

**STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS
(Mandated Component)**

List the names 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	Tammy White (2012---) Steve Gambrell (Retired)
2. Teacher	Chris McCants, (AP – 2012)
3. Parent/Guardian	Tina Pulley
4. Community Member	Cherise Crosby
5. School Improvement Council	Nancy Tripp
6. Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

Position	Name
<u>Assistant Principal _____</u>	<u>Tammy White, (Principal – 2012)</u>
<u>Assistant Principal _____</u>	<u>Ingrid Anderson</u>
<u>Teacher _____</u>	<u>John Boehm</u>
<u>Teacher _____</u>	<u>Ann Turner</u>
<u>SIC Member _____</u>	<u>Sandy Freeman</u>
<u>Student _____</u>	<u>Cassie Johnson</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 RENEWAL PLANS (Mandated Component)

Act 135 Assurances

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

- Academic Assistance, PreK–3**
The school 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).
- Academic Assistance, Grades 4–12**
The school 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).
- 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 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.
- Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*.
- Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- n/a 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.

- 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 not 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.
- 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).
- 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.
- 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.
- Developmentally Appropriate Curriculum for PreK-3**
The school 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.
- 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-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.



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.

Signature of Superintendent

Date

Signature of Principal

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS (Mandated Component)

The comprehensive needs assessment that was done by the school addressed the following areas: (1) Student Achievement, (2) Teacher Quality, (3) School Climate, and (4) School Infrastructure. For each of these areas, a plan of action has been determined for improvement. Information gained from the school/district report cards, test results, questionnaires, surveys, SIC meetings, our district strategic plan, and school personnel meetings was utilized to develop this strategic plan. Strengths, weaknesses, and areas that need improving were determined from this information. Strategies and action steps were then developed.

Student achievement data has been analyzed over time with emphasis on the 2010 PASS test data. These results determine our baseline data for PASS in the four content areas: math, reading, science and social studies. There is an average of 25-30% of students scoring Not Met in grades 7 and 8 in most of these four core areas. We also analyzed our writing results and set our base line accordingly. We must be sure that our curriculum and what is actually being taught in the classrooms more than adequately addresses South Carolina Standards. We must continue to train teachers, students, and parents to analyze, and use the achievement data available to us to improve student performance. We must look at alternative methods of reaching various subgroups to improve achievement. We must continue to address the acceleration needs of students performing Met on PASS but failing to progress to Exemplary performance.

We also analyzed our MAP test results in Reading and Math. Our baseline date was derived from this analysis. Our goal is to improve each year in the percentage of students meeting their target growth goal on the Measures of Academic Progress (MAP) test.

Teacher and Administrator quality is also being addressed in our plan. Presently 100% of the school's core academic area teachers are highly qualified. All teachers must meet the requirements to be technology proficient during their next renewal certification cycle. By federal requirements, paraprofessionals must also be highly qualified. Presently 100% of the paraprofessionals in the school meet this requirement. We will continue to recruit, train and evaluate teachers and administrators for our school. Each year our staff development plan will be based on a staff needs assessment. We will continue to promote leadership opportunities for our staff. We will continue to follow the state Goals Based Evaluation (GBE) system of teacher growth and evaluation.

School climate is being addressed in this plan by the following performance goals: (1) Increase in student and teacher attendance, (2) continue to involve all students in service learning projects, (3) increase the percentage of parents, teachers and students who are satisfied with the school environment. Our data also indicated the need to improve in the areas of teacher attendance and parent/guardian participation. Strategies are in place and are being put in place to improve performance in these areas.

School infrastructure has been identified as a need that must be addressed. Our performance goal for this area is to maintain equitable facilities and technology to support all programs. We plan to update our technology plans annually to stay current with our needs. We will use the results of a needs assessment in both of these areas to make needed improvements. Strategies have been identified to make these improvements possible.

MISSION, VISION, VALUES, AND BELIEFS (Optional)

Mission Statement

The Mission of District Five Schools of Spartanburg County is to provide every student quality educational experiences in a safe, nurturing, and engaging environment, enabling each individual to succeed in life and function as a productive citizen.

Vision Statement

District Five Schools will pursue exemplary educational opportunities and academic excellence in order to improve the quality of life for our students and community.

Beliefs

We believe that...

- Children are our most valuable resource.
- Public education is a pillar of our society.
- Integrity is taught by example.
- Excellence is achievable.
- Mutual respect is beneficial.
- Knowledge empowers.
- Diversity strengthens.
- Family is the foundation of society.
- Children need supportive adult role models.
- Attitude makes a difference.
- Learning is a lifelong process.
- Personal responsibility serves the common good.
- Stewardship of resources maintains trust.

SCHOOL STRATEGIC PLAN FOR Florence Chapel Middle School
Performance Goal Area:

DATE: March 2, 2011

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority

PERFORMANCE GOAL:
 (desired result of student learning)
 The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.

INTERIM PERFORMANCE GOAL:
 Students in grades 7-8 will improve 2% a year in meeting the state's proficiency standard in **English Language Arts (Reading and Research)** as measured by the Palmetto Assessment of State Standards (PASS), through the year 2016.

DATA SOURCE(S):
 Palmetto Assessment of State Standards (PASS)

OVERALL MEASURES:

* Represents projections of improvement

Grade Level	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*
7	78.2	80.2 (79.5)	82.2 (78.3)	84.2 (79.1)	86.2 (79)	88.2 NA	90.2
8	68.2	70.2 (73.2)	72.2 (76.7)	74.2 (70.5)	76.2 (74)	78.2 NA	80.2

SCHOOL STRATEGIC PLAN FOR
Performance Goal Area:

Florence Chapel Middle School

DATE: March 2, 2011

Student Achievement
 School Priority

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

PERFORMANCE GOAL:
(desired result of student learning)

The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.

INTERIM PERFORMANCE GOAL:

Students in grades 7-8 will improve 2% a year in meeting the state's proficiency standard in **Math** as measured by the Palmetto Assessment of State Standards (PASS), through the year 2016.

DATA SOURCE(S):

Palmetto Assessment of State Standards (PASS)

OVERALL MEASURES:

* Represents projections of improvement

Grade Level	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*
7	74.2	76.2 (81.2)	78.2 (78.6)	80.2 (78.1)	82.2 (86)	84.2 NA	86.2
8	64.8	66.8 (72.1)	68.8 (74.3)	70.8 (75.3)	72.8 (77)	74.8 NA	76.8

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority

PERFORMANCE GOAL:
(desired result of student learning)

The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.

INTERIM PERFORMANCE GOAL:

Students in grades 7-8 will improve 2% a year in meeting the state’s proficiency standard in **Science** as measured by the Palmetto Assessment of State Standards (PASS), through the year 2016.

DATA SOURCE(S):

Palmetto Assessment of State Standards (PASS)

OVERALL MEASURES:

* Represents projections of improvement

Grade Level	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*
7	73.2	75.2 (75.8)	77.2 (76.2)	79.2 (79.5)	81.2 (80)	83.2 (74.5)	85.2
8	72.4	74.4 (73.2)	76.4 (74.6)	78.2 (75.2)	80.4 (71)	82.4 (75.1)	84.4

SCHOOL STRATEGIC PLAN FOR
Performance Goal Area:

Florence Chapel Middle School

DATE: March 2, 2011

Student Achievement
 School Priority

Teacher/Administrator Quality

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

PERFORMANCE GOAL:
(desired result of student learning)

The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.

INTERIM PERFORMANCE GOAL:

Students in grades 7-8 will improve 2% a year in meeting the state's proficiency standard in **Social Studies** as measured by the Palmetto Assessment of State Standards (PASS), through the year 2016.

DATA SOURCE(S):

Palmetto Assessment of State Standards (PASS)

OVERALL MEASURES:

* Represents projections of improvement

Grade Level	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*
7	67.3	69.3 (74.1)	71.3 (75.9)	73.3 (76.8)	75.3 (75)	77.3 (76.1)	79.3
8	70.4	72.4 (80.5)	74.4 (78.7)	76.4 (78.1)	78.4 (83)	80.4 (82.6)	82.4

SCHOOL STRATEGIC PLAN FOR Florence Chapel Middle School
Performance Goal Area:

DATE: March 2, 2011

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority

PERFORMANCE GOAL:
(desired result of student learning)

The achievement of students in grade 8 will continuously improve as indicated by summative and formative assessment data.

INTERIM PERFORMANCE GOAL:

Students in grade 8 will improve 2% a year in meeting the state’s proficiency standard in **Writing** as measured by the Palmetto Assessment of State Standards (PASS), through the year 2016.

*Since grades 5 and 8 are the only grades assessed through the PASS Writing assessment, kindergarten, first, second, third, fourth, sixth, and seventh grade teachers will be responsible for the instruction and accountability in the use of the South Carolina Writing Rubric.

DATA SOURCE(S):

Palmetto Assessment of State Standards (PASS)

OVERALL MEASURES:

* Represents projections of improvement

Grade Level	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*
8	75.6	77.6 (67.2)	79.6 (82.2)	81.6 (79.1)	83.6 (80)	85.6 NA	87.6

SCHOOL STRATEGIC PLAN FOR Florence Chapel Middle School **DATE: March 2, 2011**
Performance Goal Area:
 Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Student Achievement School Priority

PERFORMANCE GOAL:
(desired result of student learning)
The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.

INTERIM PERFORMANCE GOAL:
The percentage of students in grades 7-8 meeting the Measures of Academic Progress (MAP) growth targets in **reading** will increase by 2% each year:
Grades 7 – 8 Fall to Winter (Percent Meeting Growth Target)

DATA SOURCE(S): Measures of Academic Progress (MAP)

OVERALL MEASURES:

* Represents projections of improvement

Grade Level	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*
7	65.2	67.2 (55.2%)	69.2 (58.9%)	71.2 (58.2%)	73.2 (62.4)	75.2 (61%)	77.2
8	52.6	54.6 (58.9%)	56.2 (55.2%)	58.2 (49.4%)	60.2 (61.9)	62.2 (52%)	64.2

PERFORMANCE GOAL: (desired result of student learning)	The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.																								
INTERIM PERFORMANCE GOAL:	The percentage of students in grades 7-8 meeting the Measures of Academic Progress (MAP) growth targets in math will increase by 2% each year: Grades 7 – 8 Fall to Winter (Percent Meeting Growth Target)																								
DATA SOURCE(S):	Measures of Academic Progress (MAP)																								
OVERALL MEASURES:	* Represents projections of improvement <table border="1" data-bbox="537 678 2003 954"> <thead> <tr> <th>Grade Level</th> <th>Average Baseline</th> <th>2011* (Actual)</th> <th>2012*</th> <th>2013*</th> <th>2014*</th> <th>2015*</th> <th>2016*</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>57.3</td> <td>59.3 (62.5%)</td> <td>61.3 (53.7%)</td> <td>63.3 (67.2%)</td> <td>65.3 (58)</td> <td>67.3 (58%)</td> <td>69.3</td> </tr> <tr> <td>8</td> <td>61.7</td> <td>63.7 (62.8%)</td> <td>65.7 (58.9%)</td> <td>67.7 (52.4%)</td> <td>69.7 (56.9)</td> <td>71.7 (51%)</td> <td>73.7</td> </tr> </tbody> </table>	Grade Level	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*	7	57.3	59.3 (62.5%)	61.3 (53.7%)	63.3 (67.2%)	65.3 (58)	67.3 (58%)	69.3	8	61.7	63.7 (62.8%)	65.7 (58.9%)	67.7 (52.4%)	69.7 (56.9)	71.7 (51%)	73.7
Grade Level	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*																		
7	57.3	59.3 (62.5%)	61.3 (53.7%)	63.3 (67.2%)	65.3 (58)	67.3 (58%)	69.3																		
8	61.7	63.7 (62.8%)	65.7 (58.9%)	67.7 (52.4%)	69.7 (56.9)	71.7 (51%)	73.7																		

Goal 1: The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.					EVALUATION
<u>STRATEGY 1.1:</u> Use assessment data to guide instruction <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor</u> Completed YES/NO Continue Modify/Modified Date
1.1.1 Assess student academic development through a variety of measures such as PASS, MAP, Study Island, Classworks, Anderson Five Curriculum and benchmark assessments such as Tests for Higher Standards (Flanagan)	2011 - 2016	District, School Level Administration and Teachers	\$91,000 (Total District per/yr)	Enhancement (K-5/6-8) Formative Title II	Continue
1.1.2 Disaggregate/Analyze assessment data to identify achievement needs of AYP subgroups	2011 - 2016	District, School Level Administration and Teachers	\$0	n/a	Continue
1.1.3 Conference with principals to analyze assessment data and set instructional goals	2011 - 2016	School Level Administration and Teachers	\$0	n/a	Continue
1.1.4 Provide professional development for teachers and district/school leaders in the analysis, interpretation, and effective use of assessment data	2011 - 2016	District and School Level Administration	\$0	n/a	Continue

Goal 1: The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.					EVALUATION
STRATEGY 1.2: Continue to provide high-quality professional development experiences based on Best Practices Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
1.2.1 Analyze results from School-wide curriculum needs assessment to guide the planning of professional development	2011 - 2016	School Level Administration and Teachers	\$0	n/a	Continue
1.2.2 Continue to refine Learning Focused Strategies, Thinking Maps, Anderson Five Curriculum and use of S3 Standards Support Curriculum	2011 - 2016	School Level Administration and Teachers	\$25,000 (Total District per/yr)	Local Title II SC Reading SC Prof.Develop.	Continue Also modify by beginning training on Common Core
1.2.3 Provide high quality professional development opportunities using the expertise of District Five professional staff and/or consultants	2011 - 2016	District and School Level Administration	\$90,000 (Total District per/yr)	Local Title II SC Reading SC Prof.Develop.	Continue
1.2.4 Continue to train administrators and teachers to use all available assessment data to determine professional development needs	2011 - 2016	District and School Level Administration	\$0	n/a	Continue
1.2.5 Continue to provide opportunities for vertical articulation	2011 - 2016	District and School Level Administration	\$0	n/a	Continue

Goal 1: The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.					EVALUATION
STRATEGY 1.2: Continue to provide high-quality professional development experiences based on Best Practices Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
1.2.6 Schedule collaborative planning opportunities for all content areas and departments, and content meetings	2011 - 2016	School Level Administration	\$0	n/a	Continue
1.2.7 Continue to write and revise standards-based instructional units/curriculum across all content areas in grades 7-8	2011 - 2016	School Level Administration and Teachers	\$15,000 (Total District per/yr)	Title II SC Reading Local	Continue and modify by incorporating Common Core Standards
1.2.8 Continue to monitor the use of Best Practice instructional strategies through actions such as classroom observations, Goals Based Evaluation conferences, and Best Practices Self-Assessments	2011 - 2016	School Level Administration and Teachers	\$0	n/a	Continue
1.2.9 Provide training for teachers to meet the individual needs of ESOL students and students with disabilities	2011 - 2016	District Office, School Level Administration and Teachers	\$30,000 (Total District per/yr)	Local IDEA SC Reading SC Prof.Develop.	Continue

Goal 1: The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.					EVALUATION
STRATEGY 1.3: Accelerate student learning in order to meet or exceed grade level standards in all content areas Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
1.3.1 Continue to use research-based instructional strategies provided through models such as Learning Focused, Thinking Maps, and Write for the Future and Explicit Direct Instruction (EDI)	2011 - 2016	School Level Administration and Teachers	\$0	n/a	Continue
1.3.2 Implement benchmark assessments in order to monitor student progress and to guide and adjust instruction	2011 - 2016	School Level Administration and Teachers	\$5,000 (Total District per/yr)	n/a	Continue
1.3.3 Provide differentiated instruction to meet the needs of all students	2011 - 2016	School Level Administration and Teachers	\$0	n/a	Continue
1.3.4 Train teachers to effectively use the Response to Intervention (RTI) model to provide services for students who need additional instructional interventions to support their learning	2011 - 2016	District, School Level Administration and Teachers	\$600,000 (Total District per/yr)	Local Enhancement (K-5/6-8)	Continue

Goal 1: The achievement of students in grades 7-8 will continuously improve as indicated by summative and formative assessment data.					EVALUATION
<u>STRATEGY 1.3:</u> Accelerate student learning in order to meet or exceed grade level standards in all content areas <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor Completed YES/NO</u> <u>Continue</u> <u>Modify/Modified Date</u>
1.3.5 Provide integrated, rigorous and relevant curriculum through challenging, engaging content and the use of higher order thinking skills for students identified as Gifted and Talented	2011 - 2016	School Level Administration and Teachers	\$25,000 (Total District per/yr)	High Achieving Students Local	Continue
1.3.6 Provide students with disabilities appropriate curriculum through the use of Best Practices and integrating IEP accommodations to help meet grade-level standards	2011 - 2016	School Level Administration and Teachers	\$40,000 (Total District per/yr)	IDEA Local	Continue
1.3.7 Enhance technology opportunities for all students	2011 - 2016	School Level Administration and Teachers	\$200,000 (Total District per/yr)	Local Technology	Continue

School STRATEGIC PLAN FOR Florence Chapel Middle School
Performance Goal Area:

DATE: February 23, 2011

- Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
(desired result of student learning)

Florence Chapel will continuously improve teacher and administrator quality by recruiting, developing and effectively evaluating teachers and administrators.

INTERIM PERFORMANCE GOAL:

Maintain the employment of Highly Qualified Teachers/Administrators at 99-100%.

DATA SOURCE(S):

Human Resource Records – Personnel Director
State Report Cards

OVERALL MEASURES:

Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*
100%	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100% (100%)	100%

* Represents projections of improvement

Goal 2: Florence Chapel Middle will continuously improve teacher and administrator quality by recruiting, developing, and effectively evaluating teachers and administrators.					EVALUATION
<u>STRATEGY 2.1:</u> Recruit Highly Qualified teachers and administrators <u>Activity</u>	<u>Timeline</u> <u>Start/End</u> <u>Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Monitor</u> Completed YES/NO Continue Modify/Modified Date
2.1.1 Provide resources to support effective performance	2011-2016	Administration	\$0	n/a	Continue
2.1.2 Pursue diversity in hiring	2011 – 2016	Administration	\$0	n/a	Continue
2.1.3 Promote professional learning communities	2011 – 2016	Administration	Total Staff Development Budget - \$4,600	State, District and Local	Continue
2.1.4 Provide technological resources	2011 – 2016	Administration and Technology Specialist	Florence Chapel's share of district funds.	Local and District Technology Budget	Continue
2.1.5 Provide technological training and support	2011 – 2016	Administration and Technology Specialist	\$0	n/a	Continue
2.1.6 Provide differentiated staff development opportunities	2011 – 2016	Administration	Staff Development Budget	State, District and Local	Continue
2.1.7 Provide effective instructional leadership	2011 – 2016	Administration	\$0	n/a	Continue

Goal 2: Florence Chapel Middle will continuously improve teacher and administrator quality by recruiting, developing, and effectively evaluating teachers and administrators.					EVALUATION
STRATEGY 2.2: Develop Highly Qualified Teachers and well-prepared staff Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
2.2.1 Engage all employees in professional learning communities	2011-2016	Administration and Faculty	Total Staff Development Budget – \$4,600	State, District and Local	Continue
2.2.2 Provide differentiated staff development opportunities based upon staff Needs Assessment Data	2011 – 2016	Administration	Staff Development Budget	State, District and Local	Continue
2.2.3 Assign supportive mentors to new teachers	2011 – 2016	Administration	\$0	n/a	Continue
2.2.4 Assign supportive teachers to partner with new members of our staff	2011 – 2016	Administration	\$0	n/a	Continue
2.2.5 Promote leadership opportunities for our staff	2011 – 2016	Administration	Staff Development Budget	State, District and Local	Continue
2.2.6 Maintain high expectations for all	2011 – 2016	Administration	\$0	n/a	Continue
2.2.7 Maintain technology proficiency for certified staff	2011 - 2016	Technology Specialist	\$0	n/a	Continue

Goal 2: Florence Chapel Middle will continuously improve teacher and administrator quality by recruiting, developing, and effectively evaluating teachers and administrators.					EVALUATION
STRATEGY 2.3: Evaluate teachers and administrators to maintain Highly Qualified Teachers and well prepared staff Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
2.3.1 Collaboratively develop Goals Based Evaluation for teachers and administrators annually	2011-2016	Administration	\$0	n/a	Continue
2.3.2 Formally evaluate 2 nd year teachers with SAFE-T	2011 – 2016	Administration	\$0	n/a	Continue
2.3.3 Require formal evaluation of Continuing Contract Teachers (when necessary)	2011 – 2016	Administration	\$0	n/a	Continue

SCHOOL STRATEGIC PLAN FOR Florence Chapel Middle SCHOOL

DATE: March 2, 2011

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority

PERFORMANCE GOAL:
(desired result of student learning)

Florence Chapel Middle School will provide an environment where every individual is engaged, respected, valued, and safe.

INTERIM PERFORMANCE GOAL:

The student and teacher attendance rate will increase to at least 97.6% by the year 2016.

DATA SOURCE(S):

School's Report Card

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
Student 97.2%	97.26%	97.32% (97.2%)	97.38% (96.1%)	97.44% (96.9%)	97.5% (97%)	97.6%
Teacher 92.3%	93.35%	94.4% (94.4%)	95.45% (93.2%)	96.5% (93.4%)	97% (94.4%)	97.6%

* Represents projections of improvement

SCHOOL STRATEGIC PLAN FOR FLORENCE CHAPEL MIDDLE SCHOOL

DATE: March 2, 2011

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority

PERFORMANCE GOAL:
(desired result of student learning)

Florence Chapel Middle School will provide an environment where every individual is engaged, respected, valued, and safe.

INTERIM PERFORMANCE GOAL:

The percentage of students, in grades 7th and 8th, participating in service-learning activities will increase from 99.4% in 2010 to 100% 2016.

DATA SOURCE(S):

School and District reports

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
99.4%	99.5%	99.6%	99.7% (100%)	99.8% (100%)	99.9% (100%)	100%

* Represents projections of improvement

SCHOOL STRATEGIC PLAN FOR Florence Chapel Middle SCHOOL

DATE: March 2, 2011

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority

PERFORMANCE GOAL:
(desired result of student learning)

Florence Chapel Middle School will provide an environment where every individual is engaged, respected, valued, and safe.

INTERIM PERFORMANCE GOAL:

The percentage of parents/guardians/approved designees who attend at least one parent conference with School personnel each year will increase from 99.6% to 99.9% by 2016.

DATA SOURCE(S):

Florence Chapel Middle School Report Card

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	99.6%	99.65%	99.7% (97.9%)	99.75% (97.8%)	99.8% (98.9%)	99.85% (96.2%)	99.9%

* Represents projections of improvement

SCHOOL STRATEGIC PLAN FOR Florence Chapel Middle SCHOOL

DATE: March 2, 2011

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority

PERFORMANCE GOAL:
(desired result of student learning)

Florence Chapel Middle School will provide an environment where every individual is engaged, respected, valued, and safe.

INTERIM PERFORMANCE GOAL:

The percentage of parents who indicate that they are satisfied with the safety of the School environment will increase from 83.4% in 2010 to 85.9% in 2016.

The percentage of teachers who indicate that they are satisfied with the safety of the School environment will increase from 91.2% in 2010 to 93.9% in 2016.

The percentage of students who indicate that they are satisfied with the safety of the School environment will increase from 87.1% in 2010 to 89.7% in 2016.

DATA SOURCE(S): Parent, Teacher and Student Surveys as designated from District Report Cards

OVERALL MEASURES:	Average Baseline	2011* (Actual)	2012*	2013*	2014*	2015*	2016*
Parent:	83.4%	83.8% (92.5%)	84.2% (88.6%)	84.7% (98%)	85.1% (91.2%)	85.5% (93.8%)	85.9%
Teacher:	91.2%	91.7% (95.1%)	92.1% (88.6%)	92.6% (90.9%)	93.0% (96.8%)	93.5% (92.8%)	93.9%
Student:	87.1%	87.5% (91.9%)	88.0% (90.4%)	88.4% (90%)	88.8% (90.2%)	89.3% (92.8%)	89.7%

* Represents projections of improvement

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
<u>STRATEGY 3.1:</u> Provide a student incentive program <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor</u> Completed YES/NO Continue Modify/Modified Date
3.1.1 Recognize and/or provide incentives for student attendance each nine weeks, as well as, end of year certificate	2011 - 2016	Grade level teams	TBD	n/a	Continue
3.1.2 Provide incentives to improve student morale and behavior	2011 - 2016	Principals and Grade level teams	TBD	n/a	Continue
3.1.3 Provide incentives for School participation in community service and/or service learning	2011 - 2016	School Service Learning Coordinators	TBD	n/a	Continue

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
<u>STRATEGY 3.2:</u> Provide a teacher incentive program <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor Completed YES/NO</u> <u>Continue</u> <u>Modify/Modified Date</u>
3.2.1 Provide incentives for unused sick leave	2011 - 2016	Superintendent	TBD	District	Continue
3.2.2 Recognize teachers for attendance and other accomplishments through various methods	2011 - 2016	Principals	n/a	n/a	Continue
3.2.3 Provide incentives for teacher participation in school or district sponsored community service activities or projects	2011 - 2016	Principals	n/a	n/a	Continue

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
STRATEGY 3.3: Provide a comprehensive character education program Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
3.3.1 Evaluate current character education program	2011 - 2016	Guidance Department	\$0	n/a	Continue
3.3.2 Maintain or update developmentally appropriate character education program	2011 - 2016	Guidance Department	\$0	n/a	Continue and modify to include Olweus Program for 2012/2013
3.3.3 Provide staff development for teachers to implement character education program	2011 - 2016	Administration	\$0	n/a	Continue

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
<u>STRATEGY 3.4:</u> Provide opportunities for parent, student, and community involvement <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor Completed YES/NO</u> <u>Continue</u> <u>Modify/Modified Date</u>
3.4.1 Utilize and support the district attendance officer to monitor and track students with attendance issues	2011 - 2016	Administration	(District Funds)	District	Continue
3.4.2 Provide opportunities for parents to visit the school and classrooms	2011 - 2016	Administration	\$3,200	Local	Continue
3.4.3 Invite community and faith leaders into the school	2011 - 2016	Administration	\$0	n/a	Continue
3.4.4 Provide opportunities for community members to volunteer in the School	2011 - 2016	Career Education Department	\$0	n/a	Continue
3.4.5 Provide recognition of Florence Chapel Middle School volunteers and business partners using various methods	2011 - 2016	Administration/ Career Education Department	\$0	n/a	Continue
3.4.6 Provide professional development for teachers to integrate service learning into the curriculum	2011 - 2016	Guidance Department	\$0	n/a	Continue

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
<u>STRATEGY 3.4:</u> Provide opportunities for parent, student, and community involvement <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor</u> Completed YES/NO Continue Modify/Modified Date
3.4.7 Develop partnerships with community organizations to foster and sustain service learning	2011 - 2016	Guidance Department	\$0	n/a	Continue
3.4.8 Provide extracurricular and co-curricular opportunities for students	2011 - 2016	Administration and Teaching Staff	\$0	n/a	Continue

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
STRATEGY 3.5: Provide stakeholder communications using a variety of methods Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
3.5.1 Use the School Connects telephone parent notification system to communicate with parents and caregivers	2011 - 2016	Principals	\$0	District Technology	Continue
3.5.2 Use School newsletters to communicate with parents and the community	2011 - 2016	Media Specialist, Parent Teacher Organization(PTO)	\$500 (1 yr)	Local	Continue
3.5.3 Maintain the Florence Chapel Middle School website to communicate with parents and the community	2011 - 2016	Technology Specialist	\$0	Local	Continue
3.5.4 Use the Parent Portal web-based student information system to inform parents of student academic progress and attendance	2011 - 2016	Teachers, Technology Specialist, Principals	\$0	n/a	Continue

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
<u>STRATEGY 3.5:</u> Provide stakeholder communications using a variety of methods Activity	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source	<u>Monitor</u> Completed YES/NO Continue Modify/Modified Date
3.5.5 Distribute the Florence Chapel Middle School Report to the community annually	2011 - 2016	School Improvement Committee (SIC)	\$100 (yr)	Local	Continue
3.5.6 Send Florence Chapel News via e-mail to employees and parents	2011 - 2016	Media Specialist	\$0	n/a	Continue
3.5.7 Distribute Florence Chapel Middle School Fact Sheet to provide the community information about our school	2011 - 2016	Principals	\$100 (yr)	Local	Continue
3.5.8 Review and utilize parent, student, and teacher responses to report card surveys	2011 - 2016	Principals	\$0	n/a	Continue

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
STRATEGY 3.6: Provide opportunities to enhance the safety of students and staff Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
3.6.1 Continue to provide Conflict Resolution awareness education	2011 - 2016	Resource Officer, Administrators, Guidance, and Teachers	\$0	n/a	Continue
3.6.2 Continue to provide alternative educational opportunities for students recommended for expulsion	2011 - 2016	Administrators	District share of Alternative School support	District	Continue
3.6.3 Maintain and update school emergency procedure plans	2011 - 2016	Resource Officer and Administrators	\$0	n/a	Continue
3.6.4 Continue to provide and update safety training for employees and students	2011 - 2016	Resource Officer, Administrators, and Teachers	\$0	n/a	Continue

Goal 3: Florence Chapel Middle will provide an environment where every individual is engaged, respected, valued, and safe.					EVALUATION
<u>STRATEGY 3.6:</u> Provide opportunities to enhance the safety of students and staff <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor</u> Completed YES/NO Continue Modify/Modified Date
3.6.5 Work cooperatively with local emergency agencies, utilities, municipalities, and our school district to maintain emergency preparedness procedures for employees and students	2011 - 2016	Resource Officer and Administrators	\$0	n/a	Continue
3.6.6 Use various methods to communicate school safety and weather related announcements	2011 - 2016	Resource Officer and Administrators	\$0	n/a	Continue

SCHOOL STRATEGIC PLAN FOR Florence Chapel Middle SCHOOL

DATE: March 2, 2011

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 School Priority

<p>PERFORMANCE GOAL: (desired result of student learning)</p>	<p>Florence Chapel will provide equitable resources to support quality academic and extra-curricular programs.</p>						
<p>INTERIM PERFORMANCE GOAL:</p>	<p>Florence Chapel Middle School will provide and maintain equitable facilities and technology to support all programs.</p>						
<p>DATA SOURCE(S):</p>	<p>Surveys, SC Report Cards, Student Achievement Data, Enrollment Projections</p>						
<p>OVERALL MEASURES:</p>	<p>Average Baseline</p>	<p>2011*</p>	<p>2012*</p>	<p>2013*</p>	<p>2014*</p>	<p>2015*</p>	<p>2016*</p>
	<p>Existing facilities and technology.</p>	<p>Update 2005-2010 facilities and technology plans.</p>	<p>Begin to implement upgrades and improvements as called for in updated plans.</p>	<p>Continue implementation.</p>	<p>Continue implementation.</p>	<p>Continue implementation.</p>	<p>Continue implementation.</p>
<p>* Represents projections of improvement</p>							

Goal 4: Florence Chapel Middle will provide equitable resources to support quality academic and extracurricular programs.					EVALUATION
<u>STRATEGY 4.1</u> Provide sufficient and equitable facilities <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor</u> Completed YES/NO Continue Modify/Modified Date
4.1.1 Conduct facilities needs assessment at Florence Chapel	2011-2012	Principal or designee	TBD	Local	Continue
4.1.2 Update facilities plan using data collected	2011-2012	Principal or designee	TBD	Local	Continue
4.1.3 Implement corrective actions and improvements based on identified needs in facilities needs assessment	2011-2016	Principal or designee	Florence Chapel's share of district funds.	District Funds Local, Grants	Continue

Goal 4: Florence Chapel Middle will provide equitable resources to support quality academic and extracurricular programs.					EVALUATION
<u>STRATEGY 4.2:</u> Provide sufficient and equitable technology resources for all programs <u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Monitor</u> Completed YES/NO Continue Modify/Modified Date
4.2.1 Conduct technology needs assessment	2011- 2012	Principal or designee	\$0	n/a	Continue
4.2.2 Update current technology plan based on annual needs assessment	2011-2016	Principal or designee	\$0	n/a	Continue
4.2.3 Implement corrective actions and improvements based on identified needs in technology needs assessment	2011-2016	Principal or designee	Florence Chapel's share of district funds.	District funding	Continue