Conway Elementary School

Strategic Plan/School Renewal Plan

2011-16

HCS VISION:

Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

The mission of **Conway Elementary School** is to ensure that all students become independent problem solvers, lifelong learners, and responsible members of society through collaborative educational experiences which are meaningful, challenging, and developmentally appropriate.

OUR BELIEFS:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts.*

Foremost, we believe that...
Our purpose is to develop the potential of each student and ensure that all graduates become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that...
We have the obligation to challenge every student to meet higher academic standards *than his/her current level.*

In order to accomplish this, we believe that...
Our students deserve exceptional and passionate staff who share our core values. *Our core values are stated as expectations for staff members:*
- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with children.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

We believe...
Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And...
All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that...
Partnerships among family, community and school are imperative to students' social and academic success.

AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS
Teaching And Learning STUDENT ACHIEVEMENT	**Documenting And Using Results**	**Resources and Support Systems** TEACHER AND ADMINISTRATOR QUALITY SCHOOL CLIMATE	**Stakeholder Communication and Relationships**	**Governance And Leadership**
S T R A T E G I E S				
We will provide research-based curriculum and instructional methods that facilitate achievement for all students.	We will provide a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.	We will provide the human, financial, and physical resources and services necessary to support our vision and purpose of achievement for all students.	We will foster effective communications and relationships with and among our stakeholders.	We will provide governance and leadership that promote student performance and school/system effectiveness.

AREAS OF FOCUS
STRATEGIES/ACTION PLANS
QUALITY INDICATORS

AREA OF FOCUS:

TEACHING AND LEARNING

STUDENT ACHIEVEMENT

Quality Indicators

- Develops and implements curriculum based on clearly-defined expectations for student learning
- Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- Gathers, analyzes, and uses data and research in making curricular and instructional choices
- Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- Allocates and protects instructional time to support student learning
- Provides for articulation and alignment between and among all levels of schools
- Implements interventions to help students meet expectations for student learning
- Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- Provides comprehensive information and media services that support the curricular and instructional programs
- Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Implement Common Core curriculum for English language arts and math - Develop timelines - Conduct cross-walks - Revise curriculum documents - Develop plans for bridge year - Provide professional development for staff - Conduct information sessions for stakeholders	We will implement the Common Core curriculum for English language arts and math as follows: Ongoing professional development available to administrators, teachers, and support staff which will include: - Develop timelines for specific Common Core Standards - Conduct cross-walks to ensure adherence to timelines and monitor and assess teacher and student progress with timely feedback. - Instructional planning will utilize both state and district curriculum documents. - Develop plans for bridge year which would include giving teachers exposure to the common core standards in order	2012-13		Administration Teachers	Agendas, Sign-In Sheets, Plans, Schedules

	for them to become familiar; staff development; curriculum coach assistance and guidance throughout the process with feedback; common planning discussions which will include looking at similarities between current standards and common core in preparation for teaching it the next year. • Provide professional development for staff: Opportunity for two representatives to take part in the Black Belt Certification Course for Common Core; in-house courses to aid in the implementation of common core standards which will include exemplars and collaboration amongst grade levels and special area teams. • Conduct information sessions for stakeholders including PTO meetings, Family Math and Science Nights, and the creation of a parent information site on our school's webpage with links to the state's common core standards and expectations.				
Develop and implement standards and curriculum guides for courses lacking state standards • Identify courses lacking state standards • Consult national standards and best practices • Develop standards and curriculum guides for courses • Provide professional development for teachers in standards and curriculum guides	• N/A	2012-13		Administration Teachers	Instructional schedules, MAP/PASS data, data wall
Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity. • Identify intervention programs for all Tiers for ELA and Math K-12 • Provide professional development for staff in identified programs • Conduct information sessions for stakeholders to develop system-wide understanding	We will implement the RtI model including Tier II, Tier III-A and Tier III-B interventions. • Provide training for staff in identified programs such as Burst, Kaleidoscope, and NumberWorlds. • We will identify students performing below the 25th percentile and place them into reading and math intervention groups accordingly.	2012-13	State and District Funds	Administration Data Team	Classroom walkthroughs, instructional schedules, MAP/PASS data, data wall, sign-in sheets, agendas

• Monitor implementation and provide support • Collect data for program evaluation	• Conduct cross-walks to monitor and assess teacher and student progress with timely feedback. • Collect data for program evaluation through the specific program assessments as well as MAP results. • Provide data to show the effectiveness of tier programs to school improvement council. • Maintain open communication between classroom teachers, specialists, administrators and data team regarding individual student academic concerns.				
Develop a curriculum guide (PK – 12) for students with moderate to severe intellectual disabilities.	N/A	2012-13		District, administration	Classroom walkthroughs, formal observations, lesson plans
Revise eligibility criteria for special education. • Continue to refine protocols for students with specific learning disabilities • Revise district evaluation procedures to be consistent with new state eligibility standards for all categories of disabilities	We will adhere to district eligibility guidelines concerning students and their placement in tier programs.	2012-13		administration	Data wall, Individualized education plans
Implement comprehensive character development initiatives in all schools • Promote, emphasize and support school level initiatives for character development • Provide professional development for integrating lessons of character into classroom instruction in all subject areas • Monitor school level implementation of character education initiatives • Promote and initiate character related community partnerships • Provide ongoing support for the Covey Leadership model in Myrtle Beach Schools • Integrate lessons on character education within elementary guidance sessions (individual, small group, and classroom) and these activities will be promoted within community activities.	We will implement comprehensive character development initiatives in our school • Children will be taught the lifeskills. • On a weekly basis, a teacher will introduce the lifeskill through a demonstration or reading on our morning show. • Each teacher will be rewarded for efficiently demonstrating the weekly lifeskill with a certificate and a coupon provided by one of our partners in education. • Our guidance counselor will continue to create character education lessons for her classroom, small group, and individual sessions. • Provide professional development for integrating lessons concerning Positive Behavior Intervention Supports into	2012-Ongoing	Santee Cooper	Administrators and Teachers	Daily news show, Guidance, Award Programs, School newsletter & announcements, PBIS data, school webpage.

• Allow sharing sessions during staff development meetings for counselors to share promotional activities being utilized for character education development of students.	classroom instruction in all subject areas. • Administrators will ensure that our school is committed to providing lessons and rewarding students weekly. • Promote and initiate character related community partnerships through the continued support of Santee Cooper's donations for our reward treasure chest.				
Develop a comprehensive PK-12 ESOL model • Provide ongoing professional development to ensure appropriate ESOL services for students • Ensure effective teaching strategies are utilized in classrooms serving ESOL students • Conduct ESOL parent nights to discuss school and community resources • Expand technology tools available for ESOL students	• We will provide ongoing professional development to ensure appropriate ESOL services for students • Ensure effective teaching strategies are utilized in classrooms serving ESOL students • Conduct ESOL parent nights to discuss school and community resources	2012-13	School and District	Administration ESOL Teacher	Agendas, sign-in sheets, classroom walkthrough observations, lesson plans
Refine the gifted education programs • Refine protocols for high-achieving students not identified GT • Refine criteria for Honors and Accelerated course placement • Implement Mentoring Mathematical Minds in grades 3-5 • Continue to refine policies and procedures for grade advancement • Continue to develop and refine curricula • Ensure we have Twice Exceptional plans for serving students qualifying for special education and gifted education services • Increase AP course offerings and pass rates • Revise the District GT Program Plan • Continue to refine the District Artistically Gifted and Talented Identification and Services Plan	• We will implement Mentoring Mathematical Minds in grades 3-5. • Offer Pre-Algebra to students meeting district guidelines. • Adhere to district initiatives concerning grade advancement. • Provide staff development and support for identifying students who may qualify for services. • Provide enrichment opportunities for high-achieving students that are not identified as GT • Continued compacted Everyday Mathematics program in grades 3, 4, and 5. • Continued use of district resources for gifted ELA program.	2012-Ongoing	State and District	Administration GT teachers, District Coordinator	MAP Data CWTs Documentation of Pre and Post Testing in Mentoring Mathematical Minds Benchmark assessments
Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning • Provide professional development for teachers,	We will establish a school-wide expectation module, with an emphasis on student engagement and levels of questioning. • Provide professional development for	2012-13	District	Administration Curriculum coach	Data collection of CWTs Professional

coaches, principals, and district administrators on high-yield strategies, engagement, and levels of questioning • Conduct classroom walk-throughs using CWT tools • Monitor, analyze, and utilize CWT reports for trends • Plan additional professional development based on CWT results	teachers, coaches, principals and support staff on high-yield strategies, engagement techniques, and levels of questioning, utilizing the revised Bloom's Taxonomy. • Conduct classroom walk-throughs using CWT tools to monitor and assess school-wide compliance to module. • Administrators will provide timely feedback via iPad emails • Administrators will provide honest, regular feedback for teachers who are in need of further assistance with student engagement and levels of questioning. • Administrators will monitor, analyze, and utilize CWT reports for trends which will determine professional development for teachers and support staff. • Provide models for teachers by allowing them to visit classrooms in other schools.				Development Calendar teacher lesson plans
Increase student achievement in science and social studies. • Use data from state and district assessments for science and social studies to adjust curriculum, instruction, and assessment in grades 3-8 • Utilize and adhere to State support documents • Implement curriculum maps for grades 3-12 science and social studies. • Implement instructional models for science and social studies. • Provide professional development for teachers and monitor use of science kits in grades K-8 • Monitor instruction in US History according to HCS curriculum map and make adjustments after reviewing baseline data.	We will increase student achievement in science and social studies. • Use data from state and district assessments for science and social studies to adjust curriculum, instruction, and assessment in grades 3-5 • Utilize the E2T2 Grant (Grade 5) to allow students the one-to-one interaction with iPads in both science and social studies. • Children will be taught via iPad apps and be able to create technology-driven projects to enhance their understanding of key concepts. • iPad projects will serve as formal assessments • Utilize and adhere to State support documents • Implement curriculum maps for grades 3-5 science and social studies. • Implement instructional models for science and social studies. • Teachers attend professional development for the use of science kits in grades K-5.	2012-2013	State and District	Administration and Teachers	Benchmark assessments PASS assessment data Teacher lesson plans utilizing standards Student notebooks Utilization of science kits.

	• Administrators will encourage the use of science kits across grade levels. • Teachers will encourage the notebooking technique in both subject areas. • Administer and monitor results of benchmark assessments for science and social studies in grade 3-5.				
Take appropriate steps to increase the on-time graduation rate. • Analyze and monitor student achievement and attendance to determine and deliver intervention strategies, • Monitor intervention data • Refine the District's credit-recovery program • Refine and expand choices for students needing a nontraditional setting • Conduct IGP conferences (Grades 8-12) • Develop programs to increase academic achievement of 9th graders, including a transition plan from middle to high school. • Utilize data from Explore, Plan and ACT • Refine documentation processes to track students from grade 9-12 using technology applications • Utilize the PDSA process to focus on increasing the number of on-time graduates.	We will take appropriate steps to increase the on-time graduation rate. • Analyze and monitor student achievement and attendance to determine and determine necessary intervention strategies • Monitor intervention data • Refine and expand choices for students needing a nontraditional setting • Conduct Parent-Teacher conferences (Grades K-5). • Refine choice programs and offerings to meet students' needs.	2012-Ongoing		Administration, Teachers and Data Clerk	Powerschool Benchmark and MAP data Parent-Teacher conference logs
Provide opportunities for service learning within the curriculum and through extracurricular activities. • Collaborate with our external stakeholders to enhance the service learning possibilities for staff and students. • Monitor and recognize student and staff participation in service learning programs.	We will provide opportunities for service learning within the curriculum and through extracurricular activities. • Recognize student participation in service learning programs via media and school-wide newsletters • School-wide participation in the Horry County Talking Trash initiative, which is run by 4th grade teachers. • Recycling programs are heavily encouraged such as the HTC Phonebook program • Students are given the opportunity to join our Tiger Hearts Club, which is a service	2012-2013	PTO	Administration, Teachers, Students, and Community Members	Media and school-wide newsletters Daily school news show Meeting agendas/sign-in sheets

	learning club • Chorus participants perform at local nursing homes • Leadership Academy, a group of at-risk students, are given the opportunity to visit and make crafts for local senior citizens.				
Collaborate with Horry Georgetown Technical College and Coastal Carolina University through periodic meetings with a focus on articulation regarding opportunities for collaboration.	We will collaborate with Horry Georgetown Technical College and Coastal Carolina University through periodic meetings with a focus on articulation regarding opportunities for collaboration.	2012-ongoing		Administration, Teachers, and HGTC and CCU Staff	Mentors' sign-in log
Improve the effectiveness of guidance counseling programs. • Provide ongoing professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness. • Conduct quarterly staff development sessions with counselors by grade level. • Encourage counselor participation within specialty, regional, and state sponsored counselor meetings. • Conduct district specialty training sessions for counselors within specific needs areas. • Monitor programs through visitation. • Develop HCS Student Information Guide to be distributed to parents/students grades 8-12. • Develop and maintain guidance website for HCS's counselors to provide usable resources for working with students. • Develop and implement goals-based evaluation program for all guidance counselors that are monitored and approved by administration.	We will improve the effectiveness of guidance counseling programs. • Attend ongoing professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness. • Attend counselor meetings both at the regional and state level. • Utilize goals-based evaluation program that are monitored and approved by administration. • Utilize a career development program to ensure college and career readiness. • Collaborate with other school counselors. • Provide small group interventions that promote the development of personal-social skills.	2011-12	State and District	Administration and Guidance Counselor	Weekly Lesson plans Walk-throughs Professional development records School Counselor website

Ensure that persistent gaps between student achievement in subgroups are consistently and continually diminished • Develop parent and community partnerships to work collaboratively to close gaps • Provide early intervention/identification for all children with needs • Provide parent/community education around early childhood – communication of research, need, statistics, and best practices. • Use literacy (language development, writing, vocabulary, phonemic awareness and phonics) as a vehicle for closing the achievement gap • Use the PDSA process to target effective practices that close achievement gaps • Utilize school and district data teams to identify areas and subgroups where persistent gaps occur • Provide technical, financial and instructional support to schools whose gaps are largest and most persistent • Provide culturally relevant professional development to all schools • Ensure appropriate intervention for all students whose achievement is below grade level	We will ensure that persistent gaps between student achievement in subgroups are consistently and continually diminished • Develop parent and community partnerships to work collaboratively to close gaps through a mentoring program utilizing parent volunteers and teachers • Provide early intervention/identification for all children with needs based on MAP and PASS scores—they are then placed in BURST, Kaleidoscope, and Number Worlds with a qualified interventionist. • Implement a parenting program in order to provide parent/community education around early childhood. • Continued use of the Imagine It program in order to use literacy (language development, writing, vocabulary, phonemic awareness and phonics) as a vehicle for closing the achievement gap • The school Data Team will use the PDSA process we will identify the subgroups, or area, where there is a gap, based on MAP and PASS data, to create an effective plan to either work with specific students or in a specific subject area to ensure the closing of the achievement gap.	2012-2013		Administration curriculum coach, and Teachers	PASS, MAP, Imagine It Benchmark data Parent-Teacher conference logs Data Team minutes Classroom walkthroughs
Promote collaboration among all school levels to ensure a seamless transition for students • Refine and consistently implement identified strategies such as transition meetings (Transition Plans) between early childhood and elementary school, elementary and middle schools, and middle and high schools. • Enhance articulation between high school and post-secondary institutions. • Provide regular and consistent opportunities to communicate/collaborate between high schools and the workforce employers	We will promote collaboration among all grade levels to ensure a seamless transition for students • Refine and consistently implement identified strategies such as transition meetings (Transition Plans) between early childhood and elementary school, elementary and middle schools. • Establish a "Moving Up" day where current students get to meet with future grade level teachers and learn the expectations of that grade level.	2012-Ongoing		Administration, Teacher, and Guidance Counselor	Open House
Align the District professional development plan with the system's goals and objectives:	Encourage support staff to utilize professional customer service techniques when dealing	2012-13			Agendas, sign-in sheets

• Collect and utilize data for projecting needs and evaluating effectiveness • Identify and purchase an electronic calendar for scheduling and posting professional development offerings • Identify an electronic tool for posting, registering and scheduling professional development • Provide professional development for support staff that includes customer service, technology, and other identified opportunities	with our stakeholders.				

Implement an instructional technology plan to:
• Create and sustain a culture that supports digital-age teaching and learning
• Ensure effective utilization of hardware and software
• Provide teachers with tools to share lesson plans, resources and methodologies
• Implement criteria/procedure for all software purchases/implementation that must be followed for all schools/departments.
• Utilize district learning specialists to work at the school level to facilitate the intentional use of technology and digital content in teaching and learning
• Adopt the National Education Technology Standards for students, teachers, and administrators
• Develop an instructional technology plan that:
  ○ Supports implementation of the Common Core Standards
  ○ Identifies digital resources that align with curriculum and instructional practices
  ○ Ensure instructional technology is incorporated into school and District professional development plans
• Incorporate online courses as an option in the computerized student management system for homebound or home-based student instructional programs.
• Incorporate Assistive technology in classrooms to provide identified students with small group individualized instructional strategies and
	We will implement an instructional technology plan to:
	• Sustain a culture that supports 21st century learning and empowers children to feel more comfortable with modern technological tools.
	• Ensure the following technologies are utilized in the classroom: iPads, Edmodo, Classroom Computers eReaders/Kindles, and Netbooks
	• Provide students with a technology class that teaches them basic computer skills, Web 2.0 tools, and the use of common software.
	• Adhere to District criteria for software purchases/implementation.
	• Continue to invite district learning specialists to work with teachers and staff to facilitate the intentional use of technology and digital content in teaching and learning.
	• Continue with the National Education Technology Standards for students, teachers, and administrators.
	  ○ Maintain the instructional technology plan Establish a Technology Team
	  ○ Identify the technological needs of the teachers
	  ○ Provide in-house staff development.
	  ○ Use digital resources that align with curriculum and instructional practices
	• Incorporate Assistive technology in
		2012-13	State and District	Administration, curriculum coach, Teachers	CWTs data
					Lesson plans
					Common Planning Agendas
					Website Link for Technology Link

access to telecommunications, sensory aids and other devices	classrooms to provide identified students with small group individualized instructional strategies and access to telecommunications, sensory aids and other devices.				
Update annually the District's Technology Plan to ensure that funds are directed to those programs that expand use of technology in the classroom to improve student learning: • Continue the laptop computer initiative for classroom teachers to encourage interactive technology in daily teaching and learning; maintain 4-year refresh cycle • Establish a 5-year refresh cycle for all desktop and laptop computers in the District to ensure a 3:1 ratio of students to fully-functional computers that are 5 years old or newer • Identify the hardware and software required to provide that best instruction; • Develop a relevant technology training program for all teachers who deliver that content area/standard • Revise HCS Teacher Technology Assessment and require all teachers to exhibit proficiency in accordance with State and Federal laws. • Provide mobile wireless labs and hard-wired computer labs to facilitate student access to resources and large group instruction • Develop and provide teachers with technical applications to share lesson plans, resources and methodologies • Establish criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Complete wireless overlays in all schools to have all wireless schools • Install interactive whiteboards (ex., Smartboards) in all PK-5 classrooms; expand to provide middle and high school classrooms either interactive whiteboards or interactive tablets (ex., Mobi) as part of technology phase-in for more interactive classrooms	We will provide information and encourage classroom teachers to participate in the laptop computer initiative to expand use of technology in the classroom to improve student learning.	2011-12		District, administration, teachers	Professional development sign-in sheets

DOCUMENTING AND USING RESULTS

Quality Indicators
- Establishes performance measures for student learning that yield information that is reliable, valid,
- and bias free
- Develops and implements a comprehensive assessment system for assessing progress toward meeting
- the expectations for student learning
- Uses student assessment data for making decisions for continuous improvement of teaching and learning
- processes
- Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve
- student performance
- Communicates the results of student performance and school effectiveness to all stakeholders
- Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
- Demonstrates verifiable growth in student performance
- Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Develop School and District Plan, Do, Study, Act (PDSA) continuous improvement model plans for student learning • Provide professional development on the PDSA cycle • Assist schools in developing PDSA plans targeting 3-4 goals as a priority • Assist schools in the development of school-based professional development aligned with the goals • Load PDSA data on the iPads • Link Goals Based Evaluation process to PDSAs • Monitor and provide support for implementation • Monitor the electronic weekly reports for learning specialists • Develop and implement an electronic weekly report for program specialists • Utilize Next Steps Plans for identifying tasks after visits from Learning Specialists	We will develop School Plan, Do, Study, Act (PDSA) continuous improvement model plans for student learning • Provide professional development on the PDSA cycle • Provide professional development aligned with the goals • Utilize Next Steps Plans for identifying tasks after visits from Curriculum specialists • Implement and monitor components of school level PDSA throughout the year.	2012-Ongoing		Administration Curriculum coach, and Teachers	PDSA Plan, agendas, sign-in sheets

Provide training to district and school staff on utilizing statewide longitudinal data system program (Enrich); align training with data team processes	We will provide training to school staff on utilizing statewide longitudinal data system program (Enrich); align training with data team processes	2011-12		Administration curriculum coach, data quality clerk	meeting agendas/sign-in sheets
Design common district practices to evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various program initiatives. • Identify programs and practices for program evaluation • Determine the most effective means of program evaluation, considering in-house expertise and available consultant services	We will utilize district practices in determining the effectiveness of various program initiatives.	2011-12		Administration curriculum coach, data team	meeting agendas/sign-in sheets, data team minutes
Ensure that the district and all schools have teams to continuously review student performance data and make decisions to improve teaching and learning. Develop protocols and guiding documents for school and district data teams	We will establish a data team and ensure that it continuously reviews student performance data and make decisions to improve teaching and learning. Utilize protocols and guiding documents for school data teams.	2011-12		Administration curriculum coach, data team members, teachers	cwt data, data team minutes, agendas/sign-in sheets

Refine implementation of District and school level data teams
• Partner with the *Leading and Learning Center* to provide professional development that focuses on the following steps:
  o Analyze the data to prioritize needs
  o Establish SMART goals
  o Select specific Strategies
  o Determine results indicators
  o Monitor and evaluate results
• Ensure implementation of a District data team
• Ensure implementation of school data teams
• Provide professional development on Enrich
• Develop a yearlong data analysis guide for elementary, middle and high school
• Identify priority and high achieving schools
• Merge the RtI process with the school level data team work
• Align SMART goals with District Performance Goals
	We will refine implementation of District and school level data teams
	• Attend professional development that focuses on the following steps:
	  o Analyze the data to prioritize needs
	  o Establish SMART goals
	  o Select specific Strategies
	  o Determine results indicators
	  o Monitor and evaluate results
	• Ensure implementation of a school data team
	• Provide professional development on Enrich
	• Merge the RtI process with the school level data team work
	• Align SMART goals with District Performance Goals
		2011-13		District, Administration data team, Teachers	cwt data, data team minutes, agendas/sign-in sheets

Use student achievement data to plan instructional programs, refine curriculum, and align resources at the district and school levels. • Use student achievement data to adjust instructional groups. • Use PASS and MAP data to adjust curriculum, instruction, and assessment in English language arts, math, science and social studies	We will use student achievement data to use instructional programs, refine curriculum, and align resources at our school levels. • Data Team will analyze MAP and PASS results and share finding with teachers during common planning. • Maintain the Data Wall which displays the results of the Reading, Language, Math, and ORF test results • Teachers continually update and monitor the wall to reflect student progress. • Based on analysis, teachers create lesson plans to match the needs of each individual student. • Science and Social Studies data will continue to drive instruction.	2012-13		Administration curriculum coach, and Teachers	Cwt data, lesson plans, PASS/MAP data, benchmarks
Use comparison and trend data from comparable schools and school systems to help evaluate student performance and system effectiveness.	During staff development, the administrators will share district-wide data as a means of comparison. The trend data will continue to be used as an indicator of our school's performance and help us establish and maintain goals.	2012-13		Administrators and Teachers	PASS/MAP data
Monitor annual growth in students' performance during the school year as measured by assessments (including MAP)	We will monitor annual growth in students' performance during the school year as measured by assessments (including MAP)	2012-13		Administration curriculum coach, and Teachers	MAP data
Develop user-friendly online student achievement data reports for use by teachers and administrators	We will utilize and analyze user-friendly online student achievement data reports for use by teachers and administrators. • Continue to make use of the NWEA student graph reports that can be sent home to parents. • Encourage parents to sign up and use PowerSchool. • Encourage teachers to make use of the Compass Odyssey backpacks in order to monitor students' progress. • Continue to use HCS WebPortal to access student testing data.	2012-13		Administration and Teachers	agendas/sign-in sheets, Compass Odyssey, HCS Web Portal, NWEA.org, PowerSchool

Administer DIBELS testing in grades K-1 as part of the district's assessment program and make other revisions to the primary grade literacy measures as needed	We will administer DIBELS testing in grades K-1 as part of the district's assessment program.	2012-13		Administrator, Teachers and Curriculum Coach	Dibels data
Refine the Use of Formative and Summative Assessments • Conduct information sessions for stakeholder groups • Develop implementation plan for assessments that accompany the Common Core standards • Provide professional development for staff on Common Core Standards, benchmarks, common assessments, grading practices • Ensure the infrastructure is in place for electronic assessment	We will communicate the results of student performance and school effectiveness to all stakeholders through: • School Improvement Council • PTO • Data Team meetings • Faculty meetings.	2012-13		Administration Teachers	Meeting agendas/sign-in sheets

HUMAN, FINANCIAL AND PHYSICAL

RESOURCES AND SUPPORT SYSTEMS

TEACHER/ADMINISTRATOR QUALITY   SCHOOL CLIMATE

Quality Indicators
- Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and
- responsibilities
- Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability,
- knowledge, and experience)
- Ensures that all staff participate in a continuous program of professional development
- Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
- Budgets sufficient resources to support its educational programs and to implement its plans for improvement
- Monitors all financial transactions through a recognized, regularly audited accounting system
- Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all
- occupants
- Possesses a written security and crisis management plan with appropriate training for stakeholders
- Ensures that each student has access to guidance services that include, but are not limited to, counseling,
- appraisal, mentoring, staff consulting, referral, and educational and career planning
- Provides appropriate support for students with special needs

HUMAN RESOURCES / Teacher and Administrator Quality

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Evaluate all staff annually to improve performance. • Develop a timeline for completing evaluations on all staff. • Provide continued training and support to administrators on the utilization of the evaluation instruments. • Ensure all support, non-teaching professional and professional staff receive at their sites training on the evaluation instruments. • Develop a procedural plan for intake and review by the Human Resources Department.	We will evaluate all staff. • Paraprofessional evaluation yearly • Continuing contract teachers GBE annually • Induction and annual contract or CWC teachers formal SAFET evaluations • Administration and staff receives training/orientation on evaluation process.	2012-13		District and Administration	ADEPT CWTs Goals-Based Evaluations Sign-in sheets

Provide outstanding customer service for all applicants by: • Streamlining HCS Career Site • Easy to access helpline • Customer service kiosks	We will provide customer service to communicate with all: • HCS/CES webpage • Social media (FB/Twitter) • Calling system • Newsletters	2012-13		Administration webmaster, office staff	Internet, school records
Develop a plan for employee recruitment and retention of high-quality work force. • Develop strategies to recruit and retain a diverse staff.	We will use an interview committee to determine candidates for school positions.	Annually by January		Administration interview committee	Peoplesoft management system
Review and revise HCS evaluation system for professional and classified employees.	We will review and evaluate yearly staff.	2012-13		Administration	Evaluation forms
Study the effectiveness of the current teacher mentoring program and redesign as appropriate	We will provide for new and student teacher's mentoring system	2012-13		District, Human Resources, Teachers	Completion of mentoring trainings
Use student achievement data to design and evaluate the effectiveness of professional development programs.	We will utilize data to plan professional development days.	2012-13		Administration and Teachers	Agendas, sign-in/out sheets Data wall
Develop system to monitor implementation of professional development programs at the school and classroom level.	We will monitor the implementation of professional development programs at the school and classroom level.	2012-13		Administration and Teachers	Professional development sign-in sheets/agendas
Provide a comprehensive staff development program for staff members at all levels. • Offer courses and workshops in content and research-based strategies. • Implement an effective induction and mentoring program for new teachers. • Design a professional development program for aspiring administrators. • Develop long-range plans for professional development programs to meet certification requirements of professional and classified employees. • Offer courses and workshops in the integration of technology into the curriculum.	We will provide staff development to include: • Content and research-based strategies. • Orientation for new teachers • Goals based and formal evaluations through the ADEPT program • Integration of technology into the curriculum.	2012-13		Administration curriculum coach, and Teachers	Professional development agendas/sign-in sheets

FINANCIAL RESOURCES

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Align budget request and approval process with strategies to improve student performance	We will budget funds based on the needs of our population and school report card.	2012-13	District	District, Administration, School Improvement Council	PDSA & School Budgets
Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	We will follow district developed user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	2012-13	District	Administration, Bookkeeper	Budget

PHYSICAL RESOURCES

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Implement system to ensure there are no unwanted or unidentified visitors on any campus	We will follow safe school procedures and ensure no unwanted and unidentified visitors are on campus.	2012-13		Administration, Teachers, Staff	Check-in Check-Out system Crisis Management Plan
Install state-of-the-art monitoring systems in facilities	We will monitor security cameras at school.	2012-13	District	Administration, Front Office Staff	Cameras, videos
Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	We will follow district recommendations for attendance zones, school capacity, enrollment, and appropriate adjustments	2012-13	District	Administration, data quality clerk	Attendance records, school report card
Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations	We will adhere to district research and utilization of environmentally-friendly materials and equipment.	2012-13	District	Administration, bookkeeper, custodians	Requisitions
Implement energy reduction systems using school energy conversation modules.	We will adhere to following district energy reduction system.	2012-13	District	Administration, staff	Work order logs
Establish protocols for identifying, reporting and documenting maintenance and facility repair	We will continue to identify, report, and document maintenance and facility repair	2012-13	District	Administration, secretary,	Meeting sign-in sheets, handbook

				nurse, custodian, cafeteria manager, teachers	
needs, using the SchoolDude work order system	needs, using the SchoolDude work order system.				
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns	We will notify parents of school district Bullying hotline.	2012-13	District	Administration	Posted Signs Website Updates Handbook
Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include: • Use of the facility; Emergency procedures; Cleanliness of the facility; Maintenance work orders, insurance claims and other facility needs	We will have a team responsible for use of our facility; emergency procedures; cleanliness; maintenance; insurance claims; and other needs.	2012-13	District	Administration and Custodial Staff	District level meetings Facilities Management meetings Checklists Online reports
Install wireless overlays in all schools and buildings to provide wireless internet access throughout the district	We will maintain wireless internet access.	2012-13		District	Internet usage
Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	We will continue to use keyless entries	2012-13	District	Administration Custodian	Internet, help desk
Ensure that all facilities meet all applicable safety and security standards, as identified in safety and crisis management plans	We will continue ensure that all facilities meet all applicable safety and security standards, as identified in safety and crisis management plans.	2012-13	District	Administration, crisis management team	Monthly drills Submission of tailored plans

SUPPORT SYSTEMS / School Climate

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Maintain a truancy intervention program at each school to improve student attendance	We follow district truancy procedures.	2012-13		Administration and Data Quality Clerk	Documented Intervention Attendance Plans
Designate a school leadership team member in every school whose is responsible for school safety, to include: • Student management policies, regulations and	We will utilize a school leadership team to include: • Student management policies, regulations, and procedures	2012-13		Administration, PBIS Team	Discipline records

procedures • Alternatives to ISS, OSS and homebound • Effective and efficient investigations and preparation for hearings	• Discipline alternatives and investigations				
Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.	We will implement programs that address bullying • Use the Safe Schools bullying model • Promote awareness of anti-bullying initiatives among employees, students, and parents. • No Bullying Week • Tiger Time (morning show) videos • Guidance Counselor lessons on bullying • Cyber bullying discussions in the upper grades	2012-13		Administration, Guidance Counselor, Teachers	School website, social media Newsletter Handbook Faculty/staff meetings
Establish health care plans at each school for children with special health care needs	We will continue to follow health care plans for special health care students.	2012-13		District, Administration, Nurse	Comprehensive Health Plans
Implement wellness plan according to the guidelines of the Federal Child Nutrition and WIC Reauthorization Act that includes: • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition Guidelines for all foods selected	We will follow district guidelines of the Federal Child Nutrition and WIC Reauthorization Act that includes: • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition Guidelines for all foods selected	2012-13	District	Administration, Cafeteria Staff, physical education teacher	School Menus Physical education plans Handbook newsletter
Train staff on safety in the workplace	We will ensure staff is trained on safety in the workplace.	2012-13	District	District, Teachers and Administration	Safe School Reports
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	We will follow emergency preparedness procedures. • Monthly fire drills • Earthquake • Tornado • Standard 17 bus drill • Code Red	2012-13	District	Teachers and Administration, crisis management team	Monthly Drills

Establish protocols for each nurse in the District to provide to students with allergies and their families evidence-based practices of care, education, and resources to manage their allergic condition effectively. • Implement a written emergency action plan for each student with documented allergies. • Develop a specific training protocol for all staff	We will ensure protocols are carried out by all staff involved with students who have allergies.	2012-13		Administration, School Nurse, cafeteria, teachers	Comprehensive health plans, health records
Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. • Respond and take appropriate action in timely manner • Monitor number of calls and follow-up needed	We will notify parents, students, and staff of bullying tip line via school website, newsletters, and posters.	2012-ongoing		Administration, Guidance Counselor, Teachers, secretary	Posters, newsletter, school website, social media
Provide behavior intervention services to schools (e.g., WRAP program); train school staff in order to offer a unified curriculum	We will provide behavior intervention services and train staff accordingly.	2012-13		Administration, Guidance Counselor	Guidance Counselor Disciplinary Records
Provide safety and health guidelines and training to school staff and students in: • Personal health practices • School bus safety • PE and playground procedures • Classroom & laboratory procedures • Indoor air quality	We will provide safety and health guidelines and training to school staff and students through: • Personal health practices (Maturity class for 5th graders) • School bus safety (Standard 17 bi-annually) • PE and playground procedures (PBIS Matrix) • Classroom & laboratory procedures (PBIS Matrix, Science Kit safety instructions) • Indoor air quality	2012-13		Administration, guidance, teachers	Posted rules/procedures, safe schools survey results

STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS

Quality Indicators
- Fosters collaboration with community stakeholders to support student learning
- Uses system-wide strategies to listen to and communicate with stakeholders
- Solicits the knowledge and skills of stakeholders to enhance the work of the system
- Communicates the expectations for student learning and goals for improvement to all stakeholders
- Provides information that is meaningful and useful to stakeholders

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Facilitate a communications needs analysis of district stakeholders	We will facilitate a communications needs analysis of our stakeholders	2012-13		Administration, technology teacher	Survey results
Develop a district marketing/communications plans for external and internal audiences utilizing cutting-edge technology • Assist schools and district departments in developing localized marketing plans for programs and initiatives • Collaborate with Coastal Carolina University to develop training for District and school staff on marketing	We will participate in developing a school marketing/communications plans for external and internal audiences utilizing cutting-edge technology • Provide appropriate staff with training on marketing • Maintain a school brochure • CES School Store—branded materials	2012-13		Administration, technology teacher	Professional development sign-in sheets/agendas

Expand the school system's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including increased use of social media (e.g., Facebook, Twitter, etc.)
• Provide training on the acceptable use of social media
	We will expand our school system's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including increased use of social media (e.g., Facebook, Twitter, etc.)
	• Provide training on the acceptable use of social media
	• Updated school and teacher webpages
	• Share accomplishments via:
	  o Sun News
	  o Horry Independent
	  o WPDE
	  o HCS TV 12
		2012-13		Administration, technology teacher	Facebook, twitter, school webpage, district website, HCS Access Channel, News Media, Newsprint

Design guidelines for print and electronic communications to ensure continuity of district branding • Support the communications efforts of district departments and schools to ensure consistency of message and design	Ensure that our District branding is on: • School Website • Newsletters	2012-13		Administration, technology teacher	School Website Newsletters
Develop a district e-bulletin board and an e-newsletter to increase communications	The principal will continue with her weekly e-newsletter to increase communication between school and stakeholders.	2012-13		Administration, technology teacher	E-newsletter on school website
Increase the involvement of businesses and organizations with the district and its schools for relationships that enhance learning • Develop guidelines and provide training for Partners in Education (PIE) programs at the district and its schools • Monitor and provide support to schools for ongoing PIE programs • Recognize partners for their contributions to schools	We will increase the involvement of businesses and organizations in order to further relationships that enhance learning • Implement district guidelines and training for Partners in Education (PIE) programs • Provide training for ongoing PIE programs • Recognize PIE for their contributions to Conway Elementary School	2012-13		Administration	Newsletters Websites Certificates
Increase awareness and encourage use among teachers and parents of PowerSchool Parent Portal and webpages as communication venues • Develop a marketing campaign to promote PowerSchool Parent Portal • Provide digital training to teachers and parents about the ease of use and types of information available via PowerSchool	We will increase awareness and encourage use among parents of PowerSchool Parent Portal and web pages as communication venues • Will develop a marketing campaign to promote the PowerSchool Parent Portal via PTO meetings and website links. • Provide training to parents on how to use the PowerSchool Parent Portal	2012-13		Administration, Teachers, technology teacher, Data Quality Clerk	Newsletters Parent letters Agenda sign-in sheets
Provide training to teachers on how to design and maintain webpages to include contact information and progress to interactive ways to share information with parents about assignments, projects, dates and events.	We will provide staff training on how to design and maintain classroom web pages to include teacher contact information, homework help, information on assignment/test due dates, and events	2012-13		Administration, Teachers, technology teacher Data Quality Clerk	Newsletters Parent letters Agenda sign-in sheets
Assist schools in developing meaningful parent/family involvement programs	We will continue to develop and implement meaningful parent/family involvement programs • Muffins for Moms • Doughnuts for Dads	2012-13		Administration, Guidance Counselors	Guidance Counselor webpage resources Newsletters

	• Family Math and Science nights • Chorus Musicals • PASS party • Volunteers in the classroom and library • Book Fair • Field Days • Read Across America parade				School Webpage
Improve customer service to those whom we serve • Conduct a customer service needs analysis • Develop customer service expectations and guidelines for the district and its schools • Develop and provide professional development training for customer service • Recognize employees and schools for acts and efforts to provide exceptional customer service • Develop a tool to receive ongoing feedback on district and school customer service	We will improve customer service with parents, community and area businesses • Conduct a customer service needs analysis • Implement District guidelines for customer service • Provide professional development training for customer service	2012-13		Administration, District, office staff	Survey results, professional development sign-in sheets/agendas
Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools.	We will seek venues to engage a wide variety of community stakeholders in dialogue about education and schools. • School Improvement Council meeting minutes • PTO Meetings agendas	2012-13		Administration, School Improvement Council	School Improvement Council meeting minutes PTO Meetings agendas
Provide a variety of opportunities for all stakeholders to access and understand the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.	We will provide parents and community stakeholders with opportunities to access and understand the school's vision and performance goals; concise explanation in print and website and through events at the school through: • School website • Brochures • Videos and Television programming	2012-13		Administration, Teachers	School website Brochures Videos and Television programming
Help identify capable persons to serve as webmasters for all departments at the district level as well as the school level • Provide ongoing professional development for webmasters at each school and district-level departments	We will utilize staff members to serve as webmasters for the school • Provide ongoing staff development for webmasters at Conway Elementary • Implement District guidelines and procedures to ensure school web pages are	2012-13		Administration, Media Specialist	Professional Development calendar

• Implement guidelines and procedures to ensure web pages are consistent, easily accessible, user friendly, and current for all users.	consistent, easily accessible, user friendly, and current for all users.				
Implement additional communication techniques to ensure that critical information can be provided to parents of students who do not speak English.	We will implement additional communication techniques to ensure that critical information can be provided to parents of students who do not speak English. • Utilization of District made brochures • District and Parent translators	2012-13		District, Administration, Media Specialist	Utilization of District made brochures District translators

GOVERNANCE AND LEADERSHIP

Quality Indicators
- Establishes policies and procedures that provide for the effective operation of the school
- Recognizes and preserves the executive, administrative, and leadership prerogatives of the
- administrative head of the school
- Ensures compliance with applicable local, state, and federal laws, standards, and regulations
- Employs a system that provides for analysis and review of student performance and school effectiveness
- Fosters a learning community
- Provides teachers and students opportunities to lead
- Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation,
- responsibility, and ownership
- Controls curricular and extracurricular activities that are sponsored by the school
- Responds to community expectations and stakeholder satisfaction
- Implements an evaluation system that provides for the professional growth of all personnel

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Establish a monitoring system to ensure compliance by the District and all schools with the SACS/CASI Accreditation Standards for Quality Systems	We will follow district's system to ensure compliance with the SACS/CASI Accreditation Standards for Quality Systems.	2012-13		Administration	Annual monitoring of Strategic Plan
Establish benchmarks indicating good management for instructional programs, facilities and overhead, foodservice, technology, and special funds based on data driven models or industry standards	We will adhere to benchmarks indicating good management for instructional programs, facilities and overhead, foodservice, technology, and special funds based on data driven models or industry standards	2012-13		Administration, cafeteria manager, technology teacher	Food Service Annual Reviews, benchmark assessments, annual facility management review
Implement Leadership Development Program for aspiring administrators. • New principal mentoring program • Assistant principal development program	We will support the implementation of the new leadership program that is being developed for aspiring administrators.	2012-13		District, administration	Agendas Sign-in sheets

Establish a committee to review the most effective method of School Board governance and make any necessary changes to the current governance model	The school based committee will monitor the effectiveness of strategic plan and make necessary changes as required.	2012-13		District, administration	Agendas, sign-in sheets
Conduct an analysis of instructional and organizational effectiveness as a basis for improving the District • Develop return-on-investment analysis on existing and new programs based upon data which correlate student achievement to financial and human capital resources.	• Analyze instructional and organizational effectiveness as a basis for improving the school. • Develop return-on-investment analysis on existing and new programs based upon data which correlate student achievement to financial and human capital resources. • MAP data • ORF data • PASSPORT • Kaleidoscope • PASS data • Data Team meeting minutes	2012-13	District	District, administration, data team	MAP data, ORF data, PASSPORT, Kaleidoscope, PASS data, data team meeting minutes

PERFORMANCE GOALS

2011-16

Performance Goal: PASS ELA

At least 90% of students in grades 3-8 will score "met" or above in English Language Arts by 2016.

Measurement: PASS English Language Arts (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
Grade 3 **GOAL:**			85.5	87.0	88.0	89.0	90.0
STATUS:	83.4	84.3					
Grade 4 **GOAL:**			84.0	86.0	88.0	89.0	90.0
STATUS:	80.0	82.0					
Grade 5 **GOAL:**			83.5	85.5	87.5	89.0	90.0
STATUS:	82.5	81.5					
SCHOOL	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Grade 3 **GOAL:** **STATUS:**	86.8	81.5	83.2	84.9	86.6	88.3	90
Grade 4 **GOAL:** **STATUS:**	75	84.3	85.4	86.5	87.6	88.7	90
Grade 5 **GOAL:** **STATUS:**	75.3	76.3	79.0	81.7	84.4	87.1	90

Performance Goal: ELA AYP

The percentage of students who do not meet the state's proficiency standard in English Language Arts will decrease by at least 10% each year.

Measurement: PASS English Language Arts ("Met" and "Exemplary") and HSAP ELA (Level 3 and 4); includes AYP Option 1 error band adjustment. Each subgroup of students (from NCLB definition) identified in Horry County Schools will make the incremental annual progress needed to have all students reach the proficiency level in English language arts and mathematics by 2014.

Interim Goals and Status (proficiency results include AYP Option 1 error-band adjustment)

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			85.5	87.0	88.5	90.0	91.5
STATUS:	83.0	83.8					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:		86.6	87.6	88.6	90.0	91.0	91.5
STATUS:							

Performance Goal: MATH AYP

The percentage of students who do not meet the state's proficiency standard in Mathematics will decrease by at least 10% each year.

Measurement: PASS Mathematics ("Met" and "Exemplary") and HSAP ELA (Level 3 and 4); includes AYP Option 1 error band adjustment
Each subgroup of students (from NCLB definition) identified in Horry County Schools will make the incremental annual progress needed to have all students reach the proficiency level in English language arts and mathematics by 2014.

Interim Goals and Status (proficiency results include AYP Option 1 error-band adjustment)

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			85.5	87.0	88.5	90.0	91.5
STATUS:	82.0	83.9					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:		86.9	87.8	88.7	89.6	90.5	91.5
STATUS:							

Performance Goal: PASS MATH

At least 90% of students in grades 3-8 will score "met" or above in mathematics by 2016.

Measurement: PASS mathematics (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
Grade 3 GOAL: STATUS:	76.9	76.4	79.5	82.5	85.0	87.5	90.0
Grade 4 GOAL: STATUS:	82.6	86.8	87.5	88.5	90.0	90.0	90.0
Grade 5 GOAL: STATUS:	77.9	80.8	83.0	85.0	87.0	88.5	90.0
SCHOOL	2010	2011	2012	2013	2014	2015	2016
Grade 3 GOAL: STATUS:	68.4	75.0	78.0	81.0	84.0	87.0	90
Grade 4 GOAL: STATUS:	76.8	84.3	85.4	86.5	87.6	88.7	90
Grade 5 GOAL: STATUS:	69.1	78.1	80.4	82.7	85.0	87.3	90

Performance Goal: PASS SCIENCE

At least 90% of students in grades 3-8 will score "met" or above in Science by 2016.

Measurement: PASS Science (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
Grade 3 **GOAL:**			72.0	77.0	82.0	86.0	90.0
STATUS:	61.6	67.2					
Grade 4 **GOAL:**			81.5	83.5	85.5	88.0	90.0
STATUS:	74.7	79.1					
Grade 5 **GOAL:**			75.0	79.0	83.0	87.0	90.0
STATUS:	69.7	71.0					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
Grade 3 **GOAL:** **STATUS:**	54.4	63.8	69.0	74.2	79.4	84.6	90.0
Grade 4 **GOAL:** **STATUS:**	64.3	80.0	82.0	84.0	86.0	88.0	90.0
Grade 5 **GOAL:** **STATUS:**	66	58.6	64.8	71.0	77.2	83.4	90.0

Performance Goal: PASS SOCIAL STUDIES

At least 90% of students in grades 3-8 will score "met" or above in Social Studies by 2016.

Measurement: PASS Social Studies (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
Grade 3 **GOAL:** **STATUS:**	 78.9	 84.8	 86.0	 88.0	 90.0	 90.0	 90.0
Grade 4 **GOAL:** **STATUS:**	 82.1	 84.5	 86.0	 88.0	 90.0	 90.0	 90.0
Grade 5 **GOAL:** **STATUS:**	 71.3	 75.6	 78.5	 81.5	 84.5	 87.5	 90.0
SCHOOL	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Grade 3 **GOAL:** **STATUS:**	75.4	77.8	80.2	82.6	85.0	87.4	90.0
Grade 4 **GOAL:** **STATUS:**	75.9	87.8	88.2	88.6	89.1	89.5	90.0
Grade 5 **GOAL:** **STATUS:**	57.4	73.2	76.5	79.8	83.1	86.4	90.0

Performance Goal: CONFERENCES

At least 100% of parents/guardians will participate in a conference with school personnel about their child's academic performance every year.

Measurement: State Report Card "Parents attending conferences" percentage

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			100.0	100.0	100.0	100.0	100.0
STATUS:	95.7	97.8					
SCHOOL	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
GOAL:	99.8	95.0	96.0	97.0	98.0	99.0	100.0
STATUS:							

Performance Goal: ATTENDANCE

The attendance rate for students and teachers will be at least 96% each year.

Measurement: Attendance records (Using 135-day ADA as basis for students, end-of-year for teachers)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
Students GOAL:			96.0	96.0	96.0	96.0	96.0
STATUS:	95.6	95.5					
Teachers GOAL:			96.0	96.0	96.0	96.0	96.0
STATUS:	94.1	94.8					
SCHOOL	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Students GOAL: STATUS:	99.8	95.5	95.6	95.7	95.8	95.9	96.0
Teachers GOAL: STATUS:	93.8	95.3	95.4	95.5	95.7	95.8	96.0

Performance Goal: ADVANCED DEGREES

The percentage of teachers with an advanced degree will increase to 65% by 2016.

Measurement: Percentage of teachers with advanced degrees, as reported on annual State Report Card

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:	57.3	58.9	60.5	62.0	63.0	64.0	65.0
STATUS:							
SCHOOL	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
GOAL:	50.0	50.0	53.0	56.0	60.0	63.0	65.0
STATUS:							

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with the learning environment in their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
Students **GOAL:** **STATUS:**	91.8	87.4	88.9	90.4	91.9	93.4	95.0
Teachers **GOAL:** **STATUS:**	93.9	84.8	86.8	88.8	90.8	92.8	95.0
Parents **GOAL:** **STATUS:**	95.7	93.4	93.7	94.0	94.3	94.6	95.0

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with the social and physical environment in their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
Students **GOAL:** **STATUS:**	94	90.2	91.1	92.0	92.9	93.8	95.0
Teachers **GOAL:** **STATUS:**	100	90.9	91.7	92.5	93.3	94.1	95.0
Parents **GOAL:** **STATUS:**	91.5	91.8	92.4	93.0	93.7	94.3	95.0

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with home and school relations at their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
Students **GOAL:** **STATUS:**	92.9	90.3	91.2	92.1	93.1	94.0	95.0
Teachers **GOAL:** **STATUS:**	84.8	81.8	84.4	87.0	89.6	92.3	95.0
Parents **GOAL:** **STATUS:**	85.1	90.0	91.0	92.0	93.0	94.0	95.0

Performance Goal: REPORT CARD ABSOLUTE

Each year, the district as a whole and each school with grades 3-8 will have at least a .10-gain in the state's Absolute Rating index from the previous year.

Measurement: State Report Card Absolute Performance Index

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			+0.1	+0.1	+0.1	+0.1	+0.1
STATUS:	3.2	3.2					
SCHOOL	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
GOAL:	3.12	3.2	3.3	3.4	3.5	3.6	3.7
STATUS:							

Performance Goal: REPORT CARD GROWTH

The district and each school will have at least an "Average" Growth rating each year on the State Report Card.

Measurement: State report card Growth rating weighted formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:	Good	Average	Avg/Good	Avg/Good	Avg/Good	Avg/Good	Avg/Good
STATUS:							
SCHOOL	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
GOAL:	Average	Good	Avg/Good	Avg/Good	Avg/Good	Avg/Good	Avg/Good
STATUS:							

Performance Goal: MAP GROWTH GOALS

At least 75% of students in grades 2-8 will meet fall-to-spring growth goals on MAP Reading, Language and Math.

Measurement: MAP (Measures of Academic Progress) Fall-to-Spring Growth Goals report

Interim Goals and Status:

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		75%	75%	75%	75%	75%
STATUS: Gr. 2						
Reading	69.3					
Language	69.9					
Math	79.0					
STATUS: Gr. 3						
Reading	69.2					
Language	67.3					
Math	74.5					
STATUS: Gr. 4						
Reading	67.3					
Language	68.2					
Math	75.6					
STATUS: Gr. 5						
Reading	63.6					
Language	70.4					
Math	80.0					

Interim Goals and Status:

SCHOOL	2011	2012	2013	2014	2015	2016
GOAL:		75%	75%	75%	75%	75%
STATUS: Gr. _2_						
Reading	68.0	69.4	70.8	72.2	73.6	75.0
Language	75.5	76.0	77.0	78.0	79.0	80.0
Math	77.7	78.0	79.0	80.0	81.0	82.0
STATUS: Gr. _3_						
Reading	70.8	71.6	72.4	73.3	74.1	75.0
Language	68.5	69.8	71.1	72.4	73.7	75.0
Math	71.9	72.5	73.1	73.7	74.4	75.0
STATUS: Gr. _4_						
Reading	69.6	70.6	71.6	72.6	73.6	75.0
Language	72.1	72.6	73.2	73.8	74.4	75.0
Math	87.3	88.0	89.0	90.0	91.0	92.0
STATUS: Gr. _5_						
Reading	52.7	57.1	61.6	66.0	70.5	75.0
Language	67.3	68.8	70.3	71.9	73.4	75.0
Math	89.7	90.0	91.0	92.0	93.0	94.0

Performance Goal: Kindergarten Reading

At least 97% of kindergarten students will reach benchmark in reading on the end-of-year assessment by 2016.

Measurement: Spring DIBELS Next assessment; percentage of students "on track"

Interim Goals and Status:

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:	93.0	93.0	94.0	95.0	96.0	97.0
STATUS:						
SCHOOL	2011	2012	2013	2014	2015	2016
GOAL:	97.2	97.4	97.6	97.8	98.0	97.0
STATUS:						

Performance Goal: First Grade Reading

At least 93% of first grade students will reach benchmark in reading on the end-of-year assessment by 2016.

Measurement: Spring DIBELS Next assessment; percentage of students "on track"

Interim Goals and Status:

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:	86.0	88.0	90.0	91.0	92.0	93.0
STATUS:						
SCHOOL	2011	2012	2013	2014	2015	2016
GOAL:	86.0	87.4	88.8	90.2	91.6	93.0
STATUS:						

Executive Summary

<table>
<tr><td colspan="3" align="center">STUDENT ACHIEVEMENT</td></tr>
<tr>
<th>Area Identified for Improvement</th>
<th>Data Analysis</th>
<th>Key Work Processes</th>
</tr>
<tr>
<td>

Decrease the achievement gap between white and African American students on PASS English language arts
Increase the percentage of African American students scoring proficient on PASS in English language arts
Increase the percentage of disabled students scoring proficient on PASS in English language arts

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The achievement gap between white students and African American students scoring met on PASS in English language arts is 14.9%.
67.6% of African American students scored met or exemplary on PASS in English language arts.
40.7% of disabled students scored met or exemplary on PASS in English language arts.

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Comprehensive needs and data analysis for all African-American students
Early intervention programs

Burst
Voyager
Effective Guided Reading
Kaleidoscope
Language!

Implementation of DATA Teams
Work with CORE and Colleagues on Call
Ongoing progress monitoring
During the day tutorial programs in and English language arts
RtI to identify students working below grade level
Effective Tier I, II, and III instruction
Classroom walkthroughs

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Decrease the achievement gap between white and African American students on PASS in math
Increase the percentage of African American students scoring proficient on PASS in math

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<td>

The achievement gap between white students and African American students scoring met on PASS in math is 17.5%.
25.4% of African American students scored met or exemplary on PASS in math.
9.3% of students scored

</td>
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Comprehensive needs and data analysis for all African-American students
Early intervention programs

Number Worlds
Everyday Math Preteach / Reteach

Strategic Differentiation

RIT Math
Everyday Math Preteach / Reteach for Tier III resource students

Frequent Basic Skills Assessments
During the day tutorial for math
RtI to identify students working below grade level
Effective Tier I, II, and III instruction
Classroom walkthroughs
Coaching: Modeling, observations and feedback

</td>
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</table>

• Increase the percentage of disabled students scoring proficient on PASS in math	met or exemplary on PASS in math.	

SCHOOL CLIMATE		
Area Identified for Improvement	**Data Analysis**	**Key Work Processes**

• Increase the percentage of students who are satisfied with the physical environment	• 90.2% of students were satisfied with the physical environment on the state survey	• Survey students with regards to physical environment
		   ○ analyze concerns
		   ○ create action plans
		   ○ assign roles and responsibilities
		• Share survey results with custodians

• Increase the percentage of teachers who are satisfied with home-school relations	• 81.8% of teachers were satisfied with home-school relations on the state survey	• Open House • Family Night-PTO Events • Parenting workshops • Home visits • School-wide calendar of events • Monthly School Newsletters • Utilize Everbridge 3M Messaging System • School Website • Facebook • Twitter

• Increase the percentage of students and teachers who are satisfied with the learning environment	• 87.4% of students and 84.8 of teachers were satisfied with the learning environment	• Provide professional development on increasing rigor and engagement:
		   ○ Technology integration
		   ○ High yield strategies
		   ○ Questioning
		   ○ Multiple intelligences
		   ○ Opportunities for choice
		   ○ Inquiry
		   ○ Performance-based assessments
		   ○ Hands-on instruction
		   ○ Brain-based instruction
		   ○ Safe learning environment