

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

**Hilton Head Island Elementary SCHOOL
BEAUFORT COUNTY SCHOOL DISTRICT**

SCHOOL RENEWAL PLAN FOR YEARS 2014-2019-2019 (*five years*)

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Earl Campbell		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Jeffrey Moss		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kara Cooke		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Sarah Owen		
PRINTED NAME	SIGNATURE	DATE

SCHOOL Hilton Head Island Elementary School
ADDRESS: 30 School Road, HHI, SC 29926

SCHOOL'S TELEPHONE: (843)342-4100

PRINCIPAL'S E-MAIL ADDRESS: sarah.owen@beaufort.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Sarah Owen
2. TEACHER	Kit Seelbach
3. PARENT/GUARDIAN	Karen Perdue
4. COMMUNITY MEMBER	Leah Arnold
5. SCHOOL IMPROVEMENT COUNCIL	Kara Cooke
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principals</u>	<u>Michelle Brockway/Heidi Neeson</u>
<u>Numeracy Coach</u>	<u>Maureen Kecmer</u>
<u>Literacy Coach</u>	<u>Anjie Olander</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 PLAN

Act 135 Assurances

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

X **Academic Assistance, 1–3**

The school makes special efforts to assist children in 1–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–5**

The school makes special efforts to assist children in grades 4–5 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

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

X **Staff Development**

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

X **Technology**

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

X **Innovation**

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

NA **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited

English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X **Collaboration**

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

X **Developmental Screening**

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

NA **Half-Day Child Development**

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

X **Developmentally Appropriate Curriculum for 1–3**

The school ensures that the scope and sequence of the curriculum for 1–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X **Parenting and Family Literacy**

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

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

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

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Hilton Head Island Elementary advocates high expectations for learning as well as shared values and beliefs about teaching and learning.

Maintaining communication with all stakeholders is paramount. To that end, we foster system wide strategies to listen to and communicate with parents through a variety of methods including social media. In order to commit to a student centered culture based on shared values and beliefs, our aim is to conduct more student led conferences and increase PTO and SIC membership and look to recruit members whose demographics are more representative of current student demographics.

At Hilton Head Island Elementary, adequate resources to meet the needs of all faculty and staff are continually reviewed, refined and allocated. As we move forward, we will ensure that the availability of materials and resources continue to be current. Educators using and integrating the technology tools such as iPads in our PYP curriculum are preparing our students for higher education and the workforce. Staff professional development related to technology initiatives will be ongoing.

As a PYP school, we are required to train teachers at International Baccalaureate approved workshops. Therefore, all certified teachers will attend at least one PYP authorized training over the next five-year period.

We have approximately 953 students: 472 Hispanic/Latino, 348 Caucasian and 90 African American, and 43 Other. Out of our Hispanic population, over 350 students are formally identified as an English Learner, per state language proficiency criteria. We have a variety of program choices for our students including: blended/flipped model, sheltered classes for our newest English Learners and Chinese and Spanish dual-language immersion classes where 50% of the content is taught in the Target Language. In addition, we have inclusion classes for some of our higher functioning special education students. Our curriculum, instructional design and assessment practices align with the beliefs of the International Baccalaureate to guide and ensure teacher effectiveness and transdisciplinary learning across all grade levels.

We regularly review Fountas and Pinnell, SC Ready, SCPASS and MAP data over the five-year period for continuous improvement of all students. We have noted an achievement gap between our Caucasian and Hispanic and African American students. This gap overall is between 2 and 10 points for Math and ELA. Part of the reason for the wide gap is that our Caucasian students are outperforming the district/national mean in most grade levels in Math and ELA and the time it takes to learn the English Language (5 - 10 years). Overall, our Winter MAP data showed that HHIE students are performing at or better than the district and national mean in all areas. Fourth grade is slightly below mean in ELA and our fifth grade is out performing means in both areas. Data from state testing in 2017 show strong performance overall in ELA and Math, but a significant weakness in Science performing below state mean. Fourth grade showed almost 88% of students achieving at the Met or Above level. The school leadership team is committed to focusing our attention on this gap and developing strategies to narrow this gap while still maintaining academic excellence for all students. We are also evaluating language proficiency data in English and the target languages and look to note trends of progression and trends towards full proficiency. We recognize that fostering one's proficiency in their native language supports proficiency in another language.

The below charts showcase summative state assessment and MAP data:

2018 SC READY ELA Overview

Grade Level	School	Number of Students Tested	% Does Not Meet Expectations	% Approaches Expectations	% Meets/ Exceeds Expectations
3	Hilton Head Island Elementary	169	23.1	26.6	50.3
	Beaufort County School District	1,677	23.6	32.4	44.0
	State	59,902	23.2	31.7	45.2
4	Hilton Head Island Elementary	204	32.8	25.5	41.7
	Beaufort County School District	1,758	27.2	28.9	43.9
	State	60,319	28.2	28.0	43.9
5	Hilton Head Island Elementary	213	26.8	28.2	45.1
	Beaufort County School District	1,692	28.0	32.9	39.1
	State	60,829	27.5	33.6	38.9

2018 SC READY Math Overview

Grade Level	School	Number of Students Tested	% Does Not Meet Expectations	% Approaches Expectations	% Meets/ Exceeds Expectations
3	Hilton Head Island Elementary	169	17.8	17.2	65.1
	Beaufort County School District	1,675	18.3	22.6	59.1
	State	59,909	21.5	22.8	55.7
4	Hilton Head Island Elementary	204	19.1	26.5	54.4
	Beaufort County School District	1,758	26.4	25.6	48.0
	State	60,342	25.1	26.8	48.1
5	Hilton Head Island Elementary	213	23.0	22.1	54.9
	Beaufort County School District	1,692	22.1	26.5	51.4
	State	60,845	27.0	27.8	45.2

2018 SC PASS Science Overview

Grade Level	School	Number of Students Tested	% Does Not Meet Expectations	% Approaches Expectations	% Meets/ Exceeds Expectations
4	Hilton Head Island Elementary	204	23.5	27.9	48.5
	Beaufort County School District	1,758	22.8	27.1	50.1
	State	60,327	22.8	27.4	49.8

2018 SC PASS Social Studies Overview

Grade Level	School	Number of Students Tested	% Does Not Met	% Met	% Exemplary
5	Hilton Head Island Elementary	213	35.2	25.8	39.0
	Beaufort County School District	1,691	30.8	38.2	31.0
	State	60,821	30.1	38.2	31.7

2018 SC READY Scores by Grade Level and Demographic

(shown in percentage)

		Does Not Meet			Approaches Expectations			Meets or Exceeds Expectations		
	Grade Level	White	Hispanic	African American	White	Hispanic	African American	White	Hispanic	African American
ELA	3	10.0	30.4	*	20.0	32.9	*	70.0	36.7	*
	4	13.5	45.9	47.8	18.9	29.6	30.4	67.6	24.5	21.7
	5	8.3	37.3	*	14.3	39.2	*	77.4	23.5	*
Math	3	11.4	19.0	*	8.6	22.8	*	80.0	58.2	*
	4	6.8	24.5	39.1	16.2	35.7	30.4	77.0	39.8	30.4
	5	4.8	32.4	*	8.3	31.4	*	86.9	36.3	*

* Number of students tested was less than 20

2018 SC PASS Science Scores by Demographic

(shown in percentage)

Grade Level	Does Not Meet			Approaches Expectations			Meets or Exceeds Expectations		
	White	Hispanic	African American	White	Hispanic	African American	White	Hispanic	African American
4	6.8	32.7	43.5	20.3	35.7	26.1	73.0	31.6	30.4

2018 SC PASS Social Studies Scores by Demographic

(shown in percentage)

Grade Level	Not Meet			Met			Exemplary		
	White	Hispanic	African American	White	Hispanic	African American	White	Hispanic	African American
5	14.3	49.0	*	14.3	32.4	*	71.4	18.6	*

* Number of students tested was less than 20

2017 - 2018 MAP Math Mean Score Data

Grade Level	School	Fall 2017 Mean	Winter 2018 Mean	Spring 2018 Mean	Fall - Spring Change
1	Hilton Head Island Elementary	166.6	176.9	186.6	20
	Beaufort County School District	161.3	174.5	184.4	23.1
2	Hilton Head Island Elementary	178.5	187.3	192.3	13.8
	Beaufort County School District	176.2	185.7	192	15.8
3	Hilton Head Island Elementary	190.3	198.6	204.6	14.3
	Beaufort County School District	190.4	198.8	203.4	13
4	Hilton Head Island Elementary	205.1	212.4	217.2	12.1
	Beaufort County School District	201.1	208.4	212.7	11.6
5	Hilton Head Island Elementary	215	221.2	225.5	10.5
	Beaufort County School District	211.9	218.1	221.8	9.9

2017 - 2018 MAP Reading Mean Score Data

Grade Level	School	Fall 2017 Mean	Winter 2018 Mean	Spring 2018 Mean	Fall - Spring Change
1	Hilton Head Island Elementary	165.6	171.3	178.1	12.5
	Beaufort County School District	161.3	171.5	177.5	16.8
2	Hilton Head Island Elementary	175.6	182.5	188	12.4
	Beaufort County School District	172.7	182.5	188.1	15.4
3	Hilton Head Island Elementary	186.1	194.4	198.7	12.6
	Beaufort County School District	187.3	194.8	197.4	10.1
4	Hilton Head Island Elementary	197.5	202.7	205.3	7.8
	Beaufort County School District	197.3	203.1	204.2	6.9
5	Hilton Head Island Elementary	207.2	210.7	213.6	6.4
	Beaufort County School District	204.6	209.8	210.9	6.3

The assessment team analyzes a range of data about student learning to include performance measures, comparison and trend data, verifiable growth in student performance using summative and formative assessments. Staff members use these results to guide continuous improvement and communicate the results of the performance to all stakeholders in a timely manner. By analyzing the data on the school report card and collaborating with all stakeholders, we will target our needs within the school to ensure continual improvement.

In order to support student performance and system effectiveness, we will use an evaluation/ evidence process. Instructional observations with feedback will be conducted by literacy, numeracy, technology, and PYP coaches on a regular basis. To assist with teacher retention, growth, and success, we will increase the number of teachers who are trained to mentor.

Current and historic school state assessment data broken down by subgroups and other demographic area can be found at <https://www.ed.sc.gov/data/test-scores/>.

School Report card information, including rating information, can be found at: <https://www.ed.sc.gov/data/report-cards/>

MISSION, VISION, VALUES, AND BELIEFS

DISTRICT

Mission

The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Vision

We will work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

Core beliefs

We believe:

- Every student can learn using his or her valuable and unique talents and skills.
- Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
- High expectations of the school community positively impact student success.
- Early childhood learning experiences form the foundation of future school success.
- Students learn best when they are engaged and provided with opportunities for problem solving and active participation.
- All students are entitled to learning experiences so that they can become competent and confident in the skills and knowledge needed to become successful and productive citizens.

- Investment, involvement and connection of all members of the school community are essential to a student's success.
- Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.
- The collection, analysis and use of data from a variety of sources are critical to making decisions.
- Students should be prepared to compete and contribute in a changing global and multilingual society.

SCHOOL

Hilton Head Island Elementary

Vision

We envision a learning community where caring, knowledgeable adults encourage all children to love learning and to become responsible citizens of the world.

Mission

Our mission is to develop world citizens who are compassionate, life-long learners who demonstrate the attributes of the learner profile.

SCHOOL RENEWAL PLAN FOR HILTON HEAD ISLAND ELEMENTARY DATE: March 2018
Performance Goal Area: School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

<p>PERFORMANCE GOAL #1: (Statement of desired progress or result over five years)</p>	<p>Purpose and Direction: <i>Beaufort County School District maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</i></p>
<p>INTERIM PERFORMANCE GOAL: (One-year goal)</p>	<ol style="list-style-type: none"> 1. Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success. 2. Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning. 3. Use system-wide strategies to listen to and communicate with stakeholders. 4. Communicate expectations and results for student learning and goals for improvement to all stakeholders. 5. Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.
<p>DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)</p>	<p>Student led Parent Conferences, PTO membership, Mentors, Volunteers, SIC Members, Literacy & Numeracy Interventionists, Literacy and Math Nights, ESOL Nights, International Night, Coffee Tea and PYP, New Student Meet and Greet, After School CLubs, Muffins for Moms, Donuts for Dads, Thanksgiving Lunch, Read to Succeed (R2S) Conferences, R2S Tutoring morning and afternoon, SCReady Tutoring.</p>

OVERALL MEASURES: SOURCE: PTO Membership Student Led Conferences <i>* Represents projections of improvement</i>	AVERAGE BASELINE		2014-2019-15	2015-16	2016-17	2017-18	2018-19
	330 PTO Membership	Projected Data	360	390	410	440	470
		Actual Data	412	450	330	320	
690 Student Led Conferences		710	730	750	770 641	800	

ACTION PLAN FOR STRATEGY					EVALUATION/EVIDENCE
#1: Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success.					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Host cluster School Improvement Council meetings.	Quarterly – August 2014-2019	BCSD	\$0	NA	School Improvement Council (SIC) schedule, agenda, and meeting minutes
2. Parent Educational Nights	August-May	Pedagogical Leadership Team	\$3000	Title I, Title III	Schedule, agenda, and attendance
3. Host Parent Teacher Organization (PTO) Sponsored Activities	August 2014-2019 Ongoing	PTO Board	Varies	PTO	Schedule, agenda, and attendance

4. Hold Faculty, Primary Years Program (PYP), Literacy, & Numeracy Meetings	August 2014-2019 Ongoing	Pedagogical Leadership Team	\$0	NA	Schedule, agenda, and meeting minutes
5. Host Monthly SIC Meetings	September 2014-2019 Monthly	SIC Members Principal	\$0	NA	School Improvement Council schedule, agenda, attendance, meeting minutes
6. Hold Student Led Conferences	October 2014-2019 Bi-Annually with PYP Coordinator	Teachers, Students, Parents	\$0	NA	Schedule and attendance sheet.

ACTION PLAN FOR STRATEGY #2: Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Actively recruit volunteers within the community.	August 2014-2019 Ongoing	Pedagogical Leadership Team, Social Worker, School Counselors	\$0	NA	School Improvement Council Meeting Minutes, Parent Teacher Organization Meeting Minutes, Family Night Sign Up Sheets
2. Advertise volunteer opportunities and resources.	August 2014-2019 Ongoing	Pedagogical Leadership Team, PTO, Staff	\$0	NA	School-wide; grade level classroom newsletters and websites, Class Notes, emails and phone blasts, La Isla, Facebook, Open House

3. Identify individuals within the school to serve as volunteer coordinators.	August 2014-2019 Ongoing	Bilingual Liaison, Parent Liaison , Literacy Coach, Numeracy Coach, PYP Coordinator School Counselors, Social Worker, Administrative Assistant	\$0	NA	Staff Roster
4. Develop relationships with business partners.	August 2014-2019 Ongoing	SIC, PTO, Art/Studio/Music Teachers, Parent Liaison	\$0	NA	Principal membership with business and education partners: NOC, Boys & Girls Club; Island Rec. The Crab Group,Tio's. Continue membership with Chamber of Commerce and Rotary
5. Invite local community members to educational programs.	August 2014-2019 Ongoing	Pedagogical Leadership Team	\$0	NA	Community involvement log.
6. Hold community programs to inform community stakeholders about HHIE.	August 2014-2019 Quarterly	Pedagogical Leadership Team	\$0	NA	Outlook schedule and agenda

ACTION PLAN FOR STRATEGY #3: Use system-wide strategies to listen to and communicate with stakeholders.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	Funding Source/ NA	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Develop forthright, genuine relationships with public opinion influencers.	August 2014-2019 Ongoing	Pedagogical Leadership Team, SIC, PTO, Teacher Forum Members/ Team Leaders, SPED, English Speakers of Other Languages (ESOL)	\$0	NA	District Teacher Forum, Principal involvement with local Rotarians and Chamber of Commerce.
2. Promote Superintendent Town Hall monthly meetings with parents.	August 2014-2019 Bi-Annually	Principal	\$0	NA	Outlook schedule and agenda. Facebook and Website

3. Build confidence among stakeholders that a capable leadership team is in place.	August 2014-2019 Ongoing	Teacher Forum/Team Leader, SIC, PTO	\$0	NA	School Improvement Council, Parent Teacher Organization Teacher Forum/Team Leaders, Meeting Notes
4. Use a variety of resources to communicate with stakeholders.	August 2014-2019 Ongoing	All Stakeholders	\$0	NA	Google Classroom, Class Dojo, Email, Facebook, Power School Messenger, Report Cards, HHIE Web Page, Newsletters, Agenda Books

ACTION PLAN FOR STRATEGY #4: Communicate expectations and results for student learning and goals for improvement to all stakeholders.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Use a variety of methods to disseminate information to parents and stakeholders.	August 2014-2019 Ongoing	Staff	\$0	NA	School and Teacher Newsletters, Power School, Phone and Email Blasts, Google Docs, Website, Facebook, Communication Folders, Instagram
2. Student Led Conferences	August 2014-2019 Once a year	Staff, Students, Parents	\$0	NA	Teacher data sheets turned in to principal.

ACTION PLAN FOR STRATEGY #5: Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district’s mission and vision.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Student leaders share information, expectations, values and beliefs regarding teaching and learning with their peers.	August 2014-2019 Ongoing	GT/PYP Coordinator, Assistant Principal, Technology Lead	\$0	NA	Student Council and School Action Committee schedule and meeting minutes.
2. Include classified and certified staff in the sharing process	August 2014-2019 Ongoing	Pedagogical Leadership Team	\$0	NA	Teacher Leader Meeting, Response to Intervention, Parent Teacher Organization, School Improvement Council, Special Education (SPED), ESOL, Grade level and Faculty meetings and minutes. Team Leader meetings

3. Address students' overall sense of well-being – physical, social and emotional	August 2014-2019 Ongoing	All school counselors, school social worker, stakeholders, including mentors and volunteers	\$0	N/A	Personal Social Physical Education Scope & Sequence, Walking Club, Lunch and Snack Policy, Mentor Log, Marathon Kids, Fresh Pick, Fuel Up to Play 60, CAPA, Fitnessgram, Ronald McDonald, Backpack Buddies, monthly guidance lessons, Lions Club (vision and hearing)
4. Mission and Vision Review and Share	August 2014-2019 August	Pedagogical Leadership Team	\$0	NA	Staff meeting agenda and notes

SCHOOL RENEWAL PLAN FOR HILTON HEAD ISLAND ELEMENTARY

DATE: March 2018

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

PERFORMANCE GOAL #2: (Statement of desired progress or result over five years)	Resources and Support Systems: <i>Beaufort County School District has resources and provides services in all schools that support its purpose and direction to ensure success for all students.</i>
INTERIM PERFORMANCE GOAL: (One-year goal)	<ol style="list-style-type: none"> 1. Mentor qualified professional staff capable of fulfilling assigned roles and responsibilities. 2. Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience). 3. Ensure that all staff participates in a continuous program of professional development. 4. Assign sufficient staff to meet the vision and purpose of each school. 5. Budget sufficient resources to support educational programs and implement plans for improvement. 6. Monitor all financial transactions through a recognized, regularly audited accounting system. 7. Provide an environment that is safe and orderly for all occupants. 8. Provide technology infrastructure to supports schools' teaching, learning and operational needs. 9. Develop and keep current a written security and crisis management plan with appropriate training for stakeholders. 10. Ensure 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. 11. Provide appropriate support for students with special needs. 12. Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.

DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)	Staff PYP training data sheet Staff Retention Report																																
OVERALL MEASURES: SOURCE: PYP Tiered Professional Development Staff Retention <i>* Represents projections of improvement</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">AVERAGE BASELINE</th> <th></th> <th style="width: 10%;">2014-15</th> <th style="width: 10%;">2015-16</th> <th style="width: 10%;">2016-17</th> <th style="width: 10%;">2017-18</th> <th style="width: 10%;">2018-19</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">96%</td> <td style="text-align: center;">Projected Data</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">70%*</td> <td style="text-align: center;">85%*</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">Actual Data</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">TBA</td> <td></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">80%</td> <td></td> <td style="text-align: center;">82%</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>						AVERAGE BASELINE		2014-15	2015-16	2016-17	2017-18	2018-19	96%	Projected Data	45%	55%	70%*	85%*	100%	Actual Data	45%	60%	90%	TBA		80%		82%	84%	86%	88%	90%
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ACTION PLAN FOR STRATEGY #1: Provide qualified mentors capable of fulfilling assigned roles and responsibilities.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Mentors are assigned to all induction and formal evaluation teachers for support and feedback.	August 2014-2019	Administration	\$0	N/A	Mentor Assignment Sheet.

ACTION PLAN FOR STRATEGY #2: Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience).					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Maintain equitable staff experience levels throughout the school.	August 2014-2019 Ongoing	Administration	\$0	N/A	Staffing Model
2. Team leaders and PYP leaders are assigned.	Aug. 2014-2019 Annually	Pedagogical Leadership Team	\$0	N/A	Committee Member Lists
3. Teachers volunteer to serve on various academic committees to enhance student achievement.	August 2014-2019 Ongoing	Administration	\$0	N/A	Committee Member Lists

ACTION PLAN FOR STRATEGY #3: Ensure that all staff participates in a continuous program of professional development.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Provide PYP staff development.	August 2014-2019 Ongoing	Pedagogical Leadership Team	N/A	District	Agenda and sign in sheets for bi-monthly meetings to ensure vertical and horizontal articulation
2. Provide staff development	August 2014-2019 Ongoing	Pedagogical Leadership Team	NA	District	Agenda and sign in sheets for bimonthly meetings and additional meetings that are designed to help with the implementation of the South Carolina College and Career Ready State Standards.
3. R2S Course Requirements	August 2017-2019	Pedagogical Leadership Team	NA	District	My Learning Plan, Sign-in Sheets, State-issued certificates

	Ongoing	Literacy Coach			
4. District Expectations for Specialized training (ie. SIOP, etc)	August 2014-2019 Ongoing	Pedagogical Leadership Team District	NA	District	My Learning Plan, Certificates of Completion

ACTION PLAN FOR STRATEGY #4: Assign sufficient staff to meet the vision and purpose of each school.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that staff in is in place to fulfill the requirements of the Master Schedule in order to meet the vision and purpose of the school and the PYP program requirements.	August 2014-2019 Ongoing	Administration	\$0	N/A	Master Schedule Science Lab Language Media
2. Assign a staff member as PYP Coordinator to continue to meet the vision and purpose of a PYP school.	May 2014-2019 Ongoing	Principal	\$0	N/A	Assigned to the PYP coordinator role.
3. Supplemental staff to further support PYP and SCCR Standards (tutors,	August 2017-2019 Ongoing	Principal	TBD	Title 1	Payroll, Right to Hire

teaching assistants, floating subs)					
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ACTION PLAN FOR STRATEGY #5: Budget sufficient resources to support educational programs and implement plans for improvement.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that funds/resources are aligned to student achievement needs.	August 2014-2019 Ongoing	Principal	\$0	N/A	Monthly Bookkeeper meeting with principal to review budget.
2. To allocate funds/resources for educational programs to support the Program of Inquiry (POI).	August 2014-2019 Ongoing	Principal; Coaches; PYP Coordinator; World Language Department Head; Team Leaders	\$0	N/A	Staffing notes at all meetings.

ACTION PLAN FOR STRATEGY #6: Monitor all financial transactions through a recognized, regularly audited accounting system.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Maintain qualified employees on staff with professional certifications.	August 2014-2019 Ongoing	Principal	\$0	N/A	Staff retention data.
2. Maintain regular bookkeeping meetings to review all accounts.	August 2014-2019 Monthly	Principal; Bookkeeper	\$0	N/A	Outlook scheduled meetings.
3. Follow district procedures for financial transactions: cash receipts, purchases, payroll	August 2014-2019 Ongoing	Principal, Bookkeeper	\$0	N/A	payroll records, receipt books, purchase order records

ACTION PLAN FOR STRATEGY #7: Provide an environment that is safe and orderly for all occupants.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Develop, establish and maintain short- and long-term planning processes to provide a safe and orderly environment for all students.	August 2014-2019 Ongoing	Administration	\$0	N/A	Pedagogical Leadership Team (Admin, Numeracy/Literacy/PYP Coaches, Team Leaders), School wide Essential Agreements; PBIS
2. Review arrival and dismissal procedures.	August 2014-2019	Administration; Classroom Teachers	\$0	N/A	Staff Handbook, Student Agenda Book
3. Completion of Safe School videos.	August – Sept. 2014-2019 Ongoing	All staff	\$0	N/A	Safe School Report
4. Emergency Response Team members to be trained.	September 2014-2019 Ongoing	Administration	NA	District	Certificate of Completion
5. Crisis Prevention Intervention Team to stay current.	Ongoing 2014-2019	Administration; Crisis Prevention Intervention Team	\$0	N/A	List of Crisis Prevention Intervention certified staff members (Admin, SPED, Behavior Management Specialists)

ACTION PLAN FOR STRATEGY #8: Provide technology infrastructure to supports schools’ teaching, learning and operational needs.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Provide training for teachers on using available technology equipment, software and applications to increase student achievement.	Ongoing 2014-2019	Technology Coaches; Math and Literacy Coaches	\$0	N/A	Training schedule and sign in, My Learning Plan records

ACTION PLAN FOR STRATEGY #9: Develop and keep current a written security and crisis management plan with appropriate training for stakeholders.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Regularly review existing plans, equipment and security measures with in-house staff and independent personnel trained in law enforcement.	August 2014-2019 Quarterly	Administration, Protective Service Officer	\$0	N/A	Staff Meeting Agenda and sign in sheet
2. Update and maintain relationships with local emergency management services.	August 2014-2019	Administration; Protective Service Officer, Director of Public Relations	\$0	N/A	Monthly Community Resource Officer Check in, First Grade Community Fair
3. Conduct ongoing training and monitoring of staff in emergency management procedures.	August 2014-2019 Monthly	Administration Coordinator of Protective Services	\$0	N/A	Staff Meeting Agenda and Sign in sheets, Safety drills

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Base School Counselors Services procedures and staff-student ratios on state and nationally recognized standards.	August 2014-2019 Ongoing	Human Resources, Administration	\$0	N/A	School Counselors Schedule and Staffing Model, PBIS
2. Involve School Counselors Services in classroom instruction to address differences in culture, values and lifestyles.	August 2014-2019 Ongoing	School Counselors Department; PE Teachers; Social Worker	\$0	N/A	School Counselors Schedule and School Counselors Standards, Personal-Social-Education Standards
3. Educate parents, school staff and students about School Counselors services and outside resources.	August 2014-2019 Ongoing	School Counselors PE Teachers; Social Worker; Administration	\$0	N/A	Staffing notes at Individualized Educational Plan (IEP), 504, and School Social Worker Log notes, staffing agenda and sign in sheets

Establish meeting student needs for School Counselors services as the primary mission. Other functions, such as administration and testing services, shall be addressed only after students' School Counselors services needs have been met.	August 2014-2019 Ongoing	Administration	\$0	N/A	Master School Counselors Schedule
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ACTION PLAN FOR STRATEGY #11: Provide appropriate support for students with special needs.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Improve special needs graduation rates with a focus on job readiness and other post-secondary opportunities.	August 2014-2019 Ongoing	SPED Coordinator; SPED Department; Parents; Students; Administration;	\$0	N/A	IEP Staffing Notes, RTI Data
2. Support programs to identify students with special needs, and expand opportunities	August 2014-2019 Ongoing	RTI Team; SPED Department; School Nurse; Parent Educator; Behavior	\$0	N/A	Participation in Special Olympics documented in Outlook. IEP and Response to Intervention staffing notes.

for special education students		Management Specialist;			
3. Educate parents, school staff and students about services available for special needs students, including gifted and talented, and the criteria to access those services.	August 2014-2019 Ongoing	Administration; Gifted and Talented (GT)Coordinator; SPED Department; Social Worker; Parent Educator; Bilingual Liaison; Nurse; Autism Manager; Speech Therapist	\$0	N/A	Parent Meeting Agenda and Sign in sheets
4. Monitor parent, school staff and student satisfaction levels with services for students with special needs.	August 2014-2019 Ongoing	SPED Staff	\$0	N/A	IEP Parent Satisfaction Survey
5. Ensure appropriate training for staff who work with special needs students, including G&T.	August 2014-2019 Ongoing	District & School GT Coordinator; District & School SPED Coordinator; CPI Trainer	\$0	N/A	My Learning Plan reports, appropriate teachers certifications

ACTION PLAN FOR STRATEGY #12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Annually update individual graduation plans for all students in grades 8-12.	N/A	N/A	N/A	N/A	N/A
2. Increase the percentage of students graduating from high school “on time” in four years.	August 2014-2019 Ongoing	All teachers and staff members	\$0	N/A	Response to Intervention data
3. Begin career planning in middle school.	N/A	N/A	N/A	N/A	N/A
4. Develop programs that allow teachers to	August 2014-2019 Ongoing	School Counselors and Classroom Teachers	\$0	N/A	School Counselors Lessons, PYP Learner Profile

merge student career plans into instruction.					
5. Annually decrease the percentage of students receiving in/out-school suspension and expulsion.	August 2014-2019 Ongoing	PBIS Team; All Staff, Behavior Management Specialists	\$0	N/A	Enrich, Educators Handbook, Power School

SCHOOL RENEWAL PLAN FOR HILTON HEAD ISLAND ELEMENTARY

DATE: March 2018

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

<p>PERFORMANCE GOAL #3: (Statement of desired progress or result over five years)</p>	<p>Teaching and Assessing for Student Learning: <i>Beaufort County School District’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.</i></p>
<p>INTERIM PERFORMANCE GOAL: (One-year goal)</p>	<ol style="list-style-type: none"> 1. Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. 2. Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills. 3. Allocate and protect instructional time to support student learning. 4. Provide for articulation and alignment among grade levels within the school. 5. Implement interventions to help students meet expectations for learning. 6. Provide comprehensive information and media services that support curricular and instructional programs. 7. Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program. 8. Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning. 9. Teachers will implement schools’ Instructional processes in support of student learning. 10. Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools’ values and beliefs about teaching and learning. 11. Engage families in meaningful ways in their children’s educations and keep them informed of their children’s learning progress. 12. Gather, analyze and use data and research in making curricular and instructional choices. 13. Monitor school climate and take appropriate steps to ensure that it is conducive to student learning. 14. Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice. 15. School leaders will monitor and support the improvement of instructional practices to ensure student success. 16. Ensure grading and reporting practices on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses.
<p>DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)</p>	<p>On grade level MAP data.</p>

OVERALL MEASURES:

SOURCE: MAP (Fall to Spring)

* Represents projections of improvement

AVERAGE BASELINE		2014-2015	2015-16	2016-17	2017-18	2018-19
Grade 1 Math: 83.5% OGL	<i>Projected Data</i>	84.0%*	84.3%*	86.5%*	88.7%*	90.7%*
	Actual Data	64%	64%	60%		
		84.0%	84.3%	86.5%	88.7%	90.7%
Reading: 83.5% OGL	<i>Projected Data</i>	84.0%	84.3%	86.5%	88.7%	90.7%
	Actual Data	56%	57%	60%		
Grade 2 Math: 82.8% OGL	<i>Projected Data</i>	83.0%*	83.5%*	84.0%*	84.5%*	85.0%*
	Actual Data	52%	57%	53%		
		58.5%	61.0%	65.0%	72.0%	80.0%
Reading: 56.8% OGL	<i>Projected Data</i>	58.5%	61.0%	65.0%	72.0%	80.0%
	Actual Data	40%	46%	50%		
Grade 3 Math: 82.8% OGL	<i>Projected Data</i>	83.0%*	83.5%*	84.0%*	84.5%*	85.0%*
	Actual Data	56%	61%	60%		
		76.0%	77.0%	78.0%	79.0%	80.0%
Reading 74.8% OGL	<i>Projected Data</i>	76.0%	77.0%	78.0%	79.0%	80.0%
	Actual Data	43%	49%	50%		

	Grade 4 Math: 90.5% OGL	<i>Projected Data</i>	91.0%*	92.0%*	93.0%*	94.0%*	95.0%*	
		Actual Data	57%	63%	61%			
		Reading: 74.4% OGL	<i>Projected Data</i>	75.0%	77.0%	78.0%	79.0%	80.0%
			Actual Data	46%	50%	56%		
	Grade 5 Math: 83.0% OGL	<i>Projected Data</i>	84.0%*	85.5%*	87.0%*	89.0%*	90.0%*	
		Actual Data		60%	60%			
		Reading: 73.3% OGL	<i>Projected Data</i>	75.0%	77.0%	78.0%	79.0%	80.0%
			Actual Data		48%	57%		

ACTION PLAN FOR STRATEGY #1: Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that the curriculum in each grade level or course provides students with the opportunity to develop knowledge, thinking and life skills so that they may be successful at the next level.	August 2014-2019 Ongoing	PYP Coordinator; Curriculum Coaches; Classroom Teachers; Specialists; School Counselors, Administrators	\$0	N/A	Planners by grade level, which are reviewed for inclusion of best practice
2. Provide onsite and offsite learning opportunities at each grade level.	August 2014-2019 Ongoing	Team Leaders; PYP Coordinator; Bookkeeper; Admin	Varies	Varies	Teacher professional development schedule Attendance logs

					My Learning Plan Neighborhood Outreach Connection (NOC)
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ACTION PLAN FOR STRATEGY #2: Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure the implementation and application of instructional practices that require active student engagement and higher-order thinking. Grouping is done according to the Heterogeneous Inclusion Model.	August 2014-2019 Ongoing	Technology Coaches; PYP Coordinator; District GT Coordinator; Curriculum Coaches; ISD Department; Admin	\$0	N/A	Record of teacher observations and feedback notes SAFE-T, Induction (I-III), and Re-certification evaluations by Administration PYP Planners Power School Lesson plans

ACTION PLAN FOR STRATEGY #3: Allocate and protect instructional time to support student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that school-wide procedures are in place to maximize instructional time.	August 2014-2019 Ongoing	Administration; PBIS Committee; Interventionists; General Education Teachers	\$0	N/A	Master Schedule Positive Behavior Interventions and Supports (PBIS) procedures in staff handbook Push-in and pull-out interventions (Literacy, Math, ESOL, and SPED)

ACTION PLAN FOR STRATEGY #4: Provide for articulation and alignment among all levels of schools.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)

1. Implement rigorous, organized curricula consistently across all grades and courses to meet needs of all learners. Curriculum will support personalized student transitions across grade levels and school sites.	August 2014-2019 Ongoing	Pedagogical Leadership Team; Classroom Teachers; Specialists; School Counselors	\$0	N/A	Meeting agendas and sign-in sheets from PYP Meetings, Staff Meetings, and PD Training Days Grade level meeting notes PD Planning Days Specialists “Speed Dating” Vertical Articulation Teacher observation visits to ECC
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ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Anticipate, design and employ interventions that support student academic growth and development and that address the needs of learners at all ability levels.	August 2014-2019 Ongoing	RTI Team Members; Curriculum Coaches; Classroom Teachers; School Counselors; Social Worker; Behavior Management Specialist; Bilingual Liaison; Tutors, ESOL; School Psychologist; IEP Team Members	Varies	Varies	Master Schedule Educators Handbook Data and action plans in Enrich Morning/afternoon intervention Schedule

ACTION PLAN FOR STRATEGY #6: Provide comprehensive information and media services that support curricular and instructional programs.	EVALUATION/EVIDENCE
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Integrate and align information and media services across all grade levels in order to prepare 21st Century learners for a global society and career marketplace.	August 2014-2019 Ongoing	Specialists; Technology Teacher & Coaches; PYP Coordinator; Curriculum Coaches; School Counselors; Bilingual Liaison; General Education Teachers; SPED Teachers	\$0	N/A	Master Schedule (including media and technology) Monthly district technology training Flipped/blended classroom opportunities Weekly specialist planning Monthly technology newsletter

ACTION PLAN FOR STRATEGY #7: Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure instructional and technological resources are current, accessible and replenished in alignment with required curricular and instructional programs.	August 2014-2019 Ongoing	Pedagogical Leadership Team; Media Specialist; Technology Coaches; Systems Support Specialist; Technology Teacher	TBD	District Funds	Technology Usage Report 1:1 device ratio (tablets and iPads) District software applications list Promethean and ActivInspire hardware and software

ACTION PLAN FOR STRATEGY #8: Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Establish professional learning communities across grade levels and content areas to ensure teacher collaboration and to increase student achievement.	August 2014-2019 Ongoing	Pedagogical Leadership Team; PYP Coordinator; Language Immersion Teams; GT Coordinator; ESOL Team; Specialists; School Counselors; General Education Teachers; SPED Team	\$0	N/A	-Professional Learning Community Schedules -Meeting agendas & sign-in sheets PYP Unit Planners -Outlook Invitations for team PD days -Teacher observation visits to ECC -Language immersion observation visits (within and beyond district) -IB PYP training and visits

ACTION PLAN FOR STRATEGY #9: Teachers will implement schools' Instructional processes in support of student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure the use of research-based teaching and learning strategies to engage all students in rigorous and relevant learning.	August 2014-2019 Ongoing	Pedagogical Leadership Team; Teachers; Specialists; Coaches; PYP Coordinator	Varies	School Budget	Lesson plans Rubicon Atlas IB Planners Observations Professional Development Opportunities

ACTION PLAN FOR STRATEGY #10: Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools’ values and beliefs about teaching and learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Implement coaching, mentoring and induction programs that consistently support quality instruction and that are aligned to district values and beliefs about teaching and learning.	August 2014-2019 Ongoing	Administration; Coaches; Mentors; Evaluation Teams; Team Leaders; Human Resources	NA	NA	Coach Meeting/Professional Development Agendas and Notes Mentor Assurance Form Mentor assignment sheet Performance Data Guides Monthly New Teacher Meetings Observation Records Induction Seminars/Assignments

ACTION PLAN FOR STRATEGY #11: Engage families in meaningful ways in their children’s education and keep them informed of their children’s learning progress.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Regularly communicate with families regarding their children’s learning. Provide meaningful opportunities for families to participate actively in their children’s learning progress.	August 2014-2019 Ongoing	Administration; Teachers; Coaches; SIC; PTO; School Webmaster; Parent Liaisons; Social Worker; School Counselors; Data Specialist; RTI Team; Interventionists; ESOL Teachers	\$2,000	Title I. Title III	Teacher Newsletters School Newsletters Family Nights (invitations) Conference Sign in sheets Report cards and progress reports Portfolio Shares Exhibition Science Fair Field Trips Social Media

ACTION PLAN FOR STRATEGY #12: Gather, analyze, and use data and research in making curricular and instructional choices.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Establish a systematic, collaborative process to ensure that teachers have opportunities to analyze and use student assessment data to inform instructional and curricular decisions.	August 2014-2019 Ongoing	ISD; Coaches; Administration; RTI Teams; Classroom Teachers; Interventionists; Tutors; ESOL Teachers; IEP Teams; GT Coordinator	\$0	N/A	-RTI meeting agenda and notes -Coaches meeting agenda and notes -IEP meeting agenda and notes -Norming meeting agenda and notes -Faculty meeting agenda and notes -MAP data meetings agenda and notes -F&P meetings with interventionists -Student Learning Objectives

ACTION PLAN FOR STRATEGY #13: Monitor school climate and take appropriate steps to ensure that it is conducive to student learning.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure an environment that supports the academic, physical, social, emotional and cultural safety of all students that allows learners to maximize their potential.	August 2014-2019 Ongoing	All Staff with support from: School Counselors; SIC; Social Worker; PTO; Custodial Staff; Cafeteria Staff; Maintenance Staff; CAPA Representative; Bilingual Liaisons; Nurse	\$0	N/A	Monthly safety drills Identakid system School Counselors lesson schedule Attendance contracts Annual PTO Event Calendar Work Orders Monthly cafeteria menus Monthly Town Hall Meetings CAPA lesson schedule Hearing and Vision Screeners Nursing records Translated correspondence

ACTION PLAN FOR STRATEGY #14: Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Regularly review curriculum, instruction and assessment with the expectation that modifications will be based on best practices and multiple sources of data.	August 2014-2019 Ongoing	All Staff with support from: PYP Coordinator; Coaches; RTI Teams; General education teachers; Grade level teams; ISD; IEP Teams	\$0	N/A	PYP Planners Coach's meeting notes Response to Intervention meeting notes Pedagogical meeting notes Professional Development Lesson Plans Reassessment records (Powerschool) Norming meeting notes IEPs

ACTION PLAN FOR STRATEGY #15: School leaders will monitor and support the improvement of instructional practices to ensure student success.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Ensure that instructional best practices positively impact student achievement.	August 2014-2019 Ongoing	Pedagogical Leadership Team	\$0	N/A	PYP Planning Days PYP meetings SLO conferences Lesson Plans Observation schedule and feedback notes Coaching conferences

ACTION PLAN FOR STRATEGY #16: Ensure grading and reporting practices have clearly defined criteria which represent the attainment of content knowledge and skills consistently across grade levels and courses.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Establish and maintain consistent grading and reporting practices across grade levels and content areas, which reflect clearly-defined criteria and the attainment of content knowledge and skills.	August 2014-2019 Ongoing	Assessment Team; Interventionists; ESOL Teachers; Grade Level Teams; Data Specialist; ISD; Pedagogical Leadership Team; Specialists; IEP Teams	\$0	N/A	Assessment Policy Intervention data Vertical Articulation Meeting notes Quarterly Progress Reports for literacy, ESOL, and SPED Report Cards and Interim Reports PYP Planners Individualized Education Plan Present Levels and Goals

SCHOOL RENEWAL PLAN FOR HILTON HEAD ISLAND ELEMENTARY

DATE: March 2018

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

<p>PERFORMANCE GOAL #4: (Statement of desired progress or result over five years)</p>	<p>Documenting & Using Results for Continuous Improvement: <i>Beaufort County School District implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</i></p>
<p>INTERIM PERFORMANCE GOAL: (One-year goal)</p>	<ol style="list-style-type: none"> 1. Establish performance measures for student learning that yield information that is reliable, valid and free of bias. 2. Develop and implement a comprehensive assessment system for assessing progress toward meeting expectations for student learning. 3. Use student assessment data to improve teaching and learning processes. Survey teachers to determine needs to assessments and academic audits. 4. Use the district’s systematic analysis of instructional and organizational effectiveness to improve student performance. 5. Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner. 6. Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness. 7. Demonstrate verifiable growth in student performance using formal and informal assessments. 8. Maintain a secure, accurate and complete student records system in accordance with state and federal regulations.

<p>DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)</p>	<p>State Report Card Information</p>																																		
<p>OVERALL MEASURES: SOURCE: Report Card <i>* Represents projections of improvement</i> <i>*Note-state/school accountability system has changed since the initial development and implementation of the SRP. In addition, state assessments have changed during this time period. All assessment data is reviewed carefully to note strengths and weaknesses. Data is reviewed to note overall achievement, overall progress, and achievement gaps with specific subgroup populations.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="512 602 741 711" style="text-align: center;">AVERAGE BASELINE</th> <th data-bbox="741 602 953 711"></th> <th data-bbox="953 602 1142 711" style="text-align: center;">2014-2015</th> <th data-bbox="1142 602 1352 711" style="text-align: center;">2015-16</th> <th data-bbox="1352 602 1551 711" style="text-align: center;">2016-17</th> <th data-bbox="1551 602 1751 711" style="text-align: center;">2017-18</th> <th data-bbox="1751 602 1950 711" style="text-align: center;">2018-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 711 741 873" style="text-align: center;"> Absolute: E=3.41 (2013-2014-2019) </td> <td data-bbox="741 711 953 873" style="text-align: center;"> Projected Data </td> <td data-bbox="953 711 1142 873" style="text-align: center;">E</td> <td data-bbox="1142 711 1352 873" style="text-align: center;">E</td> <td data-bbox="1352 711 1551 873" style="text-align: center;">*</td> <td data-bbox="1551 711 1751 873" style="text-align: center;">*</td> <td data-bbox="1751 711 1950 873" style="text-align: center;">B</td> </tr> <tr> <td data-bbox="512 873 741 1036" style="text-align: center;"> Growth: A=101.25 (2013-2014-2019) </td> <td data-bbox="741 873 953 1036" style="text-align: center;"> Actual Data </td> <td data-bbox="953 873 1142 1036" style="text-align: center;">G</td> <td data-bbox="1142 873 1352 1036" style="text-align: center;">G</td> <td data-bbox="1352 873 1551 1036" style="text-align: center;">*</td> <td data-bbox="1551 873 1751 1036" style="text-align: center;">awaiting</td> <td data-bbox="1751 873 1950 1036"></td> </tr> <tr> <td data-bbox="512 1036 741 1170" style="text-align: center;"> Source: Report Card </td> <td data-bbox="741 1036 953 1170"></td> <td data-bbox="953 1036 1142 1170"></td> <td data-bbox="1142 1036 1352 1170"></td> <td data-bbox="1352 1036 1551 1170"></td> <td data-bbox="1551 1036 1751 1170"></td> <td data-bbox="1751 1036 1950 1170"></td> </tr> </tbody> </table>							AVERAGE BASELINE		2014-2015	2015-16	2016-17	2017-18	2018-19	Absolute: E=3.41 (2013-2014-2019)	Projected Data	E	E	*	*	B	Growth: A=101.25 (2013-2014-2019)	Actual Data	G	G	*	awaiting		Source: Report Card						
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ACTION PLAN FOR STRATEGY #1: Establish performance measures for student learning that yield information that is reliable, valid and free of bias.					EVALUATION/ EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Use SC Ready, SC PASS, MAP, F&P, ACCESS, Cog AT, PTA, AAPPL, iReady, Brigance, Portfolio, to monitor student achievement.	August 2014-2019 Ongoing	Teachers, RTI team; Test Coordinator	\$0	N/A	MAP Reports, State testing data, Response to Intervention, Goals Based Evaluation, Literacy Folders, Student Cumulative Folder, Goals and Objectives in IEP's
2. Utilize data teams to analyze data at district, cluster and school levels to identify strengths, weaknesses and action plans.	August 2014-2019 Ongoing	Pedagogical Leadership Team to include Math, ELA and PYP coaches; Teachers; Brooke Rowe	\$0	N/A	Data analysis meetings, Coach Meetings with Grade Level Teams and Individual Teachers
3. Analyze performance and growth measures, with consideration given to the performance of student demographic categories within the school.	August 2014-2019 Ongoing	Pedagogical Leadership Team, Ready for SCReady Instructional team	\$0	N/A	MAP and State Testing Data, School Report Card, SCReady Testing Data

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
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1. Continue to administer Measures of Academic Progress (MAP) testing.	2014-2019 Fall, Winter, Spring	Testing Coordinator	\$0	N/A	MAP Master Schedule
2. Administer State Achievement Tests	May 2014-2019	Testing Coordinator, Grade 3 – 5 teachers	\$0	N/A	State Achievement Testing Master Schedule (3rd Grade will take paper and pencil test, 4th Grade will take Science and 5th Grade will take Social Studies)
3. Develop and implement school-wide common assessments in science, social studies and writing.	August 2014-2019-Ongoing	Pedagogical Leadership Team	\$0	N/A	PYP Planners

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Survey teachers to determine their needs for professional development related to understanding and	August 2014-2019 Annually	Data Services; Pedagogical Leadership Team	\$0	N/A	Survey Monkey

using data and academic audits.					
2. Use survey results to provide professional development that helps classroom teachers understand and use assessment data.	August 2014-2019 Annually	Data Services; Pedagogical Leadership Team	\$0	N/A	Professional Development Yearly Plan
3. Ensure that instructional coaches or other designees meet with teachers on a regular basis to discuss assessment data and its use for driving instruction.	August 2014-2019 Ongoing	Administration	\$0	N/A	Coaching Schedules and Agenda
4. Use multiple sources of data to make accurate and effective decisions on instruction.	August 2014-2019 Ongoing	Pedagogical Leadership Team	\$0	N/A	Response to Intervention Meetings, Grade Level Meetings, Enrich, State Achievement Data, Educator's Handbook (for behavioral considerations), Power School

ACTION PLAN FOR STRATEGY #4: Use the district's systematic analysis of instructional and organizational effectiveness to improve student performance.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Use student assessment data to evaluate and plan instructional and	August 2014-2019 Ongoing	Pedagogical Leadership Team; Teachers	\$0	N/A	MAP, State Achievement Test Data, Literacy Assessments, Math Assessments, SLOs, Mastering Goals and Objectives of IEPs

organizational effectiveness.					
2. Document community involvement, including parents, businesses, and faith-based, charitable and civic organizations.	August 2014-2019 Monthly	Principal, Media Specialist, and parent liaisons	\$0	N/A	Monthly Community Log SIC, PTO, Newsletter to Stakeholders, Facebook, school and district websites
3. Evaluate the effectiveness of community involvement quantitatively and qualitatively.	August 2014-2019 Monthly	Admin. Team	\$0	N/A	School Improvement Council Meetings, Parent Teacher Organization, 5th Grade Student/Parent End-of-Year survey

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue to produce an annual “Community Report” that details academic performance, financial efficiencies, budgetary challenges and student demographics. Make reports available in multiple languages.	August 2014-2019 Annually	Principal;SIC Chair	\$0	N/A	School Improvement Council Annual Letter to the People

2. Continue to develop annual informational brochures for each school in the district containing pertinent information, including student testing performance, to be available in multiple languages.	August 2014-2019 Annually	District Community Services Coordinator; Principal	\$500	Budget	School Brochure, School website, School Report Card
3. Hold informational meetings for parents and other stakeholders to discuss the results and meaning of student performance on standardized tests.	August 2014-2019 Ongoing	Pedagogical Leadership team; Classroom Teachers; ESOL; GT; SPED; 3rd Grade SCREADY Team	\$1500	Budget	Sign-in sheets, SIC, PTO, biannual student led conferences, parent, interventionist, , teacher and ESOL teacher

ACTION PLAN FOR STRATEGY #6: Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Use state testing and MAP to compare changes in school performance locally,	August 2014-2019 Ongoing	Data Services: Principal, Test Coordinator	\$0	N/A	Faculty Meetings, Team Meetings, Coaching Meetings, Leadership Meetings

statewide and nationally.					
2. Compare South Carolina schools and districts using performance and growth measures, together with comparison of student demographic categories within schools.	August 2014-2019 Ongoing	Data Services; Principal, Test Coordinator	\$0	N/A	Faculty Meetings, Team Meetings, Coaching Meetings, Leadership Meetings
3. Upon implementation of state testing, compare local data with schools and districts similar to ours.	August 2014-2019 Ongoing	Data Services; Principal, Test Coordinator	\$0	N/A	Faculty Meetings, Team Meetings, Coaching Meetings, Leadership Meetings

ACTION PLAN FOR STRATEGY #7: Demonstrate verifiable growth in student performance using formal and informal assessments.					EVALUATION/ EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Maintain current formal assessments through the use of MAP, state testing, AAPPL, and F & P.	August 2014-2019 Ongoing	Teachers	\$0	N/A	Enrich, NWEA, EVAAS, WIDA

2. Develop a district-wide database of common formative assessments by grade level and subject area.	August 2014-2019 Ongoing	Data Services	\$0	N/A	Rubicon, Enrich
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ACTION PLAN FOR STRATEGY #8: Maintain a secure, accurate and complete student records system in accordance with state and federal regulations.					EVALUATION/ EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Continue to use the current records management systems of PowerSchool and Enrich.	August 2014-2019 Ongoing	Data Services; Administration; Data Specialist; Teachers	\$0	N/A	PowerSchool and Enrich
2. Establish a process of accountability for student data management.	August 2014-2019 Ongoing	Data Specialist; Principal	\$0	N/A	Weekly Data Specialist Meeting, Monthly Data Specialist Checklist
3. Ensure that data is entered correctly and in a timely manner.	August 2014-2019 Ongoing	Data Specialist; Principal	\$0	N/A	Monthly Data Specialist Checklist

SCHOOL RENEWAL PLAN FOR HILTON HEAD ISLAND ELEMENTARY

DATE: March 2018

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

PERFORMANCE GOAL #5:
(Statement of desired progress or result over five years)

Governance and Leadership: *Beaufort County School District operates under governance and leadership that promote and support student performance and system effectiveness.*

INTERIM PERFORMANCE GOAL: (One-year goal)

1. Schools will ensure compliance with applicable local, state, and federal laws, policies, and regulations.
2. Schools will use an EVALUATION/EVIDENCE process that results in improved professional practice and student success.
3. Schools will operate in a consistent manner with the district’s beliefs, purpose, and direction.
4. Schools will employ a system that provides accurate analysis and thorough review of student performance and school effectiveness.
5. Schools will provide teachers and students with opportunities to lead.

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

Literacy, Numeracy, PYP, State Achievement Test Data, MAP, ACCESS, CogAT, PTA, Student Led Conferences, 5th grade Student Council, State Student and Parent Survey, Technology, instructional observations with feedback.

OVERALL MEASURES:

SOURCE: Literacy, Numeracy, PYP, Technology instructional observations with feedback.

** Represents projections of improvement*

AVERAGE BASELINE		2014-2015	2015-16	2016-17	2017-18	2018-19
	Projected Data	170	200	250	280	320
140 observations with feedback	Actual Data	170	220	300	300	

ACTION PLAN FOR STRATEGY #1: Schools will ensure compliance with applicable local, state and federal laws, policies and regulations.

EVALUATION/EVIDENCE

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Perform ongoing audits of student files and records to ensure compliance standards and accuracy.	August 2014-2019 Ongoing	Administration (Data Specialist)	\$0	N/A	Audit student report cards, progress reports and records to maintain compliance within 5% of 100%.
2. Inform staff of changes in statutes and regulations.	August 2014-2019 Ongoing	Pedagogical Leadership Team	\$0	N/A	Daily bulletin, Staff handbook located on the staff drive, faculty meetings, PYP team meetings, emails

ACTION PLAN FOR STRATEGY #2: Schools will use an EVALUATION/EVIDENCE process that results in improved professional practice and student success.

EVALUATION/EVIDENCE

ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Research and provide professional development to improve professional practice and student success.	August 2014-2019 Ongoing	Pedagogical Leadership Team and Staff members	\$0	N/A	My Learning Plan, Professional development agenda, survey, exit slip, attendance records of PD trainings/meetings, Outlook Invitations, Google Classroom
2. Use ongoing teacher EVALUATION/EVIDENCE processes to measure classroom effectiveness.	August 2014-2019 Ongoing	SAFE-T Teams; Mentors; Pedagogical Leadership Team	\$0	N/A	Observations, formal and informal, EVAAS, SLO, Induction, Recertification, Formal Evaluation, and Induction documentation

ACTION PLAN FOR STRATEGY #3: Schools will operate in a consistent manner with the district’s beliefs, purpose, and direction.	EVALUATION/EVIDENCE
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)
1. Align leadership and instructional efforts to the district's beliefs, purpose, and direction.	August 2014-2019 Ongoing	Pedagogical Leadership Team	\$0	N/A	Coaches and administrators provide professional development and observe teachers, review lesson plans regarding district initiatives to ensure staff implement with fidelity.
2. Participate in district level professional development.	August 2014-2019 Ongoing	All staff	\$0	N/A	My Learning Plan, Technology Tuesday Sign-Ins, Read to Succeed
3. Provide mentors to new teachers.	August 2014-2019 Ongoing	Administration	\$0	N/A	Mentors complete evaluation for mentees with feedback, New teacher PYP monthly meetings

ACTION PLAN FOR STRATEGY #4: Schools will employ a system that provides accurate analysis and thorough review of student performance and school effectiveness.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)

1. Use uniform guidelines and standards that support student achievement goals and ensure consistent measurement.	August 2014-2019 Ongoing	Pedagogical Leadership Team	\$0	N/A	MAP, CogAT, State Achievement Testing Data, Fountas and Pinnell, Words Their Way, Common grade level formative and summatives, Lucy Calkins rubrics
2. Improve student academic performance and educator effectiveness.	August 2014-2019 Ongoing	Pedagogical Leadership Team; Teachers	\$0	N/A	Grade level norming meetings, grade level consensus meetings and Rubicon mapping pacing. SLOs SAFE-T, Goals Based Evaluation, MAP RIT growth scores will be assessed and reviewed, SC Ready Wednesdays, NOC, Boys and Girls Club
3. Use technology to help students reach their academic goals and prepare them for a technology-rich future.	August 2014-2019 Ongoing	Teachers; Specialists	\$0	N/A	I-Pads grades 1 and 2, Laptops grades 3-5, 1:1, Use of Promethean Boards and Flipcharts, Technology for all students in specials rotation, District Tech Coaches, Technology Clubs, Robotic Competitive Teams

ACTION PLAN FOR STRATEGY #5: Leadership and staff will provide teachers and students with opportunities to lead.					EVALUATION/EVIDENCE
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (completed, continue, modify or terminate)

<p>1. Develop opportunities for teachers to assume shared and distributed leadership roles to provide personal development and assist with student development.</p>	<p>August 2014-2019 Ongoing</p>	<p>Team Leaders; Committee Chairs</p>	<p>\$0</p>	<p>N/A</p>	<p>Team Leaders, Teachers teaching Teachers: staff development, HHIE staff development committee participation, Best Practice Day, Summer Institute, Otter Morning News, Student Council, Clubs, GT arts, GT Academics, Action Projects, Robotics and Trebuchet Competitions</p>
<p>2. Encourage and foster professional growth to prepare staff for future roles beyond the school district.</p>	<p>August 2014-2019 Ongoing</p>	<p>Pedagogical Leadership Team; Teachers; School Counselors</p>	<p>\$0</p>	<p>N/A</p>	<p>Professional Development, My Learning Plan, Monthly Community Town Hall Meetings, Leadership Institute, IB coordinator trainings</p>
<p>3. Encourage students to develop authentic and meaningful leadership roles in order to prepare them for college and/or careers after graduation.</p>	<p>August 2014-2019 Ongoing</p>	<p>Teachers; Parents; Mentors; Tutors; School Counselors</p>	<p>\$0</p>	<p>N/A</p>	<p>Student Council, Exhibition, Monthly Town Hall Meetings, Clubs, Daily second language acquisition, Action Projects, Stage Productions, Science Lab, STEM focus, Otter Morning News, Singing Sea Otters, Robotics and Trebuchet Competitive teams, PYP Inquiry-based learning</p>