBIS team August 2011: Begin monthly PBIS meetings
Date: 7/28/11 Principal Sign: <i>Christina Melton</i>				

Appendix C

SOUTH CAROLINA PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

Academic School Year: _____

District: _____

Name of School: _____

Name of Principal _____

Name of Evaluator _____ Position _____

1

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #1:

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	
4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

GOAL #2

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	
4. SUPPORTERS- <u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

GOAL #1

- ☐ **Assessment Results**
- ☐ **Principal Summative Evaluation**
- ☐ **School Renewal Plan**
- ☐ **District Strategic Plan**

GOAL #2

- ☐ **Assessment Results**
- ☐ **Principal Summative Evaluation**
- ☐ **School Renewal Plan**
- ☐ **District Strategic Plan**

MONITORING STAGES	PRINCIPAL'S SIGNATURE	EVALUATOR'S SIGNATURE
IMPLEMENTATION (Pre-Conference)	_____ PRINCIPAL'S SIGNATURE Today's date: _____	_____ EVALUATOR'S SIGNATURE Today's date: _____
FEEDBACK (Mid-Year Conference)	_____ PRINCIPAL'S SIGNATURE Today's date: _____	_____ EVALUATOR'S SIGNATURE Today's date: _____
END-OF-THE-YEAR	_____ PRINCIPAL'S SIGNATURE Today's date: _____	_____ EVALUATOR'S SIGNATURE Today's date: _____
COMMENTS: _____ _____		

For additional information, contact
Beth Copenhaver, Ph.D., Program Coordinator
Program for Assisting, Developing, and Evaluating Principal Performance

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South Carolina Department of Education
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Principal Evaluation Instrument

South Carolina Department of Education

"In many ways the school principal is the most important and influential in any school....It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become....If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability one can almost always point to the principal's leadership as the key to success."

(United States Senate Report, 1972)

Directions:

This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Principal's Name _____	Date _____
Name of Superintendent/Designee _____	Date _____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☐ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates proficiency in analyzing research and assessment data. • Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Generally sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates some proficiency in analyzing research and assessment data. • Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of most instructional programs to promote the achievement of academic standards. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Rarely sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates little proficiency in analyzing research and assessment data. • Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Rarely monitors or evaluates the effectiveness of instructional programs to promote the achievement of academic standards. Other local criteria: _____

Evidence/Supporting Data: _____

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria:

Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☐ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Seeks and allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements. • Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Often seeks, and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to most local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data. • Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Rarely seeks and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements. • Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements. • Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students. • Does not ensure the maintenance of a clean and aesthetically pleasing school environment. Other local criteria: _____

Evidence/Supporting Data: _____

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.

Criteria:

Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☐ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Initiates and maintains strategies to promote collegiality and collaboration among the staff. • Involves parents, students, and the community in efforts to create and maintain a positive learning environment. • Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner. • Deals with student misconduct in a prompt and effective manner. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time. • Involves some parents, students, and community members in efforts to create and maintain a positive learning environment. • Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner the majority of the time. • Usually deals with student misconduct in a prompt and effective manner. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff. • Involves few parents, students, or the community in efforts to create and maintain a positive learning environment. • Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students. • Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. • Rarely manages conflict and crisis situations in an effective and timely manner. • Infrequently deals with student misconduct in a prompt and effective manner. Other local criteria: _____

Evidence/Supporting Data: _____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria:

Performance criteria below describe the observed levels of proficiency for the school/community relations standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☐ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Develops an effective and interactive communications plan and public relations program. • Participates in school community activities. • Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs. • Creates and sustains a variety of opportunities for parent and community involvement in school activities. • Collaborates with staff to develop effective strategies for parents and the community to support students' learning. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Develops a somewhat effective and interactive communications plan and public relations program. • Participates in selected school community activities. • Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs in most cases. • Creates and sustains some opportunities for parent and community involvement in school activities. • Collaborates with staff to develop strategies for parents and the community to support students' learning. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Does not develop an effective and interactive communications plan and public relations program. • Rarely participates in school community activities. • Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. • Rarely considers diverse community interests and needs. • Misses opportunities for involving parents and the community in school activities. • Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. Other local criteria: _____

Evidence/Supporting Data: _____

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria:

Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☐ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation for all people. • Adheres to local, state, and federal requirements. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation in most circumstances. • Adheres to local, state, and federal requirements. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Inconsistently models respect, understanding, sensitivity, and appreciation for all people. • Usually adheres to local, state, and federal requirements. Other local criteria: _____

Evidence/Supporting Data: _____

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☐ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Demonstrates respect for others. • Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Communicates effectively with stakeholders to support school and district goals. • Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Demonstrates respect for others with few exceptions. • Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Typically communicates effectively with stakeholders to support school and district goals. • Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills on most occasions. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Inconsistently demonstrates respect for others. • Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Usually does not communicate effectively with stakeholders to support school and district goals. • Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Oral and/or written communication skills hinder effective interactions with stakeholders. Other local criteria: _____

Evidence/Supporting Data: _____

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☐ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Encourages staff to set goals for professional growth. • Shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Typically encourages staff to set goals for professional growth. • Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth. • Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Inconsistently encourages staff to set goals for professional growth. • Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____

Evidence/Supporting Data: _____

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☐ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Develops and implements an appropriate plan for professional development consistent with school and district goals. • Establishes and maintains a professional network with other administrators. • Complies with district and state professional development requirements. • Participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Develops and implements a plan for professional development. • Establishes and maintains a limited professional network with other administrators. • Complies with district and state professional development requirements. • Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Develops and implements an inappropriate plan for professional development. • Does not establish or maintain a professional network with other administrators. • Complies with district and state professional development requirements some of the time. • Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____

Evidence/Supporting Data: _____

Principal Summative Evaluation Form

Principal's Name:

Christina Melton

School Year:

2010-2011

School:

NRES

District:

Le/ Rich. 5

Performance Standard	Rating Profile		
	Exemplary	Proficient	Improvement Needed
1. Vision	X		
2. Instructional Leadership	X		
3. Effective Management	X		
4. Climate	X		
5. School/Community Relations	X		
6. Ethical Behavior	X		
7. Interpersonal Skills	X		
8. Staff Development	X		
9. Principal's Professional Development	X		

	Exemplary	Proficient	Improvement Needed
Overall Rating	X		

Christina Melton

Signature of Principal

4/14/11

Date

John A. Anderson

Signature of Evaluator

Date

4/14/11

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

Christina Metton

South Carolina Department of Education
Program for Assisting, Developing, and Evaluating Principal Performance
Principal Procedures/Assurance Form

The PADEPP Principal Procedures/Assurance Form contains a listing of the major activities to be completed prior to and during the evaluation of the principal. At the completion of the evaluation process, the evaluator and the principal complete and sign the Principal Procedures/Assurance Form to document that the principal's evaluation has been conducted as required.

Major Activities

1. *Orientation for Principals*

Yes No

Principal received an orientation to the *Program for Assisting, Developing, and Evaluating Principal Performance*, PADEPP Standards and Criteria, as well as a copy of Regulation 43-165.1 governing the principal evaluation process.

☒ ()

2. *Formative Conferences*

a. Evaluator met with the principal to discuss the Principal Evaluation Instrument, procedures, and goals (by September 15 or within one month of hire date)

☒ ()

b. Evaluator clarified questions concerning PADEPP Standards and Criteria

☒ ()

c. Evaluator informed principal of district expectations and requirements for data collection.

☒ ()

3. *Progress Check and Feedback*

Evaluator met with the principal to review the principal's progress.

☒ ()

Dates of conferences (minimum of three annually):

a. Orientation

10-28-10

b. Midterm

2-4-11

c. End-of-Year

4/14/11

4. *Summative Conference*

a. Evaluator reviewed with the principal the completed Principal Evaluation Instrument(s).

☒ ()

b. Based on identified strengths and weaknesses, and the school's strategic plan, the principal developed his/her annual Professional Development Plan (with the supervisor's approval of the principal's goals).

☒ ()

c. Principal received a copy of the completed Principal Evaluation Instrument.

☒ ()

Helen Anderson

Signature of Evaluator

10/28/10

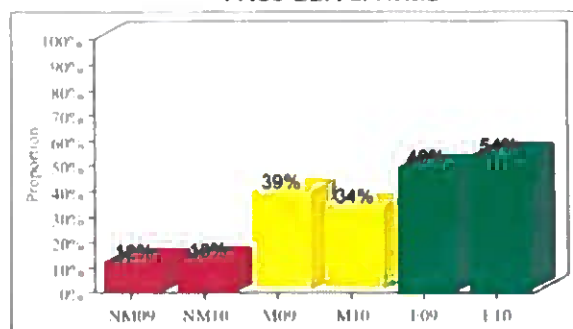
Date

Signature of Principal

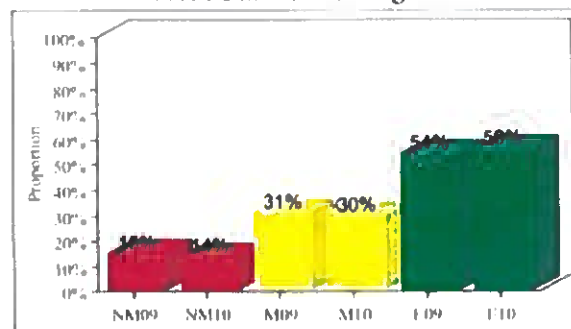
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Principal Procedures /Assurance Form

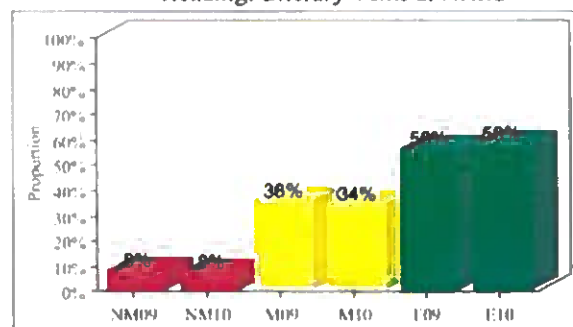
PASS ELA at NRES



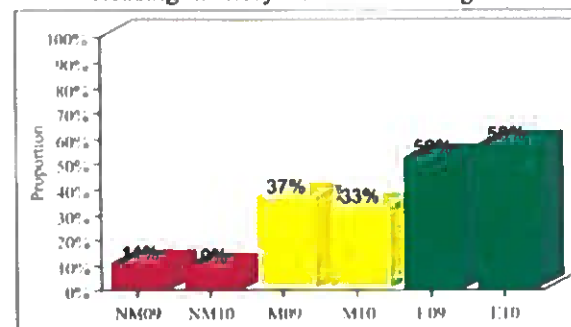
PASS ELA for D5 for grades 3 - 5



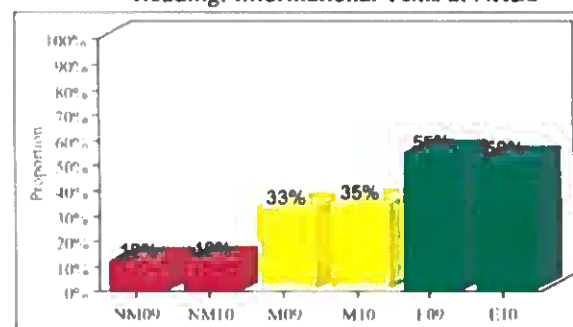
Reading: Literary Texts at NRES



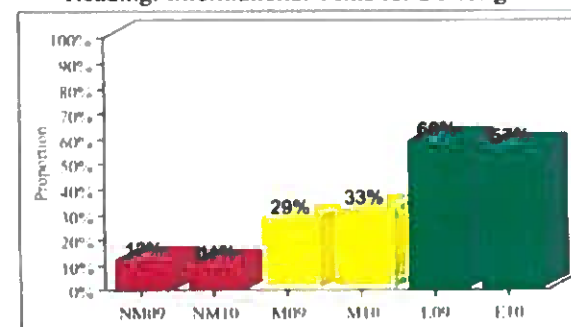
Reading: Literary Texts for D5 for grades 3 - 5



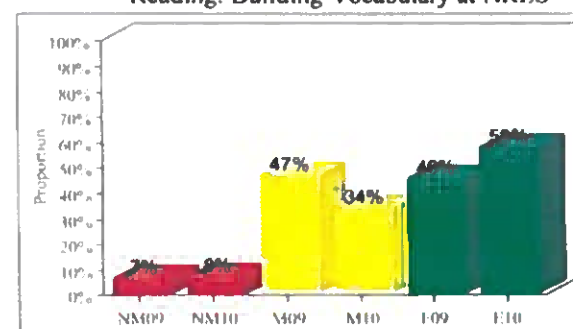
Reading: Informational Texts at NRES



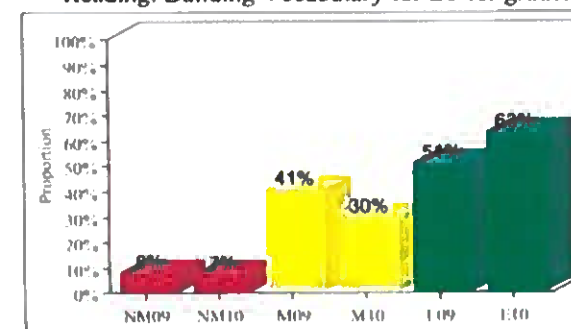
Reading: Informational Texts for D5 for grades 3 - 5



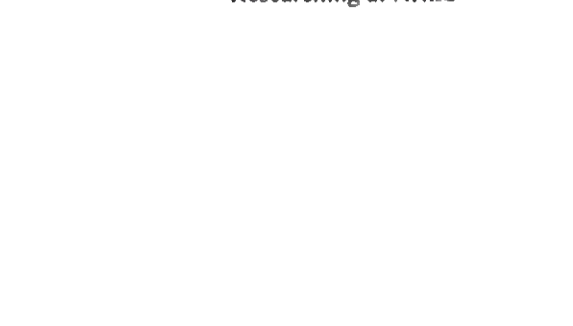
Reading: Building Vocabulary at NRES



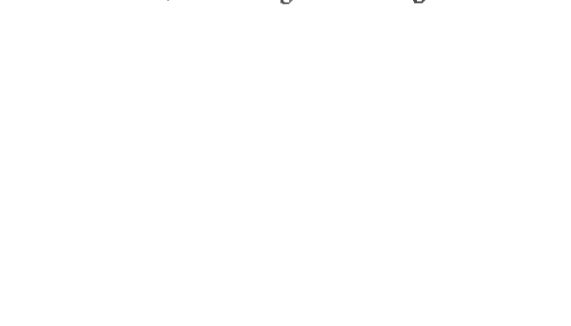
Reading: Building Vocabulary for D5 for grades 3 - 5

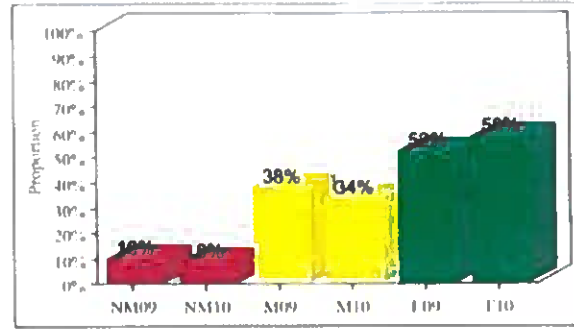
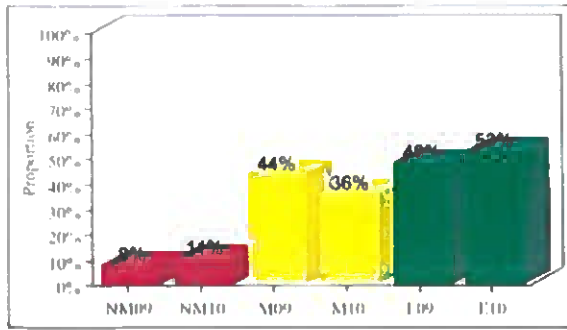


Researching at NRES

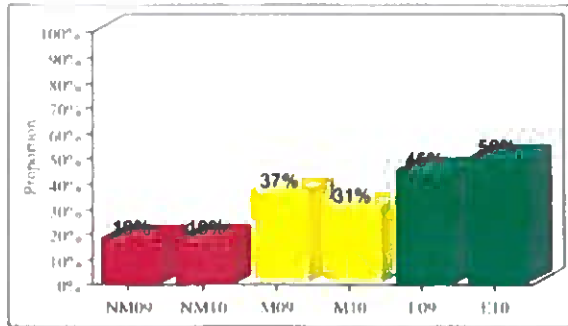


Researching for D5 for grades 3 - 5

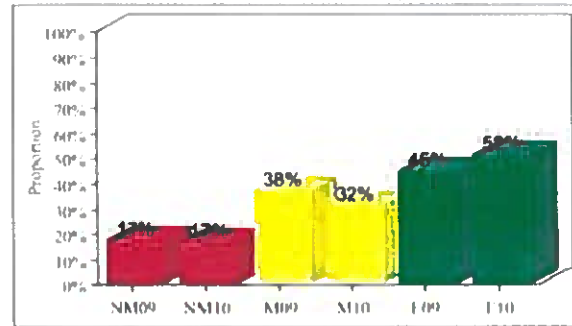




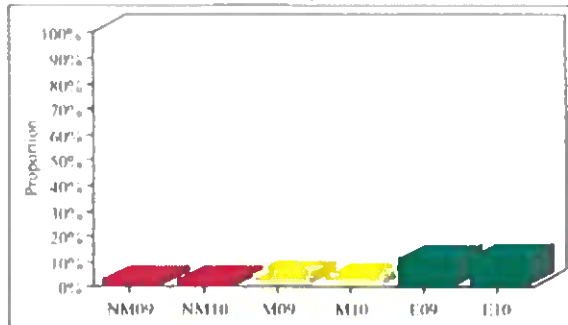
PASS MAT at NRES



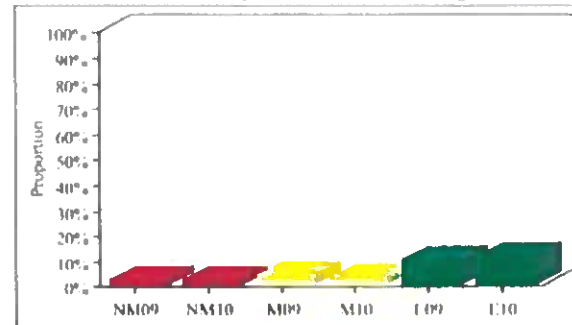
PASS MAT for D5 for grades 3 - 5



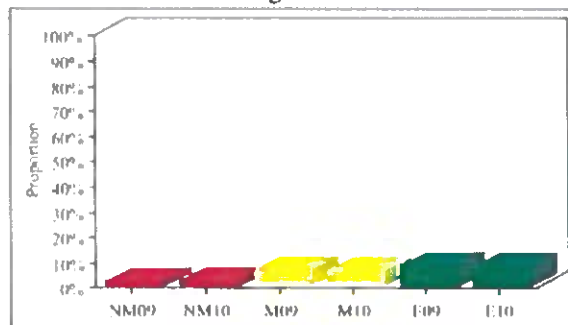
Numbers & Operations at NRES



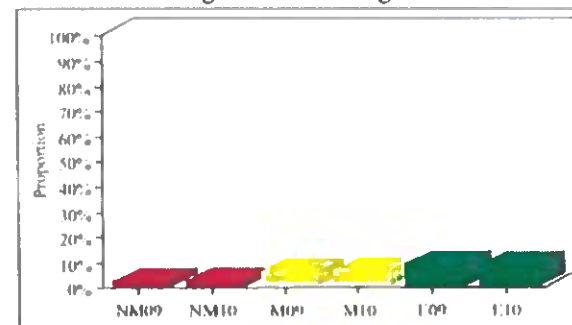
Numbers & Operations for D5 for grades 3 - 5



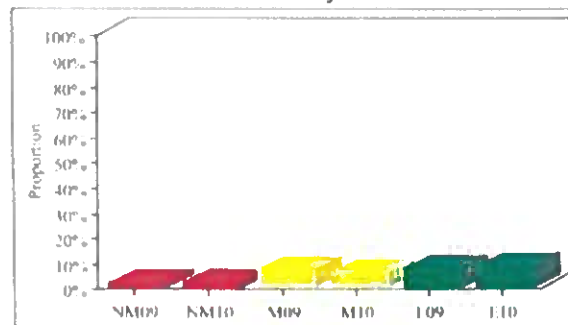
Algebra at NRES



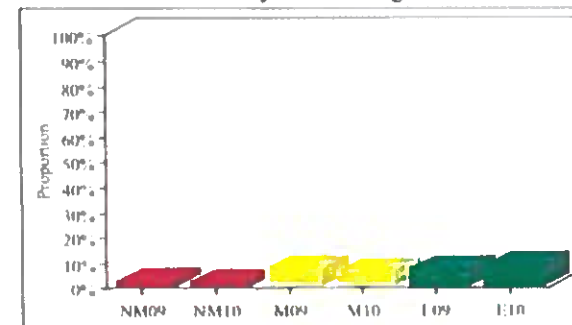
Algebra for D5 for grades 3 - 5



Geometry at NRES



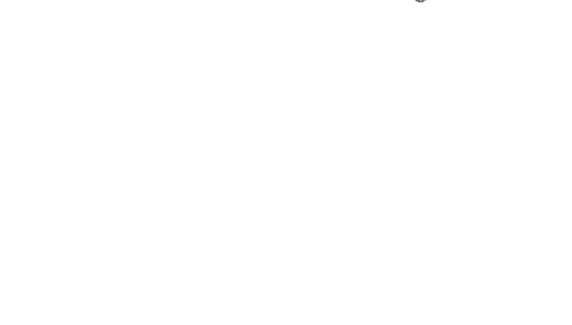
Geometry for D5 for grades 3 - 5

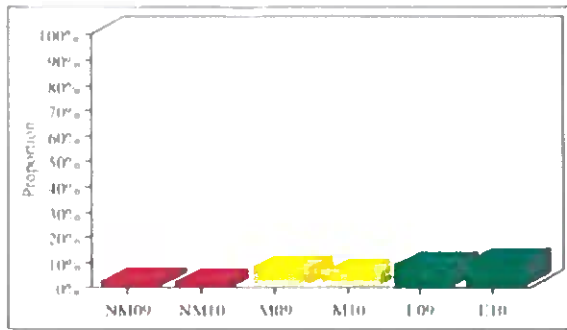


Measurement at NRES

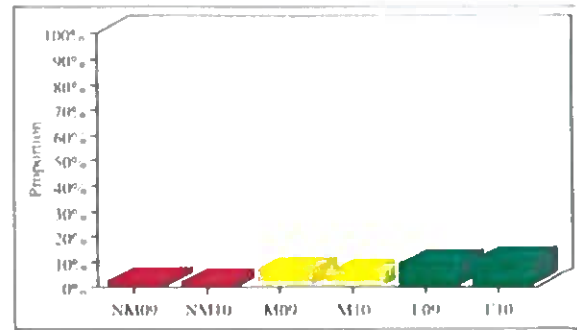


Measurement for D5 for grades 3 - 5

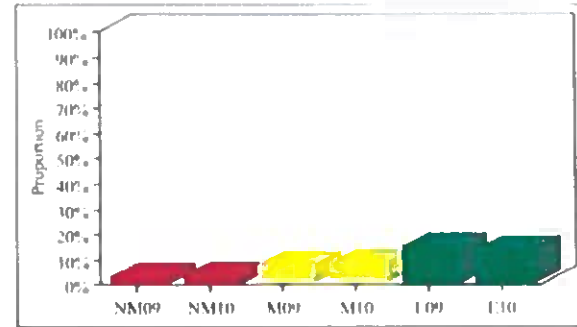
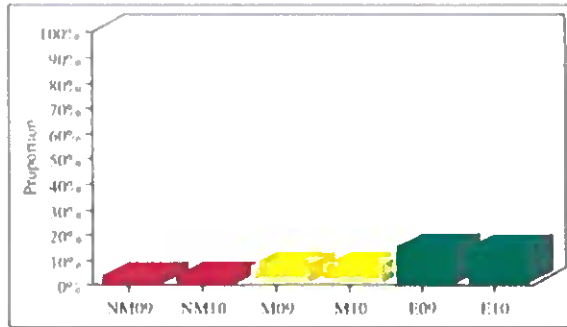




Data Analysis & Probability at NRES



Data Analysis & Probability for D5 for grades 3 - 5



NRES MAP Data 2010-2011

Math*

YEAR	Grade	Not Met	Met	Exemplary
Fall 10-11	1	28 (38%)	21 (29%)	24 (33%)
Fall 10-11	2	21 (37.5%)	15 (26.7%)	20 (35.7%)
Fall 10-11	3	17 (22%)	27 (36%)	32 (42%)
Fall 10-11	4	23 (30%)	23 (30%)	31 (40%)
Fall 10-11	5	16 (17%)	36 (38%)	44 (46%)

Math*

YEAR	Grade	Not Met	Met	Exemplary	Not Met Interventions
Spr. 10-11	1	11 (16%)	18 (27%)	39 (57%)	8=NW, 4=Rtl
Spr. 10-11	2	10 (15%)	14 (22%)	41 (63%)	1=SC, 4=R, 3=NW
Spr. 10-11	3	13 (16%)	22 (28%)	45 (56%)	1=SC, 4=R, 7=NW, 1=New
Spr. 10-11	4	15 (19%)	35 (44%)	30 (38%)	5=SC, 4=R, 2=Rtl, 2=NW
Spr. 10-11	5	12 (12%)	42 (42%)	48 (47%)	4=SC, 3=R, 5=NW, 1=Rtl

Reading*

YEAR	Grade	Not Met	Met	Exemplary
Fall 10-11	1	23 (32%)	18 (25%)	32 (43%)
Fall 10-11	2	18 (32%)	16 (29%)	21 (38%)
Fall 10-11	3	20 (26%)	11 (14%)	45 (59%)
Fall 10-11	4	17 (22%)	34 (45%)	25 (33%)
Fall 10-11	5	11 (11%)	31 (32%)	54 (56%)

Reading*

YEAR	Grade	Not Met	Met	Exemplary	Not Met Interventions
Spr. 10-11	1	14 (19%)	12 (16%)	49 (65%)	10=RR, 3=Rtl
Spr. 10-11	2	9 (14%)	10 (15%)	46 (71%)	1=SC, 5=R, 1=Rtl, 1=New/Rtl, 1=Testing
Spr. 10-11	3	14 (18%)	9 (11%)	56 (71%)	2=SC, 6=R, 1=New, 2=Rl, 2=ESOL
Spr. 10-11	4	19 (25%)	24 (31%)	34 (44%)	5=SC, 4=R, 1=Rl, 3=Rtl, 1=Sched, Rtl
Spr. 10-11	5	9 (9%)	28 (28%)	65 (63%)	4=SC, 3=R, 1=Rl, 1=Sched, Rtl

MATH

Year	Grade	1-33%ile
Fall 10-11	1	28 (38%)
Fall 10-11	2	22 (37%)
Fall 10-11	3	14 (19%)
Fall 10-11	4	19 (24%)
Fall 10-11	5	12 (12%)

Year	Grade	1-33%ile
Spr 10-11	1	14 (16%)
Spr 10-11	2	10 (15%)
Spr 10-11	3	13 (16%)
Spr 10-11	4	20 (25%)
Spr 10-11	5	14 (14%)

READING

Year	Grade	1-33%ile
Fall 10-11	1	28 (38%)
Fall 10-11	2	22 (47%)
Fall 10-11	3	20 (27%)
Fall 10-11	4	19 (27%)
Fall 10-11	5	10 (19%)

Year	Grade	1-33%ile
Spr 10-11	1	14 (16%)
Spr 10-11	2	12 (18%)
Spr 10-11	3	16 (20%)
Spr 10-11	4	22 (29%)
Spr 10-11	5	15 (15%)

MAP Testing Fall-Spring 2010-11

TEACHER	MATH		MATH		READING		READING		LA		LA	
	FALL Students	TOTAL NOT MET	SPRING Students	TOTAL NOT MET	FALL Students	TOTAL NOT MET	SPRING Students	TOTAL NOT MET	FALL Students	TOTAL NOT MET	SPRING Students	TOTAL NOT MET
MEAN	179.5	Fail	190.8	Spring	179.7	Fail	189.6	Spring	-	-	-	-
Hartley	17	8	18	6	17	10	18	4	-	-	-	-
Kennedy	17	11	17	4	17	11	17	7	-	-	-	-
Newell	17	7	18	3	17	9	18	2	-	-	-	-
Schiesser	10	5	10	2	10	7	10	3	-	-	-	-
Second Grade Total	61	(31)	43	(15)	61	(37)	43	(16)	-	-	-	-
MEAN	192.1		202.4		191.6		199.0		192.6		200.5	
Anfin	12	7	15	5	12	9	15	7	12	7	15	9
Kotula	14	3	15	0	14	1	15	1	14	2	15	3
Lambert	17	1	18	3	17	1	18	1	17	3	18	1
McDaniel	16	8	15	3	16	10	15	4	16	9	15	5
Richardson	15	6	15	4	15	7	15	6	15	8	15	5
Third Grade Total	74	(26)	78	(15)	74	(28)	78	(19)	74	(29)	78	(23)
MEAN	203.0		211.4		200.1		205.8		201.0		207.0	
Cumalander	16	8	18	10	16	7	18	8	16	9	18	11
Drum	19	5	19	4	19	5	19	6	19	5	19	4
Whisonant	20	4	21	6	20	8	21	6	20	8	21	7
Whitecotton	18	7	19	9	19	8	19	4	19	8	19	9
Fourth Grade Total	73	(24)	77	(29)	73	(28)	77	(24)	73	(30)	77	(31)
MEAN	211.7		219.2		206.7		211.1		207.2		211.8	
Beckham	21	4	20	2	21	5	20	2	21	3	20	3
Powers	19	5	19	4	19	4	19	3	19	5	19	2
Quarles	20	7	20	4	20	7	20	1	20	8	20	4
Riddick	19	7	20	7	19	11	20	6	19	9	20	10
Valiant	21	7	20	5	21	6	20	3	21	6	20	5
Fifth Grade Total	100	(30)	99	(22)	100	(28)	99	(15)	100	(31)	99	(24)
School Total	308	111		81	308	121		74	308	90		78

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways the school principal is the most important and influential in any school....It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become....If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability one can almost always point to the principal's leadership as the key to success."

(United States Senate Report, 1972)

Directions:

This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Principal's Name	Date
	
Name of Superintendent Designee	Date
	

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria:

Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Involves stakeholders (e.g., school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision. • Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school. • Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. • Implements, evaluates, and refines the plan of action for achieving the school's vision. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Involves some stakeholders (e.g., school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision. • Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school. • Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community. • Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Involves few stakeholders (e.g., school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision. • Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school. • Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis. • Fails to implement, evaluate or refine the plan of action for achieving the school's vision. Other local criteria: _____

Evidence Supporting Data _____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria:

Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary The principal's performance is characterized by <u>most</u> of the following:	☐ Proficient The principal's performance is characterized by <u>most</u> of the following:	☐ Improvement Needed The principal's performance is characterized by <u>most</u> of the following:
• Sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates proficiency in analyzing research and assessment data. • Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards. Other local criteria: _____	• Generally sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates some proficiency in analyzing research and assessment data. • Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of most instructional programs to promote the achievement of academic standards. Other local criteria: _____	• Rarely sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates little proficiency in analyzing research and assessment data. • Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Rarely monitors or evaluates the effectiveness of instructional programs to promote the achievement of academic standards. Other local criteria: _____

Evidence Supporting Data: _____

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria:

Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in sources of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Seeks and allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements. • Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Often seeks, and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to most local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data. • Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Rarely seeks and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements. • Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements. • Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students. • Does not ensure the maintenance of a clean and aesthetically pleasing school environment. Other local criteria: _____

Evidence Supporting Data: _____

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.

Criteria:

Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Initiates and maintains strategies to promote collegiality and collaboration among the staff. • Involves parents, students, and the community in efforts to create and maintain a positive learning environment. • Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner. • Deals with student misconduct in a prompt and effective manner. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time. • Involves some parents, students, and community members in efforts to create and maintain a positive learning environment. • Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner the majority of the time. • Usually deals with student misconduct in a prompt and effective manner. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff. • Involves few parents, students, or the community in efforts to create and maintain a positive learning environment. • Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students. • Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. • Rarely manages conflict and crisis situations in an effective and timely manner. • Infrequently deals with student misconduct in a prompt and effective manner. Other local criteria: _____

Evidence Supporting Data: _____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community relations standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Develops an effective and interactive communications plan and public relations program. • Participates in school community activities. • Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs. • Creates and sustains a variety of opportunities for parent and community involvement in school activities. • Collaborates with staff to develop effective strategies for parents and the community to support students' learning. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Develops a somewhat effective and interactive communications plan and public relations program. • Participates in selected school community activities. • Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs in most cases. • Creates and sustains some opportunities for parent and community involvement in school activities. • Collaborates with staff to develop strategies for parents and the community to support students' learning. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Does not develop an effective and interactive communications plan and public relations program. • Rarely participates in school community activities. • Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. • Rarely considers diverse community interests and needs. • Misses opportunities for involving parents and the community in school activities. • Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. Other local criteria: _____

Evidence Supporting Data:

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria:

Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation for all people. • Adheres to local, state, and federal requirements. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation in most circumstances. • Adheres to local, state, and federal requirements. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Inconsistently models respect, understanding, sensitivity, and appreciation for all people. • Usually adheres to local, state, and federal requirements. Other local criteria: _____

Evidence Supporting Data: _____

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Demonstrates respect for others. • Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Communicates effectively with stakeholders to support school and district goals. • Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Demonstrates respect for others with few exceptions. • Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Typically communicates effectively with stakeholders to support school and district goals. • Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills on most occasions. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Inconsistently demonstrates respect for others. • Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Usually does not communicate effectively with stakeholders to support school and district goals. • Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Oral and/or written communication skills hinder effective interactions with stakeholders. Other local criteria: _____

Evidence Supporting Data: _____

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria:

Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth • Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Encourages staff to set goals for professional growth. • Shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Typically encourages staff to set goals for professional growth. • Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: • Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth. • Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Inconsistently encourages staff to set goals for professional growth. • Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____

Evidence Supporting Data: _____

Standard 2: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria:

Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for nuances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

☒ Exemplary	☐ Proficient	☐ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following: - Develops and implements an appropriate plan for professional development consistent with school and district goals. - Establishes and maintains a professional network with other administrators. - Complies with district and state professional development requirements. - Participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: - Develops and implements a plan for professional development. - Establishes and maintains a limited professional network with other administrators. - Complies with district and state professional development requirements. - Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____	The principal's performance is characterized by <u>most</u> of the following: - Develops and implements an inappropriate plan for professional development. - Does not establish or maintain a professional network with other administrators. - Complies with district and state professional development requirements some of the time. - Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____

Evidence Supporting Data: _____

SOUTH CAROLINA PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

Academic School Year: 2010-2011

District: District Five of Lexington and Richland Counties

Name of School: Nursery Road Elementary School

Name of Principal Dr. Christina Melton

Name of Evaluator Helen Anderson Position Chief Instructional Officer

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #1: SACS Goal: By 2015, 100% of certified staff will participate in professional development opportunities that support learning communities as defined by the national Staff Development Council, or NSCD.

SMART Goal: Instructional Team Goal – Provide on-going support as we implement, monitor, and measure the effect of school PLCs on 2010-2011 student achievement.

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I DO TO ACCOMPLISH MY GOAL?	Conduct training for facilitators. Meet with facilitators for agenda planning followed by reflection/coaching. Observe PLCs/offer feedback. Meet twice per month with instructional leadership team. Assign instructional leadership team members to support/observe PLCs. Send team to Formative Assessment Conference ("Atlanta Team"). Meet with Atlanta Team to implement and improve formative assessments.
2. PROGRESS-HOW WILL I MEASURE PROGRESS? BY WHAT DATE WILL THIS GOAL BE COMPLETED?	MAP data. Dominie data Classroom observations PLC observations
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	Scheduling times to meet with Atlanta Team that will not conflict nor will disrupt instruction.
4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	Instructional leadership team (administrators and coaches). PLC facilitators.
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	Individual celebrations with PLCs. PASS Rally following MAP and before PASS. PLC Celebration in May.
6. RESOURCES-WHAT INTERNAL/EXTERNAL RESOURCES WILL I USE?	Primary Resource: Human resources, our faculty. Secondary Resource: Substitutes, if needed, for Atlanta team to meet.
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	Improved student achievement. Capacity within faculty.

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #2: SACS Goal: By 2010, 90% of students in grades 2-5 will meet or exceed the "math status norms" as defined by NWEA.

SMART Goal: By June, 2011, Nursery Road Elementary will implement a math intervention program (Number Worlds) in 2nd-5th grades to increase student achievement and reduce the achievement gap within AYP subgroups.

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	Hire Math Interventionist. Purchase selected materials. Use data to select students (ongoing selection). Meet with all parties involved – interventionist, resource teachers, math coach, administrative team, and math teachers. Observations.
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	Progress will be measured through formative assessments including Number Worlds assessments; classroom assessments; MAP; and PASS. Completed first phase: June, 2011.
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	Scheduling students. Scheduling various meeting that accommodate all. Aligning Number Worlds curriculum with Everyday Math. Training certified and paraprofessional staff.
4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	Administrative Team Math Interventionist Math Coach Students Math Teachers Parents
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	Notes Shout Outs WOW Pins Announce celebrations to faculty/staff, SIC, PTO; and in newsletters.
6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	Primary Resource: Human Resources. Secondary Resources: Title I funds; Special Education funds to purchase supplies and materials.
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	Improved student achievement; reduced achievement gap.

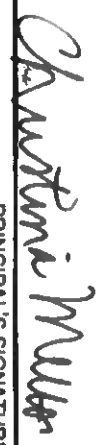
Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

GOAL #1

- ☒ Assessment Results
☐ Principal Summative Evaluation
☒ School Renewal Plan
☐ District Strategic Plan

GOAL #2

- ☒ Assessment Results
☐ Principal Summative Evaluation
☒ School Renewal Plan
☐ District Strategic Plan

MONITORING STAGES	PRINCIPAL'S SIGNATURE	EVALUATOR'S SIGNATURE
IMPLEMENTATION (Pre-Conference)	 PRINCIPAL'S SIGNATURE Today's date: 10/28/10	 EVALUATOR'S SIGNATURE Today's date: 10/29/10
FEEDBACK (Mid-Year Conference)	 PRINCIPAL'S SIGNATURE Today's date: 2/9/11	 EVALUATOR'S SIGNATURE Today's date: 2/9/11
END-OF-THE-YEAR	PRINCIPAL'S SIGNATURE Today's date:	 EVALUATOR'S SIGNATURE Today's date: 4/14/11
COMMENTS:		

PROFILE NUMBER: 249-63-9064

THIS CERTIFICATE IS A COPY IF THE BLUE COLORED BACKGROUND IS ABSENT		
South Carolina State Board of Education		
Educator Certificate		
Christina Sullivan Melton		
Certificate Number	Social Security Number	Validity Period
172733		07/01/03 TO 06/30/08
Professional Certificate	Class	Experience
	Masters Plus 30	10
Area of Certification		
71 - Elementary Principal		
85 - Early Childhood		
73 - Elementary Supervisor		
<i>Inez Moore Tenenbaum</i> INEZ MOORE TENENBAUM STATE SUPERINTENDENT OF EDUCATION		Date Printed 06/04/04
THIS CERTIFICATE IS A COPY IF THE BLUE COLORED BACKGROUND IS ABSENT		

PROFILE NUMBER: [REDACTED]
FULL NAME: Melton, Christina Denise
APPLICANT E-MAIL: lcmelton@chestertel.com
PHONE: [REDACTED]
DATE APPLICATION LAST MODIFIED: 4/27/2007
 Mozilla/4.0 (compatible; MSIE 6.0; Windows NT 5.1; SV1)

This application is finalized and available for viewing.

SECTION I PERSONAL INFORMATION

Lastname	Firstname	Middlename	Maiden Name
Melton	Christina	Denise	Sullivan
Social Security Number	Name at Birth	Any former names used	
[REDACTED]	Christina	1.	2.
Present Address: [REDACTED]			
City: [REDACTED]		State: SC	Zip Code: [REDACTED]
Permanent Address (If not same as above):			
City:		State:	Zip Code:
Present Telephone: [REDACTED]		Permanent Telephone: [REDACTED]	

SECTION II POSITION DESIRED

Preferred Assignment (specify grade levels and subjects):

First Choice Elementary Elementary Supervisor	Special Education Preferred Area(s):
Second Choice Elementary Elementary Principal	Vocational Preferred Area(s):
Third Choice Elementary Administration	Other: Parental involvement, curriculum/prof. dev.
If you also wish to be considered for a coaching assignment, list sports in order of preference. Attach an athletic resume that includes your experiences and records in preferred sports.	
What student activities are you willing to sponsor? Student activities play an important role in education. I would be willing to sponsor or assist with academic clubs, student government organizations, and parent involvement organizations.	
What proficiencies do you have in computer technology? I have had many opportunities to enhance my technology skills to support educational practices in a variety of experiences. Currently, I serve as an elementary technology school principal which has broadened my application skills and selection of appropriate technology resources. I am capable of using standard software programs including word processing, spread sheets, creating publications (brochures, newsletters, etc.), PowerPoint, various packaged software, and interactive technology devices. I have had opportunities to train teachers in using these programs and other forms of technology through professional development.	

SECTION III CERTIFICATION INFORMATION

Do you presently hold a valid S.C. credential?	Yes	
Type of credential: Professional	1	Other: Please Specify: Early Childhood Education
Credential Number:	172733	Expiration Date: 06-30-03
Are you applying to be certified through the Program of Alternative Certification for Educators?	No	If yes, do you have a letter of eligibility? No
Indicate areas you are certified or anticipate receiving S.C. certification in:		
(a.)Elementary Supervisor	(b.)Elementary Principal	
(c.)Early Childhood Education	(d.)	
Do you presently hold a valid credential from another state?	No	
If yes, indicate state:	and areas of certification:	
(a.)	(b.)	
(c.)	(d.)	
The National Teacher Examination (NTE)/PRAXIS Series Test are required for all applicants including those from state with reciprocity agreements.		
Have you taken the NTE (required through 06/30/99)?	Yes	If yes, when? 03-06-93
Professional Knowledge score:	662	Area score: 650
Have you taken the Praxis (required 07/01/99)?	Yes	If not, when do you plan to take it?
Principles of Learning tests scores:		
Praxis II Subject Assessment 1 scores:		
Praxis II Subject Assessment 2 scores:		
Praxis II Subject Assessment 3 scores:		
Praxis II Subject Assessment 4 scores:		
S.C. Trade Exam?	No	If no, when do you plan to take it?
If you have never been issued a S.C. license, please attach a copy of your NTE/PRAXIS scores. NTE/PRAXIS scores may be requested from:		
NTE/The PRAXIS Series; ETS, P.O. Box 6051, Princeton, NJ 08541-6051		

NOTE: PLEASE SUBMIT A COPY OF YOUR TEACHING CREDENTIAL, YOUR NTE/PRAXIS II REPORT, AND YOUR SOCIAL SECURITY CARD.

SECTION IV EDUCATIONAL AND PROFESSIONAL TRAINING

Dates		Name and Location of College or University (Graduate or undergraduate)	Degree Received	Major	Minor
From	To				
08-02	05-04	Winthrop University Rock Hill, SC	MEd	Educational Leadership	
07-90	08-93	University of South Carolina Columbia	BAIS	Early Childhood Education	
08-93	05-95	University of South Carolina Columbia, SC	MEd	Early Childhood Education	

SECTION V STUDENT TEACHING (If completed within the last three years)

Dates		Grades or Subjects	Name, Addresses, and Telephone Numbers of Supervising Teachers	Name, Addresses, and Telephone Numbers of Schools
From	To			
No student teaching recorded.				

SECTION VI EMPLOYMENT RECORD (Teaching experience only)

Dates		Grades or Subjects	Name, Addresses, and Telephone Numbers of Schools	Reason for Leaving
From	To			
08-93	06-99	First Grade	Lewisville Elementary School 4006 Lewisville High School Road Richburg SC 29729	changed positions
08-99	06-03	Curriculum Resource	Lewisville Elementary School 4006 Lewisville High School Road Richburg, SC 29729	to pursue educational leadership position
07-03	05-04	Assistant Principal	Lewisville Middle School Highway 9 Richburg, SC - 29729	Promotion
06-04	06-05	Principal	Chester Park Intermediate 835 Lancaster Highway Chester. SC - 29706	Transformed school into a technology school of choice
07-05	Present	Principal	Chester Park Center of Literacy through Technology 835 Lancaster Highway Chester, SC - 29706	Currently employed

National Board of Professional Teaching Standards Certified: No

Total Years of Teaching Experience: 14

Total Years of Teaching Experience in S.C.: 14

If you have vocational experience, how many years in the trade area do you have? NA

SECTION VII EMPLOYMENT RECORD

(Other than teaching and including part-time)

Dates		Position	Name and Address of Employer	Reason for Leaving
From	To			
No other employment recorded.				

See bottom of page for references (Section VIII).

SECTION IX PERSONAL AND PROFESSIONAL INFORMATION

1.	Are you currently under contract?	Yes	Expiration Date:	06-07
	Where?	Chester County School District,, Chester Park Center of Literacy through Technology		
	When are you available?	July 2007		
2.	Have you ever been evaluated using ADEPT (SC's Teacher Evaluation Model)			No
	Most recent contract held:	Continuing Contract		
3.	Have you ever been involuntarily terminated, not had your contract renewed, or have you ever resigned from any employment in lieu of being terminated from employment?			
	No If yes, explain:			
4.	Have you ever been convicted by federal, state, or other law enforcement authorities or pleaded nolo contendere (no contest) for violation of any federal law, state law, county or municipal law, regulation, or ordinance, including fraudulent checks? (Do not include any offense or minor traffic violations for which a fine of \$30 or less was imposed.)			
	No If yes, explain:			
5.	Have you failed to meet standard on any evaluation instrument during your most recent evaluation?			
	No If yes, explain:			
6.	Did you participate in the S.C. Teacher Cadet Program?	No		
7.	Are you a Teaching Fellows Graduate?	No		

OPTIONAL APPLICANT INFORMATION

Date of Birth:	[REDACTED]
Gender:	F
Ethnic Origin:	White/Non-Hispanic
Desired Position:	A position involving curriculum, staff development, parental involvement, and/or educational leadership (administration)
U.S. Citizen:	Yes

SECTION VIII

REFERENCES

The following references are those submitted ONLINE.

Additional references may be included in the scanned images at the bottom of this page.

IMPORTANT: APPLICANTS SHOULD SUPPLY REFERENCES THAT HAVE DIRECT KNOWLEDGE OF THEIR WORK. IMMEDIATE SUPERVISOR OR THE MOST CURRENT SUPERVISOR IS REQUESTED. FAILURE TO PROVIDE REFERENCES OF THIS SCOPE MAY DELAY THE APPLICATION.

Applicant has waived his/her right to review references.

	Name and Position	Complete Address	Telephone Number (including area code)
View Reference	Helgesen, Corey James Assistant Principal submitted on 1/7/2007 9:44:32 PM	[REDACTED] Chester	[REDACTED]
View Reference	Cummings, Steven B. Principal submitted on 1/8/2007 9:01:54 AM	[REDACTED] Chester SC 29706	[REDACTED]
View Reference	Cook, ED.D, Jack Phillip Graduate Professor of Educational Leadership Studies submitted on 1/8/2007 11:25:52 AM	Winthrop University 304 Withers Hall Rock Hill SC 29733	[REDACTED]
View Reference	Stringfellow, Rita S. Ex. Director of HR submitted on 1/15/2007 4:49:11 PM	[REDACTED] Chester, SC SC 29706	[REDACTED]

PROFILE NUMBER: [REDACTED]
FULL NAME: Melton, Christina Denise
APPLICANT E-MAIL: lcmelton@chestertel.com
PHONE: [REDACTED]
DATE APPLICATION LAST MODIFIED: 4/27/2007
 Mozilla/4.0 (compatible; MSIE 6.0; Windows NT 5.1; SV1)

This application is finalized and available for viewing.

SECTION I

PERSONAL INFORMATION

Lastname	Firstname	Middlename	Maiden Name
Melton	Christina	Denise	Sullivan
Social Security Number	Name at Birth	Any former names used	
[REDACTED]	Christina	1.	2.
Present Address: [REDACTED]			
City: [REDACTED]		State: [REDACTED]	Zip Code: [REDACTED]
Permanent Address (If not same as above):			
City:		State:	Zip Code:
Present Telephone: [REDACTED]		Permanent Telephone: [REDACTED]	

SECTION II

POSITION DESIRED

Preferred Assignment (specify grade levels and subjects):

First Choice Elementary Elementary Supervisor	Special Education Preferred Area(s):
Second Choice Elementary Elementary Principal	Vocational Preferred Area(s):
Third Choice Elementary Administration	Other: Parental involvement, curriculum/prof. dev.
If you also wish to be considered for a coaching assignment, list sports in order of preference. Attach an athletic resume that includes your experiences and records in preferred sports.	
What student activities are you willing to sponsor? Student activities play an important role in education. I would be willing to sponsor or assist with academic clubs, student government organizations, and parent involvement organizations.	
What proficiencies do you have in computer technology? I have had many opportunities to enhance my technology skills to support educational practices in a variety of experiences. Currently, I serve as an elementary technology school principal which has broadened my application skills and selection of appropriate technology resources. I am capable of using standard software programs including word processing, spread sheets, creating publications (brochures, newsletters, etc.), PowerPoint, various packaged software, and interactive technology devices. I have had opportunities to train teachers in using these programs and other forms of technology through professional development.	

SECTION III

CERTIFICATION INFORMATION

Check Cert Status

Do you presently hold a valid S.C. credential?	Yes	
Type of credential: Professional	1	Other: Please Specify: Early Childhood Education
Credential Number:	172733	Expiration Date: 06-30-03
Are you applying to be certified through the Program of Alternative Certification for Educators?	No	If yes, do you have a letter of eligibility? No
Indicate areas you are certified or anticipate receiving S.C. certification in:		
(a.)Elementary Supervisor		(b.)Elementary Principal
(c.)Early Childhood Education		(d.)
Do you presently hold a <u>valid</u> credential from another state?	No	
If yes, indicate state:	and areas of certification:	
(a.)	(b.)	
(c.)	(d.)	
The National Teacher Examination (NTE)/PRAXIS Series Test are required for all applicants including those from state with reciprocity agreements.		
Have you taken the NTE (required through 06/30/99)?	Yes	If yes, when? 03-06-93
Professional Knowledge score:	662	Area score: 650
Have you taken the Praxis (required 07/01/99)? Yes		
Principles of Learning tests scores:		If not, when do you plan to take it?
Praxis II Subject Assessment 1 scores:		
Praxis II Subject Assessment 2 scores:		
Praxis II Subject Assessment 3 scores:		
Praxis II Subject Assessment 4 scores:		
S.C. Trade Exam?	No	If no, when do you plan to take it?
If you have never been issued a S.C. license, please attach a copy of your NTE/PRAXIS scores. NTE/PRAXIS scores may be requested from:		
NTE/The PRAXIS Series; ETS, P.O. Box 6051, Princeton, NJ 08541-6051		

NOTE: PLEASE SUBMIT A COPY OF YOUR TEACHING CREDENTIAL, YOUR NTE/PRAXIS II REPORT, AND YOUR SOCIAL SECURITY CARD.

SECTION IV**EDUCATIONAL AND PROFESSIONAL
TRAINING**

Dates		Name and Location of College or University (Graduate or undergraduate)	Degree Received	Major	Minor
From	To				
08-02	05-04	Winthrop University Rock Hill, SC	MEd	Educational Leadership	
07-90	08-93	University of South Carolina Columbia	BAIS	Early Childhood Education	
08-93	05-95	University of South Carolina Columbia, SC	MEd	Early Childhood Education	

SECTION V**STUDENT TEACHING**
(If completed within the last three years)

Dates		Grades or Subjects	Name, Addresses, and Telephone Numbers of Supervising Teachers	Name, Addresses, and Telephone Numbers of Schools
From	To			
No student teaching recorded.				

SECTION VI**EMPLOYMENT RECORD**
(Teaching experience only)

Dates		Grades or Subjects	Name, Addresses, and Telephone Numbers of Schools	Reason for Leaving
From	To			
08-93	06-99	First Grade	Lewisville Elementary School 4006 Lewisville High School Road Richburg SC 29729	changed positions
08-99	06-03	Curriculum Resource	Lewisville Elementary School 4006 Lewisville High School Road Richburg, SC 29729	to pursue educational leadership position
07-03	05-04	Assistant Principal	Lewisville Middle School Highway 9 Richburg, SC - 29729	Promotion
06-04	06-05	Principal	Chester Park Intermediate 835 Lancaster Highway Chester, SC - 29706	Transformed school into a technology school of choice
07-05	Present	Principal	Chester Park Center of Literacy through Technology 835 Lancaster Highway Chester, SC - 29706	Currently employed

National Board of Professional Teaching Standards Certified: No
Total Years of Teaching Experience: 14

Total Years of Teaching Experience in S.C.: 14

If you have vocational experience, how many years in the trade area do you have? NA

SECTION VII

EMPLOYMENT RECORD

(Other than teaching and including part-time)

Dates		Position	Name and Address of Employer	Reason for Leaving
From	To			
No other employment recorded.				

See bottom of page for references (Section VIII).

SECTION IX

PERSONAL AND PROFESSIONAL INFORMATION

1.	Are you currently under contract?	Yes	Expiration Date:	06-07
	Where?	Chester County School District,, Chester Park Center of Literacy through Technology		
	When are you available?	July 2007		
2.	Have you ever been evaluated using ADEPT (SC's Teacher Evaluation Model)			No
	Most recent contract held:	Continuing Contract		
3.	Have you ever been involuntarily terminated, not had your contract renewed, or have you ever resigned from any employment in lieu of being terminated from employment?			
	No	If yes, explain:		
4.	Have you ever been convicted by federal, state, or other law enforcement authorities or pleaded nolo contendere (no contest) for violation of any federal law, state law, county or municipal law, regulation, or ordinance, including fraudulent checks? (Do not include any offense or minor traffic violations for which a fine of \$30 or less was imposed.)			
	No	If yes, explain:		
5.	Have you failed to meet standard on any evaluation instrument during your most recent evaluation?			
	No	If yes, explain:		
6.	Did you participate in the S.C. Teacher Cadet Program?	No		
7.	Are you a Teaching Fellows Graduate?	No		

SCANNED IMAGES:

(References submitted ONLINE are included above in Section VIII.)

Application	0 Pages	Certificate	2 Pages
Other	1 Pages	Reference	0 Pages
Resume	5 Pages	Testimonial	3 Pages
Manuscript		12 Pages	

[Print](#)

South Carolina State Board of Education
Educator Certificate

Christina Sullivan Melton
[REDACTED]
[REDACTED]

Certificate Number

172733

**Social Security
Number**

[REDACTED]

Validity Period

07/01/2003 - 06/30/2008

Professional Certificate

Class
Masters Plus 30

Experience
15

Areas of Certification

73 - Elementary Supervisor

71 - Elementary Principal

85 - Early Childhood



Jim Rex
State Superintendent of Education

Date Printed
10/28/2008

* Please refer to the back of this certificate for additional information.

REQUEST FOR PERSONNEL ACTION

CHECK APPROPRIATE BOX BELOW

New Hire ☒
 Transfer ☐
 Name Change ☐
 Address Change ☐
 Phone Change ☐
 Status Change ☐
 Budget Change ☐
 Termination ☐
 Leave of Absence ☐

Name: Christina Hefter Tel. No.: 803-989-3784 School: 186C
 Address: [REDACTED] Race: H Social Security: [REDACTED]
 Certificate No.: 174733 Date of Birth: [REDACTED]

POSITION INFORMATION

Effective Date: 7-1-07

Insurance: ☒ Add ☒ Delete ☐ Change ☐ No Change ☐

Assignment Before Change or Termination

Hours per week: <u>40</u>	Total FTE: <u>1.0</u>	Position:	FTE:	Budget No.:
Time From: <u>8</u> To: <u>5</u>	Category: <u>H</u>	Position:	FTE:	Budget No.:
(includes min for lunch)	Salary Class: <u>36</u>	Position:	FTE:	Budget No.:
Standard No. Days: <u>240</u>	Position Step: <u>7</u>	Position:	FTE:	Budget No.:
Actual No. Days: <u>240</u>	Yrs. Exp.: <u>7</u>	Position:	FTE:	Budget No.:
Contract Level:		Position:	FTE:	Budget No.:

Leave Days: Personal	Sick	Vacation							
New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt	New Position or Supplement/Position or Supplement Change	%	Sche	Step	Annual Amt

Add ☒ Delete ☐
 Position: Principal FTE: 1.0
 Budget Number: 100-233-111-000-52
 Person Replaced: Mary Kernerly

Add ☒ Delete ☐
 Position: Principal FTE: 1.0
 Budget Number: 100-233-111-000-52
 Person Replaced: Mary Kernerly

Add ☒ Delete ☐
 Position: Principal FTE: 1.0
 Budget Number: 100-233-111-000-52
 Person Replaced: Mary Kernerly

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