

SCHOOL STRATEGIC PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Congaree Elementary School SCHOOL Lexington School District Two DISTRICT

SCHOOL STRATEGIC PLAN FOR YEARS 2017/2018 to 2021/2022 (five years)

SCHOOL STRATEGIC ANNUAL UPDATE FOR _____ (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

Linda Alford-Wooten		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Cr. Bill James		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brittany Smith		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jeff Becker		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Brandi Cade		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1221 Ramblin Rd.
West Columbia, SC 29172

SCHOOL'S TELEPHONE: (803) 755 - 7430

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|--|--------------------|
| 1. PRINCIPAL_____ | Jeff Becker_____ |
| 2. TEACHER_____ | Whitney Gee_____ |
| 3. PARENT/CUARDIAN_____ | Jenni Autry_____ |
| 4. COMMUNITY MEMBER_____ | Sharon Moore_____ |
| 5. SCHOOL IMPROVEMENT COUNCIL_____ | Amy Jeffcoat_____ |
| 6. Read to Succeed Reading Coach_____ | Sunny Herring_____ |
| 7. School Read to Succeed Literacy Leadership Team Lead_____ | Brandi Cade_____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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

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

District Strategic Plan Waiver Requests

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

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

Not Applicable

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

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(Mandated Component)

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

On behalf of Congaree Elementary School we are pleased to present to you a Strategic Plan that will inevitably transform our school. This plan mirrors the plan of our District, Lexington School District Two and its transformational quest. Transform Lex2 will serve as the road map that will guide education transformation in its schools, including Congaree Elementary.

The world around us is becoming a more complex community and it is essential that we steer a course that will allow our students to actively contribute to our community, nation, and world. Since transformation is needed now more than ever before, we have positioned ourselves for change. We must transform our schools to provide all students with high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy.

Transform Lex2 defines the important work that we will undertake over the next five years. The goals outlined in the plan are the driving force behind our dedication to make our vision a reality: to be highly innovative and to excel in preparing all students for continuous learning and career success.

Transform Lex2 is our commitment to making a long-term, collective investment in our students and their future. The goals articulated in this plan require new and innovative partnerships among parents, students, staff, and the community, in order to improve the lives of generations of our students and families. We have purposefully built on our legacy while providing new direction for the future. We are deeply committed to moving forward together. We are creating a whole system of excellence, rather than pockets of excellence, as we both reduce learning disparities and raise expectations.

The importance of Transform Lex2 cannot be understated. Transform Lex2 will drive day-to-day decision making in our schools. The achievement of Transform Lex2 will continue to rest on sustained community engagement along with continuous improvement progress checks.

The Town of South Congaree is located southeast of the Columbia Metropolitan Airport on Highway 302. In 1916, the town was first known as Camp Styx, home to the 2nd South Carolina Infantry. The state of South Carolina bought 1007 acres from Pickens C. Price in 1913 for \$12,000 to establish the camp. The current town was incorporated on June 11, 1957 with less than 1000 residents. The 2010 Census indicates the population of the town of South Congaree was 2,306. The 2015 estimate put the population down 60 residents to 2246. South Congaree has an active council form of government that provides zoning regulations, building permits, and a 24-hour police department.

Congaree Elementary School is the only educational facility in the Town of South Congaree. It is a public rural, elementary school that first opened in 1959. There have been several additions and renovations to the building in recent years. In 2000, the related arts facility was completed adding a new music classroom, a new art classroom, and a new gymnasium. Over the summer of 2007 the building received new HVAC units, tile floor replaced carpet, and recessed fluorescent lighting was added. As part of the 2014 bond referendum, Congaree Elementary will receive a new cafeteria and kitchen. The old cafeteria and kitchen and several other spaces in the building will be repurposed for more efficient use of space and to reclaim classroom space. The building will receive a new roof, new

sprinkler system, and new wiring for technology. Construction is currently underway and is scheduled to be complete in the fall of 2017.

In 2012-2013, the district embarked on a 5 year technology plan to integrate technology into the classroom. The plan emphasized instructional technology training, improved technology infrastructure, and the replacement and maintenance of classroom technology. Congaree Elementary was part of phase III of the rollout of 1:1 devices in 2015-2016.

Our current school staff includes one principal; one assistant principal; one school counselor; 34 ½ certified personnel; 11 full-time support staff which includes a nurse, teaching assistants, shadows, and secretaries; 1 part-time assistant, 3 custodians, and 4 cafeteria staff. Our afterschool daycare is outsourced to the Boys and Girls Club of the Midlands. Seventy percent of our teachers and administrators have obtained advanced degrees, and 85% of our teachers returned during the 2016-2017 school year.

Congaree Elementary School serves 471 students in grades 2-5. The demographics include: 25.9% African-American; 11.5% Hispanic/Latino; 59.0% Caucasian; and 3.6% other ethnic categories. Approximately 87% of our students receive subsidized meals. Based on our free and reduced-price lunch applications for the 2016-2017 school year, 84.4% of our students qualify for this federal program, which places Congaree with the 2nd highest poverty percentage out of 15 schools. The highest poverty ranking in the district is Cayce Elementary School with 86.7% of their students qualifying for Free and Reduced Lunch. The district average is 68.3%. Over the past 5 years, our Free and Reduced Lunch population has grown slightly from the high 70 percent range.

We believe Transform Lex2 has the potential to move Lexington School District Two and Congaree Elementary School from good to great.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Needs Assessment for Student Achievement by Grade Range

Data Sources	Strength	Weakness/Improvement Need
State Standardized Language Arts Scores	Across all grade levels, 27.7% of students met or exceeded state standards in English. Grades with the highest percentages of students who met state standards in English were grades 4 (26.7%) and 5 (37.1%).	Less than a third of the students met standard in English (27.7%). The lowest success rates are found in grade 3 (21.2%) and grade 4 (26.7%).
State Standardized Math Scores	Across all grade levels, 30% of students met or exceeded state standards in Math. Grades with the highest percentages of students who met state standards in Math were grades 3 (34.5%) and 5 (32.9%).	The percent of students who scored Meets or Exceeding in Math (30%) was less than the district average (35.2%). In 3 rd grade, 20.5% scored Meets or Exceeds in Math.
State Standardized Social Studies Scores	74.1% of grade 4 students and 71.1% of students in grade 5 met or exceeded state standards in Social Studies. More of our students scored Met (57.7%) in Social Studies than at the state level (39.6%).	Fewer of our students scored Exemplary (14.8%) in Social Studies than at the state level (34.8%).
State Standardized Science Scores	58.8% of grade 4 students and 68% of students in grade 5 met or exceeded state standards in Science. More of our students scored Met (48.9%) in Science than at the state level (41.3%).	Fewer of our students scored Exemplary (14.8%) in Science than at the state level (25.7%).

Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need
Percentage of Teachers on Continuing Contracts	The percentage of teachers with continuing contracts in 2014-15 was 80.0%, which is higher than elementary schools like ours 76.6%.	The percentage of teachers with continuing contracts in 2014-15 was 80.0%, which is a decrease of the previous year's value of 88.0%.
Percentage of Teachers Returning	The percentage of teachers returning to the school in 2014-15 (85.0%) was essential even to elementary schools like ours (84.9%).	The percentage of teachers returning to the school in 2014-15 (85.0%) was less than in the previous year (92.5%).
Percentage of Teachers with Advanced Degrees	During the 2014-15 school year, more teachers possessed advanced degrees (72.0%) than in elementary schools like ours (60.0%).	During the 2014-15 school year, the number of teachers with advanced degrees (72.0%) decreased slightly over the previous year (76.0%).
Percentage of Classes not Taught by Highly Qualified Teachers	During the 2014-15 school year, all classes were taught by Highly Qualified teachers.	

Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need
Teacher Attendance Rate	The teacher attendance rate for 2014-15 was 94.6%, which is a full point higher than it was the previous year (93.6%).	The teacher attendance rate for 2014-15 was 94.6%, which is slightly below the average attendance rate for districts like ours (94.9%).
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	For the 2014-15 school year, 94.8% of teachers, 84.7% of parents, and 79.3% of students were satisfied with the social and physical environment of their schools.	
Percent of Teachers, Students, and Parents Satisfied with Home-school relations	For the 2014-15 school year, 78.9% of teachers, 71.1% of parents, and 91.0% of students were satisfied with home-school relations.	
Percent of Teachers, Students, and Parents Satisfied with the Learning Environment	For the 2014-15 school year, 89.5% of teachers, 93.6% of parents, and 87.5% of students were satisfied with the learning environment.	

Executive Summary of Needs Assessment (Summary of Conclusions)

Congaree Elementary School (grades 2 - 5)

Student Achievement

Assessment data, discipline data, school report card data, professional development needs assessment data, and parent/teacher surveys were used to determine the needs of the school in the areas of student achievement, climate, and teacher and administrator quality. Based upon this data, we will emphasize improving grade level performance. A review of teacher quality data has led to an emphasis on retention and recruitment of teachers while maintaining a “highly qualified” teacher staff at the school.

- The primary school years are crucial and foundational to learning and success. The past several years have show slight increases and decreases in reading performance as measured by the DRA. The school will continue to focus on reading as a foundation for learning. .
- Congaree students have struggled with the transition from SC PASS to ACT Aspire and now to SC Ready in both Reading and Math. The majority of students scoring Meets or Exceeds score Meets. We have few who score Exceeds. We will work toward more effective differentiation at the top.
- SC PASS Science scores were a few points under the state average. Almost half of our students scored Met while considerably fewer scored Exceeds. We will increase the hands-on activities during Science instruction.
- SC PASS scores in Social Studies were slightly less than the state average. Efforts to match the state average will continue in Social Studies with an emphasis on reading core content.
- White students continue to outperform their African American counterparts, especially in Math. We will continue to focus on narrowing this achievement gap.

Teacher/Administrator Quality

- The school will continue to hire only highly qualified teachers to maintain 100%.
- The percentage of teachers not on continuing contracts is higher than schools like ours, but down from the previous year. There is the need to ensure that induction and provisional teachers receive quality professional development that will help them improve their instructional practice.
- The percentage of teachers returning to the school was even schools like ours, but down from the previous year. There is the need to ensure that a high quality teaching staff remains at the school.

School Climate

- Overall, school climate for the school per the teacher/parent surveys shows that stakeholders give a favorable rating.
- According to their responses on the School Climate Surveys, over one-fifth of the teachers and nearly 30% of parents are not satisfied with home-school relations.
- The teacher attendance rate for Congaree Elementary school has improved over the past several years.

MISSION, VISION, AND BELIEFS

Vision Statement (Where We Want to Be)

Working together to change the world

Mission Statement (What We Do)

We work together to solve problems and empower one another.

Belief Statements (What Guides Us)

- Students are our first priority. Every decision and action must be based on the needs of students.
- Parents, educators, school, and community share responsibility for learning.
- Every child is capable of learning, which is the priority of our school.
- Literacy is the foundation of success in all content areas.
- Differentiation meets individual learning styles ensuring that learning occurs.
- Clear goals and high expectations result in student learning.
- Learning thrives in an environment that inspires creativity, inquiry, innovation, and critical thinking.
- Character education promotes the development of responsible citizens.
- Technology enables us to communicate, research, and solve problems together.

SCHOOL STRATEGIC PLAN FOR Congaree Elementary School

DATE: 2017/2018 – 2021/2022

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

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

By 2022... Students will acquire the necessary mathematical knowledge and skills to excel at the next level and be college- and career-ready innovators as measured by standardized assessments.

- The percent 2nd grade students scoring at or above the 40th National Percentile Rank (NPR) in math as measured by spring MAP scores will increase from 45% to at least 75.0%.
- The percent of students in grades 3-8 scoring at or above the Meets Expectation level on the SC Ready math assessment will increase from 30.2% to at least 65.0%.

INTERIM PERFORMANCE GOAL:(One year goal)

Meets annual objective target below

DATA SOURCE(S):

MAP Math and SC READY Math

OVERALL MEASURES:

SOURCE:

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
MAP – 57.1% SC READY – 35.3%	Projected Data	63.0%* 45.0%*	66.0%* 50.0%*	69.0%* 55%*	72.0%* 60.0%*	75.0%* 65.0%*
	Actual Data					

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1: Utilize student data (to include common formative assessments, daily checks for understanding, interim, and summative assessments) to gain understanding of students' mathematical thinking in order to inform instructional decisions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide coaching and professional development that will follow up on district offerings to customize CFAs from unpacked standards to the needs of Congaree Elementary during Tuesday Achievement Teams and Thursday Professional Learning Communities.	<p>We will follow the district timeline with possibly a month delay.</p> <p>Fall 2017</p> <p>Why use CFAs (Sept.)</p> <p>Revisit unpacking and prioritizing standards (Oct/Nov)</p> <p>Write quality assessment items (Dec/Jan)</p> <p>Assembling quality assessment / spiraling content (Feb/March)</p> <p>Interpreting and using results (April/May)</p> <p>This process is cyclical and the revision/refinement of assessment items should be ongoing.</p>	School Administrators; Instructional Coaches	\$0	N/A	Meeting agendas; sign-in rosters
2. Incorporate technology tools, resources, and training (to include use of performance reports) for teacher development of common formative assessments for student growth and achievement using Mastery Manager.	<p>Fall 2018 – Ongoing Provide toolkit and training on using resources</p> <p>Fall 2019 – Ongoing Establish expectation of usage in instruction</p>	School Administrators; Instructional Coaches	TBD	TBD	Sign-in rosters; posted toolkit on math content webpage; teacher lesson plans and classroom observations

ACTION PLAN FOR STRATEGY #1: Utilize student data (to include common formative assessments, daily checks for understanding, interim, and summative assessments) to gain understanding of students' mathematical thinking in order to inform instructional decisions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>3. Fully implement data/achievement teams school-wide to analyze/interpret data and develop appropriate differentiated instructional strategies.</p> <ul style="list-style-type: none"> • Provide embedded time for teams to meet on Tuesdays. • Provide training on Achievement Teams for teachers. • School Administration and/or Coaches will be present during Achievement Team meetings to ensure informed decisions are made. • Provide professional development for teacher teams on how to analyze and interpret interim and summative assessment data (disaggregated by subgroup). • Provide professional development on how to use student data to inform instruction. • Provide professional development on how to incorporate small guided/strategy groups in math as part of the district math model. • Provide professional development on teachers setting and celebrating goals and on how to guide students in setting and celebrating goals. 	<p>Fall 2017 – Ongoing Implementation of achievement teams</p> <p>Fall 2018 – Ongoing Focus on disaggregation of data by subgroups</p>	School Administrators; Instructional Coaches	TBD	TBD	Meeting agendas and minutes; sign-in rosters
<p>4. Follow up on district professional development on why and how to incorporate daily checks for understanding for immediate feedback to include giving effective feedback to students.</p>	<p>Fall 2018 Why use daily checks for understanding (Sept/Oct) Methods of daily checks for understanding (Nov/Dec)</p>	School Administrators; Instructional Coaches	\$0	N/A	Sign-in rosters; flexible data-driven student groupings

ACTION PLAN FOR STRATEGY #1: Utilize student data (to include common formative assessments, daily checks for understanding, interim, and summative assessments) to gain understanding of students' mathematical thinking in order to inform instructional decisions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
	Interpreting and using results (Jan/Feb) Adjusting instruction to respond (March/April) Fall 2019 – Ongoing Establish expectation of usage in instruction as evidenced in observation tool				

ACTION PLAN FOR STRATEGY #2: Provide models and resources for hands-on experiences that embed standards and skills for students to demonstrate mathematical understanding.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Develop awareness and increase use of the embedded hands-on experiences in the math textbook series and curriculum guides.</p> <ul style="list-style-type: none"> • Inventory currently available text-embedded materials. Create a building master list of additional materials in one location, labeled, and organized. • Research digital alternatives or supplements to hands-on units. • Conduct textbook/curriculum guide gallery walk for teacher to uncover embedded hands-on experiences already available. • Highlight physical and digital manipulatives or tools available in our campus. • Hands-on experiences must be documented in lesson plans with explicit feedback provided quarterly to each teacher by school-level administration. 	<p>Summer 2019 Inventory and research</p> <p>Fall 2019 Create library Gallery walk (Qtr. 1) Highlight tools (Qtr. 2)</p> <p>Spring 2020 - Ongoing Hands-On Experiences Documented</p>	<p>School Administrators; Instructional Coaches</p>	TBD	General Fund	Inventory list; catalog of digital alternatives; sign-in rosters; meeting agendas; lesson plan documentation; documented feedback from school administrators
<p>2. Develop and model differentiated supports with hands-on experiences beyond text-embedded strategies to assist diverse populations (to include special education, ESOL, gifted/talented, etc. and those included in the subgroups with large in-between achievement gaps).</p> <ul style="list-style-type: none"> • Provided during Thursday Professional Learning Communities, through Instructional Facilitator modeled lessons, and co-teaching. 	<p>Fall 2020 Research Host video library Highlight opportunities</p> <p>Fall 2020 - Ongoing Model teaching methods</p>	<p>Instructional Coaches; School Administrators</p>	TBD	TBD	Video library; revised curriculum guides and math documents; meeting agendas; sign-in rosters; lesson plan documentation; documented feedback from school administrators

ACTION PLAN FOR STRATEGY #2: Provide models and resources for hands-on experiences that embed standards and skills for students to demonstrate mathematical understanding.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ul style="list-style-type: none"> • Math coaches research applications of selected math manipulatives (physical and digital) and create instructional videos for teachers. • Host online video library for teachers to reference as needed. • Highlight opportunities for using manipulatives in curriculum guides and other math documents referencing available videos. • Model teaching methods at grade-level meetings. • Differentiated support utilizing hands-on experiences must be documented in lesson plans with explicit feedback provided quarterly to each teacher by school-level administration. 	Fall 2022 – Ongoing Lesson plan documentation				
<p>3. Incorporate computer science applications into math instruction where appropriate.</p> <ul style="list-style-type: none"> • Enhance computer lab curriculum to incorporate math standards and coding. • Provide opportunity for computer lab manager to visit other computer lab managers to observe and collaborate. 	Fall 2019 - Ongoing Elementary	School Administrators; Instructional Coaches; District Technology Coaches	TBD	TBD	Revised computer lab curriculum; meeting agendas; sign-in rosters; computer lab lesson plans

ACTION PLAN FOR STRATEGY #3: Provide models and resources so teachers can engage students in real-world applications for deeper conceptual understanding.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Provide professional development to enhance conceptual understanding and build internal capacity to foster mathematical best practices for engaging students in authentic, mathematical problem solving.</p> <ul style="list-style-type: none"> • Provide professional development on problem solving and problem solving strategies which connect to solving real-world problems and applications for deeper conceptual understanding. 	<p>Fall 2017 – Ongoing Explore PDS partnerships Enhance and expand PD</p> <p>Spring 2018 – Ongoing Identify numeracy leaders</p> <p>Summer 2018 – Ongoing Math Boot Camps Course Revisions</p> <p>Fall 2018 – Ongoing Video Modules</p>	<p>District Math Coordinator; Instructional Technology Coaches; School Administrators; Instructional Coaches</p>	TBD	Title II; Technology Funds	List of numeracy leaders; documentation of coursework; sign-in sheets; boot camp agendas; documented course revisions; PDS contracts and partnerships; meeting agendas; video modules
<p>2. Identify and involve community stakeholders who use math as part of their job to communicate relevance to students.</p> <ul style="list-style-type: none"> • Identify and reach out to community stakeholders. • Career Day presenters will explain how they use mathematics as part of their careers. • Promote the district mathematical business partner directory for teachers and guidance counselors to access for classroom talks, problem-based learning and evaluators, critical friends, etc.). 	Fall 2018 - Ongoing	<p>District Math Coordinator; District Facilitator for School Counselors, School Administrators;</p>	\$0	N/A	Partner directory; meeting agendas and minutes; Career Day communication
<p>3. Embed mathematical concepts in other subject areas for a multidisciplinary approach.</p> <ul style="list-style-type: none"> • Refine problem-based units to ensure tight alignment between math standards and science/social studies/language arts content and capitalization of the latest trends in math and science including technology 	<p>Fall 2019 - Ongoing Refine units and expand capacity for implementation</p> <p>Spring 2020 - Ongoing Identify model classrooms</p>	<p>District Math Coordinator; School Administrators; Instructional Coaches</p>	TBD	TBD	Revised units; roster of identified model classrooms; lesson plan documentation

ACTION PLAN FOR STRATEGY #3: Provide models and resources so teachers can engage students in real-world applications for deeper conceptual understanding.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>and engineering.</p> <ul style="list-style-type: none"> Identify a model classroom. Expand on the capacity of our teachers to be able to implement integrated problem-based units that communicate rigor and relevance. Develop teachers' capacity to create and revise their own integrated problem-based units for students. 	<p>Fall 2020 - Ongoing Develop capacity for creation and revision</p>				
<p>4. Disseminate math resources to assist students and parents/guardians as they seek to develop their own mathematical conceptual understanding.</p> <ul style="list-style-type: none"> Provide mathematical information, strategies, and/or resources in each school newsletter. Maintain a Math Information page on our campus website. Share mathematical information, strategies, and/or resources regularly on our Facebook page. Math and Science Committee will plan and implement a Parent University to teach parents how to help their children use mathematical strategies and resources. Provide student access to the district instructional video bank to supplement classroom instruction. Conduct information sessions with stakeholders to introduce the resource and methods of access. Establish expectation that teachers communicate the availability of this resource to stakeholders when relevant to classroom instruction. 	<p>Spring 2020 Evaluation Instrument</p> <p>Fall 2020 - Ongoing Locate videos</p> <p>Spring 2021 - Ongoing Ensure sufficient network</p> <p>Fall 2021 Student Access Information Sessions Stakeholder Communication</p>	<p>District Math Coordinator; District Technology Coach; Instructional Technology Coaches; School Administrators; Instructional Coaches</p>	<p>\$5000</p>	<p>Technology Funds</p>	<p>Evaluation instrument; instructional video database; information session sign-in sheets; advertisements for information sessions; documented communication with stakeholders</p>

ACTION PLAN FOR STRATEGY #4: Teachers will follow a common model for mathematical instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Provide professional development to ensure continuity across all levels of instruction by including key components of an effective math classroom in the framework and monitoring implementation in classrooms as outlined in the South Carolina Mathematical Process Standards:</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason both contextually and abstractly. 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. 4. Connect mathematical ideas and real-world situations through modeling. 5. Use a variety of mathematical tools efficiently and strategically. 6. Communicate mathematically and approach mathematical situations with precision. 7. Identify and utilize structure and patterns. 	Fall 2017 - Ongoing	School Administrators; Instructional Coaches	\$0	N/A	District math frameworks; classroom observation data documented with the ELEOT
<p>2. Provide professional development in the specific areas of the revised district math framework with a focus on Problem Solving, Direct Instruction (differentiation for whole and small group), Math Talk, and Fluency.</p> <ul style="list-style-type: none"> • Focus on building conceptual knowledge and teaching numeracy by Margie Pearse and K.M. Walton and Van de Walle. 	Fall 2017 - Ongoing	School Administrators; Instructional Coaches	\$0	N/A	Refined framework; recorded webinars; meeting agendas, posters, references guides; sign-in rosters
<p>3. Publicly and prominently recognize excellence in teaching and learning in mathematics and science.</p>	Fall 2017 – Ongoing	School Admin; Instructional Coaches	\$0	NA	Documentation of recognition

DISTRICT STRATEGIC PLAN FOR Congaree Elementary School

DATE: 2017/2018 – 2021/2022

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

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

By 2022...

- The percent of 2nd grade students scoring at or above the 40th National Percentile Rank (NPR) in reading as measured by spring MAP scores will increase from 51% to at least 75%.
- The percent of students in grades 3-5 scoring at or above the Meets Expectation level on the SC Ready ELA assessment will increase from 27.8% to at least 58.0%.

INTERIM PERFORMANCE GOAL:(One year goal)

Meets annual objective target below

DATA SOURCE(S):

MAP Reading and SC READY ELA

OVERALL MEASURES:

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
MAP – 51.0% SC READY – 27.8%	Projected Data	55.8%* 33.8%*	60.6%* 39.9%*	65.4%* 45.9.5%*	70.2%* 52.0%*	75.0%* 58.0%*
	Actual Data					

SOURCE:

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1: Utilize common formative assessments to gain understanding of students' literacy competencies to engage all students in challenging, differentiated learning opportunities.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide coaching and professional development that will follow up on district offerings to customize CFAs from unpacked standards to the needs of Congaree Elementary during Tuesday Achievement Teams and Thursday Professional Learning Communities.	<p>We will follow the district timeline with possibly a month delay.</p> <p>Fall 2017</p> <p>Why use CFAs (Sept.)</p> <p>Revisit unpacking and prioritizing standards (Oct/Nov)</p> <p>Write quality assessment items (Dec/Jan)</p> <p>Assembling quality assessment / spiraling content (Feb/March)</p> <p>Interpreting and using results (April/May)</p> <p>This process is cyclical and the revision/refinement of assessment items should be ongoing.</p>	District ELA Coordinator, School Administrators; Instructional Coaches	\$0	N/A	Meeting agendas; sign-in rosters
2. Incorporate technology tools, resources, and training (to include use of performance reports) for teacher development of common formative assessments for student growth and achievement using Mastery Manager.	<p>Fall 2018 - Form a committee to create toolkit</p> <p>Spring 2019 - Provide toolkit and training on using resources</p> <p>Fall 2019 – Ongoing Establish expectation of usage in instruction</p>	District ELA Coordinator; Technology Coaches; School Administrators; Instructional Coaches	TBD	TBD	Sign-in rosters; meeting agendas; toolkit posted on ELA content webpage

ACTION PLAN FOR STRATEGY #1: Utilize common formative assessments to gain understanding of students' literacy competencies to engage all students in challenging, differentiated learning opportunities.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>3. Fully implement data/achievement teams school-wide to analyze/interpret data and develop appropriate differentiated instructional strategies.</p> <ul style="list-style-type: none"> • Provide embedded time for teams to meet on Tuesdays. • Provide training on Achievement Teams for teachers. • School Administration and/or Coaches will be present during Achievement Team meetings to ensure informed decisions are made. • Provide professional development for teacher teams on how to analyze and interpret interim and summative assessment data (disaggregated by subgroup). • Provide professional development on how to use student data to inform instruction. • Provide professional development on how to incorporate small guided/strategy groups in Reading and Writing as part of the district literacy model. • Provide professional development on teachers setting and celebrating goals and on how to guide students in setting and celebrating goals. 	<p>Fall 2017 – Ongoing Achievement Team training</p> <p>Fall 2018 – Ongoing Subgroup analysis</p>	<p>District ELA Coordinator; School Administrators; Instructional Coaches</p>	<p>TBD</p>	<p>Title II</p>	<p>Meeting agendas and minutes; sign-in rosters</p>

ACTION PLAN FOR STRATEGY #2: Increase access to text (print and digital) at all reading levels. Texts will include a variety of cultural, gender, career opportunities, and student perspectives and interests.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Continue to support and expand classroom libraries and media center collections.</p> <ul style="list-style-type: none"> • Establish school-based literature support committees to ensure that purchases are data driven and address a variety of reading levels, cultural and gender perspectives, and student interests. <ul style="list-style-type: none"> ○ This committee will support faculty in acquiring quality materials with suggestions of titles and review of classroom purchase lists according to the District Literature Committee guidelines. • Annual review of media center and classroom collections for presentation to school administrators to inform budget allocations. 	<p>Fall 2017 Guidance Document</p> <p>Fall 2018 - Ongoing Establish Committees Annual Review</p>	<p>School Committee ESOL Teacher, Special Education Representative, Media Specialist, ELA Point of Contact, Gifted Education Teacher, Students, and Literacy Coach or ELA Dept. Head</p>	TBD	<p>Local and federal funding; donations; community partnerships; school PTOs; grants</p>	<p>Collection numbers; Collection analyses; Committee minutes; Guidance document for literature purchase; Analysis of new purchases</p>
<p>2. Strategically make texts available in our community.</p> <ul style="list-style-type: none"> • Collect materials for distribution in the community from donations, grants, local funds, and community partners. • Establish partnerships with community locations, such as Lexington Medical Center, doctors' offices, laundromats, barbershops, and support local church little libraries. • Create and maintain two certified Little Free Libraries at CES for the community (one adult height and one child height). • Evaluate program and plan for revision and expansion. 	<p>Fall 2017 – Ongoing Collection (Aug.-Oct.) Establish partnerships (Oct.-Dec.) Distribute (Jan.-March)</p> <p>Fall 2019 - Ongoing Evaluate Program</p>	<p>District ELA Coordinator; Superintendent's Parent Council; School PTO; CATE Coordinator</p>	\$2,000.00	<p>Donations; community partnerships; grants; local and federal funding</p>	<p>Number of locations; inventory; number of books distributed; number of partnerships established; existence of libraries; number of books contained in each; frequency of use</p>

ACTION PLAN FOR STRATEGY #3: Provide high-quality, research-based professional development.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Attend structured, targeted PD for phonemic awareness and phonics for 2nd and 3rd grade using Fountas and Pinnell.</p> <ul style="list-style-type: none"> • District PD offered with 4 Heineman trainers for groups of 50 participants in a session for teachers, coaches, and administrators. • Ongoing follow up led by the literacy coaches. • Ongoing school-based training. • Administer provided assessments and analyze to inform instruction. 	Fall 2017 - Ongoing	District ELA Coordinator; District Early Childhood Coordinator; School Administration; Literacy Coaches	\$15,000.00	Local, State, and Federal funding	Sign-in rosters; classroom observation data; data collected from provided assessments
<p>2. Identify and provide research-based PD and exemplars for best practices in the teaching of literacy for all classroom teachers.</p> <ul style="list-style-type: none"> • Identify exemplars of classroom instruction. • Bring in small groups to observe exemplar classrooms and debrief/discuss. • Deliver professional development in English language development. • Deliver professional development in small, guided groups. 	<p>Summer 2017 - Establish committee; Identify best practices; Identify exemplars</p> <p>Fall 2017 - Observations</p> <p>Spring 2018 - Ongoing - PD in English language development</p> <p>Fall 2018 - Ongoing PD in small, guided groups</p>	District ELA Coordinator; District Early Childhood Coordinator; Literacy Coaches; District ESOL Coordinator; Special Education Coach; ELA Department Heads (middle and high school)	TBD	Local, state, and federal funding	Identified exemplars; sign-in rosters; classroom observation data
<p>3. Promote awareness of required Read to Succeed courses and monitor completion as needed for endorsement.</p>	Fall 2017 - Ongoing	Human Resources; School Administrators; Literacy Coaches	N/A	N/A	Completion of Read to Succeed endorsement

ACTION PLAN FOR STRATEGY #3: Provide high-quality, research-based professional development.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Provide targeted professional development opportunities for incorporating reading in all content areas.	Fall 2017 – Ongoing	Content-area Coordinators; School Administrators; Instructional Facilitators/Literacy Coaches	TBD	Title II	Sign-in rosters; meeting agendas; professional development resources
5. Incorporate culturally responsive curriculum resources and strategies to improve academic achievement of students from all backgrounds/subgroups. <ul style="list-style-type: none"> • Communicate culturally responsive resources and strategies for improving academic achievement of students from all backgrounds/subgroups. • Include culturally responsive curriculum resources in instructional non-negotiables. • Monitor immediate implementation of culturally responsive resources. 	Fall 2017 Identify existing resources and curricular connections Spring 2018 Communicate resources and opportunities for use to classroom teachers Fall 2018 - Ongoing Include usage in instructional non-negotiables and provide expectations for use to administrators; monitor classroom usage through observations and lesson plans	School Administrators; District Cultural Diversity Taskforce	TBD	TBD	Standardized test scores; list of resources; documented sharing of resources; revised instructional non-negotiables; classroom observation data; district walkthrough data

ACTION PLAN FOR STRATEGY #4: Support schools in aiding limited-English-proficient students and families with the acquisition of the English language.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Ensure high-quality learning experiences and appropriate accommodations are provided in all classrooms.</p> <ul style="list-style-type: none"> • Required professional development provided for content teachers, ESOL teachers, and school administrators. • Ensure that EL families receive copies of state report card survey in their native language. • Ensure that all family correspondence is provided in the parent/guardian’s native language. • PD offered for state-required language objectives. • Add the statement, “If you would like a translated version of this document, please contact the school” to all publications. 	Fall 2017 - Ongoing	District ESOL Coordinator; ESOL Teachers; Content Area Teachers; School Administrators	\$0	N/A	Sign-in rosters; classroom observation data; teacher lesson plans; increased English Proficiency scores

ACTION PLAN FOR STRATEGY #5: Maintain a district-wide system of tiered student literacy support and enrichment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Ensure that the tiered system is differentiated to support and enrich learners at all levels of literacy. <ul style="list-style-type: none"> • Ensure access to resources at each tier that are appropriate for age, content, and interest. • Ensure student groupings are data driven. • Ensure access to required 30-minute additional intervention in reading as indicated by the data. 	Fall 2017 - Ongoing	School Administrators; District ELA Coordinator; Lead RtI tutor	TBD	TBD	Number of students maintained in each tier; RTI time administered; decrease in SPED referrals; increase in number of students identified for gifted or advanced courses
2. Maintain individual digital portfolio for progress monitoring of necessary ELA knowledge and skills for the creation of individual learning paths in ELA meeting all Read to Succeed requirements.	Fall 2019 – Ongoing	District ELA Coordinator; Instructional Coaches; Literacy Coaches; ELA Department Heads	TBD	TBD	Student portfolios

DISTRICT STRATEGIC PLAN FOR Congaree Elementary School

DATE: 2017/2018 – 2021/2022

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

PERFORMANCE GOAL: (Statement of desired progress or result over five years)	By 2022...	
	A. Classes taught by properly certified teachers will be 100%.	B. The percentage of teachers leaving <ol style="list-style-type: none"> the school for another teaching position will be 3% or less the profession for reasons other than retirement will be 6% or less.

INTERIM PERFORMANCE GOAL:
(One year goal)

(A) Classes taught by properly certified teachers will meet annual projected targets as indicated in the table below:
 (B1) The percentage of teachers leaving the school for another teaching position will meet annual projected targets as indicated in the table below.
 (B2) The percentage of teachers leaving the profession for reasons other than retirement will meet annual projected targets as indicated in the table below.

DATA SOURCE(S): State Report Card, Chief Human Resource Officer’s records

OVERALL MEASURES: SOURCE: <i>* Represents projections of improvement</i>	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	100% (A) 3.1% (B1) 9.2% (B2)	Projected Data	100%*(A) 3.1%*(B1) 8.6%*(B2)	100%* 3.1%* 7.9%*	100%* 3.0%* 7.2%*	100%* 3.0%* 6.6%*	100%* 3.0%* 6.0%*
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Provide incentives to retain educators.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train 25% of the teaching staff as SC Mentors to support induction teachers and teachers new to Congaree Elementary.	Fall 2017 – Ongoing	Coordinator for Evaluation and Effectiveness; School Administration	\$0	N/A	List of trained SC Mentors
2. Meet with induction teachers and teachers new to Congaree Elementary on a regular basis throughout the school year to provide support.	Fall 2017 – Ongoing	Instructional Leadership team	\$0	N/A	Agendas
3. Conduct team building activities: <ul style="list-style-type: none"> • One within the first 5 In-Service days in August • One at the midyear point • One near the end of the year 	Fall 2017 – Ongoing	Instructional Leadership team	\$0	N/A	Agendas
4. Appreciate the staff monthly through a variety of activities and incentives.	Fall 2017 – Ongoing	Instructional Leadership team	\$1000	Pupil Activities	Calendar of events

ACTION PLAN FOR STRATEGY #2: Provide ADEPT program to meet the needs of Initial, Annual, and Continuing Contract educators.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train 25% of the teaching staff as ADEPT SAFE-T peer evaluators.	Fall 2017 – Ongoing	Coordinator for Evaluation and Effectiveness; School Administration	\$0	N/A	List of trained ADEPT SAFE-T peer evaluators

ACTION PLAN FOR STRATEGY #3: Use PLCs to promote continuous improvement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continually review and revise non-negotiables to monitor PLC progress.	Fall 2017 – Ongoing	Instructional Leadership Team	\$0	N/A	Revised non-negotiables
2. Provide continuous professional development to include: <ul style="list-style-type: none"> • Data Teams • Professional Development on best practice 	Fall 2017 – Ongoing	Chief Instructional Officer; Director of Testing, Research, and Accountability	\$10,000	Title II	Training schedules; sign-in rosters; training materials

DISTRICT STRATEGIC PLAN FOR Congaree Elementary School

DATE: 2017/2018 – 2021/2022

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

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

By 2022, school report card surveys will show ...

- An increase from 82.1% to at least 92.0% of parents agreeing or strongly agreeing that Congaree Elementary School provides safe, welcoming environments.
- An increase from 77.5% to at least 92.0% of teachers agreeing or strongly agreeing that Congaree Elementary School provides safe, welcoming environments

INTERIM PERFORMANCE GOAL:(One year goal)

Meets annual objective target below

DATA SOURCE(S):

Responses to the “I AM SATISFIED WITH THE LEARNING ENVIRONMENT” item on the annual school report card parent and teacher surveys.

OVERALL MEASURES:

SOURCE:

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
Parents – 82.1% Teachers – 77.5%	Projected Data					
	Parents	84.0%*	86.0%*	88.0%*	90.0%*	92.0%*
	Teachers	80.4%*	83.3%*	86.2%*	89.1%*	92.0%*
	Actual Data					

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1: Congaree Elementary collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Ensure that the Congaree Elementary office is a welcoming environment.</p> <ul style="list-style-type: none"> • Establish a quality customer service planning committee with representation of all stakeholders. • Determine quality customer service program components on customer service needs: customer service standards, training for all, accountability, and recognition). • Secure and Administer customer service satisfaction surveys and monitoring protocols, including the Mystery Customer assessment aligned to the customer service standard for schools and district offices. • Determine criteria, rewards, and recognition opportunities for schools and offices demonstrating outstanding customer service. • Provide training on Quality Customer Service for school and district personnel. • Administer satisfaction survey to establish a customer service baseline. • Review results with school personnel. 	Spring 2018 – Ongoing	Superintendent; School Administrators; School Office Personnel; Director of Research and Accountability	\$2500 bi-annually	General Fund Title II	Committee formed; program components and standards determined or developed; research of private sector models of training; training curriculum and model of delivery identified; metrics and monitoring protocols developed; evidence of established customer service incentive program; surveys administered and results provided to the Board
2. Develop mechanisms for interactive communication with stakeholders (e.g. town hall meetings, social media).	Fall 2018 - Ongoing	Coordinator of Data Collections/Computer Services; School Administrators	\$0	N/A	Rollout of communication tool

ACTION PLAN FOR STRATEGY #1: Congaree Elementary collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>3. Consistently include representatives from stakeholder groups in planning processes to inform school actions and decisions.</p> <ul style="list-style-type: none"> • Include best practices in professional development for school staffs on how to promote active parental/guardian engagement in shared decision-making and congruent home-school support for students' learning. • Create a supportive atmosphere and culture of inclusion by actively recruiting diverse council and committee members that reflect every child in the school (all ethnicities and programs). • Provide School Improvement Council training and support to parents/guardians and all stakeholder groups about how to effectively carry out their responsibility to develop the School Renewal Plan by utilizing a cycle of continuous monitoring and improvement aligned to the school's academic goals. • Identify and support experienced parent/guardian leaders at the school level who will mentor and build capacity of new members to serve effectively on the school's governance and advisory committees. • Ensure that state-mandated committees at the school level exist and are functioning as required (Title I, SIC, PTO/PTA) • Ensure consistent implementation of federal, state, and district requirements, policies, and procedures at the school level decision-making councils and advisory committees. (Title I, SIC, PTO/PTA) 	Fall 2017 - Ongoing	Superintendent; Chief Instructional Officer; Chief Financial Officer; Director of Title I; Director of Professional Development; School Administrators	\$500	General Fund Title II	Advisory committee agendas; sign-in rosters; Title I Plans

ACTION PLAN FOR STRATEGY #1: Congaree Elementary collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>4. Engage parents/guardians in school improvement.</p> <ul style="list-style-type: none"> • Provide research-based PD to school personnel around the relationship between parent engagement/student achievement. • Administer the district-selected CD-4-12 Parent Education Curriculum that is grade level specific, cultivates a college-going culture, and includes supports for critical transition periods. • Include a component in the Parent Education Curriculum that includes “twenty-first century parent skills” such as the importance of positive parent-child communication, and how to identify risk (Urban Parent Recasting Model). • Develop consistency across the school about the purpose, mission, and role of Parenting to ensure effective parent/guardian engagement. • Provide on-going training, facilitation, and technical assistance to support efforts in increasing parent/guardian engagement at the school linked to academic success. 	Fall 2018 - Ongoing	Chief Instructional Officer; Director of Parenting; Director of Testing, Research, and Accountability; School Administrators; Guidance Counselors; Director of Title I	\$2000 annually	General Fund Title II At-Risk	Evidence of training provided; implementation of curriculum; parenting policy and procedures disseminated

ACTION PLAN FOR STRATEGY #2: Strengthen, develop, and leverage partnerships with Congaree Elementary to meet strategic goals.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase volunteer opportunities that enrich the school environment.	Fall 2017 – Ongoing	School Admin; Guidance Counselors	\$0	N/A	Compiled data file of volunteers

ACTION PLAN FOR STRATEGY #3: Ensure stakeholders have access to, and act upon, accurate and timely information regarding school initiatives.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide timely, relevant, and easily accessible information on the Congaree Elementary website and ensure uniformity with district information.	Summer 2017 - Ongoing	District Technology Coach; building webmaster	\$0	N/A	Updated website
2. Increase opportunities for two-way communication. <ul style="list-style-type: none"> • Provide human relations/cross-cultural training to build positive, open two-way communication and healthy working relationships between all stakeholders at the school. • Conduct school-community orientations to practice open, two-way communication. Staff will learn about the community’s strengths and needs and how to best support children’s learning; families will learn how the school works, and what is expected of both parents/guardians and students. • Redesign the Parent-Student Handbook to make it more user-friendly. 	Spring 2018	Chief Instructional Officer; Coordinator of Data Collections and Computer Services; Department Directors; Guidance Counselor	\$0	N/A	Trainings/Orientations conducted; redesigned handbook; parent component of district website redesigned and expanded
3. Acclimate all families in accessing information and services to best support their students’ education.	Fall 2017 – Ongoing	Coordinator of Data Collections and Computer	\$0	N/A	Agendas for parent information nights;

ACTION PLAN FOR STRATEGY #3: Ensure stakeholders have access to, and act upon, accurate and timely information regarding school initiatives.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Services; Instructional Technology Coaches; School Administrators; Guidance Counselor			communications home to parents; usage information for various communication channels; parent surveys
<p>4. Facilitate awareness and utilization of a one-stop portal to streamline communications with parents/guardians.</p> <ul style="list-style-type: none"> • Systems to inform parents/guardians about academic goals, classwork, grades, & homework. • Communication in a format and language parents/guardians understand. • Clear two-way channels for communications from home to school and from school to home. • Facilitation for broad participation by providing interpreters and translated materials, setting convenient meeting times, and seeking input via surveys about how to best communicate. • Mechanisms to document concerns and for concerns to be addressed. • Processes to enable families to share with school about background, culture, talents, and goals. • Ample opportunities for parents/guardians and teachers to communicate and build positive relationships. 	Fall 2018 - Ongoing	Chief Instructional Officer; Director of Instruction; Coordinator of Data Collections and Computer Services; Instructional Technology Coaches; School Administrators; Guidance Counselor	TBD	TBD	Agendas for parent information nights; communications home to parents; usage information for portal; parent surveys
<p>5. Provide parents/guardians with an annual School Report Card regarding student academic progress and other indicators of school success and areas for improvement.</p>	Fall 2017 – Ongoing	Director of Testing, Research, and Accountability, School Administration	\$0	N/A	Report Cards distributed

ACTION PLAN FOR STRATEGY #4: Ensure Congaree Elementary complies with statutory requirements regarding safety.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate requirements regarding safety and safety measures to all school staff.	Fall 2017 – Ongoing	School Administration	\$0	N/A	Documentation of safety communications
2. Update emergency safety plans annually.	Fall 2017 – Ongoing	School Administration	\$0	N/A	Updated emergency safety plans
3. Conduct required drills and inspections. <ul style="list-style-type: none"> • Fire drills and safety inspections • Earthquake drills • Tornado drills • Lock-down drill within first 45 days of school • Semi-annual bus evacuations 	Fall 2017 - Ongoing	School Administration	\$0	N/A	Records of all drills and inspections; Fire Marshal reports; quarterly compliance reports
4. Conduct criminal background checks for employees, volunteers, and mentors.	Fall 2017 – Ongoing	Chief Human Resources Officer; School Administration	\$125,000	General Fund	Background check applications; volunteer sign-in sheets; completed background checks
5. Partner with law enforcement to maintain School Resource Officers (SROs) at all schools.	Fall 2017 – Ongoing	Student Services; School Administration	TBD	General Fund	Contracts with law enforcement agencies

ACTION PLAN FOR STRATEGY #5: Promote a safe and healthy environment for students and staff.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Maintain a Class A Department of Health and Environmental Control (DHEC) rating for Congaree Elementary's cafeterias.	Fall 2017 – Ongoing	Director of Food Services	\$0	N/A	Cafeteria ratings; documentation from DHEC inspections
2. Implement a nutritional breakfast/lunch program that meets state and federal requirements.	Fall 2017 – Ongoing	Director of Food Services	\$800,000	Federal, state, and local funds	Menus with nutritional information
3. Create and/or maintain wellness models which focus on nutrition, physical activity, health, safety, and family and community involvement.	Fall 2017 - Ongoing	Director of Food Services; Cafeteria manager; PE teacher	\$0	N/A	Implementation documentation of wellness models
4. Support safe and drug-free initiatives such as the Rise Above It Coalition and Red Ribbon exercises.	Fall 2017 – Ongoing	District Social Worker; Guidance Counselor	\$0	N/A	Documentation of partnerships and activities supporting initiatives
5. Expand Positive Behavior Intervention and Support model.	Fall 2017 – Ongoing	School Administrators	\$0	N/A	School PBIS plans
6. Provide continuous professional development on the Darkness to Light abuse prevention model for all staff.	Fall 2017 – Ongoing	District Social Worker; Guidance Counselor	\$0	N/A	Training schedules; sign-in rosters
7. Provide training in the Crisis Prevention Institute (CPI) in conjunction with district personnel.	Fall 2017 – Ongoing	Director of Special Services; CPI Trainers; School Administration, Special education teachers	\$0	N/A	Training schedules; sign-in rosters