SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Wellford Academy of Science and Technology SCHOOL **Spartanburg 5 DISTRICT**
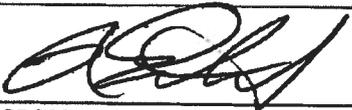
SCHOOL RENEWAL PLAN FOR YEARS 2017-2022 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR _____ *(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

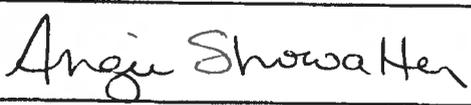| Rick Eitel		4/18/17
PRINTED NAME	**SIGNATURE**	**DATE**
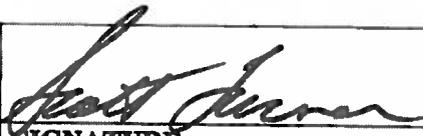
SUPERINTENDENT

Dr Scott Turner		4/18/17
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristi Varner		4/18/17
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mrs. Angie Showalter		4-18-17
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs Sabrina Coan		4.18.17
PRINTED NAME	**SIGNATURE**	**DATE**
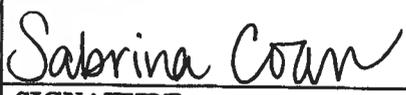
SCHOOL'S ADDRESS: 684 Syphrit Rd, Wellford SC 29385

SCHOOL'S TELEPHONE: (864)949-2385

PRINCIPAL'S E-MAIL ADDRESS: angie.showalter@spart5.net

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Wellford Academy of Science and Technology SCHOOL   Spartanburg 5 DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2017-2022 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR _____ *(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

Rick Eitel		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr Scott Turner		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristi Varner		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mrs. Angie Showalter		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs Sabrina Coan		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 684 Syphrit Rd, Wellford SC 29385

SCHOOL'S TELEPHONE: (864)949-2385

PRINCIPAL'S E-MAIL ADDRESS: angie.showalter@spart5.net

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Angie Showalter
2. TEACHER	Katie Henderson
3. PARENT/GUARDIAN	Brad Kinard
4. COMMUNITY MEMBER	Lt David Green
5. SCHOOL IMPROVEMENT COUNCIL	Krisit Varner
6. Read to Succeed Reading Coach	Sabrina Coan
7. School Read to Succeed Literacy Leadership Team Lead	Jane Ladoucer

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
   ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
	April Jennings
	Susie Whitson
	Susannah Hogan
	Lauren Nichols
	Hollie Houston
	Jennifer Crosby

Katie Kinard

Reynolds Atkinson

Elizabeth Johnson

Kara Gillespie

*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

(Mandated Component)

Act 135 Assurances

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

X   **Academic Assistance, PreK–3**
The 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).

X   **Academic Assistance, Grades 4–12**
The 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).

X   **Parent Involvement**
The 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, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X   **Staff Development**
The 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*.

X   **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

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

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

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

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

__X__ Developmentally Appropriate Curriculum for PreK–3
The 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 district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X__ 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__ 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.

District Strategic Plan Waiver Requests

The SBE has the authority to waive regulations pursuant to R. 43-261 (C) District and School Planning which states:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

☑ **Not Applicable**

1.	**Teachers teaching more than 1500 minutes**	
2.	**Teachers teaching more than 4 preps**	
3.	**Extension for initial District Strategic and School Renewal Plans**	
4.	**High School Principal over two schools or grades more than 9-12**	
5.	**Other (Write in justification space)**	
6.	**Other (Write in justification space)**	

TABLE OF CONTENTS

(Mandated Component)

Include a table of contents to ensure inclusion of all required elements, including Read to Succeed.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

Wellford Academy is helping all students to develop the world class skills and life career characteristics of the profile of the graduate in several different ways. Our district Motto is "Every Child, Every Day". In such, we believe all students should be involved with exceptional learning opportunities in order to prepare them to be successful in life and to be able to be a productive citizens.

The comprehensive needs assessment that was done addressed the following areas: (1) Student Achievement, (2) Teacher and Administrator Quality, and (3) School Climate. For each of these areas, a plan of action has been determined for improvement. Information gained from the school report cards, test results, questionnaires, surveys, community meetings, the school's literacy team (through Read to Succeed), and school personnel meetings was utilized to develop this renewal plan. Strengths, weaknesses and areas that need improving were determined from this information. Strategies and actions steps were then developed.

Student achievement data has been analyzed over time with emphasis on the most recent SC Ready test and MAP test data. The baseline data comes from the 2016 SC Ready test and MAP results. Wellford has various subgroups that need immediate attention. The most common areas are socio-economic, disability, and race/ethnicity. In addition to ELA and Math we must focus attention on science and social studies as PASS data for these subjects will be included on our school report card. We must be sure that our curriculum and what is actually being taught more than adequately covers South Carolina Standards. In addition, we must be sure that the students in kindergarten through second grade are being prepared for rigorous third grade standards. It is imperative that students be prepared for the rigorous state test administered in third grade so they are also prepared to meet standards as they advance in grades.

In creating our goals for achievement in ELA, our school's literacy team also met to evaluate how we are teaching literacy. A needs assessment was created through grade levels meeting and the literacy team identified as our number one priority in improving our literacy program.

Teacher quality is also being addressed in our plan. Presently 100% of the school's teachers are highly qualified. We must continue to recruit, develop, evaluate and retain teachers. In addition, teachers must continue to grow professionally in order to best serve our students, and must show continuous improvement in SLO growth measures.

School Climate is being addressed in this plan by performance goals: (1) increased emphasis on parent's view of home-school relations, (2) increased emphasis on compassionate schools training, (3) safety of students, and (4) teacher morale. Our data also indicated the need to improve in parent/guardian participation. Strategies are in place and are being put in place to improve performance in these areas.

At Wellford Academy of Science and Technology, we are committed to continuously improving. We want our students to be well-rounded and be prepared for the world beyond schooling.

MISSION, VISION, VALUES, AND BELIEFS

In District Five Schools of Spartanburg County, we strive to meet the needs of "Every child, every day." While this is a simple motto, it is not a simple task. Indeed, it is a mammoth undertaking that is courageously accepted by over 900 employees on a daily basis. Pride runs high in District Five, and even though our twelve schools have won numerous awards over the years, our mission is not about awards. It is about children.

As a result of the assessment of needs, the steering committee revisited the district's mission, vision, and beliefs. Given the option to reaffirm, update, or rewrite, the steering committee opted to update the district's mission, vision, and beliefs.

Mission
The Mission of Spartanburg District Five Schools is to provide every student quality educational experiences in a safe, nurturing, and engaging environment.

Vision
Spartanburg District Five Schools will provide exemplary opportunities and pursue academic excellence to improve the quality of life for our students and community.

Beliefs
Spartanburg Five is clearly focused on helping children in their personal and academic development by equipping them with the necessary tools to develop world class knowledge and skills, and life and career characteristics to succeed in a competitive global marketplace. We believe that:

- Children are our most valuable resource.
- Public education is essential for our society.
- Integrity is the basis of good character.
- Excellence is achievable.
- Mutual respect is an expectation.
- Knowledge empowers.
- Diversity strengthens.
- Family is the foundation of society.
- Children need positive role models.
- Attitude makes a difference.
- Learning is a lifelong process.

- Personal responsibility serves the common good.
- Perseverance, work ethic, and interpersonal skills pave pathways to success.
- Creativity and innovation are valued.
- Stewardship of resources maintains trust.

SCHOOL RENEWAL PLAN FOR <u>Wellford Academy of Science and Technology</u>
DATE:<u>April 2017</u>

Performance Goal Area: ☐Student Achievement **X** 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**)	The school will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.
INTERIM PERFORMANCE GOAL: 2.1	See targets below.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	Personnel records

OVERALL MEASURES:

SOURCE: Number of unfilled certified positions as of July 1

To add a row, go to the last box and press the tab button.

AVERAGE BASELINE		**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**
TBA	**Projected Data**	TBA	TBA	TBA	TBA	TBA
	Actual Data					

Strategy 2.1: Recruit the highest quality of certified staff to District 5 Schools of Spartanburg County					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2.1.1 Administrators will attend college and career fairs	July 2017/May 2022	School level Administrators	$0	N/A	Travel request forms records of contact made
2.1.2 Administrators will participate in the Spartanburg County recruitment day	July 2017/May 2022	School level Administrators	$0	N/A	Travel request forms records of contact made
2.1.3 Pursue diversity in recruiting and hiring	July 2017/May 2022	School level Administrators	$0	N/A	HR Records

SCHOOL RENEWAL PLAN FOR _____   **DATE:_____**

Performance Goal Area: ☐ Student Achievement   **X** 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**)	The district will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.
INTERIM PERFORMANCE GOAL: (One year goal) **2.2**	See targets below.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	Teacher Retention Rate as reported on District Report Card.

OVERALL MEASURES:

SOURCE: Teacher Retention Rate

* Represents projections of improvement

To add a row, go to the last box and press the tab button.

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
90.8		91.3	\ 91.8	92.3	92.8	93.3

STRATEGY : Providing effective support, evaluation and recognition of exemplary teaching practices.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2.2.1 Provide resources to support effective performance.	2017-2022	School level Administrators	TBD	General, State Funds, Title 1	Inventory, purchase orders
2.2.2 Promote professional learning communities.	2017-2022	School level Administrators Instructional Coaches	$0	N/A	Sign-in sheets Registrations Surveys
2.2.3 Participate in differentiated staff development opportunities.	2017-2022	School level Administrators Instructional Coaches Teachers	$15,000/yr (See cohorts below)	General Fund	Sign-in sheets Registrations Surveys
2.2.4 Provide content-based instructional support to teachers.	2017-2022	School level Administrators Instructional Coaches	?	General Fund	Sign-in sheets Registrations Surveys
2.2.5 Provide recognition for teacher's service for every five Continuous years in District 5 (*also included in School Climate)	2017-2022	School level Administrators	$200/yr	General Fund	Copies of agendas Pictures

SCHOOL RENEWAL PLAN FOR <u>Wellford Academy of Science and Technology</u>
     DATE:<u>April 2017</u>

Performance Goal Area: ☐Student Achievement   **X** 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**)	The school will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.
INTERIM PERFORMANCE GOAL: (One year goal) **2.3.1**	See targets below.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	Completed teacher evaluations/observations using the SC Teaching Standards 4.0 Rubric.

OVERALL MEASURES:

SOURCE: Percentage of teachers scoring proficient or higher on the SC Teaching Standards 4.0 Rubric

To add a row, go to the last box and press the tab button.

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
TBD		N/A	TBD	TBD	TBD	TBD

SCHOOL RENEWAL PLAN FOR <u>Wellford Academy of Science and Technology</u>
  DATE:<u>April 2017</u>

Performance Goal Area: ☐Student Achievement   **X** 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**)	The district will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.
INTERIM PERFORMANCE GOAL: (One year goal) **2.3.2**	See targets below.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	SLO Growth Measures

OVERALL MEASURES:

SOURCE: Percentage of teachers scoring proficient or higher on the SLO Growth Measures

To add a row, go to the last box and press the tab button.

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
TBD		N/A	TBD	TBD	TBD	TBD

STRATEGY : Evaluate teachers and administrators to maintain highly qualified and well prepared staff					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2.3.1 Train teachers on implementation of the SC Teaching Standards 4.0 Rubric	2017-2019	Director of Teacher Evaluation	$0	N/A	Sign-in from training session, evidence of completion, Certification of Evaluators
2.3.2 Participate in opportunities for teachers to build capacity in classroom instructional practices, for example: D5 Explore, Read to Succeed, Model Classrooms	2017-2022	School level administrators	$0	N/A	Sign-in form D5 Explore Registration records Certificates of completion
2.3.3 Assistant Principal will participate in the district assistant principal cohort.	2017-2022	School level administrators	$0	N/A	Agenda Attendance log
2.3.4 Administrators will participate in professional Development in Curriculum and Instruction as well as Operations (e.g. Data Dives, Evaluation Training, etc.)	2017-2022	School level administrators	$0	N/A	Agenda

SCHOOL RENEWAL PLAN FOR <u>Wellford Academy of Science and Technology</u>
    DATE:<u>April 2017</u>

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

☐District Priority

PERFORMANCE GOAL: 3 (Statement of desired progress or result over **five years**)	The school will provide an environment where every individual is engaged, valued and safe.
INTERIM PERFORMANCE GOAL: (One year goal) **3.1**	See targets below.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	District Report Card Survey (Question #16)

OVERALL MEASURES:

SOURCE: District Report Card Survey

To add a row, go to the last box and press the tab button.

AVERAGE BASELINE		**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**
79.3		80.3	81.3	82.3	83.3	84.3

	ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
STRATEGY: Provide a variety of communication resources to enhance home-school relations.						**EVALUATION**
	3.1.1 The school will provide opportunities for communication such as classroom Dojo, Facebook, and the use of the school webpage.	2017-2022	School staff	$0	N/A	Posts on Facebook, copies of newsletters and the school webpage

SCHOOL RENEWAL PLAN FOR <u>Wellford Academy of Science and Technology</u>
DATE:<u>April 2017</u>

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

PERFORMANCE GOAL: 3 (Statement of desired progress or result over **five years**) •	The school will provide an environment where every individual is engaged, valued and safe.
INTERIM PERFORMANCE GOAL: (One year goal)**3.2**	See targets below.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	Principal reported percentage of faculty and staff with three hours or more of training.

OVERALL MEASURES:

SOURCE: Percentage of faculty and Staff with three hours or more

*Represents projections of improvement

To add a row, go to the last box and press the tab button.

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
5%	**Projected Data**	25%	35%	50%	60%	75%
	Actual Data					

Strategy: Provide professional development on Compassionate Schools.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3.2.1 Representatives from the schools will attend a three day training for school and district leaders	2017-2022	School level Administrators Teachers	$0	N/A	Attendance logs
3.2.2 School will have teachers participate in the four hour training.	2017-2022	School level Administrators Compassionate Schools trainer	$500/yr	General Funds	Attendance logs

SCHOOL RENEWAL PLAN FOR <u>Wellford Academy of Science and Technology</u>   **DATE: <u>April 2017</u>**

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

☐ District Priority

PERFORMANCE GOAL:3 (Statement of desired progress or result over **five years**)	The school will provide an environment where every individual is engaged, valued and safe.
INTERIM PERFORMANCE GOAL: (One year goal) **3.3**	See targets below.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	District Report Card Survey (Question #30)

OVERALL MEASURES:

SOURCE:

Student Report Card Survey

To add a row, go to the last box and press the tab button.

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
92.7%	**Projected Data**	93.7%	94.7%	95.7%	96.7%	97.7%
	Actual Data					

Strategy: Create a social/emotional environment where students feel safe.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3.3.1 The school will provide updated professional development for Olweus implementation.	2017-2022	Guidance Counselor	$0	N/A	Professional development logs
3.3.2 The school will implement a character education program.	2017-2018	Guidance Counselor	$0	N/A	Lesson plans
3.3.3 The school will implement the district-wide character education plan.	2017-2022	Guidance Counselor	$0	N/A	Lesson plans

SCHOOL RENEWAL PLAN FOR <u>Wellford Academy of Science and Technology</u>
   DATE:<u>April 2017</u>

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

☐ District Priority

PERFORMANCE GOAL:3 (Statement of desired progress or result over **five years**)	The school will provide an environment where every individual is engaged, valued and safe.
INTERIM PERFORMANCE GOAL: 3.4	See targets below.
DATA SOURCES(S): (List types of data that will be collected or examined to measure progress.)	Teacher Report Card Survey (Question # 10)

OVERALL MEASURES:

SOURCE:

Teacher Responses on Report Card Survey

To add a row, go to the last box and press the tab button.

AVERAGE BASELINE		2017–18	2018–19	2019–20	2020–21	2021–22
83.7	**Projected Data**	84.2	84.7	85.2	85.7	86.2
	Actual Data					

STRATEGY No. 3.4: Provide opportunities for improved teacher and staff morale					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3.4.1 The school will recognize teachers and staff.	2017-2022	School level Administrators	$500/yr	General Fund	Bulletin boards, copies of\ notes and emails
3.4.2 Teachers will be given treats on birthdays and first Fridays	2017-2022	Smile Makers Committee	$500/yr	General, PTO	pictures

Performance Goal Area	K-8 Student Achievement
Performance Goal 1 (Desired Result of Student Learning)	College and career readiness and achievement of students in grade K-8 will continuously improve, as indicated by formative and summative assessment data. **The school is focusing on both year to year and cohort growth (measured on the diagonal).
Interim Performance Goal 1.1	See targets below.
Data Sources	SC Ready-ELA

OVERALL MEASURES						
Measure	**Average Baseline**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
3rd Grade SC Ready-ELA Performance	33.8	35.8	37.8	39.8	41.8	50
4th Grade SC Ready-ELA Performance	36.5	38.5	40.5	42.5	44.5	50

Performance Goal Area	K-8 Student Achievement
Performance Goal 1 (Desired Result of Student Learning)	College and career readiness and achievement of students in grade K-8 will continuously improve, as indicated by formative and summative assessment data. **The school is focusing on both year to year and cohort growth (measured on the diagonal).
Interim Performance Goal 1.2	See targets below.
Data Sources	SC Ready-Math

OVERALL MEASURES						
Measure	**Average Baseline**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
3rd Grade SC Ready Math Performance	67.5	69.5	71.5	73.5	75.5	77.5
4th Grade SC Ready Math Performance	55.3	69.5	71.5	73.5	75.5	77.5

Performance Goal Area	K-8 Student Achievement
Performance Goal 1 (Desired Result of Student Learning)	College and career readiness and achievement of students in grade K-8 will continuously improve, as indicated by formative and summative assessment data.
Interim Performance Goal 1.3	See targets below.
Data Sources	Palmetto Assessment of State Standards (PASS)-Science

OVERALL MEASURES						
Measure	**Average Baseline**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
4th Grade SCPASS-Science Performance	74.1	75.6	77.1	78.6	80.1	81.6

Performance Goal Area	K-8 Student Achievement
Performance Goal 1 (Desired Result of Student Learning)	College and career readiness and achievement of students in grade K-8 will continuously improve, as indicated by formative and summative assessment data.
Interim Performance Goal 1.4	See targets below.
Data Sources	Palmetto Assessment of State Standards (PASS)-Social Studies

OVERALL MEASURES						
Measure	**Average Baseline**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
4th Grade SCPASS Social Studies Performance	91.8	92.3	92.8	93.3	93.8	94.3

Performance Goal Area	K-8 Student Achievement
Performance Goal 1 (Desired Result of Student Learning)	College and career readiness and achievement of students in grade K-8 will continuously improve, as indicated by formative and summative assessment data.
Interim Performance Goal 1.5	See targets below.
Data Sources	MAP-Reading

OVERALL MEASURES						
Measure	**Average Baseline**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K5 MAP-Reading Performance (Spring)	26.8	31.8	36.8	41.8	46.8	51.8
1st Grade MAP-Reading Performance (Spring)	23.2	28.2	33.2	38.2	43.2	48.2
2nd Grade MAP-Reading Performance (Spring)	35.9	40.9	45.9	50.9	55.9	60.9

Performance Goal Area	K-8 Student Achievement
Performance Goal (Desired Result of Student Learning)	College and career readiness and achievement of students in grade K-8 will continuously improve, as indicated by formative and summative assessment data.
Interim Performance Goal	See targets below.
Data Sources	MAP-Math

OVERALL MEASURES						
Measure	**Average Baseline**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K5 MAP-Math Performance (Spring)	28.0	33.0	38.0	43.0	48.0	53.0
1st Grade MAP-Math Performance (Spring)	27.3	32.3	37.3	42.3	47.3	52.3
2nd Grade MAP-Math Performance (Spring)	26.9	31.9	36.9	41.9	46.9	51.9

STRATEGY No. 1.1: **Use assessment data to guide instruction.**					
ACTION STEP (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.1.1 Assess student academic progress through formative and summative measures including *MAP *Fountas & Pinnell, *SC Ready, *SCPASS	2017-2022	School level administrators, teachers	$80,000 for MAP	state funding ($30,000) and local funding ($50,000.)	Assessment calendar, data reports, and data meetings
1.1.2 Disaggregate assessment data to identify academic needs of all students.	2017-2022	School level administrators, teachers	$0	N/A	Data reports, data meetings
1.1.3 Participate in professional learning for the analysis, interpretation and application of assessment data.	2017-2022	Teachers	$0	N/A	Data analysis meetings, data protocols
1.1.4 Change or continue instructional practices based on the analysis of the data.	2017-2022	School level administrators, literacy coaches, math coaches	$0	N/A	Instructional observations, instructional goals South Carolina 4.0 Evaluation Rubric Technology Integration Matrix (TIM)
1.1.5 Examine grading practices and the alignment to grade level mastery.	2017-2022	School level administrators, teachers	$5000.00	N/A	Year 1 - Explore current practices/cause analysis Year 2 - Develop district committee to research/visit other districts Year 3 - Develop an implementation plan Year 4 - Implement district-wide Year 5 - Monitor and analyze implementation plan

STRATEGY No. 1.2: **Differentiate student learning experiences to increase achievement for all students in all content areas.**					
ACTION STEP (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.2.1 Implement intentional, research-based instructional strategies.	2017-2022	School staff	$0	N/A	South Carolina 4.0 Evaluation Rubric, lesson plans
1.2.2 Refine and implement benchmark assessments in order to monitor student progress, inform, and adjust instruction.	2017-2022	School staff	$5000.00	General Fund	Assessment calendar, data reports
1.2.3 Provide intentional and varied delivery models to facilitate instruction based on content and expected outcomes.	2017-2022	School staff	$0	N/A	South Carolina 4.0 Evaluation Rubrics, Schoology
1.2.4 Provide instructional support for students identified as needing intervention to accelerate learning and decrease their achievement gaps.	2017-2022	School staff	$32,000.00	Grant Funding/SSIP	RTI record keeping, data/planning meetings, South Carolina 4.0 Evaluation Rubric
1.2.5 Provide a rigorous curriculum through the	2017-2022	School staff	$0	N/A	Curriculum units, lesson plans, South Carolina 4.0 Evaluation Rubric

creative use of content that challenges students to think critically and solve problems.					
1.2.6 Provide intentional and varied use of technology to support, enhance, and increase student learning.	2017-2022	District and school staff, model classroom teachers, technology coaches	$100,000.00	General Fund	South Carolina 4.0 Evaluation Rubric, Teacher self-assessment/TIM
1.2.7 Implement a literacy rich 3K and 4K curriculum	2017-2022	District and school staff	$10,000.00	General Fund	Year 1 - Explore current curriculum and develop district-wide curriculum units Year 2 - Implement district-wide curriculum units Year 3 - Revise and refine district-wide units Year 4/5 - Implement district-wide units with fidelity
1.2.8 Utilize the SSIP Implementation Coach to research and implement a uniform data-based problem solving model. that supports students through tiered instruction and intervention.	2017-2020	SSIP Implementation Coach	$270,000 (pending approval)	MFS Tier III Funding	Data from implementation of District SSIP plan
1.2.9 Implement a comprehensive progress monitoring system to collect data.	2017-2022	School staff	$68,000 (pending approval)	MFS Tier 1 Coordinated Early Intervening Services (CEIS) Funding	Enrich RTI, Data reports from Enrich RTI Data meetings
1.2.10 Implement instructional programming for tiered instruction and intervention with universal screenings.	2017-2022	School staff	$248,187 (pending approval)	MFS Tier I Coordinated Early Intervening Services (CEIS) funding	iReady Reading Dreambox (expansion) TEACHTOWN

STRATEGY No. 1.3: **Provide professional development experiences to ensure that a rigorous curriculum with differentiated instruction is provided to all students.**					
ACTION STEP (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.3.1 Participate in professional development through a cohort model designed to meet individual teacher and staff needs.	2017-2022	School staff	$20,000	General fund, Title 2, R2S	Cohort roster, Professional Development calendar, Schoology
1.3.2 Provide professional development to paraprofessionals in areas that will help them assist students in their learning, such as Read to Succeed and Co-Teaching.	2017-2022	District and school level staff	$0	N/A	Sign-in sheets, instructional materials
1.3.3 Provide additional professional development for teacher effectiveness that ensures all students have sufficient opportunities to develop	2017-2022	District and school staff, consultants	$36,414 (pending approval) $58,500 (pending	MFS Tier III CEIS MFS Tier I CEIS	Sign-in sheets, instructional materials, Professional development calendar

learning, thinking, and life skills that lead to success at the next level, such as *the implementation of the SC College and Career Readiness Standards *the SC Teaching Standards Rubric *Read to Succeed *Inclusive co-teaching practices *Blended learning *Curriculum writing *STEAM *TIM *Universal Design for Learning.			approval)		
1.3.4 Monitor a documentation system that ensures all educators participate in a continuous program of learning.	2017-2022	School level administrators	$25,000	General Fund	Documentation system
1.3.5 Participate in collaborative planning opportunities for all content areas and departments at the district	2017-2022	School staff	$0	N/A	Master schedules, grade-level meetings and agendas, District professional development calendar

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A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment

A Comprehensive System of Assessment
- Summative Assessment
  - SC Ready, MAP
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - Star Reading
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Data Teams
  - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	☐	☐	x	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Teachers make instructional decisions for students based on data.	☐	x	☐	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	☐	x	☐	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	x	☐	

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B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.				
Lenses of Assessment Assessing for Supplemental Instruction ● Reading Process ● Small Group and Individual				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	☐	X	☐	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	☐	X	☐	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	X	☐	

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C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment Assessing for Family Support of Literacy Development				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☐	☐	**X**	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

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D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
Lenses of Assessment Assessing for Research-Based Instructional Practices: ● Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data ● Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data ● Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data ● Integration of Disciplinary Literacy ● Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	X	☐	☐	Teacher Observations, Schedules, Lesson Plans
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	☐	X	☐	
D3. Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	☐	X	☐	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.		X		

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D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:
- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.		X	☐	Teacher Observations, Schedules, Lesson Plans
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	☐	X	☐	
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by	☐	X	☐	

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using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)				

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment
Assessing for Research-Based Instructional Practices:
- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
  Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	X	

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range

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of reading levels to match the reading levels of students.				

Lenses of Assessment
Assessing for Reading Engagement:
    ● Student Choice
    ● Large blocks of time to read, write, and research
    ● Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre				

	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
E1. Teachers provide students choice in what they read, write, and research.	☐	X	☐	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	☐	X	☐	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	X	☐	☐	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	X	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	☐	X	

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F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment Assessing for Professional Development ● Literacy Competencies for PreK-5th Grade Teachers ● Literacy Competencies for Administrators ● South Carolina College and Career Ready Standards ● Standards for Professional Learning ● Early Learning Standards for 4K				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**

F1. Teachers participate in professional learning opportunities based on data through
   o Study groups
   o Collaboration with school coach
   o Book clubs
   o Teacher action research
   o Collaborative planning
   o Peer coaching
	☐	☐	**X**	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans

F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data
   o Study groups
   o Collaboration with school coach
   o Book Clubs
	☐	☐	**X**	

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G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Lenses of Assessment Assessing for Literacy Partnerships				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. ● County libraries are used to increase the volume of reading in the community over the summer ● State and local arts organizations ● Volunteers ● Social service organizations ● School media specialists	☐	☐	**X**	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	☐	**X**	☐	

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H. This school embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment Assessing for Inquiry-based Learning: ● Immersion, Investigation, Coalescing, Going Public ● Read Aloud/Shared Reading ● Independent reading, writing, researching ● South Carolina College and Career Ready Standards for Inquiry ● Profile of the South Carolina Graduate				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for the majority of the instructional time.	☐	X	☐	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
H2. Teachers integrate content-specific reading, writing, and researching into ELA in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	X	☐	
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on	☐	☐	X	

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reading, writing, and researching.			
H4. Teachers ensure text and materials are organized and easily accessible by students**.**	☐	☐	**X**
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	**X**
H6. Teachers prominently display artifacts reflective of student learning**.**	☐	**X**	☐

Analysis of Data

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Strengths	Possibilities for Growth
- Teachers use a comprehensive formative assessment system. - South Carolina College and Career Ready Standards are taught in every classroom. - Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. - Ample texts and materials are available, organized, and easily accessible in classrooms. - Teachers and Administrators consistently participate in professional development including study groups, Read To Succeed cohort, cohorts based on needs assessments. They read professional texts, and work with the school literacy coach. - Our school and/or teachers participate in partnerships in order to develop reading and writing. - Large blocks of time are provided for instruction and practice for reading, writing, and research.	- Teachers will be more consistent with data analysis and making decisions based on data. - Teachers will work together to collect and analyze data, establish goals and look-fors for students, and create action plans for students. - Teachers will more consistently evaluate and eliminate activities that interfere with engaged reading and writing.
Goals and Action Steps Based on Analysis of Data	

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Goal #1: The percentage of students in grades three and four on target (meets/ exceeds) on SC Ready will increase to 37.8 in 3rd grade and 40.5 in 4th grade for the 2017-2018 school year.	**Action Steps:** -We will use assessment data to guide instruction. -We will differentiate student learning experiences to increase achievement for all students in all content areas. -Teachers and Administrators will participate in professional development experiences to ensure a rigorous curriculum with differentiated instruction is provided to all students.
Goal #2: Teachers will work with support staff regularly to collect and analyze data, establish goals and look-fors for students, and create action plans for students.	**Action Steps:** -The Intervention Team, consisting of the Assistant Principal, Reading Interventionists, classroom teacher, and Literacy Coach, will meet quarterly to analyze data and determine effective interventions. -Grade level teachers will meet at least twice a month to analyze data and make instructional decisions. -Classroom teachers will meet with the Literacy and Math Coach at least once a month. -Classroom teachers and Special Education Co-Teacher will meet weekly to determine targeted instructional plans.
Goal #3:	**Action Steps:**

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References

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