

# School Renewal Plan Table of Contents

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## School Renewal Plan Cover Page (Mandated Component)

### Renewal Plan for years 2011/12 to 2015/16 Annual Update for Year 2012/13

<b>School Name:</b>	Hendersonville Elementary
<b>SIDN:</b>	1501021
<b>Plan Submission:</b>	School does not utilize SACS
<b>Grade Range From:</b>	PK To 5
<b>District:</b>	Colleton
<b>Address 1:</b>	6089 Hendersonville Highway
<b>Address 2:</b>	
<b>City:</b>	Walterboro, SC
<b>Zip Code:</b>	29488
<b>School Renewal Plan Contact Person:</b>	Jessica F. Williams
<b>Contact Phone:</b>	843-782-0027
<b>E-mail Address:</b>	jfwilliams@mail.colleton.k12.sc.us

#### Assurances

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

#### Required Printed Names and Signatures

<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Mr. John Barnes</u> Printed Name	_____ Signature	_____ Date
<b><i>Superintendent</i></b>		
<u>Leila W. Williams</u> Printed Name	_____ Signature	_____ Date
<b><i>Principal</i></b>		
<u>Jessica F. Williams</u> Printed Name	_____ Signature	_____ Date
<b><i>Chairperson, School Improvement Council</i></b>		
<u>Pastor Joseph Williams</u> Printed Name	_____ Signature	_____ Date

## **Stakeholder Involvement for School Renewal Plan (Mandated Component)**

### **Hendersonville Elementary Mission Statement**

**“Every day, every student will experience grade-level success in a safe and supportive environment.”**

List the name of persons who were involved in the development of the School Renewal Plan.  
A participant for each numbered position is required.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Jessica F. Williams
2.	<b>Teacher</b>	Carey Polk
3.	<b>Parent/Guardian</b>	Amy Kilpatrick
4.	<b>Community Member</b>	Pastor Joseph Williams
5.	<b>School Improvement Council</b>	Cynthia Williams
	<b>OTHERS</b> (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

## Assurances for School Renewal Plan (Mandated Component)

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

Yes	<p><b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p><b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p><b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
Yes	<p><b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
Yes	<p><b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
Yes	<p><b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.</p>
Yes	<p><b>Recruitment</b> The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.</p>

Yes	<p><b>Collaboration</b></p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
Yes	<p><b>Developmental Screening</b></p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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.</p>

## Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength	Weakness/Improvement	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup	
<b>Primary School (K - 2)</b>			
<b>Prime Instructional Time</b>	In the Spring of 2013, Kindergarten scored 150.9 for their mean Reading RIT. Kindergarten has surpassed their 2012/2013 Mean goal by .7 mean points, and needs only 6 more mean points to reach the 2016 Spring MAP goal. First Grade Spring 2013 Reading score is 170.2 which surpasses the 2014/2015 mean Reading Goal RIT and 9 points from meeting the 2016 Mean Reading RIT. First Grade has also met their 2014/2015 Math RIT goal with a Mean RIT of 173.1, 3 points of meeting the 2016 Spring Math Mean RIT. Second Grade scored a mean Reading RIT of 187.4 for the 2013 Spring MAP, just 2 points from the 2016 goal. Second Grade scored a Mean RIT of 186.3 on the 2013 Math MAP just 5 points from the 2016 goal.		
<b>Middle School (3 - 8)</b>			
<b>State Standardized Language Arts Scores</b>	81% of Not Disabled students in Grade 3 scored Met or Exemplary on the 2012 ELA PASS test. 87.9% of Not Disabled students, 81.1% of Male students, 83.3% of White students in Grade 4 scored Met or Exemplary on the 2012 ELA PASS test.	Only 69.3% of All Students scored Met or Exemplary on 2012 ELA PASS Test. Only 66.3% of African American students scored Met or Exemplary on the ELA portion of the 2012 PASS test. Only 69.5% of Subsidized Meals students scored Met or Exemplary on the 2012 ELA PASS test.	
<b>State Standardized Math Scores</b>	80.0% of Female students and 86.2% of Not Disabled students scores Met or Exemplary on the 4 <sup>th</sup> Grade Mathematics PASS test.	Only 65.4% of all students scored Met or Exemplary on the 2012 Mathematics PASS Test. Only 61.1% of African American students scored Met or Exemplary on the 2012 Mathematics PASS test. Only 64.6% of Subsidized Meals students scored Met or Exemplary on the 2012 Mathematics PASS test.	

<b>State Standardized Social Studies Scores</b>	85.7% of Female students in Grade 3 scored Met or Exemplary on the 2012 Social Studies PASS Test. 86.4% of All Students in Grade 4 scored Met or Exemplary on the 2012 Social Studies PASS Test.	Only 65.7% of All Students scored Met or Exemplary on the 2012 Social Studies PASS Test. Only 70.1% of African American students scored Met or Exemplary on the 2012 Social Studies PASS Test. Only 67% of Subsidized Meals students scored Met or Exemplary on the 2012 Social Studies PASS Test.	
<b>State Standardized Science Scores</b>	79.1% of All Students in Grade 4 scored Met or Exemplary on the 2012 Science PASS Test.	Only 67.1% of All Students scored Met or Exemplary on the 2012 Science PASS Test. Only 59.9% of African American students scored Met or Exemplary on the 2012 Science PASS Test. Only 65% of Subsidized Meals students scored Met or Exemplary on the 2012 Science PASS Test.	
<b>ESEA Waiver ELA</b>	Students met 6 of 6 or 100% of the Proficiency objectives in ELA, weighted 0.35 on the 2012 ESEA/ Federal Accountability System.		
<b>ESEA Waiver Math</b>	Students met 5.4 of 6 or 90% of the Proficiency objectives in Math, weighted 0.35 on the 2012 ESEA/ Federal Accountability System.	African American students scored 0.4 toward the Proficiency objective of 1 point. These students need to increase another 0.6 of a point to meet the Proficiency of 1.	
<b>ESEA Waiver Science</b>	White students met the Proficiency Objective for Science with 1 point.	Students met 4.4 of 6 or 73.33% of the Proficiency objectives in Science, weighted 0.05 on the 2012 ESEA/ Federal Accountability System. All Students met 0.7 of 1 point needing an additional 0.3 point. Male students met 0.9 of 1 point needing an additional 0.1 point. Female students met 0.3 of 1 point needing an additional 0.7 point. African American students met 0.8 of 1 point needing an additional 0.2 point. Subsidized Meals students met 0.7 of 1 point needing an additional 0.3 point.	

<p><b>ESEA Waiver Social Studies</b></p>	<p>White Students met the Proficiency Objective for Social Studies with 1 point.</p>	<p>Students met 4.8 of 6 or 80% of the Proficiency objectives in Science, weighted 0.05 on the 2012 ESEA/ Federal Accountability System. All Students met 0.7 of 1 point needing an additional 0.3 point. Male students met 0.6 of 1 point needing an additional 0.4 point. Female students met 0.9 of 1 point needing an additional 0.1 point. African American students met 0.8 of 1 point needing an additional 0.2 point. Subsidized Meals students met 0.8 of 1 point needing an additional 0.2 point.</p>	
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## All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
<b>Percentage of Teachers with Advanced Degrees</b>	48.3% of our teachers have advanced degrees up from 44.1%.		
<b>Percentage of Teachers on Continuing Contracts</b>	N/AV		
<b>Percentage of Teachers Emergency/Provisional Contracts</b>	0% of our teachers are identified as having an emergency/provisional contract.		
<b>Percentage of Teachers Returning</b>		82.8% of our teachers are returning from previous year down from 83.9%.	
<b>Percentage of Classes not Taught by Highly Qualified Teachers</b>	97.4% of our classes are taught by highly qualified teachers.		
<b>Number of National Board Teachers</b>		0% of our teachers are National Board Certified Teachers.	
<b>Number of PACE Teachers</b>	0.03% of our staff is a PACE teacher.		

## All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
<b>Teacher Attendance Rate</b>	We have a 94.6% teacher attendance rate, down from 96%.		
<b>Student Attendance Rate</b>	We have a 96.4% student attendance rate, up from 95.7%		
<b>Suspension/Expulsion Rate</b>	0.0% of our students have been expelled, no change.		
<b>Students Older than Usual for Grade</b>	N/A		
<b>School Poverty Index</b>		91% of our student populations receive subsidized lunch.	
<b>Percent of Teachers, Students, and Parents Satisfied with the Physical Environment</b>	Percent satisfied with physical environment: teachers I/S; students 85.7%; parents 89.6%.		
<b>Percentage of Teachers, Students, and Parents Satisfied with Home-school relations</b>	Percent satisfied with school-home relations: teachers I/S; students 81.8%, parents 87.7%.		
<b>Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment</b>	Percent satisfied with learning environment: teachers I/S; students 84.4%; parents 89.6%.		

## Executive Summary of Needs Assessment (Summary of Conclusions)

<b>Student Achievement</b>	
<b>Elementary/Middle School (3 - 8) Data from 2012 PASS test</b>	
1.	<p>69.3% of All Students scored Met or Exemplary in ELA. Our goal is to move that percentage to 76.0%.            69.5% of Subsidized Meals student scored Met or Exemplary in ELA. Our Goal is to move that percentage to 76.6%.            66.3% of African American students scored Met or Exemplary in ELA. Our goal is to move that percentage to 72.7%.            65.4% of All Students scored Met or Exemplary in Mathematics. Our goal is to move that percentage to 72.1%.            61.1% of African American students scored Met or Exemplary in Mathematics. Our goal is to move that percentage to 64.6%.            64.6% of Subsidized Meals students scored Met or Exemplary in Mathematics. Our goal is to move that percentage to 65.7%.            65.7% of All Students scored Met or Exemplary in Social Studies. Our Goal is to move that percentage to 72.3%.            70.1% of African American students scored Met or Exemplary in Social Studies. Our goal is 77.6%.            67% of Subsidized Meals students scored Met or Exemplary in Social Studies. Our goal is 73.9%.            67.1% of All Students scored Met or Exemplary in Science. Our goal is to move that percentage to 73.7%.            59.9% of African American students scored Met or Exemplary in Science. Our goal is to move that percentage to 65.7%.            65.0% of Subsidized Meals students scored Met or Exemplary in Science. Our goal is to move that percentage to 71.2%</p>
<b>Teacher/Administrator Quality</b>	
2.	<p>It is our goal to have 100% of our teachers and paraprofessionals classified as highly qualified. This will ensure that all our students are given the opportunity to be instructed by a staff members who are deemed competent by the State Department of Education.</p>
<b>School Climate</b>	
3.	<p>Our primary goal is to have 100% of our students satisfied with the social and physical environment at Hendersonville Elementary School.</p>
4.	<p>91% of our students receive subsidized meals. While we cannot change the poverty index, we will differentiate instruction to address the needs of children of poverty.</p>

## Performance Goal

<b>Performance Goal Area</b>	School Climate					
<b>Performance Goal</b> (desired result of student learning)	By the 2016 our School Report Card survey of fifth grade parents will indicate that 100% of the respondents will be satisfied with the our home-school relations and our social and physical environment. Hendersonville Elementary will have a climate of high expectations that will ensure that every student will meet or exceed state standards by 2015.					
<b>Interim Performance Goal</b>	School survey					
<b>Data Sources</b>	SDE Survey					
<b>Overall</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
Percent of Teacher satisfaction with home-school relations	68%	75%	80%	85%	90%	100%
<b>Actual</b>		83.3%	I/S			
Percent of Student Satisfaction with social and physical environment.	93%	76.6%	85%	90%	95%	100%
<b>Actual</b>		76.6%	81.8%			

## Action Plan

### Strategy #1: Improve parent/school communication.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Publish monthly newsletters, update school websites, use the phone dialer, Student Agendas, Fridge Facts, Buzz Cards, Facebook Page, and School Sign marquee to keep parents informed of upcoming events, inform parents of homework, major tests, assignments, and school announcements.	2011-2016	Principal, Asst. Principal, Master/Mentor and Career Teachers	n/a	n/a	newsletters, school website, parent communication logs, autodialer
2. Have excellent communication with parents a. All teachers will make positive contacts with 100% of their students' parents a. Expect teachers to contact parents, in a timely manner, for students experiencing behavior/academic problems.	2011-2016	Principal, Asst. Principal, Master/Mentor and Career Teachers	n/a	n/a	Parent Communication Log, PBIS, SHARP cards, Educator Handbook
3. Provide a Parent Resource Center with parenting literature, books, and other parenting resources.	2011-2016	Principal, School Title 1 Coordinator	\$500	Title 1	Sign in sheet
4. Students from upper grade levels will give feedback regarding decisions on matters that affect them such as positive school-wide rewards.	2011-2016	Principal, Asst. Principal, Master/Mentor and Career Teachers	n/a	n/a	Written Feedback
5. Provide opportunities for parents to be involved in their child's learning through Open House, Parenting Nights Student-Led Parent Conferences, PTO Meetings, PASS/FUN Night, and District Title 1 Meetings.	2011-2016	Principal, Asst. Principal, Teachers, District Title 1 Coordinator, School Title 1 Coordinator	\$1,500	School Funds, PTO funds	Sign in sheets, Auto-dialer
6. Submit news releases of student, teacher, parent group, and school accomplishments to the paper and District.	2011-2016	Assistant Principal, Media Specialist, Master/Mentor and Career Teachers	n/a	n/a	Newspaper articles, School Website, Newsletters
7. Provide Back to School Bash to build parent/teacher relationships.	2011-2016	Principal, Assistant Principal, Master/Mentor and Career Teachers	\$500.00	School Funds	Sign in sheets, Auto-dialer, School and District Website, Newsletter
8. Have award ceremonies during the day, and at night to accommodate for parents' work schedules.	2011-2016	Principal, Asst. Principal, Master/Mentor and Career Teachers	\$500.00	School Funds	District Website, Ceremony Agenda, Auto-dialer

### Strategy #2: Parents will participate in the decision making process.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Have monthly School Improvement Council/PTO meetings.	2011-2016	Principal, Asst. Principal	n/a	n/a	Sign in sheets
2. Host an annual Title 1 meeting to explain the purposes of Title 1 and give parents the opportunity to give suggestions for Title 1 Improvement.	2011-2016	Principal, Title 1 Coordinator	n/a	n/a	Sign in sheet
3. Formalize processes and procedures to review all board policies on a regular cycle, and put into operation administrative regulations to ensure board policies support a 21 <sup>st</sup> century educational system.	2013-2016	Principal, Asst. Principal, SIC Chairman, PTO President, District Coordinator	n/a	n/a	Agendas and sign in sheets

### Strategy #3: Hendersonville Elementary will provide parents and guardians with information about how to help their children learn and become productive citizens.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Support learning at home through the use of activities such as: Parent Workshops, Literacy Nights, Breakfast with Dads, Mother and Daughter Tea, Fridge Facts, Quarterly Parent Classroom Meetings, Eat Smart, Move More initiative, conferences, speakers, and internet sites.	2011-2016	Principal, Asst. Principal, Master/Mentor and Career Teachers	\$1,500	School Funds,	Sign in sheets
2. Establish online links to resource lists for students on the school website.	2011-2016	Principal, Master/Mentor and Career Teachers	n/a	n/a	School Website listings

3. Have a formal plan for parent conferences that include <a href="#">Student-Led Conferences</a> .	2011-2016	Principal, Asst. Principal, Teachers	n/a	n/a	Letters of invitation, sign in sheets
4. Have, when appropriate, <a href="#">Community Meetings</a> in various areas in each school's attendance zone to allow parents to have a more reasonable distance to travel to get to the meeting.	2011-2016	Principal, Assistant Principals, Teacher Coach, Teachers	\$500.00	School Funds	Sign in sheet, <a href="#">Flyers</a> , <a href="#">Autodialers</a>
5. Create an environment that promotes college and career awareness.	2012-2016	All Stakeholders	\$1,000	School funds	Classroom and Hallway displays, Student Surveys, <a href="#">Morning Announcements</a> highlighting colleges

**Strategy #4: Provide a positive and safe learning environment.**

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Adopt and implement character education.	2011-2016	Guidance Counselor	\$500.00	District	Referral slips, classroom observations
2. Alternatives to suspension will be utilized: <a href="#">SHARP Academy</a> , In-School Suspension, and Mentoring Programs.	2011-2016	Principal, Assistant Principal	\$500.00	Business Sponsors, District	Attendance Logs <a href="#">Educator's Handbook</a>
3. Implement the use of school-wide Positive Behavior Interventions and Supports.	2011-2016	Principal, Assistant Principal, PBIS team	\$2000.00	District, PTO	Referral slips, Mentoring, <a href="#">BEE SHARP CARDS</a> , <a href="#">PBIS Celebrations</a> , Data
4. Implement No Bullying Program to teach students the consequences of physical, psychological, and cyber bullying.	2011-2016	Principal, Assistant Principal, Guidance Counselor, Teachers	n/a	n/a	Referral Data, <a href="#">Chill Skills through Guidance</a>
5. Support the district's efforts to address current social, academic, and other related issues, such as The Boys to Young Men summit, <a href="#">Lunch Buddies</a> , and Character Counts Luncheons.	2011-2016	District, Principal, Assistant Principal, <a href="#">Master/Mentor and Career Teachers</a>	n/a	District	reduction of referrals
6. Implement Hendersonville Elementary as a School of Innovation and Exploration	2012-2016	District, Principal, Assistant Principal, <a href="#">Master/Mentor and Career Teachers</a>	200.00	District, PTO	School Flyer, Hallways, Display Cases

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The performance of students who score met and exemplary in English Language Arts will increase as measured by the PASS assessment in grades 3 through 5 as detailed in the overall measures table.					
<b>Interim Performance Goal</b>	MAP 3-5					
<b>Data Sources</b>	PASS test 3-5					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
Grade 3	65.9%	73%	76%	80%	82%	84%
<b>Actual:</b>		74.4%	73.8%			
Grade 4	58.8%	68%	72%	75%	79%	81%
<b>Actual:</b>		62.7%	76.1%			
Grade 5	66.2%	75%	78%	81%	84%	87%
<b>Actual:</b>		72%	57.9%			
African American	84.7%	86%	88%	90%	91%	92%
<b>Actual:</b>		78.8%	66.3%			
Disabled	60%	64%	69%	73%	78%	80%
<b>Actual:</b>		30.4%	n/a			
Subsidized	79%	81%	83%	85%	87%	89%
<b>Actual:</b>		79.4	69.5%			

## Action Plan

### Strategy #1: Improve classroom instruction using research-based strategies in English Language Arts.

<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement long range plans and weekly plans that reflect the utilization of deconstructed Common Core State Standards; and along with the district, develop and implement a comprehensive formal process to analyze instructional practices K-12 that guarantees implementation of a rigorous and relevant educational system which actively engages all students in their learning.	2013-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Long range plans, weekly plans, classroom observations, 2012-2013 TAP Annual Cluster Goal Focus, Model TAP
2. Provide embedded professional development including strategies and resources to support teaching and learning, and to improve student achievement and reduce gaps in performance.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers	n/a	Title 1 District	Lesson plans, TAP observations, Weekly Cluster Meeting Agendas, and Common Core Reading Series, Journeys
3. Provide opportunities for academic assistance or acceleration through reading interventionists, small group and RTI instruction based on PASS and MAP data.	2011-2016	Principal, RTI Interventionist, Interventionists, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	District Title 1	Classroom rosters, intervention logs, observations, MAP and PASS analysis
4. Use the technology available to assist instruction, communicate with parents, provide remediation, assess student learning, and generate and manipulate data.	2011-2016	Principal, Assistant Principal, Interventionists, Master/Mentor Teachers, Career Teachers	n/a	District Title 1	Progress Monitoring Data, Senteo Data, Quarterly Spreadsheets, School and District Website, Data Wall, Newsletters, Class BEE HIVES, AR tests, Fridge Facts
5. Provide parents with a list of various ways they are expected to support the school and teachers with instructional success of their children.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	\$1,000	PTO funds Title 1	Sign in sheets, Parent Communication Logs, Parent Conference Logs, Student-Led Conferences, Fridge Facts
6. Enhance inclusion activities for special education students by training regular Ed/related arts teachers in the types of accommodations that may increase the level of student achievement in a regular academic setting.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers, Special Education teachers, School Psychologist	n/a	n/a	PASS scores, IEPs, MAP scores, Report Cards
7. Reduce class size to improve the teacher/student ratio.	2011-2016	Principal, Assistant Principal, District	n/a	District	Class roster
8. Provide the opportunity for students to participate in single-gender classes.	2011-2016	Principal, Assistant Principal, Teachers	n/a	n/a	class roster, classroom observations
9. Provide a School-Wide Spelling BEE to enhance student achievement.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Increased MAP and PASS scores
10. Along with the District, systematically analyze the current digital learning environments and implement a framework to ensure embedded, consistent use of digital tools/technology by all students to enhance 21 <sup>st</sup> century learning.	2013-2106	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	?	?	increased digital technology in the school

### Strategy #2: Expand, refine, and implement data driven instruction for ELA and all core curricular content areas.

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Participate in data generating activities such as MAP, progress monitoring, grade distribution analysis.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Data Spreadsheets, Cluster Meetings Agendas, Staff Development Agendas
2. Have teachers analyze and reflect on all forms of data to determine next steps for instruction – remediation or enrichment.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Progress Monitoring Reflections, PASS analysis reflection, Cluster Meetings Agendas, Staff Development Agendas/Sign-Ins, District Writing Prompts



3. Provide collaboration time for teachers to participate in activities such as data analysis, lesson planning, and monitoring student progress.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers	n/a	n/a	schedules, lesson plans, grade level planning sign in sheets, Cluster Meetings Agendas and Sign in Sheets, Staff Development Agendas.
4. Conduct TAP observations; utilize TAP Refinement Reports to determine staff development/Cluster Meeting needs on a school-wide, small group, or individual basis.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, District Personnel	n/a	n/a	TAP Observation Reports and Post-Conferences with Teachers
5. Teachers will complete MAP to PASS correlation to identify students on the cusp of moving from one category to the next. Interventions will be provided to foster success toward the next level.	2011-2016	Principal, Assistant Principal, Teachers, Master/Mentor Teachers,	n/a	n/a	data sheets, Test results, Small Group Lesson Plans, Data Wall, BEE Hives, Interventionist schedules, Cluster Meeting Agendas/Sign-ins, Staff Development

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The performance of students who score met and exemplary in Mathematics will increase as measured by the PASS assessment in grades 3 through 5 as detailed in the overall measure table.					
<b>Interim Performance Goal</b>	MAP 3-5					
<b>Data Sources</b>	PASS test 3-5					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
Grade 3	52.8%	63%	67%	70%	74%	77%
<b>Actual:</b>		54.9%	58.5%			
Grade 4	71.8%	79%	81%	84%	86%	88%
<b>Actual:</b>		71.1%	74.6%			
Grade 5	64.7%	74%	76%	79%	82%	85%
<b>Actual:</b>		63.8%	63.2%			
African American	79.3%	82%	84%	85%	87%	89%
<b>Actual:</b>		74.9%	61.1%			
Disabled	57.5%	64%	68%	72%	77%	81%
<b>Actual:</b>		34.8%	n/a			
Subsidized Meals	79%	82%	84%	85%	87%	89%
<b>Actual:</b>		74%	64.6%			

## Action Plan

Strategy #1: Improve Mathematics instruction in the classroom using research based strategies.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement long range plans and weekly plans that reflect the utilization of deconstructed Common Core State Standards; and along with the district, develop and implement a comprehensive formal process to analyze instructional practices K-12 that guarantees implementation of a rigorous and relevant educational system which actively engages all students in their learning.	2013-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Long range plans, weekly plans, classroom observations, 2012-2013 TAP Annual Cluster Goal Focus, TAP Model
2. Provide embedded professional development including strategies and resources to support teaching and learning, and to improve student achievement and reduce gaps in performance.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers	n/a	Title 1 District	Lesson plans, TAP observations, Weekly Cluster Meeting Agendas, and Common Core Math Series, enVisionMath, 4-Frame Math, First in Math
3. Provide opportunities for academic assistance or acceleration; small group instruction based on PASS and MAP data.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers, Interventionists	n/a	District Title 1	Classroom rosters, intervention logs, observations, MAP and PASS analysis
4. Use the technology available to assist instruction, communicate with parents, provide remediation, assess student learning, and generate and manipulate data.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers, Interventionists	n/a	District Title 1	Progress Monitoring Data, Senteo Data, Quarterly Spreadsheets, School and District Website, Data Wall, Newsletters, Class BEE HIVES, First in Math, Fridge Facts
5. Provide parents with a list of various ways they are expected to support the school and teachers with instructional success of their children.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	\$1,000	PTO funds Title 1	Sign in sheets, Parent Communication Logs, Parent Conference Logs, Fridge Facts, School Website
6. Enhance inclusion activities for special education students by training regular Ed/related arts teachers in the types of accommodations that may increase the level of student achievement in a regular academic setting.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers, Special Education teachers, School Psychologist	n/a	n/a	PASS scores, IEPs, MAP scores, Report Cards
7. Reduce class size to improve student/teacher ratio.	2011-2016	Principal, Assistant Principal, District	n/a	District	Class rosters
8. Provide the opportunity for students to participate in single-gender classes.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	class rosters, observations
9. Provide multiplication and division fact cards as a tool to strengthen knowledge of facts.	2011-2016	Business Sponsors, Principal, Assistant Principal, Teachers	n/a	n/a	observations
10. Along with the District, systematically analyze the current digital learning environments and implement a framework to ensure embedded, consistent use of digital tools/technology by all students to enhance 21 <sup>st</sup> century learning.	2013-2106	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	?	?	increased digital technology in the school
11. Involve the Related Arts teachers in the remediation and/or enrichment of students.	2011-2016	Related Arts Teachers, Principal, Assistant Principal	n/a	n/a	Related Arts lesson plans, RIT Band Studies
12. Provide Math Bees for lower elementary (addition and subtraction facts) and upper elementary (multiplication) to encourage fact fluency.	2011-2016	Principal, Assistant Principal, Teachers, Master/Mentor and Career Teachers	n/a	n/a	Increased MAP and PASS scores
Strategy #2: Expand, refine, and implement data driven instruction for mathematics.					

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Participate in data generating activities such as MAP, Pre/Post assessments, progress monitoring, grade distribution analysis.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Data Spreadsheets, Senteo Results, Cluster Meeting Agendas/Sign-ins, Staff Development Meetings/Sign-ins
2. Have teachers analyze and reflect on all forms of data to determine next steps for instruction – remediation or enrichment.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Progress Monitoring, Reflections, Pre/Post Assessment Reflections, PASS analysis reflection, Cluster Meeting Agendas/Sign-ins, Staff Development Meetings/Sign-ins, First in Math, MAP data
3. Provide collaboration time for teachers to participate in activities such as data analysis, lesson planning, and monitoring student progress.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers	n/a	n/a	schedules, lesson plans, grade level planning sign in sheets, Cluster Meeting Agendas/Sign-ins, Staff Development
4. Conduct TAP observations; analyze TAP Refinement Reports to determine staff development needs on a school-wide, small group, or individual basis.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, District Personnel	n/a	n/a	TAP Observations, Post-Conferences with Principal, Assistant Principal, Master/Mentor Teachers
5. Teachers will complete MAP to PASS correlation to identify students on the cusp of moving from one category to the next. Interventions will be provided to foster success toward the next level.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	data sheets, Test results, Small Group Lesson Plans, Data Wall, BEE Hives, Interventionist schedules, Cluster Meeting Agendas/Sign-ins, Staff Development

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	Hendersonville Elementary average Primary RIT reading scores will meet or exceed the national average (50%) by 2016. Reading/Spring Score National Mean: Kindergarten: 156.1 Grade 1: 179 Grade 2: 189.6					
<b>Interim Performance Goal</b>	See table below 2011 is the first year the Primary MAP was administered district wide; therefore the baseline scores are the 2011 Spring MAP RIT results.					
<b>Data Sources</b>	MAP Spring RIT scores for reading					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
KINDERGARTEN MAP SPRING READING	146	148.1	150.2	152.3	154.4	156.1
<b>Actual:</b>			150.9			
FIRST GRADE MAP SPRING READING	159	161.6	164.2	166.8	169.4	179
<b>Actual:</b>			170.2			
SECOND GRADE MAP SPRING READING	180	182	184	186	188	189.6
<b>Actual:</b>		179.2	187.4			

## Action Plan

<b>Strategy #1: Improve classroom instruction in reading using research-based strategies and data driven instruction.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement long range plans and weekly plans that reflect the utilization of deconstructed Common Core State Standards; and along with the district, develop and implement a comprehensive formal process to analyze instructional practices K-12 that guarantees implementation of a rigorous and relevant educational system which actively engages all students in their learning.	2013-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Long range plans, weekly plans, TAP observations, 2012-2013 TAP Annual Cluster Goal Focus, TAP Model
2. Provide embedded professional development including strategies and resources to support teaching and learning, and to improve student achievement and reduce gaps in performance.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, MAP Lab Technician, Interventionists, Related Arts Teachers	n/a	Title 1 District	Lesson plans, TAP observations, Weekly Cluster Meeting Agendas, Common Core Reading Series Journeys, CPAA Program – 4K, RIT Band Studies, Small Group Instruction
3. Use the technology available to assist instruction, communicate with parents, provide remediation, assess student learning, and generate and manipulate data.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers, Interventionists	n/a	n/a	Quarterly Spreadsheets, School District website, Data Wall, Classroom BEE Hives, Newsletters, Fridge Facts, Smart Board lessons, CPAA – 4K, Auto-dialer, School Facebook Page, School Information Marquee, Parent Nights
4. Provide parents with a list of various ways they are expected to support the school and teachers with instructional success of their children.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	\$1,000	Title 1	Sign in sheets, Parent Communication Logs, Parent Conference Logs, Student-Led Conferences, School Website, Parent Handbook, School Agenda, Newsletters, Summer Packets
5. Provide inclusion activities for special education students who may benefit academically from being instructed in the regular setting.	2011-2016	Principal, Assistant Principal, Master/Mentor Teacher, Career Teachers, Special Education teachers, School Psychologist	n/a	n/a	IEPs, MAP scores, Report Cards
6. Reduce class size to improve the teacher/student ratio.	2011-2016	Principal, Assistant Principal, District	n/a	n/a	Class roster, increased student achievement
7. Teachers will analyze all forms of data to drive instructional decisions. Differentiation for these students will be accomplished through RIT Band studies and small group instruction.	2011-2016	Principal, Assistant Principal, Master/Mentor Teacher, Career Teachers	n/a	n/a	Data Spreadsheets, MAP data, Dominie Data, District Benchmark Data, KTEA Testing, Teacher-Created Checklists, Brigance Testing, OWL testing, Pre-Post Tests, District Writing Prompts, Inventory Tests

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	Hendersonville Elementary average Primary RIT math scores will meet or exceed the national average (50%) by 2016. Math/Spring Score National Mean: Kindergarten: 157.7 Grade 1 176.9 Grade 2: 191.3					
<b>Interim Performance Goal</b>	See table below 2011 is the first year the Primary MAP was administered district wide; therefore the baseline scores are the 2011 Spring MAP RIT results.					
<b>Data Sources</b>	MAP Spring RIT scores for math.					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
KINDERGARTEN MAP SPRING MATH	148	150.1	152.1	154.1	156.1	157.7
<b>Actual:</b>		n/a	150.9			
FIRST GRADE MAP SPRING MATH	161	164.1	167.2	170.3	173.4	176.9
<b>Actual:</b>		n/a	173.1			
SECOND GRADE MAP SPRING MATH	182	183.8	185.6	187.4	189.2	191.3
<b>Actual:</b>		183.7	186.3			

## Action Plan

Strategy #1: Improve classroom instruction in reading and mathematics using research-based strategies and data driven instruction.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. Implement long range plans and weekly plans that reflect the utilization of deconstructed Common Core State Standards; and along with the district, develop and implement a comprehensive formal process to analyze instructional practices K-12 that guarantees implementation of a rigorous and relevant educational system which actively engages all students in their learning.	2013-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	n/a	Long range plans, weekly plans, TAP observations, 2012-2013 TAP Annual Cluster Goal Focus, TAP Model	
2. Provide embedded professional development including strategies and resources to support teaching and learning, and to improve student achievement and reduce gaps in performance.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, MAP Lab Technician, Interventionists, Related Arts Teachers	n/a	Title 1 District	Lesson plans, TAP observations, Weekly Cluster Meeting Agendas, Common Core Math Series enVisionMath, CPAA Program – 4K, RIT Band Studies, Small Group Instruction	
3. Use the technology available to assist instruction, communicate with parents, provide remediation, assess student learning, and generate and manipulate data.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers Interventionists	n/a	n/a	Quarterly Spreadsheets, School District website, Data Wall, Classroom BEE Hives, Newsletters, Fridge Facts, Smart Board lessons, CPAA – 4K, Auto-dialer, School Facebook Page, School Information Marquee, Parent Nights	
4. Provide parents with a list of various ways they are expected to support the school and teachers with instructional success of their children.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, Career Teachers	\$1,000	Title 1	Sign in sheets, Parent Communication Logs, Parent Conference Logs, Student-Led Conferences, School Website, Parent Handbook, School Agenda, Newsletters, Summer Packets	
5. Provide inclusion activities for special education students who may benefit academically from being instructed in the regular setting.	2011-2016	Principal, Assistant Principal, Master/Mentor Teacher, Career Teachers, Special Education teachers, School Psychologist	n/a	n/a	IEPs, MAP scores, Report Cards	
6. Reduce class size to improve the teacher/student ratio.	2011-2016	Principal, Assistant Principal, District	n/a	n/a	Class roster, increased student achievement	
7. Teachers will analyze all forms of data to drive instructional decisions. Differentiation for these students will be accomplished through RIT Band studies and small group instruction.	2011-2016	Principal, Assistant Principal, Master/Mentor Teacher, Career Teachers	n/a	n/a	Data Spreadsheets, MAP data, Dominic Data, District Benchmark Data, KTEA Testing, Teacher-Created Checklists, Brigance Testing, Pre-Post Tests, Inventory Tests, Teacher-Created Checklists	



## Performance Goal

<b>Performance Goal Area</b>	Teacher/Administrator Quality					
<b>Performance Goal</b> (desired result of student learning)	The percentage of core academic classes taught by highly qualified teachers will increase from 97.4% to 100% by 2016.					
<b>Interim Performance Goal</b>	n/a					
<b>Data Sources</b>	State Department of Education Division of Teacher Quality					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
Teacher Quality Report	96.5%	99%	100%	100%	100%	100%
<b>Actual:</b>		97.7%	97.4%			

## Action Plan

<b>Strategy #1: Retention: Provide supports and incentives to effect teachers to foster longevity.</b>						
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>	
1. Provide <u>consistent</u> mentoring and coaching support <u>throughout the year</u> for first year teachers, teachers needing assistance, and other teachers.	2011-2016	Principal Assistant Principal, Master/Mentor Teachers, Career Teachers	n/a	Title 1, District	Weekly lesson plans, <u>weekly Cluster Meetings</u> , TAP Follow-Up with Career Teachers, Individual Growth Plans	
2. Provide a teacher recognition program for attendance, special projects, advanced degrees, and for staff member of the month and year.	2011-2016	Principal, Assistant Principal	\$1000.00	District, PTO	Attendance records, Certification Status, Observations	
3. <u>Send teachers to</u> single-gender workshops <u>when available</u> to enhance success with instructional strategies.	2011-2016	Principal, Assistant Principal, District	n/a	School Funds Title 1	Assessment spreadsheets, observations	
4. Provide extended planning to allow teachers time to collaborate which will enhance the strengths of the team, and improve student achievement.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers	\$500.00	School Funds	Summary of planning meeting	

## Performance Goal

<b>Performance Goal Area</b>	Teacher/Administrator Quality					
<b>Performance Goal</b> (desired result of student learning)	The percentage of teachers scoring MET on the SAFE-T, the district's teacher evaluation instrument will be maintained at 100% through the 2012-2013 school year.					
<b>Interim Performance Goal</b>	The interim goals for each year of the plan.					
<b>Data Sources</b>	SAFE-T observation summaries					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
SAFE-T	100%	100%	100%	100%	100%	100%
<b>Actual:</b>		100%	100%			

## Action Plan

### Strategy #1: Provide Professional Staff Development

<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide <u>research-based, embedded</u> professional development through the implementation of the TAP Model of instructional best practices which includes but not limited to the following: <ul style="list-style-type: none"> <li>• Aligned to standards and clearly communicated</li> <li>• Instruction that is personally meaningful and relevant to students</li> <li>• High Expectations for ALL students</li> <li>• Challenging, rigorous, data-driven instruction</li> <li>• Environment that promotes thinking and problem-solving</li> <li>• Experiences where inquiry, curiosity, and exploration is valued</li> <li>• Clear Model provided for performance expectations</li> <li>• Provides regularly rewards and reinforces effort</li> <li>• Logical sequencing and segmenting of lesson</li> <li>• Pacing that allows for students who progress at different learning rates</li> <li>• Little or No time lost during transitions</li> <li>• Assessments and activities are challenging and support the objectives</li> <li>• Activities that provide for student interaction and reflection</li> <li>• Balanced mix of different question types</li> <li>• Frequent high quality academically focused feedback</li> <li>• Grouping arrangements that maximize student understanding and learning efficiency.</li> </ul>	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers	n/a	Title 1	TAP Evaluation Instrument Documentation
2. Provide teachers with insights into teaching students from poverty.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers	n/a	n/a	Classroom observations, referral data
3. Enhance the use of differentiated learning strategies in the classroom.	2011-2016	Principal, Assistant Principal, Master/Mentor Teachers, and Career Teachers	n/a	n/a	Lesson Plans, Classroom observations