



# GHES

Gold Hill Elementary School

Home of the Hornets



# Giving Our Best Every Day!

**SACS CASI**

Southern Association of Colleges and Schools

**The South Carolina Council on Accreditation and School  
Improvement**

Southern Association of Colleges and Schools

***Guided Self-Study Report***

Utilizing SACS CASI and SC State Department of Education Protocols  
District Accreditation Process

***Gold Hill Elementary School***



*Terry Brewer*  
*Principal*

*Fort Mill School District*

***Dr. Chuck Epps***  
**Superintendent**

**Quality Assurance Review Phase  
of the *Quality School Improvement Process*  
for Continuing Accreditation**

**2010-2015**

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# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

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

<b>Position</b>	<b>Name</b>
<b>1. Principal</b>	<u>Mrs. Terry Brewer</u> _____
<b>2. Teachers</b>	<u>Mr. Mike Bender and Mrs. Ann Lamba</u>
<b>3. Parent/Guardian</b>	<u>Mrs. Donna Vidt</u> _____
<b>4. Community Member</b>	<u>Mr. Ron Kirby</u> _____
<b>5. School Improvement Council Chair</b>	<u>Mrs. Laura Lewis</u> _____
<b>6. Others*</b> (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b>Position</b>	<b>Name</b>
<u>School Improvement Council Member</u>	<u>Julie Burt</u> _____
<u>School Improvement Council Member</u>	<u>Tracy Imler</u> _____
<u>School Improvement Council Member</u>	<u>Rikke Gillespy</u> _____
<u>School Improvement Council Member</u>	<u>Lori Hillman</u> _____
<u>School Improvement Council Member</u>	<u>Leeanne Mace</u> _____
<u>School Improvement Council Member</u>	<u>Judi Phillips</u> _____
<u>Assistant Principals</u> _____	<u>Chris Gardner &amp; Jane Hooper</u>
<u>Lead Teacher</u> _____	<u>Julie Wells</u> _____
<u>GHEs Faculty and Staff 2009-2010</u> _____	<u>Committee Assignments Listed</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.**

# SACS Committees

## **Chairpersons**

Terry Brewer  
Chris Gardner  
Julie Wells

## **Social Studies**

Kasey Kolste  
Wendy Cutchins  
Rebecca New  
Stephanie Haecherl  
Becky Dickson  
Casey Heatherly  
Susan Steele

## **Technology**

Mike Bender  
Eric Hammond  
Matt Rohring  
JoNelle Gardner

## **Science**

Kristy Williams  
Karen Triplett  
Kim Hart  
Chris Beasley  
Amy Rohring  
Janet Hendley  
Ricky Knight  
Jane Seawell

## **Math**

Ann Lamba  
Amber Terry  
Jacala Richardson  
Becca Long  
Morgan Furr  
Ann Timmerman  
Kim Byrne  
Vicki Dunn  
Amy Johnson

## **Health/ Fitness**

Andy Morton  
Mary Gover  
Jason Layman  
Maureen Rogers  
Bill White  
Kristi Culter  
Michelle Reese  
Kelly Elkins  
Kari Finnerty

## **Language Arts**

Colleen Crosby  
Faye Donohue  
Joy Price  
Jamie Livingston  
Heather Rhyne  
Pam Warren  
Rebecca Benvenuto  
Beth Burns

## **School Climate**

Bonnie Hisman  
Jen Levan  
Susan Howell  
Carol Claypool  
Bethany Prain  
Ashley Van Slyke  
Ashley Crawford

## **Gold Hill Elementary School Overview of the School Improvement Process**

Gold Hill Elementary School opened its doors in August of 1994. In conjunction with the Fort Mill School District and the District Strategic Plan, the faculty, staff, parents, and community began planning for the development of the school and programs that would be provided.

The large group reviewed the Fort Mill School District's Mission, Vision, and Beliefs. Stakeholders worked in small groups to reach common ground on what they wanted of GHES students, parents, staff, and community. Information generated in the small groups was shared with the large group. The large group came to a consensus on what they felt was most vital in developing a high performance learning community. All plans and information were reviewed to ensure alignment with the District's mission, vision, and beliefs.

Each year a subcommittee has been formed to review and if necessary, edit, and format the information. In 2009-2010, a subcommittee met to revise and edit the Gold Hill Elementary School's Mission, Vision, and Beliefs. After the subcommittee met, information was sent to all stakeholders for final approval. The revised mission, vision, and beliefs were adopted. Our mission, vision and beliefs were printed in newsletters and on the school website.

At our In-Service meeting in January, 2010, school teams were established. The teams were set up to address the performance goal areas in the School Improvement Plan. Each curriculum content team reviewed data to address their assigned student achievement goal area. The School Leadership Team, composed of the grade level chairpersons, lead teacher, and school administrators, concentrated on the teacher/leadership quality performance goal area. The school climate and health/wellness teams were established to focus on the school climate performance and health/wellness goals area.

Our teams focused on the District Strategic Plan, our beliefs, and school data to establish our action plan strategies. Once the action plan strategies were written, the strategies were shared with all stakeholders for consensus. In addition, each team developed a plan for annual monitoring of the assigned section.

Some of the materials used to conduct the guided self-study included The Fort Mill School District Strategic Plan, the National Study of School Evaluation's *School Improvement: Focusing on Student Performance*, *The School Portfolio Toolkit*, Educational Research Service's *Vital Information for Quality Schools*, and National Staff Development Council's *Raising Achievement Through School Improvement Planning*. The Fort Mill School District Strategic Plan played an extremely important role in the process as we wanted to ensure that our plan was closely aligned to the District plan. The Fort Mill School District Strategic Plan provided guidance and gave us focus as we worked through our school improvement plan.

Our school teams were set up to address and monitor the performance goal areas. Each team had a chairperson selected to coordinate meetings and lead discussions. Our school leadership team consisting of the three administrators, lead teacher, and grade level chairpersons, were instrumental in the school improvement process and continue to provide leadership and monitor progress in addition to our School Improvement Planning subcommittees.

Gold Hill Elementary School developed and has maintained a quality school. Our learning community focuses on high expectations for all students. We continue to examine available data to ensure each student is progressing at a reasonable rate. Our staff is highly motivated and focuses on the “whole” child. We live our beliefs every day. Gold Hill Elementary School faculty, staff, and administrators work diligently to give their best everyday to every student.





# Gold Hill Elementary School

## **Mission**

**Gold Hill Elementary School in partnership with its students, parents, community and the Fort Mill School District will**

- Guide learning opportunities in a safe and nurturing environment
- Have high expectations to encourage one's personal best
- Engage students in progressive and challenging lessons
- Stay student focused by making all decisions based on "what is best for our students"

## **Vision**

Our vision for Gold Hill Elementary School is to provide a safe and enriching learning environment where everyone is encouraged to achieve his/her personal best. We value a warm and welcoming atmosphere and seek to support our learning community through giving our best every day in every way.

## **Beliefs**

- Children are our first priority.
- We believe that the best results come from teamwork.
- We believe in collective responsibility where leadership is shared, stakeholders are engaged in decision making, and everyone assumes personal responsibility for student learning.
- Schools should be learning communities where professionals collaborate for continuous improvement.
- High expectations promote higher levels of achievement.
- Creativity and excellence are fostered in a challenging environment.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- A safe and supportive environment is necessary for learning.
- The investment of time, effort, money, and other resources are essential components of a quality education.
- The learning environment is enhanced by positive relationships and mutual respect among all members of the school community.
- We believe that children who begin each day as healthy individuals can learn more and learn better, while a healthy staff can facilitate learning more effectively while promoting wellness.
- Learning is a lifelong process that promotes an improved quality of life.
- We believe that GHES is an example of the best that public education can be.

# The Gold Hill Way

*Our vision for Gold Hill Elementary School is to provide a safe and enriching learning environment where everyone is encouraged to achieve his/her personal best. We value a warm and welcoming atmosphere and seek to support our learning community through giving our best every day in every way.*

## Guide Learning Opportunities in a Safe and Nurturing Environment



- ◆ Well maintained and clean facilities
- ◆ Friendly and caring staff
- ◆ Respectful students, parents, and staff
- ◆ Character Education
- ◆ "Go Green" School
- ◆ Encouraging a healthy life style

## Have High Expectations to Encourage Our Personal Best



- ◆ Students come ready to learn
- ◆ Meeting/exceeding State Standards
- ◆ Appropriate interventions
- ◆ Continuing staff education
- ◆ Parent education opportunities

## Engage Students in Progressive and Challenging Lessons



- ◆ Rigorous, engaging curriculum
- ◆ Programs that enhance and support the curriculum (i.e. visual and performing arts)
- ◆ Technology that supports learning

## Support Putting Students First in Our Decisions



- ◆ Make decisions based on what is best for students
- ◆ Developing a strong sense of community
- ◆ Collaborative
- ◆ Shared decision making
- ◆ Take pride in our school
- ◆ Everyone is valued
- ◆ On-going communication
- ◆ Supportive and involved parents, teachers, staff, and community
- ◆ Fostering a positive home and school partnership



## **GOLD HILL ELEMENTARY SCHOOL DESCRIPTION**

Gold Hill Elementary School, home of the Hornets, opened its doors to its first student body in August 1994. Gold Hill Elementary, GHES, took its name from an academy that was the first school in the area. In fact, a bell from that old school is proudly displayed in the media center. Originally designed to serve the children in grades K-5 from the northern section of Fort Mill School District, the school quickly reached capacity and an enrollment freeze was instituted in 1996.

With the lifting of the enrollment freeze, the 5th grade was moved to Banks Street Elementary for the start of the 1998-99 school year, while construction began to add rooms for all-day kindergarten as well as designated music and art classrooms. Over 900 students in grades K-4 were served until 2001, aided by the addition of mobile unit classrooms.

The summer of 2001 saw the completion of three new elementary schools in the Fort Mill School District, allowing for a total of five elementary schools, each designed or redesigned to serve 900 students in grades K-5. GHES experienced enrollment freezes during the 2007-2008 and the 2008-2009 school years. During both of those school years, new students in the GHES attendance area were enrolled at Riverview Elementary. GHES has an enrollment freeze for 2009-2010. A gym, art room, music room, computer lab, and 16 additional classrooms were completed prior to the 2003-2004 to accommodate growth toward a 900-student capacity. Combined with these additions were renovations including expansion of the cafeteria and media center. Currently, Gold Hill Elementary serves approximately 858 students with 55 instructional staff members.

At Gold Hill Elementary, the instructional program emphasizes active student involvement in the learning process. The focus of the instructional program is to provide learning experiences which will give these students the foundation needed for successful learning at the next educational level and prepare them for the challenges of the 21st century.

The instructional staff concentrates on providing a child-centered learning environment, enabling all children to learn concepts, acquire the knowledge, and develop the attitudes needed to become contributing, responsible citizens. Students are actively engaged in the learning process as we encourage continuous learning as a lifelong goal. This ability will be crucial to cope with the rapid changes already evidenced in the work force of this generation and those to follow.

Never satisfied with the status quo, the staff has been and continues to be involved in training activities concerning innovative teaching strategies. The teachers have been trained in and use cooperative learning, math manipulatives, hands-on science kits, thematic units, differentiated instruction, the six-traits writing model, Thinking Maps, and strategies to promote learning and to increase memory and retention of information. The majority of faculty members have also been trained in using a balanced literacy model. All of the approaches and strategies are employed in an environment that recognizes and appreciates the various developmental stages that young children go through.

The daily schedule allows groups of teachers to collaborate as part of a Professional Learning Community on a regular basis and to determine improved approaches and strategies to meet the needs of their students. All students have music, art, physical education, and technology instruction weekly. A computer lab, five computers per classroom, as well as classroom SmartBoards, provide students with technological experience that will serve them well in years to come.

At Gold Hill Elementary the staff recognizes the importance of an environment that nurtures yet challenges a wide variety of interests. They believe that a challenging, integrated curriculum for all children is vital to learning. By providing opportunities for children to experience learning in real-world application, often based on their own interests, the expectation is that they will be more motivated to learn and apply that knowledge in the world outside school. A core belief is that children can and must learn at high levels, and student progress is measured on that premise. Student performance and progress is seen not as simply the ability to perform skills and tasks in isolation but as the application of knowledge in appropriate settings.

Children are also challenged to develop a sense of responsibility for themselves, their classmates, and the community. The curriculum encourages creative thinking, decision making, risk taking, character development, and responsible behavior. At Gold Hill Elementary there exists a sense of excitement about the many learning opportunities offered to our students.

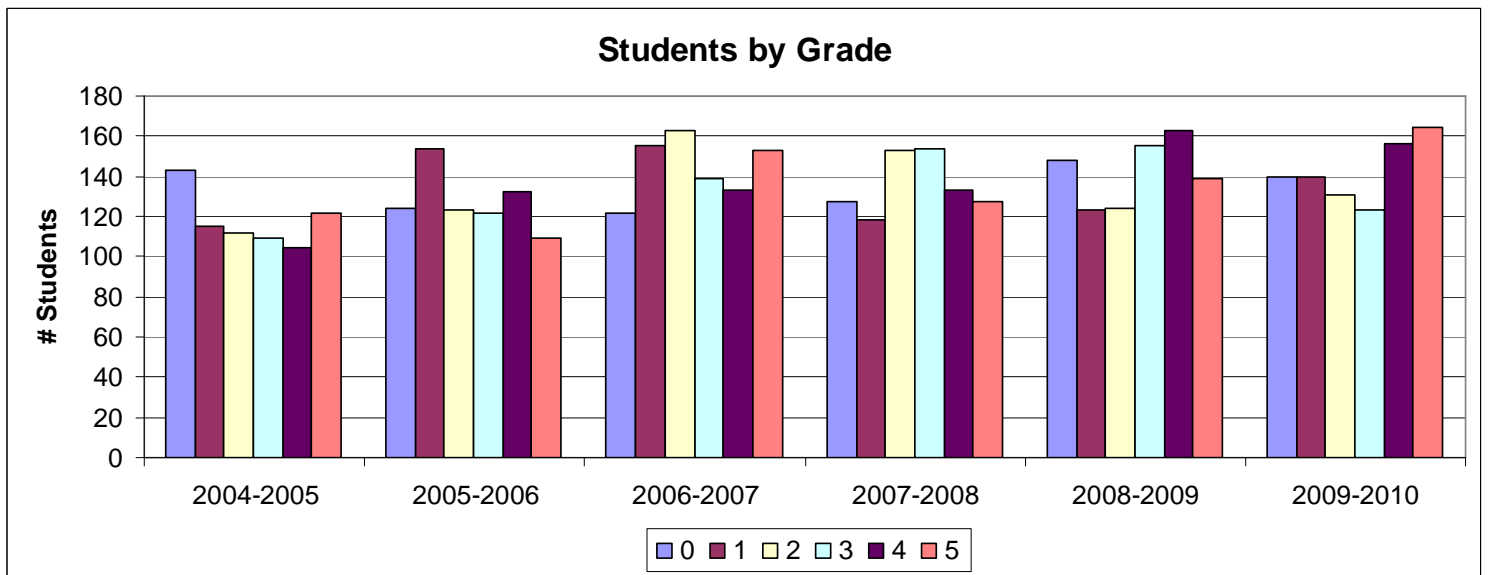
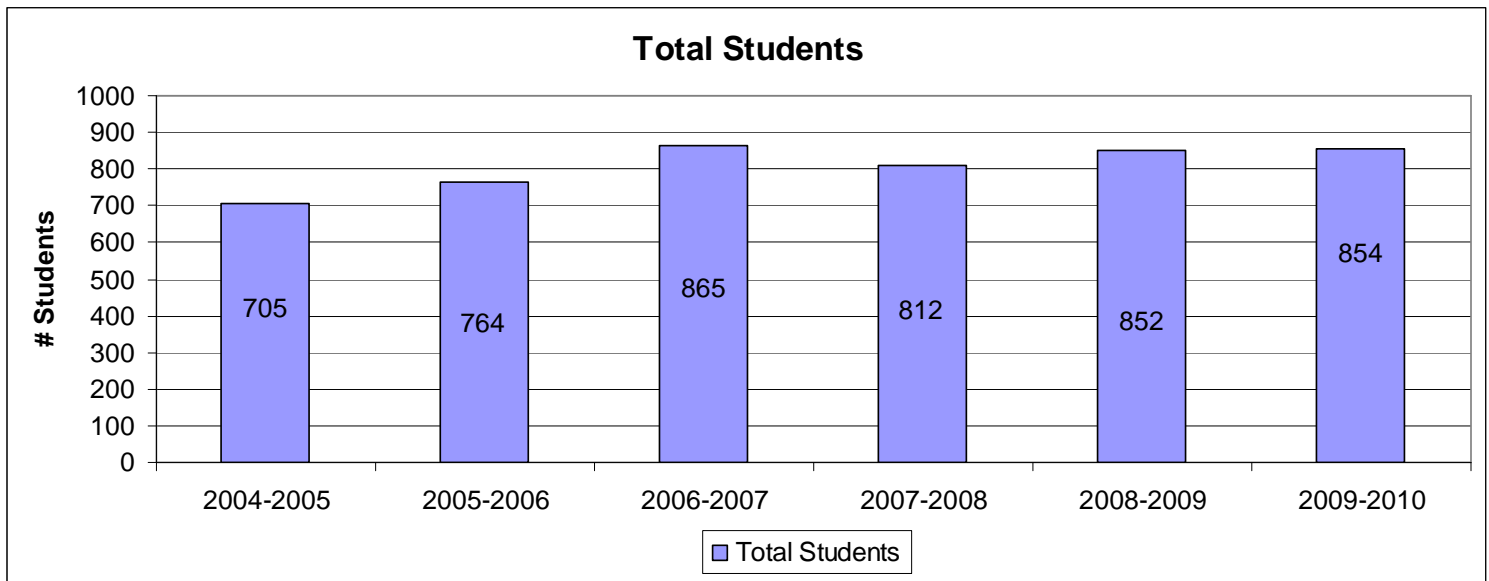
The following section of our School Improvement Plan is an overview of student performance data, student demographic data, community and school characteristics, and stakeholder perspectives on the school climate.

School  
 Name: **Gold Hill Elementary**  
 School Year: **2004-2010**

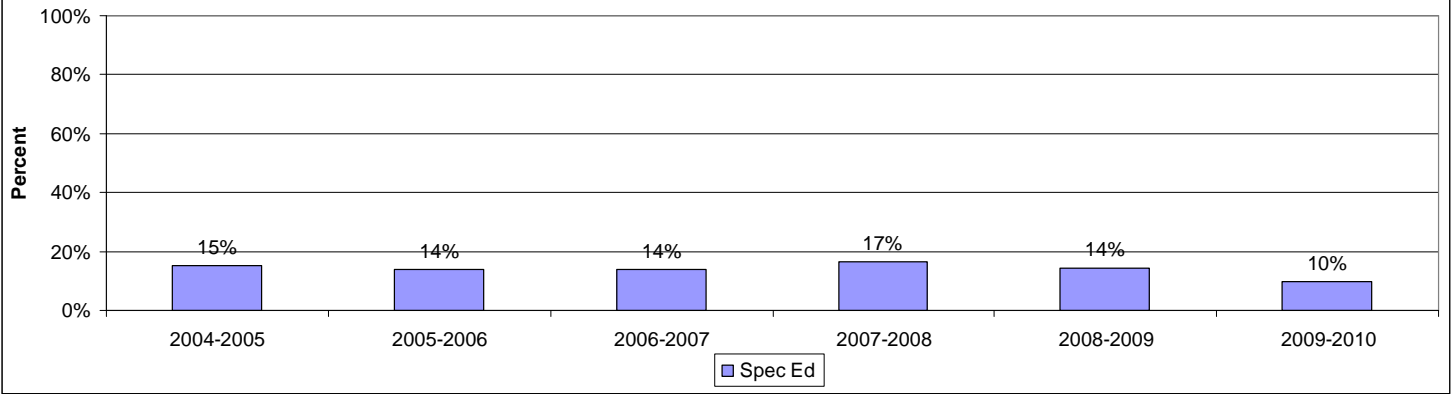
### Student Enrollment by Grade

*Data Source: SASI Query - 180th Day*

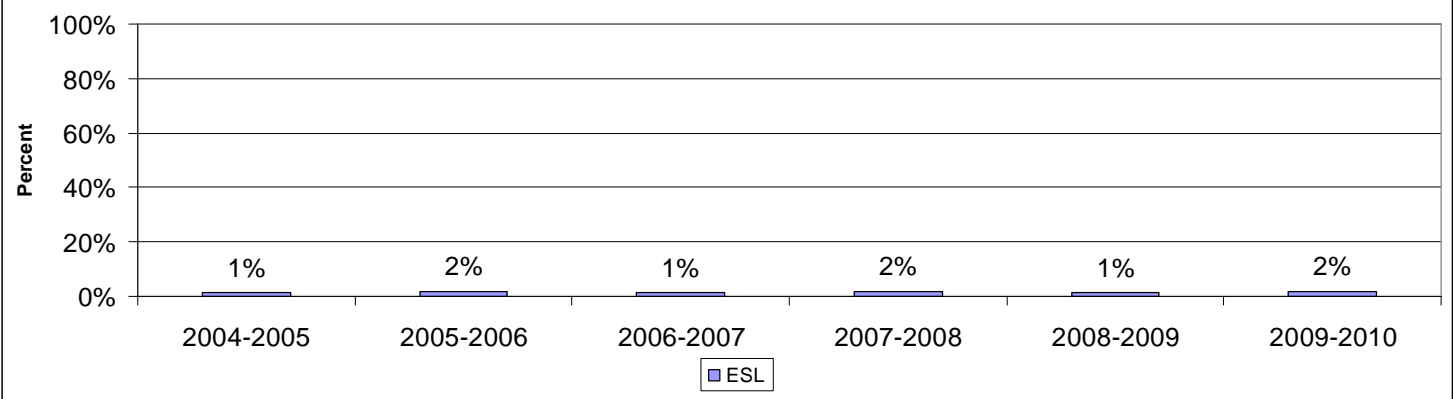
School Year	Total Students	0	1	2	3	4	5
2004-2005	705	143	115	112	109	104	122
2005-2006	764	124	154	123	122	132	109
2006-2007	865	122	155	163	139	133	153
2007-2008	812	127	118	153	154	133	127
2008-2009	852	148	123	124	155	163	139
2009-2010	854	140	140	131	123	156	164



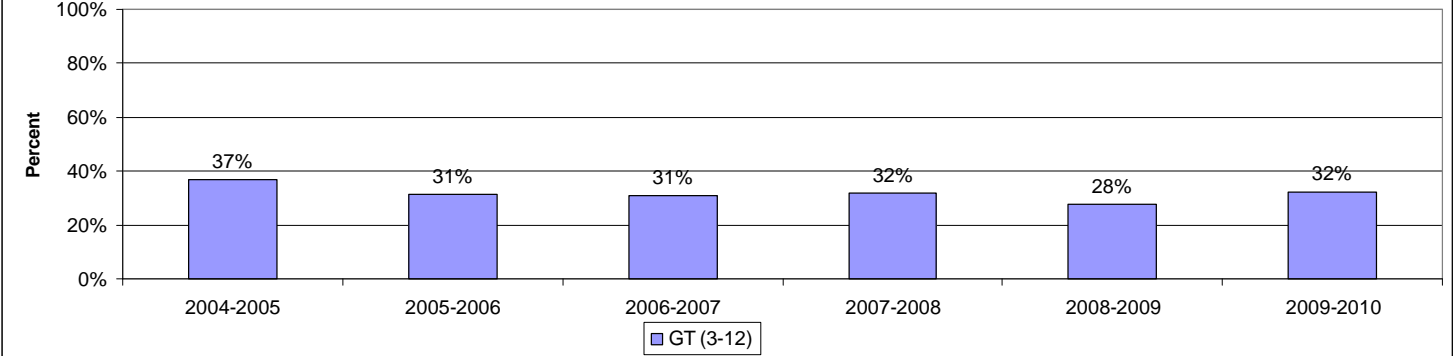
**Percent Served in Special Ed (includes Speech-only)**



**Percent Served in ESL Programs**



**Percent Identified as Gifted (Grades 3 - 12)**

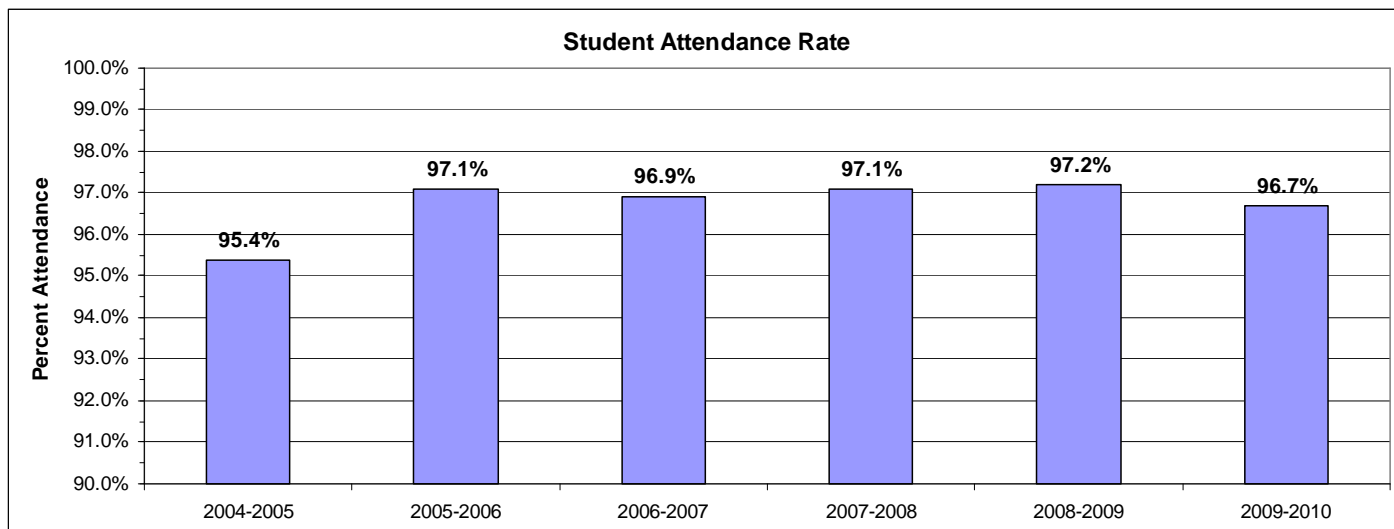


School  
Name: **Gold Hill Elementary**  
School Year: **2004-2010**

### Student Attendance Trends

*Data source: 180-day attendance calculated from SASI*

School Year	Student Attendance Rate
2004-2005	95.4%
2005-2006	97.1%
2006-2007	96.9%
2007-2008	97.1%
2008-2009	97.2%
2009-2010	96.7%



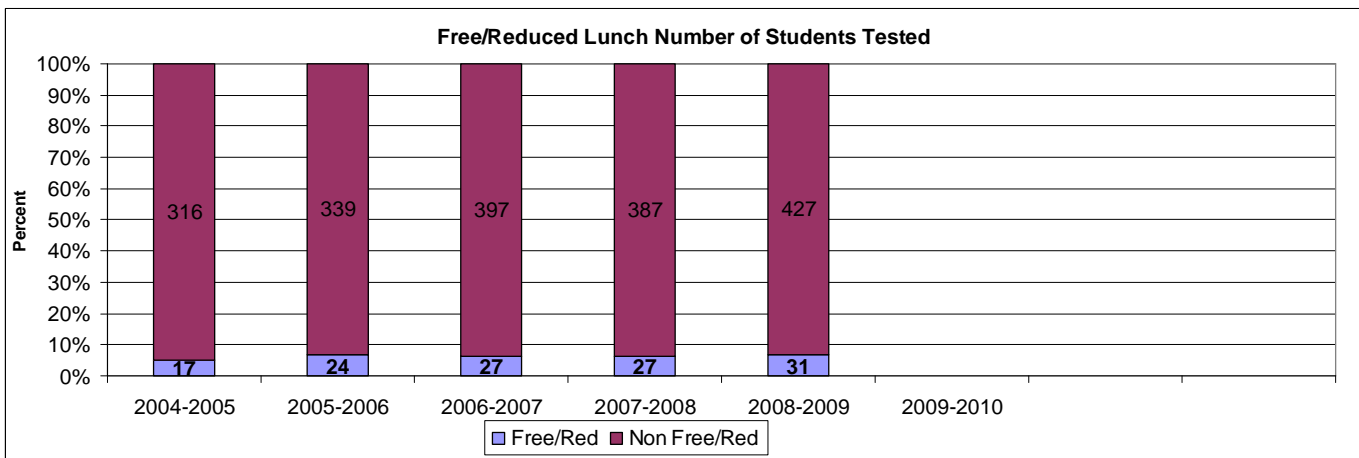
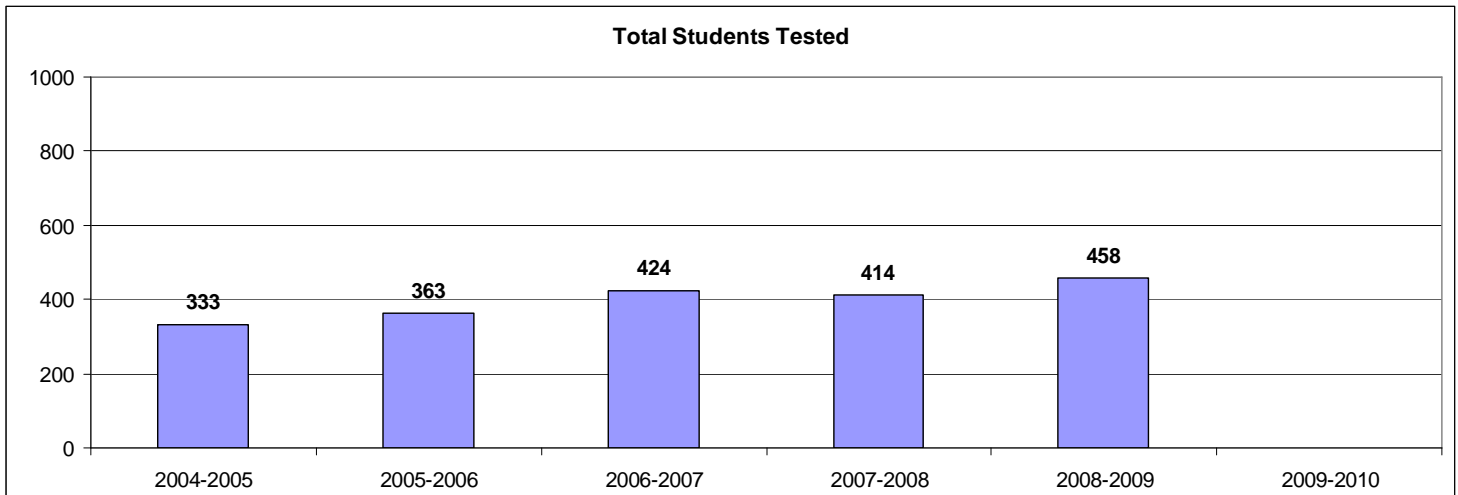
School Name: **Gold Hill Elementary**  
 School Year: **2004-2010**

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**Trends-Tested Students - Enrollment, Free/Reduced Lunch Percentage, Ethnicity Percentage**

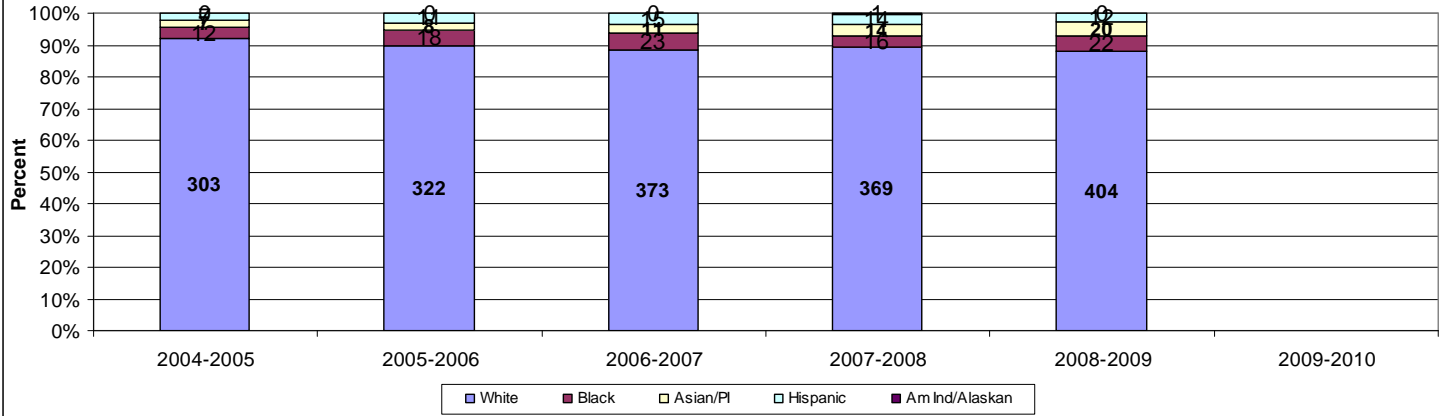
Data Source: SDE AYP Results

School Year	Total Students	Free/Reduced	Non Free/Reduced	F/R %	White	W/%	Black	B/%	Asian/Pacific Islander	A/PI %	Hispanic	H/%	American Indian/Alaska Native	AI/A %
2004-2005	333	17	316	5%	303	91%	12	4%	7	2%	7	2%	0	0%
2005-2006	363	24	339	7%	322	89%	18	5%	8	2%	11	3%	0	0%
2006-2007	424	27	397	6%	373	88%	23	5%	11	3%	15	4%	0	0%
2007-2008	414	27	387	7%	369	89%	16	4%	14	3%	14	3%	1	0%
2008-2009	458	31	427	7%	404	88%	22	5%	20	4%	12	3%	0	0%
2009-2010														





Ethnicity Number of Students Tested



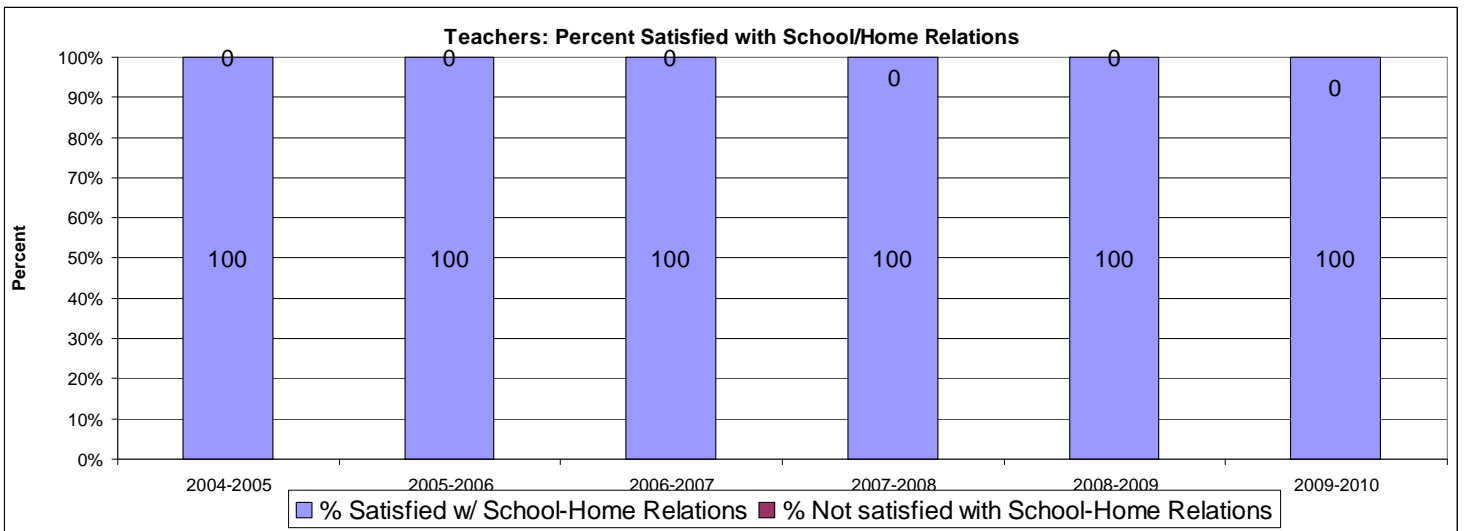
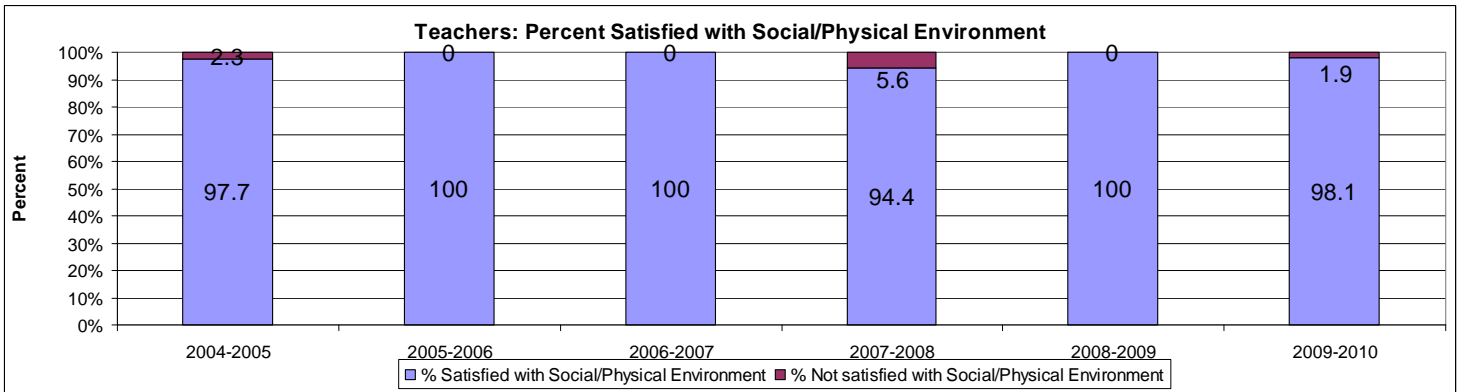
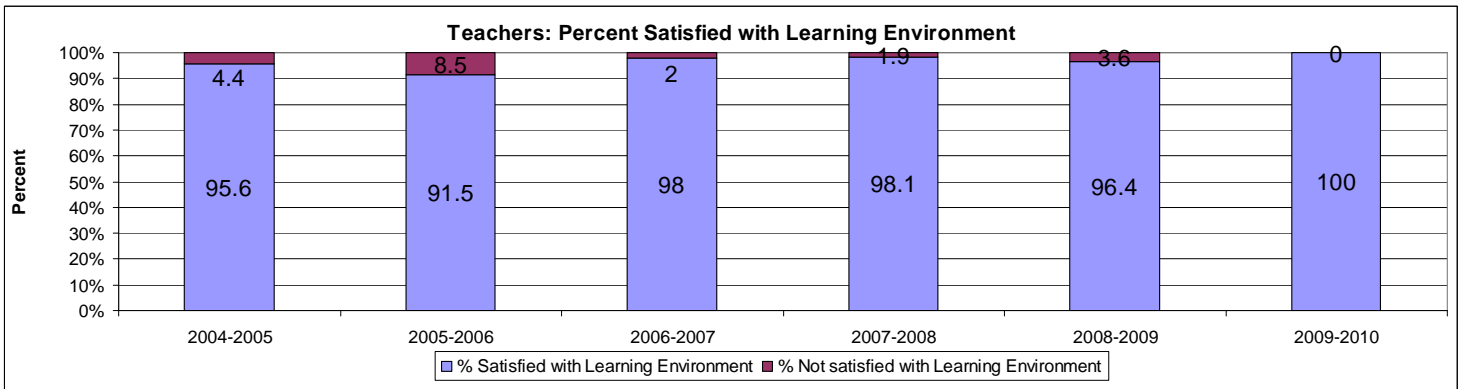
School **Gold Hill**  
 Name: **Elementary**  
 School **2004-**  
 Year: **2010**

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**Perceptual Trends - Teacher Satisfaction Survey**

*Data Source: SDE Survey Results Data File*

School Year	# Learning Env Responses	% Satisfied with Learning Environment	% Not satisfied with Learning Environment	# Soc.Phys Env Responses	% Satisfied with Social/Physical Environment	% Not satisfied with Social/Physical Environment	# School/Home Relations	% Satisfied w/ School-Home Relations	% Not satisfied with School-Home Relations
2004-2005	45	95.6	4.4	45	97.7	2.3	45	100	0
2005-2006	47	91.5	8.5	47	100	0	47	100	0
2006-2007	50	98	2	50	100	0	50	100	0
2007-2008	54	98.1	1.9	54	94.4	5.6	54	100	0
2008-2009	56	96.4	3.6	56	100	0	56	100	0
2009-2010	52	100	0	52	98.1	1.9	52	100	0



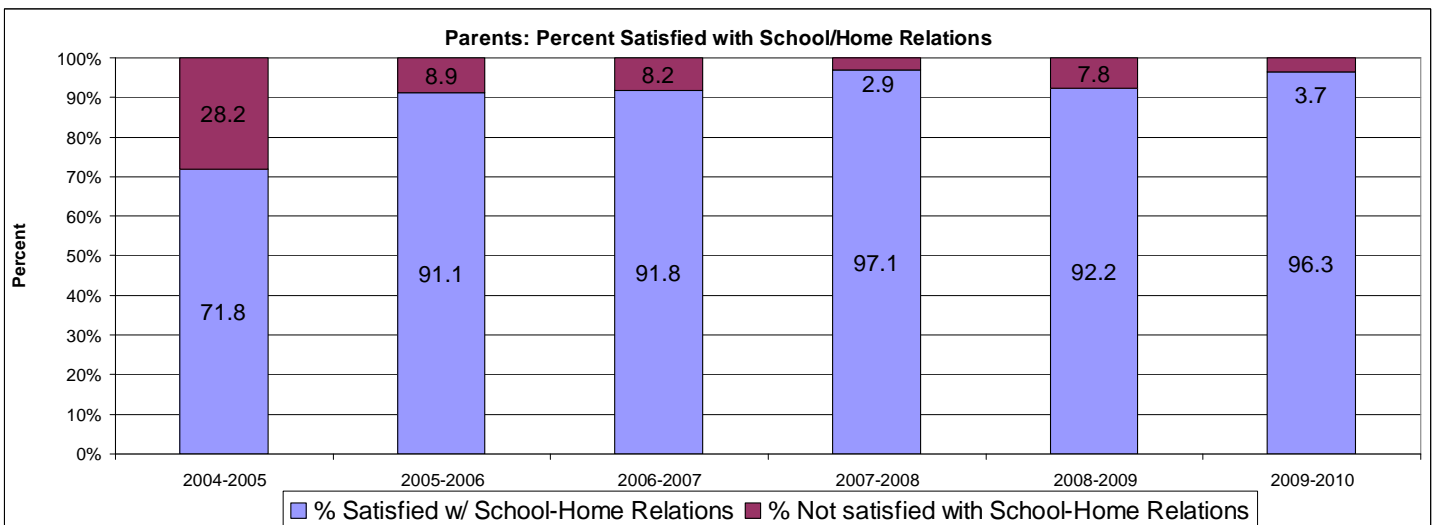
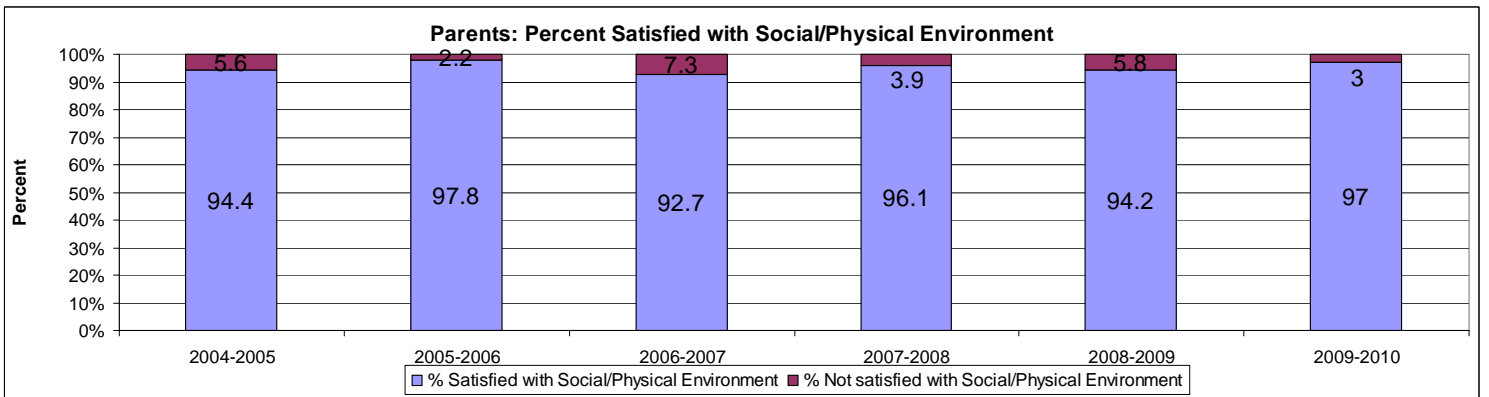
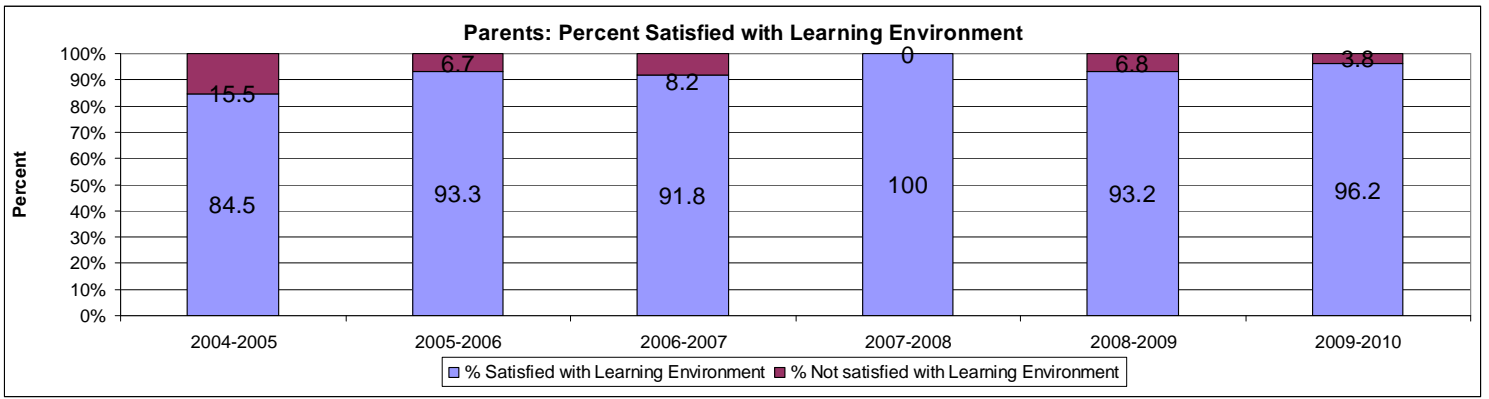
School Name: **Gold Hill Elementary**  
 School Year: **2004-2010**

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**Perceptual Trends - Parent Satisfaction Survey**

*Data Source: SDE Survey Results Data File*

School Year	# Learning Env Responses	% Satisfied with Learning Environment	% Not satisfied with Learning Environment	# Soc.Phys Env Responses	% Satisfied with Social/Physical Environment	% Not satisfied with Social/Physical Environment	# School/Home Relatn Responses	% Satisfied w/ School-Home Relations	% Not satisfied with School-Home Relations
2004-2005	73	84.5	15.5	73	94.4	5.6	73	71.8	28.2
2005-2006	92	93.3	6.7	92	97.8	2.2	92	91.1	8.9
2006-2007	110	91.8	8.2	110	92.7	7.3	110	91.8	8.2
2007-2008	103	100	0	103	96.1	3.9	103	97.1	2.9
2008-2009	103	93.2	6.8	103	94.2	5.8	103	92.2	7.8
2009-2010	132	96.2	3.8	132	97	3	132	96.3	3.7



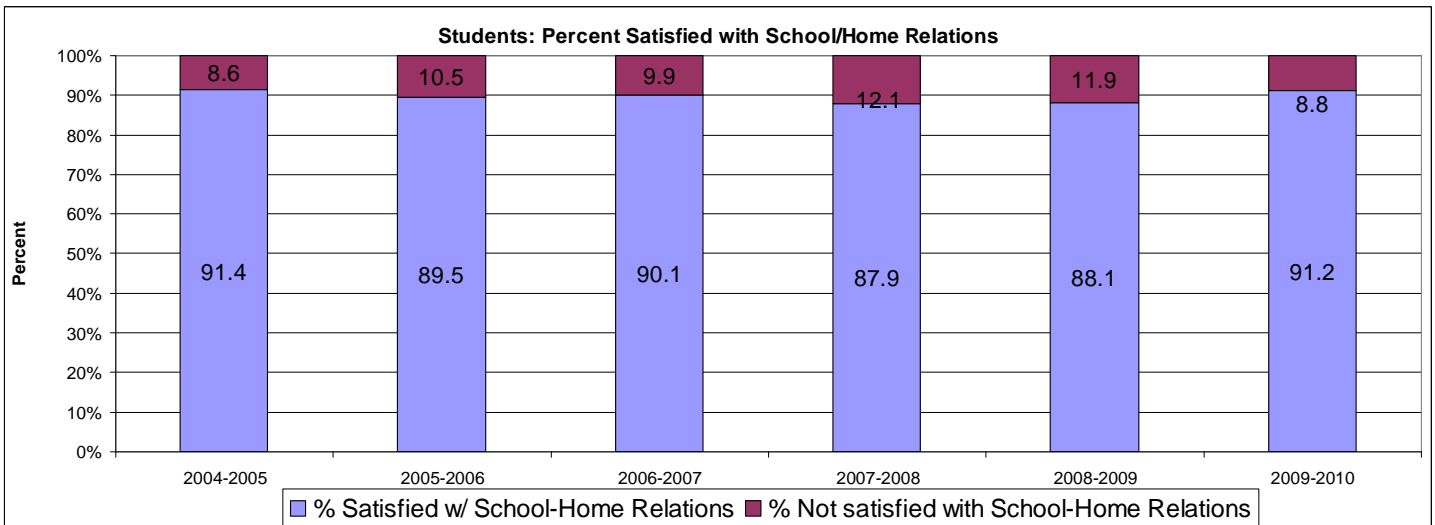
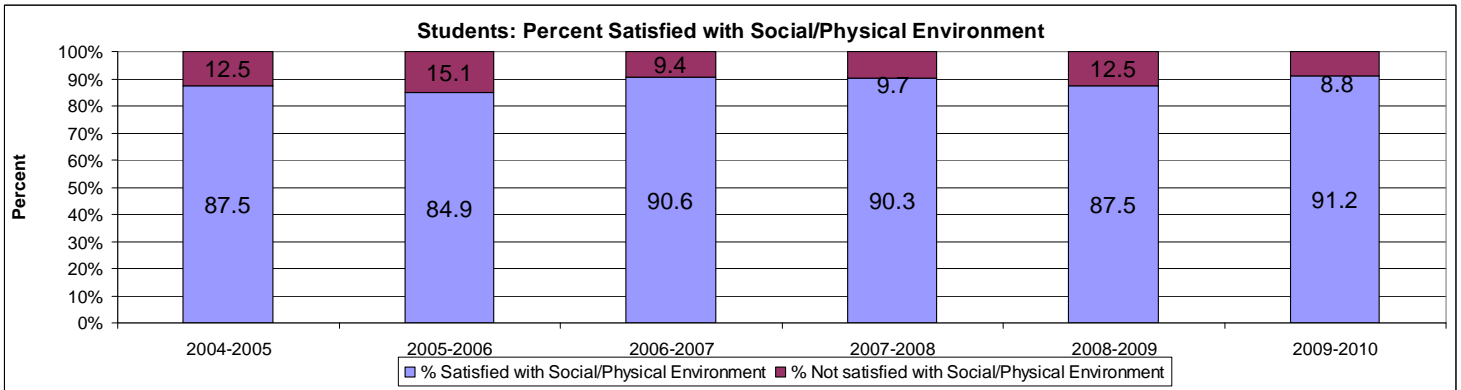
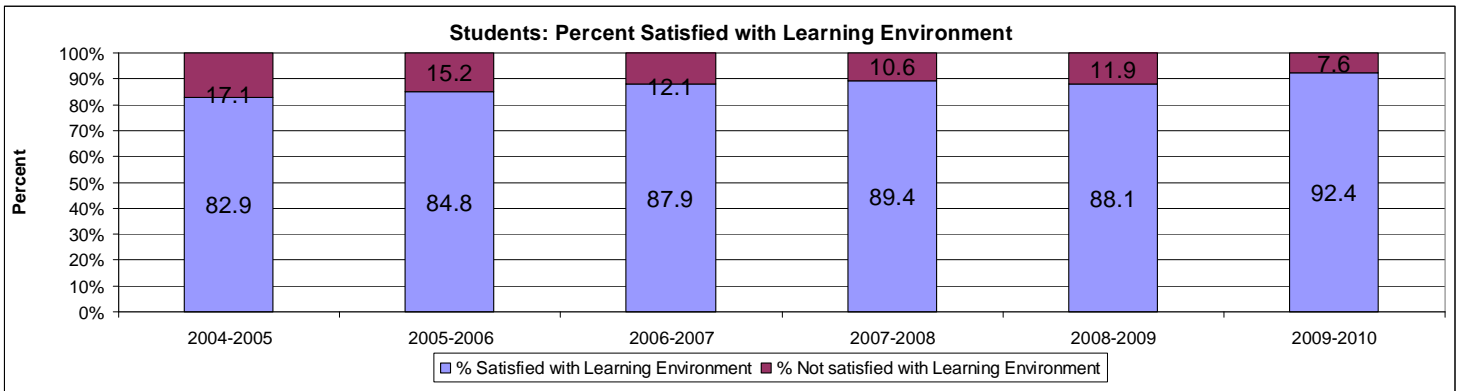
School Name: **Gold Hill Elementary**  
 School Year: **2004-2010**

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**Perceptual Trends - Student Satisfaction Survey**

*Data Source: SDE Survey Results Data File*

School Year	# Learning Env Responses	% Satisfied with Learning Environment	% Not satisfied with Learning Environment	# Soc.Phys Env Responses	% Satisfied with Social/Physical Environment	% Not satisfied with Social/Physical Environment	# School/Home Relatn Responses	% Satisfied w/ School-Home Relations	% Not satisfied with School-Home Relations
2004-2005	106	82.9	17.1	106	87.5	12.5	106	91.4	8.6
2005-2006	106	84.8	15.2	106	84.9	15.1	106	89.5	10.5
2006-2007	141	87.9	12.1	141	90.6	9.4	141	90.1	9.9
2007-2008	124	89.4	10.6	124	90.3	9.7	124	87.9	12.1
2008-2009	137	88.1	11.9	137	87.5	12.5	137	88.1	11.9
2009-2010	157	92.4	7.6	157	91.2	8.8	157	91.2	8.8

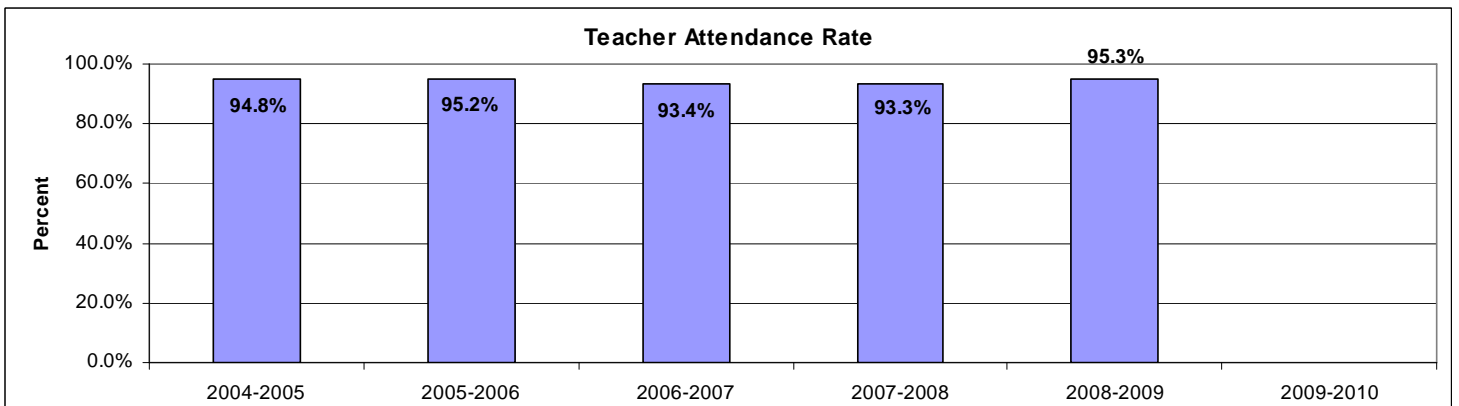
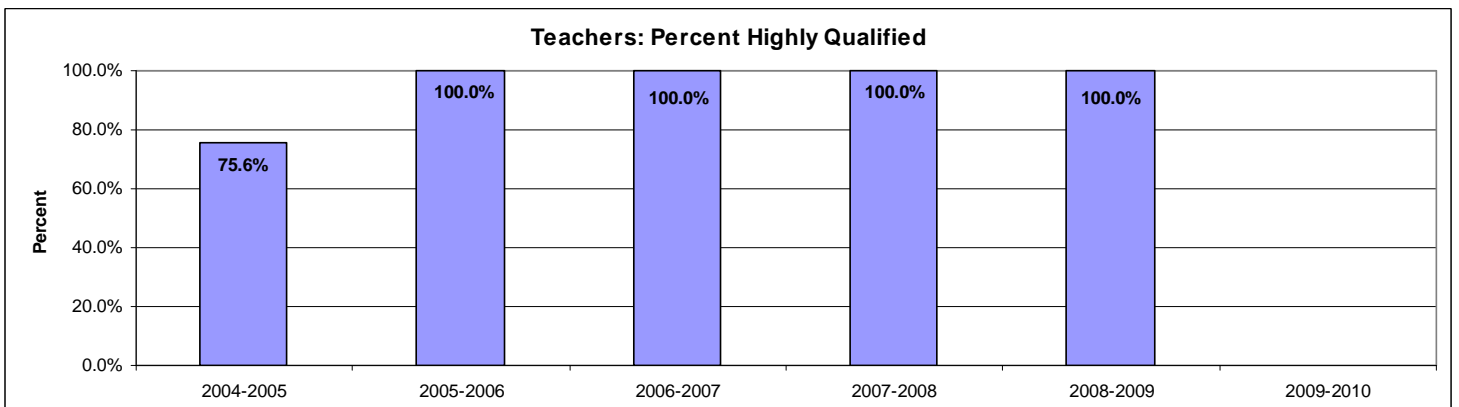
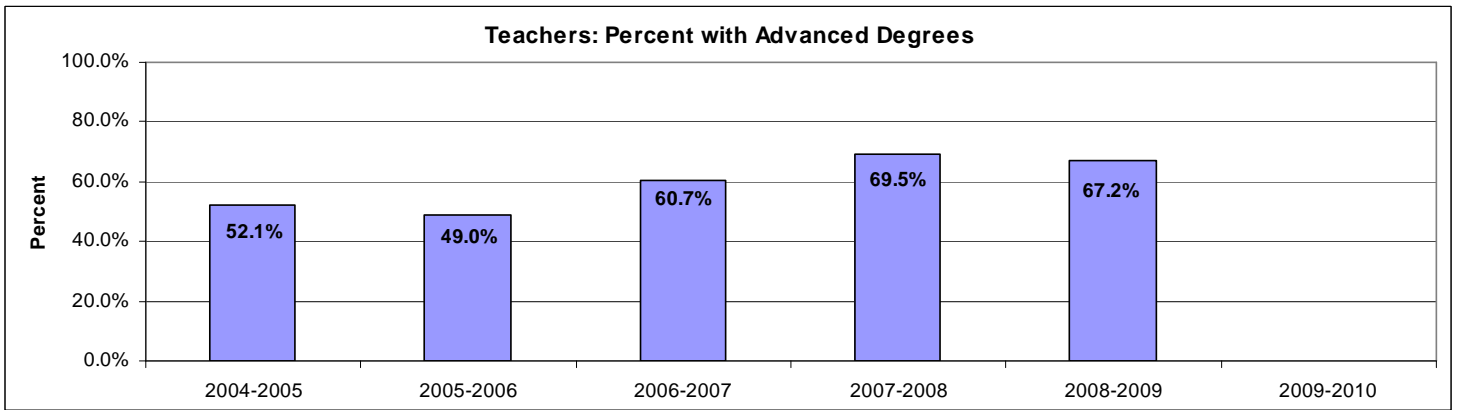
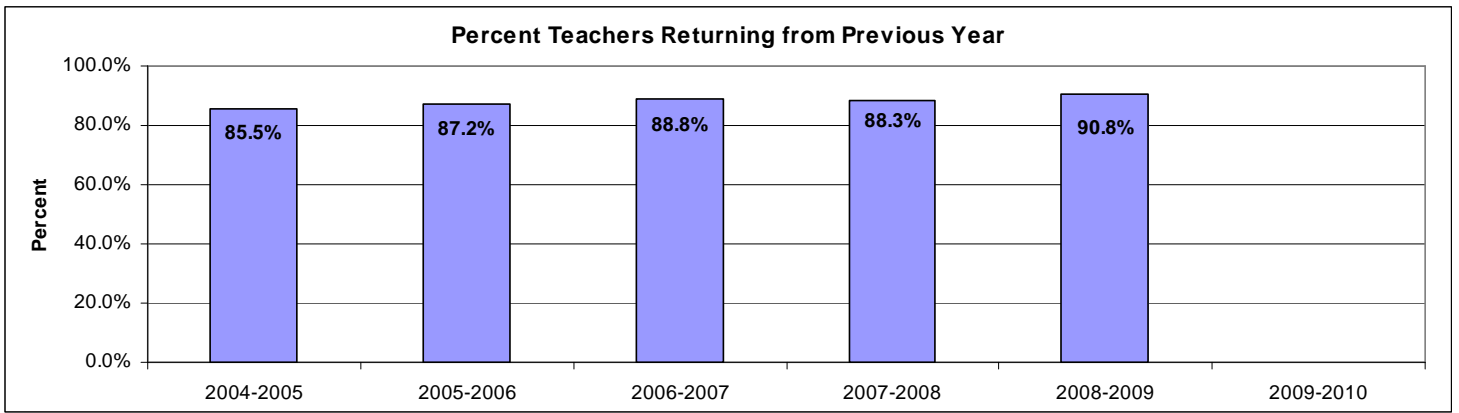


## Teacher Quality Indicator Trends

*Data Source: SC SDE School Report Cards*

School Year	Percent Teachers Returning From Previous Year	Percent Teachers with Advanced Degrees	Percent Teachers Highly Qualified	Teacher Attendance Rate
2004-2005	85.5%	52.1%	75.6%	94.8%
2005-2006	87.2%	49.0%	100.0%	95.2%
2006-2007	88.8%	60.7%	100.0%	93.4%
2007-2008	88.3%	69.5%	100.0%	93.3%
2008-2009	90.8%	67.2%	100.0%	95.3%
2009-2010				





School Name: **Gold Hill Elementary**  
 School Year: **2004-2010**

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**School Performance Trends on State Report Card and Adequate Yearly Progress**

*Data Source: SC SDE Report Card Data*

School Year	Absolute Rating	Absolute Index	Improvement Rating	Improvement Index	Adequate Yearly Progress	AYP Objectives Met	AYP Objectives Missed	Compliance Index
2004-2005	Excellent	3.9	Good	-0.1	Yes	9	0	100.0
2005-2006	Excellent	4.0	Good	0.0	Yes	9	0	100.0
2006-2007	Excellent	4.0	Good	0.0	Yes	11	0	100.0
2007-2008	Excellent	4.1	Good	0.0	No	11	2	84.6
2008-2009	Excellent	4.0	Excellent		Yes	13	0	100.0
2009-2010					Yes	13	0	100.0

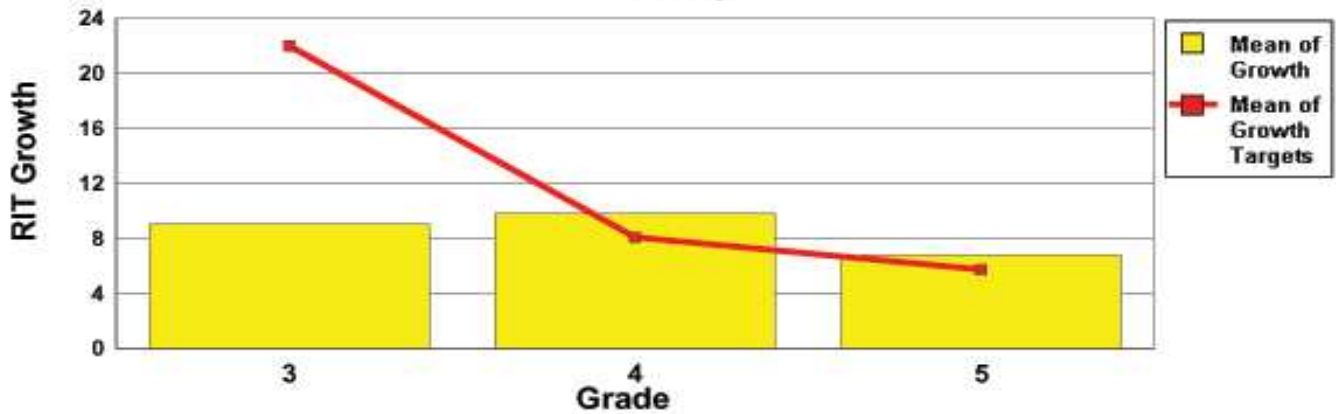
## Student Growth Summary - Fall 2008 to Fall 2009

School: Gold Hill Elementary School

\*( Small Group Summary Display is OFF)

Reading	Count	Fall 2008		Fall 2009		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
		*	*	*	*	*	*	*					
Grade 3	1	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	141	200.6	11.4	210.4	10.8	9.8	7.1	0.6	8.1	1.7	121.1	91	64.5
Grade 5	146	210.0	9.9	216.8	9.5	6.8	6.9	0.6	5.7	1.0	117.9	81	55.5

**Reading**



\* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

\*\* All Targets based on the most recent NWEA RIT Scale Norms study.

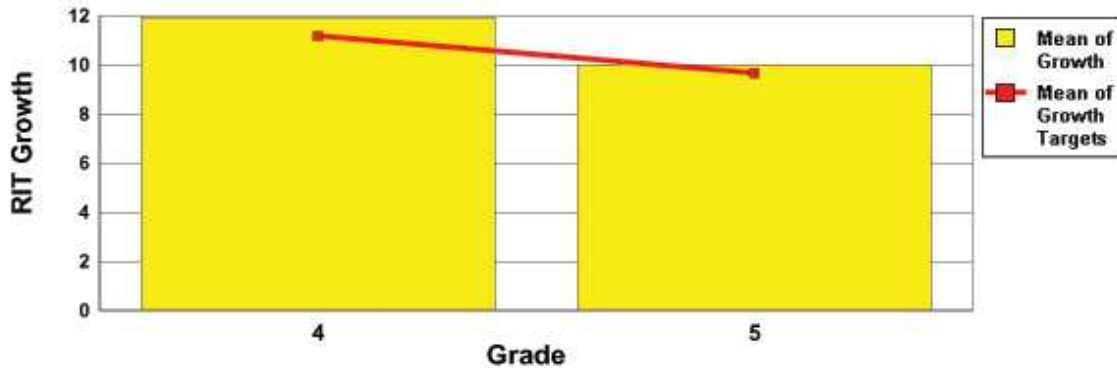
## Student Growth Summary - Fall 2008 to Fall 2009

School: Gold Hill Elementary School

\*( Small Group Summary Display is OFF)

Mathematics	Count	Fall 2008		Fall 2009		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
		*	*	*	*	*	*	*					
Grade 4	142	201.5	9.4	213.4	10.7	11.9	6.3	0.5	11.2	0.8	106.7	83	58.5
Grade 5	146	213.9	9.4	223.9	9.9	10.0	5.7	0.5	9.7	0.3	103.5	82	56.2

**Mathematics**



\* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

\*\* All Targets based on the most recent NWEA RIT Scale Norms study.

## Executive Summary of Needs Assessment

In 2009-2010 of the 830 students enrolled at Gold Hill Elementary, 89% are Caucasian, 3% are African American, 3% are Asian, 3% are Hispanic, and 1% are classified as other. A total of 10% of the students qualified as special education students. (This special education percentage includes speech students.) The school's population is approximately 51% male and 49% female. In terms of socioeconomic factors, approximately 9.03% of students are eligible for free or reduced-priced meals. This percentage is less than the District's (19.79%) and the state's (47%) percentages of students receiving free or reduced-priced meals. Thirty-two percent of our third, fourth, and fifth grade students qualify for the Gifted and Talented Program based on South Carolina's criteria.

The GHES Leadership Team analyzed assessment data from the 2009-2010 school year. The 2009-2010 PASS scores showed that the percentage of third and fourth grade students meeting and exceeding state standards remained above the state average despite a challenging budget time for public schools.

Comparing 2010 scores with the initial administration of PASS administration in 2009, a higher percentage of students scored met or exceed in reading in grades 3 and 5, in writing in grade 3, in math in grades 3 and 5, in science in grades 3 and 4, and in Social Studies no elementary grade level exceeded their 2009 scores.

Comparing 2010 scores with the initial administration of PASS administration in 2009, a higher percentage of students scores exceed in reading in grades 3 and 4, in writing in grade 3, in math in grade 3, in science in grades 3 and 4, and in Social Studies in grade 3.

Third-grade PASS scores in reading (86.4%), math (80.5%), and Social Studies (83%) had the highest percentage of students scoring at the exemplary level. The smallest percentage of exemplary scores occurred in math grade 5 (51.2%), in science grades 4 (42.6%) and grade 5 (37.8%), and in Social Studies grade 5 (54.9%).

In the School Climate Data Section, the student attendance rate dropped from 97.2% in 2008-2009 to 96.7% in 2009-2010. A high percentage of teachers, parents, and students rated the school in a positive manner on the SDE Survey Results. Teachers highly endorse the quality of instruction, resources, and support programs available to meet the variety of student levels and needs at our school. Parents felt very positive about school safety, the neatness and cleanliness of the school, communication to keep them informed, and the overall friendliness of the school. Student survey results indicated that students rated highly that teachers had high academic and behavior expectations for students, that their parents were kept informed regarding their progress, and that their teachers assessed to determine what they are learning in class. Comparing 2010 Teacher, Parent, and Student Survey Results with the 2009 Survey Results, a higher percentage of teachers, parents, and students were satisfied with the learning environment, with the highest rating in this area in teacher surveys at 100% and the lowest rating in this area in student surveys at 92.4%. Teacher satisfaction with the social and physical environment dropped to 98.1% in 2010 from 100% in 2009. Both parent and student satisfaction with the social and physical environment showed an increase from 2009 to 2010. Teacher satisfaction with school-home relations remained consistent at 100%, while both parent and student satisfaction with school-home relations showed an increase in the number satisfied with school-home relations.

**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**

**DATE:** August, 2009

**Performance Goal Area:**

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

**PERFORMANCE GOAL:**  
(desired result of student learning)

By 2014-2015, 90% of our students at the end of grade K will score at the equivalent level of 3 on the Developmental Reading Assessment, DRA or Fountas Pinnel Assessment.  
 By 2014-2015, 90% of our students at the end of grade 1 will score at the equivalent level of 16 on the early childhood reading assessment.  
 By 2014-2015, 90% of our students at the end of grade 2 will score at the equivalent level of 28 on the early childhood reading assessment.

**DATA SOURCE(S):**

Enrollment data, Attendance data, Developmental Reading Assessment (DRA), Running Reading Records, STAR Reading Assessment, Compass Odyssey, Raz-Kids, Fountas & Pinnell Leveled Literacy Intervention

**OVERALL MEASURES:**

Kindergarten  
1<sup>st</sup> Grade  
2<sup>nd</sup> Grade

Average Baseline	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
<b>2009-2010</b> K=98.5% 1 <sup>st</sup> = 89.3% 2 <sup>nd</sup> = 88.4%					

**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**  
**Performance Goal Area:**

**DATE:** August, 2009

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

**PERFORMANCE GOAL:**  
(desired result of student learning)

By 2014-2015, 95.6% of our students in Grades 3-5 will score met or exemplary in writing on PASS.  
By 2014-2015, 71.3% of our students in Grades 3-5 will score exemplary in writing on PASS.  
By 2014-2015, 96.4% of our students in Grades 3-5 will score met or exemplary in English Language Arts on PASS.  
By 2014-2015, 74.1% of our students in Grades 3-5 will score exemplary in English Language Arts on PASS.  
By 2014-2015, 95.7% of our students in Grades 3-5 will score met or exemplary in mathematics on PASS.  
By 2014-2015, 63.6% of our students in Grades 3-5 will score exemplary in mathematics on PASS.  
By 2014-2015, 80% of our students in Grades 3-5 will score met or exemplary in each of the PASS areas on Science and Social Studies.  
By 2014-2015, 55% of students in Grades 3-5 will score "Exemplary" in each of the PASS areas of Science and Social Studies.

**DATA SOURCE(S):**

PASS, MAP, Attendance Data, Enrollment Data, Developmental Reading Assessment (DRA), Running Records, STAR Reading, Compass Odyssey, Common Grade Level Assessments, and Raz-Kids

**OVERALL MEASURES:**

Interim goals in the absence of PACT data and during transition to new PASS testing program

<b>Average Baseline PASS 2008 - 2009</b>				<b>Average Baseline PASS 2009-2010*</b>			<b>2010- 2011*</b>	<b>2011- 2012*</b>	<b>2012- 2013*</b>
	<b>Grade Level</b>	<b>% Met</b>	<b>% Exceeded</b>	<b>Grade Level</b>	<b>% Met</b>	<b>% Exceeded</b>			
<b>Reading</b>	3 <sup>rd</sup>	96.13	71.61	3 <sup>rd</sup>	97.5	86.4			
	4 <sup>th</sup>	93.09	63.41	4 <sup>th</sup>	92.7	64.0			
	5 <sup>th</sup>	93.52	68.35	5 <sup>th</sup>	93.9	59.8			
<b>Writing</b>	3 <sup>rd</sup>	92.9	76.13	3 <sup>rd</sup>	98.3	78.0			
	4 <sup>th</sup>	94.51	68.71	4 <sup>th</sup>	93.3	64.0			
	5 <sup>th</sup>	92.81	61.87	5 <sup>th</sup>	90.9	60.3			
<b>Math</b>	3 <sup>rd</sup>	92.26	68.39	3 <sup>rd</sup>	97.5	80.5			
	4 <sup>th</sup>	96.32	66.87	4 <sup>th</sup>	93.3	64.6			
	5 <sup>th</sup>	91.37	61.87	5 <sup>th</sup>	91.5	51.2			
<b>Science</b>	3 <sup>rd</sup>	88.31	50.65	3 <sup>rd</sup>	93.1	65.5			
	4 <sup>th</sup>	94.48	38.65	4 <sup>th</sup>	94.6	42.6			
	5 <sup>th</sup>	92.75	40.58	5 <sup>th</sup>	91.5	37.8			
<b>Social Studies</b>	3 <sup>rd</sup>	98.72	80.77	3 <sup>rd</sup>	96.6	83.0			
	4 <sup>th</sup>	98.16	65.03	4 <sup>th</sup>	94.6	60.1			
	5 <sup>th</sup>	92.86	60.00	5 <sup>th</sup>	89.0	54.9			

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: Implement a monitoring system that focuses on results and accountability (Data Tracking Notebooks)</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Measures of Success/Indicators Of Implementation</b>
<b><u>Activity</u></b>					
1. Develop, implement, and monitor data tracking forms that display data in key areas that will monitor continuous progress which includes: <ul style="list-style-type: none"> <li>• Developmental Reading Assessment (DRA)</li> <li>• Running Records data</li> <li>• STAR Testing results</li> <li>• MAP Data (Fall and Spring) for grades 3-5</li> <li>• PACT Data for grades 3-5</li> <li>• PASS Data for grades 3-5</li> <li>• Discipline Data</li> <li>• IEP</li> </ul>	August, 2010/June, 2015	GHES MAP Committee, Media Specialist, Staff, and Administrators	\$100 for notebooks and training materials	Improvement of Instruction and donated notebooks	Data Tracking Notebooks, MAP Committee Meeting Minutes, Training Materials
2. Teachers and students will create bar graphs which are used to monitor MAP data that is added to the Data Tracking Notebooks.	August, 2010/June, 2015	All staff and students	None		Bar graphs
3. Schedule and conduct weekly Professional Learning Community Grade Level Team meetings to discuss student progress, differentiation, and common assessments.	Weekly, August, 2010 – June, 2015	All staff	None		Weekly PLC Team Agendas and Minutes



<b>ACTION PLAN</b>					
<b>STRATEGY: Implement a Pyramid of Intervention Model to meet the needs of all students.</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Measures of Success/Indicators Of Implementation</b>
<p style="text-align: center;"><b>Activity</b></p> <p>Develop and implement a Pyramid of Intervention Model which provides assistance to struggling students (Professional Learning Community - PLC and Response to Intervention – RTI) through various components including:</p>					
<p>1. Provide school structure in the Master Schedule for Instruction:</p> <ul style="list-style-type: none"> <li>• Large blocks of protected Teaching/Learning Time</li> <li>• Daily Individual Planning for all instructional staff</li> <li>• Weekly Collaborative Planning for teams</li> <li>• Access to students who need additional time and support – without loss of any direct instruction</li> <li>• Balanced literacy</li> </ul>	August, 2010/annually	Administrators	None		Master Schedule and daily class schedule
<p>2. PLC Grade Level Teams agree on ways to provide extra time and support for students:</p> <ul style="list-style-type: none"> <li>• Essential Learnings</li> <li>• Pacing</li> <li>• Common assessments</li> <li>• Designated block of time for tutoring and differentiating instruction with no loss of direct instruction</li> <li>• Instructional support models with regular education teacher, Lead Teacher, Reading Specialist, Math Specialist, Special Resource Teachers, instructional assistants, parent volunteers, and peer tutoring</li> </ul>	August, 2010/annually	Administrators, Teachers, Lead Teacher, Reading Specialist, Math Specialist, Resource Teachers and Assistants, Tutors, and Volunteers	None		Long Range Plans, Daily Plans, Common Assessments, Team Agendas, and Team Minutes
<p>3. Technology Support to help differentiate and individualize instruction:</p> <ul style="list-style-type: none"> <li>• <i>Compass Odyssey</i></li> <li>• <i>Razz Kids</i></li> <li>• <i>Accelerated Reader</i></li> </ul>	August, 2010/annually	Teachers, Specialists, and Media Specialist	<p><i>Compass Odyssey</i> (2008-2009 Approximate Initial Cost - \$40,000) (2009-2010 Renewal/ Annual Fee- Approximately \$4,000) <i>Razz Kids</i> \$1,800</p>	PTA  Instructional Fees PTA	Student Data Reports

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: Implement a Pyramid of Intervention Model to meet the needs of all students.</b>					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Measures of Success/Indicators Of Implementation</u>
4. "Parent University" training to share with parents ways that they can help their child. <ul style="list-style-type: none"> <li>• Volunteer Training</li> <li>• Family Math Night</li> <li>• Literacy Night – Grades K and 1</li> <li>• Parent Information Night – Grade 2</li> <li>• Open House – Grades K-5</li> <li>• Student Led Conferences</li> <li>• Single Gender Awareness Meeting</li> <li>• Media Center Resource Awareness</li> </ul>	August, 2010/annually	Administrators and Teachers	None		Attendance, School Survey Responses and Results
5. School Wide Assistance Team, SWAT, meets weekly to discuss high risk students and appropriate interventions and support. (See School Wide Assistance Team Model in Appendix)	August, 2010/June, 2015	SWAT Team Members	None		Minutes, Student SWAT Folders

<b>ACTION PLAN</b>					<b>EVALUATION</b>	
<b><u>STRATEGY:</u></b>	<b><u>Activity</u></b>	<b><u>Timeline</u> <u>Start/End</u> <u>Date</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Source</u></b>	<b><u>Measures of</u> <u>Success/Indicators</u> <u>Of Implementation</u></b>
	<ol style="list-style-type: none"> <li>1. Administrators provide an overview for all staff members on District and School data and school goals.</li> <li>2. All teachers and teams review student performance with respect to results obtained from DRA, Running Records, MAP, and PASS.</li> <li>3. All PLC Teams, under the direction of the Team Leader and with the assistance from Administration, select individual teacher and Team Goals.</li> <li>4. Individual teachers meet with school administrators periodically each year to review individual and team goals.</li> <li>5. Grade levels monitor progress of goals during Collaborative Planning time.</li> <li>6. Each Spring, teams submit a list of accomplishments to ascertain progress toward goals. Accomplishments are submitted to the Administrative Team.</li> </ol>	August 2010/Annually	Administrators and teachers	None		GBE Goals, Team Goals, and Team Accomplishments

<b>ACTION PLAN</b>					<b>EVALUATION</b>	
<b><u>STRATEGY:</u></b>	<b><u>Activity</u></b>	<b><u>Timeline</u> <u>Start/End</u> <u>Date</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Source</u></b>	<b><u>Measures of</u> <u>Success/Indicators</u> <u>Of Implementation</u></b>
1.	<p>School faculty will be introduced to specific information from:</p> <ul style="list-style-type: none"> <li>• Learning Centered Schools (Mike Rutherford's series)</li> <li>• Differentiated instruction (including Instructional Tiers, Class Work Stations, <i>Daily 5</i>, and Single Gender strategies), Cafe</li> <li>• Professional Learning Community Training</li> <li>• <i>Failure Is Not An Option</i> Training</li> <li>• <i>Thinking Maps</i></li> <li>• <i>Creating a brain compatible classroom</i> that will promote learning and retention of information.</li> <li>• William &amp; Mary</li> <li>• Phonics Dance</li> <li>• Continuum of Literacy Learning</li> </ul>	August, 2010/June, 2015	Administration and Specified Teachers	Approximately \$25,000.00	GHEs Improvement of Instruction Funds, FMSD Innovation funds for Staff Development	GHEs Staff Development Plans, Team Agendas and Team Meeting Minutes, Faculty Meeting Agendas and Minutes, Mini-Session Workshops, Learning Academies, Lesson Plans, Displays, and Classroom Observations
2.	<p>Specific information will be shared using this cycle:</p> <ul style="list-style-type: none"> <li>• Faculty will be introduced to information about each of the areas (research, etc.)</li> <li>• Model lessons and professional skill instruction for planning lessons will be provided.</li> <li>• Strategies will be introduced for classroom implementation.</li> <li>• Staff sharing sessions will follow with faculty and staff sharing information and progress from implementation and strategies from their experiences.</li> </ul>	August, 2010/June, 2015	Administration and Specified Teachers			
3.	Administrators and Lead Teacher will monitor implementation through classroom visits, individual conferences with teachers and Team Meetings.	August, 2010/June, 2015	Administration and Lead Teacher			

<b>ACTION PLAN</b>					<b>EVALUATION</b>	
<b>STRATEGY:</b> Find alternate and additional sources of funding to support instructional initiatives at GHES.		<b><u>Timeline</u></b> <b><u>Start/End</u></b> <b><u>Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b><u>Measures of</u></b> <b><u>Success/Indicators</u></b> <b><u>Of Implementation</u></b>
<b><u>Activity</u></b>						
1. Administrators and teachers will be encouraged and supported in grant writing processes to secure additional funding. <ul style="list-style-type: none"> <li>At least one teacher grant will be written and secured for the year.</li> </ul>		August 2010- June 2015	Administrators and teachers			Grant reports and other funding reports
2. Alternate sources of funding will be explored such as gifts, donations, fund raising, and support from the PTA.		August 2010- June 2015	Administrators and teachers			Grant reports and other funding reports

**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**

**DATE:** August 2009

**Performance Goal Area:**

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

**PERFORMANCE GOAL:**  
 (desired result of student learning)

By 2010-2015, GHES will provide annual research based staff development for professional growth and leadership for the faculty and staff.

**DATA SOURCE(S):**

Number of Professional Development Days reported on the GHES School Report Card, Percent of Teachers with Advanced Degrees, GHES Staff Development Plan, Professional Development Leave Request log, In-Service Agendas, Faculty Meeting Agendas, Professional Learning Community Team Agendas and Minutes, Weekly Messages, Curriculum Updates, Common Grade Level Long Range Plans, Common Grade Level Assessments, Teacher Recertification Points and Certificates, Learning Academy and Learning Club Agendas and Minutes, and Number of National Board Certified Teachers

<b>OVERALL MEASURES:</b>	<b>Average Baseline</b>	<b>2010 - 2011 *</b>	<b>2011 - 2012</b>	<b>2012 – 2013 *</b>	<b>2013 – 2014 *</b>	<b>2014 – 2015 *</b>
)	<b>See the Staff Development list activity list in the appendix.</b>					

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: Fully implement the GHES Professional Development Plan</b>	<b><u>Timeline</u> Start/End Date</b>	<b><u>Person</u> Responsible</b>	<b><u>Estimated</u> Cost</b>	<b><u>Funding</u> Source</b>	<b><u>Measures of</u> Success/Indicators Of Implementation</b>
<b><u>Activity</u></b>					
1. Fully implement the GHES Professional Development Plan whose key components are focused on: <ul style="list-style-type: none"> <li>• Establishing, maintaining, and growing as part of a Professional Learning Community</li> <li>• Relationship building</li> <li>• Effective collaborative planning activities</li> <li>• Regular Team meetings</li> <li>• Regular individual meetings with Administrators</li> <li>• Workshops that provide flexibility in choices by faculty/staff</li> <li>• Highlighting effective programs and using our own GHES family as presenters</li> <li>• Development of teacher leadership opportunities</li> </ul>	August, 2010- June, 2015	Administrators Teachers	None		Perceptual data from teacher surveys, Classroom observations, teacher conferences with administrators, Annual Team Updates and Accomplishments

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY:</b> Engage in continuous Professional Learning Community building activities.	<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>Measures of</u> <u>Success/Indicators</u> <u>Of Implementation</u>
<u>Activity</u>					
1. Follow GHES Professional Development Plan	August, 2010- June, 2015	Administrators Teachers	None		Perceptual data from teacher surveys, Classroom observations, teacher conferences with administrators, Annual Team Updates and Accomplishments
2. Assist faculty in understanding the components of a Professional Learning Community as defined by Rick DuFour ( <i>Professional Learning Communities at Work – Best Practices for Enhancing Student Achievement</i> )					
3. Focus on relationship building activities that promote collegiality and professional growth: <ul style="list-style-type: none"> <li>• Collaborative planning</li> <li>• Team goal setting</li> <li>• Faculty training sessions</li> <li>• Social events (holiday and special events)</li> <li>• Mini-Sessions</li> <li>• Learning Academies and Learning Clubs</li> </ul> 3. Train teachers and share information on <ul style="list-style-type: none"> <li>• Learning Centered Schools (Mike Rutherford)</li> <li>• Differentiated instruction</li> <li>• RTI/Failure Is Not An Option</li> <li>• Thinking Maps</li> <li>• Engineering Is Elementary</li> <li>• Fuel Up to Play 60</li> <li>• Educating the “Whole Child”</li> <li>• Creating brain compatible classrooms</li> </ul>					



**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**

**DATE:** August 2009

**Performance Goal Area:**

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

<b>PERFORMANCE GOAL:</b> (desired result of student learning)	By 2014-2015, the average teacher attendance will reach or exceed 96%					
<b>DATA SOURCE(S):</b>	SDE					
<b>OVERALL MEASURES:</b>	<b>Average Baseline</b>	<b>2009 - 2010 *</b>	<b>2010 - 2011 *</b>	<b>2012 – 2013 *</b>	<b>2013 – 2014 *</b>	<b>2014 – 2015 *</b>
<b>GHE Student Attendance</b>	2006-2007-93.4%  2007-2008 – 93.3%	95.3%				

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: To encourage teacher attendance and maintain high professional attendance rates</b>		<b><u>Timeline</u></b> <b><u>Start/End</u></b> <b><u>Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>
<b><u>Activity</u></b>					<b><u>Measures of</u></b> <b><u>Success/Indicators</u></b> <b><u>Of Implementation</u></b>
1. Continue contact with teachers who are accumulating absences. 2. Target individual teachers with attendance issues by developing individual plans for improvement in consultation administration. 4. Recognize teachers with perfect attendance periodically During the school year and for the entire school year.		August, 2010- June, 2015	Administration and District Personnel		Improved attendance as noted on the School Report Card

**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**

**DATE:** August 2009

**Performance Goal Area:**

Student Achievement  
Other (Optional)

Teacher/Leadership Quality

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

<b>PERFORMANCE GOAL:</b> (desired result of student learning)	By 2014-2015, the average student attendance will be reach or exceed 95.3%.					
<b>INTERIM PERFORMANCE GOAL:</b> (annual)	GHES students will maintain an average attendance of 95.3% or greater each year.					
<b>DATA SOURCE(S):</b>	SDE					
<b>OVERALL MEASURES:</b>	<b>Average Baseline</b>	<b>2009 - 2010 *</b>	<b>2010 - 2011 *</b>	<b>2012 – 2013 *</b>	<b>2013 – 2014 *</b>	<b>2014 – 2015 *</b>
<b>GHES Student Attendance</b>	2006-2007- 96.9%  2007-2008 – 97.1%	97.2%				

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: To encourage student attendance and maintain high attendance rates</b>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Measures of Success/Indicators Of Implementation</u></b>
<p style="text-align: center;"><b><u>Activity</u></b></p> <ol style="list-style-type: none"> <li>1. Continue regular contact with students who are accumulating absences through letters and phone calls.</li> <li>2. Target individual students with attendance issues by developing individual plans for improvement in consultation with parents, teachers and administration.</li> <li>3. Recognize students with perfect attendance for the school year.</li> </ol>	August, 2010- June, 2015	Administration, Guidance, and Attendance Personnel			Improved attendance as noted in database (SASI / PowerSchool)

**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**

**DATE:** August 2009

**Performance Goal Area:**

Student Achievement  
Other (Optional)

Teacher/Leadership Quality

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

**PERFORMANCE GOAL:**  
(desired result of student learning)

The school climate at GHES will continue to be enhanced and maintain at least a 95% on the percent of teachers, students and parents satisfied with the learning environment.

**INTERIM PERFORMANCE GOAL:** (annual)

**DATA SOURCE(S):**

Evaluation Reports from the SDE Surveys for the School Report Card

**OVERALL MEASURES:**

	<b>Average Baseline</b>	<b>2008 - 2009 *</b>	<b>2009 - 2010 *</b>	<b>2010 – 2011 *</b>	<b>2011 – 2012 *</b>	<b>2012 – 2013 *</b>
<b>Teacher Surveys</b>	2007 – 98%	<b>96.4</b>	<b>90.4</b>			
	2008 – 98.1%					
<b>Student Surveys</b>	2007- 87.9%	<b>88.1</b>	<b>92.3</b>			
	2008- 89.4%					
<b>Parent Surveys</b>	2007- 91.8%	<b>93.2</b>	<b>96.2</b>			
	2008 – 100%					

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: Seek to improve and enhance the school learning environment by providing classes that challenge students to think.</b>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Measures of Success/Indicators Of Implementation</u>
<p style="text-align: center;"><b><u>Activity</u></b></p> <ol style="list-style-type: none"> <li>1. Document progress on the Students responses for the State School Report Card Survey on the statement “My classes are challenging (not too easy, they make me think).”</li> <li>2. Differentiate instructional lessons to provide choice in: <ul style="list-style-type: none"> <li>• levels of difficulty and challenge</li> <li>• activities and assessment options</li> <li>• areas of interests</li> </ul> </li> <li>3. Involve students in the learning and assessment process by: <ul style="list-style-type: none"> <li>• utilizing Student Led Conferences</li> <li>• allow students to work on individual ability levels with Compass Odyssey, Study Island, and Razz Kids</li> <li>• implementing instructional work stations in the classroom</li> <li>• plan project based and problem based learning opportunities</li> </ul> </li> </ol>	August, 2010- June, 2015	Administrators Teachers	None		Perceptions on Student Surveys, monitoring unit and lesson plans, Responses to Student Led Conferences

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: Seek to improve and enhance the school learning environment by providing classes that are interesting and fun for students.</b>	<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>Measures of</u> <u>Success/Indicators</u> <u>Of Implementation</u>
<p style="text-align: center;"><b>Activity</b></p> <ol style="list-style-type: none"> <li>1. Document progress on the Students Responses for the State School Report Card Survey on the statement “My classes are interesting and fun.”</li> <li>2. Actively engage students in standards based lessons that utilize resources and strategies that encourage student curiosity and build on their skills and talents by: <ul style="list-style-type: none"> <li>• Integrating content areas</li> <li>• Providing for incorporation of Howard Gardner’s Multiple Intelligences</li> <li>• Including project based and problem based curriculum</li> <li>• Integrating technology</li> </ul> </li> <li>3. Allowing teachers to plan together and to share best practices and ideas.</li> <li>4. Provide students a choice in learning opportunities with: <ul style="list-style-type: none"> <li>• Learning Clubs</li> <li>• Student University Rotations</li> <li>• Differentiated Lessons</li> <li>• Considering student talents and interests in expanding Related Arts opportunities (for example: archery, guitar, tennis, etc.)</li> </ul> </li> <li>5. Continue and expand learning celebrations with events such as: <ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade Decades Projects and Panther Training Camp</li> <li>• 4<sup>th</sup> grade Wax Museum</li> <li>• Kindergarten Storybook Celebration</li> <li>• Dictionary Day Parade</li> </ul> </li> </ol>	August, 2010- June, 2015	Administrators Teachers	None		Perceptions on Student Surveys and monitoring unit and lesson plans

**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**

**DATE:** August 2009

**Performance Goal Area:**

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

**PERFORMANCE GOAL:**  
 (desired result of student learning)  
 The school climate at GHES will continue to be enhanced and maintain at least a 95% on the percent of teachers, students and parents satisfied with the social and physical environment.

**INTERIM PERFORMANCE GOAL:** (annual)

**DATA SOURCE(S):** Evaluation Reports from the SDE Surveys for the School Report Card

<b>OVERALL MEASURES:</b>	<b>Average Baseline</b>	<b>2008 - 2009 *</b>	<b>2009 - 2010 *</b>	<b>2010 – 2011 *</b>	<b>2011 – 2012 *</b>	<b>2012 – 2013 *</b>
<b>Teacher Surveys</b>	2007 – 100%	100%	98.1%			
	2008 – 94.4%					
<b>Student Surveys</b>	2007- 90.6%	87.5%	91.2%			
	2008- 90.3%					
<b>Parent Surveys</b>	2007- 92.7%	94.2%	96.3%			
	2008 – 96.1%					



<b>ACTION PLAN</b>					<b>EVALUATION</b>	
<b>STRATEGY: Seek to improve and enhance the social and physical environment by improving the maintenance and condition of the school facilities.</b>  <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>Measures of</u> <u>Success/Indicators</u> <u>Of Implementation</u>	
	1. Document progress on the students' responses for the State School Report Card Survey on the statement, "The bathrooms at my school are kept clean."	August 2010 – May 2015	Administrators and Teachers	None		Perceptions on student surveys on the State School Report Card
	2. Develop classroom routines that help monitor the use and cleanliness of classrooms, hallways, the cafeteria, and restrooms.	August 2010 – May 2015	Teachers and Students			Documentation in Class Procedures Handbook
	3. Improve communication and awareness with the custodial staff.	August 2010 – May 2015	Administrators, Teachers, and Staff			Custodial Communication Log
	4. Develop bathroom checklists to help monitor cleanliness.	August 2010 – May 2015	Administrators and Teachers			Created Checklist
	5. Provide opportunities for student and faculty feedback regarding cleanliness and maintenance of the school facility during the school year.	August 2010 – May 2015	Guidance and Technology			Perceptions on student surveys

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: Seek to improving procedures, expectations, and monitoring of students in common areas (lunch room and hallways)</b>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Measures of Success/Indicators Of Implementation</u>
<u>Activity</u>					
1. Document progress on the teacher responses for the State School Report Card Survey on the statement, "Students at my school behave well in the hallways, in the lunchroom, and on school grounds."	August 2010 – May 2015	Administrators and Teachers	None		Perceptions on teacher surveys
2. Review, revise, implement, and monitor school-wide rules in the teacher's handbook and in the grade-level Procedures Handbook for common areas.	August 2010 – May 2015	Administrators, Teachers, Staff, and Students			

**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**

**DATE:** August 2009

**Performance Goal Area:**

Student Achievement  
Other (Optional)

Teacher/Leadership Quality

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

<b>PERFORMANCE GOAL:</b> (desired result of student learning)	The school climate at GHES will continue to be enhanced and maintain at least a 95% on the percent of teachers, students and parents satisfied with the school-home relations.					
<b>INTERIM PERFORMANCE GOAL:</b> (annual)						
<b>DATA SOURCE(S):</b>	Evaluation Reports from the SDE Surveys for the School Report Card					
<b>OVERALL MEASURES:</b>	<b>Average Baseline</b>	<b>2008 – 2009 *</b>	<b>2009 – 2010 *</b>	<b>2010 – 2011 *</b>	<b>2011 – 2012 *</b>	<b>2012 – 2013 *</b>
<b>Teacher Surveys</b>	2007 – 100%	<b>100%</b>	<b>100%</b>			
	2008 – 100%					
<b>Student Surveys</b>	2007- 90.1%	<b>88.1%</b>	<b>91.2%</b>			
	2008- 87.9%					
<b>Parent Surveys</b>	2007- 91.8%	<b>92.2%</b>	<b>96.3%</b>			
	2008 – 97.1%					

ACTION PLAN					EVALUATION
<b>STRATEGY:</b> Seek to improve and enhance the school-home relations by providing parents with information on how they can help their child learn.	<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>Measures of</u> <u>Success/Indicators</u> <u>Of Implementation</u>
<u>Activity</u>					
1. Document progress on the student responses for the State School Report Card Survey on the statement, "My child's teachers tell me how I can help my child learn."	August 2010 – May 2015	Administrators and Teachers	None		Perceptions on parent surveys
2. Improve parent communication and involvement in their child's education. <ul style="list-style-type: none"> <li>• Class web page</li> <li>• Class and school newsletters</li> <li>• E-mail, phone calls, notes, student agendas, etc.</li> </ul>	August 2010 – May 2015	Administrators and Teachers			
3. Parent information sessions conducted to share information with parents about ways they can help their child learn. Such as parent sessions on: <ul style="list-style-type: none"> <li>• Helping your child with reading</li> <li>• Helping your child with writing</li> <li>• Helping your child with math</li> <li>• Helping your child with study skills, etc.</li> <li>• Interpreting assessment data</li> </ul>	Annually	Administrators, Teachers, and Guest Speakers	\$500.00	GHES and/or PTA	Noted on calendar in newsletters and agendas
4. Parent-teacher conferences	August 2010 – May 2015	Administrators, Teachers and Parents			

<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY: Seek to improve and enhance school-home relations by sharing positive comments with parents about their child</b>					<b><u>Measures of Success/Indicators Of Implementation</u></b>
<b><u>Activity</u></b>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	
1. Document progress on the parent responses for the State School Report Card Survey on the statement, "My child's teachers contact me to say good things about my child."	August 2010 – May 2015	Administrators, Teachers, and Staff	\$200.00	GHES	Perceptions on parent surveys and log of parent contacts
2. Share written and verbal praise with parents about their child and their child's progress.					

**SCHOOL RENEWAL PLAN FOR: Gold Hill Elementary**

**DATE:** August 2009

**Performance Goal Area:**

Student Achievement  
Other (Optional)

Teacher/Leadership Quality

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

**PERFORMANCE GOAL:**  
(desired result of student learning)

We will implement strategies to promote and increase healthy habits and a healthy life style for our students. By 2014-2015, 65% of Gold Hill Elementary students will regularly participate in the jogging club. This will promote moderate to vigorous physical activity outside of physical education class.

By 2014-2015, 75% of our students will be able to meet the gender and age health-related fitness standards as determined by the Fitnessgram.

**INTERIM PERFORMANCE GOAL:** (annual)

**DATA SOURCE(S):**

Health curriculum, Student Health and Nutrition Club, Jogging Club, Girls on the Run, school recycling program, school cafeteria menu, Physical Education Fitnessgram Assessment Results, data from the implementation of Fuel Up to Play 60, and wellness initiatives

**OVERALL MEASURES:**

**Average Baseline**

**2009 - 2010 \***

**2010 - 2011 \***

**2012 – 2013 \***

**2013 – 2014 \***

**2014 – 2015 \***

	Average Baseline	2009 - 2010 *	2010 - 2011 *	2012 – 2013 *	2013 – 2014 *	2014 – 2015 *

ACTION PLAN					EVALUATION
<b>STRATEGY:</b> We will calculate the percent of students that regularly participate in the Jogging Club and measure the amount of laps each student and each class completes over a 27-week period.	<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>Measures of</u> <u>Success/Indicators</u> <u>Of Implementation</u>
<p style="text-align: center;"><u>Activity</u></p> <p>Each student in grades K-5 will have the opportunity to participate in Jogging Club one day per week for 27 weeks for 25 minutes each day (weather permitting).</p>	October 2010 – May 2015	PE Teachers, Parent Volunteers, Students, and Teachers	\$300.00/year	PTA and donations	<p>Student laps are recorded in a data chart. The chart indicates the number of laps each student has completed during the 27-week period. The students compete with their class to have the highest number of laps in their grade. The classes also compete to determine the class with the highest number of laps in the school.</p>
Implement Fuel Up to Play 60 and the six week challenge	August, 2010 – November, 2010	Administrators, Faculty, Staff, and Parents	\$50 for notebooks and copies	Instructional funds	Student data charts, homework agendas, etc.

ACTION PLAN					EVALUATION
<b>STRATEGY:</b> The physical education teachers will pre and post assess students on the Fitnessgram assessments to determine if the students are meeting the gender and age health-related fitness standards as defined by the Fitnessgram. (See attached tables.)	<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>Measures of</u> <u>Success/Indicators</u> <u>Of Implementation</u>
<p style="text-align: center;"><b><u>Activity</u></b></p> <p>PE Teachers assess the students by pre-testing them on their fitness performance on the Fitnessgram. This is performed in the Fall. They teach the students the skills of the Fitnessgram throughout the school year and then post-assess the students at the end of the year. They chart all of the students' fitness performance information. Then they compare the pre and the post test scores and are able to determine if learning and increased fitness performance has occurred. They are also able to determine which students have met the healthy fitness zones according to the Fitnessgram standards.</p>	Aug. 2010 – May 2015	PE Teachers and Students	\$300.00	District, School, and Grants	Fitnessgram software analysis (charts, graphs, tables)



**TABLE 9.1 FITNESSGRAM Standards for Healthy Fitness Zone**

BOYS														
Age	VO <sub>2max</sub> (ml · kg <sup>-1</sup> · min <sup>-1</sup> )		20-meter PACER (Enter # laps in software)		15-meter PACER (Use conversion chart; enter in software) <sup>†</sup>		One-mile run (min:sec)		Walk test (VO <sub>2max</sub> )		Percent fat		Body mass index	
5			Participation in run. Lap count standards not recommended.				Completion of distance.				25	10	20	14.7
6											25	10	30	14.7
7											25	10	30	14.9
8											25	10	30	15.1
9											25	7	30	13.7
10	43	52	23	41	30	80	11:30	9:00			25	7	31	14.0
11	42	52	23	72	30	94	11:00	8:30			25	7	21	14.3
12	42	52	23	72	42	94	10:30	8:00			25	7	22	14.4
13	42	52	41	83	54	108	10:00	7:30	42	52	25	7	23	15.1
14	42	52	41	83	54	108	9:30	7:00	40	52	25	7	24.5	15.4
15	42	52	51	94	67	123	9:00	7:00	42	52	25	7	25	16.2
16	42	52	61	94	80	123	8:30	7:00	42	52	25	7	26.5	16.4
17	42	52	61	106	80	138	8:30	7:00	42	52	25	7	27	17.3
17+	42	52	72	106	94	138	8:30	7:00	42	52	25	7	27.8	17.8

Age	Curl-up (no. completed)		Trunk lift (inches)		90° push-up (no. completed)		Modified pull-up (no. completed)		Flexed arm hang (seconds)		Back-over sit and reach <sup>†</sup> (inches)		Shoulder stretch
5	3	10	6	12	3	8	2	7	3	8	8		Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	3	10	6	12	3	8	2	7	3	8	8		
7	4	14	6	12	4	10	3	9	3	8	8		
8	6	20	6	12	5	13	4	11	3	10	8		
9	9	24	6	12	6	15	5	11	4	10	8		
10	12	24	9	12	7	20	5	15	4	10	8		
11	15	28	9	12	8	20	6	17	6	13	8		
12	18	36	9	12	10	20	7	20	10	15	8		
13	21	40	9	12	12	25	8	22	12	17	8		
14	24	45	9	12	14	30	9	25	15	20	8		
15	24	47	9	12	16	35	10	27	15	20	8		
16	24	47	9	12	18	35	12	30	15	20	8		
17	24	47	9	12	18	35	14	30	15	20	8		
17+	24	47	9	12	18	35	14	30	15	20	8		

Number on left is lower end of 1-SE; number on right is upper end of 1-SE.

<sup>†</sup>See scored flexed arm hang reach into clearance to pass.

<sup>‡</sup>Conversion chart on page 24.

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**TABLE 9.2 FITNESSGRAM Standards for Healthy Fitness Zone**

GIRLS														
Age	VO <sub>2max</sub> (ml · kg <sup>-1</sup> · min <sup>-1</sup> )		20-meter PACER (Enter # laps in software)		15-meter PACER (Use conversion chart; enter in software) <sup>†</sup>		One-mile run (min:sec)		Walk test (VO <sub>2max</sub> )		Percent fat		Body mass index	
5			Participation in run. Lap count standards not recommended.				Completion of distance.				22	17	21	16.2
6											22	17	21	16.2
7											22	17	22	16.2
8											22	17	22	16.2
9											22	13	23	13.5
10	39	47	7	41	9	54	12:30	9:30			22	13	23.5	13.7
11	38	46	15	41	19	54	12:00	9:00			22	13	24	14.0
12	37	45	15	41	19	54	12:00	9:00			22	13	24.5	14.5
13	36	44	23	51	30	67	11:30	9:00	36	44	22	13	24.5	14.9
14	35	43	23	51	30	67	11:00	8:30	35	43	22	13	25	15.4
15	35	43	32	51	42	67	10:30	8:00	35	43	22	13	25	16.0
16	35	43	32	61	42	80	10:00	8:00	35	43	22	13	25	16.4
17	35	43	41	61	54	80	10:00	8:00	35	43	22	13	26	16.8
17+	35	43	41	72	54	94	10:00	8:00	35	43	22	13	27.3	17.2

Age	Curl-up (no. completed)		Trunk lift (inches)		90° push-up (no. completed)		Modified pull-up (no. completed)		Flexed arm hang (seconds)		Back-over sit and reach <sup>†</sup> (inches)		Shoulder stretch
5	2	10	6	12	3	8	2	7	3	8	9		Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	2	10	6	12	3	8	2	7	3	8	9		
7	4	14	6	12	4	10	3	9	3	8	9		
8	6	20	6	12	5	13	4	11	3	10	9		
9	9	22	6	12	6	15	4	11	4	10	9		
10	12	26	9	12	7	15	4	13	4	10	9		
11	15	29	9	12	7	15	4	13	6	12	10		
12	18	32	9	12	7	15	4	13	7	12	10		
13	18	32	9	12	7	15	4	13	8	12	10		
14	18	32	9	12	7	15	4	13	8	12	10		
15	18	35	9	12	7	15	4	13	8	12	12		
16	18	35	9	12	7	15	4	13	8	12	12		
17	18	35	9	12	7	15	4	13	8	12	12		
17+	18	35	9	12	7	15	4	13	8	12	12		

Number on left is lower end of 1-SE; number on right is upper end of 1-SE.

<sup>†</sup>See scored flexed arm hang reach into clearance to pass.

<sup>‡</sup>Conversion chart on page 24.

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# Health Curriculum at a Glance for Grades K-5

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
<ul style="list-style-type: none"> <li>• Feelings</li> <li>• Body Parts</li> <li>• Family Structures</li> <li>• Personal Health Practices</li> <li>• Conflict Resolution- Interpersonal Communication Skills</li> <li>• Life Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Benefits</li> <li>• Fire Safety- 911</li> <li>• 5 Senses</li> <li>• Life Cycle</li> <li>• Personal Health Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Safety &amp; Medicines</li> <li>• Community Helpers – Police, Ambulance, Fire Fighter</li> <li>• Safety- Preventing Accidents</li> <li>• Safety -Stranger Danger</li> <li>• Personal Health Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Health Practices</li> </ul>
<p><b>1<sup>ST</sup></b></p> <ul style="list-style-type: none"> <li>• Good Character Traits</li> <li>• Feelings</li> <li>• Nutrition</li> <li>• Germ Prevention</li> <li>• Family &amp; Self-Concept</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Rules</li> <li>• Bones and Organs</li> </ul>	<ul style="list-style-type: none"> <li>• Friends</li> <li>• Dental Health</li> <li>• Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Conservation</li> </ul>
<p><b>2<sup>ND</sup></b></p> <ul style="list-style-type: none"> <li>• Feelings and Family</li> <li>• Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Staying Safe</li> <li>• Fire Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Dental Health</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Stay Fit and Active</li> </ul>
<p><b>3<sup>RD</sup></b></p> <ul style="list-style-type: none"> <li>• Healthy Practices</li> <li>• Importance of Breakfast</li> <li>• Safety &amp; Health – Home, School &amp; Environment</li> <li>• Bullying &amp; Violence</li> <li>• Personal Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying &amp; Violence</li> <li>• Personal Hygiene</li> <li>• Healthy Growth</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Stages of Life Cycle</li> <li>• Community Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrients and Calories</li> <li>• Identify Food Labels</li> </ul>
<p><b>4<sup>TH</sup></b></p> <ul style="list-style-type: none"> <li>• Personal Hygiene</li> <li>• Environmental Factors</li> <li>• Communication Skills</li> <li>• First Aid and Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Activity</li> <li>• Decision Making Skills</li> <li>• Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Sleep and Rest</li> <li>• Personal Health Goals</li> <li>• Healthy Growth</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Essential Nutrients</li> <li>• Relationship of Food, Health and Physical Activity</li> <li>• Food Labels</li> </ul>

<b>5<sup>TH</sup></b> <ul style="list-style-type: none"> <li>• Drug awareness</li> <li>• Personal health/wellness</li> <li>• Preventing injuries</li> <li>• Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Nutritional Choices</li> <li>• Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Well being</li> <li>• Communication and Decision Making Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Family living</li> <li>• Puberty &amp; Healthy Sexuality</li> </ul>

# **Quality Assurances**

**Gold Hill Elementary School**  
**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.
- 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.

- X **Recruitment**  
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but 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.
  
- X **Collaboration**  
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
  
- X **Developmental Screening**  
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
  
- X **Half-Day Child Development**  
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
  
- X **Developmentally Appropriate Curriculum for 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.
  
- X **Parenting and Family Literacy**  
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
  
- X **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.

Dr. Chuck Epps \_\_\_\_\_  
Signature of Superintendent

8/25/2010 \_\_\_\_\_  
Date

Mrs. Terry Brewer \_\_\_\_\_  
Signature of Principal

8/25/2010 \_\_\_\_\_  
Date

**Gold Hill Elementary School**  
**SACS School Improvement Plan Annual Review**

Gold Hill Elementary School  
SACS School Improvement Plan Annual Review

**Date of Review: May 2011**

**Performance Goal Area**

- Student Achievement     Teacher/Leadership Quality     School Climate  
 Other (describe)

**Performance Goal for 10-15 (from School Improvement Plan)**

By 2014-2015, 90% of our students by the end of grade K will score at the equivalent level of 3 on the Developmental Reading Assessment, DRA.  
By 2014-2015, 90% of our students by the end of grade 1 will score at the equivalent level of 16 on the Developmental Reading Assessment, DRA.  
By 2014-2015, 90% of our students by the end of grade 2 will score at the equivalent level of 28 on the Developmental Reading Assessment, DRA.

**Benchmark/Target for 2010-2011:**

**Status of Benchmark/Target**

- Met                               Did Not Meet

New Benchmark for 10-11 (if appropriate):

**Action Plan Status**

- Continued identified strategies without adjustment  
 Adjusted strategies (Complete Revised Action Plan Sheet)  
 Developed new strategies (Complete Revised Action Plan sheet)

(May be a combination of any of the above)



Gold Hill Elementary School  
SACS School Improvement Plan Annual Review

**Date of Review: May 2011**

**Performance Goal Area**

- Student Achievement     Teacher/Leadership Quality     School Climate  
 Other (describe)

**Performance Goal for 10-11 (from School Improvement Plan)**

By 2014-2015, 95.6% of our students in Grades 3-5 will score "Meet or Exemplary" in writing on PASS.

By 2014-2015, 71.3% of our students in Grades 3-5 will score "Exemplary" in writing on PASS.

By 2014-2015, 96.4% of our students in Grades 3-5 will score "Meet or Exemplary" in ELA on PASS.

By 2014-2015, 74.1% of our students in Grades 3-5 will score "Exemplary" in ELA on PASS.

By 2014-2015, 95.7% of our students in Grades 3-5 will score "Meet or Exemplary" in math on PASS.

By 2014-2015, 63.6% of our students in Grades 3-5 will score "Exemplary" in math on PASS.

By 2014-2015, 80% of our students in Grades 3-5 will score "Meet or Exemplary" in Science and Social Studies on PASS.

By 2014-2015, 55% of our students in Grades 3-5 will score "Exemplary" in Science and Social Studies on PASS.

**Benchmark/Target for 2010-2011:**

**Status of Benchmark/Target**

- Met                       Did Not Meet

New Benchmark for 10-11 (if appropriate):

**Action Plan Status**

- Continued identified strategies without adjustment  
 Adjusted strategies (Complete Revised Action Plan Sheet)  
 Developed new strategies (Complete Revised Action Plan sheet)

(May be a combination of any of the above)

Student Achievement  
Action Plan for 2010-2011

Status

Activities	Funding	Position of Responsibility	Planned	In Progress	Completed	Future Plan
<b>Implement a monitoring system that focuses on results and accountability (Data Tracking Notebooks)</b>						
Develop, implement, and monitor data tracking forms	\$100 for notebooks and training materials	GHEs MAP Committee, Media Specialist, Staff, and Administrators				
Teachers and students create graphs used to monitor MAP data (transferred to data notebooks)	None	All Staff and Students				
Common assessments are used by grade level teams to track student progress	None	All Staff				
- Writing common assessments						
- Reading common assessments						
- Math common assessments						
- Social studies common assessments						
- Science common assessments						
<b>Implement a Pyramid of Intervention Model to meet the needs of all students</b>						
Develop, implement, and monitor a Pyramid of Intervention Model	None	Administrators, Staff, Lead Teacher, Reading Specialist, Math Specialist, Resource Teachers and assistants, Volunteers				
Develop parent training to share a variety of ways to assist their child in learning	None	Administrators and Teachers				
School Wide Assistance Team (SWAT) creates a plan for high risk students and determines appropriate interventions and support	None	SWAT team members				
<b>Cooperatively develop and implement individual team goals which focus on school goals.</b>						
Professional Learning Communities work collaborative during a common planning time	None	Administrators and Teachers				
Accomplishments are submitted by Professional Learning Communities each year to the Administrative Team	None	Administrators and Teachers				

<b>Implement strategies to promote learning centered, differentiated instruction to address diversity in learning styles, rates of learning, and retention of information</b>						
School faculty will be trained in specific programs and expected to implement them in their classroom	Approximately \$25,000.00	Administrators and Specified Teachers				
- Learning Centered Schools (Mike Rutherford series)						
- Differentiated instruction (including instructional tiers, class work stations, <i>Daily 5</i> , and single gender strategies)						
- Professional Learning Community Training						
- <i>Failure is Not an Option</i> Training						
- <i>Thinking Maps</i>						
- Creating a <i>brain compatible classroom</i> that will promote learning and retention of information						
- Continuum of Literacy Learning						
<b>Find alternate and additional sources of funding to support instructional initiatives</b>						
Administrators and Teachers will secure at least one grant for the year	None	Administrators and Teachers				
Support from the PTA, fund raising, donations, and gifts will be sought out as alternative sources of funding	None	Administrators and Teachers				

Gold Hill Elementary School  
 School Improvement Plan Annual Update for 2010-2011 and Action Plan for  
 Year: 2011-2012

Math Committee

Action Plan for 2010-2011

Status

Activities	Funding	Position of Responsibility	Planned	In Progress	Completed	Future Plan
Odyssey Math Program *Technology Based math program which individualizes math instruction to strengthen math skills.	PTA					
Math Superstars *Parent run optional enrichment/critical thinking skills	PTA					
Common Assessments						
Interactive Notebooks						
Orientation of New Math Series for teachers/parents						
Early Morning Tutoring Program; M-F; 7:30 – 8:00						
Professional Development-shared sessions with teachers during common planning times						
Maintaining Math Lab through purchasing materials	Grant/PTA					
Math Out of the Box	Grant/PTA					
Singapore Math; 1 <sup>st</sup> and 2 <sup>nd</sup> grade						
Study Island						
Brain Pop						
Brain Pop Jr.						
M3-mentoring,mathematical minds		GT				
Hand on Equations		GT				
Problem Solver		GT				

**Comments:**

**PASS Scores 2009 Math 3<sup>rd</sup> grade: Met 92.26%; Exemplary 68.39 %**

**PASS Scores 2009 Math 4<sup>th</sup> grade: Met 96.32 %; Exemplary 66.87%**

**PASS Scores 2009 Math 5<sup>th</sup> grade: Met 91.37%; Exemplary 61.87 %**

## Math GHES Long Range Plans K-5

### First Nine Weeks:

**Kindergarten:** patterns, compare/sort objects, Use numbers to 20; graphs, calendar skills, and shapes

**First Grade:** compare numbers, single digit addition, graphing, single digit subtracting

**Second Grade:** place value to 100's; addition/subtraction strategies

**Third Grade:** calendar skills, place value to hundred thousands, rounding, estimating, addition, subtraction

**Fourth Grade:** multiplication review, place value to billions, addition/subtraction

**Fifth Grade:** Numbers and Operations: Whole numbers/Decimals

### Second Nine Weeks:

**Kindergarten:** nonstandard/standard measurement; addition, numbers to 31, ordinal numbers 31

**First Grade:** subtraction, fractions, geometry, number patterns

**Second Grade:** money, two/three digit addition/subtraction, data & probability

**Third Grade:** addition/subtraction of higher numbers, multiplication/division,

**Fourth Grade:** algebraic expressions, applying multiplication, division strategies

**Fifth Grade:** algebraic expressions/equations, function tables, displaying/interpreting data and statistics

### Third Nine Weeks:

**Kindergarten:** money, time, subtraction, numbers beyond 31, measurement: height, weight, capacity

**First Grade:** time, fact families, money, measurement

**Second Grade:** capacity, weight, time, temperature, geometry

**Third Grade:** algebraic equations, measurement, geometry

**Fourth Grade:** mean, median, and mode, data and probability, graphing, fractions, decimals, geometry

**Fifth Grade:** Fraction concepts with addition/subtraction, customary measurements

### Fourth Nine Weeks:

**Kindergarten:** place value, symmetry, numbers to 100, fractions, combination of addition and subtraction

**First Grade:** place value, double digit addition

**Second Grade:** length, area, place value to 1,000's, multiplication/division concepts

**Third Grade:** data probability, fractions, multiplying by one digit numbers

**Fourth Grade:** measurement, conversions, probability, double digit division

**Fifth Grade:** measurement, geometry, perimeter, area, volume, probability

Gold Hill Elementary School  
 School Improvement Plan Annual Update for 2010-2011 and Action Plan for  
 Year: 2011-2012

Science Committee  
Action Plan for 2010-2015

Status

Activities	Funding	Position of Responsibility	Planned	In Progress	Complete	Future Plan
Provide staff development for grades 3-5 science teachers on Tom Snyder's <i>Science Court</i>		Lead Teacher				
Incorporate FOSS, Delta, and STC kits as they apply to standards		Classroom teachers				
Utilize Smartboard Notebook software and graphics to correlate with science units		Classroom teachers				
Implement science Odyssey lessons with large group instruction		Classroom teachers				
Analyze PASS results in grades 3-5 for planning and instruction		Administration, Lead Teacher, and Classroom teachers				
Use technology resources such as BrainPop, BrainPop Jr., and Streamline videos to supplement science curriculum		Classroom teachers				
Utilize such learning tools as interactive notebooks, study guides, Thinking Maps, and the Media Center's science museum		Classroom teachers and Media Specialist				
Enrich the science curriculum by utilizing guest speakers and participating in field trips		Classroom teachers				
Experiment in all science curricula areas using materials such as AIMS and GEMS		Classroom teachers				
Encourage teachers to apply for Roper Mountain and grants to provide additional materials in the classroom		Classroom teachers				
Provide students with real world outdoor experiences on the nature trail and in the Quilt Garden		Classroom teachers				
Continue participation in the York County Paper Recycling Program to raise awareness of Environmental Education and in DEHC's Breathe Better Campaign		Fifth Grade Teacher Representative and Parent Volunteer				
Integrate research and writing through scientific investigation		Classroom teachers				
Provide reading support and instruction through leveled science books		Classroom teachers				
Integrate Engineering Is Elementary		Classroom teachers				

Gold Hill Elementary School  
SACS School Improvement Plan Annual Review

**Date of Review: May 2011**

**Performance Goal Area**

- Student Achievement     Teacher/Leadership Quality     School Climate  
 Other (describe)

**Performance Goal for 10-11 (from School Improvement Plan)**

By 2009-2010, GHES will provide annual research based staff development for professional growth and leadership for the faculty and staff.

**Benchmark/Target for 2010-2011:**

**Status of Benchmark/Target**

- Met                               Did Not Meet

New Benchmark for 10-11 (if appropriate):

**Action Plan Status**

- Continued identified strategies without adjustment  
 Adjusted strategies (Complete Revised Action Plan Sheet)  
 Developed new strategies (Complete Revised Action Plan sheet)

(May be a combination of any of the above)





Gold Hill Elementary School  
SACS School Improvement Plan Annual Review

**Date of Review: May 2011**

**Performance Goal Area**

- Student Achievement     Teacher/Leadership Quality     School Climate  
 Other (describe)

**Performance Goal for 10-11 (from School Improvement Plan)**

By 2011, the average student attendance will be at least 95.3%

**Benchmark/Target for 2010-2011:**

**Status of Benchmark/Target**

- Met                       Did Not Meet

New Benchmark for 11-12 (if appropriate):

**Action Plan Status**

- Continued identified strategies without adjustment  
 Adjusted strategies (Complete Revised Action Plan Sheet)  
 Developed new strategies (Complete Revised Action Plan sheet)

(May be a combination of any of the above)

Gold Hill Elementary School  
SACS School Improvement Plan Annual Review

**Date of Review: May 2011**

**Performance Goal Area**

- Student Achievement     Teacher/Leadership Quality     School Climate  
 Other (describe)

**Performance Goal for 2010-2011 (from School Improvement Plan)**

The school climate at GHES will continue to be enhanced and maintain at least a 95% on the percent of teachers, students and parents satisfied with the learning environment.

**Benchmark/Target for 2010-2011:**

**Status of Benchmark/Target**

- Met                       Did Not Meet

New Benchmark for 10-11 (if appropriate):

**Action Plan Status**

- Continued identified strategies without adjustment  
 Adjusted strategies (Complete Revised Action Plan Sheet)  
 Developed new strategies (Complete Revised Action Plan sheet)

(May be a combination of any of the above)

Gold Hill Elementary School  
SACS School Improvement Plan Annual Review

**Date of Review: May 2011**

**Performance Goal Area**

- Student Achievement     Teacher/Leadership Quality     School Climate  
 Other (describe)

**Performance Goal for 2014-2015 (from School Improvement Plan)**

The school climate at GHES will continue to be enhanced and maintain at least a 90% on the percent of teachers, students and parents satisfied with the social and physical environment.

**Benchmark/Target for 2010-11:**

**Status of Benchmark/Target**

- Met                       Did Not Meet

New Benchmark for 10-11 (if appropriate):

**Action Plan Status**

- Continued identified strategies without adjustment  
 Adjusted strategies (Complete Revised Action Plan Sheet)  
 Developed new strategies (Complete Revised Action Plan sheet)

(May be a combination of any of the above)

Gold Hill Elementary School  
SACS School Improvement Plan Annual Review

**Date of Review: May 2011**

**Performance Goal Area**

- Student Achievement     Teacher/Leadership Quality     School Climate  
 Other (describe)

**Performance Goal for 2010-2015 (from School Improvement Plan)**

The school climate at GHES will continue to be enhanced and maintain at least a 95% on the percent of teachers, students and parents satisfied with the school-home relations.

**Benchmark/Target for 2010-2011:**

**Status of Benchmark/Target**

- Met                       Did Not Meet

New Benchmark for 10-11 (if appropriate):

**Action Plan Status**

- Continued identified strategies without adjustment  
 Adjusted strategies (Complete Revised Action Plan Sheet)  
 Developed new strategies (Complete Revised Action Plan sheet)

(May be a combination of any of the above)

School Climate  
Action Plan Review for 2010-2011

Status

Activities	Funding	Position of Responsibility	Planned	In Progress	Completed	Future Plan
<b>To encourage student attendance and maintain high attendance rates</b>						
Grade levels monitor student attendance and implement recognition/incentives	Approximately \$500.00	Administrators, Guidance, and Teachers				
Recognize students with perfect attendance	None	Administrators, Guidance, and Teachers				
Implement plans for students with excessive absences/tardies	None	Administrators, Guidance, and Teachers				
<b>Seek to improve and enhance the school learning environment by providing classes that challenge students to think and make learning more fun</b>						
Differentiate instructional lessons to provide choice	None	Teachers				
Involve students in the learning and assessment process	None	Teachers and Students				
Provide learning celebrations	Approximately \$500.00	Administrators and Teachers				
<b>Social and Physical Environment</b>						
<b>School – Home Relations</b>						

Gold Hill Elementary School  
SACS School Improvement Plan Annual Review

**Date of Review: May 2011**

**Performance Goal Area**

- Student Achievement     Teacher/Leadership Quality     School Climate  
 Other (describe)

**Performance Goal for 2010-2015 (from School Improvement Plan)**

We will implement strategies to promote and increase healthy habits and a healthy life style for our students. By 2009-2010, 50% of Gold Hill Elementary students will regularly participate in the jogging club. This will promote moderate to vigorous physical activity outside of physical education class.

By 2009-2010, 50% of our students will be able to meet the gender and age health-related fitness standards as determined by the Fitnessgram.

**Benchmark/Target for 2010-2011:**

**Status of Benchmark/Target**

- Met                       Did Not Meet

New Benchmark for 11-12 (if appropriate):

**Action Plan Status**

- Continued identified strategies without adjustment  
 Adjusted strategies (Complete Revised Action Plan Sheet)  
 Developed new strategies (Complete Revised Action Plan sheet)

(May be a combination of any of the above)

# Appendix

## School-Wide Assistance Team Referral Process (SWAT)

2010-2011

1. Teacher makes referral to Mrs. Hisman or Ms. Chwaszczewski, the Guidance Counselors. Referral forms can be found by the teacher mailboxes or requested from the counselors. **The teacher must have already had contact with the parents to express his/her concern. The teacher should also consult with any support personnel who work directly with this student before making a referral (i.e. reading recovery teacher, speech, reading or math specialist..etc.).**
2. Once the Guidance Counselor receives the referral, she will give the teacher an intervention checklist and anecdotal record (if behavior is the main issue). The teacher is to document on the checklist the interventions that he/she has tried or is currently trying. If applicable, the teacher will begin documenting behavior in the anecdotal record.
3. Mrs. Hisman will schedule the first meeting with the referring teacher and SWAT members. SWAT meetings take place after school on Tuesdays. **The parents will not be present for this first meeting.** The referring teacher **must** come to this first meeting prepared with the following items:
  - List of parent contacts and results
  - Checklist of interventions already attempted/results
  - Work /writing samples
  - Running record (current and from beginning of year)
  - Grade level at which child is performing in math and reading
  - Anecdotal records for behavior (if applicable)
  - Teacher should review the cumulative folder, including any previous psychological testing
  - Teacher should consult with child's previous year's teacher (if they were at GHES) and report findings - or that teacher is invited to participate in the SWAT meeting as well
  - Any other information pertinent to the referral

Please know that in order for the SWAT team to be of assistance, it is important for us to have as much information as possible since we do not work with this child everyday. Thank you for your cooperation with this.

4. At the first meeting, the team will make arrangements to meet at another scheduled time. This is usually 4-6 weeks after the first meeting if referral for testing is being explored. It is not necessary to have the second meeting within this time frame, if we want to try interventions for a longer period of time. This will be a team decision. **The second official meeting will take place with the parents present.** Teachers are expected to be in contact with parents throughout the process for support, assistance, and general communication. At the second meeting, a final decision will be made to refer for testing or monitor with interventions that have been successful.



## INTERVENTIONS USED FOR:

Student \_\_\_\_\_ Completed by \_\_\_\_\_

	Seat student in quiet area
	Seat student near good role model
	Seat student near “study buddy”
	Increase distance between desks
	Allow extra time to complete assignments
	Shorten assignments or work periods to coincide with span of attention
	Use timer
	Break long assignments into smaller parts so student can see end of work
	Assist student in setting short-term goals
	Give assignments one at a time to avoid work overload
	Require fewer correct responses for grade
	Reduce amount of homework
	Pair written instructions with oral instructions
	Provide peer assistance in note taking
	Give clear, concise instructions
	Cue student to stay on task, private signal
	Ignore minor, inappropriate behavior
	Increase immediacy of rewards and consequences
	Use time-out procedures for misbehavior
	Supervise closely during transition times
	Attend to positive behavior with compliments
	Acknowledge positive behavior of nearby student
	Seat student near teacher
	Seat student near front/center
	Set up behavior contract
	Instruct student in self-behavior, raising hand, calling out
	Call on only when hand is raised in appropriate manner
	Praise student when hand raised to answer question
	Allow students to stand at times while working
	Provide opportunity for seat breaks, run errands
	Provide short breaks between assignments
	Remind students to check over work product if rushed and careless
	Provide reassurance and encouragement
	Speak softly in a non-threatening manner

	Look for opportunities for student to display leadership role in class
	Notes sent home to parents
	Phone parents
	Conference with parents
	Send positive notes home
	Email parents
	Encourage social interactions with classmates
	Reinforce frequently when signs of frustration are noticed
	Provide brief training in anger control, walk away, calming strategies
	Provide additional reading time
	Use previewing strategies in reading
	Academic assistance/Reading
	Accept oral responses
	Accept non-written forms for work reports (displays, word processor, tape recorder)
	Academic assistance/Math
	Use calculator in Math
	Use graph paper to space numbers
	Provide additional Math time
	Provide immediate correctness feedback
	Provide organization rules
	Student has assignment book
	Student uses notebook with dividers
	Daily progress reports sent/papers sent home daily
	Weekly progress reports sent/every other week
	Encourage neatness
	Do not penalize for spelling or copying wrong
	Do not penalize for poor writing
	Implement classroom behavior management system
	Reward program
	Opportunities for cooperative learning tasks
	Issued a night reader



# GOLD HILL ELEMENTARY SCHOOL SCHOOL-WIDE ASSISTANCE TEAM REFERRAL FORM

STUDENT \_\_\_\_\_ DATE OF REFERRAL \_\_\_\_\_

TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_

**CHECK ALL CONCERNS THAT APPLY:**

ACADEMIC INFORMATION	BEHAVIORS	
Math	Lacks Motivation	
Reading	Does Not Follow Rules	
English	Major Discipline Problems	
Handwriting	Excessive Nervousness	
Spelling	Withdrawn	
Science	Disorganized	
Social Studies	Frequent Crying	
Not Doing Homework	Excessive Forgetfulness	
Working Below Grade level	Frequently Tired	
Frequent Failures	Difficulty Focusing	
Always Behind In Class	Erratic Behavior/Mood Swings	
Repeated Grade(s)	Not Prepared For Class	
	Impulsive	
PHYSICAL PROBLEMS	Talks To Himself/Herself	
Poor Hygiene	Blames Others	
Frequently Sleeps In Class	Fidgets	
Frequent Injuries	Poor Self-Esteem	
Frequent Health Complaints	Concern About Home Problems	
Vision	Other (Specify)	
Hearing		
ADD/ADHD (Diagnosed)	ATTENDANCE	
Other (Specify)	Unexcused Absences	
	Frequent Medical Absences	
	Often Tardy	
	Often Asks To Leave Class	

Academic Assistance \_\_\_\_ Yes \_\_\_\_ No If yes, what subject (s)? \_\_\_\_\_  
Who serves this child? \_\_\_\_\_

Please list the number and/or date(s) of parent contacts you have made regarding these concerns:

Phone \_\_\_\_\_ Letter Home \_\_\_\_\_

E-mail \_\_\_\_\_ School Visit \_\_\_\_\_

**On the back of this form, describe any strategies or interventions you have implemented.**  
Please complete and return to the guidance counselor.

**GHEs Staff Development  
2008-2009**

**Summer Professional Development Options:**

- June 11      Thinking Maps Training
- June 18      Touch Math Workshop
- July 16      Class Web Page Ideas and Support Workshop
- July 23      Differentiation Workshop
- July 30      SmartBoard Tips Workshop
- July 29      Administrators and Lead Teacher attended Mike Schmoker's presentation  
"Results, The Essential Elements of Improvement"

**Training During the School Year**

- August 14    First Faculty / Staff Meeting – Professional Learning Community – Building Strong Workplace Relationships
- August 18    Crisis Management, Stop & Think Behavior Program, Common Assessments, Alternatives to Worksheets, Differentiation
- September 2   Part 1 of Mike Schmoker's Presentation available for faculty to view
- September 9   Part 2 of Mike Schmoker's Presentation available for faculty to view
- September 17 York County Emergency Preparedness

**Learning Academies – Meet on designated Wednesday afternoons from 2:40-3:30**

Topic choices for Learning Academies by groups of teachers this year:

Technology Training  
Writers' Workshop – Lucy Calkins  
Random Acts of Kindness Club  
Recycling Club  
Motion in the Classroom  
MAP/DesCarte Study Group  
Storytelling  
Health and Nutrition Club  
Curriculum Develop Study Group  
Single Gender  
Student Book Club  
Word Study

- September 30 / October 1 - School Choice Conference
- October 1      Education City Training for 2 teachers per team K-2 as Train the Trainers
- October 2-3    Storytelling Conference (Members of our Storytelling Learning Academy attended. They are working to start a Storytelling Club and integrate storytelling into the curriculum more.)

October 13 K-2 – Session Topics:  
Education City  
Daily 5 Program  
Writer’s Workshop  
SmartBoard Tips

3<sup>rd</sup>-5<sup>th</sup> – Compass Odyssey Training

Special Area Teachers – Attended Consortium Workshops

November 7 MAP Training FMDO

November 9-11 American School Counselors Association, ASCA, Counselors Conference

December 2 Centers in a Snap

December 5 Marcy Cook – Math Manipulatives in the Classroom

January 16 ½ Day In-Service TBA

**Workshops and Conferences out of District attended by teachers / administrators:**

October 25 Teachers Teaching Teachers Workshop – Winthrop (Team Attending)

October 27-28 Conference for First Grade South Carolina Teachers (Sending a team to attend)

October 30-31 National Science Teacher Association Conference ( 9 teachers attending)

November 12-13 Julie Wells and Terry Brewer to be Trained as Trainers for Thinking  
and Jan. 21-23 Maps Curriculum

November 18 Gender Differences and Classroom Implications Workshop for designated team

November 21 Julie Wells to attend Diversity in Education at Winthrop University

February 6 Enhancing Learning Through Brain Based Strategies  
SCASCD Winter Conference

April 23-25 SCASCD Spring Conference – Research Based Assessment to Guide Diverse Learning Styles

**Professional Book Studies:**

Leadership Team read Gung Ho!

Office Team read QBQ – The Question Behind the Question

**GHES Staff Development  
2009-2010**

**Summer Professional Development Options:**

July 28, 2009                      Staff Development Resources; "Create a Classroom of Readers"

**Training During the School Year:**

August 25, 2009                      S.C. Association of School Administrators; 4 Conferences

September 28, 2009                      Clemson University; Math Note booking, Grades K-2

September 29, 2009                      Clemson University; Math Note booking, Grades 3-5

October 2 - 4, 2009                      International Storytelling Center

October 25, 2009                      S.C. Foothills Chapter of the American; "African Dance, Drum & Stories"

December 2, 2009                      S.C. Department of Education; "Single Gender Workshop"

January 19, 2010                      School Solutions; "Response to Intervention for Classroom Teachers"

January 21, 2010                      S.C. Department of Education; David Chadwich, Single Gender @ GHES

January 26, 2010                      Staff Development Resources; "Reading Clubs in Action"

February 4-5, 2010                      SCMEA Conference; Music conference

February 18, 2010                      Heinemann; "Using the Continuum of Literacy Learning"

February 19, 2010                      Heinemann; "When Readers Struggle"

February 23, 2010                      School Solutions; "Response to Intervention for Classroom Teachers"

March 5, 2010                      Presbyterian Hospital Behavioral Health; Guidance conference

March 9, 2010                      School Solutions; "Response to Intervention for Classroom Teachers"

May 3-5, 2010                      Museum of Science; "Engineering is Elementary"

**GHES Staff Development  
2010-2011**

**Training During the School Year:**

August 12	Professional Learning Community Fuel Up to Play 60 Mini-Session Choices: Guided Reading, Daily 5/Daily Café, Singapore Math, Interactive Notebooks/Learning Journals, Foldables, Movement in the Classroom
August 26	PowerSchool and E-Chalk
September 29	Whole Child
October 20	Emergency Preparedness

GHES teachers meet in Learning Academies/Learning Clubs during the school year. First semester Learning Academies/Learning Clubs will meet on Sept. 1, 15, Oct. 6, 13, Nov. 3, and Dec. 1, topics include:

Math/Science Common Assessment	<i>Differentiation in Action</i> book study
Word Study	Planning for Gifted and Talented Enrichment Curriculum
Chorus Club	Random Acts of Kindness Club
Health and Nutrition Club	Storytelling Club
Fine Arts Club	Grade Level Professional Development Group Study

November 10      Mini-Sessions (Topics to be determined)