

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS
Liberty Middle School

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: Donivan Edwards | |
| 2. TEACHER : Norman Holliday | |
| 3. PARENT/GUARDIAN : Derhea Lesley | |
| 4. COMMUNITY MEMBER : Jan Whitworth | |
| 5. SCHOOL IMPROVEMENT COUNCIL :Joyce Sanders | |
| 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> |
|---------------------|-----------------|
| School Board Member | Oscar Thorsland |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

***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.**

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ASSURANCES FOR SCHOOL PLANS

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.

- N/A **Academic Assistance, PreK–3** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan _____ along with the number of the goal_____, strategy_____, or activity_____.
- X **Academic Assistance, Grades 4–12** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Please see strategy 1.1.
- 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. Please see the strategy 3.2.
- 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*. Please see strategies 4.1 and 4.1.
- X **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Please see strategy 4.1.
- X **Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Please see strategy 1.1.

- 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).
- N/A** **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.
- N/A** **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.
- N/A** **Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
- N/A** **Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- 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 |
|---|-------------------------------------|---------------|

| | | |
|-----------------------------------|--------------------------------|---------------|
| _____ Principal's Printed Name | _____ Principal's Signature | _____ Date |
|-----------------------------------|--------------------------------|---------------|

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

The comprehensive needs assessment has focused on four areas.(1) Student Achievement, (2)Teacher/Administrator Quality, (3) School Climate, and (4) School Facilities(Technology). Each of these areas is addressed in the plan and plan of action has been developed. The action plans and strategies are not inclusive, but represent strategies to achieve the goals of improved academic performance.

Student Achievement data is based on our test scores with the 2007 being our base line. Separate goals were established for grade 5. We feel it is important that these students be addressed separately as these students are unique to us and our school. Other groups that need to be addressed are students on free and reduced lunch and students with disabilities. Minority students do not make up a significant number of students in our population to be a sub group for NCLB, but there needs should be recognized and met as part of the overall plan for improvement.

In analyzing our data we are seeing a trend in PACT test scores that is generally stagnant with an occasional spike downward or upward. Consequently as our scores have remained steady the bar has been raised and our scores have not been raised.

Teacher/Administrator Quality is addressed in the areas of teachers who are Highly Qualified(HQ) and addressing professional development in subject areas where student test scores have not show significant improvement.

School Climate is being addressed with an effort to further improve the positive responses on the South Carolina Student, Teacher and Parent surveys. These surveys indicate an overall positive response to the school climate but there is a need to improve in this area. By addressing communications, student activities, and teacher planning issues are attempting to improve in this area.

School Facilities especially in the areas of technology are addressed in this plan. Teachers will receive training on the new technologies that have been installed and will be installed in our new, renovated facility. We recognize that our facility is old, but improvements in technology are in place and will be focus in this plan. As we move toward a renovated facility teachers will have a role in the process of deigning, furnishing, and outfitting our renovated facility.

MISSION, VISION, VALUES, AND BELIEFS

District Vision

As a premier school district in the state and nation the School District of Pickens County, in partnership with families and communities, will provide quality educational experiences that prepare all students to be successful beyond the classroom.

District Mission

The School District of Pickens County, and acknowledged leader in excellence, emphasizes high academic achievement and career preparation for all students through quality, technology-rich educational opportunities in safe environments that encourage success.

School Mission

The mission of Liberty Middle School, in cooperation with families and community, is to provide a safe and caring environment that recognizes the varied developmental needs of our unique student body.

District Beliefs

We believe:

- Students are our first priority.
- The pursuit of excellence is essential.
- A safe, caring learning environment must be provided for all students and staff.
- Learning and education are life-long processes.
- All students must have equitable educational opportunities.
- All people can learn and contribute to society.
- Education is a shared responsibility.
- Education is a key to success.
- Cultural diversity promotes full development of the individual and society.
- The “parent” is a child’s first teacher.
- Today’s schools shape tomorrow’s work force.

Liberty Middle School

Liberty Middle School Strategic Plan 2008-2013

Performance Goal Area:

Student Achievement – Core Content Areas: Middle School (Grades 6-8)

PERFORMANCE GOAL 1(DG5)

The percentage of students who are performing "proficient/advanced on state mandated testing will improve to 100 % by 2014

DATA SOURCE(S):

Stae mandated testing (PASS), (MAP testing, unit cumulative testing, benchmark tests)

Liberty Middle School

| ELA Grades 5-8 | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|------------------|------|------|------|------|------|
| Proficient/Advanced Annual Results Projection | | 35 | 45 | 60 | 70 | 90 |
| Proficient/Advanced Annual Results | 25 | | | | | |

| Mathmatics Grades 5-8 | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|------------------|------|------|------|------|------|
| Proficient/Advanced Annual Results Projection | | 35 | 45 | 60 | 70 | 90 |
| Proficient/Advanced Annual Results | 23.9 | | | | | |

| Social Studies Grades 5-8 | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|------------------|------|------|------|------|------|
| Proficient/Advanced Annual Results Projection | | 35 | 45 | 60 | 70 | 90 |
| Proficient/Advanced Annual Results | 19.8 | | | | | |

**50% of students in Grades 3, 5, 6, and 8 took the Social Studies test.*

| Science Grades 5-8 | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
|--|------------------|------|------|------|------|------|
| Proficient/Advanced Annual Results Projection | | 40 | 50 | 60 | 75 | 90 |
| Proficient/Advanced Annual Results | 32 | | | | | |

**50% of students in Grades 3, 5, 6, and 8 took the Science test.*

PERFORMANCE GOAL 1:

The percentage of students in Grades 5-8 who score "Proficient/Advanced" in the core content areas will increase to 100% by 2013-2014.

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| ACTION PLAN | EVALUATION |
|--------------------|-------------------|

STRATEGY # 1.1 Provide and support district approved standards-based curriculum for increased student achievement.

| Activity | Timeline Start/End Date | Person Responsible | Estimated Cost | Funding Source | Monitor/Indicator Completed Y/N Continue Modified Date |
|--|-------------------------|---|----------------|----------------|---|
| 1. Implement district approved curriculum in all content areas | 2007-2012 | Instructional Coach & Teachers | | | |
| 2. Align support materials and other resources to grade level curriculum. | 2007-2012 | Core Content Area Department Head & Instructional Coach | | | |
| 3. Provide professional development on district approved curriculum models. | 2007-2012 | Instructional Coach | | | |
| 4. Provide a literacy rich environment in each classroom. | 2007-2012 | Instructional Coach & Teachers | | | |
| 5. Integrate career awareness activities into content instruction and guidance programs. | 2007-2012 | 6-8 Guidance | TBD | TBD | |
| 6. Administer career inventory to Grades 6 through 8. | 2007-2012 | 6-8 Guidance | TBD | TBD | |
| 7. Use schools of study, clusters and majors to assist Grade 8 students in developing an eIGP (electronic Individual Graduation Plan) for high school. | 2007-2012 | 6-8 Guidance | TBD | TBD | |

STRATEGY # 1.2 Provide and support appropriate instructional strategies and practices for students based on formative and summative assessments.

| | | | | | |
|--|-----------|--------------------------------|--|--|--|
| 1. Differentiate instructional practices based on analysis of assessment results. | 2007-2012 | Instructional Coach & Teachers | | | |
| 2. Continue to use Descartes to identify skills needed by individual students for grade level standards mastery. | 2007-2012 | Instructional Coach & Teachers | | | |
| 3. Emphasize literacy across all content areas. | 2007-2012 | Instructional Coach & Teachers | | | |
| 4. Provide for and implement the use of appropriate technology resources and software support of instruction. | 2007-2012 | TRTs | | | |
| a. Provide on-going professional development for teachers to become proficient in appropriate technology resources and software. | | TRTs | | | |
| b. Provide professional development to enable teachers to fully integrate technology and instruction. | | TRTs | | | |

Strategy # 1.3 Extend the opportunities for academic achievement in Math and English

| | | | | | |
|---|-----------|----------------|----------|----------------------------------|--|
| 1. Create single gender classrooms in grade 5 in 2008. | 2007-2012 | Teachers | \$0 | Teacher salaries | |
| 2. Provide training for teachers in single gender classroom and to all teachers. The training will include work shops and graduate courses. | 2007-2012 | Administration | \$10,000 | SCDOE Technical Assistance funds | |

Liberty Middle School

Liberty Middle School Strategic Plan 2008-2013

Performance Goal Area:

Student Achievement – Middle School

PERFORMANCE GOAL 2(DG 7)

The percentage of students passing End of Course Examination Program exams will increase to 100% by 2008

DATA SOURCE(S):

End of Course Examination Program (EOCEP)

| Algebra 1 | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------------|------------------|------|------|------|------|------|
| Annual Results Projection | | 100 | 100 | 100 | 100 | 100 |
| Annual Results | 95.5 | | | | | |
| ELA | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
| Annual Results Projection | | 100 | 100 | 100 | 100 | 100 |
| Annual Results | 100 | | | | | |

PERFORMANCE GOAL 2:

The percentage of students passing End of Course Examination Program exams will increase to 100% by 2013-2014.

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| ACTION PLAN | EVALUATION |
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STRATEGY # 2.1 Provide and support curriculum and assessment for courses in EOCEP.

| Activity | Timeline Start/End Date | Person Responsible | Estimated Cost | Funding Source | Monitor/Indicator Completed Y/N Continue Modified Date |
|---|-------------------------|---------------------|----------------|----------------|---|
| 1. Use MAP scores and PACT scores to identify students who will be successful in these more rigorous courses. | 2007-2012 | Guidance | | | |
| 2. Provide professional development to content teachers of EOCEP on content standards, support documents, and EOCEP-like assessments. | 2007-2012 | Instructional Coach | | | |

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Liberty Middle School Strategic Plan 2008-2013

Performance Goal Area: School Climate - Attendance

PERFORMANCE GOAL 3(DG 10)

The attendance rate for students will be at least 94% each year. The teacher attendance rate will increase from 95.2% in 2007 to 97% by 2010.

DATA SOURCE(S):

SASI - attendance data for Report Card

| | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|------------------|------|------|------|------|------|
| Annual Results Projection-Students | | 95.4 | 95.5 | 95.6 | 95.7 | 95.8 |
| Annual Results | 95.4 | | | | | |
| Annual Results Projection-Teachers | | 95.8 | 95.9 | 96.5 | 96.7 | 97 |
| Annual Results | 95.2 | | | | | |

PERFORMANCE GOAL 3:

The attendance rate for students and teachers will be at least 94% each year.

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| ACTION PLAN | EVALUATION |
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STRATEGY # 3.1 Provide proactive strategies to address attendance concerns.

| Activity | Timeline Start/End Date | Person Responsible | Estimated Cost | Funding Source | Monitor/Indicator Completed Y/N Continue Modified Date |
|--|-------------------------|----------------------------------|----------------|----------------|--|
| 1. Implement attendance intervention procedures as prescribed by state regulations. | 2007-2012 | Assistant Principal & Data Entry | | | |
| 2. Provide school/home communication for student absences by automated telephone system, School Fusion, etc. | 2007-2012 | Assistant Principal & Data Entry | | | |

STRATEGY # 3.2 Monitor school climate with students, staff, and parents

| | | | | | |
|---|---------------------------|---------------------------------------|-------|------------------|--|
| 1. Select a "Teacher of the Month" and "Support Employee of the Month" and provide incentives and rewards | September 2008- June 2009 | Administration Secretary Team Leaders | \$450 | PTO, local funds | Purchase orders, receipts from Procurement Card, Faculty Meeting Minutes |
| 2. Conduct surveys of the parents and students on school climate. | | Administration | | | Surveys |

Liberty Middle School

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| Liberty Middle School Strategic Plan 2008-2013 | | | | | | |
| Performance Goal Area: | | School Climate – Discipline | | | | |
| Performance Goal 4 (DG 11) The percentage of students recommended for expulsion will decrease each year. | DATA SOURCE(S): Hearing Officer Data, State Department of Education School Profile Sheet, South Carolina School Annual Report Card, Survey Data, Questionnaires | | | | | |
| | | | | | | |
| | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
| Annual Results Projection | 4 | 3 | 2 | 1 | 0 | 0 |
| Annual Results | 4 | | | | | |

PERFORMANCE GOAL 4:

The number of students recommended to the hearing officer will decrease each year.

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| ACTION PLAN | EVALUATION |
|--------------------|-------------------|

STRATEGY # 4.1 Provide an on-going discipline awareness program for students focused on behavioral expectations and student discipline procedures.

| Activity | Timeline Start/End Date | Person Responsible | Estimated Cost | Funding Source | Monitor/Indicator Completed Y/N Continue Modified Date |
|---|-------------------------|---------------------------------------|----------------|----------------|---|
| 1. Develop a proactive counseling program focused on reducing discipline infractions that may lead to expulsions. | 2007-2012 | 5-8 Guidance , Assiatant Principal | 0 | | |

STRATEGY # 4.2 Provide professional development programs for teachers addressing classroom management.

| | | | | | |
|---|-----------|---------------------------|---|--|--|
| 1. Train teachers in classroom management strategies to reduce incidents of violence, theft, etc. | 2007-2012 | Administration | | | |
| 2. Fully implement an on-going Character Education Program within the curriculum. | 2007-2012 | 5-8 Guiudance Teachers | 0 | | |
| 3. Train teachers on bullying prevention. | 2007-2012 | Administration | 0 | | |

Liberty Middle School

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|---|---|-------------------------------------|-------------|-------------|-------------|-------------|
| Liberty Middle School Strategic Plan 2008-2013 | | | | | | |
| Performance Goal Area: | | School Climate-Parent participation | | | | |
| PERFORMANCE GOAL 5(DG 12) Increase the mebership of the Liberty Middle School SIC to fifteen by 2012 and expand the membership and activities of the PTO. | DATA SOURCE(S): Membership records. | | | | | |
| | | | | | | |
| | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
| | | | | | | 97.2 |
| Annual Results-SIC membership | 8 | 9 | 10 | 11 | 12 | 13 |

PERFORMANCE GOAL 5:

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.

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| ACTION PLAN | EVALUATION |
|--------------------|-------------------|

STRATEGY # 5.1 Encourage parents to visit/communicate with their child's school

| Activity | Timeline Start/End Date | Person Responsible | Estimated Cost | Funding Source | Monitor/Indicator Completed Y/N Continue Modified Date |
|--|-------------------------|---|----------------|----------------|--|
| 1. Provide opportunities for parents to visit schools for workshops/training/conferences (Ex. technology classes, flexible scheduling, etc.) | 2007-2012 | Administration, TRT, Teachers & Instructional Coach | TBD | Local | |
| 2. Utilize the School Improvement Councils more effectively in decision making at school and district levels | 2007-2012 | Administration | 0 | | |
| 3. Utilize district, school, and teacher webpages to communicate with parents. | 2007-2012 | Administration, TRT, Teachers & Instructional Coach | 0 | | |

STRATEGY # 5.2 Monitor school climate with students, staff, and parents

| Activity | Timeline | Person | Estimated | Funding | Monitor/Indicator |
|--|-----------|--|-----------|---------|-------------------|
| 1. Provide parent newsletter to improve communication and emphasize student | 2007-2012 | Administration | \$150.00 | Local | |
| 2. Percentage of parents satisfied with home-school relations will increase from 65.4% in 2007 to 90% in 2013. | 2007-2012 | Administration, Teachers, Guidance, Office Staff | | | |

Liberty Middle School

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|---|--|---|-------------|-------------|-------------|-------------|
| Liberty Middle School Strategic Plan 2008-1013 | | | | | | |
| Performance Goal Area: | | School Climate - Parent Involvement, Safe and Healthy Schools | | | | |
| PERFORMANCE GOAL 6 (DG 13) Bty 2013-2014 at least 90% of parents will indicate satisfaction on the SCDOE parent survey. | DATA SOURCE(S): State surveys, percentages reported for "Mostly Agree" and "Agree" | | | | | |
| | | | | | | |
| | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
| Annual Results Projection | | * | * | 80% | 85% | 90% |
| Annual Results | 65.40% | | | | | |

PERFORMANCE GOAL 6:

By the year 2013-2014, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

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| ACTION PLAN | EVALUATION |
|--------------------|-------------------|

STRATEGY # 6.1 Provide safety plans and current safety resources.

| Activity | Timeline Start/End Date | Person Responsible | Estimated Cost | Funding Source | Monitor/Indicator Completed Y/N Continue Modified Date |
|---|-------------------------|--------------------|----------------|----------------|---|
| 1. Update emergency safety plans annually. | 2007-2012 | Administration/SRO | 0 | | |
| 2. Train faculty and practice procedures of school safety plan. | 2007-2012 | Administration/SRO | 0 | | |

STRATEGY # 6.2 Provide a parenting involvement program.

| | | | | | |
|--|-----------|-----------------------|---|--|--|
| 1. Implement the School Fusion program and upgrade the school web page to provide student/school information | 2007-2012 | TRT | 0 | | |
| 2. Develop organized parent volunteer programs | 2007-2012 | Volunteer Coordinator | 0 | | |
| 3. Provide parents with activities for home to support content skills. | 2007-2012 | Teachers | 0 | | |

STRATEGY # 6.3 Implement business partner collaborations.

| | | | | | |
|--|-----------|--------------------|---|--|--|
| 1. Establish criteria for business partner collaborations. | 2007-2012 | 6-8 Guidance | 0 | | |
| 2. Develop promotional plan for business partner collaborations. | 2007-2012 | 6-8 Guidance | 0 | | |
| 3. Develop opportunities with business for service learning, mentoring, coaching, and internships.' | 2007-2012 | 6-8 guidance | 0 | | |
| 4. Seek venues to engage community members in dialogue about issues affecting education and the community. | 2007-2012 | Administration/SRO | 0 | | |

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|--|---|-------------------------------|-------------|-------------|-------------|-------------|
| Liberty Middle School Strategic Plan 2008-2013 | | | | | | |
| Performance Goal Area: | | Teacher/Administrator Quality | | | | |
| PERFORMANCE GOAL 7a. (DG 14) | DATA SOURCE(S): | | | | | |
| 100% of teachers who teach core academic subjects will be highly qualified by the year 2013-2014. | Highly qualified personnel data as defined for the Report Card Report Card - Percent classes not taught by highly qualified teachers | | | | | |
| | | | | | | |
| | 2007 Baseline | 2008 | 2009 | 2010 | 2011 | 2012 |
| Annual Results Projection | | 96 | 96.7 | 97.4 | 98.1 | 98.8 |
| Annual Results | 97 | 97 | 98 | 98 | 99 | 99 |
| | | | | | | |
| PERFORMANCE GOAL 7b | DATA SOURCE(S): | | | | | |
| The number of teachers who are National Board Certified will increase from 1 in 2007 to 12 in 2013 | South Carolina School Report Card, State Department of Education School Profile, Survey Data, Staff Questionnaires | | | | | |

PERFORMANCE GOAL 7:

100% of teachers who teach core academic subjects will be highly qualified.

| | |
|--------------------|-------------------|
| ACTION PLAN | EVALUATION |
|--------------------|-------------------|

STRATEGY # 7.1 Provide a long-range plan for employee recruitment of a highly qualified staff.

| Activity | Timeline Start/End Date | Person Responsible | Estimated Cost | Funding Source | Monitor/Indicator Completed Y/N Continue Modified Date |
|--|-------------------------|--------------------------------------|----------------|----------------|---|
| 1. Determine highly qualified status during interview process. | 2007-2012 | Administration | \$0.00 | | |
| 2. Provide new hires with job responsibilities to improve communication and job understanding. | 2007-2012 | Administration & Instructional Coach | | | |

STRATEGY # 7.2 Provide programs to retain highly qualified staff.

| | | | | | |
|--|-----------|---------------------|--|--|--|
| 1. Provide orientation for induction teachers and those going through ADEPT. | 2007-2012 | Administration | | | |
| 2. Provide an assistance team for each induction teacher to include a mentor and administrator. | 2007-2012 | Administration | | | |
| 3. Provide monthly training classes for new induction teachers. | 2007-2012 | Instructional Coach | | | |
| 4. Provide assistance for teachers continuing contract teachers being evaluated tfrom the formal evaluation model (ADEPT). | 2007-2012 | Instructional Coach | | | |
| 5. Provide time as needed for teachers to observe Master Teachers within the school. | 2007-2012 | Administration | | | |
| 6. Provide training for teachers to meet technology proficiency requirements. | 2007-2012 | TRT | | | |
| 7. Provide training and teachers with tracking progress toward recertification (PD Express). | 2007-2012 | TRT | | | |
| 8. Implement and monitor employee evaluations annually. | 2007-2012 | Administraton | | | |

Strategy 7.3 Provide trainig and professional development to improve and retain staff.

| | | | | | |
|--|-----------|------------------------|--------|---|--|
| 1. All certified staff will participate in District, school, and individual professional development activities that address district and school priorities. | 2007-2012 | Teacher Administration | 10,000 | Technincal Assistance funds,Local funds | |
|--|-----------|------------------------|--------|---|--|