

ASSURANCES FOR SCHOOL RENEWAL PLANS

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.
- 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, age 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 Demographics and Needs Assessment

Cowpens Middle School is a public, rural middle school located in northern Spartanburg County, SC. The school was originally built in 1955 as Cowpens High School and housed grades seven through twelve. When Broome High School was built in 1976, Cowpens High School and Pacolet High School were consolidated, and the present building became Cowpens Junior High School serving grades seven through nine. In 1987, a new wing was added to the rear of the building to provide additional classrooms, a guidance office with conference rooms, an art room, and a new main office area. In 1993, the ninth grade was moved to Broome High School, and Cowpens Junior High School became Cowpens Middle School. In 1999, additional major renovations were made to the building. As part of this project, the library, band, and chorus rooms were improved; the ceilings were lowered; the locker rooms were expanded and improved, outside awnings were added, and a front circular drive was installed.

Cowpens Middle School serves students in grades six through eight. The student population is currently 510, and the student/teacher ratio is seventeen to one. There are 242 female students and 268 male students. Of those students, 390 are Caucasian, sixty-four are African American, thirty-one are Hispanic, four are Asian, one is Native American, one is Native Hawaiian and nineteen are two or more races. Fifty-eight percent of the students are low-income (i.e. subsidized lunch), which is a 2% increase from five years ago. Eighty-five students are served through the special education department, with six students in a satellite program housed at CMS that is part of the McCarthy-Tezler School. Thirty-three students participate in the ESOL (English for Speakers of Other Languages) program. This is a significant increase from 5 years ago when only 7 students were served. This number represents 6.5% of the overall student population. Four students receive speech therapy, and two students receive hearing impairment services. There are 96 students in grades six through eight who have been identified by the state as academically gifted. Students who are identified as academically gifted are placed in accelerated classes in all subject areas. One hundred seven students have been identified as gifted in music and art. Twenty-four students participate in the extended-day program. This program operates after school two days per week and is taught by certified teachers. The extended-day program is offered to those students who score Not Met on PASS or below the 35%ile on MAP in language arts and math to remediate deficits in those areas. It is also open to the remainder of the student body to provide additional instructional support. An additional hour of instruction during the school day, Enrichment, also provides remediation in skill gap areas to 121 students.

Sixth and seventh grade students are taught in teams. There are two teams, with one team consisting of three teachers who teach language arts/social studies, math/social studies, and science/social studies. The other team in sixth grade consists of one teacher for each core subject. Eighth grade is a team of eight teachers. One eighth grade teacher teaches language arts and social studies; one teaches language arts, one teaches social studies, one teaches math and science, one teaches science and social studies, one teaches math, and one teaches science. Students are offered exploratory classes, which include chorus, band, physical education, computer keyboarding, art, Spanish, German, and strategic thinking. Extra-curricular activities are offered to seventh and eighth grade students only per high school league rules. These include football, basketball, volleyball, cheerleading, track, cross country, golf, wrestling, soccer, tennis, softball, and baseball. Clubs and organizations offered at Cowpens Middle School are

Student Council, Beta Club, Project Earth Club, Black History Club, Battle of the Brains, and Fellowship of Christian Athletes. WCMS News, which is a student-produced broadcast, airs the morning announcements through the television cable connection in each classroom.

Mrs. Cynthia James is presently serving her first year as the principal of Cowpens Middle School. Mrs. James served as the principal of the sister middle school in the district for the previous five years. Mr. Matt Davis is serving his third year as the assistant principal after previously serving in the same capacity at Broome High School. Thirty-three certified teachers, one guidance counselor, one media specialist, one career development facilitator, one instructional specialist and two administrators comprise the professional staff of the school. The certified staff averages 15.9 years of experience. Ten teachers hold a masters degree; five have a bachelors +18; nine hold a bachelors, and 13 have a masters +30 hours. The support staff of Cowpens Middle School consists of a secretary, bookkeeper, a guidance secretary, nurse, three special education teacher assistants, one media center assistant, one computer lab manager, and four custodians.

The students of Cowpens Middle School reside in a rural community composed of the Town of Cowpens, along with the outlying communities of Cannons, Clifton, and Glendale. The following demographic information for zip code 29330 is a significant, but not total, representation of the area served by Cowpens Middle School. The population of the area is approximately 7973 with an average age of 35.8 years. There are an estimated 3343 housing units in the area, with a median household income of \$32,813. The racial composition of the community is predominantly white (86.7%), with 10.6% African American, 2.2% Hispanic and 0.5% other. The educational attainment of the population varies. Twenty-four percent have no high school diploma, while 66.1% are high school graduates. Eighteen percent of the population has some college experience, with 12% obtaining a college degree and 3% obtaining a graduate or professional degree.

For the Clifton, Glendale, Converse, and Cannons Campground areas, the yearly median household income is \$38,139, but 30% of households make less than \$25,000 per year. Eighteen percent of families with children and 34% of single parents are below the federal poverty level. The median age is 38.2 years. Twenty-seven percent of the adult population has less than a twelfth-grade education. The communities have a mix of industry, manufacturing, and retail businesses. The religious orientation of the community is varied, including the following houses of worship: Baptist, Methodist, Pentecostal, Jehovah's Witness, and Charismatic.

PASS (The Palmetto Assessment of State Standards) is a rigorous testing program to measure the achievement levels of South Carolina students. Beginning two years ago, the PASS replaced the Palmetto Achievement Challenge Test (PACT). An examination of PASS data for 2009 and 2010 shows significant gains in several areas and areas of concern. In eighth grade English/language arts, the percentage of students scoring Met and Exemplary has decreased from 76% to 64% over the two-year period. Similarly, 8th grade writing scores showed a slight decline in the percentage of students scoring Met and Exemplary from 70% to 68%. **(Figures 15, 18)** Eighth grade math scores have held steady with the percentage of students scoring Met and Exemplary at 62%. **(Figure 21)** Algebra I EOC testing has a pass rate of 100% with an average score of 89.5. Science and social studies scores have both increased. In 2009, 81% of eighth grade students Met or exceeded standard in science. This increased to 84% in 2010. In social studies, 68.6% met or exceeded standard in 2009. An increase to 70.3% was noted in 2010. **(Figures 24, 27)** In seventh grade, test results in all areas indicate an

increase in the number of students scoring Exemplary. The number of students scoring Exemplary in ELA increased from 30.6% to 45.9%, and the Not Met category decreased from 26.3% to 22.7%. Writing scores in the Exemplary category increased from 20.3% to 22.1%. Over the last two years, students' scores in seventh grade increased in the Exemplary category by 9.5% in math. Seventh grade science and social studies Exemplary categories both showed significant increases. In science a 28.6% increase was noted from 2009 to 2010. Social studies yielded an increase of 11.9% during the same time frame. **(Figures 14, 17, 20, 23, 26)** The sixth grade scores in all core areas showed a decrease in the percentage of students who scored Exemplary over the two year period. ELA showed a decrease of 8.3%, writing decreased by 5.7%, math decreased by 8.8%, science decreased by 4.3%, and social studies by 9.5%. **(Figures 13, 16, 19, 22, 25)**

Having only two years of PASS data makes it somewhat difficult to assess any specific trends based on that data solely. An analysis of subgroup data does reveal the following. A source of concern is a longitudinal study of the scores of the disabled population in the school. PACT data reveals that less than 20% of the disabled population scored Proficient and Advanced in ELA. PASS figures indicate a decrease of 24% in disabled students scoring Met and Exemplary in ELA. PACT math scores indicate a similar picture with a slight increase in 2007 to 20.8% scoring Proficient and Advanced. A decrease of 8.7% in the same population was noted in PASS math of students scoring Met or Exemplary. **(Figures 28-31)** The one subgroup to show an increase is the full pay subgroup who increased by 37.4% in ELA. Math scores in the school remain relatively flat with a slight increase of 1.8% in the African American subgroup, while all other subgroups showed a decline in the number of students scoring Met and Exemplary. Cowpens Middle School has steadily seen an increase in the number of students who are included in the LEP (Limited English Proficient) subgroup. While this number is insufficient for Adequate Yearly Progress (AYP) purposes, it should be noted that over 30% of these students are not meeting standard as indicated by PASS.

Notable discrepancies in student achievement are still evident in ethnicity. Over the five-year period using both PACT and PASS results, 68.8% of the African American students are Met and Exemplary in ELA, compared to 82.8% of the white students. Math scores indicate a similar discrepancy between these two subgroups with 66.2% of the African American students scoring Met and Exemplary while 83.1% of the white students met or exceeded standard. **(Figures 28-31)**

Test scores from the subsidized meal subgroup also indicate a gap between their full pay counterpart, however; the gap is not as significant as with ethnicity. PASS scores (2010) indicate that 76% of subsidized meal students scored Met or Exemplary in ELA, compared to 86.9% of full pay students. The information below indicates a trend of moving this subsidized meal subgroup in a positive direction, with the exception of 2010.

2006 24.6% Proficient/Advanced

2007 33.1% Proficient/Advanced

2008 37.6% Proficient/Advanced

2009 80.9% Met/Exemplary

2010 76% Met/Exemplary

In math, 76.4% of subsidized meal students scored Met or Exemplary, compared to 85.1% of full pay students on 2010 PASS. A decline in the number of students scoring Proficient/Advanced is indicated by the three years of PACT data and a slight increase is noted in the PASS data. The following information reveals the subsidized meal subgroups five year trend.

2006 32.4% Proficient/Advanced

2007 30.8% Proficient/Advanced

2008 29.8% Proficient/Advanced

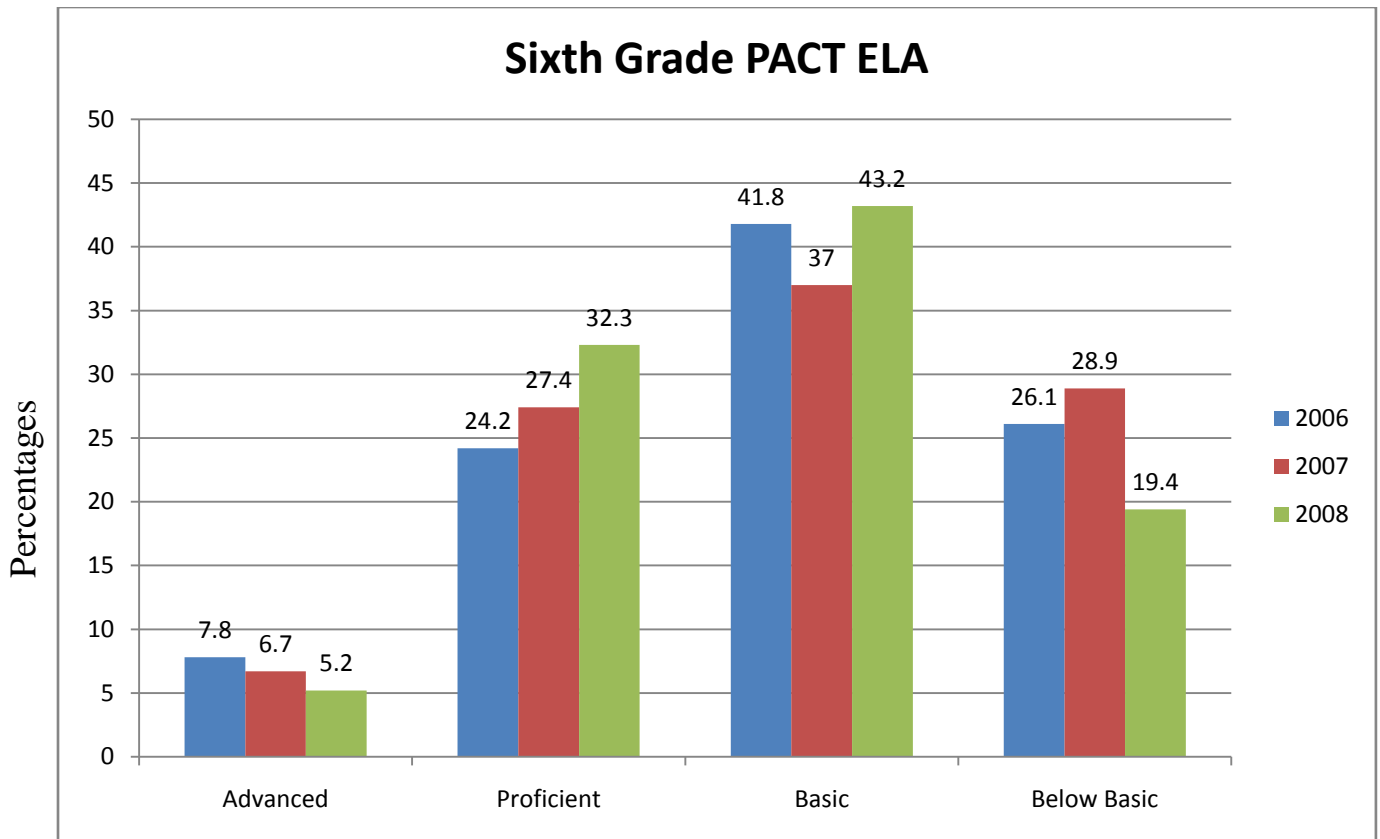
2009 76% Met/Exemplary

2010 76.4% Met/Exemplary **(Figures 28-31)**

Programs are in place to assist these students. Students with disabilities are served in resource classes and resource teachers use information from MAP data that correlates with DesCartes to focus on specific skill gaps for each student. Some of these students have two periods of resource per day. A 60 minute enrichment period each day is provided to students who have scored 'Not Met' on PASS in either math or language arts. Students can also be recommended for this remediation program by their teacher. This period provides students with small group instruction in skill gap areas by certified teachers. The extended-day program is also available to all students, but is required of those who have not been successful in meeting standard on PASS or who have scored below the 35% ile on MAP in the areas of math or language arts. Provided after school two days per week, students work with certified teachers and on computer based instruction to strengthen skill gap areas. Academic Assistance plans are in place for all students scoring Not Met on PASS.

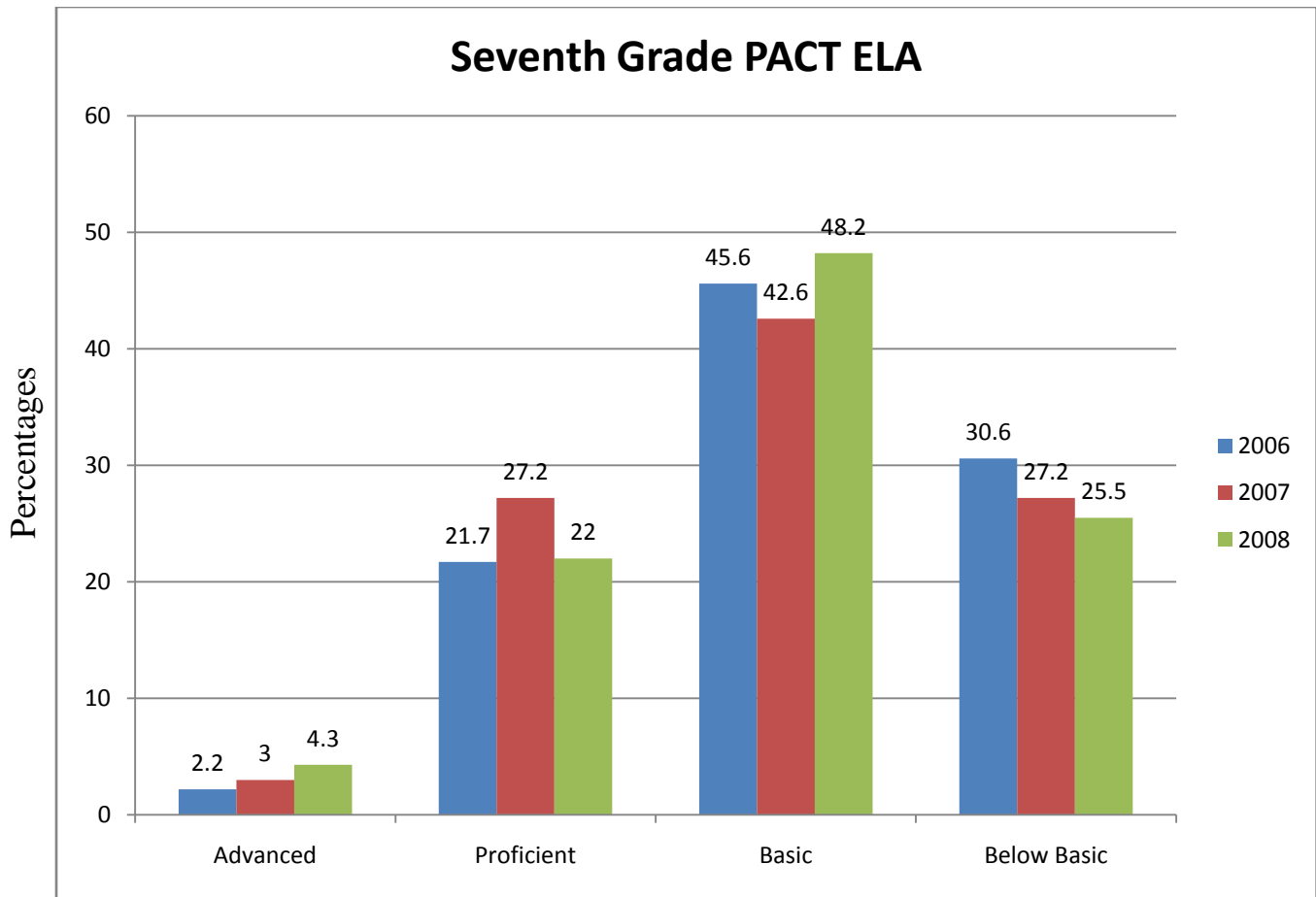
Results from the 2010 South Carolina State Department of Education surveys taken by parents, teachers, and students identified several trends related to the school climate and home-school relations. Areas of need were identified as trends when 40% or more of teachers, parents, or students rated them as a weakness. Based upon information from the 2010 survey, 40% or more of parents who took the survey indicated that they would like to participate in School Improvement Meetings and attend parent workshops. Fifty-five percent of parents indicated that they would like teachers to contact them with good news regarding their child. Forty percent or more of teachers indicated that they would like parents to volunteer more in the classroom.

Students who took the 2010 survey indicated several areas of weakness. Forty-one percent indicated that classes are not interesting and fun and that they do not feel as though they can do good work. An additional trend identified from this survey showed that 50% or more of students feel as though other students do not display good behavior in the hallway, bathroom, playground, or classroom. Forty percent or more of the students who took the survey indicated that bathrooms were not kept clean.



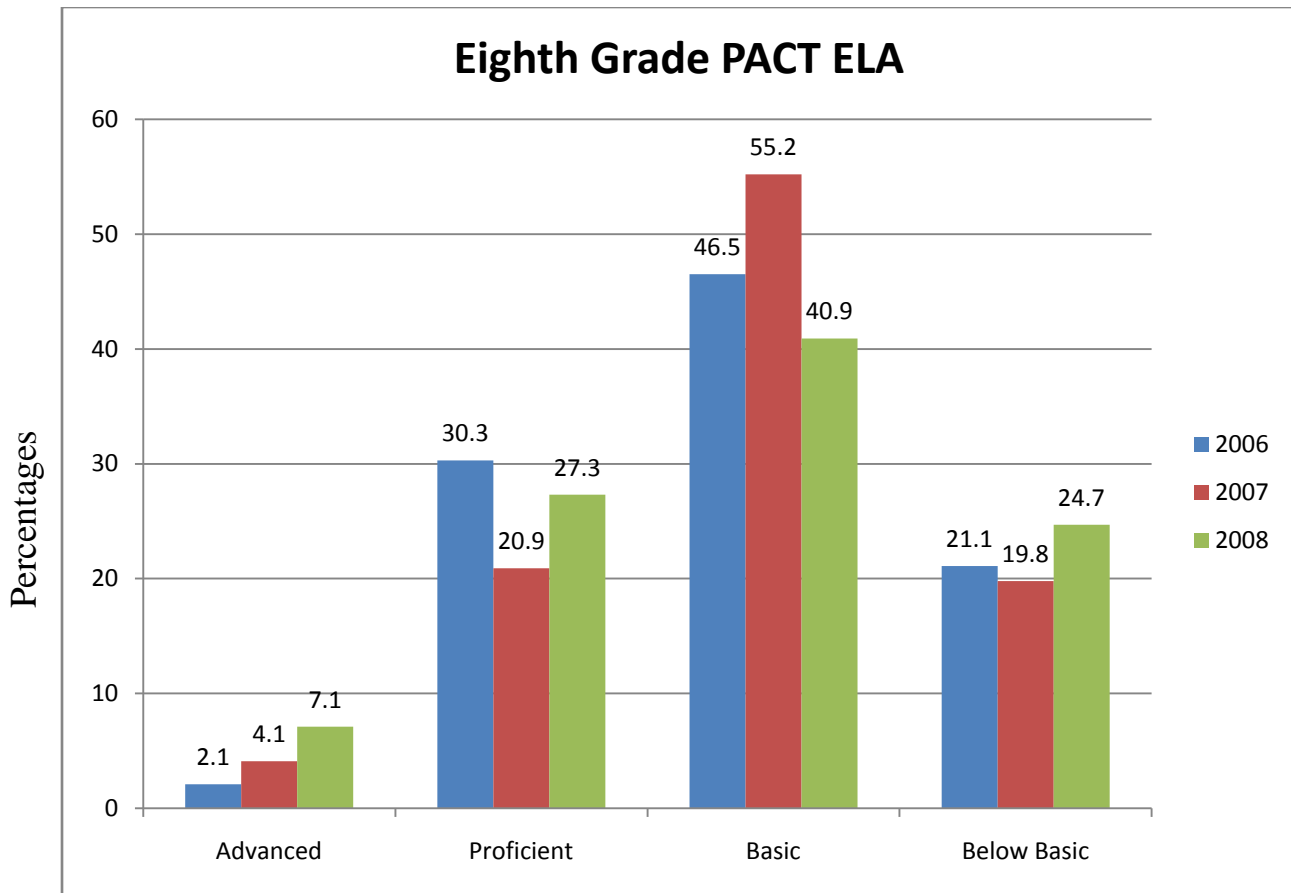
Grade 6	2006	2007	2008
Advanced	7.8	6.7	5.2
Proficient	24.2	27.4	32.3
Basic	41.8	37	43.2
Below Basic	26.1	28.9	19.4

Figure 1



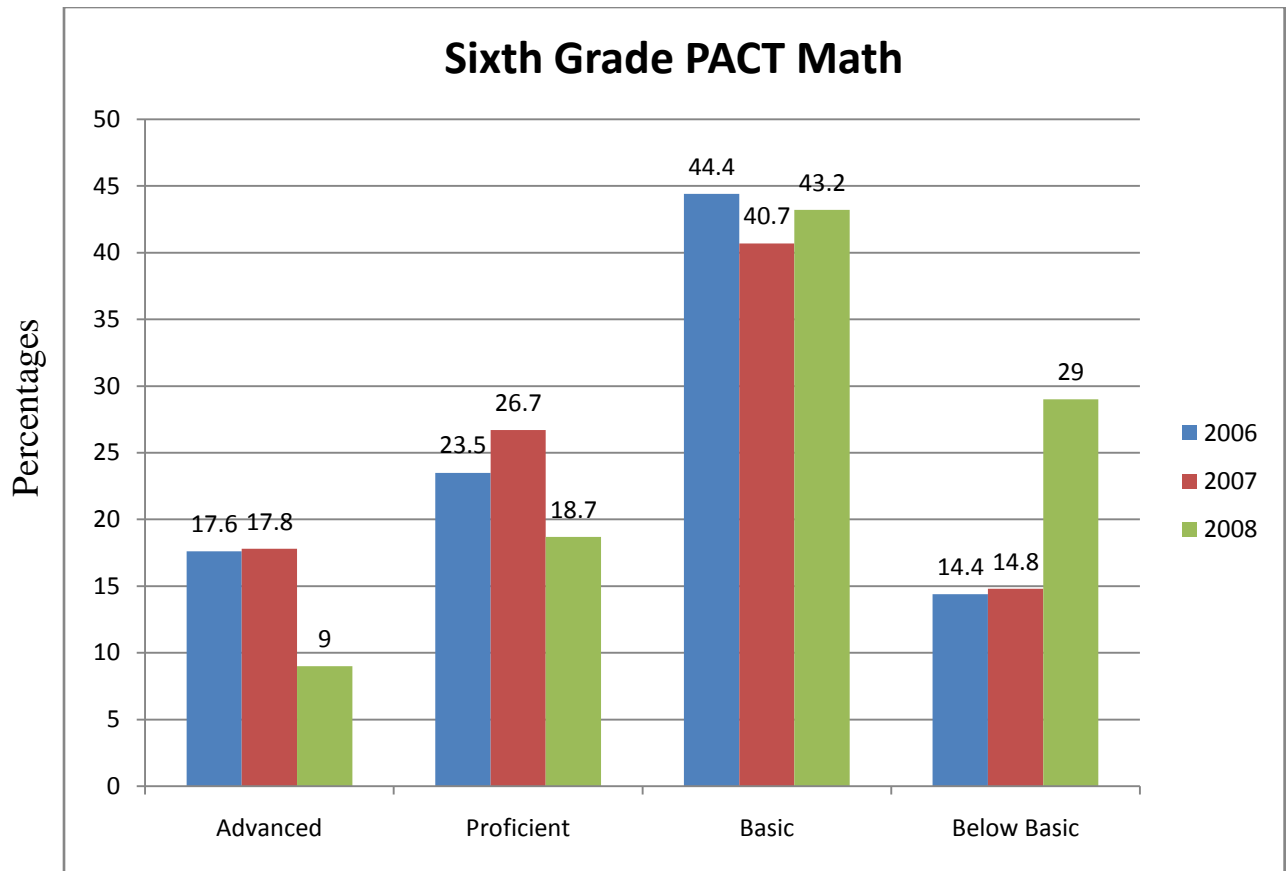
Grade 7	2006	2007	2008
Advanced	2.2	3	4.3
Proficient	21.7	27.2	22
Basic	45.6	42.6	48.2
Below Basic	30.6	27.2	25.5

Figure 2



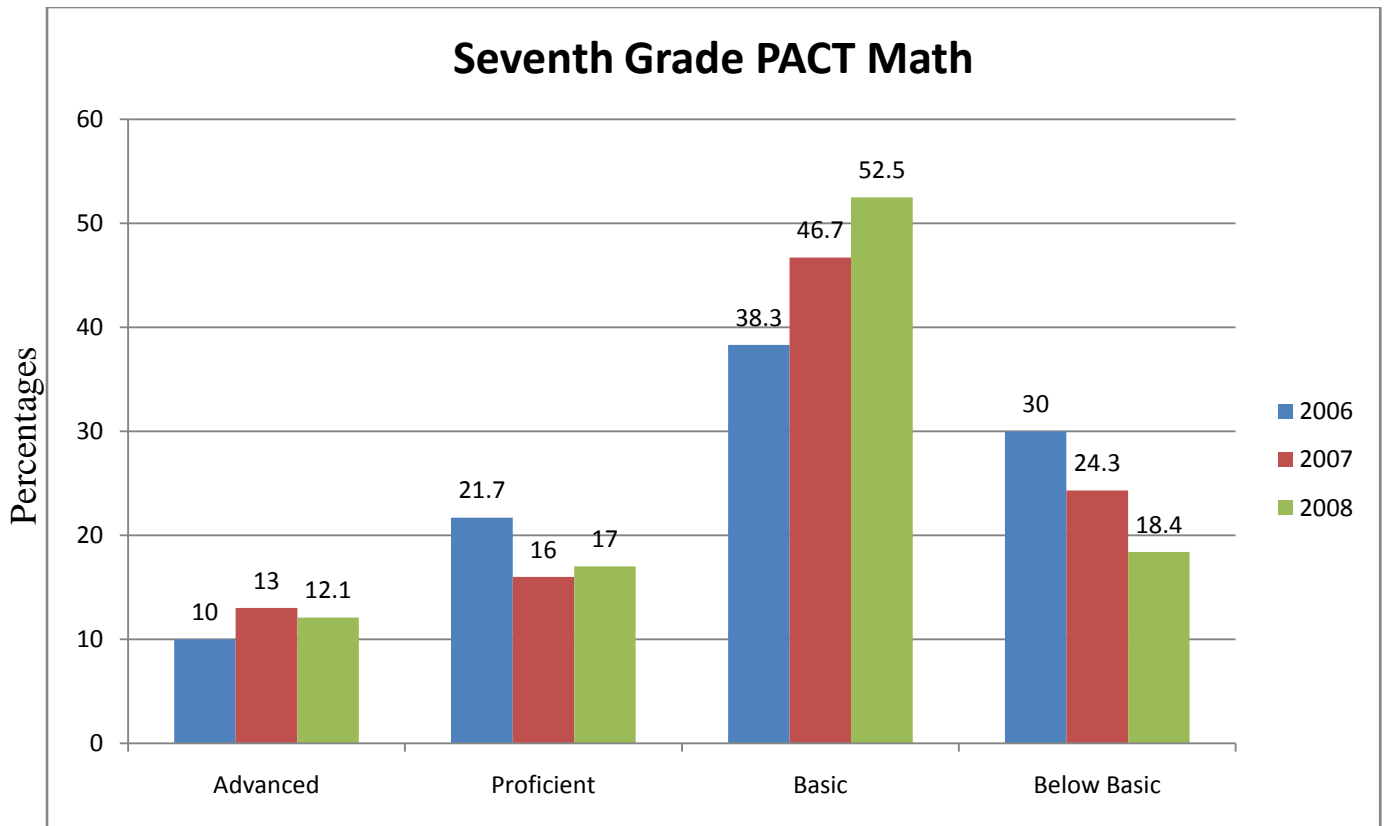
Grade 8	2006	2007	2008
Advanced	2.1	4.1	7.1
Proficient	30.3	20.9	27.3
Basic	46.5	55.2	40.9
Below Basic	21.1	19.8	24.7

Figure 3



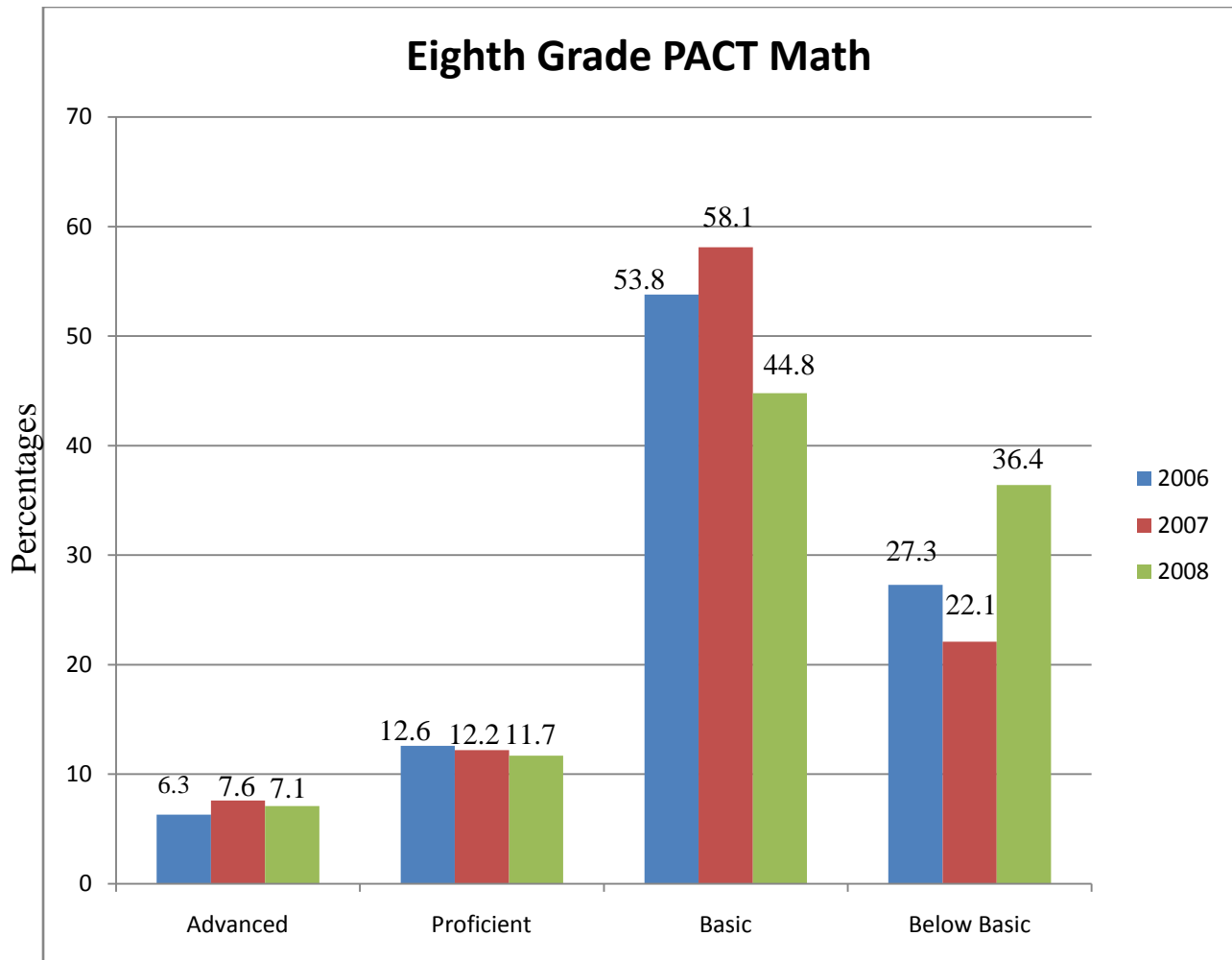
Grade 6	2006	2007	2008
Advanced	17.6	17.8	9
Proficient	23.5	26.7	18.7
Basic	44.4	40.7	43.2
Below Basic	14.4	14.8	29

Figure 4



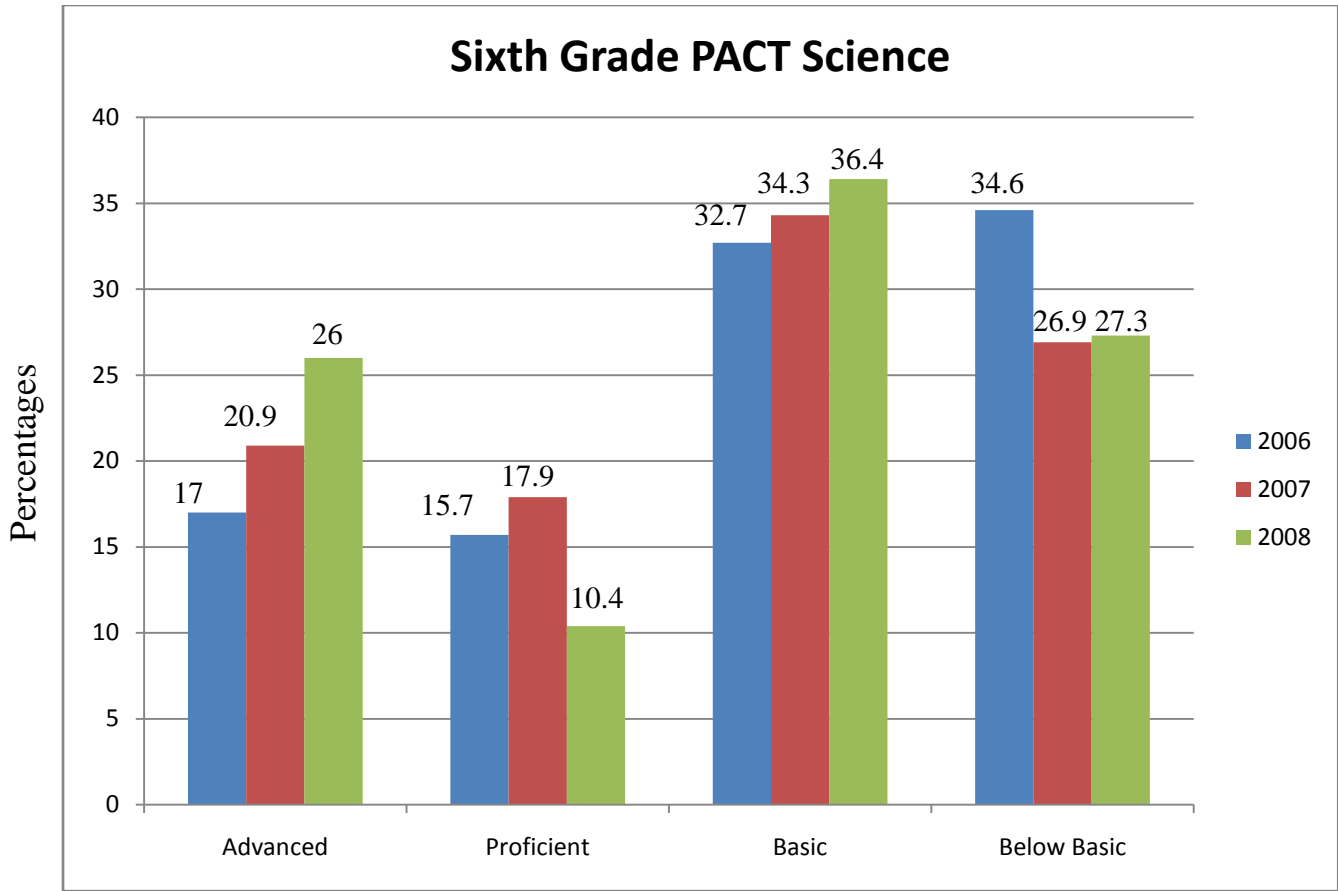
Grade 7	2006	2007	2008
Advanced	10	13	12.1
Proficient	21.7	16	17
Basic	38.3	46.7	52.5
Below Basic	30	24.3	18.4

Figure 5



Grade 8	2006	2007	2008
Advanced	6.3	7.6	7.1
Proficient	12.6	12.2	11.7
Basic	53.8	58.1	44.8
Below Basic	27.3	22.1	36.4

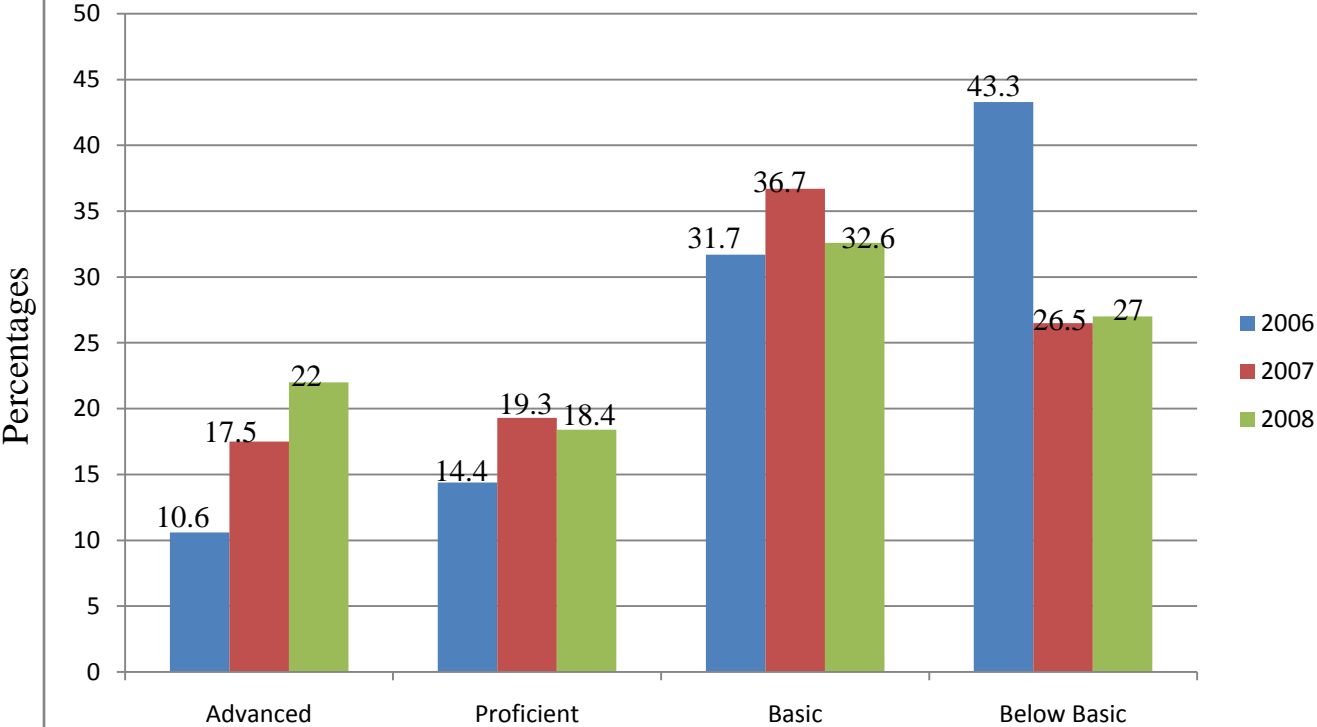
Figure 6



Grade 6	2006	2007	2008
Advanced	17	20.9	26
Proficient	15.7	17.9	10.4
Basic	32.7	34.3	36.4
Below Basic	34.6	26.9	27.3

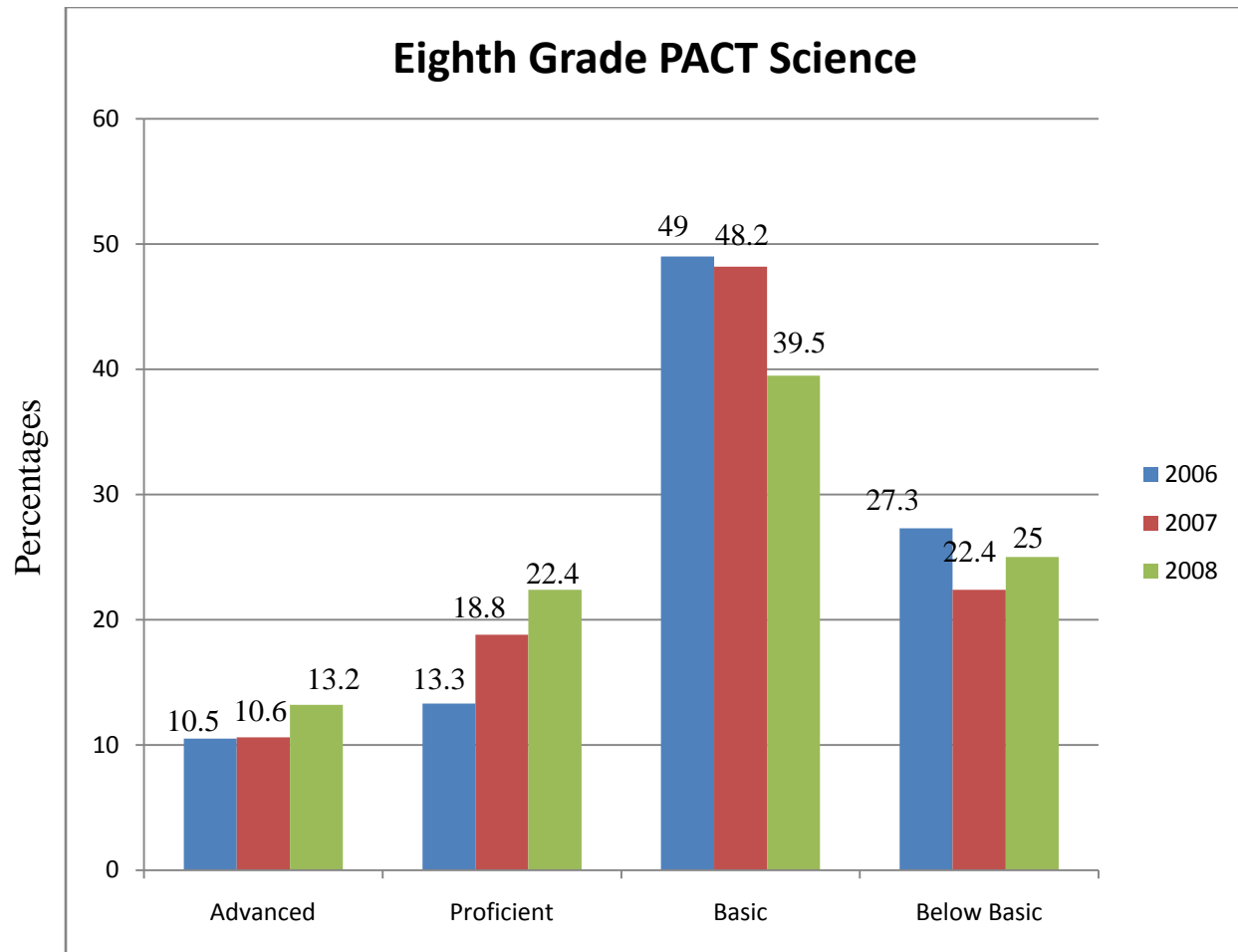
Figure 7

Seventh Grade PACT Science



Grade 7	2006	2007	2008
Advanced	10.6	17.5	22
Proficient	14.4	19.3	18.4
Basic	31.7	36.7	32.6
Below Basic	43.3	26.5	27

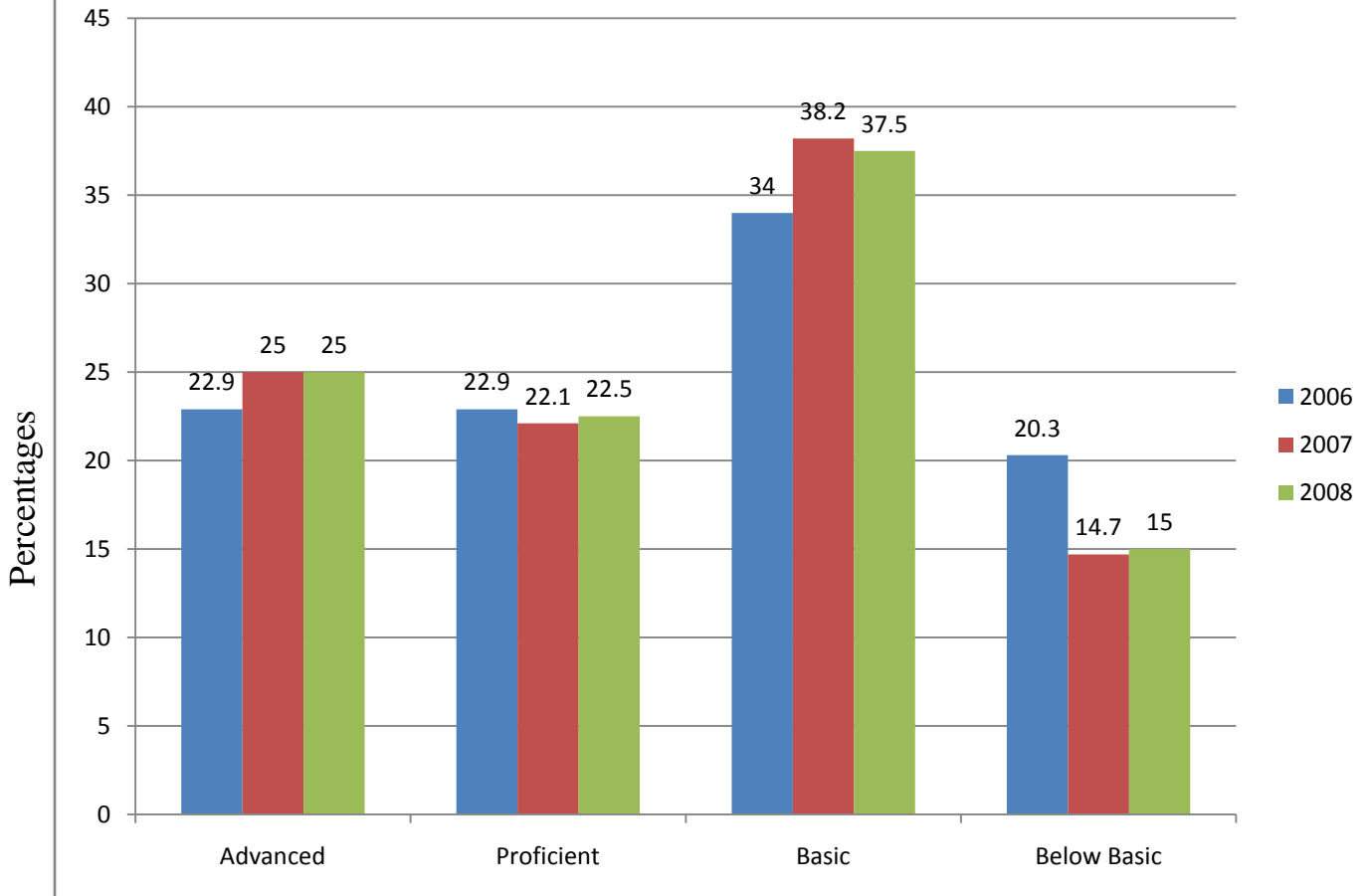
Figure 8



Grade 8	2006	2007	2008
Advanced	10.5	10.6	13.2
Proficient	13.3	18.8	22.4
Basic	49	48.2	39.5
Below Basic	27.3	22.4	25

Figure 9

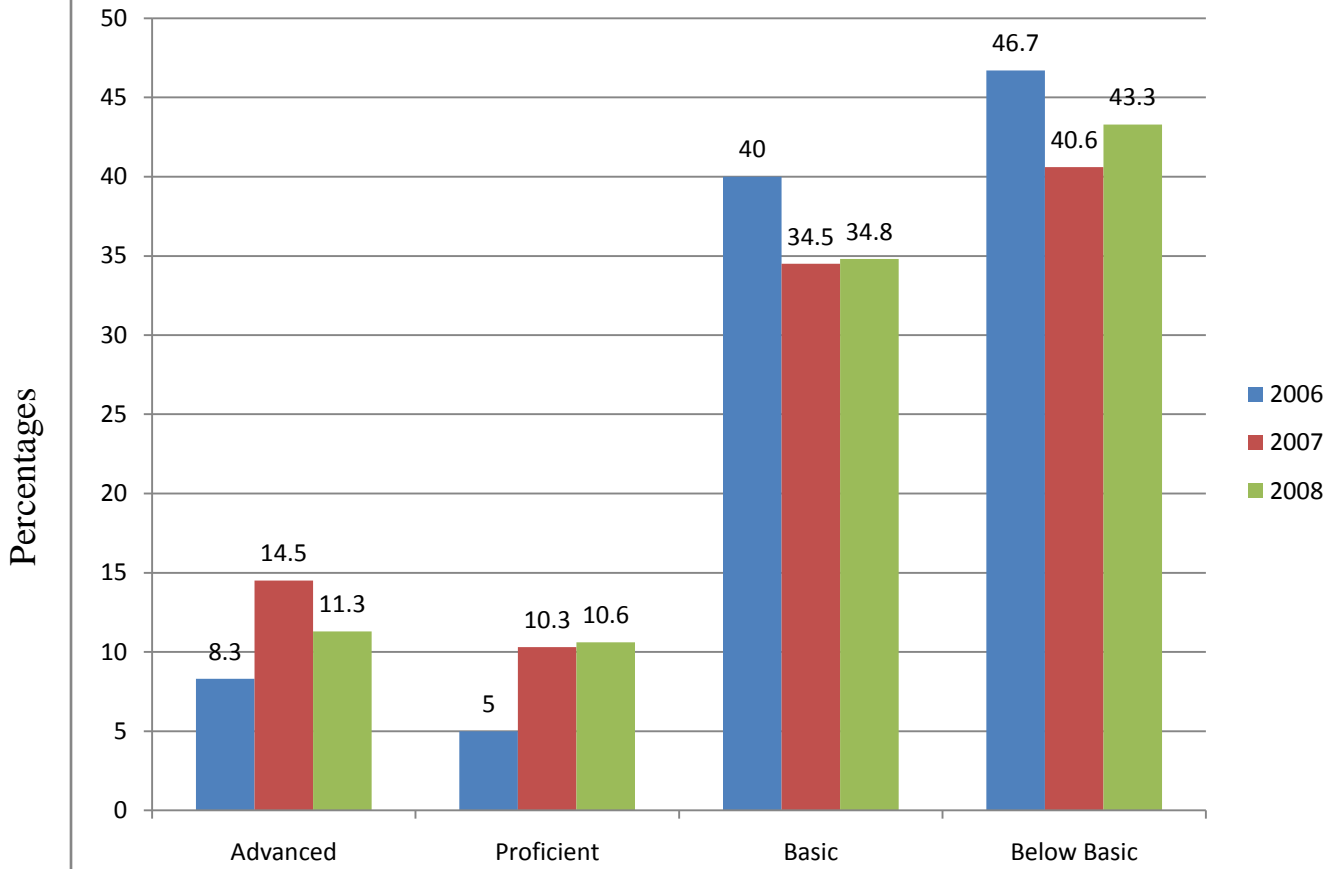
Sixth Grade PACT Social Studies



Grade 6	2006	2007	2008
Advanced	22.9	25	25
Proficient	22.9	22.1	22.5
Basic	34	38.2	37.5
Below Basic	20.3	14.7	15

Figure 10

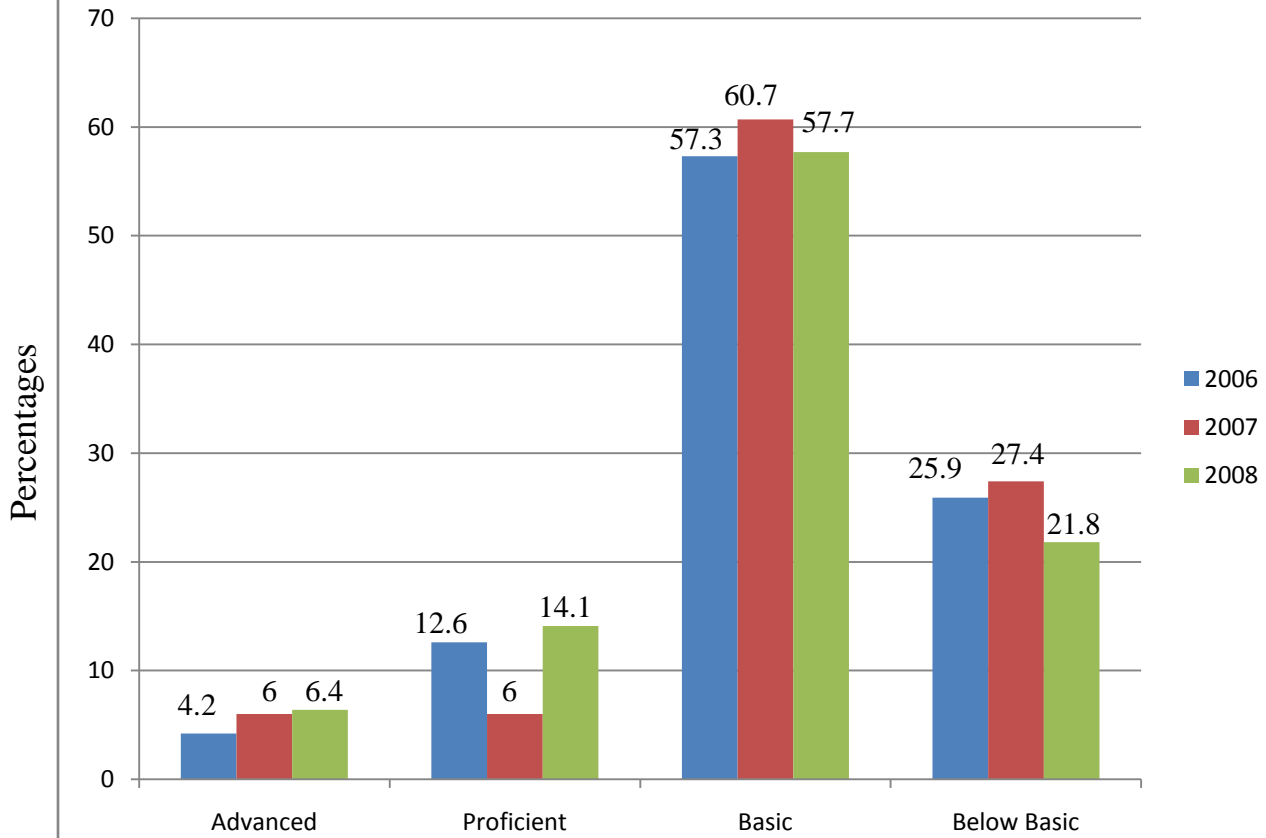
Seventh Grade PACT Social Studies



Grade 7	2006	2007	2008
Advanced	8.3	14.5	11.3
Proficient	5	10.3	10.6
Basic	40	34.5	34.8
Below Basic	46.7	40.6	43.3

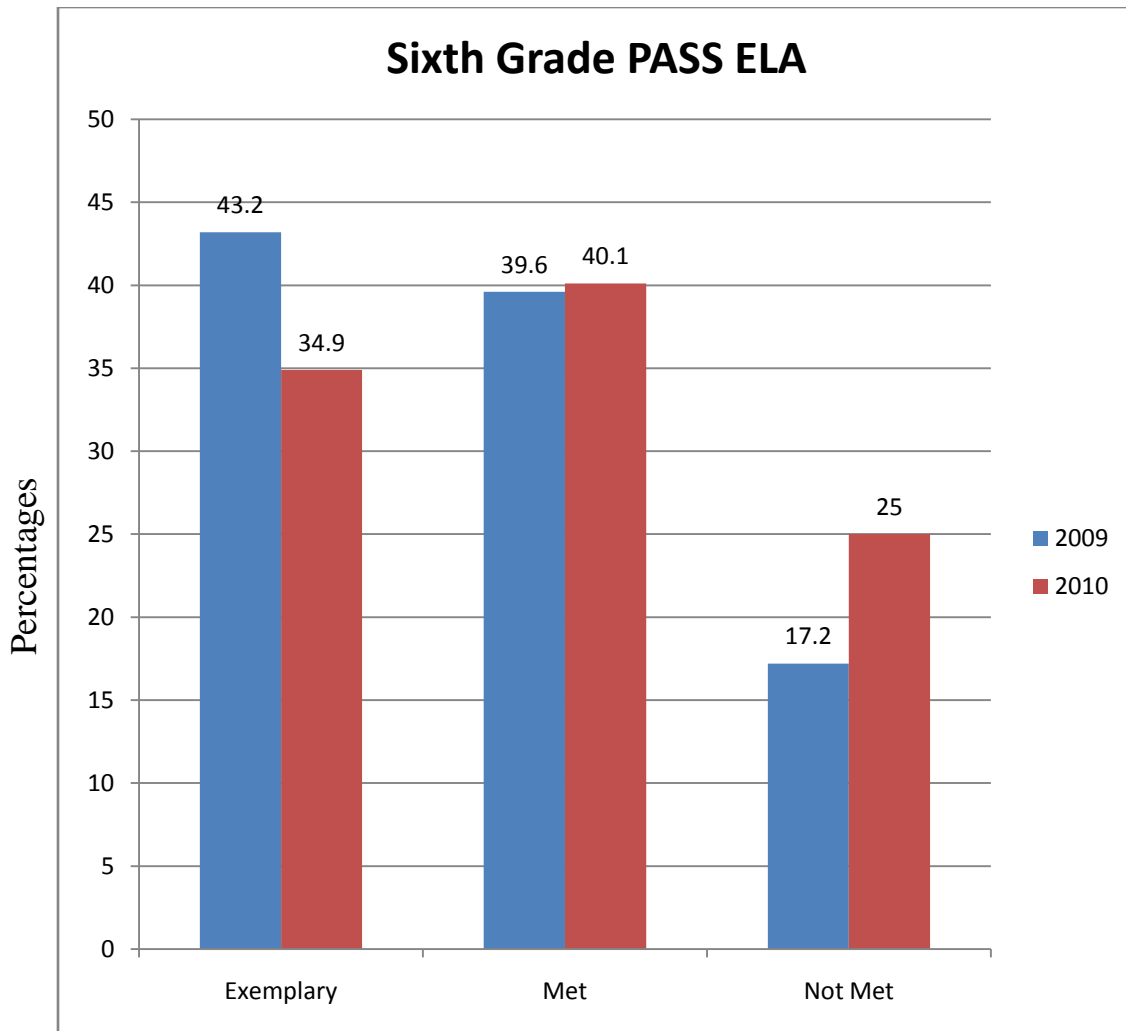
Figure 11

Eighth Grade PACT Social Studies



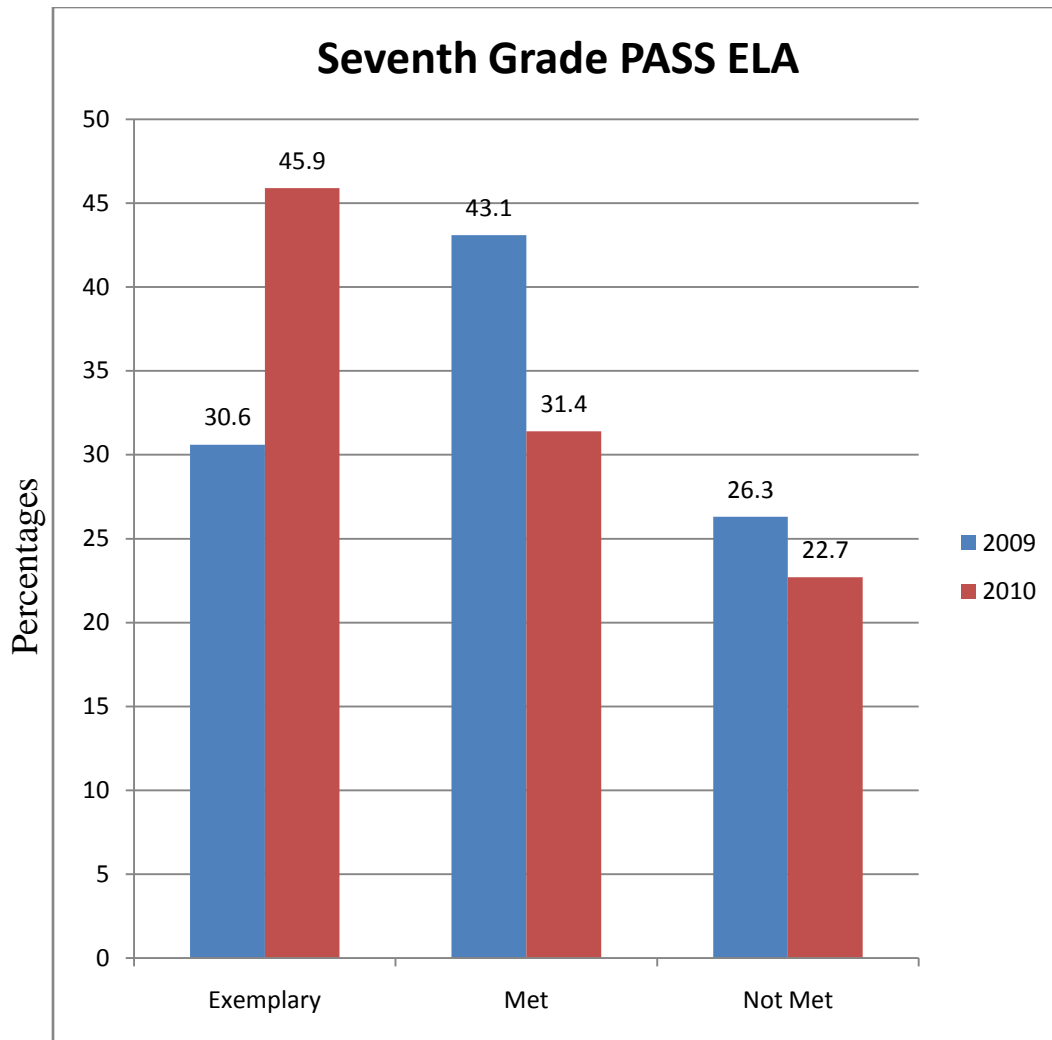
Grade 8	2006	2007	2008
Advanced	4.2	6	6.4
Proficient	12.6	6	14.1
Basic	57.3	60.7	57.7
Below Basic	25.9	27.4	21.8

Figure 12



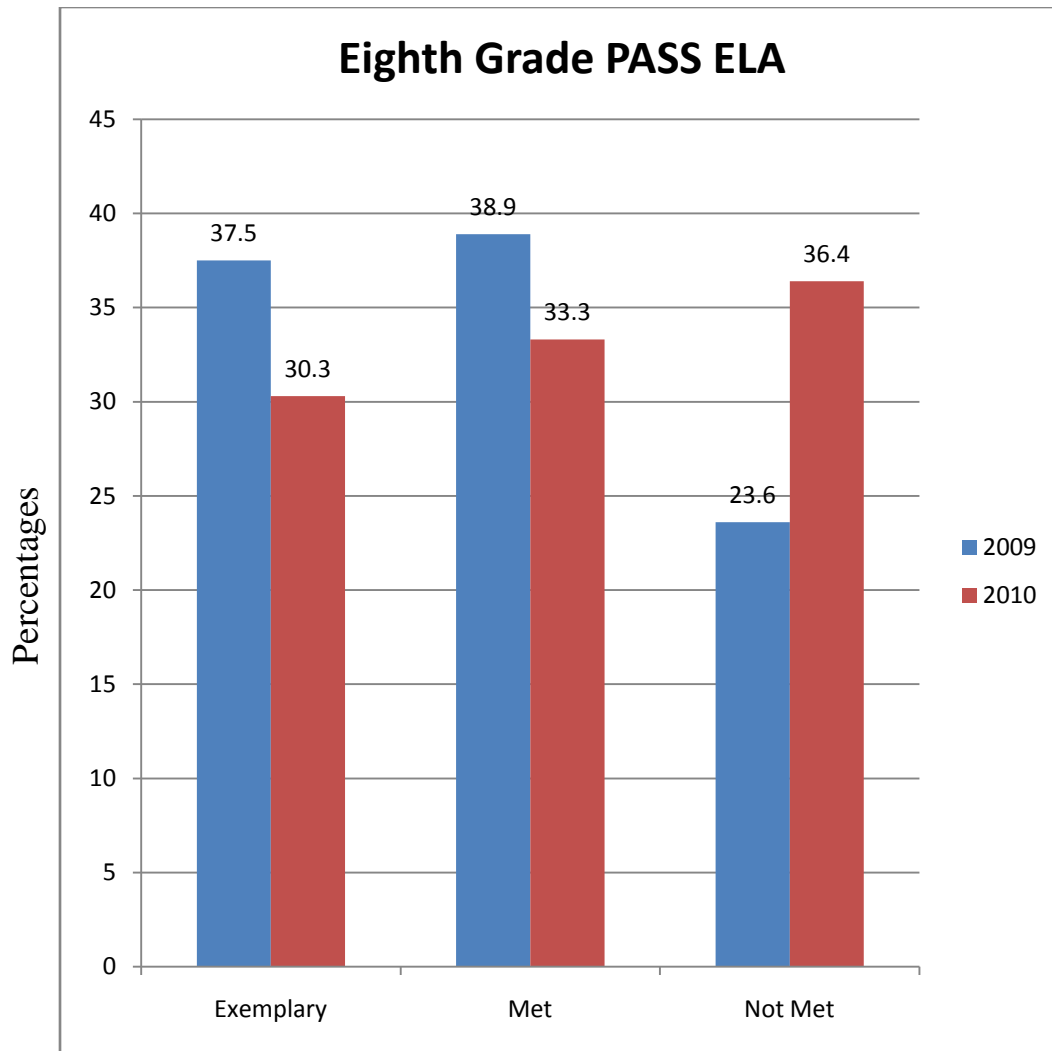
PASS ELA Grade 6	2009	2010
Exemplary	43.2	34.9
Met	39.6	40.1
Not Met	17.2	25

Figure 13



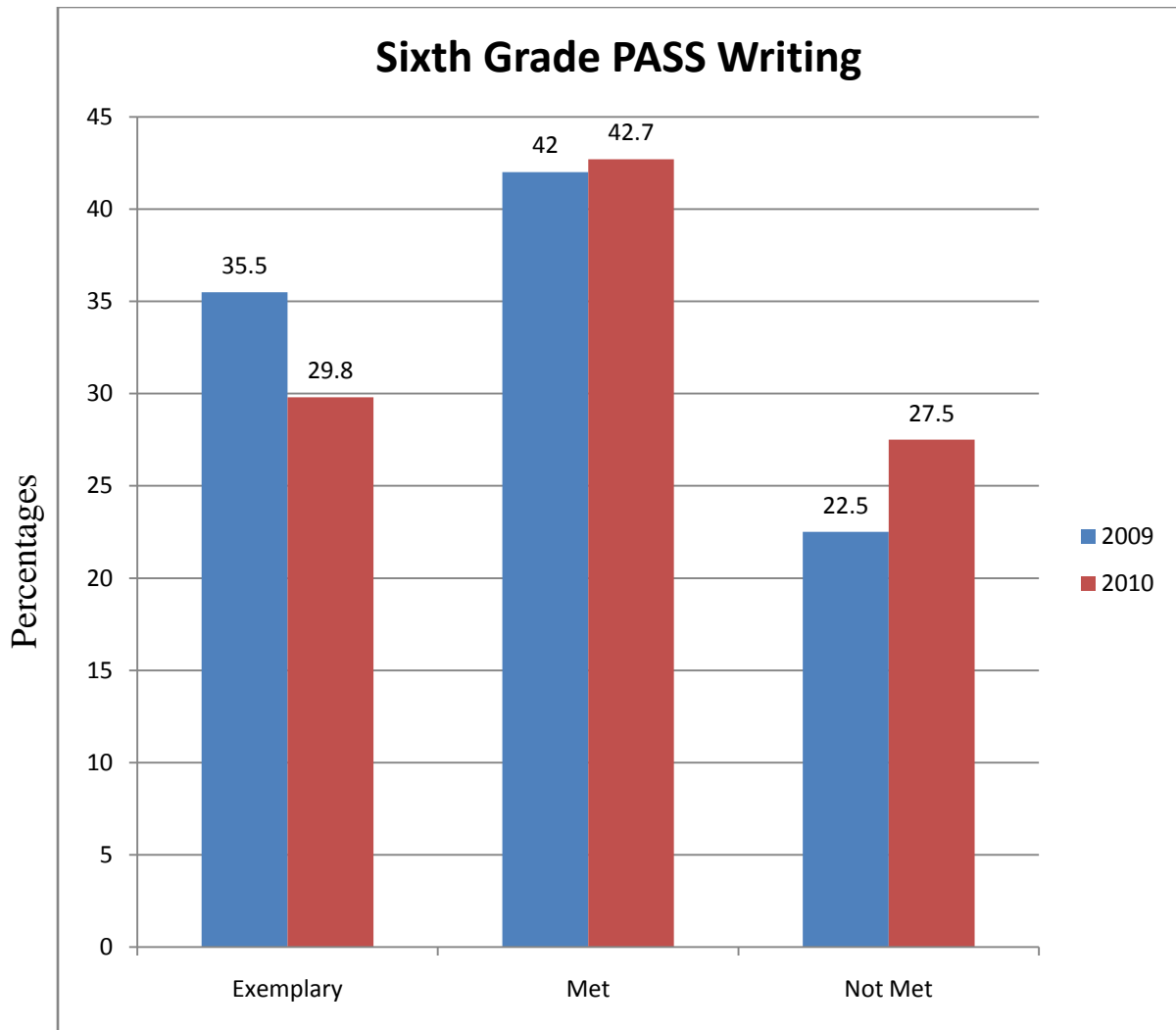
PASS ELA Grade 7	2009	2010
Exemplary	30.6	45.9
Met	43.1	31.4
Not Met	26.3	22.7

Figure 14



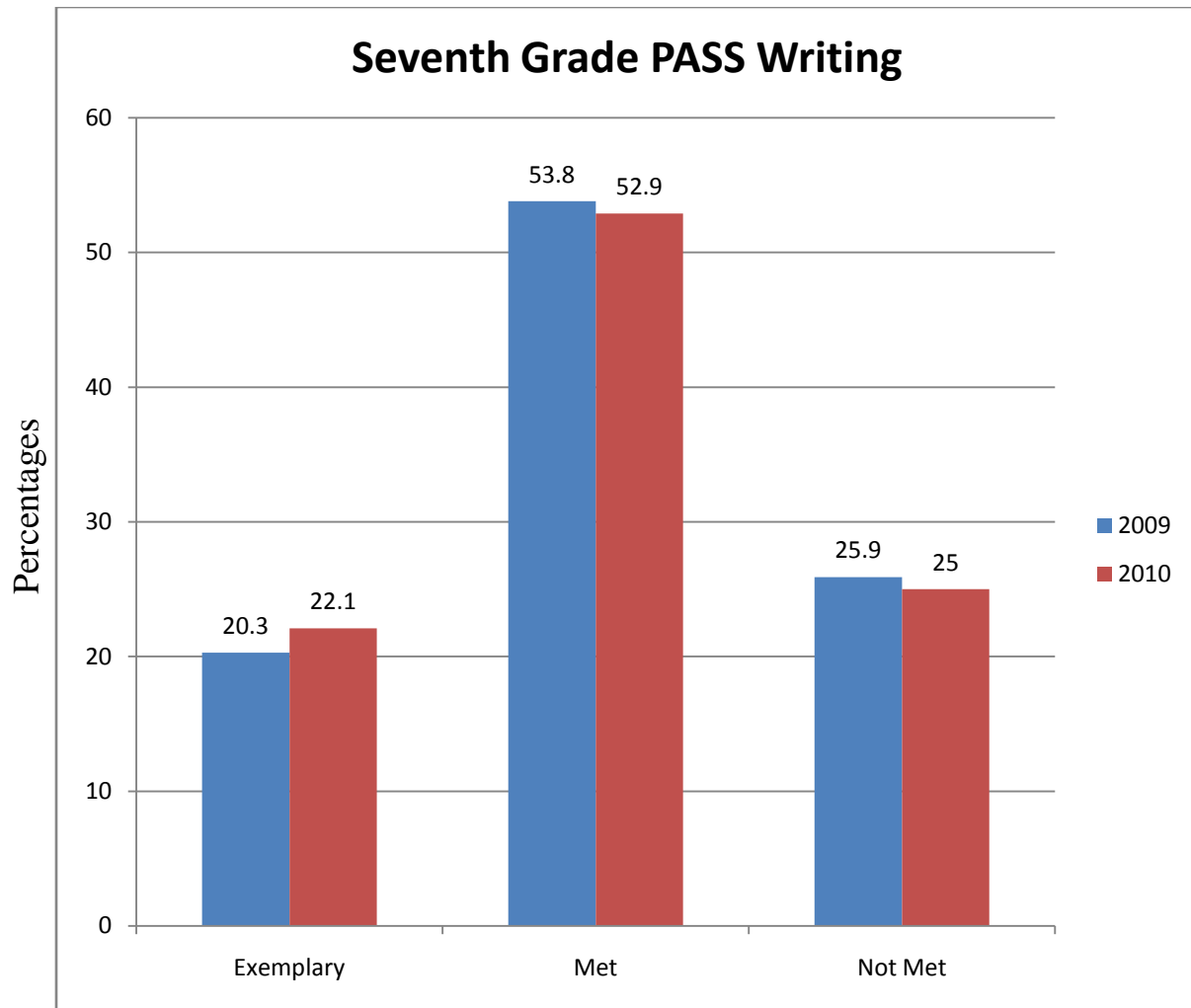
PASS ELA Grade 8	2009	2010
Exemplary	37.5	30.3
Met	38.9	33.3
Not Met	23.6	36.4

Figure 15



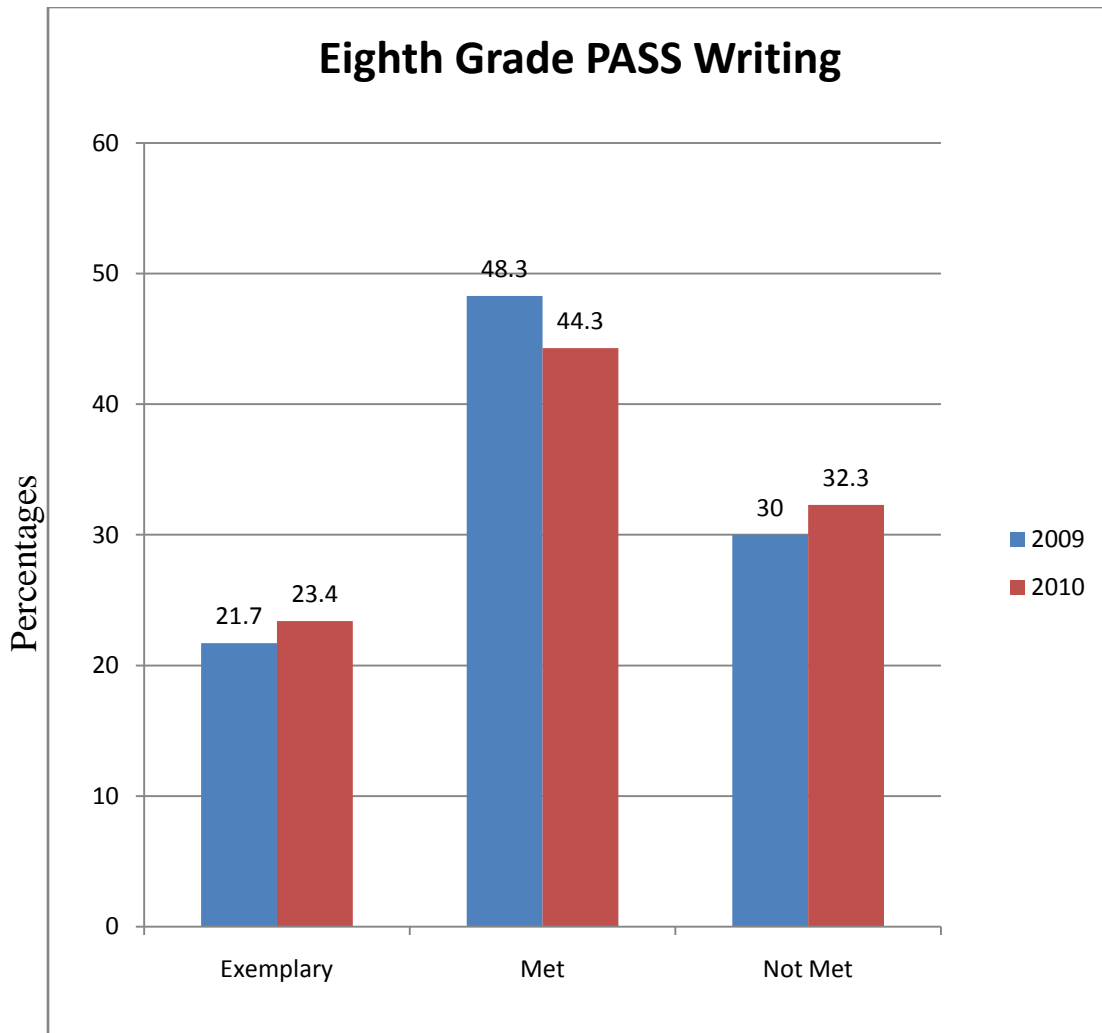
PASS Writing Grade 6	2009	2010
Exemplary	35.5	29.8
Met	42	42.7
Not Met	22.5	27.5

Figure 16



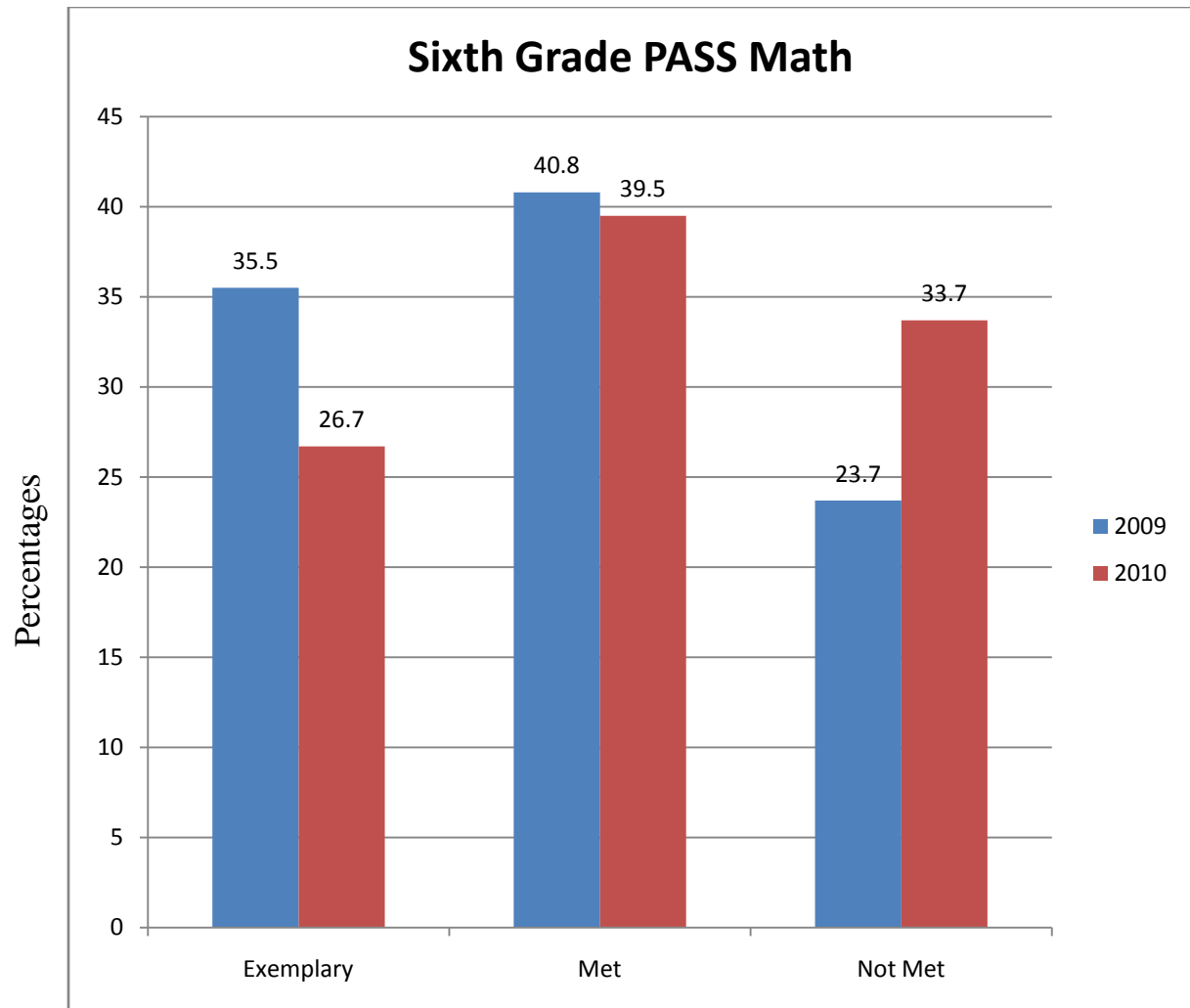
PASS Writing Grade 7	2009	2010
Exemplary	20.3	22.1
Met	53.8	52.9
Not Met	25.9	25

Figure 17



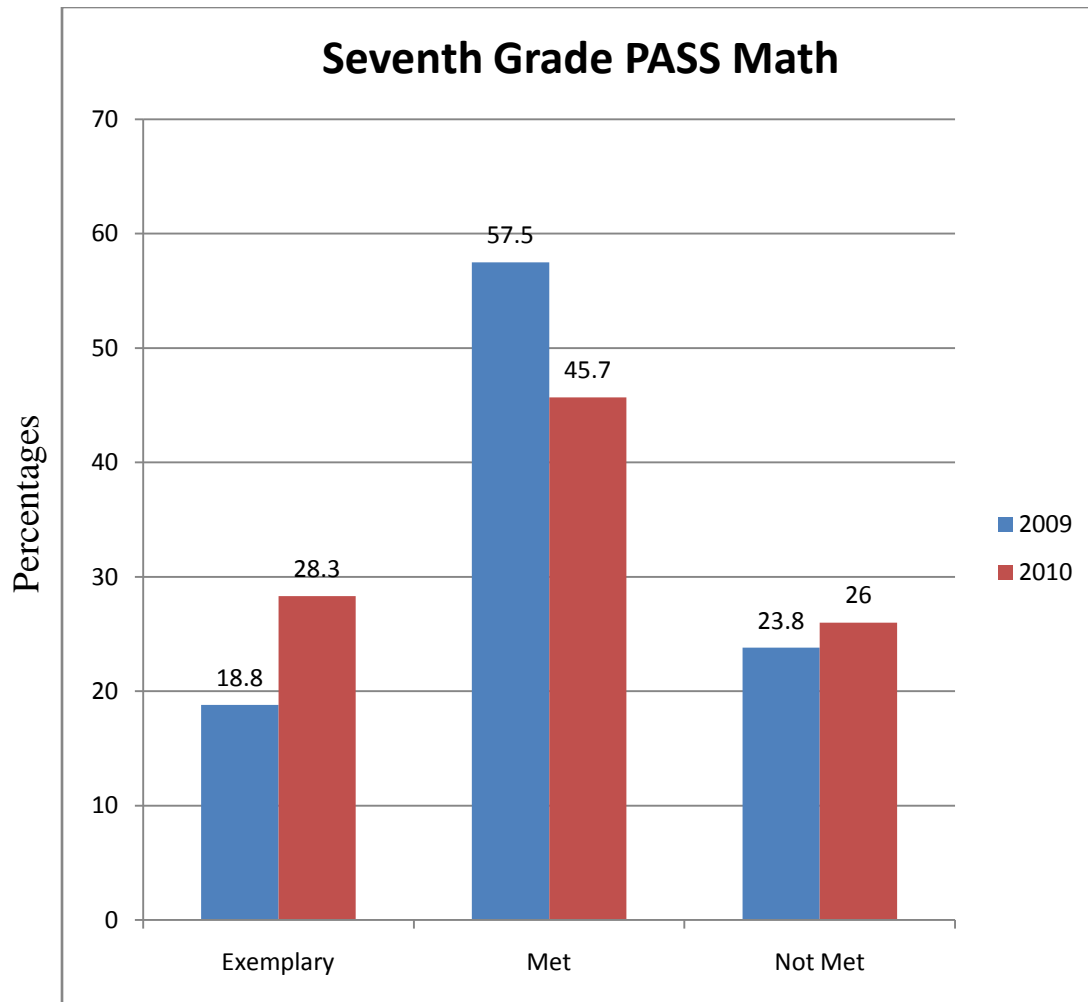
PASS Writing Grade 8	2009	2010
Exemplary	21.7	23.4
Met	48.3	44.3
Not Met	30	32.3

Figure 18



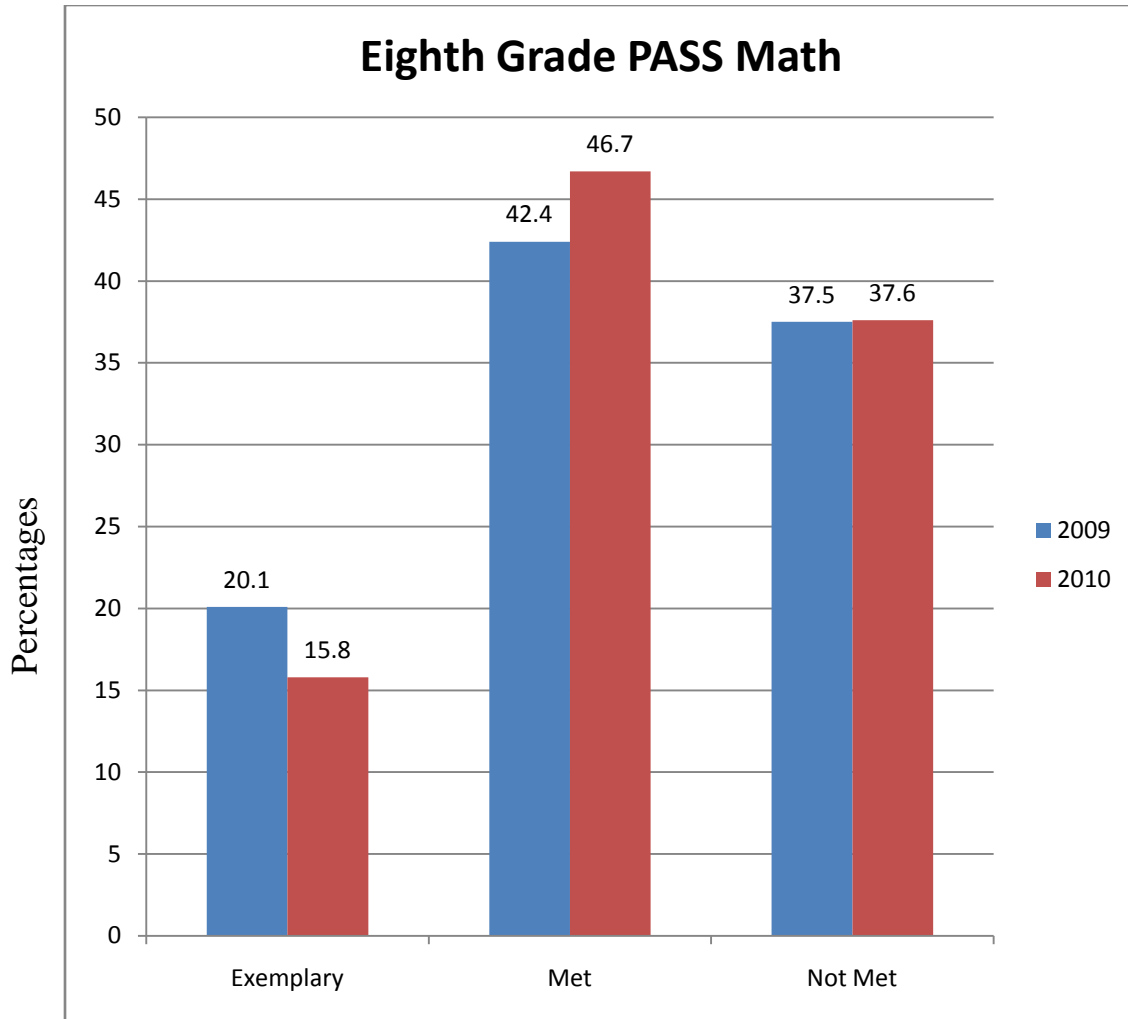
PASS Math Grade 6	2009	2010
Exemplary	35.5	26.7
Met	40.8	39.5
Not Met	23.7	33.7

Figure 19



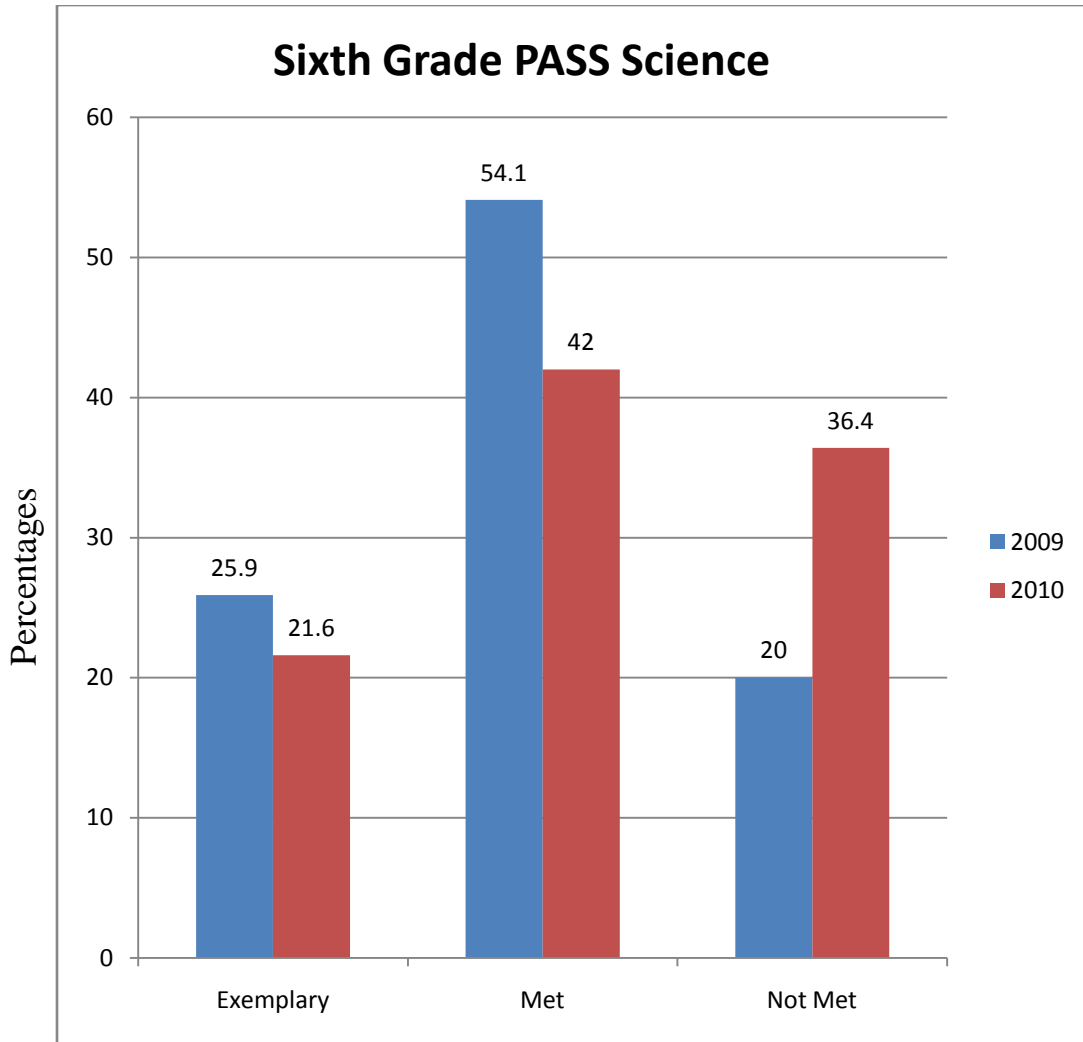
PASS Math Grade 7	2009	2010
Exemplary	18.8	28.3
Met	57.5	45.7
Not Met	23.8	26

Figure 20



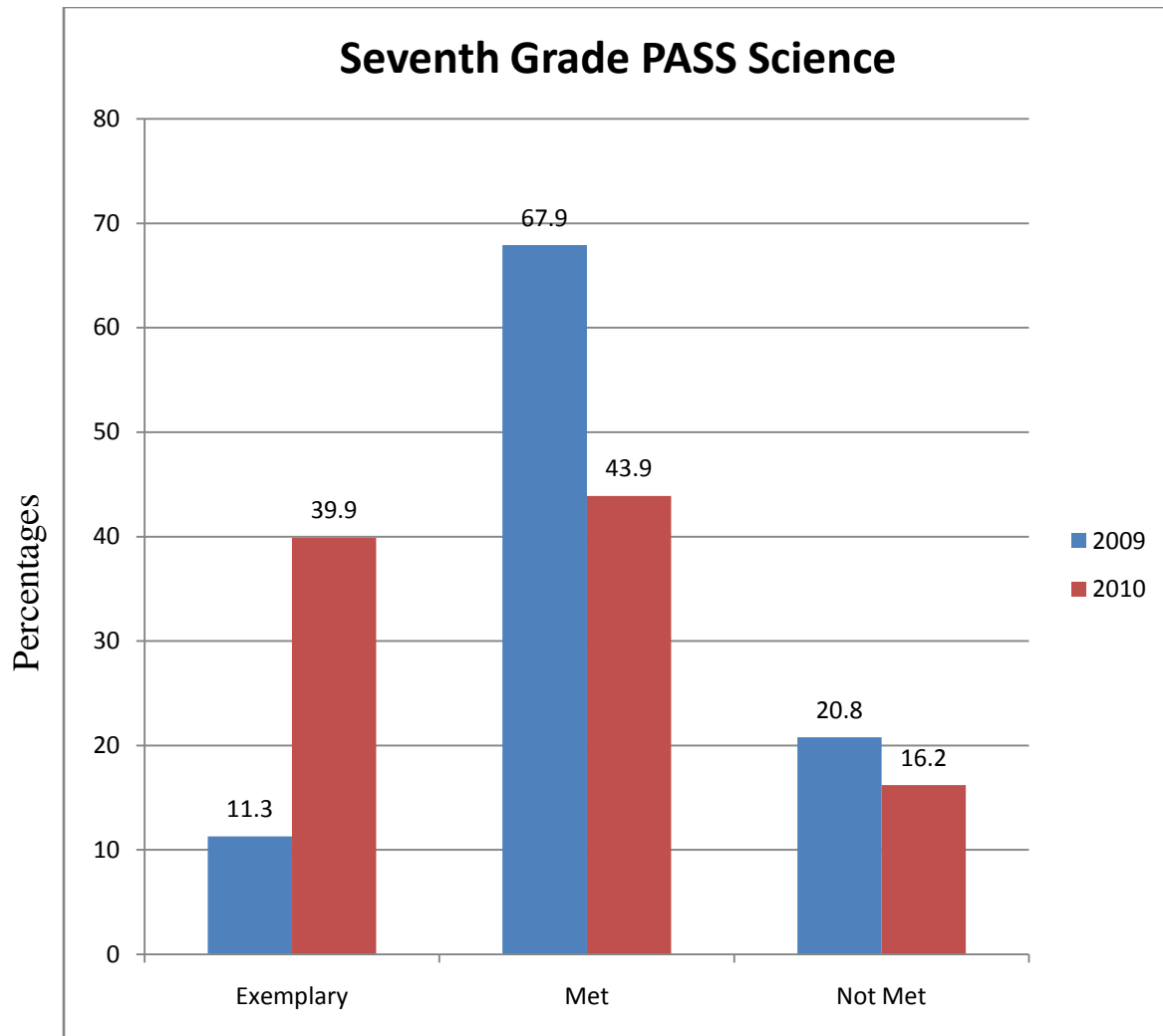
PASS Math Grade 8	2009	2010
Exemplary	20.1	15.8
Met	42.4	46.7
Not Met	37.5	37.6

Figure 21



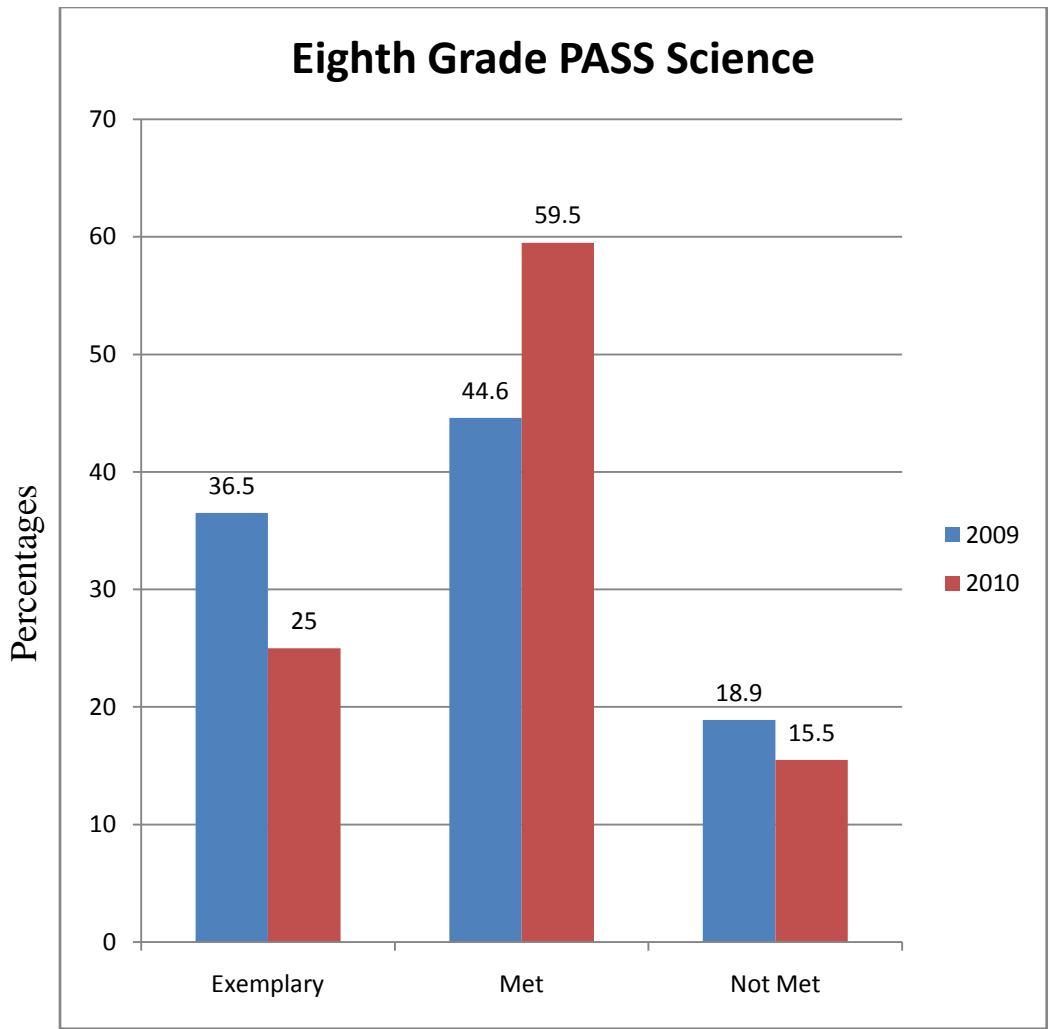
PASS Science Grade 6	2009	2010
Exemplary	25.9	21.6
Met	54.1	42
Not Met	20	36.4

Figure 22



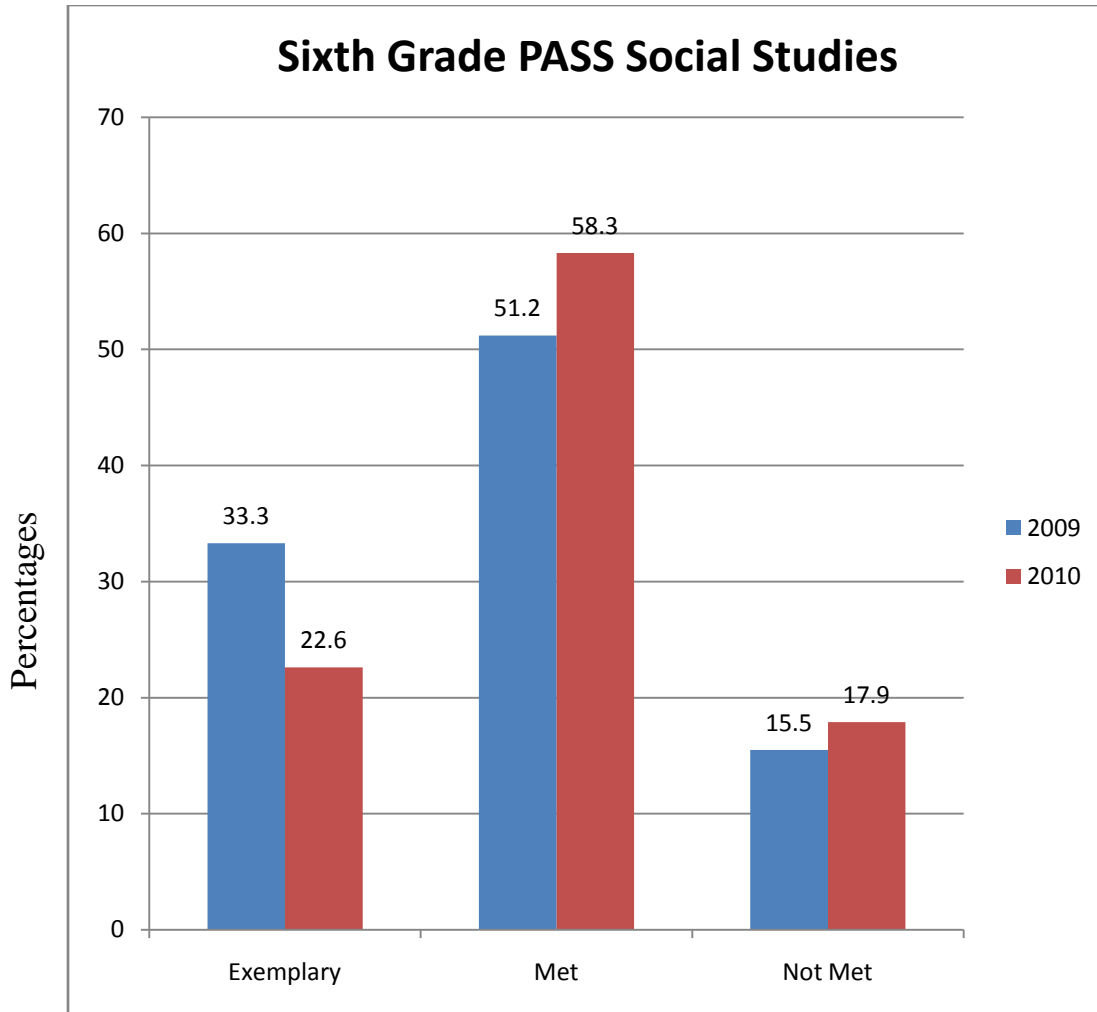
PASS Science Grade 7	2009	2010
Exemplary	11.3	39.9
Met	67.9	43.9
Not Met	20.8	16.2

Figure 23



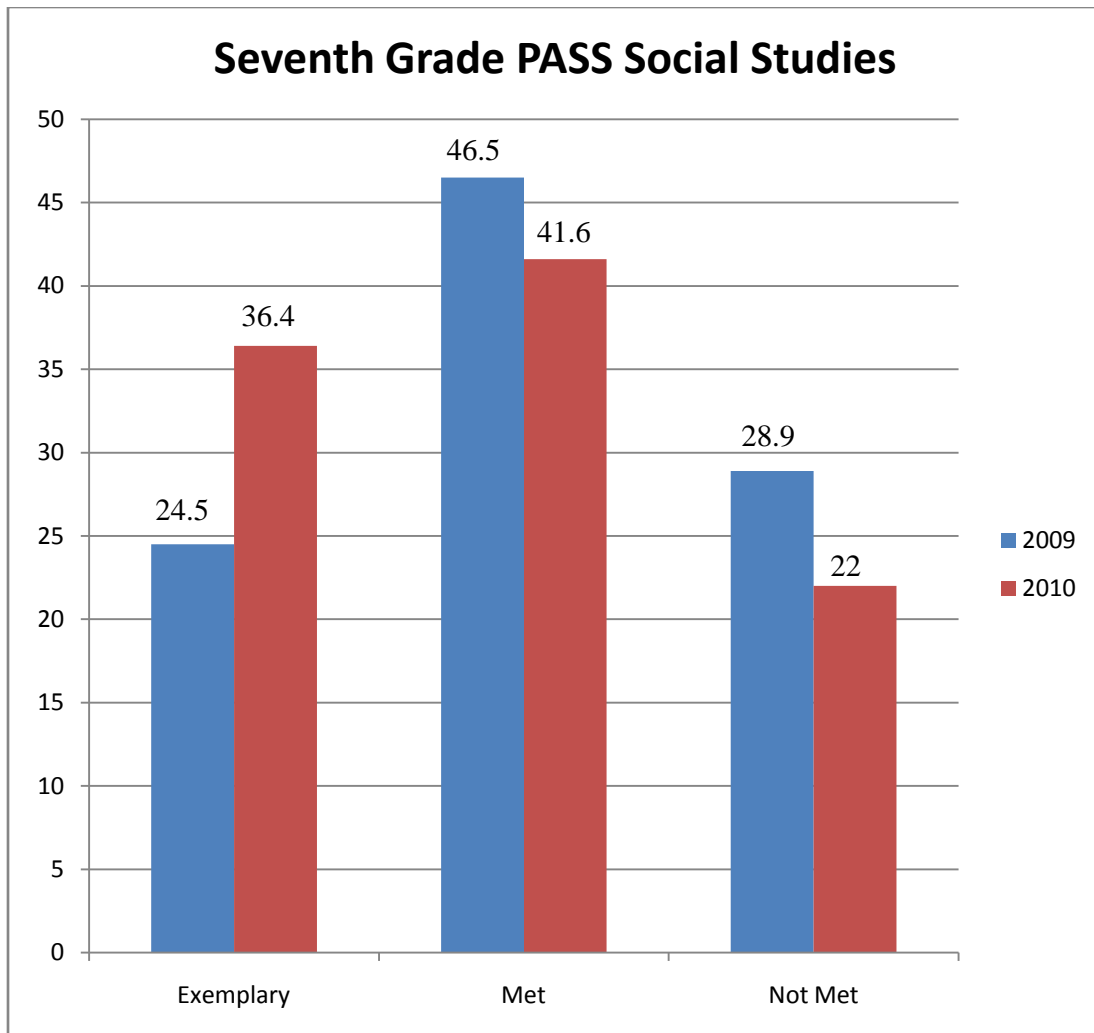
PASS Science Grade 8	2009	2010
Exemplary	36.5	25
Met	44.6	59.5
Not Met	18.9	15.5

Figure 24



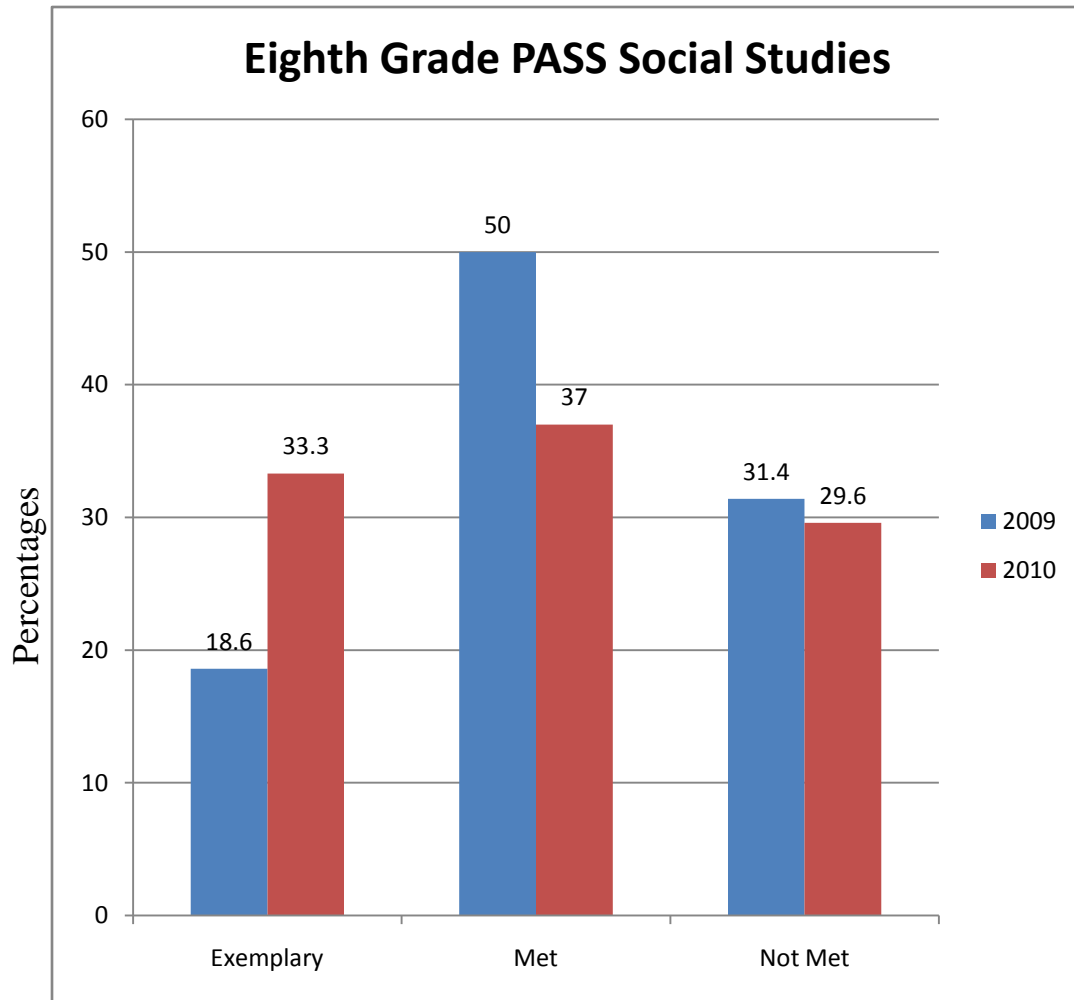
PASS Social Studies Grade 6	2009	2010
Exemplary	33.3	22.6
Met	51.2	58.3
Not Met	15.5	17.9

Figure 25



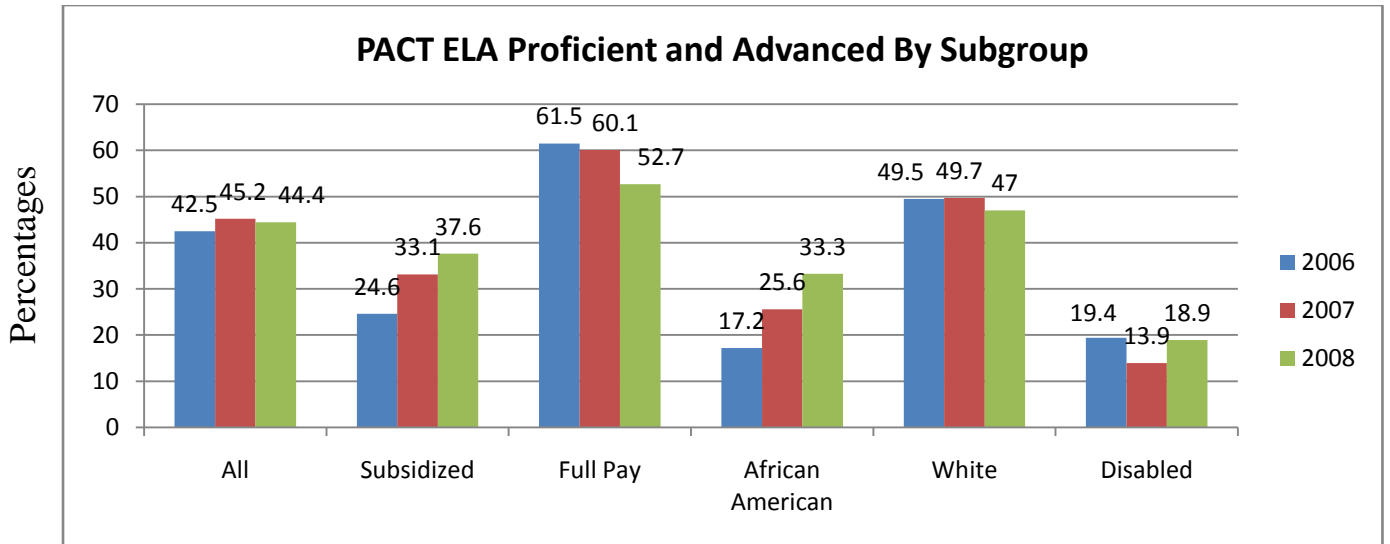
PASS Social Studies Grade 7	2009	2010
Exemplary	24.5	36.4
Met	46.5	41.6
Not Met	28.9	22

Figure 26



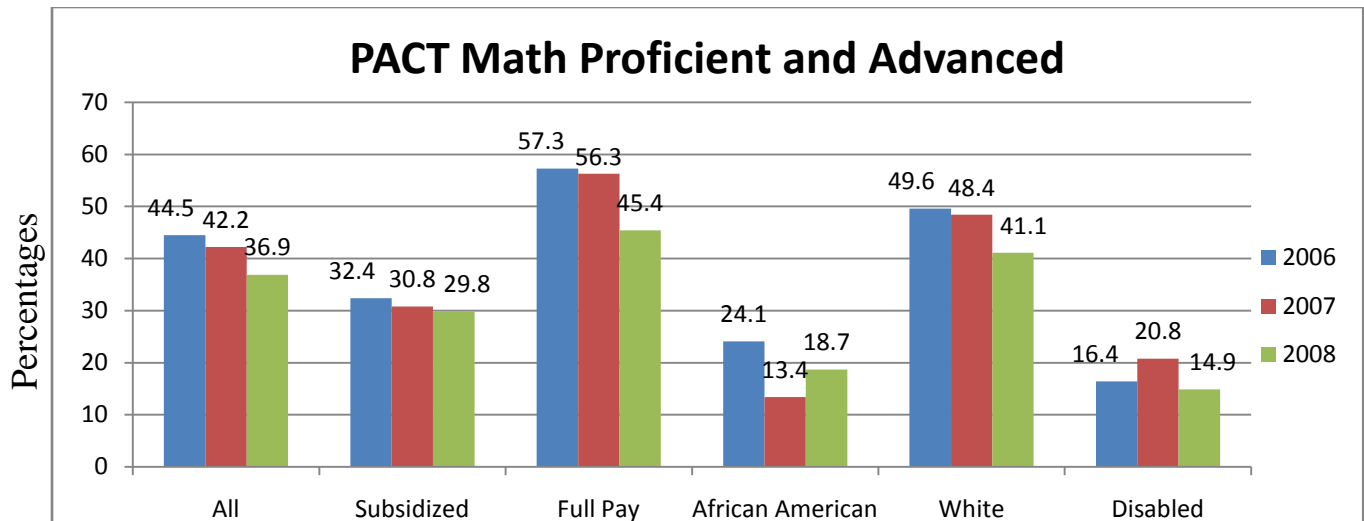
PASS Social Studies Grade 8	2009	2010
Exemplary	18.6	33.3
Met	50	37
Not Met	31.4	29.6

Figure 27



PACT ELA Proficient and Advanced	2006	2007	2008
All	42.5	45.2	44.4
Subsidized	24.6	33.1	37.6
Full Pay	61.5	60.1	52.7
African American	17.2	25.6	33.3
White	49.5	49.7	47
Disabled	19.4	13.9	18.9

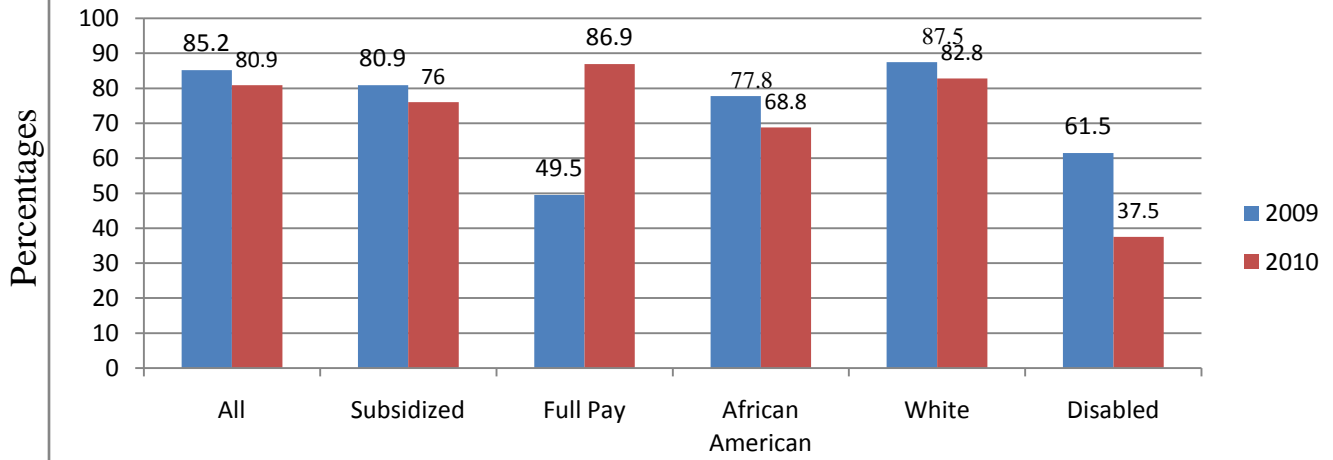
Figure 28



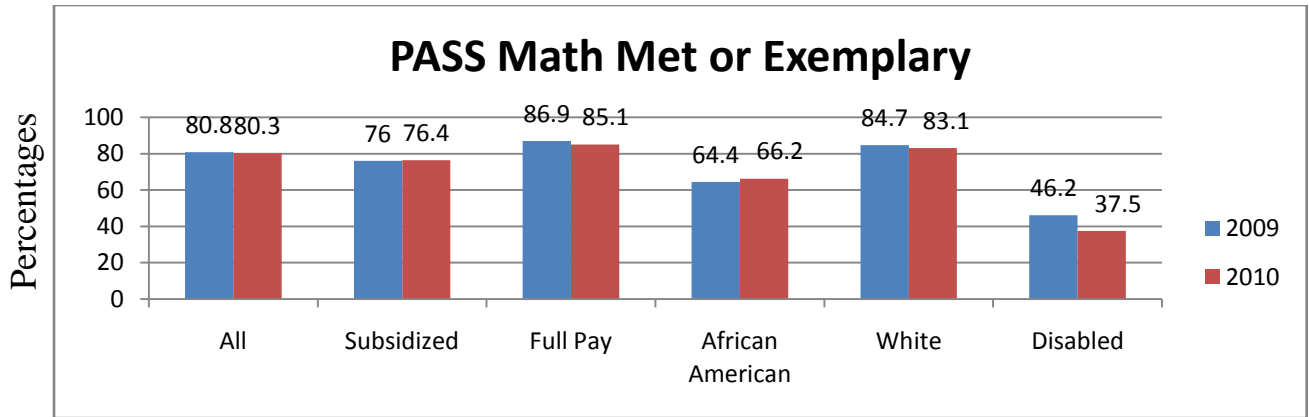
PACT Math Proficient and Advanced	2006	2007	2008
All	44.5	42.2	36.9
Subsidized	32.4	30.8	29.8
Full Pay	57.3	56.3	45.4
African American	24.1	13.4	18.7
White	49.6	48.4	41.1
Disabled	16.4	20.8	14.9

Figure 29

PASS ELA Met and Exemplary By Subgroup



PASS ELA Met and Exemplary	2009	2010
All	85.2	80.9
Subsidized	80.9	76
Full Pay	49.5	86.9
African American	77.8	68.8
White	87.5	82.8
Disabled	61.5	37.5



PASS Math Met and Exemplary		
	2009	2010
All	80.8	80.3
Subsidized	76	76.4
Full Pay	86.9	85.1
African American	64.4	66.2
White	84.7	83.1
Disabled	46.2	37.5

Figure 31

School Renewal Plan for Cowpens Middle School

DATE: 2011-2016

Performance Goal Area: Math

- Student Achievement Teacher/Leadership Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Other (optional)

PERFORMANCE GOAL 1
(desired result of student learning)

Students in grades 6-8 must meet world class standards to function in the 21st Century. World class standards are measured by performance on the following criteria areas:
1. The percentage of students in grades 6-8 who score met in PASS Math will increase to 100% in 2015-2016 as detailed below.

INTERIM PERFORMANCE GOAL: (annual)

The percentage of all 6-8 students meeting the established standards will increase as designated below.

DATA SOURCE(S):

PASS, MAP

OVERALL MEASURES:	Average Baseline	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
PASS Data							
6 – 66.2%	6 – 70%	6 – 75%	6 – 85%	6 – 90%	6 – 95%	6 – 100%	
7 – 74.0%	7 – 80%	7 – 85%	7 – 90%	7 – 95%	7 – 97%	7 – 100%	
8 – 62.5%	8 – 70%	8 – 75%	8 – 85%	8 – 90%	8 – 95%	8 – 100%	
MAP Data							
6 – 55%	6 – 62%	6 – 70%	6 – 77%	6 – 85%	6 – 92%	6 – 100%	
7 – 45%	7 – 54%	7 – 63%	7 – 73%	7 – 82%	7 – 91%	7 – 100%	
8 – 63%	8 – 69%	8 – 75%	8 – 81%	8 – 87%	8 – 94%	8 – 100%	

* Represents projections of improvement

ACTION PLAN: Goal 1 Student Achievement					EVALUATION	
STRATEGY 1 Use test results to design interventions and prepare students for district, state and national testing.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	Monitor Completed Yes/No Continue Modify/ Modified
A. Continue training on data analysis in order to utilize data to bring about increased student achievement.	2011-2016	Assistant Superintendent for Instruction, Director of Testing, Principals	3000.00	Title II	MAP Scores; PASS data; agendas; professional development plan	
B. Teachers will use test results to design Enrichment groups, small group instruction, and the Extended Day program	2011-2016	Teachers	NA	NA	MAP Scores; PASS data; numbers of students receiving assistance	
C. Horizontal and vertical planning teams of teachers will design plans to align standards and instruction.	2011-2013	Teachers	2000.00	Staff Development	MAP and PASS data; completed curriculum guides; lesson plans	

ACTION PLAN: Goal 1 Student Achievement					EVALUATION	
STRATEGY 2: Provide developmentally appropriate standards based, rigorous curriculum, instruction, and assessments at each grade level with common academic expectations.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	
A. Continue to develop the curriculum guide across grade levels and subject areas	2011-2016	Principal, Teachers, Instructional Coaches	1000.00	Staff Development	Completed guides	
B. Continue to use Backward by Design for lesson planning purposes	2011-2016	Teachers	NA	NA	Lesson Plans; summative assessments	
C. Design formative and summative assessments aligned with state standards 6-8, using Teacher Toolbox and Flanagan's	2011-2013	School Principals, Instructional Coaches, Teachers	5,000	Professional Development Funds	Classroom Observations, Test Data, Unit Tests	
D. Continue implementation of instructional strategies and resources that offer differentiation.	2011-2016	Principal, Teachers	NA	NA	Lesson plans, observations, increase in PASS and MAP scores	

E. Utilize math instruction that engages students in solving authentic tasks.	2011-2016	Math Teachers	2000.00	School Instructional monies	Classroom Observations, Improved Test Scores, MAP data Lesson Plans	
F. Utilize instructional coaches to plan, to observe, to model, to monitor research based lessons.	2011-2016	Principals, Instructional Coaches	30,000	6-8 Enhancement, Title III, Students at Risk of School Failure	Classroom Observations, Improved Test Scores, MAP data, Coaches Schedule	

ACTION PLAN: Goal 1 Student Achievement					EVALUATION	
STRATEGY 3: Utilize resources and provide interventions for students to assist them in meeting standards.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	<u>Monitor</u> <u>Completed Yes/No</u> <u>Continue</u> <u>Modify/Modified</u>
A. Provide programs to students needing additional support to meet grade level standards, including the Extended Day program, and Enrichment classes	2011-2016	Assistant Principal, Teachers	5,000	Students at Risk of School Failure Funds	Lesson plans, grade distribution reports, End of Course Results, MAP data, observations	
B. Continued integration of current resources into all classrooms, including Teacher Toolbox, Flanagan's tests, Compass Odyssey	2011-2016	Math Teachers	30,000 to maintain up to date versions	Students at Risk of School Failure Funds; Professional Development Funds; Title II	Classroom Observations, Lesson Plans	
C. Provide opportunities for Parent Involvement to assist with student academic success - including the Student Showcase	2011-2016	School Guidance Counselors; math teachers	1000.00	EEDA;	Parent Sign-in sheets; agendas from programs	
G. Provide service models for gifted and talented—academic and visual and performing arts—and special education program	2011-2016	Principal; G/T teachers	20,000	IDEA, Gifted and Talented Funds	G/T Schedules, MAP data, PASS data, Classroom Observations, Enrollment in Programs	

models to increase student achievement and program effectiveness, with a focus on least restrictive environment						
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School Renewal Plan for Cowpens Middle School

DATE: 2011-2016

Performance Goal Area: English/Language Arts

- Student Achievement Teacher/Leadership Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Other (optional)

PERFORMANCE GOAL 2
(desired result of student learning)

Students in grades 6-8 must meet world class standards to function in the 21st Century. World class standards are measured by performance on the following criteria areas:
2. The percentage of students in grades 6-8 who score met in PASS ELA will increase to 100% in 2015-2016 as detailed below.

INTERIM PERFORMANCE GOAL: (annual)

The percentage of 6-8 students meeting the established standards will increase as designated below.

DATA SOURCE(S):

PASS, MAP

OVERALL MEASURES:	Average Baseline	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
PASS Data	6 – 75.0%	6 – 80%	6 – 85%	6 – 90%	6 – 93%	6 – 97%	6 – 100%
	7 – 77.3%	7 – 80%	7 – 85%	7 – 90%	7 – 93%	7 – 97%	7 – 100%
	8 – 63.6%	8 – 70%	8 – 80%	8 – 90%	8 – 93%	8 – 97%	8 – 100%
MAP Data	6 – 74%	6 – 78%	6 – 82%	6 – 87%	6 – 91%	6 – 95%	6 – 100%
	7 – 51%	7 – 59%	7 – 67%	7 – 75%	7 – 83%	7 – 92%	7 – 100%
	8 – 52%	8 – 59%	8 – 67%	8 – 75%	8 – 83%	8 – 92%	8 – 100%

* Represents projections of improvement

ACTION PLAN: Goal 2 Student Achievement					EVALUATION	
STRATEGY 1: Use test results to design interventions and prepare students for district, state and national testing.						
<u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	<u>Timeline</u> <u>Start/End Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding Source</u>	<u>Measures of</u> <u>Success/Indicators</u> <u>of Implementation</u> (Formative measures used to assess impact of strategies and activities on improvement)	<u>Monitor</u> <u>Completed</u> <u>Yes/No</u> <u>Continue</u> <u>Modify/</u> <u>Modified</u>
A. Continue training on data analysis in order to utilize data to bring about increased student achievement.	2011-2016	Assistant Superintendent for Instruction, Director of Testing, Principal	3000.00	Title II	MAP Scores, PASS data, Data Conferences, Professional Development Plan	
B. Teachers will use test results to design Response to Intervention (RTI), Enrichment groups, Extended Day groups, and small group differentiated instruction.	2011-2016	Teachers	N/A	N/A	MAP Scores, PASS data; numbers of students receiving assistance	
C. Horizontal and vertical planning teams of teachers will design plans to align standards and instruction.	2011-2013	Teachers	2000.00	Staff Development	MAP Scores, PASS data, Completed Curriculum Guides	

ACTION PLAN: Goal 2 Student Achievement					EVALUATION	
STRATEGY 2: Provide developmentally appropriate standards based, rigorous curriculum, instruction, and assessments at each grade level with common academic expectations.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	
A. Review and revise reading comprehension strategies to accommodate all learners 6-8.	2011-2013	Principals, Classroom Teachers, Instructional Coaches	NA	Students at Risk of Failure Funds	Classroom Observations, Test Data, Individual Conferencing	
B. Utilize PASS writing rubric for all written assignments	2011-2016	Teachers	NA	NA	Evaluation of Writing strands from PASS	
C. Continue implementation of instructional strategies and resources that offer differentiation.	2011-2016	Principals, Instructional Coaches, Teachers	2,000	Students at Risk of Failure Funds, Professional Development Funds, Title II	Lesson Plans, classroom observations	
D. Design formative and “backward by design” summative assessments aligned with state standards 6-8 that are accessible through Curriculator.	2011-2013	School Principals, Instructional Coaches, Teachers	5,000	Professional Development Funds	Classroom Observations, Test Data, Unit Tests	

E. Continue to build a literacy rich environment in classrooms 6-8.	2011-2016	Principal, Instructional Coaches, Teachers	20,000	Professional Development Funds, School Instructional Monies	Literary texts, informational texts, magazines, charts, graphs, maps	
F. Continue to integrate ELA with all subject areas using quality literature, informational texts, and other resource materials.	2011-2016	Principal, Instructional Coaches, Teachers	NA	NA	Classroom Observations, Improved Test Scores, MAP data, lesson plans	
G. Utilize instructional coaches to plan, to observe, to model, to monitor research based lessons.	2011-2016	Principal, Instructional Coaches, Teachers	30,000	Title III, Students at Risk of Failure Funds	Classroom Observations, Improved Test Scores, MAP data, Coaches Schedules	
H. Continue writing across the curriculum 6-8.	2011-2016	Principal, Classroom Teachers, Instructional Coaches	NA	NA	Classroom Observations, Improved Test Scores, writing samples	
I. Provide field studies that relate to academic standards.	2011-2016	Principal, Classroom Teachers, Instructional Coach	4,000	6-8 Enhancement	Field Study Request Documentation	

ACTION PLAN: Goal 2 Student Achievement					EVALUATION	
STRATEGY 3: Utilize resources and provide interventions for students to assist them in meeting standards.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	Monitor Completed Yes/No Continue Modify/Modified
A. Provide programs to students needing additional support to meet grade level standards.(6-8)	2011-2016	Principal, Teachers	5,000	Students at Risk of Failure Funds	Lesson plans, grade distribution reports, End of Course Results, MAP data, observations	
B. Implement school wide independent reading program.	2011-2012	Principal, Teachers	500	Activity Fund	Total number of books read by homeroom	
C. Continued integration of current technology into classrooms.	2011-2016	Principal, Teachers	30,000	Students at Risk of Failure Funds, Title II	Classroom Observations, Lesson Plans	
D. Continue to use interest surveys to plan instruction, increase student interest, and student motivation.	2011-2016	Teachers	NA	NA	Lesson Plans, Classroom Observations, Samples of Surveys	

E. Provide service models for gifted and talented—academic and visual and performing arts—and special education program models to increase student achievement and program effectiveness.	2011-2016	Principal, G/T teachers	20,000	IDEA, Gifted and Talented Funds	G/T Schedules, MAP data, PASS data, Classroom Observations, Enrollment in Programs	
F. Continue to integrate the visual and performing arts in ELA through instructional strategies and final products.	2011-2016	Teachers	1000.00	School Instructional Monies	Lesson plans, completed products	

School Renewal Plan for Cowpens Middle School
Performance Goal Area: Science

Date: 2011-2016

- Student Achievement
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- Teacher/Leadership Quality
- Other (optional)

Performance Goal: 3
(desired result of student learning)

Students in grades 6-8 must meet world class standards to function in the 21st Century. World class standards are measured by performance on the following criteria areas:
3. The percentage of students in grades 6-8 who score met in PASS Science will increase to 100% in 2015-2016 as detailed below.

Interim Performance Goal: (annual)
See projections below for 2011-2016.

Data Sources(s):
PASS scores by subgroups and categories
Student classroom performance grades
Teacher observations of student achievement
Student work samples/portfolios

Overall Measures:	Average Baseline	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
	6 – 63.6%	6 – 70%	6 – 75%	6 – 85%	6 – 90%	6 – 95%	6 – 100%
7 – 83.8%	7 – 85%	7 – 90%	7 – 92%	7 – 95%	7 – 97%	7 – 100%	
8 – 84.5%	8 – 85%	8 – 90%	8 – 92%	8 – 95%	8 – 97%	8 – 100%	
* Represents projections of improvement							

ACTION PLAN for Science Performance Goal 3: Cowpens Middle School will increase the number of students in grades six through eight who score Met/Exemplary in PASS to 100% by 2016.					Evaluation
Strategy 1: Increase student performance by using data assessment.					
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
1. Meet vertically to analyze PASS data and utilize long-range plans and curriculum guides to meet student needs.	2011-2016	Principal, Assistant Principal, Department Chair,	No cost	Not applicable	Minutes of meetings submitted to principal
2. Meet by teams to plan instruction based on PASS data and item analysis from summative assessments and Benchmarks; develop long-range plans, articulate uniform grading and adjust curriculum guides.	2011-2016	Science Faculty	No cost	Not applicable	Adjustments to long-range plans, pacing guides, and uniform grading policy submitted to principal
3. Analyze classroom PASS and benchmark data to plan differentiated instruction.	2011-2016	Science Faculty	No cost	Not applicable	Lesson plans
4. Conduct data analysis on summative assessments and Benchmarks.	2011-2016	Principal, Assistant Principal, Science Coach, Science Faculty	No cost	Not applicable	Revised schedule, lesson plans
5. Provide ongoing training for faculty in data analysis methods that will allow teachers to assess instructional plans, strengthen instruction, and improve student performance.	2011-2016	Principal	500	Staff Development	Professional development agenda

ACTION PLAN for Science Performance Goal 3: Cowpens Middle School will increase the number of students in grades six through eight who score Met/Exemplary in PASS to 100% by 2016.					EVALUATION
Strategy 2: Develop Benchmark Assessments to ensure that instruction is consistent across the district and to monitor student progress					
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
1. Develop grade level science tests for use throughout the district.	2011-2013	Science Coach, Science Faculty	1000.00	Staff Development	Completed assessments
2. Develop Benchmark draft from district-wide grade-level assessments ensuring the validity of each item to SC State Department's Support Document standard/indicator/taxonomy level.	2011-2012	Principals, Science Coach, Science Faculty	1000.00	Staff Development	Completed assessments
3. Teachers perform item-analysis on Benchmark drafts.	2011-2012	Principals, Science Coach, Science Faculty	NA	NA	Item analysis; revisions to drafts
4. Teachers attend data analysis meetings for consensus on benchmark question bank.	2012-2013	Principals, Science Coach, Science Faculty	500.00	Staff Development	Meeting sign in
5. Implement Fall, Winter, and Spring Benchmarks and utilize Benchmark in data analysis (Strategy 1)	2012-2015	Principals, Science Coach, Science Faculty	NA	NA	Benchmark data; revisions to curriculum as a result of benchmarks

<p>ACTION PLAN for Science Performance Goal 3: Cowpens Middle School will increase the number of students in grades six through eight who score Met/Exemplary in PASS to 100% by 2016.</p> <p>Strategy 3: Increase student performance by integrating technology into the curriculum.</p>					<p>Evaluation</p>
<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>1. Maintain operational condition of whiteboard technologies and supporting equipment. a. ceiling-mounted LCD projectors b. wireless laptops with DVDs c. speakers</p>	<p>2011-2016</p>	<p>Director of Technology,</p>	<p>To Be Determined</p>	<p>District technology funds</p>	<p>Purchase orders</p>
<p>2. Research best practices in technology integration.</p>	<p>2011-2016</p>	<p>Media Specialist, Technology Coach, Science Faculty</p>	<p>\$150</p>	<p>Library budget</p>	<p>Report to principal</p>
<p>3. Develop technology-rich lessons that target specific weaknesses revealed in data analysis.</p>	<p>2011-2016</p>	<p>Science Faculty</p>	<p>No cost</p>	<p>No Cost</p>	<p>Lesson plans, portfolios</p>

ACTION PLAN for Science Performance Goal 3: Cowpens Middle School will increase the number of students in grades six through eight who score Met/Exemplary in PASS to 100% by 2016.					Evaluation
Strategy 4: Continue to integrate inquiry-based science activities into instructional plans.					
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
1. Equip labs with sinks, miscellaneous lab supplies, and safety equipment	2011-2016	Principal, Department Chair, Science Coach,	10,000.00	Capital funds; School Instructional Monies	Purchase orders
2. Locate science teachers in rooms with sinks, countertops, and/or extra square footage.	2011-2012	Principal, Assistant Principal,	NA	Not applicable	Room assignment list
3. Continuously develop and revise hands-on activities that can be conducted within the classrooms.	2011-2016	Science Faculty	1000.00	Instructional Monies	Lesson plans
4. Develop web-based research activities that promote information literacy and research skills.	2011-2016	Science Faculty, Media Specialist	No cost	Not applicable	Lesson plans
5. Continue in-service training on best practices for utilizing kits from the Upstate Regional S ² MART Center	2011-2016	Principal, Asst. Principal, Department Chair,	500	Staff Development	Agenda from in-service

6. Utilize Science kits for inquiry based instruction	2011-2016	Principal, Assistant Principal, Department Chair, Science Coach, Science Faculty	\$2000.00	Textbook monies for refurbishment	Copies of refurbishment requests, lesson plans
7. Develop activities that promote awareness of science career paths.	2011-2016	Principal, CDF, Department Chair, Science Coach,	1000.00	Instructional monies	Program announcements, lesson plans
8. Utilize science coach to assist in instructional design and curriculum planning of inquiry-based activities.	2011-2016	Asst. Supt. for Instruction	\$75,000	Personnel budget	Job description, lesson plans, curriculum guides

ACTION PLAN for Science Performance Goal 3: Cowpens Middle School will increase the number of students in grades six through eight who score Met/Exemplary in PASS to 100% by 2016.					Evaluation
Strategy 5 : Narrow the achievement gap within subgroups (subsidized meals, African-American, white, disabled).					
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
1. Analyze disaggregated data to identify achievement gaps in subgroups.	2011-2016	Principal, Department Chair, Science Coach, Science Faculty	NA	NA	MAP and PASS data
2. Provide ongoing staff development related to differentiated instruction, understanding disadvantaged subgroups, etc.	2011-2016	Principal, Assistant Principal, Science Coach	\$500	District staff development funds	Staff development agendas
3. Plan instruction that specifically targets the instructional needs of all students.	2011-2016	Principal, Assistant Principal, Department Chair, Science Coach, Science Faculty	No cost	Not applicable	Lesson plans

School Renewal Plan for Cowpens Middle School

DATE: 2011-2016

Performance Goal Area: Social Studies

- Student Achievement Teacher/Leadership Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Other (optional)

PERFORMANCE GOAL 4
(desired result of student learning)

Students in grades 6-8 must meet world class standards to function in the 21st Century. World class standards are measured by performance on the following:
4. The percentage of students in grades 6-8 who score met/exemplary in PASS Social Studies will increase to 100% in 2015-2016 as detailed below.

INTERIM PERFORMANCE GOAL: (annual)

The percentage of all 6-8 students meeting the established standards will increase as designated below.

DATA SOURCE(S):

PASS scores by grade level

OVERALL MEASURES:	Average Baseline	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
	6 – 80.9%	6 – 85%	6 – 90%	6 – 92%	6 – 95%	6 – 97%	6 – 100%
	7 – 78.0%	7 – 85%	7 – 90%	7 – 92%	7 – 95%	7 – 97%	7 – 100%
	8 – 70.3%	8 – 75%	8 – 85%	8 – 90%	8 – 95%	8 – 97%	8 – 100%

* Represents projections of improvement

ACTION PLAN: Goal 4 Student Achievement					EVALUATION	
STRATEGY 1 Increase student performance by using data assessment to plan instruction.						
<u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	<u>Timeline</u> <u>Start/End Date</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding Source</u>	<u>Measures of</u> <u>Success/Indicators</u> <u>of Implementation</u> (Formative measures used to assess impact of strategies and activities on improvement)	<u>Monitor</u> <u>Completed</u> <u>Yes/No</u> <u>Continue</u> <u>Modify/</u> <u>Modified</u>
A. Continue training on data analysis in order to utilize data to bring about increased student achievement.	2011-2016	Assistant Superintendent of Instruction, Director of Testing, Principals	15,000	Title II	PASS Data; data conferences	
B. Analyze classroom data and standardized data to differentiate instruction to meet student needs and increase student achievement	2011-2016	Teachers	NA	NA	Lesson plans; observations; PASS data	
C. Horizontal and vertical planning teams will design plans to align with standards and instruction.	2011-2013	Teachers	2000.00	Staff Development	PASS data Lesson plans submitted to principal; uniform curriculum guide	

ACTION PLAN: Goal 4 Student Achievement					EVALUATION	
STRATEGY 2: Provide developmentally appropriate standards based, rigorous curriculum, instruction, and assessments at each grade level with common academic expectations.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	Monitor Completed Yes/No Continue Modify/Modified
A. Utilize the SC State Department S3 curriculum to develop lesson plans, tests, and activities that provide rigorous instruction for students.	2011-2016	Teachers	NA	NA	Classroom Observations, Test Data, Vertical Team Meeting Discussions	
B. Work across the Curriculum with ELA teachers to develop lessons that foster social studies and ELA in both classes.	2011-2016	Teachers and Instructional Coaches	NA	NA	Classroom Observations, Improved Test Scores, Cross Curriculum team Meetings, Lesson Plans	
C. Promote hands on learning by providing Field Trips to encourage “out of the box” thinking in Social Studies	2011-2016	Teachers, Principal	1500.00	Field Trip Monies	Improved Test Scores, PASS Data, Journaling, Vertical Team Meetings, List of Field Trips	

D. Design formative and “backward by design” summative assessments aligned with state standards 6-8 that are accessible through Curriculator.	2011-2013	School Principal, Teachers	5,000	Professional Development Funds	Classroom Observations, Test Data, Unit Tests	
E. Continue writing across the curriculum 6-8.	2011-2016	Principals, Classroom Teachers, Instructional Coaches	NA	NA	Classroom Observations, Improved Test Scores, Writing Samples	
F. Utilize interactive maps in the classroom to promote additional resources in the Social Studies class. (Stratologica, Google Earth, National Geographic, etc.)	2011-2016	Classroom Teachers, Administrators	5,000	6-8 Enhancement, Title III, Students at Risk of Failure Funds	PASS Data, Improved Test Scores, Vertical Team Meeting Agendas	
G. Integrate the visual and performing arts into the Social Studies Classroom (Historical plays, student-created skits, songs to remember key terms and concepts, illustrating key concepts, examine period artwork)	2011-2016	Classroom Teachers	1000.00	School Instructional Monies	PASS Data, Classroom Observations, Student-Work Samples, Lesson Plans	

ACTION PLAN: Goal 4 Student Achievement					EVALUATION	
STRATEGY 3: Utilize resources and provide interventions for students to assist them in meeting standards.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	Monitor Completed Yes/No Continue Modify/Modified
A. Provide programs to students needing additional support to meet grade level standards.(6-8)	2011-2016	Principals, Teachers	5,000	Students at Risk of Failure Funds	Lesson plans, grade distribution reports, End of Course Results, MAP data, observations	
B. Implement school wide independent reading program.	2011-2012	Principal, Teachers	500.00	Activity Funds	Total number of books per homeroom, Description of the Reading Program	
C. Continued integration of current technology into classrooms.	2011-2016	Principal, Teachers	30,000	Students at Risk of Failure Funds, 6-8 Enhancement Funds, Professional Development Funds, Title II,	Classroom Observations, Lesson Plans	
D. Continue to use interest surveys to plan instruction, increase student interest, and student motivation.	2011-2016	Teachers	NA	NA	Lesson Plans, Classroom Observations	

E. Provide service models for gifted and talented—academic and visual and performing arts—and special education program models to increase student achievement and program effectiveness.	2011-2016	Principal; G/T teachers	20,000	IDEA, Gifted and Talented Funds	G/T Schedules, MAP data, PASS data, Classroom Observations, Enrollment in Programs	
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School Renewal Plan for Cowpens Middle School

DATE: 2011-2016

Performance Goal Area:

- Student Achievement Teacher/Leadership Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Other (optional)

PERFORMANCE GOAL 1
(desired result of student learning)

100% of faculty will be highly qualified and consistently demonstrate excellence in job performance. Teacher attendance will be consistently above the state average.

INTERIM PERFORMANCE GOAL: (annual)

Increase teacher attendance as listed below

DATA SOURCE(S):

Adept Safe-T
Goals based evaluation forms (GBE)
District Plans

OVERALL MEASURES:	Average Baseline	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
	100% (HQ)	100% (HQ)	100% (HQ)	100% (HQ)	100% (HQ)	100% (HQ)	100% (HQ)
	96.7% (attendance)	97%	97.3%	97.6%	97.9%	98%	98.2%

* Represents projections of improvement

ACTION PLAN: Goal 1 Teacher Quality					EVALUATION	
STRATEGY 1: Provide quality professional development to increase the knowledge base of all teachers, technology proficiency and address historically underachieving groups						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	Monitor Completed Yes/No Continue Modify/ Modified
A. Provide opportunities for teachers to attend conferences (i.e. SREB offerings, Writing conferences, etc.)	2011-2016	Principal	2000.00	Title II, Students at Risk of Failure Funds, SREB, Professional Development Funds	Professional Leave Requests; presentations by teachers upon return	
B. Provide ongoing support and data analysis training to all staff members to increase student achievement.	2011-2016	Assistant Superintendent of Curriculum and Instruction, Principal	1000.00	Title II, Students at Risk of Failure Funds, SREB, Professional Development Funds	MAP Scores, PASS Scores, End of Course, PSAT	
C. Develop a district-wide middle school Curriculum Guide for each grade level and academic subject area.	2011-2012	Principal, Teachers	1500.00	Title II, Students at Risk of Failure Funds, SREB, Professional Development Funds	Curriculum Guide	
D. Develop and maintain a resource bank of exemplary lessons and assessments.	2011-2016	Principal, Teachers	NA	NA	Lessons and Assessments in Curriculator, Professional Development Plan	

E. Provide staff development for faculty and staff related to working with children of poverty.	2011-2012	Principal, Leadership Team	800.00	Students at Risk of Failure Funds	Completion of Staff Development, Professional Development Plan, Agendas	
F. Explore the possibility of single gender classes to promote student achievement	2011-2012	Principal, Leadership Team	500.00	Students at Risk of Failure Funds	Report from team; data from successful school programs	
G. Teachers will attend on-campus staff development opportunities that provide technology updates pertinent to enhancing student learning.	2011-2016	Principal, Technology coach		Technology Funds	Course Offerings, Course Registrations	

ACTION PLAN: Goal 1 Teacher Quality					EVALUATION	
STRATEGY 2: Maintain a highly qualified workforce through hiring and consistent monitoring.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	<u>Monitor</u> <u>Completed</u> <u>Yes/No</u> <u>Continue</u> <u>Modify/</u> <u>Modified</u>
A. Ensure that all teachers hired are certified and highly qualified.	2011-2016	Principal	NA	NA	Certification of teachers	
B. Continue to provide opportunities for teachers to grow professionally.	2011-2016	Principal	1000.00	Professional Development Monies	Certification of completion; presentation to faculty	
C. Increase employee attendance rate using incentives.	2011-2016	Principal	NA	NA	Personnel Records, State Report Card	
E. Enhance support system to help employees succeed (Mentor/Mentee Program).	2011-2016	Assistant Superintendent of Curriculum and Instruction, Principal	NA	NA	Personnel Records, Mentorships	
F. Provide consistent support and training for new employees.	2011-2016	Principal, Assistant Principal, Mentors	NA	NA	Personnel Records, Support Programs, Substitute teacher training, New Employee Orientation	

School Renewal Plan for Cowpens Middle School

DATE: 2011-2016

Performance Goal Area:

- Student Achievement Teacher/Leadership Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Other (optional)

PERFORMANCE GOAL 1
(desired result of student learning)

School, community and parent relations will improve to an average of 95% satisfaction as measured by parent, teacher, and student survey results.

INTERIM PERFORMANCE GOAL: (annual)

As indicated below, an increase in:
 % satisfied with the learning environment.
 % satisfied with the social and physical environment.
 % satisfied with school home relations.

DATA SOURCE(S):

State report card surveys
 Title I surveys
 SIC surveys
 School based surveys

OVERALL MEASURES:	Average Baseline	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
82.8% (L.E.)	87.0%	89.0%	91.0%	93.0%	95%	97%	
83.0% (S./ P. E.)	87.0%	89.0%	91.0%	93.0%	95%	97%	
85.3% (Sch R.)	87.0%	89.0%	91.0%	93.0%	95%	97%	

* Represents projections of improvement

ACTION PLAN: Goal 1 School Climate					EVALUATION	
STRATEGY 1: Put systems in place that maintain safety and security at school.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	<u>Monitor</u> <u>Completed</u> <u>Yes/No</u> <u>Continue</u> <u>Modify/</u> <u>Modified</u>
A. Provide safety training to all school staff members.	2011-2016	Head of Safety Team	1500	Safe Schools Funds	School safety reports, observations, use of lock-down feature, installation, training, and use of license check system in main office	
B. Provide safety training on school bus procedures and policies to all school bus staff and riders.	2011-2016	Director of Transportation	NA	NA	School safety reports, observations	
C. Provide safety training as it relates to physical education and playground procedures.	2011-2016	School Principal Assistant Principal	NA	NA	School safety reports, observations	
D. Provide safety training as it relates to classroom and laboratory procedures.	2011-2016	School Principal; Science Teachers	NA	NA	Safety Contract Observations	

E. Review and revise safety plan annually to ensure the most current safety implementation procedures.	2011-2016	School Principal Head of Safety Team	NA	NA	Observations Safety drills	
G. Collaborate with community agencies to identify children for intervention services and to provide assistance for families.	2011-2016	Guidance Counselors, Social Worker	NA	NA	Referrals, District Records	

ACTION PLAN: Goal 1 School Climate					EVALUATION	
STRATEGY 2: Provide a nurturing and healthy environment for students and staff.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	Monitor <u>Completed</u> <u>Yes/No</u> <u>Continue</u> <u>Modify/</u> <u>Modified</u>
A. Provide a social worker and guidance counselors to work with students needing the specialized care that they can provide.	2011-2016	District Social Worker, Guidance Counselors	75,000.00	District Salary Schedule	School Records	
B. Develop a comprehensive school-wide Character Education program (Red Raider Wampum, Character Counts, Breakfast of Champions).	2011-2016	Guidance Counselors	1500.00	Activity Funds	Numbers of students receiving recognition; number of students attending outings; Description of Programs	
C. Implement effective discipline programs to decrease the percentage of students who are referred for disciplinary action (Red Raider Wampum).	2011-2016	School Principal Assistant Principal	NA	NA	Discipline referral numbers; Description of Programs	
D. Implement OLWEUS Bullying Prevention Program	2011-2016	School Principal, Guidance	2000.00	Grant Funding	Referrals and School Records	

ACTION PLAN: Goal 1 School Climate					EVALUATION	
STRATEGY 3. Research and incorporate effective intervention models that will increase the percentage of students who stay in school and graduate.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	<u>Monitor</u> <u>Completed</u> <u>Yes/No</u> <u>Continue</u> <u>Modify/</u> <u>Modified</u>
A. Implement a parent involvement program that provides parents with the skills necessary to intervene and establish student behavior and expectations	2011-2016	District Social Worker, Guidance Counselors, School Administration	NA	NA	School Records, Description of Program, Agendas from Programs	
B. Develop and implement an effective comprehensive remediation program for all students falling behind their classmates academically (enrichment periods and afterschool academic assistance)	2011-2016	School Principal	3500.00	Students at Risk of Failure Funds	School Records MAP and PASS data, Afterschool attendance and enrollment	

ACTION PLAN: Goal 1 School Climate					EVALUATION	
STRATEGY 4: Increase opportunities for parent, student, teacher communication outside of school.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	Monitor Completed Yes/No Continue Modify/Modified
A. Evaluate current parent/teacher conferences and implement changes as needed.	2011-2012	School Principal	NA	NA	Teacher/Parent conference records; survey	
B. Utilize multiple means of communication to inform and advise parents of school events.	2011-2016	School Principal	NA	NA	Multiple Communication methods: website, school newsletters, brochures, publications, Alert Now	
C. Increase the number of social activities that are available for parent/child/school (Student Showcase, concert opportunities, Coffee and Conversations).	2011-2016	School Principal, School Climate Committee Music Department	5,000	School funds	Attendance Rosters, number of students participating, programs and agendas	

ACTION PLAN: Goal 1 School Climate					EVALUATION	
STRATEGY 3: Encourage family friendly schools that are welcoming to all stakeholders.						
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)	Monitor <u>Completed</u> <u>Yes/No</u> <u>Continue</u> <u>Modify/</u> <u>Modified</u>
A. Devise a program for schools to improve customer service and prepare for the Red Carpet school program so that Cowpens Middle School is designated a Red Carpet school by 2016.	2011-2016	Leadership Team	NA	NA	Successful Red Carpet Application	
B. Explore, enhance, and expand communications tools and channels with families and communities.	2011-2016	Leadership Team	NA	NA	School Records, School Event Attendance Rosters	
C. Ensure that front entrance is in good repair and has excellent "curb appeal"	2011-2016	Leadership Team	2000.00	Capital Funds	Building appearance, observation	