

**COVER PAGE FOR SCHOOL PLANS**  
*SCHOOL INFORMATION AND REQUIRED SIGNATURES*

**CLEMSON ELEMENTARY SCHOOL**

**SCHOOL DISTRICT OF PICKENS COUNTY**

**SCHOOL RENEWAL PLAN FOR YEARS - 2007-2012**  
**SCHOOL RENEWAL ANNUAL UPDATE FOR - 2007-2008**

**Assurances**

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

**CHAIRPERSON, BOARD OF TRUSTEES**

<b>Dr. B. J. Skelton</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

<b>Dr. Lee D'Andrea</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Mrs. Windsor Sherrill</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

<b>Dr. Ken Weichel</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

ADDRESS: 581 Berkeley Drive Clemson, SC 29631

TELEPHONE: (864) 654-2341

E-MAIL ADDRESS: KenWeichel@pickens.k12.sc.us

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100% of teachers who teach core academic subjects will be highly qualified by the year 2013-2014.	

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS (Mandated Component)

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

- | <i>POSITION</i>   | <i>NAME</i> |
|---|-------------|
| 1. PRINCIPAL <u>Dr. Ken Weichel</u>   | _____       |
| 2. TEACHER <u>Mrs. Cissy Floyd, Mrs. Susan Nunamaker, and Mrs. Katherine Howell</u>   | _____       |
| 3. PARENT/GUARDIAN <u>Tricia Arntt, Melissa Williams, and Preetha Madhavan</u>  | _____       |
| 4. COMMUNITY MEMBER <u>Mrs. Kim Alexander and Mr. Philip Pigeon</u>   | _____       |
| 5. SCHOOL IMPROVEMENT COUNCIL <u>Mrs. Windsor Sherrill</u>  | _____       |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |             |

<i>POSITION</i>	<i>NAME</i>
<u>Assistant Principal</u>	<u>Mrs. Beverly Ashemore</u>
<u>Instructional Coach</u>	<u>Mrs. Melissa Terry</u>
<u>Guidance Counselor</u>	<u>Mrs. Vicki Miesbauer</u>
_____	_____
_____	_____
_____	_____

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

## ASSURANCES FOR SCHOOL PLANS (Mandated Component)

### Act 135 Assurances

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

- x **Academic Assistance, PreK–5** The school/district makes special efforts to assist children in PreK–5 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–5 by referencing a page number of the plan **5** along with the number of the goal **1**, strategy **1.14**.
  
- x **Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, 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. Provide a good example of parent involvement by referencing a page number of the plan **31** along with the number of the goal **8** strategy **8.2**.
  
- x **Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. Provide a good example of staff development by referencing a page number of the plan **10** along with the number of the goal **2** strategy **2.22**.
  
- x **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan 13 along with the number of the goal 3, strategy **3.15** (additional technology assurances for **districts** follow the Act 135 assurances)
  
- x **Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds by referencing a page number 13 of the plan along with the number of the goal 3, strategy **3.13**.
  
- x **Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
  
- x **Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
  
- x **Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional,

linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

- x    **Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
  
- x    **Best Practices in Grades K–5** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
  
- x    **Developmentally Appropriate Curriculum for PreK–5** The school/district ensures that the scope and sequence of the curriculum for PreK–5 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
  
- x    **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program 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. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
  
- x    **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide 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.
  
- x    **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Superintendent’s Printed Name (for district and school plans)	Superintendent’s Signature	Date
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Principal’s Printed Name	Principal’s Signature	Date
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As chairperson of the SACS CASI Quality Assurance Review Team, I certify that \_\_\_\_\_ School has a continuous improvement plan that meets all requirements of the South Carolina Department of Education’s model planning process as specified in State Board of Education Regulation 43-261 and that the school meets SACS CASI accreditation requirements.

<b>Quality Assurance Review Team Chair Printed Name</b>	<b>QAR Team Chair’s Signature</b>	<b>Date</b>
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## **MISSION, VISION, VALUES, AND BELIEFS (Optional)**

Our vision is to provide a caring and stimulating environment where all will recognize and achieve their fullest potential, so they can become independent, responsible citizens who adapt effectively to an ever-changing and inter-dependent world.

Our mission is to provide all students a foundation that inspires life-long learning, fosters positive self-concept, and promotes citizenship by providing meaningful learning experiences in a safe and nurturing environment through the combined efforts of the students, parents, staff, and community.

We believe

...we have an obligation to provide our best efforts to benefit students.

...student and teacher growth is mutually advantageous.

...working as a team makes us better individuals and professionals.

...developing one's full potential must address developing the cognitive, physical, and emotional growth of each individual.

...encouraging respect for others builds personal self-esteem.

...understanding and respect for cultural diversity contribute to an enriched society.

...promoting logical thinking rooted in creativity contributes to an intellectually stimulating and challenging school environment.

...curiosity and enthusiasm are attributes worthy of fostering in students and adults.

## Summary of Needs Assessment

Clemson Elementary was one of only 31 South Carolina elementary schools to have earned the State Department of Education's Palmetto Gold Award each of its first seven years of availability. Maintaining the jump from good to great presents many challenges. Our most recent (2007) Report Card shows grades of "Excellent" in our absolute and "Excellent" in our improvement ratings. We realize maintaining this level of excellence is a challenge requiring even more diligence, creativity, and effort on the part of administrators, teachers, students, and parents. The November release of the 2008 Report Card will show if we were able to keep pace with the rising spiral of federal requirements.

Clemson Elementary traditionally scores well on standardized tests. Our most recent (PACT 2008) test results show 91.8% of third, fourth, and fifth graders meeting the standard in English/language arts and 89% in math. This is statistically similar, but slightly lower when compared with previous years. The replacing of PACT with the new PASS test opens many questions regarding test preparation, performance levels, alignment with Measures of Academic Progress (MAP) and remediation. One major challenge to maintaining excellence comes from meeting target goals set by No Child Left Behind (NCLB) legislation. Some school-wide tools we implement to enhance academic achievement are MAP testing, Write from the Beginning, Data Analysis Workshops, America Reads, Homework Center, After School Care, parent volunteers, Classworks, summer reading programs, and math Superstars. However, our biggest asset is our faculty and staff and their implementation of instructional techniques. They realize the impact of excellence in teaching and learning as the single most important way to steer our youth towards productive and thriving lives. Across all grade levels and subject areas, they are dedicated and determined to see our students become successful achievers.

The other major challenge to sustaining excellence lies in meeting Annual Yearly Progress (AYP) standards set by NCLB legislation. A review of our PACT data shows three demographic sub-groups not consistently performing to the same levels as the other groups. These three groups are African-American students, those qualifying for subsidized meals, and disabled students. Many of the efforts previously mentioned were aimed at boosting the scores of these target groups. An additional .5 LD resource teacher was added this year to aid our resource students.

Prior to 2008 our data review has previously shown a pattern of general decline from third to fourth and from fourth to fifth grades in scores across all subject areas as students age through grade levels and achievement differences accelerate. There are exceptions. The latest data (PACT 2008) reflects this 3<sup>rd</sup> and 4<sup>th</sup> grade decline in science with a strong rebound in 5<sup>th</sup> grade science. Both fourth and fifth grades show increases in students scoring "Advanced" across math, science, and social studies. This same data review shows a trend of increases in those scoring "Below Basic" across grade and subject areas. The contradiction to this trend is fourth and fifth grade science and social studies scores. Both show decreases in "Below Basic" and increases in "Proficient and Advanced" scores. Our ELA scores plateau across all three grade levels. The extinction of PACT, and the adoption of the new PASS testing system, opens the question of how PASS scores will translate and transfer into federal NCLB regulations.

Our final challenge lies in technology. The legislative requirement is to be technology proficient. The application of this requirement is maximizing the impact of technology to the advantage of teaching and learning. This practicality means Promethean and web usage, flip charts, video streaming, web site postings, email, lap tops and many other tools that lend relevance in today's schools. We face a nuts and bolts challenge to keep our mechanisms on the cutting edge, but we also face the problem of developing and training a staff able to implement these tools to the best advantage of our students.

## School District of Pickens County – Clemson Elementary School

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		Student Achievement - Early Childhood/4 Year Old Child Development				
<b>PERFORMANCE GOAL 1 (DG 1)</b> Each year through 2014, 100% of students enrolled in 4 year old kindergarten will show positive gains when measured between pre (fall) and post (spring) testing.		<b>DATA SOURCE(S):</b> Dial 3 pre/post scores <i>*Baseline data will be established in the 2007-2008 school year.</i>				
<b>Student Achievement –Early Childhood/4 Year Old Child Development</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		100	100	100	100	100
<b>Annual Results</b>	100					

**Performance Goal 1:** Each year through 2014, 100% of students enrolled in 4 Year Old Child Development Programs will show positive gains when measured between the pre (fall) and post (spring) testing.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor Completed YES/NO</b>  <b>Continue</b>  <b>Modify/Modified Date</b>
1. Review and revise curriculum to reflect the South Carolina standards and the GSGS Early Learning Standards.	2007-2012	4K Teacher	\$0	N/A	Ongoing
2. Implement DIAL 3 for student pre-post assessments to analyze student growth.	2007-2012	4K Teacher	\$0	N/A	Ongoing
3. Increase the number of four-year old children participating in current 4K classes.	2007-2012	4K Teacher Early Childhood Coordinator	\$0	N/A	Ongoing
4. Provide funding to maintain school based literacy libraries.	2007-2012	4K Teacher	\$0	School Funds	Ongoing
5. Provide funding to refresh and refurbish math manipulatives.	2007-2012	4K Teacher	\$0	School Funds	Ongoing
6. Explore options to pilot a full-day 4K program that includes at-risk handicapped children.	2007-2012	4K Teacher	\$0	N/A	Ongoing

7. Plan collaborative time for teachers to analyze formative and summative assessments to determine individual student learning path.	2007-2012	4K Teacher and Administration	\$0	N/A	Ongoing
8. Provide professional development on district-approved curriculum models.	2007-2012	Administration	Travel Reimbursement	School and District Funds	Ongoing
9. Continue to implement Zoo Phonics curriculum in the 4K/5K program.	2007-2012	4K and 5K Teachers	\$0	N/A	Ongoing
10. Continue to implement Everyday Math curriculum in the 4K program.	2007-2012	4K Teacher	\$0	N/A	Ongoing
11. Implement the Activo Learning Reading Program in the 4K program.	2007-2012	4K Teacher	\$0	N/A	Ongoing
12. Provide substantial opportunity for large and fine motor development in students.	2007-2012	4K Teacher	\$0	N/A	Ongoing
13. Continue to support the Book Flood program in our 4K programs.	2007-2012	4K Teacher and Administration	\$0	N/A	Ongoing
14. Extend opportunities by providing a more extensive program for Developmentally Delayed at-risk students into the 4K program.	2007-2012	District Administration and 4K Teacher	\$0	N/A	Ongoing

## School District of Pickens County – Clemson Elementary School

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		Student Achievement - Early Childhood/5 Year Old Kindergarten				
<b>PERFORMANCE GOAL 2 (DG 2)</b> 100 % of students will attain a text reading level (including accurate retelling) of "3 or above" by the end of kindergarten by 2012.	<b>DATA SOURCE(S):</b> Developmental Reading Assessment (DRA2) <i>*Baseline data will be established in 2008-2009.</i>					
<b>Student Achievement – Early Childhood/5 Year Old Kindergarten</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		79	85	90	95	100%
<b>Annual Results</b>	73.0					

**Performance Goal 2:** 100 % of students will attain a text reading level (including accurate retelling) of "3 or above" by the end of kindergarten by 2013-2014.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor</b> <b>Completed YES/NO</b> <b>Continue</b> <b>Modify/Modified Date</b>
1. Establish a student/teacher ratio at 25:1 to support effective instructional practices.	2007-2012	School District	Teacher Salary	Pickens County School District	Ongoing
2. Review and revise curriculum to reflect approaches to South Carolina Academic Standards.	2007-2012	Administration and Teachers	\$0	N/A	Ongoing
3. Review instructional GSGS Early Learning Standards for kindergarten and implement as appropriate.	2007-2012	Administration, Instructional Coach, and Kindergarten Teachers	\$0	N/A	Ongoing
4. Fully implement district approved curriculum models.	2007-2012	Administrators and Teachers	\$0	N/A	Ongoing
5. Provide professional development on district approved curriculum models.	2007-2012	Administration, Instructional Coach and Technology Resource Teacher	Travel Reimbursements	District Funds and School Funds	Ongoing
6. Utilize technology resources such as Promethean Boards, streaming videos, etc.	2007-2012	Administration and Teachers	\$0	N/A	Ongoing
7. Implement periodic assessment and diagnosis of	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing

developmental skills.					
8. Utilize instructional coaches and technology resource teachers for professional development and teacher mentoring of content knowledge and instruction.	2007-2012	Administration, Instructional Coach, Teachers, and Technology Resource Teacher	\$0	N/A	Ongoing
9. Implement an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2007-2012	Administration, Instructional Coach, Teachers, and Technology Resource Teacher	\$0	N/A	Ongoing
10. Continue to train teachers in the administration of the Developmental Reading (DRA2).	2007-2012	School District and Instructional Coach	\$0	N/A	Ongoing
11. Administer DRA2 twice annually.	2007-2012	5K Teachers	\$0	N/A	Ongoing
12. Differentiate instructional practices based on results.	2007-2012	5K Teachers	\$0	N/A	Ongoing
13. Train teachers in identifying scaffolding and acceleration strategies for the SDPC Instructional Model.	2007-2012	School District and Instructional Coach	\$0	N/A	Ongoing
14. Implement the SDPC Instructional Model.	2007-2012	5K Teachers	\$0	N/A	Ongoing
15. Develop and articulate a research-based literacy model district-wide.	2007-2012	5K Teachers	\$0	N/A	Ongoing
16. Provide funding to maintain school based literacy libraries.	2007-2012	Administration	\$1000	School Funds	Ongoing
17. Integrate literacy into units of	2007-2012	5K Teachers	\$0	N/A	Ongoing

study for all content areas.					
18. Implement the Zoo Phonics program into the kindergarten curriculum.	2007-2012	5K Teachers	\$0	N/A	Ongoing
19. Implement Project Read strategies throughout the kindergarten curriculum.	2007-2012	5K Teachers	\$0	N/A	Ongoing
20. Identify effective instructional strategies and research-based programs to address needs of students.	2007-2012	Instructional Coach and 5K Teachers	\$0	N/A	Ongoing
21. Develop periodic assessment for literacy and numeracy to measure student progress towards mastery.	2007-2012	Instructional Coach, Administration, Clemson Assistance Teams, Big Brother/ Big Sister Program, Guidance Counselor, and 5K Teachers	\$0	N/A	Ongoing
<ul style="list-style-type: none"> <li>a. Increase intensity of achievement interventions based on student needs.</li> <li>b. Monitor and document student progress from use of prescribed intervention.</li> <li>c. Expand the current program which addresses ESOL students at entry level into school system (newcomers); establish an FTE to address ESOL in each school as needed.</li> <li>d. Promote an adult mentor program for poverty and minority students needing assistance in literacy areas.</li> </ul>					
22. Provide professional	2007-2012	Administration,	\$0	N/A	Ongoing

development for implementing accelerated instruction and materials for students achieving above grade level.		Instructional Coach, and 5K Teachers	\$200	School Funds	Ongoing
23. Investigate extended day or year programs in order to serve the at-risk population.	2007-2012	School District, Administration, and Teachers	\$0	N/A	Ongoing
24. Continue implementing the use of Clemson Assistant Teams (CAT) for students recommended and evaluated for special education services.	2007-2012	Teachers and Administrators			

## School District of Pickens County – Clemson Elementary School

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		Student Achievement – First Grade				
<b>PERFORMANCE GOAL 3 (DG 3)</b> 100% of students will attain a Spring Reading RIT of 172* or greater by the end of first grade by 2013-2014. *Based on RIT Scale Norms for Early Primary Grades 2007	<b>DATA SOURCE(S):</b> MAP for the Primary Grades *Baseline data will be established in 2008-2009.					
<b>Student Achievement – First Grade</b>	<b>2007 Baseline</b>	<b>2008 Baseline from Fall 2008 Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>			64	76	88	100
<b>Annual Results</b>		29.1				

**Performance Goal 3:** 100% of students will attain a Spring Reading RIT of 172\* or greater by the end of first grade by 2013-2014.

\*Based on RIT Scale Norms for Early Primary Grades 2007

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor Completed YES/NO</b>  <b>Continue</b>  <b>Modify/Modified Date</b>
1. Establish a student/teacher ratio at 22:1 to support effective instructional practices.	2007-2012	School District, Administration, and Grade 1 Teachers	Teacher Salary	District Funds	Ongoing
2. Implement district approved curriculum in all content areas.	2007-2012	Grade 1 Teachers	\$0	N/A	Ongoing
3. Review and revise curriculum standards annually to ensure alignment to South Carolina Academic Standards.	2007-2012	Administration, Instructional Coach, and Teachers	\$0	N/A	Ongoing
4. Align support materials and other resources to grade level curriculum.	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing
5. Provide professional development on district approved curriculum models.	2007-2012	Administration, Instructional Coach, and Technology Resource Teacher	Travel reimbursements	District Funds and School Funds	Ongoing
6. Provide a literacy rich environment in each classroom.	2007-2012	Grade 1 Teachers	\$1000	General fund/PTA Supply Grants	Ongoing

7. Train teachers in the administration of the Developmental Reading Assessment (DRA2).	2007-2012	Instructional Coach	\$0	N/A	Ongoing
8. Administer the DRA2 three times annually.	2007-2012	Grade 1 Teachers	\$0	N/A	Ongoing
9. Differentiate instructional practices based on analysis of assessment results.	2007-2012	Grade 1 Teachers	\$0	N/A	Ongoing
10. Train teachers in identifying scaffolding and acceleration strategies for the SDPC Instructional Model.	2007-2012	School District and Instructional Coach	\$0	N/A	Ongoing
11. Implement the SDPC Instructional Model.	2007-2012	Grade 1 Teachers	\$0	N/A	Ongoing
12. Continue to develop and articulate a research-based literacy model district-wide.	2007-2012	Grade 1 Teachers and Instructional Coach	\$0	N/A	Ongoing
13. Provide funding to maintain school based literacy libraries.	2007-2012	Administration and Grade 1 Teachers	\$1000	General and PTA Supply Grants	Ongoing
14. Integrate literacy across all content areas.	2007-2012	Grade 1 Teachers	\$0	N/A	Ongoing
15. Provide for and implement the use of appropriate technology resources and software support of instruction.	2007-2012	Technology Resource Teacher, Instructional Coach, and Grade 1 Teachers	\$0	N/A	Ongoing
a. Provide an on-going					

<p>professional development for teachers to become proficient in appropriate technology resources and software.</p> <p>b. Provide professional development to enable teachers to fully integrate technology and instruction.</p>					
16. Implement periodic assessment and diagnosis of developmental skills.	2007-2012	Grade 1 Teachers	\$0	N/A	Ongoing
25. Implement Project Read strategies throughout the first grade curriculum.	2007-2012	Grade 1 Teachers	\$0	N/A	Ongoing
26. Identify effective instructional strategies and research-based programs to address needs of students.	2007-2012	Instructional Coach and Grade 1 Teachers	\$0	N/A	Ongoing
27. Provide professional development for implementing accelerated instruction and materials for students achieving above grade level.	2007-2012	School District, Administration, and Teachers	\$0	N/A	Ongoing
28. Develop periodic assessment for literacy and numeracy to measure student progress towards mastery. e. Increase intensity of achievement interventions based on student needs.	2007-2012	Instructional Coach, Administration, Clemson Assistance Teams, Big Brother/ Big Sister Program, Guidance Counselor, and Grade 1 Teachers	\$0	N/A	Ongoing

<p>f. Monitor and document student progress from use of prescribed intervention.</p> <p>g. Expand the current program which addresses ESOL students at entry level into school system (newcomers); establish an FTE to address ESOL in each school as needed.</p> <p>h. Promote an adult mentor program for poverty and minority students needing assistance in literacy areas.</p>					
<p>29. Continue implementing the use of Clemson Assistant Teams (CAT) for students recommended and evaluated for special education services.</p>	<p>2007-2012</p>	<p>Teachers and Administrators</p>	<p>\$0</p>	<p>N/A</p>	<p>Ongoing</p>
<p>30. Provide tutoring for students in reading through "America Reads" during After-School-Care.</p>	<p>2007-2012</p>	<p>Administration, Teachers, AR staff, After School Care Staff</p>	<p>\$0</p>	<p>N/A</p>	<p>Ongoing</p>

## School District of Pickens County – Clemson Elementary School

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		Student Achievement – Second Grade				
<b>PERFORMANCE GOAL 4 (DG 4)</b> 100 % of second grade students will show positive MAP growth in reading and math over the course of each school year.	<b>DATA SOURCE(S):</b> NWEA Measures of Academic Progress (MAP) <i>* Baseline data will be established in 2008-2009.</i>					
<b>READING – Grade 2</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		100	100	100	100	100
<b>Annual Results</b>	100					
<b>MATH – Grade 2</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		100	100	100	100	100
<b>Annual Results</b>	95.3					

**Performance Goal 4:** 100 % of second grade students will show positive MAP growth in reading and math over the course of each school year.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor</b> <b>Completed YES/NO</b> <b>Continue</b> <b>Modify/Modified Date</b>
1. Establish a student/teacher ratio at 22:1 to support effective instructional practices.	2007-2012	School District Administration	\$0	N/A	Ongoing
2. Implement district approved curriculum in all content areas.	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing
3. Review and revise curriculum standards annually to ensure alignment to South Carolina Academic Standards.	2007-2012	Administration, Instructional Coach, and Teachers	\$0	N/A	Ongoing
4. Align support materials and other resources to grade level curriculum.	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing
5. Provide professional development on district approved curriculum models.	2007-2012	Administration, Instructional Coach, and Technology Resource Teacher Instructional Coach and Teachers	Travel Reimbursement	School Funds	Ongoing
6. Provide a literacy rich environment in each classroom.	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing

7. Differentiate instructional practices based on analysis of assessment results.	2007-2012	Teachers	\$0	N/A	Ongoing
8. Continue to develop and articulate a research-based literacy model district-wide.	2007-2012	Teachers and Instructional Coach	\$0	N/A	Ongoing
9. Integrate literacy into all instructional opportunities.	2007-2012	Teachers and Instructional Coach	\$0	N/A	Ongoing
10. Integrate literacy into all content areas.	2007-2012	Teachers and Instructional Coach	\$0	N/A	Ongoing
11. Provide funding to maintain school based literacy libraries.	2007-2012	Administration and Parent-Teacher Association	\$500	School Funds and Parent-Teacher Association Grants	Ongoing
12. Provide for and implement the use of appropriate technology resources and software support of instruction. a. Provide on-going professional development for teachers to become proficient in appropriate technology resources and software.	2007-2012	Administration, Instructional Coach, and Technology Resource Teacher	\$500	School and General Funds	Ongoing
13. Provide professional development to enable teachers to fully integrate technology and instruction.	2007-2012	Administrators and Teachers Instructional Coach and Teachers	Travel Reimbursement	School Funds	Ongoing
14. Fully implement district approved curriculum models.	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing
15. Implement periodic assessment and diagnosis of developmental skills.	2007-2012	Administration, Instructional Coach, Teachers, and Technology Resource Teacher	\$0	N/A	Ongoing

16. Utilize instructional coaches and technology resource teachers for professional development and teacher mentoring of content knowledge and instruction.	2007-2012	Technology Resource Teacher	\$0	N/A	Ongoing
17. Implement an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2007-2012	Technology Resource Teacher	\$0	N/A	Ongoing
18. MAC computer labs (2) are provided for students to research and create presentations.	2007-2012	Technology Resource Teacher	\$0	Clemson University	Ongoing
19. The "Techno-Bytes Club" is offered to students in order to enhance their technology skills.	2007-2012	Technology Resource Teacher	\$0	N/A	Ongoing
20. Train teachers in identifying scaffolding and acceleration strategies for the SDPC Model.	2007-2012	School District and Instructional Coach	\$0	N/A	Ongoing
21. Develop and articulate a research-based literacy model district-wide.	2007-2012	SDPC Instructional Department, Teachers	\$0	N/A	Ongoing
22. Provide funding to maintain school based literacy libraries.	2007-2012	Administration	\$0	N/A	Ongoing
23. Implement Project Read strategies into the second grade curriculum.	2007-2012	Second Grade Teachers	\$1000	Provided by Palmetto Gold Funds	Improved scores on formal and informal assessments
24. Incorporate Classworks into weekly plans.	2008-2012	Teachers	\$0	N/A	Weekly plans reflecting implementation of Classworks
25. Continue implementing the use of Clemson Assistant Teams (CAT) for students recommended and evaluated for special education services.	2007-2012	Teachers and Administrators	\$0	N/A	Monthly meetings held by team

26. Provide funding to refresh and refurbish math manipulatives.	2007-2012	Administration	\$250	District Funds	Ongoing
27. Provide tutoring for students in reading through "America Reads" during After-School-Care.	2007-2012	Administration, AR staff, After School Care staff	\$0	N/A	Ongoing
28. Administer MAP at least twice annually.	2007-2012	Technology Resource Teacher, Instructional Coach and Teachers	\$0	N/A	Ongoing
29. Use MAP results to identify skill needs by individual students for grade level mastery.	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing
30. Identify and implement common re-teaching strategies for students who do not demonstrate mastery of standards on common formative assessments.	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing

## School District of Pickens County-Clemson Elementary School

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		Student Achievement – Grades 3 through 5				
<b>PERFORMANCE GOAL 5 (DG 5)</b> By 2014, 100% of third-fifth grade students will score "Proficient or Advanced" on the state mandated PACT assessment in Reading and Math over the course of each school year.		<b>DATA SOURCE(S):</b> PACT Test Scores				
<b>MATH – Grade 3</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>			67	78	89	100
<b>Annual Results</b>	59.8	53.1				
<b>MATH – Grade 4</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>			72	86	94	100
<b>Annual Results</b>	70.2	70.6				
<b>MATH – Grade 5</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>			73	82	91	100
<b>Annual Results</b>	66.4	62.6				
<b>Reading-Grade 3</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>			85	90	95	100
<b>Annual Results</b>	77	80				
<b>Reading-Grade 4</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>			79	86	93	100
<b>Annual Results</b>	75.7	73.1				

<b>Reading-Grade 5</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>			73	82	91	100
<b>Annual Results</b>	65.4	66.4				

**Performance Goal 5:** By 2014, 100% of third-fifth grade students will score “Proficient or Advanced” on the state mandated PACT assessment in Reading and Math over the course of each school year.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor</b> <b>Completed YES/NO</b> <b>Continue</b> <b>Modify/Modified Date</b>
1. Establish a student/teacher ratio at 25:1 to support effective instructional practices.	2007-2012	School District	Teacher Salary	Pickens County School District	Ongoing
2. Review and revise curriculum to reflect approaches to South Carolina Academic Standards.	2007-2012	Administration and Teachers	\$0	N/A	Ongoing
3. Fully implement district approved curriculum models.	2007-2012	Administrators and Teachers	\$0	N/A	Ongoing
4. Provide professional development on district approved curriculum models.	2007-2012	Administration, Instructional Coach and Technology Resource Teacher	Travel Reimbursements	District Funds and School Funds	Ongoing
5. Provide funding to refresh and refurbish math manipulatives.	2007-2012	Administration	\$250	District Funds	Ongoing
6. Utilize technology resources such as Promethean Boards, streaming videos, etc.	2007-2012	Instructional Coach and Teachers	\$0	N/A	Ongoing

7. Implement periodic assessment and diagnosis of developmental skills.	2007-2012	Administration, Instructional Coach, Teachers, and Technology Resource Teacher	\$0	N/A	Ongoing
8. Utilize instructional coaches and technology resource teachers for professional development and teacher mentoring of content knowledge and instruction.	2007-2012	Administration, Instructional Coach, Teachers, and Technology Resource Teacher	\$0	N/A	Ongoing
9. Implement an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2007-2012	Technology Resource Teacher	\$0	N/A	Ongoing
10. MAC computer labs (2) are provided for students to research and create presentations.	2007-2012	Technology Resource Teacher and Participating Teachers	\$0	Clemson University	On-going
11. Digital Express, an online writing program, is offered to classrooms in order to assist students when learning to better their writing skills.	2007-2012	Technology Resource Teacher	\$0	N/A	On-going
12. The "Techno-Bytes Club" is offered to students in order to enhance their technology skills.	2007-2012	Technology Resource Teacher	\$0	N/A	On-going
13. Provide "Science Rocks," a science fair for grade 3.	2007-2012	Parent Volunteers	\$300	PTA	On-going
14. Implement Project Read strategies throughout the	2008-2012	Teachers	\$0	N/A	On-going

third through fifth grade curriculum.					
15. Incorporate Classworks into weekly plans.	2007-2012	Teachers and Instructional Coach	\$0	N/A	Ongoing
16. Implement the Write from the Beginning program into the school curriculum.	2007-2012	Teachers and Instructional Coach	\$0	N/A	On-going
31. Provide tutoring for students in reading through "America Read" during After-School-Care.	2007-2012	Teachers, AR staff, and ASC staff	\$0	N/A	On-going
32. Administer MAP at least two times annually.	2007-2012	Technology Resource Teacher, Instructional Coach, and Teachers	\$0	N/A	On-going
33. Use MAP results to identify skill needs by individual students for grade level mastery.	2007-2012	Teachers, Instructional Coach	\$0	N/A	On-going
34. Identify and implement common re-teaching strategies for students who do not demonstrate mastery of standards on common formative assessments.	2007-2012	Teachers, Instructional Coach	\$0	N/A	On-going

## School District of Pickens County-Clemson Elementary School

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		School Climate-Attendance				
<b>PERFORMANCE GOAL 6 (DG 10)</b> By 2012, Clemson Elementary student and teacher attendance rate will attain a minimum of 94% each year through 2012.		<b>DATA SOURCE(S):</b> South Carolina School Report Card				
<b>Student Attendance Rate</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		94	94	94	94	94
<b>Annual Results</b>	97.3					
<b>Teacher Attendance Rate</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		94	94	94	94	94
<b>Annual Results</b>	92.3					

**Performance Goal 6:** By 2012, Clemson Elementary student and teacher attendance rate will attain a minimum of 94% each year through 2012.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor Completed YES/NO</b>  <b>Continue</b>  <b>Modify/Modified Date</b>
1. Implement attendance intervention procedures as prescribed by state and district regulations.  2. Provide school/home communication for student absences by Parent Link, School, Fusion, etc.  3. Increase services to students and families focused on attendance: Behavior Interventionist, translators for non-English speaking families, parent involvement facilitators, and Volunteer Coordinator.  4. Implement "Pop Stars" teacher morale project to encourage teachers.	2007-2012	Administration and SASI Operator	\$0	N/A	Ongoing
	2007-2012	Administration and SASI Operator	\$0	N/A	Ongoing
	2007-2012	Administration, Guidance Counselor, English for Speakers of Other Languages Teacher and Parent- Teacher Association	\$0	N/A	Ongoing
	2007-2012	Administration	\$0	N/A	Ongoing

**School District of Pickens County-Clemson Elementary School**

<b>District Strategic Plan 2008-2012</b>	
<b>Performance Goal Area:</b>	<b>School Climate - Hearing Office Data</b>
<b>PERFORMANCE GOAL 7 (DG 11)</b> The number of students referred to the office for disciplinary reasons will decrease each year.	<b>DATA SOURCE(S):</b> SASI data

<b>Hearing Officer Data</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		192	144	96	48	0
<b>Annual Results</b>	221					

**Performance Goal 7:** The number of students referred to the office disciplinary reasons will decrease each year.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor Completed YES/NO</b>  <b>Continue</b>  <b>Modify/Modified Date</b>
1. Establish a PBIS program to reduce the number of negative behavioral disruptions in the classrooms and on the buses.	2007-2012	Administration, Guidance Counselor, and Teachers	\$0	N/A	Ongoing
2. Develop a proactive counseling program focused on reducing incidents resulting in office referrals.	2007-2012	Administration and Guidance Counselor	\$0	N/A	Ongoing
3. Provide assistance to schools in referral analysis for preventative behavior actions.	2007-2012	Administration and Guidance Counselor	\$0	N/A	Ongoing
4. Provide all discipline information and communication in native language.	2007-2012	Administration and English for Speakers of Other Languages Teacher	\$0	N/A	Ongoing
5. Train teachers in classroom management strategies to include CPI (Crisis Prevention Intervention) where appropriate.	2007-2012	Administration, Instructional Coach, and district personnel	\$0	N/A	Ongoing
6. Fully implement an on-going Character Education	2007-2012	Teachers and Guidance	\$0	N/A	Ongoing

program.		Counselor			
7. Train teachers on bullying prevention.	2007-2012	Administration and Guidance Counselor	\$0	N/A	Ongoing
8. Begin professional development aiming towards implementation of PBIS at Clemson Elementary School.	2007-2012	Administration, Teachers, and Staff	\$500	School Funds	PBIS plan fully in place 2009-2010 school year
9. Utilize The Big Brother / Big Sister program to enhance students' lives.	2007-2012	Guidance and Big Brother/Big Sister volunteers	\$0	N/A	Ongoing
10. Collaborate with Clemson University in order to enhance the social and emotional skills special needs students through the Special Olympics.	2007-2012	Participating Teachers and Clemson University	\$0	N/A	Ongoing

## School District of Pickens County-Clemson Elementary School

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		School Climate – Parent Conference Participation				
<b>PERFORMANCE GOAL 8 (DG 12)</b>		<b>DATA SOURCE(S):</b>				
The number of parents who participate in Open-Houses or parent-teacher conferences as defined by state report card will be at least 98% by 2013-2014.		South Carolina School Report Card				
<b>Parent Conferences</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		98	98	98	98	98
<b>Annual Results</b>	100					

**Performance Goal 8:** The number of parents who participate in Open-Houses or parent-teacher conferences as defined by state report card will be at least 98% by 2013-2014.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement , academic assistance, technology, School funds, etc.)	<b>Monitor Completed YES/NO</b>  <b>Continue</b>  <b>Modify/Modified Date</b>
1. Continue to have a community advisory committee that works directly with superintendent.	2007-2012	Administration	\$0	N/A	Ongoing
2. Provide opportunities for parents to visit schools for workshops/training/conferences (Ex. technology classes, flexible scheduling, adult education technology classes, etc.).	2007-2012	Technology Resource Teacher, Teachers, and Instructional Coach	\$0	N/A	Ongoing
3. Utilize district, school, and teacher WebPages to communicate with parents.	2007-2012	Technology Resource Teacher and Teachers	\$0	N/A	Ongoing
4. Provide a Parent Community Involvement Specialist.	2007-2012	District Administration	\$0	N/A	Ongoing
5. Provide opportunities for parents to interact with teachers and students through class visits, student conferences, home visits, and on-going communication plans.	2007-2012	Administrators and Teachers	\$0	N/A	Ongoing

6. Provide two in-service days for parent conferences from 10 am to 6 pm.	2007-2012	District and School Administration	\$0	N/A	Conference Dates Held
7. School stakeholders and parents collaborate and socialize during Open House nights.	2007-2012	Administration, Teachers, Staff, and Parent-Teacher Association	\$0	N/A	Ongoing

## School District of Pickens County-Clemson Elementary School

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		School Climate – Physical and Social Environment				
<b>PERFORMANCE GOAL 9 (DG 13)</b> At least a combined mean of 95% of teachers, students, and parents will indicate satisfaction with their school’s physical and social environment, the learning environment, and school-home relations each year through 2013-2014.	<b>DATA SOURCE(S):</b> South Carolina School Report Card Surveys					
<b>Physical and Social Environment</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		95	95	95	95	95
<b>Annual Results</b>	93.8					

**Performance Goal 9:** At least 95% of teachers, students, and parents will indicate satisfaction with their school’s physical and social environment each year through 2013-2014.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor</b>  <b>Completed YES/NO</b>  <b>Continue</b>  <b>Modify/Modified Date</b>
1. State supplied surveys will be administered to fifth-grade students, their parents, and all certified personnel. Results will be analyzed upon return from the state.	2007-2012	Administration and Teachers	\$0	N/A	Annually

**School District of Pickens County-Clemson Elementary School**

<b>District Strategic Plan 2008-2012</b>						
<b>Performance Goal Area:</b>		Highly Qualified Teachers				
<b>PERFORMANCE GOAL 10 (DG 14)</b> 100% of teachers who teach core academic subjects will be highly qualified by the year 2013-2014.		<b>DATA SOURCE(S):</b> Highly qualified personnel data as defined for the Report Card Report Card - Percent classes not taught by highly qualified teachers				
<b>Highly Qualified Teachers</b>	<b>2007 Baseline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Annual Results Projection</b>		100	100	100	100	100
<b>Annual Results</b>	100					

**Performance Goal 10:** 100% of teachers who teach core academic subjects will be highly qualified by the year 2013-2014.

<b>Activity</b> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, School funds, etc.)	<b>Monitor Completed YES/NO</b>  <b>Continue</b>  <b>Modify/Modified Date</b>
1. Determine highly qualified status during application and interview process.	2007-2012	District Office Human Resources	\$0	N/A	Ongoing
2. Provide new hires with job responsibilities to improve communication and job understanding.	2007-2012	District Office Human Resources	\$0	N/A	Ongoing
3. Provide funding to support recruitment materials and site visits.	2007-2012	District Office Human Resources	\$0	N/A	Ongoing
4. Provide orientation for induction teachers and those going through ADEPT.	2007-2012	School District	\$0	N/A	Annually and As Needed
5. Provide an assistance team for each induction teacher to include a mentor and administrator.	2007-2012	Administration and School District	\$0	N/A	Ongoing
6. Provide assistance for continuing contract teachers being evaluated through the ADEPT model.	2007-2012	Administration, Teachers, and School District	\$0	N/A	Ongoing

7. Maintain and assign master teachers to serve as mentors and ADEPT evaluators.	2007-2012	Administration and School District	\$0	N/A	Ongoing
8. Provide "Foundations in Mentoring" program for 2 <sup>nd</sup> year mentors.	2007-2012	School District	\$0	N/A	Ongoing
9. Provide time as needed for teachers to observe Master Teachers.	2007-2012	Administration	\$0	N/A	Ongoing
10. Provide training for teachers to meet technology proficiency requirements.	2007-2012	School District, Administration, and Technology Resource Teacher	\$0	N/A	Ongoing
11. Implement a software program to assist teachers with tracking progress toward certification.	2007-2012	School District and Technology Resource Teacher	\$0	District Funds	Ongoing
12. Implement and monitor employee evaluations annually.	2007-2012	School District and School Administration	\$0	N/A	Annually
13. Encourage aspiring leaders through mentoring and internship experience.	2007-2012	School District and School Administration	\$0	N/A	Ongoing
14. Coordinate HOUSSE teams.	2007-2012	School District and School Administration	\$0	N/A	Annually