

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Andrews Elementary School SCHOOL Georgetown County DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2017-2022 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Jim Dumm		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. H. Randall Dozier		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Renee Cooper		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Adrienne Watford		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Janet Branham		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 13072 County Line Road

Andrews, SC 29510

SCHOOL'S TELEPHONE (843) 264-3419

PRINCIPAL'S E-MAIL ADDRESS: awatford@gcsd.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------------|
| 1. PRINCIPAL | <u>Adrienne Watford</u> |
| 2. TEACHER | <u>Michelle Marshall</u> |
| 3. PARENT/GUARDIAN | <u>Meredith Rodgers</u> |
| 4. COMMUNITY MEMBER | <u>Chris Fischer</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Renee Cooper</u> |
| 6. Read to Succeed Reading Coach | <u>Janet Branham</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Janet Branham</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Teacher</u>	<u>Cheryl Brown</u>
<u>Teacher</u>	<u>Sherry Cannon</u>
<u>Teacher</u>	<u>Michelle Marshall</u>
<u>Teacher</u>	<u>Tanya Casselman</u>
<u>Teacher</u>	<u>Penny Gamble</u>
<u>Teacher</u>	<u>Denetria Middleton</u>
<u>Teacher</u>	<u>Claire Grant</u>
<u>Teacher</u>	<u>Sharon Thornell</u>
<u>Parent</u>	<u>Frank McClary</u>
<u>Parent</u>	<u>Vicki Tisdale</u>
<u>Support Staff</u>	<u>Stacey Price</u>

Assistant Principal

Tawanna Grant

Assistant Principal

Tara Ward

Speech Pathologist

Amy Ivey

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

X **Academic Assistance, PreK–3**

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

X **Technology**

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

X **Innovation**

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening**

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and

cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

X Half-Day Child Development

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X Parenting and Family Literacy

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

TABLE OF CONTENTS

(Mandated Component)

Include a table of contents to ensure inclusion of all required elements, including Read to Succeed.

Page 1

Performance Goal I: The percentage of Kindergarten through 2nd grade students scoring at or above the norm mean in Math will increase from 51% in May 2016 to 59% by May 2022 as measured by MAP.

Strategy: Provide rigorous lessons to achieve academic gains in math for students in grades K-2

Page 4

Performance Goal II: The percentage of Kindergarten through 2nd grade students scoring at or above the norm mean in reading will increase from 50% in May 2016 to 60% by May 2022 as measured by MAP.

Strategy: Provide rigorous lessons incorporating close reading of a variety of text to achieve academic gains in reading for students in grades K-2

Page 7

Performance Goal III: The percentage of students in grades 3 through 5 who score meets or exceeds in ELA as measured by SC Ready will increase from 41% in May 2016 to 54% by May 2022.

Strategy: Provide rigorous lessons incorporating the use of complex texts to achieve gains in reading for students in grades 3 – 5

Page 10

Performance Goal IV: The percentage of students in grades 3 through 5 who score meets or exceeds in Math as measured by SC Ready will increase from 37% in May 2016 to 55% by May 2022.

Strategy: Continue student's opportunities to engage in hands-on problem solving real world activities

Page 13

Performance Goal V: The percentage of students in grades 4 and 5 who score meets and exceeds in SCIENCE as measured by SC PASS SCIENCE assessment will increase from 51% in 2016 to 51% by 2022.

Strategy: Increase student's opportunities to engage in hands-on instruction during Science

Page 15

Performance Goal VI: The percentage of students in grades 4 and 5 who score met and exemplary in SOCIAL STUDIES as measured by PASS SOCIAL STUDIES will increase from 64% in May 2016 to 81% by 2022.

Strategy: Provide learning opportunities to enhance and support the Social Studies Standards

Page 17

Performance Goal: VII Students achieving met or above in grades K-5 in Reading and Math will increase from 36% to 60% by providing appropriate research based staff development on effective instructional strategies designed to enhance student achievement and teacher effectiveness by 2022.

Strategy: Provide quality staff development opportunities for staff to expand their knowledge of effective instructional practices

Page 19

Performance Goal: VIII In coordination with district initiatives, the percentage of teachers and leadership team who currently hold the Literacy Teacher Endorsement or Literacy Add-on according to the Read To Succeed South Carolina State Legislation will increase from 4% in May 2016 to 100% by 2022.

Strategy: Provide opportunities for teachers to complete courses required to meet the requirements for the South Carolina Read to Succeed Legislation

Page 21

Performance Goal: IV The percentage of teachers, students and parents satisfied with school-home relations will increase from 76% in May 2016 to 100% in 2022.

Strategy: School-Home Relations

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

Andrews Elementary School is a Pre-Kindergarten through fifth grade school with an enrollment of 803 students located in the rural community of Andrews, South Carolina. Community involvement is a vital part of our success. Our school works in collaboration with the community, local businesses, and churches to support our students. Many of our students live in single-parent households and below the poverty line. Our current student body is comprised of forty-nine percent (49%) African-American, forty-six percent (46%) Caucasian, and five percent (5%) other ethnicities. Eighty percent (80%) of our students receive free or reduced lunch.

In developing our school renewal plan for the 2017-2022 school years, several sources of data were utilized. The results of this data were used to determine our priorities as well as address our needs. Data used includes the following:

- School Report Card
- Parent Survey Responses
- Teacher Survey Responses
- SC PASS data
- Measures of Academic Progress (MAP) Test Data
- SC READY data
- Student Survey Responses

Annual School Report Card Rating

Annual School Report Card Ratings

Year	Absolute Rating	Growth Rating
2014	Average	Below Average
2013	Average	Average
2012	Average	Average

Average indicates our school performance meets the standards for progress toward the 2020 SC Performance Vision.

Below Average indicates our school is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision

Academic Insights from SC Ready and SCPASS Data

Academic improvement is needed in all areas of English, Reading, and Writing for all grade levels. Needs for improvement in ELA and mathematics have been identified using SC READY and MAP scores.

SC READY ELA

Data Revealed

- The SCREADY 2017 ELA Data revealed that 31.3% (third grade), 26.4% (fourth), and 27.6% (fifth) demonstrated meets or exceeds expectations.
- The data reveals that there is work to be done in understanding the expectations of the ELA portion of the assessment. Instructional practices need to focus in all areas, but in 3rd grade specifically in the area of Writing: Meaning, Context, & Craft. The highest performance was in Literary Text, both Language, Craft, & Structure and Meaning & Content.
- The data reveals that there is work to be done in understanding the expectations of the test in all grades of the ELA. Instructional practices need to focus in all areas, but in 4th grade specifically in the area of Writing: Language. The highest performance was in Informational Text and Inquiry Standards.
- The data reveals that there is work to be done in understanding the expectations of the test in all grades of the ELA. Instructional practices need to focus in all areas, but in 5th grade specifically in the area of Writing: Meaning, Content, & Craft. The highest performance was in Writing: Language and Literary Text.
- In writing, the highest performance in 3rd grade was in the area of language. Instructional practices need to focus in all areas, but specifically in the area of meaning, context and craft.
- In writing, the highest performance in 4th grade was in the area of meaning, context and craft. Instructional practices need to focus in all areas, but specifically in the area of language.
- In writing, the highest performance in 5th grade was in the area of language. Instructional practices need to focus in all areas, but specifically in the area of meaning, context and craft.

SC READY Math

Data Revealed

- The SCREADY 2017 Math Data revealed that 37.3% (third grade), 28.3% (fourth), and 23.5% (fifth) demonstrated meets or exceeds expectations.
- The data revealed that instructional practices need to focus in all areas of math content based on 62.7% (third grade), 71.7% (fourth grade), 76.5% (fifth grade) of students demonstrating below met in SCREADY Math.
- The highest area of performance in third grade in Math was Number Sense. The data revealed that instructional practices need to focus in all areas of math content, but specifically in the area of Algebraic Thinking and Operations.
- The highest area of performance in fourth grade in Math was Number Sense and Operations - Fractions. The data revealed that instructional practices need to focus in all areas of math content, but specifically in the area of Number Sense and Base Ten.
- The highest area of performance in fifth grade in Math was Geometry. The data revealed that instructional practices need to focus in all areas of math content, but specifically in the area of Number Sense and Operations - Fractions.

PASS Science and Social Studies

Data reveals a need for academic improvement in science and social studies for all grade levels. Needs for improvement in science and social studies have been identified using SCPASS.

Data Revealed **Science**

- The PASS 2017 science revealed that 25.5% (fourth grade) and 26.5% (fifth grade) of our students scored met or above.
- The PASS 2016 science revealed that 43.6% (fourth grade) and 58.1% (fifth grade) of our students scored met or above.
- The PASS 2015 science revealed that 65.2% (fourth grade) and 62.4% (fifth grade) of our students scored met or above.

Data Revealed **Social Studies**

- The PASS 2017 social studies revealed that 59.4% (fourth grade) and 52% (fifth grade) of our students scored met or above.
- The PASS 2016 social studies revealed that 59.4% (fourth grade) and 68.4% (fifth grade) of our students scored met or above.
- The PASS 2015 social studies revealed that 72.3% (fourth grade), and 63.2% (fifth grade) of our students scored met or above.

Measures of Academic Progress (MAP) Results

MAP Data (2015-2017 Normative Data - NWEA)

MAP Reading Mean RIT

Spring	Kindergarten	First Grade	Second Grade
NWEA End of year norms	158.1	177.5	188.7
AES 2015	154.8	173.9	183.9
AES 2016	152.6	174.8	184.9
AES 2017	148.9	174	183.7

- Grades K, 1, 2 scored below the norm on the 2017 MAP tests.
- The data reveals that 22% of the students in Kindergarten scored at or above the norm grade level RIT.
- The data reveals that the highest area of performance in Kindergarten is in Principles of Reading with 36% of the students scoring at the 41% or higher. The data reveals that the lowest area of performance was in Reading Literary and Informational Text and Writing with 68% of the students scoring at or lower than the 40%.
- The data reveals that 41% of the students in First grade scored at or above the norm grade level RIT.
- The data reveals that the highest area of performance in First grade is in Writing with 54% of the students scoring at the 41% or higher. The data reveals that lowest area of performance was in Principles of Reading with 54% of the students scoring at or lower than the 40%.
- The data reveals that 41% of the students in Second grade scored at or above the norm grade level RIT.
- The data reveals that the highest area of performance in Second grade is in Literary Text: Meaning and Context with 58% of the students scoring at the 41% or higher. The data reveals that lowest area of performance was in Informational Text: Meaning and Content with 52% of the students scoring at or lower than the 40%.

MAP Mathematics Mean RIT

Spring	Kindergarten	First Grade	Second Grade
NWEA End of year norms	159.1	180.8	192.1
AES 2015	155.2	178.3	186.5
AES 2016	152.7	178.6	188.5
AES 2017	150.2	176.8	186.7

- Grades K, 1, 2 scored below the norm on the 2017 MAP tests.
- The data reveals that 31% of the students in Kindergarten scored at or above the norm grade level RIT.
- The highest area of performance was in Geometry with 44% of the students scoring at the 41% or higher.
- The lowest area of performance was in Number Sense and Measurement & Data Analysis with 66% of the students scoring at the 40% or below.
- The data reveals that 45% of the students in First Grade scored at or above the norm grade level RIT.
- The highest area of performance was in Number Sense with 60% of the students scoring at the 41% or higher in both areas.
- The lowest area of performance was in Algebraic Thinking and Operations with 56% of the students scoring at the 40% or below.
- The data reveals that 29% of the students in Second Grade scored at or above the norm grade level RIT.
- The highest area of performance was in Geometry with 50% of the students scoring at the 41% or higher.
- The lowest area of performance was in Algebraic Thinking and Operations with 63% of the students scoring at the 40% or below.

State Report Card Link <https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/view/?y=2017&t=E&d=2201&s=008>

School Climate

Evaluations by Teachers, Students and Parents

2017	Teachers	Students	Parents
% satisfied with learning environment	85.4%	96.8%	83.3%
% satisfied with social and physical environment	81.9%	91.4%	85.4%
% satisfied with school-home relations	72.7%	80.5%	72.7%

The information on the chart above is used to monitor how our stakeholders feel about our learning, social, and physical environments and how they feel about our school-home relations.

Safe Learning Environment

We want our students to feel safe so we require the following:

- All entrances to the building are kept locked. Visitors must come in through the front entrance using the buzzer to be acknowledged by the receptionist.
- Teachers have access to four entrances using keyless entry cards.
- All classroom doors are kept locked.
- Staff members must wear the District IDs.
- Since the situation at Sandy Hook School in Dec. 2012, the District has provided a School Resource Officer for half day service each day.

Professional Development

There is a need for staff development to enhance the teachers' repertoire of instructional strategies. In addition to providing support to our teachers who have previously been with us, we have a large number of new teachers at Andrews Elementary School. Those teachers have previously worked in other districts in South Carolina or other states or are entering the profession right out of college.

Data Revealed

- Needs assessment surveys given to parents, teachers and fifth grade students, developed by the state and the school determined a need for instructional strategies which promote developmentally appropriate instruction, higher order thinking skills, learning styles, systematic problem solving, naturalistic learning, use of more technology in the classrooms, and hands-on activities.
- Based on the needs assessment survey given to teachers and parents there is a need for staff development to support teachers, enhance academic achievement, and promote a community of learners.

Technology surveys completed by the staff show a need to better integrate technology into instruction and to accommodate the needs and learning styles of our students by providing them another method of being actively engaged in the learning. Therefore, there is a need for Professional Development in the area of technology for instructional delivery, practice and assessment.

Determined Needs

There is a need to increase the percentage of teachers, students, and parents satisfied with school home relations.

Data Revealed

- Parent Surveys designed to allow parent input indicated that parents identified that they would like assistance with helping their child complete schoolwork at home.
- The District/State/School Surveys revealed a need to increase parental involvement, volunteers, community involvement, partnerships, and communications.
- Survey responses suggested an increase to parent involvement and engagement.
- Survey responses suggested an increase to volunteer program.
- Survey responses suggested expanding activities to include our community.
- Survey responses suggested expanding school partnerships with businesses including a high performance partnership.
- Survey responses suggested a need for an increase in instructional tips and strategies for parents.
- Attendance recorded at parenting events such as Fall Festival, Curriculum Night and Parenting Workshops indicated there is a need to continue to advertise and notify parents and community of upcoming events to increase participation.

We at Andrews Elementary are striving to increase the statewide testing scores of our students in all areas. Another major goal is develop the world class skills and life and career characteristics of the Profile of the Graduate. Our plan forward includes continuing professional development to be sure we implement effective, consistent, and best practices in instructional strategies in all academic areas. Our plan is for professional development opportunities for staff to collaborate on the South Carolina College and Career Ready Standards, report cards reflecting these standards, and making curricular

changes to drive instructional decisions. We will continue to strive to support all student ability levels through whole and small group instruction, building student independence. Andrews Elementary will also strive to improve all home and school relations. We would like to increase home and school communication, and provide more opportunities for parent and teachers to discuss positive issues.

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

The mission of the Georgetown County School District is to provide all students with world class knowledge and skills that prepare them for citizenship in a diverse society.

The mission of Andrews Elementary School, in partnership with parents and community, is to meet the social, emotional, physical and educational needs of all students, enabling them to become life-long learners and productive members of society.

At Andrews Elementary School we value:

- ...the collaborative efforts put forth by the school, families, and community to educate our students.
- ...the diverse cultures and ideas, and that these are important factors that impact our students' growth and development.
- ...a curriculum that is rigorous and comprehensive, and is one that will ensure that the highest of academic standards are met.
- ...a technology rich learning environment and one in which students can be interactive learners inside the classroom.

At Andrews Elementary School we believe:

- ...every child can learn.
- ...good instruction is paramount to student success.
- ...children must have a safe, healthy, and positive learning environment.
- ...children must be respectful of themselves, others and all property.

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE:2017

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

PERFORMANCE

GOAL: I

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

The percentage of Kindergarten through 2nd Grade students scoring at or above the norm mean in Math will increase from 51% in May 2016 to 59% by May 2022 as measured by MAP.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of Kindergarten through 2nd Grade Students scoring at or above the norm mean, as measured by the MAP math assessment will be 39% or higher by May 2018.

DATA SOURCES(S):

(List types of data that will be collected or examined to measure progress.)

MAP test scores

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
2016 51 %	Projected Data 2017 56%	39%*	44%*	49%*	54%*	59%*
	Actual Data 34.4%					

ACTION PLAN FOR STRATEGY #1: Provide rigorous lessons to achieve academic gains in math for students in grades K-2					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use MAP data and classroom assessments to identify student needs, establish individual student goals, and provide leveled instruction.	2017-2022	Teachers Coach Interventionist	N/A	N/A	MAP Test Scores Intervention Rosters Teacher Observation
2. Implement South Carolina Standards in grades K-2 with training provided through professional development opportunities.	2017-2022	Administration Teachers Coach	\$108,800.	School Improvement Grant	Lesson Plans Observations
3. Continue integrating differentiated instruction to address all learning styles and rates of learning.	2017-2022	Administration Teachers	N/A	N/A	Lesson Plans Observations
4. Implement a Curriculum Night to support science and math education (STEM).	2017-2022	Administration Coach Teachers	\$2,000.	Title I School Improvement Grant	Attendance roster Agenda Evaluation
5. Provide opportunities for teachers to attend conferences and workshops.	2017-2022	Administration Teachers District	\$1,000.	School Improvement Grant District	Agenda Registration Professional Development

ACTION PLAN FOR STRATEGY #1: Provide rigorous lessons to achieve academic gains in math for students in grades K-2					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Continue implementation of problem solving and critical thinking using My Math.	2017-2022	Administration Teachers	N/A	N/A	Lesson Plans Observations
7. Provide training in math strategies and interventions addressing at risk learners.	2017-2022	Administration Coach	\$108,800.	District School Improvement Grant	Lesson Plans Observations
8. Provide instructional materials in Math that will provide an enriched curriculum in grades K-5.	2017-2022	Administration	\$3,000.	Title I	Requisitions Lesson Plans Observations

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

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE:2017

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

PERFORMANCE GOAL: II

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

The percentage of Kindergarten through 2nd grade students scoring at or above the norm mean in reading will increase from 50% in May 2016 to 60% by May 2022 as measured by MAP.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of Kindergarten through 2nd grade students scoring at or above the norm mean as measured by the MAP reading assessment will be 40% or higher by 2018.

DATA SOURCES(S):

(List types of data that will be collected or examined to measure progress.)

MAP test scores

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
2016 50%	Projected Data 2017 55%	40%*	45%*	50%*	55%*	60%*
	Actual Data 34.5%					

ACTION PLAN FOR STRATEGY #1: Provide rigorous lessons incorporating close reading of a variety of text to achieve academic gains in reading for students in grades K-2

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use MAP data and classroom assessments to identify student needs, establish individual student goals, and provide leveled instruction.	2017-2022	Teachers Coach Interventionist	N/A	N/A	MAP Test Scores Intervention Schedule Teacher Observation
2. Implement tier based intervention system using in-class interventions and Reading Interventionist.	2017-2022	Administration Coach	\$88,450.	Title I	Intervention Schedule Rosters and Plans
3. Improving writing skills by using the writer's workshop process.	2017-2022	Teachers Coach Administration	N/A	N/A	School wide writing Benchmarks
4. Provide opportunities for teachers to attend conference and workshops.	2017-2022	Administration Teachers District	\$1000.	District School Improvement Grant	Agendas, Registration, Teacher presentations to Share learning with peers
5. Provide small group intervention for at-risk readers four times per week utilizing research based interventions.	2017-2022	Teachers Administration Interventionist	N/A		Lesson Plans Observations

ACTION PLAN FOR STRATEGY #1: Provide rigorous lessons incorporating close reading of a variety of text to achieve academic gains in reading for students in grades K-2					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Provide training in reading strategies and interventions addressing at risk learners.	2017-2022	Administration Coach	\$1,000.	District Title I	Lesson Plans Observations
7. The predictable structure of Daily 5 and the reading strategies of CAFÉ' will be utilized in the classroom.	2017-2022	Administration Teachers	N/A	N/A	Lessons Plans Observations
8. Running records will be conducted and the miscues analyzed to inform and set goals for instruction.	2017-2022	Administration Teachers Coach	N/A	N/A	Running Records Running Record Logs
9. Provide instructional materials in Math that will provide an enriched curriculum in grades K-5.	2017-2022	Administration	\$29,000.	Title I	Lesson Plans Observations Requisitions

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

ACTION PLAN FOR STRATEGY #1: Provide rigorous lessons incorporating the use of complex texts to achieve academic gains in reading for students in grades 3rd--5th					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement tier based intervention system using research based in-class interventions.	2017-2022	Teachers Administration Coach	N/A	N/A	Lesson Plans Teacher Observations
2. Utilize effective writing strategies including non-fiction writing	2017-2022	Teachers Curriculum Coach	N/A	N/A	Lesson Plans Teacher Observations
3. Analyze and use results of MAP (Measures of Academic Progress) to target students' weak areas in Reading.	2017-2022	Teachers Curriculum Coach Administration	N/A	N/A	MAP Scores Teacher Observation Data Meeting Notes
4. Purchase additional instructional materials, software, technology resources to support workshop sessions conducted by teachers, reading coach, and other consultants to include, leveled reading texts, interactive white boards, writing journals, and text sets.	2017-2022	Administration	\$29,000.	Title I	Requisitions Teachers Observation Lesson Plans
5. Provide training in reading strategies and interventions addressing at risk learners.	2017-2022	Administration Coach	\$1,000.	District	Teacher Observation Lesson Plans

ACTION PLAN FOR STRATEGY #1: Provide rigorous lessons incorporating the use of complex texts to achieve academic gains in reading for students in grades 3rd--5th					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Class size reduction in grades 3-5 to provide more quality instructional time for students.	2017-2022	Administration	\$187,450.	Title I	Class Rosters
7. The predictable structure of Daily 5 and the reading strategies of CAFÉ' will be utilized in the classroom.	2017-2022	Administration Teachers	N/A	N/A	Lesson Plans Observations
8. Running records will be conducted and the miscues analyzed to inform and set goals for instruction.	2017-2022	Administration Teachers Coach	N/A	N/A	Running Records Running Record Logs

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

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE:2017

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

PERFORMANCE GOAL: IV

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

The percentage of students in grades 3 through 5 who score met or exemplary in Math as measured by SC Ready will increase from 37% in May 2016 to 55% by May 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students in grades 3 through 5 who score met or exemplary in Math, as measured by SC Ready will increase to 35% by May 2018.

DATA SOURCES(S):

(List types of data that will be collected or examined to measure progress.)

SC Ready Math scores

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
2016 37%	Projected Data 2017 42%	35%*	40%*	45%*	50%*	55%*
	Actual Data 30.1%					

ACTION PLAN FOR STRATEGY #1: Continue student's opportunities to engage in hands-on problem solving real world activities.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue implementations of problem solving and critical thinking using My Math.	2017-2022	Teachers Administration	N/A	N/A	Lesson Plans Teacher Observations
2. Continue integrating Problem Solving and higher order thinking through small group instruction.	2017-2022	Teachers Curriculum Coach	N/A	Title I	Lesson Plans Teacher Observations
3. Conduct Family STEM Curriculum Night	2017-2022	Teachers Math Night Committee Administration	\$1,000.	Title I	Program Agenda Parent Sign In Sheets
4. Purchase additional instructional materials, software, technology resources to support workshop sessions conducted by teachers, curriculum coordinators, and other consultants.	2017-2022	Administration	\$3,690.	Title I	Requisitions Attendance Logs
5. Class size reduction in grades 3-5 to provide more quality instructional time for students.	2017-2022	Administration	\$187,450.	Title I	Class Rosters
6. Provide training in Math Strategies and Interventions to address at risk learners.	2017-2022	Administration Coach	\$108,800.	School Improvement Grant	Teacher Observation Lesson Plans

ACTION PLAN FOR STRATEGY #1: Continue student's opportunities to engage in hands-on problem solving real world activities.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Provide staff development in Math that focuses on critical thinking and rigor aligned to the South Carolina College and Career Ready State Standards.	2017-2022	Administration	\$108,800.	District SIG	Lesson Plans Observations
8. Continue integrating differentiated instruction to address all learning styles and rates of learning.	2017-2022	Administration Teachers	N/A	N/A	Lesson Plans Observations
9. Use MAP data and classroom assessments to identify student needs, establish individual student goals, and provide leveled instruction.	2017-2022	Teachers Coach Interventionist	N/A	N/A	MAP Test Scores Intervention Rosters Teacher Observation

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

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE:2017

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

PERFORMANCE

GOAL: V

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

The percentage of students in grades 4 and 5 who score met and above in SCIENCE as measured by SCPASS SCIENCE assessment will increase from 61% in 2016 to 51% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students in grades 4 and 5 who score met and exemplary in SCIENCE as measured by SCPASS SCIENCE assessment will increase from 26% in 2017 to 31% by May 2018.

DATA SOURCES(S):

(List types of data that will be collected or examined to measure progress.)

SCPASS SCIENCE scores

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
2016	Projected Data	31%*	36%*	41%*	46%*	51%*
51%	2017					
	56%					
	Actual Data					
	26%					

ACTION PLAN FOR STRATEGY #1: Increase student's opportunities to engage in hands-on instruction during Science.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue the collaboration of grade level teachers to ensure the implementation of best practices in Science.	2017-2022	Teachers Coach	N/A	N/A	Collaboration Team Minutes Attendance Logs
2. Continue implementing South Carolina State Standards in Science to enhance instruction.	2017-2022	Teachers	N/A	N/A	Teacher Observations Lesson Plans
3. Continue using district approved science kits.	2017-2022	Teachers Administration	\$1500.	District	Teacher Observations Lesson Plans
4. Continue the implementation of STEM activities through classroom inquiry and Project Lead the Way.	2017-2022	Science Committee Administration	\$500.	Local Funds	Agenda of Activities Lesson Plans
5. Provide field study opportunities to reinforce and support science instruction.	2017-2022	Teachers Administration	\$750.	Pupil Activity PTO	Field Trip Request Logs
6. Increase the use of technology to enhance and support instruction.	2017-2022	Teachers Curriculum Coach	\$30,600.	School Improvement Grant	Lesson Plans Teacher Observations
7. PASS data will be utilized to target weakest areas in Science.	2017-2022	Teachers	N/A	N/A	PASS results

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

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE:2017

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

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

The percentage of students in grades 4 and 5 who score met and exemplary in SOCIAL STUDIES as measured by PASS SOCIAL STUDIES will increase from 64% in May 2016 to 81% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students in grades 4 and 5 who score met and exemplary in SOCIAL STUDIES as measured by PASS SOCIAL STUDIES assessment will be 61% by 2018.

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

PASS SOCIAL STUDIES scores

OVERALL MEASURES:

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

SOURCE:

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
2016	Projected Data	61%*	66%*	71%*	76%*	81%*
64%	2017					
	69%					
	Actual Data					
	55.7%					

** Represents projections of improvement*

ACTION PLAN FOR STRATEGY #1: Provide learning opportunities to enhance and support the Social Studies standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue the collaboration of grade level teachers to ensure the implementation of best practices in Social Studies.	2017-2022	Teachers Coach	N/A	N/A	Team Minutes Attendance Logs Lesson Plans
2. Increase student's opportunities to engage in non-fiction writing and research through classroom and school wide activities.	2017-2022	Teachers	N/A	N/A	Lesson Plans
3. Provide field study opportunities to reinforce and support Social Studies instruction.	2017-2022	Teachers	\$5000.	Pupil Activity PTO	Field Study Request Lesson Plans
4. Utilize technology to effectively support instruction.	2017-2022	Teachers	\$30,600.	SIG	Lesson Plans Observations
5. PASS data will be utilized to target weakest areas in Social Studies.	2017-2022	Teachers	N/A	N/A	PASS results

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

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE:2017

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

PERFORMANCE

GOAL: VII

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

Students achieving met or above in grades K-5 in Reading and Math will increase from 36% to 60% by providing appropriate research based staff development on effective instructional strategies designed to enhance student achievement and teacher effectiveness by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

Students achieving met or above in grades K-5 in Reading and Math will increase from 36% to 40% by providing appropriate research based staff development on effective instructional strategies designed to enhance student achievement and teacher effectiveness by 2018.

DATA SOURCES(S):

(List types of data that will be collected or examined to measure progress.)

SC Ready, PASS, Teacher Surveys

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
35%	Projected Data	40%*	45%	50%	55%	60%*
	Actual Data	36%				

ACTION PLAN FOR STRATEGY #1: Provide quality staff development opportunities for staff to expand their knowledge of effective instructional practices.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide staff development that focuses on improving instruction in ELA, Math, Science, Social Studies, Writing, and Technology Integration.	2017-2022	Coach Administration	\$231,200.	District School Improvement Grant	Lesson Plans Teacher Observation Team Meeting Notes Teacher Presentations Student Presentations
2. Continue Professional Learning Team (PLT)	2017-2022	Coach Teachers	N/A	N/A	Sign In Sheets Data Portfolio
3. Engage staff members in book studies, vertical team planning, teacher sharing, and inquiry-based study sessions.	2017-2022	Coach Teachers	\$12,400.	School Improvement Grant	Sign In Sheets Team Meeting Notes Study Session Notes
4. Sponsor teacher's attendance at state and local conferences and workshops.	2017-2022	Administration	\$20,736.	District Local Funds Title I SIG	Conference Receipts Post Conference Presentation Teacher Observation
5. Sponsor Administrators and Reading Coach attendance at state and local conferences and workshops.	2017-2022	Administration	\$47,560.	Local District Funds SIG	Conference Receipts Post Conference Presentation

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

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE:2017

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

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

In coordination with district initiatives, the percentage of teachers and leadership team who currently hold the Literacy Teacher Endorsement or Literacy Add-on according to the Read To Succeed South Carolina State Legislation will increase to 100% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

In Coordination with district initiatives, the percentage of teachers who currently hold the Literacy Teacher Endorsement or Literacy Add-on according to the Read To Succeed South Carolina State Legislation will be 35% by 2018.

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

Teacher Certification

OVERALL MEASURES:

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

SOURCE: 2016
4%

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
2017	Projected Data	35%*	50%*	65%*	80%*	100%*
20%	Actual Data 6%					

** Represents projections of improvement*

ACTION PLAN FOR STRATEGY #1: Provide opportunities for teachers to complete courses required to meet the requirements for the South Carolina Read to Succeed Legislation.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support to teachers in order to complete Read to Succeed courses offered by state and local agencies.	2017-2022	Administration Teachers Reading Coach	N/A	N/A	Certification
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

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

SCHOOL RENEWAL PLAN FOR Andrews Elementary School

DATE:2017

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

PERFORMANCE

GOAL: IX

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

The percentage of teachers, students and parents satisfied with school-home relations will increase from 79% in 2017 to 100% in 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of teachers, students, and parents satisfied with school-home relations will increase to 83% in 2018.

DATA SOURCES(S):

(List types of data that will be collected or examined to measure progress.)

Teacher Survey
 Student Survey
 Parent Survey

OVERALL MEASURES:

SOURCE: 2016
 76%

** Represents projections of improvement*

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
2017	Projected Data	83%*	86%*	90%*	94%*	100%*
79%	Actual Data 75.3%					

ACTION PLAN FOR STRATEGY #1: School –Home Relations					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Continue to provide various form of communication to parents: Monthly Newsletter, academic conferences, classroom folders and progress reports, student agendas (grades 2-5)m homework folders (grade Pre-K—1), Parent/Student handbook calendar, social media outlets, and school website.	2017-2022	Teachers Administration Guidance Counselor	\$4000.	ACT 135	Student Agendas Newsletters Student/ Parent Handbook Calendar Good News Notes Academic Plans School Website
2.Conduct Family Academic Events (Curriculum Night): ELA, Math, Science, and Social Studies, Parenting Workshops, and Project Based learning opportunities	2017-2022	Administration Teachers Coach	\$12,000.	Title I	Sign-In Sheets Agendas Workshop Materials School Website
3.Continue to schedule family-oriented activities such as Parent Night, Open House, Fall Festival, etc.	2017-2022	Administration Teachers Coach	\$12,000.	Title I PTO	Sign-In Sheets Programs
4.Parents will be offered an invitation to be actively involved in their child’s classroom functions and activities. Parents will be encouraged to sign up to volunteer, promoting parent engagement.	2017-2022	Administration Guidance Counselor	N/A	N/A	Volunteer Logs

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