



Myrtle Beach Elementary School

Strategic Plan/School Renewal Plan

2011-16

HCS VISION:

Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

MBE MISSION STATEMENT

The mission of Myrtle Beach Elementary School is to be a safe and happy learning community that empowers all children to reach their learning and leading potential.

SCHOOL VISION

Empowering Respectful, Responsible, and Ready Learners and Leaders!

OUR BELIEFS:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts.*

Foremost, we believe that...

Our purpose is to develop the potential of each student and ensure that all graduates become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that...

We have the obligation to challenge every student to meet higher academic standards than his/her current level.

In order to accomplish this, we believe that...

Our students deserve exceptional and passionate staff who share our core values. *Our core values are stated as expectations for staff members:*

- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with children.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

We believe...

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And...

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that...

Partnerships among family, community and school are imperative to students' social and academic success.

AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS	AREA OF FOCUS
<p>Teaching And Learning</p> <p>STUDENT ACHIEVEMENT</p>	<p>Documenting And Using Results</p>	<p>Resources and Support Systems</p> <p>TEACHER AND ADMINISTRATOR QUALITY</p> <p>SCHOOL CLIMATE</p>	<p>Stakeholder Communication and Relationships</p>	<p>Governance And Leadership</p>
STRATEGIES				
<p>We will provide research-based curriculum and instructional methods that facilitate achievement for all students.</p>	<p>We will provide a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.</p>	<p>We will provide the human, financial, and physical resources and services necessary to support our vision and purpose of achievement for all students.</p>	<p>We will foster effective communications and relationships with and among our stakeholders.</p>	<p>We will provide governance and leadership that promote student performance and school/system effectiveness.</p>

AREAS OF FOCUS
STRATEGIES/ACTION PLANS
QUALITY INDICATORS

AREA OF FOCUS:

TEACHING AND LEARNING

STUDENT ACHIEVEMENT

Quality Indicators

- Develops and implements curriculum based on clearly-defined expectations for student learning
- Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- Gathers, analyzes, and uses data and research in making curricular and instructional choices
- Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- Allocates and protects instructional time to support student learning
- Provides for articulation and alignment between and among all levels of schools
- Implements interventions to help students meet expectations for student learning
- Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- Provides comprehensive information and media services that support the curricular and instructional programs
- Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Implement Common Core curriculum for English language arts and math <ul style="list-style-type: none"> • Develop timelines • Conduct cross-walks • Revise curriculum documents • Develop plans for bridge year • Provide professional development for staff • Conduct information sessions for stakeholders 	<ul style="list-style-type: none"> • Integrate District pacing guides into one yearlong pacing document • Know and implement the District curricula expectations • Continually build our instructional knowledge and skills to maximize common core curricular implementation for our students • Participate in staff development offerings of District related to common core curriculum • Black Belt Certification 	2012-13		Professional Staff	Achievement Data, Documents, and Observations, Black Belt Certification
Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide and with fidelity. <ul style="list-style-type: none"> • Identify intervention programs for all Tiers for 	<ul style="list-style-type: none"> • School Level Data Team will review response to intervention after each MAP administration and with grade level data teams on an ongoing basis 	2012-13		All professional staff	Data Wall Benchmark ORF Data MAP data

<p>ELA and Math K-12</p> <ul style="list-style-type: none"> • Provide professional development for staff in identified programs • Conduct information sessions for stakeholders to develop system-wide understanding • Monitor implementation and provide support • Collect data for program evaluation 	<ul style="list-style-type: none"> • Grade Level Data teams will meet regularly to review student data, place students into appropriate interventions, and to discuss progress monitoring data • Interventionists, homeroom teachers, and instructional coach will meet bi-weekly to discuss the progress monitoring data of each student in intervention • Include intervention times when building the master schedule • Participate in District professional development opportunities and address specific needs in-house as reflected on the professional development needs assessments and subsequent calendar 				PASS Data
<p>Revise eligibility criteria for special education.</p> <ul style="list-style-type: none"> • Continue to refine protocols for students with specific learning disabilities • Revise district evaluation procedures to be consistent with new state eligibility standards for all categories of disabilities 	<ul style="list-style-type: none"> • Establish expectations for students in special education to learn and achieve at appropriately high levels through professional development about deficits and delays • Establish expectations and support special education teachers to become diagnosticians who can create truly individualized programs using all of the available resources to help students bridge delays and maximize deficits • Send representatives to District meetings as invited/required; provide opportunities for the information/learning to be shared • Provide opportunities for special educators to lead professional development opportunities within the building • Adhere to changes during eligibility, placement and IEP meetings 	2012-13		Professional Staff, particularly LEA and school psychologists	Compliance with District policies Special Ed. SD IEP's

<p>Initiate unique concept schools and programs around which school clusters can organize their instructional offerings</p> <ul style="list-style-type: none"> • Involve stakeholders in exploring theme/concept options • Decide delivery model for cluster concept • Provide professional development for instructional delivery • Ensure collaboration among all schools in the cluster for continuous, consistent implementation • Ensure ongoing communication with and involvement of home and community stakeholders • Monitor implementation and integration of theme/concept with all instructional and subject areas 	<ul style="list-style-type: none"> • Implement the Covey Leadership Model • Facilitate all staff attending Covey training • Involve parents and community members in the Covey implementation through book clubs, students presentations and demonstrations, and leadership/school events • Organize the School Lighthouse Team to guide the implementation process • Organize Focus Lighthouse Teams to support our shared leadership model • Send professional staff to visit Covey Leadership schools • Use feedback from Lighthouse Teams to organize a three-year implementation timeline; monitor implementation regularly • Infuse environment with quotes, displays, and student work to support Covey principles • Collaborate with the Myrtle Beach Cluster Schools for continuous, consistent implementation • Present information to our community through social media, town meetings, SIC, PTO, and print media 	2012-13		All staff	<p>Lighthouse Status</p> <p>Attendance for Book Club, Focus Lighthouse Team meetings</p> <p>Agendas for meetings</p>
<p>Implement comprehensive character development initiatives in all schools</p> <ul style="list-style-type: none"> • Promote, emphasize and support school level initiatives for character development • Provide professional development for integrating lessons of character into classroom instruction in all subject areas • Monitor school level implementation of character education initiatives • Promote and initiate character related community partnerships • Provide ongoing support for the Covey Leadership model in Myrtle Beach Schools • Integrate lessons on character education within elementary guidance sessions (individual, small group, and classroom) and these activities will be promoted within community activities. 	<ul style="list-style-type: none"> • Implement the Covey Leadership Model • Implement a school pledge and a slogan focused on responsible behavior • Integrate anti-bullying, PBIS, and Lifeskills into the Leadership Model • Facilitate all staff attending Covey training • Involve parents and community members in the Covey implementation through book clubs, students presentations and demonstrations, and leadership events • Organize School Lighthouse Team to guide the implementation process • Organize Focus Lighthouse Teams to support our shared leadership model • Send professional staff to visit Covey Leadership schools • Use feedback from Lighthouse Teams to 	2012- 13			<p>Reduction in discipline referrals; anecdotal notes about student implementation; student achievement data</p>

<ul style="list-style-type: none"> • Allow sharing sessions during staff development meetings for counselors to share promotional activities being utilized for character education development of students. 	<p>organize a three-year implementation timeline; monitor implementation regularly</p> <ul style="list-style-type: none"> • Infuse environment with quotes, displays, and student work to support Covey principles • Collaborate with the Myrtle Beach Cluster Schools for continuous, consistent implementation • Present information to our community through social media, town meetings, SIC, PTO, and print media 				
<p>Develop a comprehensive PK-12 ESOL model</p> <ul style="list-style-type: none"> • Provide ongoing professional development to ensure appropriate ESOL services for students • Ensure effective teaching strategies are utilized in classrooms serving ESOL students • Conduct ESOL parent nights to discuss school and community resources • Expand technology tools available for ESOL students 	<ul style="list-style-type: none"> • Provide professional development in SIOP (Sheltered Instruction Observation Protocol) • Implement a professional development model to facilitate feature by feature school-wide implementation of SIOP • Incorporate peer observation into the SIOP implementation • Implement a hybrid model of ESOL support – push-in and pull-out • ESOL parent night and World Family Night 	2012-13		Professional Staff, SIOP Coaches, ESOL teachers	<p>Student Achievement through MAP, PASS, ORF Imagine It Benchmarks</p> <p>Classroom Observations</p>
<p>Refine the gifted education programs</p> <ul style="list-style-type: none"> • Refine protocols for high-achieving students not identified GT • Refine criteria for Honors and Accelerated course placement • Implement Mentoring Mathematical Minds in grades 3-5 • Continue to refine policies and procedures for grade advancement • Continue to develop and refine curricula • Ensure we have Twice Exceptional plans for serving students qualifying for special education and gifted education services • Increase AP course offerings and pass rates • Revise the District GT Program Plan • Continue to refine the District Artistically Gifted and Talented Identification and Services Plan 	<ul style="list-style-type: none"> • Implement M3 (Mentoring Mathematical Minds) • Attend District Professional Development • Evaluate current model for delivery and compare to the efficacy of a pull-out model as used by other elementary schools 	2012-13		GT staff	<p>Student Achievement</p> <p>MAP, PASS, Class Assessments</p>

<p>Refine and calibrate classroom expectations across the system with an emphasis on student engagement and levels of questioning</p> <ul style="list-style-type: none"> • Provide professional development for teachers, coaches, principals, and district administrators on high-yield strategies, engagement, and levels of questioning • Conduct classroom walk-throughs using CWT tools • Monitor, analyze, and utilize CWT reports for trends • Plan additional professional development based on CWT results 	<ul style="list-style-type: none"> • Conduct CWT walkthroughs • Analyze CWT data • Share CWT data with all professional staff • Utilize CWT reports to identify patterns and trends • Plan Staff Development based on the patterns and trends identified from the CWT reports. 	2012-13		Administration	CWT data
<p>Increase student achievement in science and social studies.</p> <ul style="list-style-type: none"> • Use data from state and district assessments for science and social studies to adjust curriculum, instruction, and assessment in grades 3-8 • Utilize and adhere to State support documents • Implement curriculum maps for grades 3-12 science and social studies. • Implement instructional models for science and social studies. • Provide professional development for teachers and monitor use of science kits in grades K-8 • Monitor instruction in US History according to HCS curriculum map and make adjustments after reviewing baseline data. • Administer and monitor results of benchmark assessments for science and social studies in grade 3-12 	<ul style="list-style-type: none"> • Collaborate by grade level to analyze benchmark results • Collaborate during TEAM meetings to identify essential vocabulary • Learn and implement strategies for building academic and content vocabulary • Establish a professional development model to address the implementation of SIOP features into our content area 	2012-13		Coach, teachers, administration	Student achievement in benchmark assessments and PASS science/social studies
<p>Provide opportunities for service learning within the curriculum and through extracurricular activities.</p> <ul style="list-style-type: none"> • Collaborate with our external stakeholders to enhance the service learning possibilities for staff and students. • Monitor and recognize student and staff participation in service learning programs. 	<ul style="list-style-type: none"> • Continue the various service projects we currently undertake including March of Dimes and Jump Rope for Heart. • Curricular opportunities such as increasing math skills and physical fitness add learning into the projects we currently undertake, as appropriate for 2nd and 3rd grade students. • Helping Hand Food Drive 	2012-13		Professional staff	Items collected, Plans for service learning projects

<p>Collaborate with Horry Georgetown Technical College and Coastal Carolina University through periodic meetings with a focus on articulation regarding opportunities for collaboration.</p>	<ul style="list-style-type: none"> • Participate in CCU Principal Advisory Team • Continue to place CCU students in EDEL 341 at MBE as Practicum interns. 	2012-13		Principal Teachers	CCU Vouchers for teachers Attendance
<p>Improve the effectiveness of guidance counseling programs.</p> <ul style="list-style-type: none"> • Provide ongoing professional development for counselors to ensure effective advisement and guidance of students and parents in the selection of appropriate coursework for the preparation of students toward college and work readiness. • Conduct quarterly staff development sessions with counselors by grade level. • Encourage counselor participation within specialty, regional, and state sponsored counselor meetings. • Conduct district specialty training sessions for counselors within specific needs areas. • Monitor programs through visitation. • Develop HCS Student Information Guide to be distributed to parents/students grades 8-12. • Develop and maintain guidance website for HCS's counselors to provide usable resources for working with students. • Develop and implement goals-based evaluation program for all guidance counselors that are monitored and approved by administration. 	<ul style="list-style-type: none"> • Guidance counselor to attend District professional development • Integrate Life Skill program with Covey initiative; incorporate guidance lessons involving both into the regular guidance program • Assess the need for small group intervention and build a schedule to accommodate students facing specific emotional/physical risk factors • Establish GBE goals that reflect the unique needs of students at MBE 	2012-13		Guidance Counselor; administration	GBE
<p>Ensure that persistent gaps between student achievement in subgroups are consistently and continually diminished</p> <ul style="list-style-type: none"> • Develop parent and community partnerships to work collaboratively to close gaps • Provide early intervention/identification for all children with needs • Provide parent/community education around early childhood – communication of research, need, statistics, and best practices. • Use literacy (language development, writing, vocabulary, phonemic awareness and phonics) as a vehicle for closing the achievement gap 	<ul style="list-style-type: none"> • Define our subgroups through data analysis, utilize data teams to develop instructional plans for students • Intervention classes are formed based on the needs of the children through the use of Kaleidoscope, Voyager, BURST, Imagine It (pre-teach/re-teach), 1st grade Imagine-It, Number Worlds • Learn about minimizing risk factors of subgroups through professional development • Develop key programs through Title I funding to minimize the impact of risk 	2012-13		Professional Staff	Student achievement data, MAP, PASS, ORF, Imagine It Benchmark assessments

<ul style="list-style-type: none"> • Use the PDSA process to target effective practices that close achievement gaps • Utilize school and district data teams to identify areas and subgroups where persistent gaps occur • Provide technical, financial and instructional support to schools whose gaps are largest and most persistent • Provide culturally relevant professional development to all schools • Ensure appropriate intervention for all students whose achievement is below grade level 	<p>factors on learning, such as the availability of tutors at MBE on Tuesday and Thursday afternoons during “Time with a Teacher”</p> <ul style="list-style-type: none"> • Maximize time by for learning through early morning enrichment labs, intervention labs and tutoring sessions. • Design effective instruction through collaboration and intentional planning • Implement key features of SIOP to address vocabulary and comprehension • Utilize Imagine It benchmark, CORE Reading Source book and MAP data to create intentional instruction • Close the achievement gap through data analysis, lesson delivery, and student engagement 				
<p>Promote collaboration among all school levels to ensure a seamless transition for students</p> <ul style="list-style-type: none"> • Refine and consistently implement identified strategies such as transition meetings (Transition Plans) between early childhood and elementary school, elementary and middle schools, and middle and high schools. • Enhance articulation between high school and post-secondary institutions. • Provide regular and consistent opportunities to communicate/collaborate between high schools and the workforce employers 	<ul style="list-style-type: none"> • Hold special ed transition meetings in the spring • Hold transition days for first grade and third grade in the spring • Hold administrative team meetings to share critical information/data at the conclusion of the year in the spring • Collaborate with the Cluster schools to implement initiatives related to Covey 	2012-13		Professional staff	Agenda, attendance
<p>Align the District professional development plan with the system’s goals and objectives:</p> <ul style="list-style-type: none"> • Collect and utilize data for projecting needs and evaluating effectiveness • Identify and purchase an electronic calendar for scheduling and posting professional development offerings • Identify an electronic tool for posting, registering and scheduling professional development • Provide professional development for support staff that includes customer service, technology, and other identified opportunities 	<ul style="list-style-type: none"> • Participate in appropriate District professional development • Communicate/organize school-wide events through the use of the Outlook Calendar • Survey teachers regularly to assess PD needs • Provide ongoing professional development/peer support in the Covey Habits • Respond to the PD needs of staff by building a calendar for meetings that includes essential topics to be covered, essential questions to be answered, and 	2012-13		Professional Staff	Staff Development Points Agendas

	<p>expected impact on learners</p> <ul style="list-style-type: none"> • Provide Covey review to support staff and new staff each August • PD on MAP Reports for math, reading and language / how we use these to drive instruction • Everyday Math consultant PD • PD on the use of re-teaching Science and Social Studies through the Benchmark results 				
<p>Implement an instructional technology plan to:</p> <ul style="list-style-type: none"> • Create and sustain a culture that supports digital-age teaching and learning • Ensure effective utilization of hardware and software • Provide teachers with tools to share lesson plans, resources and methodologies • Implement criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Utilize district learning specialists to work at the school level to facilitate the intentional use of technology and digital content in teaching and learning • Adopt the National Education Technology Standards for students, teachers, and administrators • Develop an instructional technology plan that: <ul style="list-style-type: none"> ○ Supports implementation of the Common Core Standards ○ Identifies digital resources that align with curriculum and instructional practices ○ Ensure instructional technology is incorporated into school and District professional development plans • Incorporate online courses as an option in the computerized student management system for homebound or home-based student instructional programs. • Incorporate Assistive technology in classrooms to provide identified students with small group individualized instructional strategies and 	<ul style="list-style-type: none"> • Learn about 21st century skills through professional reading, research, and discussion • Create a school and class Facebook page(s) to communicate information about our culture to the public • Engage teachers in exploration of social media and online resources during professional development • Solicit input from parents and community members during SIC meetings concerning the needs/desires of our external audiences related to social media • Build the school calendar using Microsoft Outlook and expect everyone to access the calendar regularly to stay abreast of happenings at the school • Through observations determine how to students effectively use technology including use of computers, SmartBoards, and student response systems • Encourage the use of web based applications such as Compass both at school and at home, and take measures to make such programs easily accessible by providing information to parents and opening the school two evenings a week 	2012-13		Professional Staff	<p>Compass Odyssey Teacher Reports</p> <p>Class & School Facebook Pages</p> <p>Staff Share Calendar</p>

access to telecommunications, sensory aids and other devices					
<p>Update annually the District's Technology Plan to ensure that funds are directed to those programs that expand use of technology in the classroom to improve student learning:</p> <ul style="list-style-type: none"> • Continue the laptop computer initiative for classroom teachers to encourage interactive technology in daily teaching and learning; maintain 4-year refresh cycle • Establish a 5-year refresh cycle for all desktop and laptop computers in the District to ensure a 3:1 ratio of students to fully-functional computers that are 5 years old or newer • Identify the hardware and software required to provide that best instruction; • Develop a relevant technology training program for all teachers who deliver that content area/standard • Revise HCS Teacher Technology Assessment and require all teachers to exhibit proficiency in accordance with State and Federal laws. • Provide mobile wireless labs and hard-wired computer labs to facilitate student access to resources and large group instruction • Develop and provide teachers with technical applications to share lesson plans, resources and methodologies • Establish criteria/procedure for all software purchases/implementation that must be followed for all schools/departments. • Complete wireless overlays in all schools to have all wireless schools • Install interactive whiteboards (ex., Smartboards) in all PK-5 classrooms; expand to provide middle and high school classrooms either interactive whiteboards or interactive tablets (ex., Mobi) as part of technology phase-in for more interactive classrooms 	<ul style="list-style-type: none"> • Participate in Laptop initiative • Learn about 21st century skills through professional reading, research, and discussion • Create a school Facebook page and use the page to communicate information about our culture to the public • Engage teachers in exploration of social media and online resources during professional development • Solicit input from parents and community members during SIC meetings concerning the needs/desires of our external audiences related to social media • Build the school calendar using Microsoft Outlook and expect everyone to access the calendar regularly to stay abreast of happenings at the school • Through observations determine how to students effectively use technology including use of computers, SmartBoards, and student response systems • Encourage the use of web based applications such as Compass both at school and at home, and take measures to make such programs easily accessible by providing information to parents and opening the school two evenings a week • Participate in the District laptop initiative 	2012-13		Professional Staff	Attendance in Laptop initiative

AREA OF FOCUS:

DOCUMENTING AND USING RESULTS

Quality Indicators

- Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
- Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
- Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- Communicates the results of student performance and school effectiveness to all stakeholders
- Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
- Demonstrates verifiable growth in student performance
- Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
<p>Develop School and District Plan, Do, Study, Act (PDSA) continuous improvement model plans for student learning</p> <ul style="list-style-type: none"> • Provide professional development on the PDSA cycle • Assist schools in developing PDSA plans targeting 3-4 goals as a priority • Assist schools in the development of school-based professional development aligned with the goals • Load PDSA data on the iPads • Link Goals Based Evaluation process to PDSAs • Monitor and provide support for implementation • Monitor the electronic weekly reports for learning specialists • Develop and implement an electronic weekly report for program specialists • Utilize Next Steps Plans for identifying tasks after visits from Learning Specialists 	<ul style="list-style-type: none"> • Involve teacher leaders in the development of the school PDSA through the Building Leadership Team and the School Lighthouse Team • Solicit input from the entire faculty once the PDSA is drafted • Communicate the PDSA to faculty, staff and SIC • Consider the PDSA a "living" document and visit it regular to guide our work • Establish a year-long PD calendar based on a teacher survey, student data, district expectations for Marzano's strategies, administrative needs assessment, and SIOP to strengthen our instructional capacity in the building, from data analysis to lesson delivery and student engagement • Link GBE goals to school goals, teachers 	2012-13		Administration, School Leadership Teams	PDSA plan

	will develop and maintain a Data Notebook that will be used during GBE conferences to describe movement toward goal acquisition				
Implement Enrich data warehouse with analysis tools provided through SDE longitudinal data system	<ul style="list-style-type: none"> Participate in District staff development to learn about Enrich and how it can best help us track, chart and manage performance information 	2012-13		Professional Staff	Staff Development
Provide training to district and school staff on utilizing statewide longitudinal data system program (Enrich); align training with data team processes	<ul style="list-style-type: none"> Participate in District staff development to learn about Enrich and how it can best help us track, chart, and manage performance information to guide instruction 	2012-13		Professional Staff	Staff Development
Design common district practices to evaluate the operational effectiveness of continuous improvement processes and the impact and effectiveness of various program initiatives. <ul style="list-style-type: none"> Identify programs and practices for program evaluation Determine the most effective means of program evaluation, considering in-house expertise and available consultant services 	<ul style="list-style-type: none"> Maintain accurate and current data as expected for District initiatives, including intervention programs, literacy programs, math programs, content benchmarks, and MAP 	2012-13		Professional Staff	Data Notebooks Data Wall
Ensure that the district and all schools have teams to continuously review student performance data and make decisions to improve teaching and learning. Develop protocols and guiding documents for school and district data teams	<ul style="list-style-type: none"> Establish a schedule for grade level data teams to meet with the school data team three times yearly Discuss data at regularly scheduled faculty and PLC meetings on an ongoing basis Utilize RTI data marker protocol to guide identifying and placing students into interventions 	2012-13		Professional Staff	Data Notebooks Data Wall
Refine implementation of District and school level data teams <ul style="list-style-type: none"> Partner with the <i>Leading and Learning Center</i> to provide professional development that focuses on the following steps: <ul style="list-style-type: none"> Analyze the data to prioritize needs Establish SMART goals Select specific Strategies Determine results indicators 	<ul style="list-style-type: none"> Refine the protocol for the school data team to include prompt identification of students not responding to intervention and additional steps for intervention Increase students meeting MAP target growth to 100% as measured by the spring MAP assessment. 	2012-13		Professional Staff	MAP Data , PASS Data

<ul style="list-style-type: none"> ○ Monitor and evaluate results • Ensure implementation of a District data team • Ensure implementation of school data teams • Provide professional development on Enrich • Develop a yearlong data analysis guide for elementary, middle and high school • Identify priority and high achieving schools • Merge the RtI process with the school level data team work • Align SMART goals with District Performance Goals 	<ul style="list-style-type: none"> • Use MAP data to predict an increase overall performance in reading and math by 6-8% points and in subgroups performances by 1-2% points as measured by PASS 2012 				
<p>Use student achievement data to plan instructional programs, refine curriculum, and align resources at the district and school levels. (</p> <ul style="list-style-type: none"> • Use student achievement data to adjust instructional groups. • Use PASS and MAP data to adjust curriculum, instruction, and assessment in English language arts, math, science and social studies 	<ul style="list-style-type: none"> • Establish expectations for grade level instructional teams to meet regularly to review a variety of data (MAP RIT, MAP growth, MAP percentiles, MAP strand, DIBELS, DRA, program benchmark) and student response to instruction; based on the discussion at these meetings, groupings will be reorganized to meet students needs in ELA and Math 	2012-13		Professional Staff	MAP, DRA, DIBELS
<p>Use comparison and trend data from comparable schools and school systems to help evaluate student performance and system effectiveness.</p>	<ul style="list-style-type: none"> • Communicate our progress and how we compare to schools within the District using MAP data in charts and graphs 	2012-13		Professional Staff	MAP Data, Data Notebooks
<p>Monitor annual growth in students' performance during the school year as measured by assessments (including MAP)</p>	<ul style="list-style-type: none"> • Work collaboratively to establish individual, class, and school goals for academic progress • Track progress using data notebooks and a data wall • Assess the effectiveness of the data notebooks and data wall to communicate clearly and quickly individual and school progress 	2012-13		Professional Staff	Data Notebooks, MAP
<p>Develop user-friendly online student achievement data reports for use by teachers and administrators</p>	<ul style="list-style-type: none"> • Review with teachers information that can be accessed through NWEA and the HCS Data Center • Provide materials for each teacher to create and maintain a data notebook; involve the use of the data notebook in the fall, winter, and spring GBE conference 	2012-13		Professional Staff	NWEA Reports

<p>Administer DIBELS testing in grades K-1 as part of the district's assessment program and make other revisions to the primary grade literacy measures as needed</p>	<ul style="list-style-type: none"> • DIBELS Benchmark 3 times a year • Progress Monitoring with DIBELS as needed • Progress Monitoring Bi-Weekly students in Invention Programs 	2012-13		Professional Staff	DIBELS
<p>Expand the District's performance measures to include student performance and stakeholder perceptions of the system</p>	<ul style="list-style-type: none"> • Work with the BLT (Building Leadership Team) and SIC (School Improvement Council) to consider results of the student and parent surveys and including goals in our PDSA to address this data 	2012-13		Professional Staff	Parent/Student Surveys
<p>Refine the Use of Formative and Summative Assessments</p> <ul style="list-style-type: none"> • Conduct information sessions for stakeholder groups • Develop implementation plan for assessments that accompany the Common Core standards • Provide professional development for staff on Common Core Standards, benchmarks, common assessments, grading practices • Ensure the infrastructure is in place for electronic assessment 	<ul style="list-style-type: none"> • Continue to discuss during professional development sessions the differences between formative and summative assessments • Hold informational sessions for parents – Back to School Night, Transition Meetings, and Assessment Meetings to communicate the purposes of the various assessments administered • Use the skill documents for the literacy and math programs alongside the common core standards to assess how we already are addressing the common core and where we may need to alter instruction • Attend all professional development sessions offered by the District concerning common core, benchmarks, common assessments, and grading practices • Work as a grade level team to establish what grades will be taken and entered in Powerschool 	2012-13		Professional Staff	Sign-in sheets, handouts. Professional Development

AREA OF FOCUS:

**HUMAN, FINANCIAL AND PHYSICAL
RESOURCES AND SUPPORT SYSTEMS**
TEACHER/ADMINISTRATOR QUALITY SCHOOL CLIMATE

Quality Indicators

- Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities
- Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
- Ensures that all staff participate in a continuous program of professional development
- Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
- Budgets sufficient resources to support its educational programs and to implement its plans for improvement
- Monitors all financial transactions through a recognized, regularly audited accounting system
- Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- Possesses a written security and crisis management plan with appropriate training for stakeholders
- Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
- Provides appropriate support for students with special needs

HUMAN RESOURCES / Teacher and Administrator Quality

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Evaluate all staff annually to improve performance. <ul style="list-style-type: none"> • Develop a timeline for completing evaluations on all staff. • Provide continued training and support to administrators on the utilization of the evaluation instruments. • Ensure all support, non-teaching professional and professional staff receive at their sites training on the evaluation instruments. • Develop a procedural plan for intake and review by the Human Resources Department. 	<ul style="list-style-type: none"> • Provide written feedback to faculty following an observation • Hold fall, winter, and spring GBE conferences • Build opportunities for reflection into professional meetings • Communicate expectations for all staff • Evaluate non-teaching professionals using the District developed tool • Evaluate classified staff using the District Developed tool • Adhere to the Adept procedures 	2012-13		Professional Staff	GBE Adept

<p>Develop a plan to increase the number of teachers with advanced degrees, including:</p> <ul style="list-style-type: none"> Working with Coastal Carolina University to tailor a two-year master of education program that aligns with the needs and programs of Horry County Schools Continued market studies to keep salaries competitive 	<ul style="list-style-type: none"> Work with CCU to place interns 	2012-13		Professional Staff	Sign-in sheets, Vouchers for continuing education classes
<p>Study the effectiveness of the current teacher mentoring program and redesign as appropriate</p>	<ul style="list-style-type: none"> Solicit input from new teachers concerning the mentoring process at the middle of the year and the end of the year Redesign our internal mentoring processes where input from new teachers indicates the necessity 	2012-13		Administration	Meeting logs
<p>Use student achievement data to design and evaluate the effectiveness of professional development programs.</p>	<ul style="list-style-type: none"> Recognize who we are instructing through a demographics study Analyze our success with our subgroups Develop a professional development calendar (incorporating features of SIOP) focused on improving response to instruction with struggling subgroups (primarily African American, ESOL, Impoverished, and Special Ed) Adhere to a cycle of assessment, analysis, instruction, assessment, analysis, instruction 	2012-13		Administration	Agendas, exit slips
<p>Develop system to monitor implementation of professional development programs at the school and classroom level.</p>	<ul style="list-style-type: none"> Incorporate reflective opportunities into faculty meetings and team time that require teachers to provide feedback concerning professional development Incorporate into the daily message reminders about implementation of professional development skills/strategies 	2012-13		Administration Professional Staff	Observations, student data
<p>Provide a comprehensive staff development program for staff members at all levels.</p> <ul style="list-style-type: none"> Offer courses and workshops in content and research-based strategies. Implement an effective induction and mentoring program for new teachers. 	<ul style="list-style-type: none"> Participate in appropriate District professional development Communicate/organize school-wide events through the use of the Outlook Calendar Survey teachers regularly to assess PD needs 	2012-13		Administration, Professional Staff	Professional Development Plan, Meeting logs, Year Long Plan

<ul style="list-style-type: none"> • Design a professional development program for aspiring administrators. • Develop long-range plans for professional development programs to meet certification requirements of professional and classified employees. • Offer courses and workshops in the integration of technology into the curriculum. 	<ul style="list-style-type: none"> • Provide ongoing professional development/peer support in the Covey Habits • Respond to the PD needs of staff by building a calendar for meetings that includes essential topics for ELA, Math, Science and Social Studies to be covered, essential questions to be answered, and expected impact on learners • Provide Covey review to support staff and new staff each August • Incorporate reflective opportunities into faculty meetings and team time that require teachers to provide feedback concerning professional development • Incorporate into the daily message reminders about implementation of professional development skills/strategies 				
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FINANCIAL RESOURCES

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Review the system for allocating resources to the school, both staff and dollars and make revisions as appropriate	<ul style="list-style-type: none"> • Develop a responsible school budget based on the District allocation • Develop a responsible Title I program using the allocated Title I budget • Exercise diligence in collecting and submitting free and reduced lunch forms to protect our Title I budget 	2012-13		Administration, professional staff, classified staff SIC	Balanced budget, student achievement, surveys

PHYSICAL RESOURCES

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Implement system to ensure there are no unwanted or unidentified visitors on any campus	<ul style="list-style-type: none"> • School Check-in System • Reminders to faculty, staff and students about reporting strangers without visitor tags to the front office • Streamline entrance and exit procedures to reduce visitors in the building at the busiest times of day 	2012-13		Office Staff School Staff	Computer log
Install state-of-the-art monitoring systems in facilities	<ul style="list-style-type: none"> • Cameras/Security System 	2012-13		Administration	Camera tapes
Implement energy reduction systems using school energy conversation modules.	<ul style="list-style-type: none"> • Implement a recycling program • Exercise energy reduction measures 	2012-13		All staff	Student Led Recycling Team Safe School Training
Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using the SchoolDude work order system	<ul style="list-style-type: none"> • Report maintenance needs to school bookkeeper 	2012-13		Bookkeeper	Maintenance request forms
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns	<ul style="list-style-type: none"> • Anonymous "Bullying Box" in front office • Respond promptly and thoroughly to bullying complaints when received, being careful to protect the due process rights of all students 	2012-13		Professional Staff; School administration	Written documentation
Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include: <ul style="list-style-type: none"> ◆ Use of the facility; Emergency procedures; Cleanliness of the facility; Maintenance work orders, insurance claims and other facility needs 	<ul style="list-style-type: none"> • Clearly communicate to all staff that such issues are channeled through the bookkeeper 	2012-13		Bookkeeper	Crisis Management Plan, School Records, District Records

Ensure that all facilities meet all applicable safety and security standards, as identified in safety and crisis management plans	<ul style="list-style-type: none"> Regularly review and revise as necessary the Crisis Management Plan 	2012-13		Administration	Crisis Management Plan
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SUPPORT SYSTEMS / School Climate

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Maintain a truancy intervention program at each school to improve student attendance	<ul style="list-style-type: none"> Attendance Intervention Plan monitored by the Data Quality Clerk Conferences are conducted as needed 	2012-13		Data Quality Clerk	Attendance Intervention Plan
Designate a school leadership team member in every school whose is responsible for school safety, to include: <ul style="list-style-type: none"> Student management policies, regulations and procedures Alternatives to ISS, OSS and homebound Effective and efficient investigations and preparation for hearings 	<ul style="list-style-type: none"> PBIS is monitored by a committee Discipline forms are completed by teachers, discussed with administration who conference with students and discuss consequences, parents are notified Reflection Room is used as a consequence for inappropriate behavior 	2012-13		PBIS Committee Administration	MBE School Pledge Discipline forms HOBO Report
Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.	<ul style="list-style-type: none"> Bullying Plan is developed by a committee that includes a video series, guidance lessons, regular discussion on morning news Students and teachers take a stand against bullying by wearing purple on Thursdays 	2012-13		Professional Staff	Posters on wall Student advocates
Establish health care plans at each school for children with special health care needs	<ul style="list-style-type: none"> IHP meetings held by school personnel Dental Care is provided by local dentist when parental permission is given Oral Hygiene Class from HGT visits classrooms to promote proper oral hygiene 	2012-13		Nurse	School records, District records

<p>Implement wellness plan according to the guidelines of the Federal Child Nutrition and WIC Reauthorization Act that includes:</p> <ul style="list-style-type: none"> • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition Guidelines for all foods selected 	<ul style="list-style-type: none"> • Implement a Breakfast for All program • Adhere to the District menus • Adhere to state requirements for physical education and recess 	2012-13		Cafeteria Manager	Breakfast/Lunch Menus
Train staff on safety in the workplace	<ul style="list-style-type: none"> • Workplace Safety videos are completed by all staff 	2012-13		Professional Staff	Completion on Workplace Safety Videos
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	<ul style="list-style-type: none"> • Utilize Crisis Management Plans provided by the district that are individualized by our school • Conduct monthly fire drills, emergency drills 3 times yearly 	2012-13		Professional Staff	Crisis Management Plan
<p>Establish protocols for each nurse in the District to provide to students with allergies and their families evidence-based practices of care, education, and resources to manage their allergic condition effectively.</p> <ul style="list-style-type: none"> • Implement a written emergency action plan for each student with documented allergies. • Develop a specific training protocol for all staff 	<ul style="list-style-type: none"> • EPI Pen Training provided for all staff • Peanut free cafeteria tables clearly labeled • Meetings held at the beginning of the year and then as needed for nurse to share with faculty information concerning allergies 	2012-13		Nurse	Sign-in Sheet Safe School Training
<p>Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting.</p> <ul style="list-style-type: none"> • Respond and take appropriate action in timely manner • Monitor number of calls and follow-up needed 	<ul style="list-style-type: none"> • Advertise tip-line through a brochure, in the newsletter, and on the webpage 	2012-13 and ongoing		Office Staff	Archived newsletters
<p>Provide safety and health guidelines and training to school staff and students in:</p> <ul style="list-style-type: none"> • Personal health practices • School bus safety • PE and playground procedures • Classroom and laboratory procedures • Indoor air quality 	<ul style="list-style-type: none"> • Standard 17 – School Bus Safety is conducted during PE class • Workplace Safety courses is completed on line by all staff 	2012-13		PE Teacher Professional Staff	Attendance Completion Certificate for Workplace Safety

AREA OF FOCUS:

STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS

Quality Indicators

- Fosters collaboration with community stakeholders to support student learning
- Uses system-wide strategies to listen to and communicate with stakeholders
- Solicits the knowledge and skills of stakeholders to enhance the work of the system
- Communicates the expectations for student learning and goals for improvement to all stakeholders
- Provides information that is meaningful and useful to stakeholders

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Facilitate a communications needs analysis of district stakeholders		2012-13			
Develop a district marketing/communications plans for external and internal audiences utilizing cutting-edge technology <ul style="list-style-type: none"> • Assist schools and district departments in developing localized marketing plans for programs and initiatives • Collaborate with Coastal Carolina University to develop training for District and school staff on marketing 	<ul style="list-style-type: none"> • Utilize school's webpage, school motto, "Who we Are" video, • Participate in Myrtle Beach cluster Covey Leadership 	2012-13		Professional staff and administrator	Number of visitors to webpage and Facebook
Expand the school system's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including increased use of social media (e.g., Facebook, Twitter, etc.) <ul style="list-style-type: none"> • Provide training on the acceptable use of social media 	<ul style="list-style-type: none"> • Utilize school's Facebook page, school newsletters, classroom newsletters, school brochure, Parent and Student handbook, student postcards, parent notification system calls, revised school mascot letterhead, marquis messages, school events, parenting program, SIC, PTO 	2012-13		Professional staff and administrator	Number of visitors to webpage and Facebook
Design guidelines for print and electronic communications to ensure continuity of district branding <ul style="list-style-type: none"> • Support the communications efforts of district 	<ul style="list-style-type: none"> • Continue to use school logo that is consistent with the Seahawk theme for the cluster schools • Continue to use district logo on print 	2012-13		All professional staff	Logo design

departments and schools to ensure consistency of message and design	materials, and electronic media				
<p>Increase the involvement of businesses and organizations with the district and its schools for relationships that enhance learning</p> <ul style="list-style-type: none"> • Develop guidelines and provide training for Partners in Education (PIE) programs at the district and its schools • Monitor and provide support to schools for ongoing PIE programs • Recognize partners for their contributions to schools 	<ul style="list-style-type: none"> • Continue to seek opportunities for Partners in Education with stakeholders within the Myrtle Beach community • Create a wall display with names of community members/organizations that have formed partnerships with our school • Advertise partnerships in social media and in newsletters • Recognize support through follow-up letters 	2012-13		Administrator	Partnerships
<p>Increase awareness and encourage use among teachers and parents of PowerSchool Parent Portal and webpages as communication venues</p> <ul style="list-style-type: none"> • Develop a marketing campaign to promote PowerSchool Parent Portal • Provide digital training to teachers and parents about the ease of use and types of information available via PowerSchool 	<ul style="list-style-type: none"> • Provide Professional Development opportunities to increase staff's understanding of communication venues such as Facebook, school webpages, and record keeping tools associated with PowerSchool • Provide access to PowerSchool for parents at school two evenings weekly 	2012-13		Administrator and Professional staff	Increased use of various venues by staff and parents
<p>Provide training to teachers on how to design and maintain webpages to include contact information and progress to interactive ways to share information with parents about assignments, projects, dates and events.</p>	<ul style="list-style-type: none"> • Provide Professional Development opportunities to increase staff's understanding of communication venues such as Facebook, school webpages, and record keeping tools associated with PowerSchool. 	2012-13		Administrator and Professional staff	Increased use of various venues by staff and parents
<p>Assist schools in developing meaningful parent/family involvement programs</p>	<ul style="list-style-type: none"> • Continue to implement parent/school compact agreement • Use Title I funding to provide a Home-School Coordinator to design and implement parent/family involvement programs • Plan and implement parent/family involvement programs that are relevant to the diverse community we serve, including World Family Night, Back to School Night, Parent Conferences, Holiday Celebrations from Around the Work, The Seven Habits of Highly Effective Families book study, 	2012-13		Administrator and Home-School Coordinator	Increased participation in parent/family involvement programs

	Village Picnics on the Playground, Sock Hop, and the yearly musical				
<p>Improve customer service to those whom we serve</p> <ul style="list-style-type: none"> • Conduct a customer service needs analysis • Develop customer service expectations and guidelines for the district and its schools • Develop and provide professional development training for customer service • Recognize employees and schools for acts and efforts to provide exceptional customer service • Develop a tool to receive ongoing feedback on district and school customer service 	<ul style="list-style-type: none"> • Distribute parent/student/staff surveys yearly <p>Offer opportunities for feedback from within the community through website, email, and suggestion box within the school's front office</p> <ul style="list-style-type: none"> • Implement a system of recognizing faculty and staff for efforts to improve relationships with key stakeholders 	2012-13		Administrator	Responses to surveys
<p>Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools.</p>	<ul style="list-style-type: none"> • Use opportunities such as: <ul style="list-style-type: none"> ○ PTO Meetings ○ School Improvement Council Meetings ○ School Board Meetings ○ Myrtle Beach Community Book Study ○ Rotary Club Meetings ○ Time with a Teacher ○ Fall conferences 	2012-13		Administrator And Staff	Attendance rosters from meetings held at school
<p>Provide a variety of opportunities for all stakeholders to access and understand the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.</p>	<ul style="list-style-type: none"> • Continue to post District and School's vision and mission statements on webpage, Facebook, and print materials • Create videos and images that reflect the learning opportunities available within the school and share through school's webpage, Facebook, district television programming, and at school-wide leadership events 	2012-13		All professional staff	Webpages and print materials
<p>Help identify capable persons to serve as webmasters for all departments at the district level as well as the school level</p> <ul style="list-style-type: none"> • Provide ongoing professional development for webmasters at each school and district-level departments • Implement guidelines and procedures to ensure web pages are consistent, easily accessible, user friendly, and current for all users. 	<ul style="list-style-type: none"> • Webmaster will ensure webpage is current and up to date • Provide Professional Development opportunities for staff concerning establishing and maintaining webpages 	2012-13		All professional staff	Webpage

<p>Implement additional communication techniques to ensure that critical information can be provided to parents of students who do not speak English.</p>	<ul style="list-style-type: none"> • Utilize ESL translator to translate printed material for Non-English speaking families • Provide translators during conferences between staff and parents, and during parenting programs 	<p>2012-13</p>		<p>Administrator</p>	<p>Translated printed materials in Title I files</p>
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AREA OF FOCUS:

GOVERNANCE AND LEADERSHIP

Quality Indicators

- Establishes policies and procedures that provide for the effective operation of the school
- Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school
- Ensures compliance with applicable local, state, and federal laws, standards, and regulations
- Employs a system that provides for analysis and review of student performance and school effectiveness
- Fosters a learning community
- Provides teachers and students opportunities to lead
- Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- Controls curricular and extracurricular activities that are sponsored by the school
- Responds to community expectations and stakeholder satisfaction
- Implements an evaluation system that provides for the professional growth of all personnel

ACTIONS TO BE TAKEN:

DISTRICT'S Key Work Processes	SCHOOL'S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
Establish a monitoring system to ensure compliance by the District and all schools with the SACS/CASI Accreditation Standards for Quality Systems	<ul style="list-style-type: none"> • Through a shared leadership forum by meeting regularly with the Building Leadership Team and/or School Lighthouse Team to discuss the progress of the Strategic Plan and to ensure compliance with SACS 	2012-13		Administration	Monitoring Document Meeting Schedule
Implement Leadership Development Program for aspiring administrators. <ul style="list-style-type: none"> • New principal mentoring program • Assistant principal development program 	<ul style="list-style-type: none"> • Monthly meetings with SIC, Lighthouse Team and/or BLT • Participate with CCU Leadership Interns 	2012-13		Administration	SIC agendas Meeting notes CCU required documentation

Additional School-Level Key Work Processes for “Governance and Leadership”

SCHOOL’S Key Work Processes	Timeline	Funding Source	Responsible	Evidence of Implementation
<ul style="list-style-type: none"> • Attend Covey training • Organize School Lighthouse Team • Organize Focus Lighthouse Teams • Send professional staff to Covey Leadership schools • Use feedback from Lighthouse Teams to organize a three-year implementation timeline • Suggest the organization of Cluster Lighthouse Team • Present information to our community through social media, town meetings, SIC, PTO, and print media 	2010 - ongoing	Covey District Fund – year 1	Administration; professional staff	Lighthouse Status by Year 2014

Horry County Schools

PERFORMANCE GOALS

2011-16

Performance Goal: PASS ELA

At least 90% of students in grades 3-8 will score “met” or above in English Language Arts by 2016.

Measurement: PASS English Language Arts (% “met” and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i>							
GOAL:			85.5	87.0	88.0	89.0	90.0
STATUS:	83.4	84.3					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i>							
GOAL:			88.0	88.8	89.0	89.5	90.0
STATUS:	89.2	87.4					

Performance Goal: ELA AYP

The percentage of students who do not meet the state’s proficiency standard in English Language Arts will decrease by at least 10% each year.

Measurement: PASS English Language Arts (“Met” and “Exemplary”) and HSAP ELA (Level 3 and 4); includes AYP Option 1 error band adjustment. Each subgroup of students (from NCLB definition) identified in Horry County Schools will make the incremental annual progress needed to have all students reach the proficiency level in English language arts and mathematics by 2014.

Interim Goals and Status (proficiency results include AYP Option 1 error-band adjustment)

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:			85.5	87.0	88.5	90.0	91.5
STATUS:	83.0	83.8					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:		87.7	88.9	88.9	90.0	91.0	91.9
STATUS:	86.4						

Performance Goal: MATH AYP

The percentage of students who do not meet the state's proficiency standard in Mathematics will decrease by at least 10% each year.

Measurement: PASS Mathematics ("Met" and "Exemplary") and HSAP ELA (Level 3 and 4); includes AYP Option 1 error band adjustment
 Each subgroup of students (from NCLB definition) identified in Horry County Schools will make the incremental annual progress needed to have all students reach the proficiency level in English language arts and mathematics by 2014.

Interim Goals and Status (proficiency results include AYP Option 1 error-band adjustment)

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:							
STATUS:	82.0	83.9	85.5	87.0	88.5	90.0	91.5
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:		76.15	78.53	80.67	82.6	84.34	85.9
STATUS:	73.5						

Performance Goal: PASS MATH

At least 90% of students in grades 3-8 will score "met" or above in mathematics by 2016.

Measurement: PASS mathematics (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i>							
GOAL:			79.5	82.5	85.0	87.5	90.0
STATUS:	76.9	76.4					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i>							
GOAL:		75.7	78.13	80.31	82.27	84.04	85.63
STATUS:	73.0						

Performance Goal: PASS SCIENCE

At least 90% of students in grades 3-8 will score "met" or above in Science by 2016.

Measurement: PASS Science (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i> GOAL:			72.0	77.0	82.0	86.0	90.0
STATUS:	61.6	67.2					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i> GOAL:		73.9	76.5	78.8	80.9	82.8	84.5
STATUS:	71.1						

Performance Goal: PASS SOCIAL STUDIES

At least 90% of students in grades 3-8 will score "met" or above in Social Studies by 2016.

Measurement: PASS Social Studies (% "met" and above)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i> GOAL:			86.0	88.0	90.0	90.0	90.0
STATUS:	78.9	84.8					
SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Grade 3</i> GOAL:		88.9	88.9	90.0	91.0	91.9	92.7
STATUS:	87.7						

Performance Goal: CONFERENCES

At least 100% of parents/guardians will participate in a conference with school personnel about their child's academic performance every year.

Measurement: State Report Card "Parents attending conferences" percentage

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:							
STATUS:	95.7	97.8	100.0	100.0	100.0	100.0	100.0
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:							
STATUS:	100.0	99.5	100.0	100.0	100.0	100.0	100.0

Performance Goal: ATTENDANCE

The attendance rate for students and teachers will be at least 96% each year.

Measurement: Attendance records (Using 135-day ADA as basis for students, end-of-year for teachers)

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
Students							
GOAL:							
STATUS:	95.6	95.5	96.0	96.0	96.0	96.0	96.0
Teachers							
GOAL:							
STATUS:	94.1	94.8	96.0	96.0	96.0	96.0	96.0
SCHOOL	2010	2011	2012	2013	2014	2015	2016
Students							
GOAL:							
STATUS:	95.8	95.9	96.0	96.0	96.0	96.0	96.0
Teachers							
GOAL:							
STATUS:	94.9	95.8	96.0	96.0	96.0	96.0	96.0

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with the learning environment in their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Students</i> GOAL: STATUS:	80.6	91.7	95	95	95	95	95
<i>Teachers</i> GOAL: STATUS:	91.7	100.0	95	95	95	95	95
<i>Parents</i> GOAL: STATUS:	92.1	92.2	95	95	95	95	95

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with the social and physical environment in their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Students</i> GOAL: STATUS:	85.3	93.4	95	95	95	95	95
<i>Teachers</i> GOAL: STATUS:	100.0	100.0	95	95	95	95	95
<i>Parents</i> GOAL: STATUS:	88.9	90.2	95	95	95	95	95

Performance Goal: SURVEY

At least 95% of students, parents and teachers surveyed indicate that they are satisfied with home and school relations at their school.

Measurement: State's annual survey of parents, teachers and students using "Strongly Agree" and "Agree" responses to item

Interim Goals and Status:

SCHOOL	2010	2011	2012	2013	2014	2015	2016
<i>Students</i> GOAL: STATUS:	86.2	88.4	95	95	95	95	95
<i>Teachers</i> GOAL: STATUS:	87.5	92.5	95	95	95	95	95
<i>Parents</i> GOAL: STATUS:	88.0	90.3	95	95	95	95	95

Performance Goal: REPORT CARD ABSOLUTE

Each year, the district as a whole and each school with grades 3-8 will have at least a .10-gain in the state's Absolute Rating index from the previous year.

Measurement: State Report Card Absolute Performance Index

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL: STATUS:	3.2	3.2	+0.1	+0.1	+0.1	+0.1	+0.1
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL: STATUS:	3.35	3.37	+0.1	+0.1	+0.1	+0.1	+0.1

Performance Goal: REPORT CARD GROWTH

The district and each school will have at least an "Average" Growth rating each year on the State Report Card.

Measurement: State report card Growth rating weighted formula

Interim Goals and Status:

DISTRICT	2010	2011	2012	2013	2014	2015	2016
GOAL:		Average	Avg/Good	Avg/Good	Avg/Good	Avg/Good	Avg/Good
STATUS:	Good						
SCHOOL	2010	2011	2012	2013	2014	2015	2016
GOAL:		Below Average	Avg/Good	Avg/Good	Avg/Good	Avg/Good	Avg/Good
STATUS:	At-Risk						

Performance Goal: MAP GROWTH GOALS

At least 75% of students in grades 2-8 will meet fall-to-spring growth goals on MAP Reading, Language and Math.

Measurement: MAP (Measures of Academic Progress) Fall-to-Spring Growth Goals report

Interim Goals and Status:

DISTRICT	2011	2012	2013	2014	2015	2016
GOAL:		75%	75%	75%	75%	75%
STATUS: Gr. 2						
Reading	69.3					
Language	69.9					
Math	79.0					
STATUS: Gr. 3						
Reading	69.2					
Language	67.3					
Math	74.5					

Interim Goals and Status:

SCHOOL	2011	2012	2013	2014	2015	2016
GOAL:		75%	75%	75%	75%	75%
STATUS: Gr. 2						
Reading	62.5					
Language	63.5					
Math	79.3					
STATUS: Gr. 3						
Reading	70.8					
Language	74.8					
Math	65.1					

Needs Assessment

- MBE must continue to focus on designing and implementing rigorous instruction that reaches all students.
- Within the past five years, MBE has grown by more than 150 students and become more diverse. The LEP, Hispanic, subsidized, and disabled subgroups have grown, while the white, full-pay, and African American subgroups have reduced. We must continue to monitor and be overtly aware of who we are teaching and the best instructional practices for our students.
- MBE must continue to be diligent in efforts to maintain Title I funding.
- MBE must continue to design and implement strategies to build relationships with parents and our community.
- MBE must continue to seek and hire the most qualified teachers who are hungry to work with our diverse population.
- MBE must continue to use data generated in classrooms and through school-wide assessments to analyze the academic achievement of each and every student.
- MBE must continue to respond to the needs of the whole child through academic programs, enrichment programs, intervention programs, and character programs.
- MBE must continue our partnership with CCU.
- MBE must continue to recruit highly qualified educators that are hungry to work with our diverse population.
- MBE must continue to implement programs that meet the needs of all learners.
- MBE monitors attendance to maximize student attendance.
- MBE adheres to District guidelines for student attendance and absence intervention.
- MBE continues to promote a character education program to support children in a safe and orderly environment while continuing to hold children accountable for unsafe and disruptive choices.
- MBE continues to monitor the demographics and expand our knowledge to support and instruct a diverse population.
- MBE continues to build strong relationships among students, faculty, and staff.