

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Carvers Bay Middle School _____ SCHOOL Georgetown County School _____ DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2018 - 2023 (*five years*)

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

James Dumm		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. H. Randall Dozier		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jolla Powell		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Lee Glover		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Deanna Stone		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: _____ 13000 Choppee Rd. _____

_____ Hemingway SC, 2955 _____

SCHOOL'S TELEPHONE: (843)558-6930 _____

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION

NAME

- | | |
|---|------------------------|
| 1. PRINCIPAL | <u>Lee Glover</u> |
| 2. TEACHER | <u>Heather Dennis</u> |
| 3. PARENT/GUARDIAN | <u>Lisa Avant</u> |
| 4. COMMUNITY MEMBER | <u>Lynn Turner</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Jolla Powell</u> |
| 6. Read to Succeed Reading Coach | <u>Deanna Stone</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Kenneth Jackson</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

Math Department Chair	Edrick Alston
Social Studies Department Chair	Samantha Tanner
Speical Ed. & Exploratory Department Chair	Kelli Plyler
PTO Vice President	Tamara Coker
Book Keeper	Claudia Cohen
Guidance Counselor	Kelly Kennedy
Assistant Principal	Norine Grant-Fraiser
PTO Secretary	Sherrill Moore

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

 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).

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.

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.

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.

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.

Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, age's 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

(Mandated Component)

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

Cover Page	
Stakeholder Involvement for School Plans	
Assurances for School Renewal Plans	
Executive Summary of Needs Assessment Findings	
Mission Vision Beliefs	
Performance Goals and Action Plans	
Teacher/Administrator Quality	
School Climate	

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card:

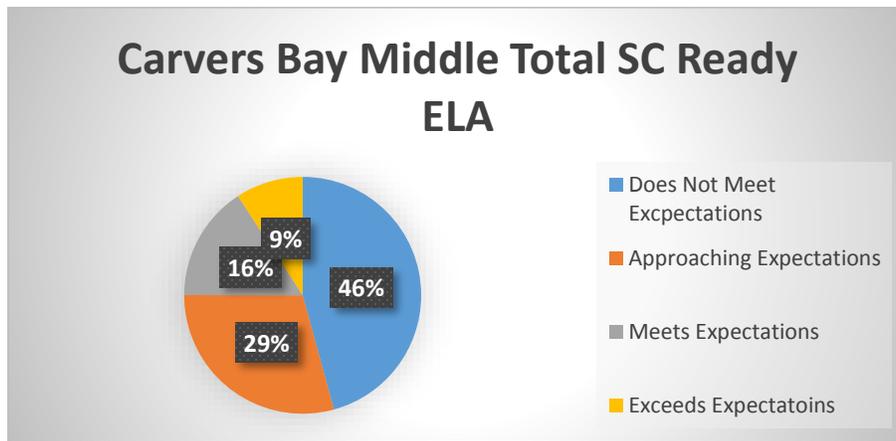
<https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/view/?y=2017&t=M&d=2201&s=027>

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

STUDENT ACHIEVEMENT

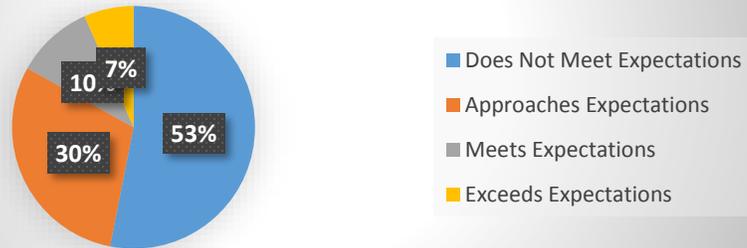
For the 2018 test administration of SCREADY and SCPASS, two hundred eighty-three (283) students were tested in ELA and Math, and one hundred ninety-one (191) students were tested in Science and ninety-three (93) students were tested in Social Studies.

The charts that follow show the overall school achievement for each subject area tested and provide a breakdown by grade level of student achievement for each subject area tested.



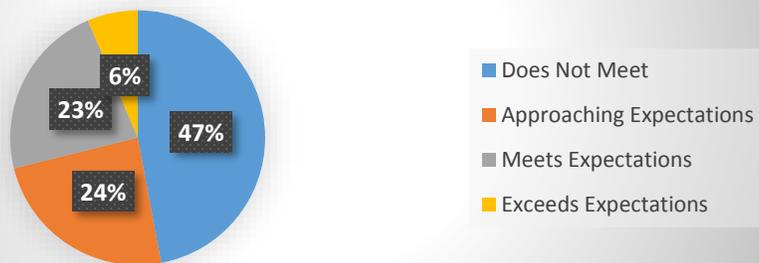
SC Ready ELA					
Grade	Total Tested	Does Not Meet	Approaches	Meets	Exceeds
6	92	32	35	20	5
7	92	42	26	14	10
8	99	41	36	18	4

Carvers Bay Middle Total SC Ready Math



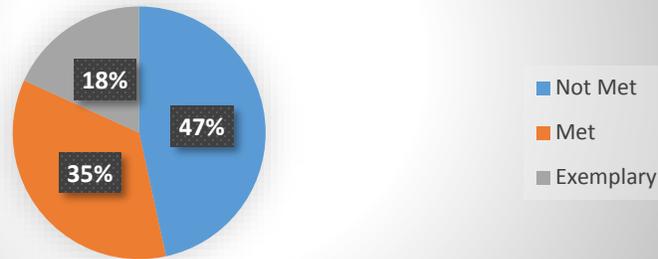
SC Ready Math					
Grade	Total Tested	Does Not Meet	Approaches	Meets	Exceeds
6	92	42	33	12	5
7	92	56	21	9	6
8	99	53	29	9	8

Carvers Bay Middle Totals SCPASS Science



SCPASS Science					
Grade	Total Tested	Does Not Meet	Approaches	Meets	Exceeds
6	92	42	33	12	5
8	99	53	29	9	8

Carvers Bay Middle Totals SCPASS Social Studies



SCPASS Social Studies					
Grade	Total Tested	Not Met		Met	Exemplary
7	93	43		34	16

CBMS has significant weakness in ELA (reading and writing) and math according to SC Ready data. Less than 21% of students scored met or exceeding in ELA (reading and writing) based on performance criteria, and less than 20% of students scored met or exceeding in math. Weaknesses in ELA were reading informational texts and writing. Weaknesses in math were data analysis and probability, and number systems.

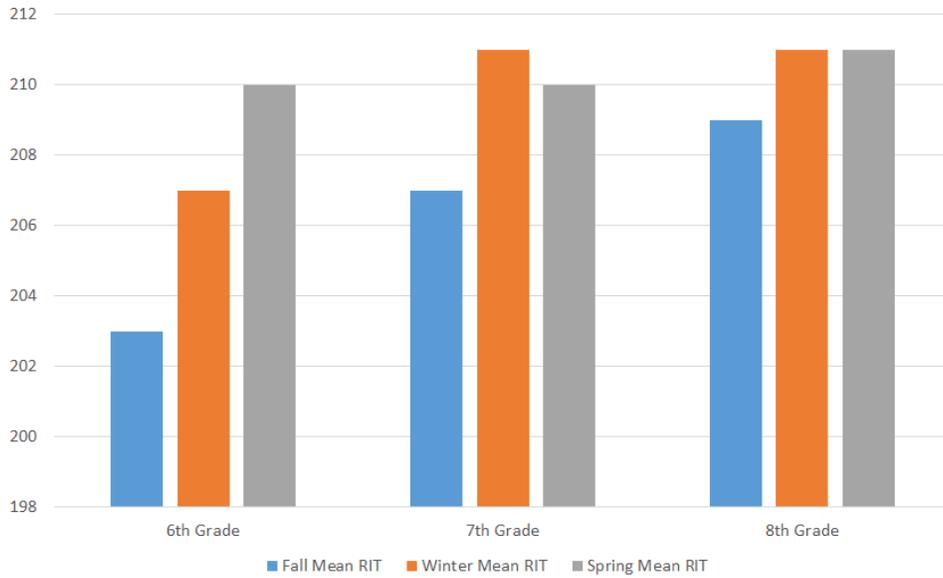
- Based on these weaknesses found on state assessments for ELA (reading and writing), students need more exposure to a variety of texts and writing tasks on a daily basis in order to meet the demands of state testing and show yearly growth.
- In math, students need extra assistance with basic mathematics skills (number systems) as well problem-solving and critical thinking activities (data analysis and probability). Students need more experience with real-world mathematics concepts and instructional materials, such as relevant age-appropriate informational texts and high quality instructional technology resources, to support and advanced mathematical sense making, reasoning, problem solving, and communication.

According to SC PASS for science given in spring 2017 to students in grades 6th-8th, less than 27% of students met or exceeded performance criteria. With the shift in emphasis on reading in the state standards for science, performance levels have declined by 16% over the past two years.

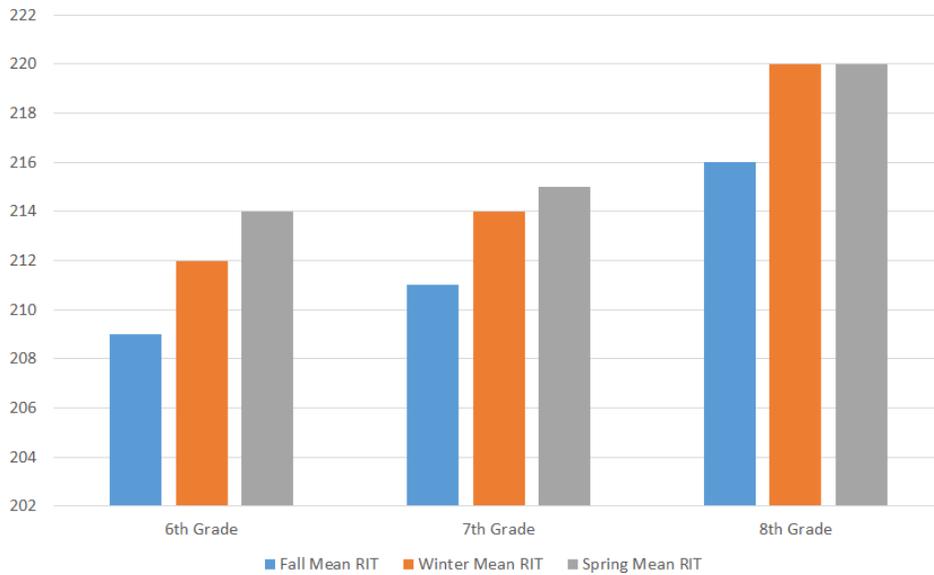
- Reading and writing continues to provide challenges for students at CBMS. Motivation to read in content areas is also problematic. Students need relevant lexiled reading materials that include informational texts as well as access to high quality technology-based resources that address learning needs and state

assessment demands. Students need focused time to practice sustained reading from a variety of texts. The amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. Explicit, direct instruction should be the primary means of instructional delivery during this time. Teachers need professional development to support literacy across the curriculum and implement small group instruction.

Fall, Winter, and Spring MAP Reading Data



Fall, Winter, and Spring MAP Data



According to NWEA MAP growth targets, only 18% of the student population will score met or exceeding on the spring state assessment for reading, and 14% of the student population will score met or exceeding on the spring state assessment for math. Based on MAP analysis, weaknesses for reading are as follows: vocabulary (6th grade), meaning and context for literary texts (7th grade), and craft and structure (8th grade). Based on MAP analysis for math, weaknesses are as follows: number systems (6th grade) and geometry and measurement (7th and 8th grades). Fall to winter MAP gains were shown in both reading and math with all three grade levels meeting growth criteria; however, spring gains were not significant in 8th grade and there was a decline in gains for 7th grade. 6th grade students were able to show growth in both reading and math for spring testing, but the average RIT score is below the norm at 210 for reading and 214 for math.

- Based on the weaknesses discovered through reading MAP tests, students need more exposure to a variety of texts on a daily basis in order to show yearly growth. Explicit research-based vocabulary instruction will assist students in reading comprehension skills that permeate all content areas. Teachers across contents need professional development to develop strategies and support vocabulary growth in all areas.
- Based on the weaknesses discovered through math MAP tests, students need extra assistance with basic mathematics skills (number systems) as well problem-solving and critical thinking activities (data analysis and probability). Students need more experience with real-world mathematics concepts and instructional materials, such as relevant age-appropriate informational texts and high quality instructional technology resources, to support and advanced mathematical sense making, reasoning, problem solving, and communication.

Teacher/Administrator Quality

All Carvers Bay Middle School classes are taught by highly qualified teachers with the exception of one 8th grade Social Studies class. Teacher retention over the last five years has been 65% with the last two years being substantially lower. Teachers are leaving due to transfer requests, relocation, and retirement. Transfer requests are due greatly because of our geographic location where more than half of the staff commutes distances greater than 30 miles one way. With 20% of CBM teachers not on continuing contracts and 65 % without advanced degrees, there is a need to ensure that induction and annual teachers as well as all teachers receive quality professional development designed to improve instruction and close the achievement gap.

School Climate

The SCDE Teacher and Parent Surveys, sign-in sheets from parent nights, parent conferences, and report card pick-up data indicate the need for more active participation of parents and parental involvement as well as the need to communicate with parents in order to increase participation. Only 19% of parents completed the SCDE survey. Over the course of the year, a mere 29% of parents attended parent/family nights, parent conferences, etc. Based on the data provided from the SCDE parent survey, parents

would like events scheduled at a more convenient time and receive more positive contacts from teachers regarding academics. Parental involvement in teaching and learning will increase student achievement and outcomes. In order to increase parental involvement, Carvers Bay Middle will provide the following: a monthly newsletter, parenting workshops scheduled a varying times throughout the day, and teachers will be required to make at least 10 positive contacts with parents regarding academics over the course of one month.

The SCDE Teacher and Student Surveys, as well as classroom observations conducted indicated teachers need support in motivating students in order to improve student behavior and school climate. 30% of teachers indicated students need to behave appropriately both in and out of the classroom. In order to assist teachers with motivation and behavior strategies, Carvers Bay Middle has allocated 11% of its 2018-2019 Title I funds to professional development opportunities, such as Ron Clark Academy school visit, SCATA conference, Creating a Culture for Success workshop, AMLE conference, SREB Networking conference, Culturally Relevant Pedagogy workshop, as well as technology consultant – Nic Finelli. This is above the district allocations for conferences and workshops, such as SCIRA, SC(2), SCTM, and SCSSC. CBMS is a PBIS school. PBIS rewards students for their accomplishments (both academic and behavioral) and creates a positive climate and mindset for student growth. We will continue to train teachers on proper implementation and follow-through with PBIS as well as rewarding students for positive actions.

CBMS Determined Needs

In order to support the school's use of performance data to improve student learning in fulfilling district, state and federal accountability requirements, school-wide Professional Learning Teams (PLT) led by the Curriculum Coach are instrumental in engaging stakeholders in a continuous improvement cycle. PLTs increase capacity for teachers to analyze data to determine student instructional/learning needs, unpack state standards, seek research-based strategies through the assistance of the curriculum coach, create assessments, and collaborate to close the performance gaps for all students and ensure instruction is differentiated based on needs as well as aligned to district curriculum guides and state standards.

With the 1:1 Chromebook initiative in grades 6-8, having software licenses and accessories are a significant need to assist in increasing student achievement in all content areas. The SCDE report states the average age of the library books in the CBMS media center is 10 years for the 2018-2019 school year. Classroom libraries need to be updated and current to address the weaknesses in reading, science and social studies.

PLT minutes, CBMS End of Year Teacher Survey, and classroom observations indicate a need for more support and ongoing professional development in the following areas: blended learning, student motivation, differentiated and small group instruction, data analysis, cultural awareness, and literacy instruction and strategies in the content areas for ELA, social studies, science and math. The SCDE Teacher and Student Survey, as well as classroom observations conducted indicated teachers need support in behavior management interventions and motivating students in order to improve school climate. 30% of teachers indicated students need to behave appropriately both in and out of the classroom. CBMS is a PBIS school. PBIS rewards students for their accomplishments and also creates a positive climate and mindset for student growth.

The SCDE Teacher and Parent Survey, the AdvancEd Parent Survey, sign-in sheets from parent nights, parents conferences, report card pick-ups, etc. data indicates the need for more active participation of parents and parental involvement as well as the need to communicate with parents in order to increase participation. Only 19% of parents completed the surveys. Over the course of the year, a mere 18% of parents attend parent/family nights, parent conferences, etc. Parental involvement in teaching and learning will increase student achievement and outcomes.

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

Mission

Our mission is to provide challenging educational opportunities in a safe environment that prepare all students to become responsible, productive citizens and life-long learners.

School-wide Behavior Expectations

Be Prepared

Exercise Safety

Act Responsibly

Respect yourself and others
Success will follow

Vision

We envision our school as a place...

- Where students are challenged to reach their highest potential.
- Family and community involvement is an important part of the educational process.
- Where the environment is conducive to effective teaching and learning.
- Where students have the potential for success.
- Where pride and respect are evident and become an essential part of the learning process.

SCHOOL RENEWAL PLAN FOR Carvers Bay Middle School

DATE: 3/23/18

Performance Goal Area: I. English Language Arts

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 grade **six** who score meets or exceeds as measured by SC READY in ELA will be 53.7% by 2022.
- The percentage of students in the grade **seven** who score meets or exceeds as measured by SC READY in ELA will be 51.9% by 2022.
- The percentage of students in the grade **eight** who score meets or exceeds as measured by SC READY in ELA will be 55.1% by 2022.

INTERIM PERFORMANCE GOAL:

(One year goal)

- The percentage of students in grade **six** who score meets or exceeds as measured by SC READY in ELA will be 29.5% by 2018.
- The percentage of students in the grade **seven** who score meets or exceeds as measured by SC READY in ELA will be 26.8% by 2018.
- The percentage of students in the grade **eight** who score meets or exceeds as measured by SC READY in ELA will be 30.3% by 2018.

DATA SOURCES(S):

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

South Carolina College and Career Ready Assessment (SC READY)

OVERALL MEASURES: SOURCE: <i>* Represents projections of improvement</i>	To add a row, go to the last box and press the tab button.						
	AVERAGE BASELINE		2018	2019	2020	2021	2022
	Grade 6: 21.7%	Projected Data	29.5%*	36.6%*	42.9%*	48.6%*	53.7%*
	Grade 7: 18.7%		26.8%	34.1%	40.7%	46.6%	51.9%
	Grade 8: 22.6%		30.3%	37.3%	43.6%	50.1%	55.1%
	Actual Data						

ACTION PLAN FOR STRATEGY #1: Provide grade level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments, and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The teachers (PLT) will identify students' needs and strengths by analyzing results from SC READY, MAP Data, and Benchmark tests.	2017 - 2022	Admin/Dept. Chair/Teachers	N/A	N/A	Analysis Reports, School Calendar, Agendas
2. Continue TDA writing prompts that support analytical writing skills.	2017 - 2022	Admin/Dept. Chair/Teachers	N/A	N/A	Observations/Lesson Plans/Meeting Agendas

ACTION PLAN FOR STRATEGY #1: Provide grade level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments, and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Attend Area and district wide meetings that focus on reading and writing across the content in relevance to LDC, formative assessment lessons implemented through LDC, developing rubrics, and Data-Driven Decision Making.	2017 - 2022	Admin/Teachers	\$5000	Title I	Staff development sign-in sheets.
4. Provide/Attend Staff Development such as having teachers visit the Ron Clark Academy, equipping them to implement and apply strategies that reinforce College and Career Readiness Standards.	2017 - 2022	Admin/Teachers	\$7500	Title I	Lesson Plans, Observations, Staff Development Sign-in Sheets
5. Continue the application of rigorous teaching through higher level thinking skills (Bloom's Taxonomy and Webb's DOK)	2017 - 2022	Admin/Teachers	\$5000	Title I/ACT 135	Unit Plans, Lesson Plans, Pacing Guides, Observation Schedule
6. Continue enrichment classes as needed.	2017 - 2022	Admin/Teachers	N/A	N/A	See master schedule.
7. Continue subject area common planning time to include Temp. Help for collaborative planning observations.	2017 - 2022	Teachers	\$5000	District/Local ACT 135	See master schedule.
8. Participate in professional reading book study. In conjunction with having teachers visit the Ron Clark	2017 - 2022	Admin/Teachers	\$2000	Title I	Schedule, SLO, Calendar Meetings

ACTION PLAN FOR STRATEGY #1: Provide grade level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments, and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Academy we will conduct our book study using "The End of Molasses Classes" by Ron Clark					
9. Continue to collaborate with Technology Coach on the integration of instructional technology.	2017 - 2022	Admin/Teachers	N/A	N/A	Agenda, Participation Log, Calendar Schedule, Lesson Plans
10. Continue to attend Language Arts related conferences and professional development opportunities.	2017 - 2022	Admin/Teachers	\$5000	Title I	Itinerary, agenda, participation log, conference records
11. Continue to secure ELA consultants and local authors/speakers to enhance performance on SC READY reading and writing tests; promote literacy (Love of Literacy, performance assessments)	2017 - 2022	Admin/Dept. Chairs/Teachers	\$3000	ACT 135	Itinerary, agenda, participation log, sign-in sheets
12. Increase access to interactive technology and online text.	2017 - 2022	Admin/MS/Teachers	\$18000	ACT 135/Title I	Participation Logs, Programs
13. Continue using resources to correlate assessments with the South Carolina College and Career Readiness.	2017 - 2022	Admin/Teachers	\$2000	ACT 135/Title I	Training participation log, Lesson Plans, Observations
14. Continue to provide opportunities for educational field studies for all students to reinforce the South Carolina College and Career Readiness Standards.	2017 - 2022	Admin	\$2500	Local/ACT 135	Itinerary, agenda, participation log, conference records.

ACTION PLAN FOR STRATEGY #1: Provide grade level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments, and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
15. Monitor instruction to ensure that the South Carolina College and Career Readiness Standards are being taught in the classroom.	2017 - 2022	Admin/Teachers	N/A	MMGW	Observations/Lesson Plans/SLO
16. Continue Making Middle Grades Work program.	2017 - 2022	Admin/Teachers	\$2500	MMGW	Schedule, observations, lesson plans, SLO, testing data
17. Implement summer professional development. (Capturing Kids Hearts)	2017 - 2022	Admin/Teachers	\$5000	Title I	Staff Development, Meeting Agendas
18. Continue to follow protocol for students with disabilities including SLD, MD, ED, and OHI.	2017 - 2022	Admin/Teachers/Guidance	N/A	N/A	IEP/504

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

SCHOOL RENEWAL PLAN FOR Carvers Bay Middle School

DATE: 3/30/18

Performance Goal Area: II. Math

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 grade **six** who score meets or exceeds as measured by SC READY in Math will be 51.7% by 2022.
- The percentage of students in the grade **seven** who score meets or exceeds as measured by SC READY in Math will be 49.9% by 2022.
- The percentage of students in the grade **eight** who score meets or exceeds as measured by SC READY in Math will be 56.7% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

- The percentage of students in grade **six** who score meets or exceeds as measured by SC READY in Math will be 18.1% by 2018.
- The percentage of students in the grade **seven** who score meets or exceeds as measured by SC READY in Math will be 15% by 2018.
- The percentage of students in the grade **eight** who score meets or exceeds as measured by SC READY in Math will be 26.9% by 2018.

DATA SOURCES(S):

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

South Carolina College and Career Ready Assessment (SC Ready)

OVERALL MEASURES: SOURCE: <i>* Represents projections of improvement</i>	To add a row, go to the last box and press the tab button.						
	AVERAGE BASELINE		2018	2019	2020	2021	2022
	Grade 6: 18.1%	Projected Data	26.3%	33.7%	40.3%	46.3%	51.7%
	Grade 7: 15%		23.5%	31.2%	38.1%	44.3%	49.9%
	Grade 8: 26.9%		33.9%	40.5%	46.5%	51.9%	56.7%
	Actual Data						

ACTION PLAN FOR STRATEGY #1: Provide assessments and evaluation programs, activities and staff development with data analysis strategies that promote quality learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Examine longitude data for evidence of increased student achievement in assessments (SC READY scores, MAP Data, Benchmark tests, and classroom assessments) across all student groups.	2017 - 2022	Admin/Teachers	N/A	N/A	Analysis Reports, School Calendar, Agendas
2. Use data to develop individual plans of actions for student achievement by utilizing the computer labs and other technology	2017 - 2022	Admin/Dept. Chair/Teachers	N/A	N/A	Observations/Lesson Plans/Meeting Agendas/Data Analysis

ACTION PLAN FOR STRATEGY #1: Provide assessments and evaluation programs, activities and staff development with data analysis strategies that promote quality learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
resources for classroom instructional support.					
3. Use weekly Aleks/Digits reports for progress monitoring and data-driven decision making to develop individual plans for student achievement.	2017 - 2022	Admin/Dept. Chair/District staff	N/A	N/A	PLT Agendas/Student Achievement Report
4. Attend Area and district wide meetings on Transforming Schools (MDC) that focus on Unwrapping Standards, Formative Assessment, Rubrics, and Data-Driven Decision Making.	2017 - 2022	Admin/Teachers/Guidance	\$5000	Title I	Staff Development logs/Workshop Agendas
5. Provide/Attend Staff Development such as having teachers visit the Ron Clark Academy, equipping them to implement and apply strategies that reinforce College and Career Readiness Standards.	2017 - 2022	Admin/Teachers	\$7500	Title I	Lesson Plans, Observations, Staff Development logs

ACTION PLAN FOR STRATEGY #1: Provide assessments and evaluation programs, activities and staff development with data analysis strategies that promote quality learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Continue the application of rigorous teaching through higher level thinking skills (Bloom's Taxonomy and Webb's DOK)	2017 - 2022	Admin/MS/Teachers	N/A	N/A	Observations, Lesson Plans, Schedules
7. Continue subject area common planning time to include Temp. help for collaborative planning and observations, i.e. Digits, MDC and ALEKS.	2017 - 2022	Admin/Teachers	\$5000	Title I	Schedule/SLO
8. Continue the use of Computer Assisted Instruction for remediation. (ALEKS, other programs, ETV Streamline, Brain Pop, Internet, Virtual Field Trips)	2017 - 2022	Admin/Teachers	\$5000	Title I/District	CAI Reports, Schedule
9. Provide parent/student workshops regarding study and testing strategies (Math Study Night)	2017 - 2022	Admin/Teachers	\$500	Title I	Parent Sign-in Sheets, Agendas
10. Participate in professional reading book study. In conjunction with having teachers visit the Ron Clark Academy we will conduct our book study using "The End of Molasses Classes" by Ron Clark.	2017 - 2022	Admin/Teachers	\$2000	Title I	Itinerary, Agenda, Participation Log, Workshop records

ACTION PLAN FOR STRATEGY #1: Provide assessments and evaluation programs, activities and staff development with data analysis strategies that promote quality learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
11. Implement afterschool 21 st Century and math Enrichment classes as needed.	2017 - 2022	Admin/Teachers	N/A	MKinc.	Student logs/Schedule
12. Continue summer professional development. (Capturing Kids Hearts)	2017 - 2022	Admin/Teachers/Media	\$5000	Title I	Sign-in Sheets/Planning Minutes
13. Collaborate with the Technology Coach on various activities (Research. Integrating Technology, Virtual Field Trips)	2017 - 2022	Admin/Teachers	N/A	N/A	Participation Log, Department Agendas, Lesson Plans
14. Continue Middle Schools That Work Program	2017 - 2022	Admin/Teachers/Media/Guidance	\$2500	MMGW	Lesson Plans/SLO/Observations/Agendas/Parent communication logs/Advisor/Advisee
15. Increase teaching and learning strategies by Professional Reading Book Study	2017 - 2022	Admin/Teachers	\$2000	Title I	PLT logs
16. Provide enrichment acceleration opportunities for student in grades 6 – 8 (Gifted and Talented / Arts – Music)	2017 - 2022	Admin/Teachers	N/A	N/A	Lesson Plans/Student Work

ACTION PLAN FOR STRATEGY #1: Provide assessments and evaluation programs, activities and staff development with data analysis strategies that promote quality learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
17. Continue to follow protocol for students with disabilities including SLD, MD, ED, OHI	2017 - 2022	Admin/Teachers/Guidance	N/A	N/A	IEP/504

SCHOOL RENEWAL PLAN FOR Carvers Bay Middle School

DATE: 3/30/18

Performance Goal Area: III. Social Studies

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 grade **six** who score met or exemplary as measured by SC PASS in Social Studies will be 78% by 2022.
- The percentage of students in the grade **seven** who score met or exemplary as measured by SC PASS in Social Studies will be 59.8% by 2022.
- The percentage of students in the grade **eight** who score met or exemplary as measured by SC PASS in Social Studies will be 56.8% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

- The percentage of students in grade **six** who score met or exemplary as measured by SC PASS in Social Studies will be 62.7% by 2018.
- The percentage of students in the grade **seven** who score met or exemplary as measured by SC PASS in Social Studies will be 31.9% by 2018.
- The percentage of students in the grade **eight** who score met or exemplary as measured by SC PASS in Social Studies will be 26.9% by 2018.

DATA SOURCES(S):

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

South Carolina Palmetto Assessment of State Standards (SC PASS)

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2018	2019	2020	2021	2022
Grade 6: 62.7%	Projected Data	66.4%	69.8%	72.8%	75.5%	78%
Grade 7: 31.9%		38.7%	44.8%	50.3%	55.3%	59.8%
Grade 8: 26.9%		34.2%	40.8%	46.7%	52%	56.8%
	Actual Data					

ACTION PLAN FOR STRATEGY #1: To use hands on experience, virtual video, content based strategies, and teacher knowledge to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The teachers (Leadership Team) will identify students' needs and strengths by analyzing results from PASS scores, MAP scores and Benchmark tests.	2017 - 2022	Admin/Dept. Chairs	N/A	N/A	Analysis Report
2. Attend Area and district wide meetings on state standards that focus on reading and writing across the content through LDC implementation, Rubrics, Formative Assessment, and Data-Driven Decision Making.	2017 - 2022	Admin/Teachers	\$5000	District	Staff Development Logs
3. Provide/ and attend Staff Development that will enable teachers to implement and apply strategies that reinforce state and College and Career Readiness Standards in their content area.	2017 - 2022	Admin/Teachers	\$5000	District	Lesson Plans/Observations/Staff Development Logs
4. Continue the application of rigorous teaching through higher level thinking skills (Bloom's Taxonomy and Webb's DOK)	2017 - 2022	Admin/Teachers	N/A	N/A	Observations/Lesson plans
5. Continue subject area common planning time help for collaborative planning and observations.	2017 - 2022	Admin/Teachers	N/A	N/A	Schedule/SLO
6. Continue Computer Assisted Instruction (ETV Streamline, Primary Documents, Internet, Flowcabulary, Brain Pop, Virtual Field Trips, USA Test Prep)	2017 - 2022	Media/Teacher	\$2000	District	Observations/Lesson Plans

ACTION PLAN FOR STRATEGY #1: To use hands on experience, virtual video, content based strategies, and teacher knowledge to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Attend Social Studies related conferences and professional development opportunities	2017 - 2022	Admin/Teachers	\$1000	District	Itinerary, Agenda, Conference record
8. Continue the use of resources to correlate assessment with the South Carolina State Standards.	2017 - 2022	Admin/Teachers	N/A	N/A	Lesson Plans, Observations
9. Continue summer Professional development through the implementation of Capturing Kids Hearts.	2017 - 2022	Admin/Dept. Chair/Teachers	\$1000	District	Participation Log, Lesson plans, Department Agendas
10. Continue to provide and utilize current instructional supplies (Social Studies, PASS, PASS COACH, etc...)	2017 - 2022	Admin/Teachers	\$2000	Local	Observations/ Lesson Plans
11. Continue the celebration of Constitutional mandated days (Constitution Day, Veterans' Day, and South Carolina Day)	2017 - 2022	Admin/Teachers	N/A	Local	Document with pictures, Lesson plans
12. Collaborate with the Technology Coach on various activities (Research, Integrating Technology, Virtual Field Trips, National History Day)	2017 - 2022	Media/Teacher	N/A	N/A	Observations/Lesson Plans/SLO

ACTION PLAN FOR STRATEGY #1: To use hands on experience, virtual video, content based strategies, and teacher knowledge to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
13. Continue instruction to ensure that SC State Standards are taught	2017 - 2022	Admin/Teachers	N/A	N/A	Schedule, Observations, Lesson plans, SLO, Testing Data
14. Continue Middle Schools That Work Program	2017 - 2022	Admin	\$2500	MMGW	Staff Development, Meeting Agenda
15. Continue to follow protocol for students with disabilities including SLD, MD, ED, and OHI	2017 - 2022	Admin/Teachers/Guidance	N/A	N/A	IEP, 504/Lesson Plans

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

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

<p>SCHOOL RENEWAL PLAN FOR <u>Carvers Bay Middle School</u> DATE: <u>3/30/18</u></p> <p>Performance Goal Area: IV. Science</p> <p> <input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) </p> <p><input type="checkbox"/> District Priority</p>	
<p>PERFORMANCE GOAL: (Statement of desired progress or result over five years)</p>	<ul style="list-style-type: none"> ➤ The percentage of students in grade six who score met or exemplary as measured by SC PASS in Science will be 62.4% by 2022. ➤ The percentage of students in the grade seven who score met or exemplary as measured by SC PASS in Science will be 53.9% by 2022. ➤ The percentage of students in the grade eight who score met or exemplary as measured by SC PASS in Science will be 51.9% by 2022.
<p>INTERIM PERFORMANCE GOAL: (One year goal)</p>	<ul style="list-style-type: none"> ➤ The percentage of students in grade six who score met or exemplary as measured by SC PASS in Science will be 36.1% by 2018. ➤ The percentage of students in the grade seven who score met or exemplary as measured by SC PASS in Science will be 22% by 2018. ➤ The percentage of students in the grade eight who score met or exemplary as measured by SC PASS in Science will be 18.3% by 2018.
<p>DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)</p>	<p>South Carolina Palmetto Assessment of State Standards (SC PASS)</p>

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2018	2019	2020	2021	2022
Grade 6: 36.1%	Projected Data	42.5%	48.3%	53.5%	58.2%	62.4%
Grade 7: 22%		29.8%	36.8%	43.1%	48.8%	53.9%
Grade 8: 18.3%		26.5%	33.9%	40.5%	46.5%	51.9%
	Actual Data					

ACTION PLAN FOR STRATEGY #1: To use hands on experiences, virtual video, content based activities, and teacher knowledge to improve student achievement					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The teachers (Leadership Team) will identify students' needs and strengths by analyzing results from PASS scores, MAP scores and Benchmark tests.	2017 - 2022	Admin/Teachers	N/A	N/A	Analysis Reports, School Calendar, Agendas
2. Attend Area and district wide meetings on state standards that focus on reading and writing across the content through implementation on LDC, Rubrics, Formative Assessment, and Data-Driven Decision Making.	2017 - 2022	Admin/Teachers/District Staff	\$5000	District	Staff Development Sign-in Sheets
3. Provide/ and attend Staff Development that will enable teachers to implement and apply strategies that reinforce state and College and Career Readiness Standards in their content area.	2017 - 2022	Admin/Teachers	\$5000	District	Lesson Plans, observations, Staff development sign-in sheets
4. Continue the application of higher level thinking skills (Bloom's Taxonomy and Webb's DOK)	2017 - 2022	Admin	N/A	N/A	Observations/Lesson plans/schedules
5. Continue subject area common planning time help for collaborative planning and observations.	2017 - 2022	Admin/Teachers	\$5000	District	Schedule, SLO
6. Continue Computer Assisted Instruction (ETV Streamline, Primary Documents, Internet, Brain POP, Virtual Field Trips, USA Test Prep)	2017 - 2022	Admin/MS/Teachers	\$5000	District	CAI Reports/Schedule

ACTION PLAN FOR STRATEGY #1: To use hands on experiences, virtual video, content based activities, and teacher knowledge to improve student achievement					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Attend Science related conferences and professional development opportunities	2017 - 2022	Admin/Teachers	\$1000	District	Itinerary, agenda, participation log, conference records
3. Continue the use of resources to correlate assessment with the South Carolina State Standards.	2017 - 2022	Admin/Teachers	\$2000	Title I/ACT135	Observation, Lesson Plans
4. Continue summer Professional Development focusing on Capturing Kids Hearts.	2017 - 2022	Admin/Teachers	\$5000	Title I	Parent sign-in sheets, agenda
5. Provide current instructional supplies (Science, PASS, PASS COACH, etc...)	2017 - 2022	Admin/Teachers	\$1000	Local	Observations/Lesson Plans
6. Collaborate with the Technology Coach on various activities (Research, Integrating Technology, Virtual Field Trips)	2017 - 2022	Admin/MS/Teachers	N/A	N/A	Lesson plans, SLO, Observations
7. Monitor instruction to ensure that the SC State Standards are taught.	2017 - 2022	Admin	N/A	N/A	Observation/Lesson Plans/SLO
8. Continue Middle Schools that Work Program	2017 - 2022	Admin	\$5000	MMGW	Staff Development/Meeting Agenda

ACTION PLAN FOR STRATEGY #1: To use hands on experiences, virtual video, content based activities, and teacher knowledge to improve student achievement					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
9. Continue to secure Science consultants, guest speakers and provide related field trips.	2017 - 2022	Admin/Teachers	\$5000	District	Sign-in sheets, participation logs, programs
10. Continue to follow protocol for students with disabilities including SLD, MD, ED, and OHI.	2017 - 2022	Admin/Teachers/Guidance	N/A	N/A	IEP, 504, Lesson plans
11. Continue certifying teachers in STEM/PLTW courses.	2017-2022	Admin/Teachers	N/A	District	Master Schedule/Teacher Certificate endorsement

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

SCHOOL RENEWAL PLAN FOR Carvers Bay Middle School

DATE: 3/30/18

Performance Goal Area: V: Teacher Quality

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**)

100% of Professional Staff will receive appropriate staff development that is designed to enhance student achievement.

INTERIM PERFORMANCE GOAL: (One year goal)

100% of Professional staff will receive appropriate staff development that is designed to enhance student achievement through June of 2018

DATA SOURCES(S):

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

- Faculty meeting agendas and attendance records
- Professional development calendar and attendance
- Certification records

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
100%	Projected Data	100%*	100%	100%	100%	100%
	Actual Data					

ACTION PLAN FOR STRATEGY #1: Recruit, and hire certified faculty and staff that are highly qualified.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to hire only highly qualified teachers.	2017 - 2022	Admin	N/A	N/A	Participation Log
2. Provide graduate credit/recertification points/staff development at school site (i.e. PLT, technology,LDC/MDC,PLTW,R2S)	2017 - 2022	Admin	\$1200	District/Local	Participation Logs
3. Continue in house mentoring collaboration groups to encourage teachers to pursue graduate degrees and/or National Board Certification.	2017 - 2022	Admin/Teachers	@ \$350 per class	District	Teacher reimbursed for classes
4. Continue professional development conferences relating to teaching students from low socioeconomic status such as (SCASA;SCASBE,NABSE; and middle schools that work)	2017 - 2022	Admin/Teachers	\$5000	Title I/ACT 135 MMGW	Itinerary, agenda, participation log, conference records
5. Continue to attend professional conferences: <ul style="list-style-type: none"> ➤ ELA ➤ Math ➤ Science ➤ Social Studies ➤ District Professional Development ➤ Interpreting data ➤ Subject area in-service ➤ SREB (LDC/MDC) 	2017 - 2022	Admin/Teachers	\$5000	ACT 135/District/Title I	Itinerary, agenda, conference records, implement into lesson plans, school schedule
6.					

ACTION PLAN FOR STRATEGY #1: Recruit, and hire certified faculty and staff that are highly qualified.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7.					
8.					
9.					
10.					

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

SCHOOL RENEWAL PLAN FOR Carvers Bay Middle School

DATE: 3/30/18

Performance Goal Area: School Climate VI

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 school climate will enhance in an effort to increase parent satisfaction from 74.1% to 85.9% in 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of parents satisfied with the school climate will increase from 74.1% to 76.3% in 2018.

DATA SOURCES(S):

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

SIC attendance and minutes, Title I attendance and minutes
School Report Card
Parent Survey and teacher’s Parent Communication Logs

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
74.1%	Projected Data	76.3%*	78.6%*	81%*	83.4%*	85.9%*
	Actual Data					

ACTION PLAN FOR STRATEGY #1: Promote and provide both instructional and non-instructional programs that build community participation and reflect schoolwide character.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue schoolwide character education program	2017 - 2022	Guidance	\$2000	Local	Recognition of students, participation logs
2. Continue the recognition of student success (awards programs, academic incentive field trips, pep rallies)	2017 - 2022	Guidance	\$5000	Local/PTO/Activity Fund	Quarterly awards programs/Trips
3. Continue effective communication between school and parents through monthly newsletter	2017 - 2022	Guidance/ Teacher/MS	\$2000	Title I	Newsletters, school website, report cards and interims
4. Continue to provide opportunities for parents to meet teachers through activities such as back to school night, PTO, report card conferences, curriculum nights, and parent contact logs, i.e. phone calls and progress logs.	2017 - 2022	Admin	\$5000	ACT 135	Back to School/Open House, SIC, PTO, Sign-in sheets
5. Encourage parents to participate in school sponsored events	2017 - 2022	Admin	N/A	N/A	Parent Sign-in sheets
6. Continue to send positive notes home to parents	2017 - 2022	Admin/Teachers	\$1000	Local/Title I	Copies of notes, Recognition of students
7. Update the school's website to enhance the school's communication with parents and the public.	2017 - 2022	MS, Technology Coach	N/A	N/A	Monitor the website, parent use
8. Continue quarterly Pastor's meetings	2017 - 2022	Admin	\$1000	Local/Act fund	Agenda/Parent sign-in
9. Implement schoolwide initiative Positive Behavior Intervention Support along with Capturing Kids Hearts.	2017 - 2022	Admin, PBIS team, Teachers, Support staff	N/A	N/A	Bear Expectation, PBIS Data, Meeting, Agenda, Minutes

ACTION PLAN FOR STRATEGY #1: Promote and provide both instructional and non-instructional programs that build community participation and reflect schoolwide character.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
10.					

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