

SCHOOL RENEWAL PLANS COVER PAGE (Required)

School Name Bells Elementary School School Telephone 843-866-2417School Address 12088 Bells Highway, Ruffin, SC 29475District Contact Bob Pence Telephone 843-782-4510E-mail cjenkins@colletonsd.org bpence@colletonsd.org

Assurances

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

Required Printed Names and Signatures

Chairperson, Board of Trustees

John Barnes		
Printed Name	Signature	Date

Superintendent

Leila W. Williams		
Printed Name	Signature	Date

School Principal

Cordelia Jenkins		
Printed Name	Signature	Date

Chairperson, School Improvement Council

Lakeesha Jamison		
Printed Name	Signature	Date

**ASSURANCES FOR SCHOOL RENEWAL PLANS
(Mandated Component)**

Act 135 Assurances

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

- Academic Assistance, PreK-3**
The school 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).
- Academic Assistance, Grades 4-12**
The school 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).
- Parent Involvement**
The school 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.
- Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*.
- Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- NA Innovation**
The school 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.

- ☒ **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.

- ☒ **Collaboration**
The school (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).

- ☒ **Developmental Screening**
The school 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.

- ☒ **Half-Day Child Development**
The school 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.

- ☒ **Developmentally Appropriate Curriculum for PreK-3**
The school 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.

- ☒ **Parenting and Family Literacy**
The school 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.



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.

Signature of Superintendent

Date

Signature of Principal

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS (Mandated Component)

Executive Summary of Needs Assessment Findings

The following needs for Bells Elementary School were identified:

- Meeting diverse needs of all our students.
 - Students of low socioeconomic families require frequent, meaningful and environmental rich experiences. Field trips, manipulatives and streaming video are needed.
 - African American students require extensive modeling and practice time.
 - Small teacher to student ratio is fundamental. Trained interventionists are essential with Response to Intervention (RTI) model.
 - Boys and girls process information differently. Single-gender grouping is effective. Single-gender groups are needed.
- Closing the digital divide. Student access to digital information online, throughout the school and connected to the internet through more computer labs, classroom computers and other personal digital devices to bring the ratio of 1:1 student to computer ratio.
- Teachers require extensive training in best practices of differentiated instruction, mastery learning and data analysis.
- Parents need empowerment concerning their children's education through two-way communication and with information about how to help their children learn.

- Children require a safe and healthy environment conducive to learning in order to achieve success. Effective implantation of research proven school wide behavior plans and health initiatives are vital.

Our commitment to excellence at Bells Elementary means we are striving to be the best in equipping our students. Our goal is to become more efficient at identifying, monitoring, and serving our at-risk learners and to enrich the learning of high performance learners. We want to become more responsive to their needs and to adjust the nature and rigor of our evidence-based interventions for students. Under *Reading First* directives, Bells had implemented and sustained the practice of using data in all subject areas to guide high-quality instruction and behavior interventions matched to students needs. We frequently progress monitor to make decisions about changes in instruction or goals and apply student response data to make critical educational decisions. Over the last 5 years, we have had a team of teachers, staff and volunteers working with students in whole groups, small groups and individually to move them to the next level of their capacity in order to bring all of our students to proficient performance at grade level and beyond. Our teachers have embraced Pat Johnson's mission and have adopted the goal of each child becoming a reader (Johnson, *One Child at a Time*, p. 179-18).

The teacher is the first line of defense at Bells. We are using the three-tiered Response to Intervention (RTI) model to meet our students' needs. The high level of professional development in classroom interventions has been a key factor in our professional learning community meetings. Teachers are studying what the experts in literacy have to say about intervening to make a difference. We have implemented a program of instruction to suit individual learners and assist them in being responsible for their own learning. School-wide use of *Dominie* as our universal screening tool (K through 5th grade) has allowed us to all become better attuned to meeting the needs of all learners. MAP scores along with *DesCartes'* continuum have guided small group instruction along with biweekly progress monitoring.

One-on-one and small group interventions are provided to at-risk learners on the second tier of RTI. All faculty members assist in tutoring small groups, including special area teachers. Students receive additional intervention from trained interventionists. By shifting to on-going assessment and continuing on-going professional development, we will better understand the ever changing needs of our students.

When more intensive assistance is needed, we have the third tier of intervention available. The special education program has a team that makes referrals for their services. The team of teachers, parents, special education teachers, district psychologist and the administrator are involved in this process. Our special education teachers are highly trained and attuned with the needs of our students.

We know that a planned framework for response to intervention works. We also know it takes careful observation, diligent planning, and great celebration to support the struggles of our children as they master reading. Our hard work is being evidenced as we improve our ESEA Waiver rating. In 2007, we missed five targets in ELA and Mathematics- all students, as well as the subgroups of subsidized lunch and African American students; in school year 2009, we missed only one subgroup target African American in Mathematics; and last year, 2010, we met AYP. When we began *Reading First*, our Fall 2007 3rd grade *Dominie Progress Monitoring* showed 31% NSI (Needs Substantial Intervention); Fall 2008 scores show 22% NSI; and Fall 2009 scores show only 11% NSI...all hard work from a team of hard workers.

Leadership from a principal that fully embraces our program is essential. Everything from special scheduling to providing teachers and students with materials and experiences needed for success needs to be arranged and maintained. Teachers are not satisfied to just say that "Johnny" has not mastered a particular building block on the way to independent reading. The principal,

coaches, and interventionists plan alongside classroom teachers in order to know the learners' needs and accelerate their progress. Each of these positions needs to be staffed for successful implementation of best teaching practices at Bells Elementary School. Further training is needed so that teachers will have access to multiple means of supporting students' mastery of the standards. A

The students at Bells Elementary are from rural northern Colleton County. At 88% poverty level, our students come to us with the limited experiences that poverty entails. It is upon real experiences that students build vocabulary and give meaning to the material that is being taught. Bells Elementary is a small school serving about 350 students in Pre-k4 through grade 5. This translates to a small staff and small budget. Keeping highly trained teachers and small class sizes is essential to our success. Research supports small teacher to student ratios. In kindergarten through grade 3 the recommendation is 1:13-17 and in 4th and 5th grades 1:20 (Reducing, 1999). Without outside funding, to continue the intervention for our students at the level we have had these past 5 years would be extremely difficult. Where *would* Mary be without Mrs. Jones' small group that allowed her to practice using those new strategies - at first failing, then with coaching being able to use the new skill, and finally experiencing success in independent reading? From whom *would* Ms. Smith seek trained "outside eyes" to gain a new discernment for the "Bluebirds" in her class that still have not grasped that those letters go together to make a picture in your head without Mrs. Doe's expertise? As our class sizes continue to increase, touching each child's struggle in the classroom will become a daunting task. Who will fall through the next chasm - Johnny, Ky'Anndra, Jobri? Bells Elementary School is not a warehouse of elementary children. It is the setting of education where Johnny grows into an independent learner!

The mission of Bells Elementary School is to build success through teamwork in a safe and welcoming environment where every child is nurtured to achieve academic excellence through higher expectations, enabling them to become productive and life-long learners. We are committed to doing whatever it takes. According to Langer, J. (2002) "In effective schools, learning and instruction related to knowledge and conventions of English and high literacy takes place as separated, simulated, and integrated experiences." Our curriculum areas need to include diverse activities and be fully integrated.

Field trips enable teachers to expand children's learning beyond the walls of the classroom into the vast community outside. They provide children with experiences that cannot be duplicated in the school, but are nonetheless an integral part of school instruction. The more academically oriented experiences we have, the more opportunities we have to store those experiences as academic background knowledge. Poverty has a profound impact on academic achievement (Marzano, 2004) because these children often lack these important experiences. Therefore, field trips are a vital support to our students' understanding. A field trip can best be described as a living laboratory in which learning is acquired through active, hands-on experience. The rich resources of the field trips should be preceded by good planning, trip selection, pre-visit preparations, the trip itself, appropriate follow-up and evaluation - ensuring a successful educational experience. Research has shown that field trips are important for many reasons:

- They increase student knowledge and understanding of a subject
- They add realism to the topic of study, and
- They provide an opportunity to develop and enhance a student's socialization and citizenship skills (Marzano).

Technology plays a great role in assisting student success. MAP testing provides teachers with data to monitor students' progress. Programs, such as *Orchard* and *Renaissance Learning*, provide opportunities for students to practice and strengthen their skills. The *SmartBoard* technology has allowed teachers to involve students with interactive software as children learn and explore. *ETV Streamline* supports teachers with videos to bring the real world into the classroom. Teachers need continued staff development in utilizing technology as part of the teaching process. In the March 2008 blog post "Why Integrate Technology into the Curriculum", *Edutopia* Staff states:

Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

Digital divide (Bruno, n.d.) refers to computer access and computer use. This divide needs to be closed at Bells Elementary School by providing more appropriate computer access to our students. Presently each classroom has 2 connections to the server and the internet. Research recommends 3-5 computers in each classroom; 1 class-size lab for remediation; and one class size lab for training or class group work (Becker and Ravitz, 1999). Each of these student computers should have access to the internet.

In order to further create success for each child, teachers need to understand and meet the diverse needs of our children. For example, boys and girls see and hear differently. Protheroe states, "*single-sex education may provide the solution some students need to focus on learning*" (2009, p. 32). Single-gender education is teaching boys and girls the same high standards within

different classrooms. Federal regulations issued in October 2006 authorized the use of single-gender classrooms, programs, and schools within districts as a way to meet the educational needs of its students. Bells Elementary will support students through single gender classrooms as opt-in programs.

Girls are capable of excelling in math and science. Research (Reis, 1998) has indicated that girls may have optimal learning opportunities in math, science, and technology in small groups with other girls. In coed groups, boys may dominate, becoming the leaders in the group and monopolizing the discussion, while girls become the recorders of the discussions. To ensure that our girls have the opportunity to excel in math and science, single gender groups are needed. Also, in order to improve the climate for teaching mathematics, technology, and science, "teachers must analyze their own feelings about these content areas. If they feel fear, dislike, or ambivalence, their teaching may inadvertently reflect these feelings. Fear or dislike of technology may be reflected in preferences in their teaching, curriculum, and classroom activities" (Reis & Graham, 2005). Staff development that empowers teachers in teaching math and science, as well as, staff development regarding single gender learning styles is imperative.

In order to close the gap for students of the African American subgroup, teachers must make an honest effort to get to know the African American students and their culture. A "significant moment in this process involves the educator getting in touch with their perception of African American students" (Ghee, 1990, p. 45). Motivation for these students comes out of relationship building with the teachers and connecting content to their world Ross (1991). Mastery comes with ample modeling and explanations, frequent perfect practice with feedback (Ross, p. 29), and pride in displayed work (Clayton, 1998). Teachers will need to review these strategies in

Professional Learning Communities (PLC) and implement strategies that work. Small class sizes will allow the teacher the flexibility needed to carry out the varied strategies.

The National PTA recognizes the research which demonstrates when parents are involved; students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level. The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to create a nurturing environment and communicate high educational expectations for their children (PTA, 2000). Keeping the communication line open between the school and the students' homes is of great importance so that parents will always be welcomed at the school and feel at ease when conferencing with teachers concerning the best practices for their child's education. Teachers will plan for positive communication (notes home, phone calls, home visits), as well as, academic conferences. Parents are the school's strongest partners in supporting our students' success. Monthly PTO and School Improvement Council meetings will give parents opportunities in decision-making. The school web site and newsletters will help parents and community members know the school's activities. These sources of information will also provide parents with information about how to help their children learn. In addition, a Parent-Literacy Closet will give parents access to extra resources.

Researchers agree that schools benefit from having in place a clearly defined, consistently enforced behavioral management system that is designed to support positive behavior for all school children (Fitzsimmons, 1998). Positive Behavioral Interventions and Supports (PBIS) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success that Bells Elementary will adopt.

Research shows a direct relationship between the health of young people and academic achievement. Healthier students have a greater ability to concentrate, have lower absenteeism,

better productivity, fewer discipline problems, higher test scores, and better classroom participation (National Institute of Child Health and Human Development, 2000). Bells will utilize the Coordinated Approach to Child Health (CATCH) program alongside the health and physical education program to promote healthy lifestyles.

With healthy children, highly trained teachers, aligned standards with supporting learning activities, students at Bells Elementary will succeed in maturing into responsible community members.

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MISSION, VISION, VALUES, AND BELIEFS (Optional)

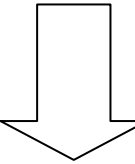
The mission of Bells Elementary School is to academic excellence in a safe and nurturing environment.

Beliefs

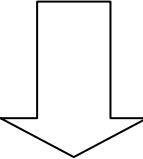
- All children can learn.
- Teachers are the first line of defense in the instructional process.
- Parental support is critical.
- Children from diverse backgrounds bring diverse strengths and weaknesses and require diverse learning experiences.

SCHOOL RENEWAL PLAN FOR <u>Bells Elementary School</u>		DATE: <u>April 2011</u>						
Performance Goal Area:		<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority						
PERFORMANCE GOAL: (desired result of student learning)	The percentage of students scoring <i>Met</i> or <i>Exemplary</i> in Writing as measured by Palmetto Assessment of State Standards (PASS) Test Scores in grades 3-5 will increase from 53% to 77% in grade 3; 66% to 86% in grade 4; and 64% to 85% in grade 5; male scores will increase from 47.8% to 83% as detailed below:							
INTERIM PERFORMANCE GOAL:	See below:							
DATA SOURCE(S):	Palmetto Assessment of State Standards (PASS) Test Scores for grades 3-5							
OVERALL MEASURES: Percentage Passing PASS Writing	Average Baseline 2010	2011*	2012*	2013*	2014*	2015*	2016*	
Grade 3	53	NA	NA	68	71	74	77	
Grade 4	66	NA	NA	77	80	84	86	
Grade 5	64	63.3	60.7	75	79	83	85	
Males	47.8	70	69.2	70	74	78	83	
Females	75.9	52.6	53.3	86	90	93	97	
African American	54.5	66.7	54.5	73	76	79	82	
Subsidized	59.5	61	58	74	79	81	83	
* Represents projections of improvement								

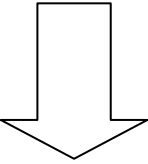
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

ACTION PLAN	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	EVALUATION
<u>STRATEGY:</u> Improving Instruction in Writing				(academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of</u> <u>Implementation</u>
<u>Activity</u>					
(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
<p>1. Teachers will align curriculum with South Carolina English Language Arts Curriculum Standards and implement learning opportunities for all students by expanding, refining, and implementing data driven instruction.</p> <p>A. Teachers will implement best practices for an integrated writing program.</p>	August 2011-June 2016	Leadership Team - Principal, Assistant Principal, Grade level Chairs, Media Specialist, CIF	No additional costs	NA 	Long Range Plans Lesson Plans

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<p><u>STRATEGY:</u></p> <p>Improving Instruction in Writing, cont. <u>Activity</u></p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person</u> Responsible</p>	<p><u>Estimated</u> Cost</p>	<p><u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p><u>EVALUATION</u></p> <p><u>Indicators of Implementation</u></p>
<p><u>Four Components of Writer's Workshop</u></p> <p>1. WRITING ALOUD</p> <ul style="list-style-type: none"> a. Teacher demonstrates (writing on chart paper, overhead/ <i>Smartboard</i>, board, etc.) b. Teacher models aloud what she/he is doing, thinking, and rethinking while writing, rereading and revising drafts c. Teacher talks aloud about topics such as appropriate writing model - narrative, expository, persuasive (story, menu, letter, poem, etc.); spacing needs (K-2); organizational patterns and transition words; writer's craft lessons such as persuasive details of statistics and expert opinion; effective repetition d. Teacher points out skills such as spelling conventions, punctuation needs, vocabulary choices, sentence structures, revision techniques e. Teacher uses the 6 Traits Writing <ul style="list-style-type: none"> 1. Ideas & Content 2. Organization 3. Voice 4. Word Choice 5. Sentence Fluency 6. Conventions 	<p>August 2011-June 2016</p>	<p>CIF Teachers</p>		<p>Local Funds when available</p> <div style="text-align: center;">  </div>	<p>Lesson Plans Colleton County Classroom Data Collection Form</p>

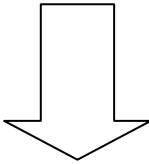
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<p><u>STRATEGY:</u> Improving Instruction in Writing, <u>cont.</u></p> <p><u>Activity</u></p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person</u> Responsible</p>	<p><u>Estimated</u> Cost</p>	<p><u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p><u>EVALUATION</u></p> <p><u>Indicators of Implementation</u></p>
<p>2. SHARED WRITING</p> <p>a. Teacher and class compose aloud, collaboratively</p> <p>b. Both negotiate topics, purposes, and word choice with each other</p> <p>c. Teacher acts as scribe and encourages all students to participate</p> <p>d. Teacher provides explicit questioning and directions, encouraging high-level thinking on focus, support, organization, language use/ conventions, writer's craft</p> <p>e. Writing may be responses to literature; responses to world or school events; relating of information/ reports; description of classroom experiences; (<i>field trip, library books, Streaming Video, etc</i>)</p> <p>f. Personal reflections; writing to learn in content areas (math journals, science journals, social studies journals- marbled composition notebooks)</p> <p>g. Writing activities are embedded in ongoing content or literature study on a daily basis (essays, journals, etc)</p>	<p>August 2011-June 2016</p>	<p>CIF Teachers</p>	<p>No additional costs</p>	<p>Local, state, and federal funds if available</p> 	<p>Lesson Plans Colleton County Classroom Data Collection Form</p>

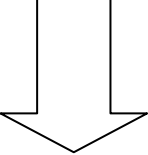
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<p><u>STRATEGY:</u></p> <p>Improving Instruction in Writing, <u>cont.</u></p> <p><u>Activity</u></p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person</u> <u>Responsible</u></p>	<p><u>Estimated</u> <u>Cost</u></p>	<p><u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p><u>EVALUATION</u></p> <p><u>Indicators of Implementation</u></p>
<p>3. GUIDED WRITING</p> <p>a. Core of the program - whole class, small group, or individualized</p> <p>b. Student writes and teacher guides</p> <p>c. Explicit teaching in form of mini-lessons for reinforcement of skills depicted in shared writing or for introduction of new writer's craft lessons (Chart paper, markers, <i>Smartboard</i>, etc)</p> <p>d. Rubric development and review conferences take place along with peer response and sharing (Laminated rubrics, chart paper for anchor charts, folders for writing in process, etc)</p> <p>e. Buddy Writers - inter-grade and cross-grade</p>	<p>August 2011-June 2016</p>	<p>CIF Teachers</p>	<p>No additional costs</p>	<p>NA</p>	<p>Lesson Plans Colleton County Classroom Data Collection Form</p>

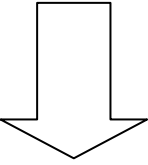
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<p>STRATEGY:</p> <p>Improving Instruction in Writing, cont.</p> <p>Activity</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p>EVALUATION</p> <p>Indicators of Implementation</p>
<p>4. INDEPENDENT WRITING</p> <p>A. Students work alone, using their current knowledge of writing process, often choosing own topics (folders for writing in progress, marbled composition notebooks, etc.)</p> <p>B. Occurs daily in writer's workshop format</p> <p>C. Teacher and student monitor through daily log journals, conferences, teacher feedback</p> <p>E. Mock PASS Writing Days</p> <p>F. Handwriting (<i>Starfall.com (S&H costs) Paper; charts, software and computers -3-5 in classroom or handheld device, videos</i>)</p> <p>G. Students will produce 9 to 12 published writing pieces depending on grade level</p> <p>1) School literary magazine</p> <p>2) Students are encouraged to enter contests and or submit to various publications)</p> <p>H. Student keyboard efficiency in order to use "writing" software programs such as <i>Microsoft Office, PowerPoint, Glogster, etc. (Mavis Beacon Teaches Typing, Typer Shark, etc.)</i></p> <p>I. Presentation/Production software and hardware including, but not limited to, digital cameras, video, special primary keyboards, computers-3-5 per classroom, handheld devices, <i>Smartboard, etc</i></p> <p>J. Parents' Literacy Night</p> <p>1) Workshops (writing supplies; refreshments, etc)</p> <p>2) showcases</p>	<p>August 2011-June 2016</p>	<p>CIF Teachers</p> <p>Parent Literacy Coordinator</p>		<p>Local Funds when available</p> 	<p>Lesson Plans</p> <p>Colleton County Classroom Data Collection Form</p> <p>Writing Portfolios</p> <p>Displays of final pieces</p> <p>Literary Magazine</p> <p>School Calendar</p>

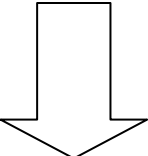
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<p><u>STRATEGY:</u></p> <p>Improving Instruction in Writing, cont.</p> <p><u>Activity</u></p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person</u> <u>Responsible</u></p>	<p><u>Estimated</u> <u>Cost</u></p>	<p><u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p><u>EVALUATION</u></p> <p><u>Indicators of Implementation</u></p>
<p>B. RTI -Response to Intervention procedures for identifying academic assistance</p> <p>3-Tier model</p> <ol style="list-style-type: none"> 1. Teacher small group/individual remediation 2. Inclusion model for students receiving services in self contained class (up to 50% of the instructional day as appropriate) 3. After School/Saturday School 4. Supplemental Educational Services for tutoring 5. Summer school 6. SPICE, District pull-out program for gifted and talented 7. Class size reduction -recommendations <ol style="list-style-type: none"> a. Kindergarten-grade 3: 1:13-17 students b. Grades 4-5 1:20 students 8. Single Gender strategies <ol style="list-style-type: none"> a. 1 class each on grade 4 and 5 b. Coed classes adopt gender-specific strategies 	<p>August 2011-June 2016</p>	<p>SIT Team - Principal; Assistant Principal, Interventionists, Guidance Counselor, Media Specialist, School Psychologist, One Classroom Teacher</p> <p>Teachers</p>		<p>Local Funds when available</p>  <p>Title 1</p>	<p>Differentiated Notebook (DIN)</p> <p>SIT minutes</p> <p>School Calendar</p> <p>Master Schedule</p>

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<u>STRATEGY:</u> Improving Instruction in Writing, <u>cont.</u> <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>EVALUATION</u> <u>Indicators of</u> <u>Implementation</u>
C. Aligned Professional Development 1. Employ SC TAP model for staff development 2. Having workshops, conferences, and meetings sponsored by local, state, and national agencies 3. Using professional journals- print and electronic subscriptions	August 2011-June 2016	Leadership Team		Local Funds when available 	School Staff Development Calendar

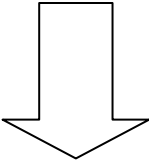
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<p><u>STRATEGY:</u></p> <p>Improving Instruction in Writing, <u>cont.</u></p> <p><u>Activity</u></p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person</u> Responsible</p>	<p><u>Estimated</u> Cost</p>	<p><u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p><u>EVALUATION</u></p> <p><u>Indicators of Implementation</u></p>
<p>D. Provide parents with a list of various ways they are expected to support the school and teachers with the instructional success of their children.</p> <ol style="list-style-type: none"> 1. Parent workshops, open house 2. Homework help on website 	<p>August 2011-June 2016</p>	<p>Leadership Team</p> <p>Parent Literacy Coordinator</p> <p>Webmaster</p>		<p>Local Funds when available</p>  <p>Title 1</p>	<p>School Calendar</p> <p>Agendas</p> <p>Website</p>

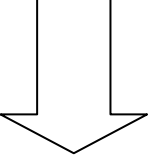
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR <u>Bells Elementary School</u>		DATE: <u>April 2011</u>					
Performance Goal Area:							
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority							
PERFORMANCE GOAL: (desired result of student learning)	The percentage of students scoring <i>Met</i> or <i>Exemplary</i> in English Language Arts as measured by Palmetto Assessment of State Standards (PASS) Test Scores in grades 3-5 will increase from 61% to 84% in grade 3; 72% to 88% in grade 4; and 64% to 85% in grade 5 as detailed below:						
INTERIM PERFORMANCE GOAL:	See below: The numbers in the table represent the percentage of students who will score MET or Exemplary on the ELA portion of the PASS Test.						
DATA SOURCE(S):	Palmetto Assessment of State Standards (PASS) Test Scores for grades 3-5						
OVERALL MEASURES: Percentage Passing ELA PASS	Average Baseline 2010	2011	2012	2013*	2014*	2015*	2016*
Grade 3	61	65.6	66	74	77	81	84
Grade 4	72	66.7	61.8	82	84	86	88
Grade 5	64	73.2	63.2	75	79	83	85
Males	65.2	73.9	62.1	77	82	84	86
Females	62.1	81.4	63.2	75	78	80	83
African American	45.5	73.1	54.4	64	70	73	76
Subsidized	57.1	75	58.5	71	76	79	81
* Represents projections of improvement							

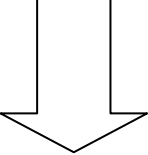
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ACTION PLAN STRATEGY: Improving Instruction in English Language Arts	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of</u> <u>Implementation</u>
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	August 2011-June 2016	Leadership Team Teachers		Local Funds when available 	Long Range Plans Lesson Plans
1. Teachers will align curriculum with South Carolina English Language Arts Curriculum Standards and implement learning opportunities for all students by expanding, refining, and implementing data driven instruction. A. Teachers will use Best Practices in Reading-Four Pillars of best practice in reading. (The National Reading Panel, 2005) 1. Valid and Reliable Assessments Leadership Team will assist teachers in best practices in aligning curriculum to SC standards through analyzing data from PASS; MAP and common assessments through the use of technology. (Computers, hand held devices, programs such as the following) <ul style="list-style-type: none"> • PASS • MAP • Test View (analyze test data) • DesCartes • Dominie • Marie Clay Observation Survey • Flannigan (test item bank) • Common grade level assessments • Data Days (substitutes, pocket charts for data wall, etc) 					

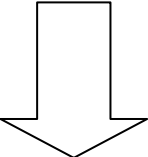
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<u>STRATEGY:</u> Improving Instruction in English Language Arts, <u>cont.</u> <u>Activity</u>	<u>Timeline</u> <u>Start/End Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>EVALUATION</u> <u>Indicators of</u> <u>Implementation</u>
2. Instructional Programs and Aligned Materials Systematic and explicit reading instruction will take place during dedicated 120 minute block. Instruction should align to the rigor necessary for successful PASS achievement and should actively engage all students. (Schedule for block times, release time for planning) a. Components include <ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics 3. Fluency 4. Vocabulary word studies; word of the day 5. Comprehension 	August 2011-June 2016	CIF Teachers	No additional Costs	Local Funds when available 	Lesson Plans Colleton County Classroom Data Collection Form Master Schedule

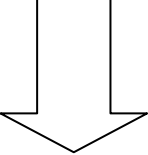
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<p>STRATEGY: Improving Instruction in English Language Arts, <u>cont.</u> Activity</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p>EVALUATION Indicators of Implementation</p>
<p>b. Learning experiences to support</p> <ol style="list-style-type: none"> 1. Text connections- text to text, text to self, text to world <ol style="list-style-type: none"> a. Field trips for enrichment experiences b. Genre studies c. Author studies d. Author visits; Artists in residence (fees) 2. Morning Message- (<i>chart paper, markers, etc.</i>) 3. Model whole group lesson (<i>State approved Reading Series and ancillaries, trade books for classroom libraries, library books, Anderson V Curriculum, computers, hand held devices, SmartBoard, etc.</i>) 4. Read alouds, shared reading, guided reading, Readers' Theater, independent Reading practice (<i>Library books; Trade books; Leveled classroom libraries; Magazines; Renaissance Learning-Accelerated Reader and STAR; Reading Logs; Computers; hand held devices, Streaming video; computer; Smartboard; projector; etc.</i>) 5. Buddy Writers - inter-grade and cross-grade 	<p>August 2011-June 2016</p>	<p>CIF Teachers</p>		<p>Local Funds when available</p> 	<p>Lesson Plans Colleton County Classroom Data Collection Form</p>

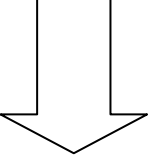
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<u>STRATEGY:</u> Improving Instruction in English <u>Language Arts, cont.</u> <u>Activity</u>	<u>Timeline</u> <u>Start/End Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>EVALUATION</u> <u>Indicators of</u> <u>Implementation</u>
<p>C. Differentiated small group instruction based on individual strengths and weaknesses; learning styles</p> <ol style="list-style-type: none"> 1. RTI -Response to Intervention procedures for identifying academic assistance - 3-Tier model <ol style="list-style-type: none"> a. Teacher small group/individual remediation(<i>Centers, software, computers -3-5 in classroom, hand held devices, listening centers, trade books</i>) b. Interventionist pull-out <ol style="list-style-type: none"> i. Trained - Reading Recovery and local ii. Team teaching utilizing all certified teachers iii. Computer lab(<i>Orchard, FunBrain, Starfall, etc.</i>) iv. ESL - (ESOL Interpreter/interventionist) c. Special education services - speech, resource, self contained, OHI <ol style="list-style-type: none"> i. Inclusion model for students receiving services in self contained class (up to 50% of the instructional day as appropriate) 2. SC Dept of Ed Reading Recovery Model 3. SPICE, District pull-out program for gifted and talented 4. After School/Saturday School 5. Supplemental Educational Services for tutoring 6. Summer school 7. Class size reduction -recommendations <ol style="list-style-type: none"> a. Kindergarten-grade 3: 1:13-17 students b. Grades 4-5 1:20 students 8. Single Gender strategies <ol style="list-style-type: none"> a. 1 class each on grade 4 and 5 b. Coed classes adopt gender-specific strategies 	<p>August 2011-June 2016</p>	<p>SIT Team Teachers</p>		<p>Local Funds when available</p> <div style="text-align: center;">  </div> <p>Title 1</p>	<p>Differentiated Notebook (DIN) SIT minutes</p> <p>School Calendar</p> <p>Master Schedule</p>

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-12 and ends in 2015-16.

<u>STRATEGY:</u> Improving Instruction in English Language Arts, <u>cont.</u> <u>Activity</u>	<u>Timeline</u> <u>Start/End Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>EVALUATION</u> <u>Indicators of</u> <u>Implementation</u>
3. Aligned Professional Development a. Employ SC TAP model for staff development b. Have workshops, conferences, and meetings sponsored by local, state, and national agencies c. Use professional journals- print and electronic subscriptions	August 2011-June 2016	Leadership Team		Local Funds when available 	Staff Development Calendar

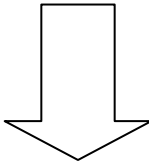
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STRATEGY: Improving Instruction in English Language Arts, cont. Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION Indicators of Implementation
4. Provide dynamic instructional leadership a. School Leadership Team meets monthly to discuss data-based decisions using MAP, <i>Dominie</i> , kidwatching data, and common assessments data. b. Utilize the Colleton County School District Data Collection Form which gives us longitudinal data gathered from classroom observations. We triangulate data from <i>Dominie</i> , MAP, and STAR.	August 2011-June 2016	Leadership Team		Local Funds when available 	School Calendar Minutes
B. Provide parents with a list of various ways they are expected to support the school and teachers with the instructional success of their children. 1. Parent workshops, open house (supplies, refreshments, etc.) 2. Homework help on website	August 2011-June 2016	Parent Literacy Coordinator Webmaster		Title 1	School Calendar Agendas Website

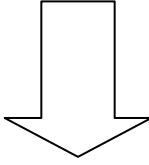
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SCHOOL RENEWAL PLAN FOR <u>Bells Elementary School</u>		DATE: <u>April 2011</u>					
Performance Goal Area:		<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority					
PERFORMANCE GOAL: (desired result of student learning)	The percentage of students scoring <i>Met or Exemplary</i> in Mathematics as measured by Palmetto Assessment of State Standards (PASS) Test Scores in grades 3-5 will increase from 54% to 78% in grade 3; 68% to 86% in grade 4; and 48% to 77% in grade 5; African American subgroup will increase from 36.4% to 73% as detailed below:						
INTERIM PERFORMANCE GOAL:	See below						
DATA SOURCE(S):	Palmetto Assessment of State Standards (PASS) scores for grades 3-5						
OVERALL MEASURES: Percentage Passing Math PASS	Average Baseline 2010	2011	2012	2013*	2014*	2015*	2016*
Grade 3	54	66.1	69.6	68	71	75	78
Grade 4	68	67.3	65.3	79	82	84	86
Grade 5	48	70	70.6	65	69	73	77
Males	47.8	71.6	66.3	70	74	78	83
Females	48.3	70	64.7	69	72	76	79
African American	36.4	67.3	57.8	58	64	70	73
Subsidized	45.2	69.3	62.6	64	69	74	79
* Represents projections of improvement							

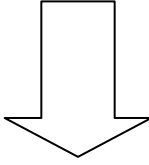
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ACTION PLAN STRATEGY: Improving Instruction in Mathematics.	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
1. Align curriculum with South Carolina Mathematics Curriculum Standards and implement learning opportunities for all students by expanding, refining, and implementing data driven instruction. A. Teachers will use Best Practices in Mathematics to allow students access to rigorous, high-quality mathematics instruction.	August 2011-June 2016	Leadership Team		Local Funds when available 	Long Range Plans Lesson Plans
2. Provide balanced Mathematics instruction a. Student-centered and teacher-directed; i. Anderson V Curriculum/Pacing Guide b. Delivery of instruction should vary according to students' needs -learning styles, etc. <ul style="list-style-type: none"> • Flannigan (test item bank) • Test View (analyze test data) • MAP • Common grade level assessments • Data Days (substitutes, pocket charts for data wall, etc) c. Whole group (individual wipe-off boards and markers, marbled composition notebooks, etc.) d. Small group instruction e. Test Taking Strategies (Test Prep Workbooks)	August 2011-June 2016	CIF			Lesson Plans Colleton County Classroom Data Collection Form

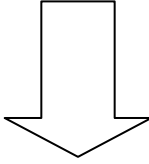
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ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Mathematics. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
3. Provide differentiated classroom instruction using a variety of instructional methods and interventions <ul style="list-style-type: none"> a. Instruct students at their appropriate rate and level, employing a variety of techniques within the context of the classroom. (textbooks, library books, magazines, Manipulatives, <i>Thinkfinity</i>, web-based resources, field trips, <i>Streamline</i> video, etc.) b. Provide multiple opportunities for students to problem solve for a variety of purposes and to apply their learning. (printing supplies, creativity supplies, software and computers - 3-5 in classroom, hand held devices, etc.) <ul style="list-style-type: none"> i. Calendar Math ii. Learning Centers iii. Computer programs (<i>Orchard</i>, <i>Funbrain</i>, etc.) c. Provide Test Prep Workbooks 	August 2011-June 2016	CIF		Local Funds when available 	Lesson Plans Colleton County Classroom Data Collection Form

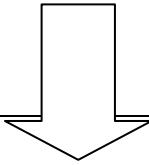
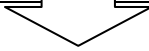
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ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Mathematics. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
4. Teach critical thinking skills explicitly <ul style="list-style-type: none"> a. Problem solving process and model (manipulatives, marbled composition notebooks, etc) b. Strategies include <ul style="list-style-type: none"> • Making and confirming conjectures • Questioning • Visualizing • Summarizing • Drawing inferences • Applying to authentic situations • Synthesizing • Analyzing • Generalizing • Evaluating • Self reflection. c. The framework of problem solving <ul style="list-style-type: none"> • Determining relevant information • Selecting and applying appropriate strategies and/or operations • Communicating and justifying thinking • Verifying the reasonableness of the solution. 	August 2011-June 2016	CIF		Local Funds when available 	Lesson Plans Colleton County Classroom Data Collection Form

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Mathematics. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
5. Provide broad mathematical experiences in all curricular areas <ul style="list-style-type: none"> a. Fine Arts alignment of skills and projects (creativity supplies) b. Science problems and measurements (Science materials and kits) c. Social studies statistics and maps (Maps, chart paper, etc.) d. Read alouds (library books, trade books for classroom libraries) e. Math journals (marbled composition notebooks) 	August 2011-June 2016	CIF		Local Funds when available 	Lesson Plans Colleton County Classroom Data Collection Form
6. Provide a math-rich environment <ul style="list-style-type: none"> a. Access to a variety of Math materials and appropriate technology (computers, hand held devices, <i>SmartBoard</i>, rulers, compass, measuring tools, calculators, manipulatives, etc) b. Math-rich environment that displays student-created work (creativity supplies, chart paper, bulletin board supplies) c. Science/Math Fair (backboards, prizes, etc) 	August 2011-June 2016	CIF			Lesson Plans Colleton County Classroom Data Collection Form
7. Develop mathematical literacy - read and write for mathematical understanding and communication of their mathematical ideas (Trade books, library books, magazines, <i>Streamline</i> videos, marbled composition notebooks, chart paper for anchor charts, etc)	August 2011-June 2016	CIF			Lesson Plans Colleton County Classroom Data Collection Form

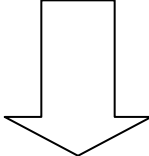
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Mathematics. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	EVALUATION <u>Indicators of Implementation</u>
8. Develop mathematical fluency - develop meaning for a concept or procedure and then provide practice to promote fluency that builds confidence and competence. (computers, hand held devices, <i>SmartBoard</i> , rulers, compass, measuring tools, calculators, manipulatives, etc)	August 2011-June 2016	CIF		Local Funds when available 	Lesson Plans Colleton County Classroom Data Collection Form
9. Establish home/school/community partnerships to collaborate in support of the mathematical development of all students both at home and at school <ul style="list-style-type: none"> a. Family Math/Science Night (supplies; refreshments) b. Homework links on website 	August 2011-June 2016	Parent Literacy Coordinator Webmaster			School Calendar Website
B. Aligned Professional Development <ul style="list-style-type: none"> 1. Employ SC TAP model for staff development 2. Have workshops, conferences, and meetings sponsored by local, state, and national agencies 3. Use professional journals- print and electronic subscriptions 	August 2011-June 2016	Leadership Team			School Staff Development Calendar

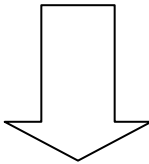
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR <u>Bells Elementary School</u>		DATE: <u>April 2011</u>					
Performance Goal Area:		<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority					
PERFORMANCE GOAL: (desired result of student learning)	The percentage of students scoring basic and above in Science as measured by the Palmetto Assessment of State Standards (PASS) in grades 3-5 will increase from 52% to 81% in grade 3; 70% to 88% in grade 4; and 50% to 81% in grade 5; female will increase from 46.7% to 87% as detailed below:						
INTERIM PERFORMANCE GOAL:	See below						
DATA SOURCE(S):	Palmetto Assessment of State Standards (PASS) scores for grades 3-5						
OVERALL MEASURES: Percentage Passing PASS Science	Average Baseline 2010	2011	2012	2013*	2014*	2015*	2016*
Grade 3	52	44.4	47.8	71	74	77	81
Grade 4	70	49.1	69.4	81	84	86	88
Grade 5	50	48	75	69	73	77	81
Males	54.5	56.6	67.7	82	91	100	100
Females	54.5	38.9	57.4	73	80	87	93
African American	41.2	39.7	57.5	65	71	76	100
Subsidized	42.1	44.8	60.4	63	68	74	79
* Represents projections of improvement							

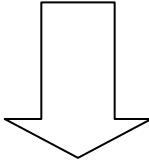
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

ACTION PLAN STRATEGY: Improving Instruction in Science.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
Activity					
(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
1. Align curriculum with South Carolina Science Curriculum Standards and implement learning opportunities for all students by expanding, refining, and implementing data driven instruction. A. Teachers will use best practices in science to allow students access to rigorous, high-quality science instruction. 1. Teachers will implement lessons using inquiry-based learning to enable students to function productively as problem-solvers in a scientific and technological world. a. First-hand exploration and investigation and inquiry/process skills are nurtured. (Using kits and learning materials such as Science and Technology for Children (STC); AIMS , Full Option Science System (FOSS); Delta Science Module; Investigations in Number, Data, and Space; Connected Mathematics; Science Education for Public Understanding Program (SEPUP); Chem II; the Global Learning and Observations Benefit the Environment (GLOBE) Program, etc. b. Students will use the notebook method to journal scientific thoughts, observations and line of learning	August 2011-June 2016	Leadership Team		Local Funds when available 	Long Range Plans Lesson Plans Colleton County Classroom Data Collection Forms

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Science. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
3. Concentrate on mathematics and communication skills because they are an integral part of science instruction. <ul style="list-style-type: none"> a. Family Math/Science Night (supplies; refreshments) b. Homework links on website c. Math/Science Fair d. Student notebooks for line of learning and observations e. Fine Arts alignment of skills and projects (creativity materials) f. Science problems and measurements in centers (Science materials and kits) g. Read alouds (library books, trade books for classroom libraries) 	August 2011-June 2016	CIF Parent Literacy Coordinator Webmaster		Local Funds when available  Title 1	Lesson Plans Colleton County Classroom Data Collection Form Agendas Website

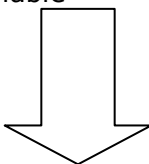
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ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Science. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
1. Aligned Professional Development 2. Employ SC TAP model for staff development 3. Have workshops, conferences, and meetings sponsored by local, state, and national agencies 4. Use professional journals- print and electronic subscriptions	August 2011-June 2016	Leadership Team		Local Funds when available 	School Staff Development Calendar

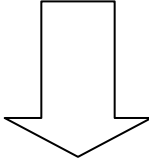
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SCHOOL RENEWAL PLAN FOR <u>Bells Elementary School</u>		DATE: <u>April 2011</u>						
Performance Goal Area:		<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority						
PERFORMANCE GOAL: (desired result of student learning)	The percentage of students scoring basic and above in Social Studies as measured by the Palmetto Assessment of State Standards (PASS) in grades 3-5 will increase from 31% to 72% in grade 3; 77% to 91% in grade 4; and 73% to 96% in grade 5 as detailed below:							
INTERIM PERFORMANCE GOAL:	See below							
DATA SOURCE(S):	Palmetto Assessment of State Standards (PASS) scores for grades 3-5							
OVERALL MEASURES: Percentage Passing Social Studies PASS	Average Baseline 2010	2011	2012	2013*	2014*	2015*	2016*	
Grade 3	31	50	71.4	53	59	66	72	
Grade 4	77	81.8	73.5	86	88	89	91	
Grade 5	73	68	70.8	85	88	92	96	
Males	83.3	71.7	72.1	100	100	100	100	
Females	64.3	69.6	62.5	86	93	100	100	
African American	62.5	67.6	58.5	81	88	94	100	
Subsidized	69.6	68.5	64.9	83	87	91	96	
* Represents projections of improvement								

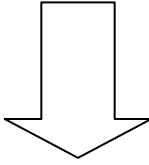
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

ACTION PLAN STRATEGY: Improving Instruction in Social Studies.	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION Indicators of Implementation
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
<p>1. Align curriculum with South Carolina Social Studies Curriculum Standards and implement learning opportunities for all students by expanding, refining, and implementing data driven instruction.</p> <p>A. Teachers will use Best Practices in Social Studies to allow students access to rigorous, high-quality social studies instruction.</p> <p>Social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, active and address one or more of the ten NCSS themes (NCSS Position Statement, 1993; Expectations of Excellence, 1994).</p> <p>2. A unit approach to instruction is employed.</p> <ul style="list-style-type: none"> a. Anderson V Curriculum and Pacing Guide b. Attention given to both process and content c. Includes current events (newspapers, streaming video, student news magazines, etc) d. Teacher will implement learning activities based on diagnostic assessments clearly linked to instruction; including students themselves. Flannigan (test item bank) e. Test View (analyze test data) f. Common Grade Level Assessments g. Data Days (substitutes, pocket charts for data wall, etc) h. Test Prep Workbooks 	August 2011-June 2016	Leadership Team		Local Funds when available 	Long Range Plans Lesson Plans Colleton County Classroom Data Collection Forms

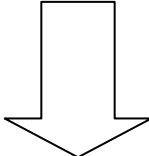
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Social Studies. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
4. Use the frameworks of the social sciences and humanities as lenses for understanding and acting on experienced reality. <ul style="list-style-type: none"> a. Service learning projects such as March of Dimes, Relay for Life, St. Jude's Math-a-Thon, food drives, etc. b. Career development studies 	August 2011-June 2016	Leadership Team		Local Funds when available 	Lesson Plans Colleton County Classroom Data Collection Form
5. Honor the multiple perspectives of different socioeconomic, ethnic, religious, and other groups' important dimensions to authentic learning. <ul style="list-style-type: none"> a. International Day b. Taste of Bells c. African American Read-in d. Veterans' White Table e. Artists in Residence, Etc. 	August 2011-June 2016	Leadership Team			Lesson Plans Colleton County Classroom Data Collection Form School Calendar

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Social Studies. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
Aligned Professional Development 1. Employ SC TAP model for staff development 2. Have workshops, conferences, and meetings sponsored by local, state, and national agencies a. Use professional journals- print and electronic subscriptions	August 2011-June 2016	Leadership Team		Local Funds when available 	School Staff Development Calendar

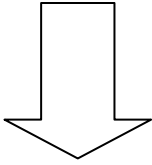
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ACTION PLAN <u>STRATEGY:</u> Improving Instruction in Social Studies. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
3. Provide parents with a list of various ways they are expected to support the school and teachers with the instructional success of their children. <ul style="list-style-type: none"> a. Parent workshops, open house (materials and supplies, refreshments, etc.) b. Homework help on website 	August 2011-June 2016	Parent Literacy Coordinator Webmaster		Local Funds when available  Title 1	School Calendar Agendas Website

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2010-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR <u>Bells Elementary School</u>		DATE: <u>April 2011</u>
Performance Goal Area: <input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority		
PERFORMANCE GOAL: (desired result of student learning)	The percentage of core academic classes taught by highly qualified teachers is maintained at 100% through 2016.	
INTERIM PERFORMANCE GOAL:	Maintain 100%	
DATA SOURCE(S):	School Report Card for AYP	
OVERALL MEASURES:	Maintain 100%	

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN STRATEGY 1: Recruitment: Secure teaching candidates who have completed all requirements for full certification.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
<p align="center">Activity</p> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
1. Have information available for potential recruits that provides insight into the school, its students and community.	August 2011-June 2016	Leadership Team		Local Funds when available 	Information packets including school brochure, School Report Card, etc.
2. Recommend teachers for employment that can be placed in positions for which they are highly qualified.	August 2011-June 2016	Leadership Team			List of candidates
3. Establish partnerships with colleges that have teaching programs a. Mentor teacher candidates in practicum and other pre-service activities	August 2011-June 2016	Leadership Team			List of contacts List of student teachers Portfolios

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

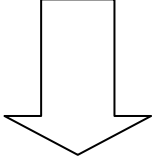
SCHOOL RENEWAL PLAN FOR Bells Elementary School
Performance Goal Area:

DATE: April 2011

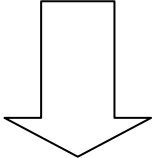
Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) District Priority

<p>PERFORMANCE GOAL: (desired result of student learning)</p>	<p>The percentage of teachers scoring MET on SAFE-T, the district’s teacher evaluation instrument, will maintain at 100%.</p>
<p>INTERIM PERFORMANCE GOAL:</p>	<p>Maintain 100%</p>
<p>DATA SOURCE(S):</p>	<p>Data Source: SAFE T results</p>
<p>OVERALL MEASURES:</p>	<p>Maintain 100%</p>

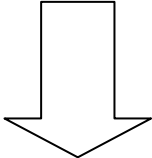
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<p>ACTION PLAN</p> <p><u>STRATEGY:</u> STRATEGY 2: Retention: Provide supports and incentives to effective teachers and administrators to foster longevity.</p> <p><u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person</u> Responsible</p>	<p><u>Estimated</u> Cost</p>	<p><u>Funding</u> Source (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p>EVALUATION</p> <p><u>Indicators of Implementation</u></p>
<p>1. Have mentor teachers for induction teachers and for teachers deemed to need the support of a mentor.</p>	<p>August 2011-June 2016</p>	<p>Principal</p>		<p>Local Funds when available</p> 	<p>Peer Observation Schedule List of teachers and mentors</p>
<p>2. Give recognition for teachers and staff who make special contributions as deemed by the school's administration.</p>	<p>August 2011-June 2016</p>	<p>Principal</p>			<p>Announcements Agendas Annual Report</p>
<p>3. Have documentation for the process of disciplining and dismissing personnel.</p>	<p>August 2011-June 2016</p>	<p>Principal</p>			<p>Policy manual Personnel files</p>

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN STRATEGY: 3. Professional Staff Development: Provide teachers with research proven instructional practices for increasing student mastery of standards.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
<p style="text-align: center;">Activity</p> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
<ol style="list-style-type: none"> 1. Align staff development activities with the goals of the school district. 2. Use research proven instructional strategies such as: <ol style="list-style-type: none"> a. Effective classroom discipline/management practices b. Effective teaching strategies for English Language Learners c. Differentiated instruction d. Scaffolding instruction e. Prepares teachers for special needs students' inclusion. f. Active learning and rigor g. Provide sensitivity training/cultural awareness for professional staff and certified staff. <ol style="list-style-type: none"> i. Teaching children from poverty ii. Single Gender instruction iii. Teaching the special students in the regular classroom h. Develop partnerships with parents. i. Provide best instructional practices for early childhood education. 	August 2011-June 2016	Leadership Team		Local Funds when available 	Staff Development Calendar

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

<p>ACTION PLAN</p> <p><u>STRATEGY:</u> Professional Staff Development: Provide teachers with research proven instructional practices for increasing student mastery of standards.</p> <p><u>Activity</u></p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person</u> <u>Responsible</u></p>	<p><u>Estimated</u> <u>Cost</u></p>	<p><u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p>EVALUATION</p> <p><u>Indicators of Implementation</u></p>
<p>Aligned Professional Development</p> <p>1. Employ SC TAP model for staff development SC TAP (Teacher and Student Achievement) offers compensation and advancement through:</p> <ul style="list-style-type: none"> • Multiple Career Paths. Teachers move up the ranks knowing that compensation will increase, as do responsibilities, qualifications, performance, and professional development requirements. • Market-Driven, Performance-Based Compensation. • Performance-Based Accountability. Determined by student progress, academic achievement, and performance demonstration. • Ongoing, Applied Professional Growth. Occurs several times each week through the professional growth blocks built into the teacher's work schedule. <p>TAP provides teachers with a system of professional development</p> <ul style="list-style-type: none"> • Ongoing • job-embedded • collaborative • students-centered • led by expert instructors <p>TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor, and share with other teachers. Teachers learn new instructional</p>	<p>August 2011-June 2016</p>	<p>Leadership Team</p>		<p>Local Funds when available</p> 	<p>Staff Development Calendar</p>

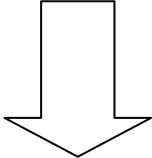
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

<p>strategies and have greater opportunities to collaborate, both of which enable them to become more effective teachers.</p> <p>2. Have workshops, conferences, and meetings sponsored by local, state, and national agencies</p> <p>a. Use professional journals- print and electronic subscriptions</p>					
<p>3. Use school, district personnel and volunteer community members as staff development presenters when possible.</p>	<p>August 2011-June 2016</p>	<p>Leadership Team</p>			<p>Staff Development Calendar</p>
<p>4. Provide leadership opportunities for aspiring administrators or other instructional leadership positions. Note: Potential leaders should be encouraged to seek certification and given opportunities to do authentic work</p> <p>a. attend SCASA, State Department of Education, other professionally sponsored conferences, workshops, seminars, etc. that are related to their present job assignments.</p>	<p>August 2011-June 2016</p>	<p>Principal</p>			<p>Staff Development Calendar</p>
<p>5. Offer special authentic administrative assignments to give aspiring leadership the opportunity to learn and demonstrate their abilities.</p>	<p>August 2011-June 2016</p>	<p>Principal</p>			<p>Staff Development Calendar</p>

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

<p>SCHOOL RENEWAL PLAN FOR <u>Bells Elementary School</u></p> <p>Performance Goal Area:</p> <p><input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority</p>		<p>DATE: <u>April 2011</u></p>
<p>PERFORMANCE GOAL: (desired result of student learning)</p>	<p>We will have a climate of high expectations that will ensure that every student will meet or exceed state standards. This learning climate will be built upon</p> <ol style="list-style-type: none"> 1. strong parent involvement that promotes two way communication, participatory decision making, learning at home and parent literacy 2. character education that emphasizes appropriate behavior. 	
<p>INTERIM PERFORMANCE GOAL:</p>	<p><i>See below</i></p>	
<p>DATA SOURCE(S):</p>	<p>School Report Card</p>	
<p>OVERALL MEASURES:</p>	<p>Over a five year period (2011-2016), parent satisfaction as indicated on the school report card, school-home relations, will increase from 90.3% on the baseline year of 2009-10 to 100% by 2016.</p>	

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN STRATEGY: Ensure strong parent involvement that promotes two way communication, participatory decision making, learning at home and parent literacy. Activity	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
8. Submit news releases of student, teacher, parent group, and school accomplishments to the paper <u>at least once each month</u> . <i>Note: Being aware that the newspaper often may not have room to publish the school news release, consider putting the article on the school's web page.</i>	August 2011-June 2016	Communications Committee - staff member volunteers		Local Funds when available 	Submissions
2. Have at least 1 forum per semester as a venue for parents/guardians and stakeholders to provide parent training and opportunities for parent feedback. <i>Note: This includes any type of meeting that is open to all parents & stakeholders rather than just invitees.</i> <ol style="list-style-type: none"> a. Muffins for Mom/Doughnuts for Dad b. PTO c. SIC (School Improvement Council) 	August 2011-June 2016	Parent Literacy Coordinator		Title 1	School Calendar Minutes
3. Host an annual Title I meeting to explain the purposes of Title I and give parents the opportunity to give suggestion for Title I improvement. <ol style="list-style-type: none"> a. Schools may request that Title I provide transportation and baby sitters for this meeting. 	August 2011-June 2016	Parent Literacy Coordinator		Title 1	School Calendar Minutes

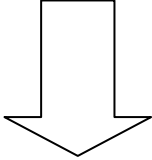
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN STRATEGY: Ensure strong parent involvement that promotes two way communication, participatory decision making, learning at home and parent literacy. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
<p>2. Provide parents with information about how to help their children learn.</p> <ul style="list-style-type: none"> a. Support parent involvement activities such as Math-Science Night, parenting workshops, financial aid workshops, parent literacy, etc. b. Create learning resource areas and supply them with resources parents can use to assist their children learn. c. Title I schools will provide a Parent Resource Center in each school. (Staffed with volunteers) d. Establish on-line links to resource lists for students on each school's webpage. e. Provide information about workshops, course standards, pacing guides, and parenting aids at open house nights. f. Have a formal plan for parent conferences. Note: Should at least meet with parents of students who are in danger of failing. g. UPLIFT Classes (Title I) for parents 	August 2011-June 2016	Parent Literacy Coordinator		Local Funds when available Title 1	School Calendar Minutes Resource Center Inventory Resource Center Log

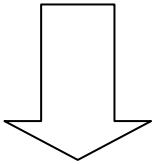
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

SCHOOL RENEWAL PLAN FOR <u>Bells Elementary School</u>		DATE: <u>April 2011</u>
Performance Goal Area:		
<input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority		
PERFORMANCE GOAL: (desired result of student learning)	Bells Elementary School will implement a character education program that emphasizes appropriate behavior. Over five years (2011-2016), student responses on school report card, social and physical environment, will increase from 80% as indicated by 2009-10 student survey to 93%.	
INTERIM PERFORMANCE GOAL:	See below	
DATA SOURCE(S):	School Report Card	
OVERALL MEASURES:	Over five years (2011-2016), student responses on school report card, social and physical environment, will increase from 80% as indicated by 2009-10 student survey to 93%.	

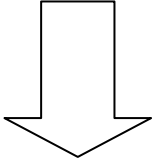
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN STRATEGY: 1. Bells Elementary School will implement a comprehensive character education program that emphasizes appropriate behavior.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
3. Have methods by which upper elementary students may make decisions on matters that affect them, such as <ul style="list-style-type: none"> a. Student councils b. Service learning projects c. Student leadership opportunities d. Cooperative learning groups e. Field trips 4. Support the district's efforts to address current social, academic, and other related issues, such as <ul style="list-style-type: none"> a. The Boys to Young Men to Men summit. b. Sisters in Action 	August 2011-June 2016	Student Concerns Specialist		Local Funds when available 	School Calendar Minutes Roster

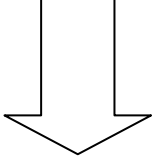
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ACTION PLAN STRATEGY: 1. Bells Elementary School will implement a comprehensive character education program that emphasizes appropriate behavior.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
5. Implement a graduated discipline consequence plan that uses several interventions prior to a student's recommendation for expulsion, e.g. STAR. <ul style="list-style-type: none"> a. Utilize guidance counselors to assist in correcting student behavior <ul style="list-style-type: none"> i. group counseling ii. individual counseling b. Offer alternative options to suspensions, such as shared responsibility, work detail c. UPLIFT Classes (Title I) for parents d. working with parents to identify parenting resources. 	2012-13 August 2011-June 2016	Student Concerns Specialist		Local Funds when available 	Discipline Reports in Power School Counselor Calendar
6. Implement No Bullying Programs that teaches students about the consequences of physical, psychological, and cyber bullying. 7. Develop a truancy prevention program.	August 2011-June 2016	Student Concerns Specialist Guidance Counselor			Counselor Calendar

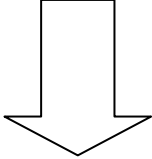
The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN <u>STRATEGY:</u> Creating a safe and friendly environment conducive to learning.	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
<p style="text-align: center;"><u>Activity</u></p> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)					
<ol style="list-style-type: none"> 1. Arrange classrooms to allow for the best practices such as how boys learn best, how girls learn best, cooperative learning groups, learning centers, small group instruction, etc. (furniture, supplies, rugs, etc.) 2. Score excellent on the ECERS scale (Early Childhood Environment Rating Scale) <ol style="list-style-type: none"> a. Preschool k-4 <ol style="list-style-type: none"> i. Continue to implement 4-year-old Program -High Scope b. Kindergarten 3. Enforce Disaster Plan <ol style="list-style-type: none"> a. Classrooms need two-way communication with the office (page button on intercom in the room) 	August 2011-June 2016	Leadership Team		Local Funds when available 	Master Schedule ECERS Report Disaster Plan in Handbook

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN <u>STRATEGY:</u> Creating a safe and friendly environment conducive to learning. Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION Indicators of Implementation
4. Provide healthy environment through implementing a comprehensive school health plan a. <i>CATCH</i> (Consolidated Approach to Child Health) four component areas: i. School Nutrition - <i>CATCH Eat Smart</i> guides school cafeterias toward promoting a nutrition rich environment. <i>CATCH Eat Smart Guidelines</i> outline daily menus using child-tested recipes to better prepare foods lower in fat, saturated fat, and sodium. ii. Classroom - <i>Go For Health</i> , a cartoon-and peer-based curriculum, teaches healthy eating, daily physical activity and tobacco avoidance - habits that prevent chronic disease. iii. Physical Education - <i>CATCH PE</i> provides standard based physical education lessons to teach lifelong movement skills which blend both fun and fitness. iv. Family - At home, the health messages children learn in school are reinforced with interactive and enjoyable Home Team activities. The school community is brought together through school hosted events such as <i>CATCH Family Fun Nights</i> , <i>Wellness Wednesdays</i> , and <i>CATCH Me Healthy</i> promotions.	August 2011-June 2016	Leadership Team PE teacher		Local Funds when available 	Lesson Plans School Calendar

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ACTION PLAN STRATEGY: Creating a safe and friendly environment conducive to learning. <u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	EVALUATION <u>Indicators of Implementation</u>
b. Implement SC health and fitness standards and curriculum	August 2011-June 2016	PE teacher		Local Funds when available 	Lesson Plans Colleton County Classroom Data Collection Forms
c. Implement a school-wide health plan based on the eight components of a coordinated school health program i. Implement curriculum that will address health risk behavior ii. Utilize Best Practices in health education 1. School Nurse	August 2011-June 2016	PE teacher			Lesson Plans Colleton County Classroom Data Collection Forms School Calendar

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