

Crosswell Drive Elementary School



**Where Cardinals SOAR – Stay Safe, On
Task, Always Respectful and Responsible!**

School Renewal Plan 2017-2022

**Anne McFadden, Principal
Monica Pate, Facilitator**

Sumter School District is an equal opportunity employer.

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Crosswell Drive Elementary School SCHOOL Sumter DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR _____ (one year)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Daryl F. McGhaney		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

J. Frank Baker		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Willicia Major		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Anne McFadden		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Janet Preston Mack		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: _____ 301 Crosswell Drive

_____ Sumter, SC 29150

SCHOOL'S TELEPHONE: (803) 775-0679 _____

PRINCIPAL'S E-MAIL ADDRESS: _____ anne.mcfadden@sumterschools.net

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------------|
| 1. PRINCIPAL _____ | Anne McFadden _____ |
| 2. TEACHER _____ | Monica Pate _____ |
| 3. PARENT/GUARDIAN _____ | Cheryl Williams _____ |
| 4. COMMUNITY MEMBER _____ | Jerry Allred _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Willicia Major _____ |
| 6. Read to Succeed Reading Coach _____ | Janet Preston-Mack _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Janet Preston-Mack _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

<u>POSITION</u>	<u>NAME</u>
Teacher	Jocelyn Goff
Teacher	Kathy Lyons
Teacher	Tonyetta Thomas

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

X **Academic Assistance, PreK–3**

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

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

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

X **Parent Involvement**

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

X **Staff Development**

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

X **Technology**

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

X **Innovation**

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

X **Collaboration**

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

X **Developmental Screening**

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

X Half-Day Child Development

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

X Developmentally Appropriate Curriculum for PreK–3

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

X Parenting and Family Literacy

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

X Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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

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

District Strategic Plan Waiver Requests

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

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

Not Applicable

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

TABLE OF CONTENTS

School Renewal Plan Cover Page	2
Stakeholder Involvement for School Renewal Plan	3
Assurances for School Renewal Plan	4
Executive Summary of Needs Assessment.....	8
Mission, Vision, Values and Beliefs.....	11
Student Achievement	
Goal 1 ELA	13
Goal 2 Math.....	18
Teacher/Administrator Quality	
Goal 1	21
School Climate	
Goal 1 Parent Involvement.....	23
Read to Succeed.....	26

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

DEMOGRAPHICS

Crosswell Drive Elementary School is located in the southeastern section of Sumter County, and serves 581 students from PK-5. A total of 92.7% of our students qualify for free lunch or reduced lunch. The majority of our students (86%) are African-American, with the remainder of the population being made up of white (6%), Hispanic students (7%), and students of other ethnicity (1%).

Currently, Crosswell Drive has two Preschool classes which serve 40 students. 41 special needs students are served with core programs including MiMD, developmentally delayed pre-kindergarten and developmentally delayed kindergarten through inclusion models. All special education students spend their day in a regular education setting only being pulled for reading or math. There are 35 more students served in a resource setting. A total 37 students are served through ESOL programs.

Our test scores have been inconsistent over the last three years. Our science scores on the 2016 PASS show 24.3% of fourth graders and 35.7% of fifth graders met standard. In Social Studies, 61.4% of fourth grade students scored met or above on the 2016 PASS while 41.4% of fifth grade students scored met or above. According to the last assessment for which we have data, 2016 SCReady, 24.3% of our third graders, 11.4% of our fourth graders, and 10% of our fifth graders scored Meets or Exceeds in reading. In math, 24.4% of our third graders, 8.5% of our fourth graders, and 7.1% of our fifth graders scored Meets or Exceeds. We use LLI for reading interventions through two interventionists. This year we have served 32 students in reading intervention and approximately 30-40 students in math intervention.

According to our records in ABE, currently 100 students were referred for a total of 351 discipline referrals, with four expulsions to date. We were only able to provide 29 students with behavior interventions.

There are a total of 47 certified staff members, and 16 highly qualified paraprofessionals. The staff is 55% African American and 45% White.

NEEDS

Crosswell Drive has identified areas that need improvement related to student achievement. Crosswell Drive's top four needs are: improvement in student engagement in all subject areas; extra academic assistance, in the form of intervention, across grade levels in the area of reading and math; professional development on fostering problem solving skills in math and on building vocabulary through the use of literature across the curriculum; and promoting a respectful culture and partnership between school and home.

PROPOSED INITIATIVE

Through observations and conferring with teachers and students, it is evident that attention needs to be dedicated to increasing student engagement in all subject areas, as well as enhancing their vocabulary development through the use of literature across the curriculum.

One of our focuses for the upcoming year will be creating opportunities that enhance student engagement by focusing on activities that are relevant, rigorous, and foster positive relationships. In Chip Wood's book, Yardsticks, he states that knowing what children at each age are developmentally capable of doing physically, socially, emotionally, and cognitively enables respectful, successful teaching of all children.

Our second focus will be the use of more hands-on activities in mathematics. According to a 2008 news release from Johns Hopkins University, the most important factor for improving students' math skills is teacher professional development, not new textbooks or technology. There is a plethora of research available from various sources, including the United States Department of Education, to corroborate that finding. Therefore, through continued professional development, teachers will become more comfortable with creating math classrooms where students become mathematical thinkers through authentic problem-solving experiences with real-world connections.

Our third focus will be on using children's literature across the curriculum to build vocabulary, in turn leading to better reading and writing comprehension skills. We will support and monitor daily read alouds and daily independent reading in all classrooms. Independent reading leads to increased vocabulary development. One of the best-established relationships in the field of reading is the very significant relationship between vocabulary development and achievement in reading (Baumann & Kameenui, 1991; Nagy, 1988). There is also evidence that shows that independent reading is probably the major source of vocabulary acquisition beyond the beginning stages of learning to read (Nagy, Anderson, & Herman, 1987; Nagy, Herman, & Anderson, 1985). This same research shows that while the probability of acquiring the meaning of any specific word simply through reading it in the context in which it appears in independent reading materials is not high, students who read widely can learn the meanings of thousands of new words each year.

PROGRAM PLANNING, IMPLEMENTATION, AND ASSESSMENT

Program Planning:

Funds will be used for professional development and for the purchase of children's literature and math manipulatives. Additional funding will also be used for after school programs and purchasing professional literature to be used for book studies with teachers.

Our Curriculum Coach and Reading Coach will play a vital role in the success of these initiatives. They will provide demonstration lessons as necessary and facilitate sessions on best practices. The administration will continue to be supportive by providing professional development opportunities, setting high expectations, and monitoring the implementation of best practices.

Program Implementation:

Continued professional development is vital to the success of this initiative. On-going training will be provided in areas such as: independent reading, guided reading, writers' and readers' workshop, conferencing, problem solving skills, responsive teaching, using data to drive instruction, thematic planning, and engaging lessons.

Formative Assessment:

The following formative assessments will be used to track any changes in performance: MAP; reading, math, science, and social studies common assessments; interim reports; quarterly reports; Study Island (grades 2-5); Reading Eggs (grades K-1); Reflex Math; MobyMax; Universal Screening; Guided Reading Assessment; and NSGRA. A comparison of scale scores from fall to spring will be used for MAP, and a comparison of quarterly performance will be used during quarterly Data Meetings held in the school's Data Room. Students' performance on various classroom assessments will be documented several times during each nine week period.

Summative Assessment:

The Reading, Writing, and Math State Standards will be assessed using the SCReady test with students in grades 3-5. Science and Social Studies will be assessed using the PASS with students in grades 4 and 5. CogAT will be used for students in 2nd grade, and NSGRA documentation will be used for students in first through fifth grade, while prekindergarten and kindergarten students are assessed using DRA and GOLD. The information from summative and formative assessments will guide us in developing our action plans for school renewal.

MISSION, VISION, VALUES, AND BELIEFS

District Mission

It is the mission of Sumter School District is to equip students to be responsible, successful, and productive citizens in a global society.

School Mission

The mission of Crosswell Drive Elementary is to meet the needs of the whole child by preparing innovative, diverse, and successful learning opportunities in an educational, arts, and technology matrix that is a joint effort by staff, community, and parental support.

District Vision

Sumter School District develops and cultivates internationally competitive students who embrace diversity, act responsibly, and contribute to society.

School Vision

Crosswell Drive will provide a positive learning environment that strives to develop critical thinkers, lifelong learners, and productive citizens.

District Core Values and Beliefs

Because students are our most valuable resource, we believe the following to be essential:

1. **Commitment to Excellence:** Educational excellence requires that all stakeholders strive for continual growth and improvement.
2. **Unyielding Ethical Standards:** Build and maintain an abiding sense of honor and integrity that is characterized by high standards.
3. **Accountability:** All stakeholders are accountable for their actions and will be responsive to the needs of others.
4. **Educating the Whole Child:** All students are granted the opportunity to succeed based on individual needs.
5. **Providing a Safe Learning Environment:** Students have the right to learn in an environment that is conducive to learning.
6. **Collaboration and Support amongst Stakeholders:** Pervasive and valuable collaborative efforts create meaningful strategies and solutions.

School Core Values and Beliefs

We believe that:

- Student learning is the chief priority of the school.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students learn in different ways and should be provided with a variety of instructional and assessment opportunities that address these needs.
- Schools need to function as a learning organization and promote opportunities for all those who have a stake in the success of the school to work together as a community of learners.
- A safe and physically comfortable environment promotes student learning.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Exceptional students (e.g. special education, ESOL, talented and gifted, etc.) require special services and resources.
- Arts education enhances, integrates, and applies learning from and to all other subject areas.

SCHOOL RENEWAL PLAN FOR: Crosswell Drive Elementary School

DATE: April 7, 2017

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

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

The percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in **English/Language Arts (ELA)** as measured by SCReady will increase from 15.4% in 2016-2017 to 85% in 2021–2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in **ELA** as measured by SCReady will increase from 15.4% in 2016-2017 to 25% in 2017-2018.

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

- ELA SCReady scores (Grades 3-5)
- District Common Assessments Tests
- Measures of Academic Progress (MAP) (**District Funds**)
- Computer Lab Software

OVERALL MEASURES:

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

SOURCE: SCReady

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
15.4%	Projected Data	25%*	40%*	55%*	70%*	85%*
	Actual Data					

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1: <i>Encourage the use of a wide selection of genres to support research based best practices across the curriculum in all classrooms.</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide opportunities for students to read “just right books” independently daily with teacher/student conferences & reading logs (30-40 minutes daily)	Fall 2017-Spring 2022	Classroom Teachers	\$500	Title I and/or PTO	Lesson Plans Classroom Observations Reading Logs Conference Notes Classroom Schedule
2. Provide classroom libraries with high interest, cross-curricular content informational text to support a literacy rich environment	Fall 2017-Spring 2022	Principal Reading Coach Curriculum Coach Classroom Teachers	\$5,000	Title I and/or PTO	Classroom Observations Classroom Library Inventory
3. Family & Community Leaders read to & with, Student Reading Days	Fall 2017-Spring 2022	Reading Coach Classroom Teachers	\$500	Title I and/or PTO	Sign In Sheets Evaluations
4. Provide professional development on read-alouds, reading strategies implemented across the curriculum and independent reading	Fall 2017-Spring 2022	Reading Coach Curriculum Coach	\$500	Title I and/or PTO	Sign In Sheets Agenda Exit Slips Book Study Lesson Plans Classroom Observations
5. Maintain a professional literacy Resource Room with organized books of various genres and authors	Fall 2017-Spring 2022	Principal Reading Coach Curriculum Coach	\$2,500	Title I and/or PTO	Sign Out Book Lesson Plans
6. Flexible/Group Strategy/ Skill Instruction/Guided Reading Groups/ Intervention for extra assistance	Fall 2017-Spring 2022	Reading Coach Reading Interventionists	TBD	Title I	Lesson Plans Schedules Data Notebooks

ACTION PLAN FOR STRATEGY #1: <i>Encourage the use of a wide selection of genres to support research based best practices across the curriculum in all classrooms.</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Send selected teachers to the Literacy Conferences and bring back/share ideas	Fall 2017-Spring 2022	Principal Curriculum Coach Classroom Teachers	\$1,500	Title I	Agenda Itinerary Presentation
8. Technology-based Instruction a. Study Island (2-5)/ Reading Eggs (K-1) b. Moby Max c. Reflex Math d. Epic	Fall 2017-Spring 2022	Principal Curriculum Coach Lab Manager	\$3,000	Title I and/or PTO	Lesson Plans Daily Lab Schedule Data Notebooks

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

ACTION PLAN FOR STRATEGY #2: <i>Use writing as a process</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will implement lessons in their classroom focusing on the new state standards for inquiry learning and provide professional development to their colleagues.	Fall 2017-Spring 2022	Classroom Teachers	N/A	N/A	Lesson Plans Professional Development Agenda Sign-in Sheets
2. Provide opportunities for students to write in a variety of genres such as letters, notes, advertisements, biographies, text	Fall 2017-Spring 2022	Classroom Teachers	N/A	N/A	Lesson Plans Student Portfolio/Samples

ACTION PLAN FOR STRATEGY #2: <i>Use writing as a process</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
dependent analysis, etc.					
3. Provide opportunities for students to publish their work such as a school-wide Author's Tea and grade level author celebrations.	Fall 2017-Spring 2022	Classroom Teachers Reading Coach	\$1,000	Title I and/or PTO	Student Portfolio Student Published Books with teacher comments
4. Provide professional development for teachers on writer's workshop and effective writing strategies	Fall 2017-Spring 2022	Reading Coach Curriculum Coach	\$1,500	Title I and/or PTO	Professional Development Agenda Sign-in Sheets
5.School-wide Writing Plan w/Monthly Writing Topics/Prompts	Fall 2017-Spring 2022	Reading Coach Curriculum Coach Classroom Teachers	N/A	N/A	School-wide Plan Student Portfolios
6. School-wide Author's Tea/Poetry Night	Fall 2017-Spring 2022	Reading Coach Classroom Teachers	\$800	Title I and/or PTO	Student Work

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

SCHOOL RENEWAL PLAN FOR Crosswell Drive Elementary School

DATE: April 7, 2017

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

<p>PERFORMANCE GOAL: (Statement of desired progress or result over five years)</p>	<p>The percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in <i>Mathematics</i> as measured by SCReady will increase from 13.6% in 2016-2017 to 85% in 2021-2022.</p>																										
<p>INTERIM PERFORMANCE GOAL: (One year goal)</p>	<p>The percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in Mathematics as measured by SCReady will increase from 13.6% in 2016-2017 to 25% in 2017-2018.</p>																										
<p>DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)</p>	<ul style="list-style-type: none"> • Mathematics SCReady scores (Grades 3-5) • District Common Assessments • Measures of Academic Progress (MAP) (District Funds) • Computer Lab Software 																										
<p>OVERALL MEASURES: SOURCE: SCReady <i>* Represents projections of improvement</i></p>	<p>To add a row, go to the last box and press the tab button.</p> <table border="1" data-bbox="701 1105 2534 1401"> <thead> <tr> <th data-bbox="701 1105 964 1198">AVERAGE BASELINE</th> <th data-bbox="964 1105 1228 1198"></th> <th data-bbox="1228 1105 1470 1198">2017–18</th> <th data-bbox="1470 1105 1749 1198">2018–19</th> <th data-bbox="1749 1105 2013 1198">2019–20</th> <th data-bbox="2013 1105 2276 1198">2020–21</th> <th data-bbox="2276 1105 2534 1198">2021–22</th> </tr> </thead> <tbody> <tr> <td data-bbox="701 1198 964 1308">13.6%</td> <td data-bbox="964 1198 1228 1308">Projected Data</td> <td data-bbox="1228 1198 1470 1308">25%*</td> <td data-bbox="1470 1198 1749 1308">40%*</td> <td data-bbox="1749 1198 2013 1308">55%*</td> <td data-bbox="2013 1198 2276 1308">70%*</td> <td data-bbox="2276 1198 2534 1308">85%*</td> </tr> <tr> <td data-bbox="701 1308 964 1401"></td> <td data-bbox="964 1308 1228 1401">Actual Data</td> <td data-bbox="1228 1308 1470 1401"></td> <td data-bbox="1470 1308 1749 1401"></td> <td data-bbox="1749 1308 2013 1401"></td> <td data-bbox="2013 1308 2276 1401"></td> <td data-bbox="2276 1308 2534 1401"></td> </tr> </tbody> </table>						AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22	13.6%	Projected Data	25%*	40%*	55%*	70%*	85%*		Actual Data					
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	Actual Data																										

ACTION PLAN FOR STRATEGY #1: <i>Apply mathematical strategies that build conceptual knowledge.</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will attend math conferences.	Fall 2017-Spring 2022	Principal Classroom Teachers	\$2,000	Title I	Evaluations Agendas Bring Back Ideas
2. Teachers will participate in weekly professional development (i.e. Planning Meetings, Staff Development Wednesdays)	Fall 2017-Spring 2022	Curriculum Coach Classroom Teachers	N/A	N/A	Agendas Observation Notes Sign in Sheets
3. Math Strategies Professional Development <i>(i.e. effective use of manipulatives, incorporating number sense, and problem solving)</i> a. Professional Development for teachers b. In class modeling for teachers c. Classroom Observations	Fall 2017-Spring 2022	Curriculum Coach Classroom Teachers	\$500	Title I and/or PTO	Sign-in Sheets Agendas Lesson Plans Reflections
4. Teachers will implement lessons in their classroom focusing on: a. Academic Vocabulary b. Student Note-booking in Mathematics c. Class Data-Driven Flexible Group Instruction d. Using Real World Word Problems e. Using Manipulatives	Fall 2017-Spring 2022	Curriculum Coach Classroom Teachers	\$800	Title I and/or PTO	Notebooks Lesson Plans Classroom Observations Data Notebooks
5. Incorporate the use of technology in math instruction a. Reflex Math b. ConnectEd c. Study Island d. Mastery Connect e. Moby Max	Fall 2017-Spring 2022	Classroom Teachers Lab Manager	\$2,000	Title I and/or PTO	Sign-in Sheets Teacher Reports Daily Schedule Lesson Plans

ACTION PLAN FOR STRATEGY #1: <i>Apply mathematical strategies that build conceptual knowledge.</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Host Parent Workshops and Family Nights	Fall 2017-Spring 2022	Curriculum Coach Classroom Teachers	\$500	Title I and/or PTO	Sign-in Sheets Evaluations
7. Provide Math interventions for extra assistance	Fall 2017-Spring 2022	Curriculum Coach Math Interventionist	TBD	Title I	Lesson Plans Schedules Data Notebooks

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

SCHOOL RENEWAL PLAN FOR Crosswell Drive Elementary School

DATE: April 7, 2017

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

<p>PERFORMANCE GOAL: (Statement of desired progress or result over five years)</p>	<p>The percentage of highly qualified certified staff and paraprofessionals will be maintained at 100% through 2022 through professional development.</p>																										
<p>INTERIM PERFORMANCE GOAL: (One year goal)</p>	<p>100% of all highly qualified certified staff and paraprofessionals will participate in relevant professional development during the 2017-18 school year.</p>																										
<p>DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)</p>	<ul style="list-style-type: none"> • Annual Professional Development Surveys • SLOs/Teacher Evaluations • Sign-in Sheets 																										
<p>OVERALL MEASURES: SOURCE: State Department Report <i>* Represents projections of improvement</i></p>	<p>To add a row, go to the last box and press the tab button.</p> <table border="1" data-bbox="701 1062 2534 1360"> <thead> <tr> <th data-bbox="701 1062 964 1157">AVERAGE BASELINE</th> <th data-bbox="964 1062 1228 1157"></th> <th data-bbox="1228 1062 1470 1157">2017–18</th> <th data-bbox="1470 1062 1749 1157">2018–19</th> <th data-bbox="1749 1062 2013 1157">2019–20</th> <th data-bbox="2013 1062 2276 1157">2020–21</th> <th data-bbox="2276 1062 2534 1157">2021–22</th> </tr> </thead> <tbody> <tr> <td data-bbox="701 1157 964 1265">100%</td> <td data-bbox="964 1157 1228 1265">Projected Data</td> <td data-bbox="1228 1157 1470 1265">100%*</td> <td data-bbox="1470 1157 1749 1265">100%*</td> <td data-bbox="1749 1157 2013 1265">100%*</td> <td data-bbox="2013 1157 2276 1265">100%*</td> <td data-bbox="2276 1157 2534 1265">100%*</td> </tr> <tr> <td data-bbox="701 1265 964 1360"></td> <td data-bbox="964 1265 1228 1360">Actual Data</td> <td data-bbox="1228 1265 1470 1360"></td> <td data-bbox="1470 1265 1749 1360"></td> <td data-bbox="1749 1265 2013 1360"></td> <td data-bbox="2013 1265 2276 1360"></td> <td data-bbox="2276 1265 2534 1360"></td> </tr> </tbody> </table>						AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22	100%	Projected Data	100%*	100%*	100%*	100%*	100%*		Actual Data					
AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22																					
100%	Projected Data	100%*	100%*	100%*	100%*	100%*																					
	Actual Data																										

ACTION PLAN FOR STRATEGY #1: <i>Incorporate various professional development opportunities based on surveys of needs.</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teacher will create SLOs (Student Learning Objectives) a. In-services b. Workshops c. Conferences d. Grade/School Share Times e. Professional Learning Communities (PLCs)	Fall 2017 - Spring 2022	Administrators Curriculum Coach Classroom Teachers	N/A	N/A	Sign-in Sheets Agendas Classroom Observations Goals
2. Increase the use of School-wide Book Study Groups Titles: <i>The Highly Engaged Classroom, Teach Like a Pirate, Differentiated Instructional Strategies, Multiple Literacies Across Content Areas, Text Dependent Questions: Pathways to Close and Critical Reading</i>	Fall 2017 - Spring 2022	Administrators Curriculum Coach Reading Coach Classroom Teachers	\$2,000	Title I Transformation Grant	Notes from Book Study Agendas NSGRA Assessments Lesson Plans
3. Incorporate Weekly Professional Development during the Instructional Day a. Professional Learning Communities (PLCs) b. Data Meetings c. Grade Level Planning Meetings d. Edivate/PD360	Fall 2017 - Spring 2022	Curriculum Coach Reading Coach Classroom Teachers	N/A	N/A	Agendas Lesson Plans
4. Utilize the Professional Resources in Teacher Resource Room and the Literacy Closet	Fall 2017 - Spring 2022	Curriculum Coach Reading Coach Classroom Teachers	N/A	N/A	Sign-out Book

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SCHOOL RENEWAL PLAN FOR Crosswell Drive Elementary School

DATE: April 7, 2017

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

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

The percentage of parents satisfied with the learning environment will increase from 87.2% in 2016-2017 to 98% in 2021-2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of parents satisfied with the learning environment will increase from 87.2% in 2016-2017 to 90% in 2017-2018.

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

- Annual School Report Card Survey
- Title I Survey

OVERALL MEASURES:

SOURCE: State Department Surveys

** Represents projections of improvement*

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
87.2%	Projected Data	90%*	92%*	94%*	96%*	98%*
	Actual Data					

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

ACTION PLAN FOR STRATEGY #1: <i>Increase the school-to-home partnership interaction</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Parent Workshops to inform and help parents know what is expected of their child at each grade level. Provide parents with activities to assist with learning at home.	Fall 2017 - Spring 2022	Curriculum Coach	\$1,500	Title I and/or PTO	Parent Sign-in Sheets Evaluations/Agendas
2. Increase PTO meetings to include student performances	Fall 2017 - Spring 2022	Parent Involvement Committee	N/A	N/A	Performance Schedule Performance Log Video Footage
3. Offer Door Prizes at events	Fall 2017 - Spring 2022	Parent Involvement Committee	\$200	PTO	Winner List
4. Back to School Bash-To create and promote a relaxed and welcoming experience at the beginning of the year in lieu of the normal orientation.	Fall 2017 - Spring 2022	Parent Involvement Committee	N/A	N/A	Parent Sign-in Sheets Evaluations
5. Career Day-Have parents involved take part in sharing their career with students	Fall 2017 - Spring 2022	Guidance Counselor	\$100	PTO	% of Parents Participating and Evaluations Sign-in Sheets
6. School Spirit Nights—Partner with local restaurants to have a chosen “school night” for dinner meals	Fall 2017 - Spring 2022	Administrators Parent Involvement Committee	\$0	N/A	Sign in Sheets
7. Family Nights- a. Science Fair Night b. Author’s Tea c. Math Night d. PTO Night Performances f. Family Game Night	Fall 2017 - Spring 2022	Administrators Curriculum Coach Parent Involvement Committee STAR Teachers	\$800	Title I and/or PTO	Sign-in Sheets Evaluations

ACTION PLAN FOR STRATEGY #1: <i>Increase the school-to-home partnership interaction</i>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
g. Muffins for Moms h. Grandparents Day i. Doughnuts with Dad j. Holidays Around the World					
8. Parent Portal---Continue to use Parent Portal/website to keep parents informed	Fall 2017 - Spring 2022	Technology Committee	N/A	N/A	Website
9. Inform parents about students' academic/social progress a. Use Student Agendas b. Bi-weekly Progress Reports c. Parent Contact Logs (to include phone calls, home visits, etc) d. Parent Conference Nights to keep parents informed about academic and social progress (to include 'positive notes') e. Weekly Class Newsletters	Fall 2017 - Spring 2022	Classroom Teacher	\$1,400	Title I	Agendas Progress Reports Parent Interim/Report Card Signature Page Contact Logs Sign-in Sheets Conference Summary
10. Academic and Social Success a. Awards Day Programs b. Quarterly Celebrations c. Character Education d. Cardinal Coins	Fall 2017 - Spring 2022	Classroom Teachers	\$200	PTO	Programs Sign-in Sheets Awards Sheet Newsletters
11. Provide parents with newsletter of school events and updates	Fall 2017 – Spring 2022	Administrators	N/A	N/A	Newsletters
12. Partnership with Neighborhood Churches	Fall 2017 - Spring 2022	Faculty and Staff	N/A	N/A	Sign-in Sheets Pictures

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

For Read to Succeed questions, please contact Cathy Jones-Stork with the Office of Early Learning and Literacy at cjones@ed.sc.gov or 803-734-0790