
An Emphasis **on** **Excellence** **& Quality**

2011-2016 Strategic/Accountability Plan

Lancaster County School District
300 South Catawba Street
Lancaster SC 29720

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Introduction

An Emphasis on Excellence & Quality

This document outlines the strategic plan for our district for the five-year period July 1, 2011-June 30, 2016. The plan builds on prior district planning efforts undertaken by educators, parents, and community leaders. The primary basis for this plan is the strategic plan that was developed and begun in July 2000. This plan has as its emphasis excellence and quality.

While this plan, as the previous one, does comply with all requirements of the Education Accountability Act and the South Carolina Early Childhood Development and Academic Assistance Act (Act 135), it is intended to do much more than that. If implemented with focus and integrity, the plan will guide the district productively into the future. Because it is grounded in the district's philosophy and defines overall district direction, the strategic education plan should serve as the basis for all decisions related to the allocation of human, financial and material resources.

The plan includes two major dimensions. The plan **framework** lays the plan's foundation and comprises the following components:

- the district's **philosophy** or **beliefs** about children and about the nature of teaching and learning
 - the district's **mission**
 - the district's **core values**
 - **Learner standards** that define essential learnings for graduating students
 - **Needs assessment** executive summary outlining the data received, as well as the district's strengths and areas of discrepancies as indicated by the date
 - **Performance goals** that specify achievement results that all students are expected to attain at various points in the educational process
 - **Strategies** that identify broad initiatives the district will undertake to support and strengthen quality teaching and learning and to promote student success
 - Each strategy addresses one primary aspect of district operations including
 - Curriculum
 - Instruction
 - Accountability
 - Technology
 - Personnel/staffing
 - Parent/community involvement
-

- Student support services
- Safety
- Minority student achievement
- Facilities

A series of **action plans** constitutes the second dimension.

- An action plan supports each identified strategy.
- An action plan outlines one or more plan objectives, related activities that support each objective, leadership responsibilities and indicators by which progress will be measured.

The strategic plan will be reviewed annually and updated as appropriate. Indicator data will serve as the basis of the district's annual accountability reports required by the Education Accountability Act.

Plan Framework

- Vision
- Purpose
- Needs Assessment Findings
- Performance Goals
- Strategies

Vision

Putting our children first

Purpose

The Lancaster County School District believes in putting our children first by...

- providing a comprehensive and challenging curriculum
- providing quality, differentiated instruction for students
- holding all personnel accountable for our students and their learning
- preparing students to be productive citizens in the twenty-first century
- promoting the recruitment, development, and retention of quality personnel
- developing partnerships with home and community
- ensuring integrated support services
- providing a safe and supportive environment
- valuing the diversity and individuality of every child
- allocating resources in a responsible and equitable manner

The students of the Lancaster County School District will...

- be competent in academic and life skills necessary to enter the workforce or post-secondary education.
 - communicate effectively.
 - use current technology effectively.
 - think critically and creatively.
 - be self-sufficient, responsible citizens and contributing members of society.
-

Executive Summary of Needs Assessment Findings

Our district's needs assessment focused on the following data:

- Standardized assessment results
 - Palmetto Assessment of State Standards (PASS)
 - High School Assessment Program (HSAP)
 - Measures of Academic Progress (MAP)
- Woodcock-Munoz results
- Technology support programs (Classworks, NovaNet)
- Student and teacher attendance
- Discipline referrals
- Dropout rate
- Adequate Yearly Progress (AYP) data
- Advanced Placement, SAT, and ACT scores
- South Carolina School Report Card data
- Parent/Teacher/Student survey data
- Percentage of highly qualified teachers and paraprofessionals

Findings included the following:

- Strengths
 - Overall performance on PASS mathematics
 - Overall performance on HSAP mathematics
 - Increases in AP enrollment
 - Increases in SAT scores
-

- Increases in ACT scores
- Overall general satisfaction of teachers, parents, and students
- Increase in the percentage of schools to achieve an absolute rating of average or higher on SC report card
- Discrepancies
 - Percentage of minority students, especially African American males, meeting standard on PASS and HSAP, in all content areas as compared to all students
 - Percentage of free and reduced lunch students who score basic or higher on state testing as compared to all students
 - Number of ninth graders who, four years later, graduate from high school as compared to districts with students like ours
 - Percentage of disabled students who score basic or higher on state testing

Overall needs

- A concerted focus on literacy skills in the content areas
 - Improved PASS and HSAP scores in the content areas tested for all subgroups, and especially for disabled students, minority students and students of poverty
 - Increased holding power in our high schools so that a larger percentage of ninth graders will graduate from high school four years later
 - A continued need for staff development to provide teachers with best practice strategies to help all students reach their potential
 - Efforts to help all of our schools achieve an absolute report card rating of average or better
-

Strategies

1. Design and implement a comprehensive, relevant, articulated curriculum (pre-kindergarten through grade 12) which supports national academic standards as well as the *South Carolina Curriculum Frameworks* and *Grade-by-Grade Curriculum Standards*.
 2. Design and implement a comprehensive system to support the delivery of quality instruction for all students.
 3. Design and implement a comprehensive indicator system to promote student and staff accountability for student learning.
 4. Use telecommunications and information technology effectively to support teaching, learning, and school operations.
 5. Design and implement a plan to promote the recruitment, selection and retention of quality personnel.
 6. Ensure parent participation and community involvement in the educational process.
 7. Design and implement a delivery system for comprehensive and integrated school support services to address student, staff, and family needs.
 8. Assure that all students and staff have a safe and supportive environment that is conducive to learning.
 9. Design and implement programs, processes, and practices that will promote enhanced academic achievement among African-American and other minority students.
 10. Design and implement a plan to assure that school facilities adequately support quality teaching and learning.
-

Costs and Funding Sources

Initiatives outlined in the plan will be funded through the following funding sources:

- District general fund
- Title I
- Title II
- Title III
- IDEA
- Federal Grants
- State Grants
- Local Grants/Foundations
- State Funds – EFA, EIA, EAA, Lottery
- USDA Reimbursement
- Capital Bonds

The district used the strategic plan and the goals and objectives outlined in the plan as the foundation for developing the budget for FY 2011-12. As future priorities are established through the annual update process, specific, valid, realistic, and accurate cost estimates will be determined at the appropriate time.

Action Plan 1

Curriculum

2011-2016 Strategic/Accountability Plan

Strategy 1

Design and implement a comprehensive, relevant, articulated curriculum (pre-kindergarten-grade 12) that supports national academic standards as well as the *South Carolina Curriculum Frameworks* and *Grade-by-Grade Curriculum Standards*.

Objective 1.1 Initiate 2011-2012

Assure that curricula in pre-kindergarten-grade 8 support students' attainment of established academic standards.

Leadership – Superintendent, Executive Director of Instructional Services, Principals

Activity 1.1.1

Continue to employ teams of teachers, school administrators, instructional facilitators, and district instructional staff to provide leadership to the curriculum analysis and alignment process.

- | | |
|-------------------------|-----------------------------|
| – English language arts | – modern/classical language |
| – mathematics | – fine arts |
| – science | – health |
| – social studies | – physical education |

Activity 1.1.2

Use the professional teaching and learning cycle (PTLC) as a vehicle for reviewing the operational curriculum and for clarifying standards, including both content and expected cognitive level.

- | | |
|-------------------------|-----------------------------|
| – English language arts | – modern/classical language |
| – mathematics | – fine arts |
| – science | – health |
| – social studies | – physical education |

Activity 1.1.3

Continue analysis of the currently operational curriculum, using a curriculum mapping process that addresses gaps at each grade level in order to make appropriate adjustments.

- | | |
|-------------------------|-----------------------------|
| – English language arts | – modern/classical language |
| – mathematics | – fine arts |
| – science | – health |
| – social studies | – physical education |

Activity 1.1.4

Review instructional materials to determine alignment with established academic standards.

- | | |
|-------------------------|-----------------------------|
| – English language arts | – modern/classical language |
| – mathematics | – fine arts |
| – science | – health |
| – social studies | – physical education |

Activity 1.1.5

Identify appropriate instructional strategies and assessment techniques which support the established curriculum.

- English language arts
- mathematics
- science
- social studies
- modern/classical language
- fine arts
- health
- physical education

Activity 1.1.6

Design and prepare usable curriculum documents and materials which reflect the aligned curriculum and support standards-based teaching and learning.

- English language arts
- mathematics
- science
- social studies
- modern/classical language
- fine arts
- health
- physical education

Activity 1.1.7

Provide professional development opportunities in the implementation of standards-based teaching and learning.

Activity 1.1.8

Emphasize literacy across all content areas.

Activity 1.1.9

Expand and strengthen exploratory and enrichment offerings to support state and national standards.

Activity 1.1.10

Encourage and support curriculum integration through the use of standards-based, thematic interdisciplinary lessons.

Activity 1.1.11

Develop interdisciplinary curriculum resources to be accessed by teachers across the district, as appropriate.

Activity 1.1.12

Integrate the arts into core areas to support the cognitive development of students.

Progress indicators/measures/processes

- Curriculum maps completed and disseminated
 - Evidence that curriculum maps and state/national standards are used for instructional planning
 - Classroom observation
 - Teacher surveys
 - Teacher focus groups & interviews
 - Review of teacher/team lesson plans
 - Benchmarking
 - PTLC meeting logs
 - Professional Growth Institute emphasis on standards-based teaching/learning (at least one strand of courses/workshops devoted to standards-based teaching and learning)
 - Evidence in lesson plans and classroom observations that literacy skills are integrated into the instructional process in all content areas
 - Evidence in lesson planning that exploratory and enrichment programs support state and national standards
 - Number of exploratory offerings
 - Curricular quality
 - Support for state academic standards
-

- Development and continued expansion of district wide standards-based, thematic interdisciplinary resources accessible to all educators
 - Number of resources developed or archived
 - Number of educators accessing and implementing interdisciplinary units appropriately

Objective 1.2 Initiate 2011-2012

Assure that curricula in grades 9 -12 support students' attainment of established academic standards.

Leadership – Superintendent, Executive Director of Instructional Services, Principals

Activity 1.2.1

Continue to employ teams comprised of teachers, school administrators, and district instructional staff to provide leadership to the curriculum analysis and alignment process.

- | | |
|-----------------------------|-----------------------------------|
| – English language arts | – fine arts |
| – mathematics | – health |
| – science | – physical education |
| – social studies | – Career and Technology Education |
| – modern/classical language | |

Activity 1.2.2

Continue analysis of the currently operational curriculum, using a curriculum mapping process that addresses gaps at each grade level.

- | | |
|-----------------------------|-----------------------------------|
| – English language arts | – fine arts |
| – mathematics | – health |
| – science | – physical education |
| – social studies | – Career and Technology Education |
| – modern/classical language | |

Activity 1.2.3

Use the professional teaching and learning cycle (PTLC) as a vehicle for reviewing the operational curriculum and for defining standards-based instruction.

- | | |
|-------------------------|-----------------------------|
| – English language arts | – modern/classical language |
| – mathematics | – fine arts |
| – science | – health |
| – social studies | – physical education |

Activity 1.2.4

Review instructional materials to determine alignment with established academic standards.

- | | |
|-----------------------------|-----------------------------------|
| – English language arts | – fine arts |
| – mathematics | – health |
| – science | – physical education |
| – social studies | – Career and Technology Education |
| – modern/classical language | |
-

Activity 1.2.5

Identify appropriate research-based instructional strategies and assessment techniques which support the established curriculum.

- English language arts
- mathematics
- science
- social studies
- modern/classical language
- fine arts
- health
- physical education
- Career and Technology Education

Activity 1.2.6

Design and prepare usable curriculum maps and materials which reflect the aligned curriculum and support standards-based teaching and learning.

- English language arts
- mathematics
- science
- social studies
- modern/classical language
- fine arts
- health
- physical education
- Career and Technology Education

Activity 1.2.7

Expand elective course offerings for high school students.

Activity 1.2.8

Emphasize literacy across all content areas.

Activity 1.2.9

Expand the distance education program for high school students offered in collaboration with higher education institutions.

Activity 1.2.10

Provide professional development opportunities for educators in the implementation of research-based teaching and learning.

Activity 1.2.11

Encourage and support curriculum integration through the use of thematic, interdisciplinary lessons.

Activity 1.2.12

Establish interdisciplinary curriculum resources to be accessed by educators across the district as appropriate.

Activity 1.2.13

Integrate the arts into core areas to support the cognitive development of students.

Progress Indicators/Measures/Processes

- Curriculum maps completed and disseminated
- Evidence that curriculum maps and state/national standards are used for instructional planning
 - Classroom observation
 - Teacher surveys
 - Teacher focus groups/interviews
 - Review of teacher/team lesson plans
 - PTLC meeting logs
 - End of Course Examination Program
 - High School Exit Exam
 - Advanced Placement Exams
 - Career and Technology Certification Tests or Licensure
 - Graduation Rate
- Professional Growth Institute emphasis on standards-based teaching/learning (at least one entire strand of courses devoted to standards-based teaching and learning)
- Evidence that literacy is integrated into the instructional process in all content areas
- Development and continued expansion of district wide resources of standards-based, thematic interdisciplinary units accessible to all educators
 - Number of resources developed or archived
 - Number of educators accessing and implementing interdisciplinary resources appropriately

Objective 1.3 Initiate 2011-2012

Assure complete and effective implementation of all components of the Education and Economic Development Act (EEDA).

Leadership– Superintendent, Executive Director of Instructional Services, Principals

Activity 1.3.1

Assure a rigorous, relevant curriculum which meets all EEDA requirements for students.

Activity 1.3.2

Monitor enrollment in career and technology courses and track the percentage of completers who obtain employment in their respective occupational fields.

Activity 1.3.3

Provide professional development opportunities for teachers of applied academic courses in the areas of applied techniques and curriculum integration.

Activity 1.3.4

Expand course offerings in career clusters to include core courses necessary for completion in a given field.

Activity 1.3.5

Continue the development of individual graduation plans with focus on career guidance.

Activity 1.3.6

Integrate career exploration programs across the curriculum.

Activity 1.3.7

Continue expansion of career exploration programs, including mentoring, shadowing, service learning, internships, cooperative learning, and school-based enterprises across the curriculum.

Progress Indicators/Measures/Processes

- Evidence that curriculum standards are used for instructional planning
 - Classroom observation
 - Teacher surveys
 - Teacher focus groups & interviews
 - Review of teacher/team lesson plans
 - Career and Technology Certification Tests or Licensure
 - Graduation Rate
- Professional Growth Institute emphasis on courses and workshops devoted to standards-based teaching and learning and to the integration of occupational and academic program
- Evidence of integration of occupational and academic programs
- Evidence that all secondary students have individual graduation plans
- Evidence of expanded EEDA programs
 - Number and percentage of students involved in mentoring programs, disaggregated by school
 - Number and percentage of students involved in shadowing programs, disaggregated by school
 - Number and percentage of students involved in service-learning programs, disaggregated by school
 - Number and percentage of students involved in internship programs, disaggregated by school
 - Number and percentage of students involved in cooperative-learning programs, disaggregated by school

Objective 1.4 Initiate 2011-2012

Assure complete and effective implementation of all components of the gifted and talented regulations

Leadership – Superintendent, Executive Director of Instructional Services, Principals

Activity 1.4.1

Continue the EAGLE Program for academically gifted students in grades 3-5.

Activity 1.4.2

Continue content based services for academically gifted students in grades 6-8.

Activity 1.4.3

Continue and expand summer enrichment offerings for students identified as academically and artistically gifted.

Activity 1.4.4

Assure that the curriculum for students identified as academically and artistically gifted supports or exceeds state academic standards.

Activity 1.4.5

Assure that the rigor of the curriculum for academically gifted students promotes achievement at the exemplary level on the Palmetto Assessment of State Standards (PASS).

Activity 1.4.6

Continue implementation of the pre-advance placement curriculum in core subject areas at the middle school level.

Activity 1.4.7

Expand advanced placement offerings at all high schools.

Activity 1.4.8

Monitor the success of students who participate in advanced placement courses, with particular emphasis on the following:

- Number of courses offered, disaggregated by school
- Number of students enrolled, disaggregated by school, course, gender, race and economic status
- Number and percentage of students earning college credit, disaggregated by school, course, gender, race, and economic status.

Activity 1.4.9

Expand the district's distance education program to include advanced placement courses in modern/classical languages and the humanities.

Activity 1.4.10

Provide professional development opportunities for district personnel in working effectively with high-ability students in the regular classroom.

Progress Indicators/Measures/Processes

- Evidence of services for elementary and middle level students identified as academically and/or artistically gifted
 - Evidence of achievement at the exemplary level on the Palmetto Assessment of State Standards Test (PASS) by students identified as academically gifted
 - Number and percentage of students identified as academically gifted
 - Number and percentage of identified students who score at the exemplary level on PASS
 - Increase in the number of middle school students identified as Junior Scholars
 - Evidence of expanded advanced placement offerings at all high schools
 - Evidence of professional growth opportunities for all teachers in working effectively with high-ability students in the regular classroom
 - Evidence of increased teacher participation in professional growth activities focused on the high-ability learner
 - Number of available course offerings
 - Number of teachers participating in available courses
-

Objective 1.5 Initiate 2011-2012

Assure that the curriculum at each grade level emphasizes study skills, work skills, character and the elements of good citizenship.

Leadership– Superintendent, Executive Director of Instructional Services, Principals

Activity 1.5.1

Teach good study habits across the curriculum.

Activity 1.5.2

Integrate conflict resolution strategies, as appropriate, across the curriculum.

Activity 1.5.3

Teach across-the-curriculum behaviors and character traits associated with a good work ethics.

Activity 1.5.4

Provide professional development opportunities on study skills, work skills, character, and the elements of good citizenship in the formal and informal curriculum.

Progress Indicators/Measures/Processes

- Evidence that the curriculum and the instructional program at each grade level include age-appropriate attention to good study habits and to behaviors and character traits associated with a good work ethic
- Professional growth opportunities in the area of character education

Objective 1.6 Initiate 2011-2012

Assure effective implementation of an appropriate curriculum for students with special needs.

Leadership – Superintendent, Executive Director of Instructional Services, Director of Student Services, Principals

Activity 1.6.1

Sustain the district's response-to-intervention (RTI) process to ensure differentiated curriculum and interventions for students.

Activity 1.6.2

Monitor special education program implementation to assure that goals specified in individual education plans (IEPs) are clearly articulated, developmentally appropriate, and rigorously implemented.

Activity 1.6.3

Review criteria governing student placement in special education including screening and progress monitoring systems.

Activity 1.6.4

Provide professional development opportunities in differentiated instruction and response to intervention procedures to district personnel.

Progress Indicators/Measures/Processes

- Evidence of a quality curriculum and interventions for special-needs students
- Evidence of effective screening, progress monitoring, and placement procedures for special-needs students
- Evidence of professional development for teachers regarding special-needs students

Objective 1.7 Initiate 2011-2012

Implement a long-range plan to support enhanced literacy and reading achievement of students with disabilities.

Activity 1.7.1

Implement supplemental reading instruction to improve outcomes for students with special needs, while ensuring access to the general curriculum.

Activity 1.7.2

Utilize the district's response-to-intervention system to assure appropriately developed levels of performance to define and articulate instruction.

Activity 1.7.3

Provide early literacy instruction that includes intensive early childhood literacy interventions.

Activity 1.7.4

Implement professional development opportunities for regular and special education teachers in the areas of literacy and reading instruction.

Activity 1.7.5

Promote parental awareness of early literacy and reading initiatives.

Progress Indicators/Measures/Processes

- Implementation of supplemental reading program for students with special needs.
 - Analysis of response-to-intervention data.
 - Evidence of professional development opportunities in literacy and reading instruction for regular and special education teachers.
 - Evidence of enhanced parental awareness of early literacy and reading initiatives.
 - Correlation of report card grades to PASS/MAP data.
-

Action Plan 2

Instruction

2011-2016 Strategic/Accountability Plan

Strategy 2

Design and implement a comprehensive system to support the delivery of quality instruction for all students.

Objective 2.1 Initiate 2011-2012

Provide academic assistance to students in pre-kindergarten-grade 3 who are at-risk of school failure.

Leadership – Superintendent, Executive Director of Instructional Services, Director of Student Services, Principals

Activity 2.1.1

Continue Early Head Start services for preschool children who qualify.

Activity 2.1.2

Provide four-year-old child development programs for children who qualify.

Activity 2.1.3

Provide preschool programs and services for all identified disabled children, ages three through five.

Activity 2.1.4

Establish and maintain high expectations for all students.

Activity 2.1.5

Fully implement research-based language arts instructional models in all grades.

Activity 2.1.6

Fully implement the use of manipulatives to support mathematics instruction in all grades.

Activity 2.1.7

Fully implement a response-to-intervention system that provides research-based Tier 2 and Tier 3 interventions

Activity 2.1.8

Use the professional teaching and learning cycle (PTLC) as a vehicle for differentiating instruction.

Activity 2.1.9

Modify daily instructional schedules as appropriate to provide increased instructional time in core academic subjects.

Activity 2.1.10

Monitor the size of kindergarten classes with a goal of reducing class size to a level below the allowable maximum of 30.

Activity 2.1.11

Monitor the size of classes in grades one through three with a goal of reducing the class size to 20 or fewer.

Activity 2.1.12

Implement research-based innovative instructional programs at each school.

Activity 2.1.13

Ensure that instructional delivery systems reflect proven best instructional practice for at-risk students.

Activity 2.1.14

Ensure that instructional materials are developmentally and instructionally appropriate for use with at-risk students.

Activity 2.1.15

Expand tutorial opportunities for students in need of academic assistance.

Activity 2.1.16

Expand programs/services for students whose primary language is not English.

Activity 2.1.17

Provide professional development opportunities for personnel throughout the district in best instructional practices for working with at-risk populations.

Activity 2.1.18

Identify demonstration classrooms across the district where academic assistance programs reflect best practice and have proven effective.

Progress Indicators/Measures/Processes

- Continuation of Early Head Start services for preschool children who qualify
- Expanded implementation of child development programs for four-year-olds
- Expanded pre-school programs and services for identified disabled children, ages three through five
- Full implementation of effective language arts and mathematics instruction in all schools for students in pre-kindergarten through third grade
- Expanded tutorial services for identified students in kindergarten-third grade
- Expanded ESOL (English for Speakers of Other Languages) program which provides quality, focused services for English language learners
- Professional Growth Institute emphasis on effective instructional techniques to support standards-based teaching and learning in kindergarten through grade 3
- Observation of consistent best practices in classroom instruction
- Evidence gathered from response-to-intervention databases
- Evidence gathered from PTLC logs/summaries and teachers' lesson plans

Objective 2.2 Initiate 2011-2012

Provide academic assistance to students in grades 4-12 who are at-risk of school failure and/or dropping out of school.

Leadership: Superintendent, Executive Director of Instructional Services, Principals

Activity 2.2.1

Implement research-based innovative instructional programs at each school.

Activity 2.2.2

Establish and maintain high expectations for all students.

Activity 2.2.3

Support continued implementation of *High Schools That Work* in all district high schools and explore/support *Making Middle Grades Work* or another approved school reform model for all middle schools.

Activity 2.2.4

Fully implement the use of manipulatives to support mathematics instruction.

Activity 2.2.5

Fully implement a response-to-intervention system that provides alternative Tier 2 and Tier 3 interventions.

Activity 2.2.6

Use the professional teaching and learning cycle (PTLC) as a vehicle for planning and providing differentiated instruction.

Activity 2.2.7

Modify daily instructional schedules, as appropriate, to provide increased instructional time in core academic subjects.

Activity 2.2.8

Ensure that instructional delivery systems reflect proven best instructional practice, including the effective use of technology for at-risk students.

Activity 2.2.9

Monitor the size of classes with a goal of reducing the student/teacher ratio to 24 to 1 or less.

Activity 2.2.10

Continue year-long classes in English, mathematics, and science for ninth grade academy students.

Activity 2.2.11

Continue to refine the Ninth Grade Academy (school within a school) concept.

Activity 2.2.12

Ensure that instructional materials are developmentally and instructionally appropriate for use with at-risk students.

Activity 2.2.13

Expand tutorial opportunities for students in need of academic assistance.

Activity 2.2.14

Expand programs/services for students whose primary language is not English.

Activity 2.2.15

Provide professional development opportunities for district personnel in best instructional practices.

Activity 2.2.16

Identify demonstration classrooms across the district where academic assistance programs reflect best practice and have proven effective.

Activity 2.2.17

Establish alternative instructional settings, as appropriate, for students who are not successful in the regular instructional program.

Activity 2.2.18

Continue to provide appropriate professional development and technical assistance to low-performing schools in which students do not demonstrate adequate progress toward meeting performance goals.

Progress Indicators/Measures/Processes

- Number and percentage of students promoted at each grade level, disaggregated by school, grade, gender, and race
- Number and percentage of students retained at each grade level, disaggregated by school, grade, gender, and race
- Full implementation of effective instruction in all schools for students in grades 4-12
- Evidence of improved achievement among students in ninth grade
- Expanded tutorial services for identified students in grades 4-12
- Expanded ESOL (English for Speakers of Other Languages) program which provides quality, focused services for identified students
- Professional Growth Institute emphasis on effective instructional techniques to support standards-based teaching and learning in grades 4-12
- Observation of consistent best practices in classroom instruction
- Evidence that technology is used effectively to support instruction in grades 4-12 as found in Teacher Technology Portfolios
- Implementation of alternative instructional settings, as appropriate, for students who are not successful in the regular instructional program
- Results of *High Schools That Work* and *Making Middle Grades Work* technical assistance visit reports to inform continued implementation
- Information gathered from response-to-intervention databases
- Annual review of class size and its relationship to student achievement
- Evidence gathered from PTLC logs/summaries and teachers' lesson plans

Objective 2.3 Initiate 2011-2012

Encourage and support the appropriate use of varied instructional methods.

Leadership – Superintendent, Executive Director of Instructional Services, Principals, Instructional Facilitators

Activity 2.3.1

Assure maximum engaged learning time for all students.

Activity 2.3.2

Establish and maintain high expectations for all students.

Activity 2.3.3

Continue to promote the use of learning strategies based on brain research.

Activity 2.3.4

Continue to promote the use of hands-on instructional strategies in all subject areas, especially in mathematics and science.

Activity 2.3.5

Continue to implement research-based innovative practices at all grade levels and in all subject areas.

Activity 2.3.6

Continue to identify demonstration classrooms across the district where instructional programs reflect best practice and have proven effective.

Activity 2.3.7

Provide professional development opportunities for educators in best instructional practices.

Activity 2.3.8

Assure that each teacher is prepared to emphasize literacy in his or her content area.

Activity 2.3.9

Continue to promote optimal learning opportunities for students through the effective use of technology to support instruction.

Activity 2.3.10

Continue to provide released time for teachers to observe their peers to promote greater collaboration and quality instruction.

Activity 2.3.11

Continue implementation of the professional teaching and learning cycle (PTLC) as a means of fostering varied research-based instructional methods.

Progress Indicators/Measures/Processes

- Evidence of improved achievement at all instructional levels
 - Number/percentage of students reading on or above grade level
 - Number/percentage of students meeting PASS standards
 - Number/percentage of students meeting exit examination standards
 - Number/percentage of students passing End-of-Course Examination Programs (EOCEP) examinations
- Evidence of the use of learning strategies based on brain research in all classrooms through observation and review of lesson plans
- Evidence of the use of hands-on instructional strategies in all classrooms through observation and review of lesson plans
- Evidence that literacy skills are emphasized across the curriculum at all grade levels through observation and review of lesson plans
- Evidence that technology is used effectively to support quality instruction through observation and review of lesson plans
- Professional Growth Institute emphasis on quality instructional practices which support standards-based teaching and learning
- Evidence of a system of released time for teachers for peer observation and collaborative planning
- PTLC meeting logs and summary reports
- Evidence of implementation of visual tools for learning, such as thinking maps

Objective 2.4 Initiate 2011-2012

Organize for instruction to promote optimal learning opportunities for students.

Leadership – Superintendent, Executive Director of Instructional Services, Principals

Activity 2.4.1

Assure maximum engaged learning time for all students.

Activity 2.4.2

Establish and maintain high expectations for all students.

Activity 2.4.3

Assure that classroom organizational patterns accommodate students' needs and promote high levels of student achievement.

Activity 2.4.4

Continue to monitor the high school scheduling model to assure its effectiveness in supporting student achievement.

Activity 2.4.5

Continue to employ paraprofessionals to support instructional programs.

Activity 2.4.6

Organize summer school for middle school students based on student need.

Activity 2.4.7

Assure smooth transitions for students moving from elementary to middle and middle to high schools.

Activity 2.4.8

Continue implementation of a team-based organizational structure for ninth grade students.

Activity 2.4.9

Expand opportunities for school choice within schools and throughout the district for students with particular interests, talents and needs.

Activity 2.4.10

Support a public charter school under the auspices of the district that will provide services to students based on Howard Gardner's Theory of Multiple Intelligences.

Progress Indicators/Measures/Processes

- Evidence of improved achievement at all instructional levels.
 - Students are reading on or above grade level
 - Students are meeting PASS standards
 - Students are passing End-of-Course Examination Programs (EOCEP) examinations
- Evidence of need-based summer school program
- Continued implementation of a team-based organizational structure for the ninth grade academy
- Evidence of effective charter school implementation

Objective 2.5 Initiate 2011-2012

Increase instructional time as necessary to support optimal student learning.

Leadership – Superintendent, Executive Director of Instructional Services, Principals

Activity 2.5.1

Continue and expand before-and after-school homework center support at elementary, middle, and high schools.

Activity 2.5.2

Provide Response-to-Intervention Tier II interventions to support student learning.

Activity 2.5.3

Provide enrichment opportunities for interested and/or qualifying students.

Activity 2.5.4

Continue alternative instructional delivery systems for secondary students.

Activity 2.5.5

Provide and implement virtual learning opportunities for schools and implement as feasible and appropriate.

Progress Indicators/Measures/Processes

- Continuation of after-school homework centers at elementary, middle and high schools
 - Documentation of Response-to-Intervention Tier II interventions and results
 - Evidence of alternative instructional delivery systems for secondary schools
 - Evidence of virtual learning opportunities for students
-

Action Plan 3

Accountability

2011-2016 Strategic/Accountability Plan

Strategy 3

Design and implement a comprehensive indicator system to promote student and staff accountability for student learning.

Objective 3.1 Initiate 2011-2012

Implement the state-mandated student assessment system and effectively use resulting data.

Leadership – Superintendent, Executive Director of Planning & Accountability, Executive Director of Instructional Services, Principals

Activity 3.1.1

Administer the Palmetto Assessment of State Standards (PASS) in grades three through eight as required.

Activity 3.1.2

Administer the High School Assessment Program (HSAP) beginning in the student's second year of high school and continuing through grade 12, as needed.

Activity 3.1.3

Administer the South Carolina End-of-Course Evaluation Program (EOCEP) in grades 8 through 12 as required.

Activity 3.1.4

Administer the state-mandated alternative assessments for those special-needs students identified as unable to participate in the state-mandated assessment program.

Activity 3.1.5

Implement a system through which student achievement can be tracked electronically at the student, school and the district levels.

Activity 3.1.6

Disaggregate and report HSAP and EOCEP data by school, grade, gender, race, economic status, and other appropriate variables.

Activity 3.1.7

Disaggregate and report PASS data by school, grade, gender, race, economic status, and other appropriate variables.

Activity 3.1.8

Disaggregate and report all PASS, HSAP, and EOCEP data cross-sectionally.

Activity 3.1.9

Disaggregate and report all PASS, HSAP, and EOCEP data longitudinally.

Activity 3.1.10

Prepare comprehensive reports of PASS, HSAP, and EOCEP results for use by schools in instructional planning.

Activity 3.1.11

Provide staff development opportunities for administrators and teachers on understanding and utilizing assessment data for instructional improvement.

Activity 3.1.12

Administer PLAN or PSAT to all tenth-grade students in accordance with state requirements and use resulting data for instructional planning.

Activity 3.1.13

Report SAT and ACT data based on participant course of study and other significant context variables.

Progress Indicators/Measures/Processes

- Full implementation of PASS, HSAP, and EOCEP, as required by EAA
- Implementation of a comprehensive electronic student record system
- Evidence of comprehensive test data analysis to guide instructional decision-making
- Professional Growth Institute emphasis on the effective use of assessment data for instructional planning
- Evidence of discussion and use of data to shape instruction in PTLC logs and in lesson planning

Objective 3.2 Initiate 2011-2012

Establish local performance indicators and measures for assessing student achievement relative to state academic standards.

Leadership – Superintendent, Executive Director of Planning & Accountability, Executive Director of Instructional Services, Principals

Activity 3.2.1

Base instructional decisions for students on multiple achievement measures to the greatest extent possible.

Activity 3.2.2

Use a variety of developmentally appropriate strategies to assess student progress on a regular basis.

Activity 3.2.3

Create and implement a series of standards-based benchmarks to be used to shape instruction.

Activity 3.2.4

Provide professional development opportunities for teachers in the design of quality classroom assessments to support standards-based teaching and learning.

Activity 3.2.5

Provide ongoing professional development opportunities for teachers in implementing rubrics-based instruction and assessment.

Activity 3.2.6

Use a variety of strategies/activities to celebrate individual student academic success.

Progress Indicators/Measures/Processes

- Professional Growth Institute emphasis on assessment-related issues
 - rubrics-based instruction and assessment
 - designing and implementing quality classroom assessment
 - portfolio-based instruction and assessment
 - development of benchmark item bank

- Continued implementation of a comprehensive system to recognize student academic successes
- Implementation of a benchmarking system for specific grade levels

Objective 3.3 Initiate 2011-2012

Design and implement a comprehensive, multiple indicator system to evaluate the quality and effectiveness of district and school programs and services.

Leadership – Executive Director of Planning & Accountability, Executive Director of Instructional services

Activity 3.3.1

Support the data collection and analysis associated with the accountability function through the effective use of a comprehensive electronic database.

Activity 3.3.2

Track, analyze and report non-achievement data by school, grade, gender, race, and economic status, as appropriate.

Activity 3.3.3

Track, analyze and report non-achievement "input" data, related to both students and staff, which impact the teaching/learning process.

- Number and percentage of students who miss more than ten days of school annually
- Number and percentage of disciplinary incidents by level
- Number and percentage of teachers holding advanced degrees
- Number and percentage of classes taught by out-of-field teachers
- Average number of days administrators are absent annually due to short-term illness or personal leave
- Average number of days teachers are absent annually due to short-term illness or personal leave

Activity 3.3.4

Track, analyze and report non-achievement output data, related to both students and staff, which impact the teaching/learning process.

- Number and percentage of students who graduate from high school four years after entering ninth grade
- Number and percentage of students in grades 7-8 who drop out of school
- Number and percentage of students in grades 9-12 who drop out of school
- Number and percentage of graduates who are employed
- Number and percentage of graduates enrolled in post-secondary educational programs
- Number and percentage of graduates serving in the military

Activity 3.3.5

Appropriately use the results of accountability analyses to support improved student achievement

- Identify strengths which are common across schools and/or grade levels
 - Identify strengths which are specific to particular schools, grades, subject areas, or groups of students
-

- Identify weaknesses which are common across schools and/or grade levels
- Identify weaknesses which are specific to particular schools, grades, subject areas, or groups of students
- Identify significant factors which support student academic performance
- Identify significant factors which impede student academic performance
- Determine appropriate adjustments to the district’s curriculum
- Determine appropriate adjustments to the instructional program in place in the district and in individual schools

Activity 3.3.6

Design the evaluation model and collect baseline data for all new programs prior to implementation.

Activity 3.3.7

Develop and implement a systematic plan to evaluate programs and services provided by the district.

Progress Indicators/Measures/Processes

- Evidence of effective use of a comprehensive electronic database to support accountability
- Ongoing program of comprehensive analysis of achievement and non-achievement data and appropriate use of resulting information
- Evidence of quality program evaluation, as appropriate

Objective 3.4..... Initiate 2011-2012

Design and implement a system for regularly providing parents with clear and comprehensive information about their child’s academic progress.

Leadership – Superintendent, Executive Director of Instructional Services, Principals

Activity 3.4.1

Ensure that information about student achievement is clearly and regularly communicated to parents through a variety of vehicles (newsletter, school meetings, district forum, progress reports, school report cards).

Activity 3.4.2

Continue to disseminate grade-based guides for parents which summarize academic standards by subject area in clear, understandable language.

Activity 3.4.3

Conduct reviews periodically of report card content and format at all instructional levels to assure they support standards-based teaching and learning.

Activity 3.4.4

Provide professional development opportunities for district personnel on strategies for communicating effectively with parents.

Activity 3.4.5

Support the use of PowerSchool’s parent portal as a means of communicating with parents.

Progress Indicators/Measures/Processes

- Evidence of dissemination of grade-based standards guide for parents
- Evidence that the student progress reporting process supports standards-based teaching and learning
- Professional Growth Institute emphasis on communicating effectively with parents
- Evidence of use of PowerSchool's parent portal

Action Plan 4

Technology

2011-2016 Strategic/Accountability Plan

Strategy 4

Use telecommunications and information technology effectively to support teaching, learning, and school operations.

Objective 4.1 Initiate 2011-2012

Ensure that instructional technology reflects the district's curriculum and supports established academic standards for all students.

Leadership – Executive Director of Planning & Accountability, Executive Director of Instructional Services, Director of Information Technology, Instructional Technology Specialist

Activity 4.1.1

Evaluate the current status of instructional technology in the district.

Activity 4.1.2

Systematically review available instructional software for its ability to support and enhance the district's curriculum.

Activity 4.1.3

Continue to support an appropriate automated classroom management system to facilitate record keeping and to support prescriptive learning and test generation and scoring.

Activity 4.1.4

Expand distance education opportunities for students at all instructional levels.

Activity 4.1.5

Provide professional development opportunities for district personnel in the effective use of selected instructional and classroom management software.

Activity 4.1.6

Provide professional development opportunities for district personnel in the effective use of technology resources to support the instructional process.

Activity 4.1.7

Provide training for students in the use of the Internet and other online services for research purposes.

Progress Indicators/Measures/Processes

- Evidence of an effective system for the ongoing review of instructional software
 - Evidence of an automated classroom management system
 - Evidence of expanded distance learning opportunities for students, as appropriate
 - Number of offerings disaggregated by school, grade, subject area, course of study, gender, and race
 - Number of participating students disaggregated by school, grade, subject area, course of study, gender, and race
 - Professional Growth Institute focus on the effective use of technology (at least one strand of course offerings devoted to technology)
 - Implementation of training programs for students on using the Internet for research purposes
-

Objective 4.2 Initiate 2011-2012

Implement the district's technology plan according to the approved time line.

Leadership – Executive Director of Planning & Accountability, Director of Information Technology, Chief Financial Officer

Activity 4.2.1

Maintain and financially support a technology infrastructure at the district and school levels as outlined in the district's technology plan.

Activity 4.2.2

Assure that the standards are followed which relate to platform compatibility and networking outlined in the district's technology plan.

Activity 4.2.3

Assure that all personnel have e-mail capabilities and appropriate training in the use of the technology.

Activity 4.2.4

Identify staff in each school to provide school-based technology leadership/training.

Activity 4.2.5

Provide professional development opportunities for all district staff in the use of technologies relative to their specific job functions.

Activity 4.2.6

Demonstrate the district's commitment to technology by requiring all staff to use technology appropriately and effectively.

Activity 4.2.7

Provide appropriate technical support on a daily basis to ensure maximum operational efficiency.

Activity 4.2.8

Assure peak operating efficiency of equipment through appropriate maintenance or replacement in a timely and cost-efficient manner.

Activity 4.2.9

Review regularly to assess progress of implementation activities and time lines.

Activity 4.2.10

Provide parents with access to online information that will enhance communication between home and school.

Progress Indicators/Measures/Processes

- Evidence of financial support in the district budget
 - Evidence of sufficient and timely technical and maintenance support for technology in the school and classroom
 - Professional Growth Institute focus on the effective use of technology in the school and classroom (at least one strand of course offerings available)
 - Evidence of teacher technology proficiency
 - Implementation of a regular review system of technology activities and timelines
 - Evidence of parents using online tools such as email, web pages, PowerSchool Parent Portal, etc.
-

Objective 4.3 Initiate 2011-2012

Provide students with the technology to access information and resources which will assist them in making educational and career choices.

Leadership – Executive Director of Planning & Accountability, Director of Information Technology, Instructional Technology Specialist

Activity 4.3.1

Maintain network connectivity to the Internet in all schools and classrooms.

Activity 4.3.2

Review available career software to assess quality, ease of use, and developmental appropriateness.

Activity 4.3.3

Provide career software for school personnel, particularly counselors.

Activity 4.3.4

Provide career software at a developmentally appropriate level for all students.

Activity 4.3.5

Support software for developing and maintaining long-range career plans for students in grades 8-12.

Progress Indicators/Measures/Processes

- Network connectivity to the Internet available in all schools and classrooms
- Implementation of career software as appropriate in all schools

Action Plan 5

Personnel/ Staffing

2011-2016 Strategic/Accountability Plan

Strategy 5

Implement a plan to promote the recruitment, selection, development, and retention of quality personnel.

Objective 5.1 Initiate 2011-2012

Implement district employment procedures.

Leadership – Director of Human Resources, Principals

Activity 5.1.1

Recruit high quality candidates from a variety of sources.

Activity 5.1.2

Continue to use a systematic process for screening candidates.

Activity 5.1.3

Interview selected candidates using a variety of screening instruments.

Activity 5.1.4

Select candidates for school-level interviews.

Activity 5.1.5

Recommend candidates for employment based on principal and/or team interviews.

Activity 5.1.6

Recommend candidates for employment based on individual merit, qualifications, and suitability for the position.

Progress Indicators/Measures/Processes

- Implementation of a systematic process for screening candidates
- Implementation of selected instrument(s)
- Evidence of candidate recruitment from a variety of sources

Objective 5.2 Initiate 2011-2012

Recruit employees representing diversity from a variety of sources.

Leadership – Director of Human Resources

Activity 5.2.1

Continue to use a competitive salary schedule for all employees.

Activity 5.2.2

Recruit prospective teacher candidates by attending college and educational fairs.

Activity 5.2.3

Advertise critical needs positions regionally.

Activity 5.2.4

Develop recruitment plans based on known and anticipated needs.

Activity 5.2.5

Expand the involvement of community leaders in minority recruitment.

Activity 5.2.6

Maintain recruitment efforts to include administrators, staff members, and teachers.

Activity 5.2.7

Use *Partners For Youth* scholarship program to recruit candidates, with special attention to minority students and critical needs areas (e.g. science, mathematics, language arts, and special education).

Progress Indicators/Measures/Processes

- Implementation of a competitive salary schedule
- Evidence that critical needs positions are advertised regionally
- Evidence of involvement of community leaders in minority recruitment efforts
- Evidence of inclusion of administrators, district staff, and teachers in recruitment efforts
- Evidence of scholarships provided by *Partners For Youth* to candidates in priority (including minority) areas

Objective 5.3 Initiate 2011-2012

Implement a performance appraisal system which includes both formative and summative components.

Leadership – Executive Director of Planning & Accountability, Director of Human Resources

Activity 5.3.1

- Continue the district's induction program for first-year teachers (Project S.T.A.R.T.).
- Assign an assistance team composed of a building level administrator and a mentor teacher for each first-year teacher.
 - Meet regularly with first-year teachers.
 - Regularly observe and conference with first-year teachers.
 - Train first-year teachers in the ten performance dimensions of ADEPT.
 - Monitor and evaluate Project S.T.A.R.T. for quality and effectiveness.

Activity 5.3.2

Implement the state-mandated evaluation program for annual formal contract teachers (ADEPT SAFE-T).

- Continue to train administrators as evaluators.
- Select and train master teachers as teacher evaluators.
- Assign appropriate evaluation teams for teachers being evaluated using the ADEPT SAFE-T process.
- Provide orientation session in the ADEPT SAFE-T process for teachers being evaluated using the ADEPT SAFE-T process.
- Regularly monitor and evaluate the ADEPT SAFE-T process for quality and effectiveness.

Activity 5.3.3

Continue and expand the district's Goals-Based Evaluation (GBE) program for continuing-contract teachers.

- Provide orientation at the building level for continuing GBE contract teachers in the GBE certificate renewal process.
 - Provide relevant examples for assistance in selecting goals to continuing-contract teachers and building-level administrators.
-

- Regularly monitor and evaluate the GBE certificate renewal process for quality and effectiveness.

Activity 5.3.4

Implement the ADEPT evaluation process for each of the following employee categories:

- school counselors
- school media specialists
- speech pathologists

Activity 5.3.5

Implement a process which ensures that administrators, teachers and paraprofessionals meet highly-qualified requirements established by NCLB.

Activity 5.3.6

Revise and implement an evaluation process based on job descriptions and functions for administrators and non-certified employees.

Progress Indicators/Measures/Processes

- Completed review and appropriate revisions of the evaluation processes for administrators and non-certified employees
- Evidence that all performance appraisal systems are effective in assuring quality teaching and learning
 - Number and percentage of teachers by school who receive satisfactory evaluations
 - Number and percentage of administrators by school who receive satisfactory evaluations
 - Number and percentage of support staff who receive satisfactory evaluations
 - Number and percentage of speech pathologists, media specialists, and guidance counselors by school who receive satisfactory evaluations
- Evidence that highly-qualified requirements are met
- Evidence of the implementation of an evaluation process for all non-certified staff

Objective 5.4..... Initiate 2011-2012

Implement a comprehensive staff development program which offers varied professional growth opportunities to meet the needs of the individual and the organization.

Leadership – Superintendent, Executive Director of Instructional Services, Director of Human Resources, Principals

Activity 5.4.1

Assure that relevant, meaningful professional growth opportunities are available all district personnel.

Activity 5.4.2

Assure that all professional growth offerings are structured to reflect best practice as defined by the national staff development standards.

Activity 5.4.3

Assure that professional growth offerings accommodate respective participant career stages, learning styles, and professional interests.

Activity 5.4.4

Assure that staff development dimensions and delivery models appropriately reflect participant needs and interests.

Activity 5.4.5

Provide opportunities for district staff to provide leadership in the staff development process and compensate their efforts.

Activity 5.4.6

Continue to encourage and support teacher participation in the National Board of Professional Teaching Standards certification process.

Progress Indicators/Measures/Processes

- Expanded quality professional development opportunities for all district personnel
 - Number and variety of courses or workshops offered
 - Evidence that courses/workshops support standards-based teaching and learning
 - Number of personnel participating in the professional growth opportunities
 - Evidence of changed classroom practice
 - » Classroom observation
 - » Teacher surveys
 - » Teacher focus groups/interviews
 - » Review of teacher/team lesson plans
 - Expanded opportunities for teachers and district staff to provide leadership in the professional development opportunities
 - Number and percentage of educators providing instructional leadership
 - Continued participation in the National Board of Professional Teaching Standards certification process by district educators
 - Number of educators who pursue NBPTS certification, disaggregated by instructional level and subject area
 - Number of candidates who successfully complete the process
-

Action Plan 6

Parent/ Community Involvement

2011-2016 Strategic/Accountability Plan

Strategy 6

Ensure parent participation and community involvement in the educational process.

Objective 6.1 Initiate 2010-11

Continue district and school initiatives to promote parent and community support for teaching and learning.

Leadership – Superintendent, Executive Director of Instructional Services, Director of Research/Development, Principals

Activity 6.1.1

Continue to assess parent perceptions of the quality of school programs and services, using the parents, teacher, and student surveys developed by the State Department of Education.

Activity 6.1.2

Continue to promote active engagement of PTO/PTA and SIC members in the educational process.

Activity 6.1.3

Maintain strong parent/community volunteer programs in each school; engage senior citizens in the volunteer effort.

Activity 6.1.4

Continue district wide and school-based parenting programs.

Activity 6.1.5

Continue to seek support services from respective community groups, to include business leaders, members of the faith community, health care workers, government officials, and parents.

Progress Indicators/Measures/Processes

- Implementation of assessment recommendations
 - Evidence of active engagement by PTO/PTA and SIC in the educational process
 - Evidence of strong volunteer programs in each school
 - Evidence of services for parents provided by district's home-school workers
 - Evidence of effective parenting programs
 - Evidence of broad-based community support
-

Objective 6.2 Initiate 2010-11

Continue school-based programs to foster improved communication with parents and members of the larger community.

Leadership – Superintendent, Director of Public Information, Principals

Activity 6.2.1

Continue to assess parent perceptions of the quality of school and district communications.

Activity 6.2.2

Continue to assure a parent-friendly atmosphere in schools and district offices.

Activity 6.2.3

Continue elementary school parent nights to focus on the academic program.

Activity 6.2.4

Continue regular meetings at community locations between school staff and parents

Activity 6.2.5

Continue professional development opportunities for district personnel on strategies for communicating effectively with parents.

Activity 6.2.6

Continue to invite parent and community volunteers to assist in the teaching/learning process and value their participation.

Activity 6.2.7

Continue to use a variety of media to improve home-school communication to include PTA/PTO, SIC and school newsletters, the homework/information lines, local media, parent conferences, web pages, PowerSchool Parent Portal, and a broadcast telephone system.

Progress Indicators/Measures/Processes

- Implementation of assessment recommendations as appropriate
 - Implementation of elementary school parent nights focusing on the academic program
 - Implementation of regular meetings between parents and school staffs at community locations
 - Professional development opportunities on effective communication with parents
 - Increased participation of parents and community volunteers in the teaching/learning process
 - Evidence of use of varied media to promote effective home-school communication
-

Objective 6.3 Initiate 2010-11

Support and involve of business and community leaders as partners in the educational process.

Leadership – Superintendent, Director of Research/Development, Executive Director of Instructional Services, Principals

Activity 6.3.1

Continue the Business/Education Partnership Program.

Activity 6.3.2

Continue to encourage business leaders to support teaching and learning by serving as tutors for individuals or groups of students, by participating in Junior Achievement and by supporting school-to-work and work-based learning programs.

Activity 6.3.3

Continue recognition of business and community leaders who actively support schools.

Progress Indicators/Measures/Processes

- Participation by local business leaders and community members as student tutors, Junior Achievement Program participants, and work-based learning program facilitators
- Recognition of contributions made by business and community leaders as school partners

Objective 6.4 Initiate 2010-11

Continue to implement a comprehensive plan to promote the value of the district and its contributions to the internal and external components of the community.

Leadership – Superintendent, Director of Public Information

Activity 6.4.1

Support the public relations program designed to promote the school district by telling the story of the district, its programs, its people, its plans and its promises.

Activity 6.4.2

Establish PR liaisons in every school and in district departments to assist in telling the story of the district.

Activity 6.4.3

Enlist the help of students, parents, community members and staff to share stories that need to be told and retold and information items that need to be shared to promote the district and communicate important district information to the district's publics, including:

- District teachers and staff
 - Business community
 - Faith community
 - Service community
 - Newcomers
 - College students majoring in education
-

Activity 6.4.4

Continue to promote the district and share vital district information through a variety of methods:

- | | |
|-------------|-----------------|
| – Internet | – Presentations |
| – Video | – Programs |
| – Brochures | – Recognitions |
| – Forums | – News releases |

Activity 6.4.5

Create an organized effort to tell the district's story through local, regional and state media.

- Invite the media to programs, activities, presentations and forums.
- Continue to provide the media with positive stories.
- Continue to expand LearnTV
- Work with schools to enhance their communication efforts
- Continue to provide information about the school district to both internal and external publics (churches, businesses, foundations, organizations, PTO/PTA's, SIC's, school newspapers, etc.) while improving the district's efforts to respond in a timely manner to requests for information.

Activity 6.4.6

Work closely with journalism classes to create and implement opportunities to tell the story of the district through the eyes of the students.

Activity 6.4.7

Continue to expand opportunities for appreciation to teachers, staff, parents, citizens and students who have made a positive contribution to the district.

Progress Indicators/Measures/Processes

- Evidence of a district public relations organization
 - Evidence of a comprehensive communications plan that uses a variety of methods to tell the district's story
 - Evidence of an effective working relationship with the media
 - Evidence of an effective working relationship with all external and internal publics
 - Evidence of active involvement with students in the communications process
 - Evidence of recognition of those who make positive contributions to the district
-

Objective 6.5..... Initiate 2010-11

Provide ongoing support and promotion of *Partners for Youth* and its mission to educate, empower, elevate, enable and enrich the youth of the district.

Leadership – Superintendent

Activity 6.5.1

Support and promote the existing initiatives of *Partners for Youth* and its strategic plan.

- Teacher recruitment and retention
 - » endowment scholarships
 - » partnership scholarships
- Schools of excellence
 - » reading
 - » writing
 - » mathematics
- Professional development
- Research and development
- Grants
- Partnership campaign by school and office (\$10 per partnership) to provide funds for teacher/school grants

Activity 6.5.2

Provide recommendations to the *Partners for Youth* Board for ways to support the district.

Activity 6.5.3

Encourage each school and office to work with the *Partners for Youth* Board regarding

- grant proposals
- fundraising activities
- future initiatives
- appreciation activities

Activity 6.5.4

Establish regular opportunities to promote programs funded by *Partners for Youth* and other local and non-local foundations; recognize local donor partners and give others an opportunity to become donating partners.

Progress Indicators/Measures/Processes

- Evidence of continued support and promotion of *Partners for Youth*
 - Evidence of grants won from a variety of sources as a result of *Partners for Youth* training in the writing and submission of grant proposals
 - Evidence of regular promotion and fundraising activities for *Partners for Youth* Day
-

Action Plan 7

Student Support Services

2011-2016 Strategic/Accountability Plan

Strategy 7

Implement a delivery system for comprehensive and integrated school support services to address student, staff, and family needs.

Objective 7.1..... Initiate 2011-2012

Implement a developmentally appropriate and comprehensive K-12 guidance and counseling program.

Leadership –Director of Student Services, Principals

Activity 7.1.1

Review, refine, and enhance guidance and counseling services in the district with particular attention to individual student needs, staffing needs, parent involvement, and expanding guidance and counseling services as needed.

Activity 7.1.2

Provide clerical assistance to the guidance staff at each school, as financially feasible, to relieve counselors of the time-consuming clerical tasks which prevent them from providing direct services to students.

Activity 7.1.3

Promote the use of current, research-based methods and materials when delivering guidance and counseling services.

Activity 7.1.4

Implement the components of the *High Schools That Work* advisor/advisee program model for high schools.

Activity 7.1.5

Promote collaboration between departments within the districts as well as collaboration between the district and other human service agencies in order to provide quality services for students who need them.

Activity 7.1.6

Reduce the counselor/student ratio, as financially feasible, at all levels to allow counselors to meet student needs more effectively.

Activity 7.1.7

Provide professional development opportunities for counselors that are relevant and specific to their needs and responsibilities; continue to pursue applied research opportunities through collaborations with university faculty, state department consultants, and other districts.

Progress Indicators/Measures/Processes

- Evidence that the service model effectively meets the needs of students and schools
 - Evidence of an updated study of the status of district support services and review of resulting recommendations, followed by evidence of the implementation of appropriate revisions and recommendations
 - Evidence of best practice implementation for guidance and counseling services
 - Evidence that the HSTW advisor/advisee model is effective
 - Evidence of district collaboration with appropriate external groups to provide quality support services to students who need them
-

- Evidence of the reduction of the counselor/student ratio at all levels
- Evidence of relevant, meaningful professional growth opportunities for support service personnel

Objective 7.2 Initiate 2011-2012

Provide a comprehensive media services program to support quality teaching and learning.

Leadership – Executive Director of Instructional Services, Instructional Technology Specialist, Principals

Activity 7.2.1

Review the current status of media services in the district, with particular attention to services provided, use of staff time, and available resources; recommend changes, as warranted.

Activity 7.2.2

Provide adequate staff to support the evolving role of media specialists as school technology support leaders.

Activity 7.2.3

Maintain full automation of all media services.

Activity 7.2.4

Provide professional development opportunities for media specialists that are relevant and specific to their needs and responsibilities.

Progress Indicators/Measures/Processes

- Evidence of full automation of all media services
- Evidence of relevant, meaningful, professional growth opportunities for media specialists
- Evidence of adequate staff to support a quality media services program at each school

Objective 7.3 Initiate 2011-2012

Provide a comprehensive program of services to students with special needs in the areas of communication, learning, health, and social/emotional functioning.

Leadership– Director of Student Services, Principals

Activity 7.3.1

Enhance student support services in the district with particular attention to instruction in the general curriculum and tiered intervention for students on the basis of their learning needs.

Activity 7.3.2

Refine and expand support services for students as appropriate, including school based assistance teams, and make recommendations when warranted.

Activity 7.3.3

Support the district's response to intervention process to help all students' progress in the general curriculum.

Activity 7.3.4

Encourage parental participation in the instructional planning for their child.

Activity 7.3.5

Ensure the provision of child find and parental access to student support services.

Activity 7.3.6

Ensure the development and implementation of individualized education programs for students who have been determined eligible for special education and related services.

Activity 7.3.7

Utilize a leadership team approach to all aspects of department/district decision making.

Activity 7.3.8

Pursue applied research opportunities through collaborations with university faculty, state department consultants and other school districts.

Activity 7.3.9

Promote collaboration between the district and other human service agencies in order to provide support for students and their families.

Activity 7.3.10

Promote collaboration among district staff in order to provide quality services for students and staff.

Activity 7.3.11

Promote the use of current, research-based methods and materials in the provision of services to students and families.

Activity 7.3.12

Provide professional development opportunities for support services personnel that are relevant and specific to their needs and responsibilities.

Progress Indicators/Measures/Processes

- Maintain district compliance to all state/federal regulations
 - Evidence of student progress
 - Updated study of the status of district support services and review of resulting recommendations
 - Implementation of support services study recommendations as appropriate
 - Evidence of district collaboration with appropriate external groups to provide quality support services to students who need them
 - Evidence of relevant, meaningful professional growth opportunities for support services personnel
 - Evidence that the team-based service delivery model effectively meets the needs of students and schools
-

Objective 7.4..... Initiate 2011-2012

Promote health and wellness for all students and staff.

Leadership – Superintendent; Executive Director of Planning & Accountability, Executive Director of Instructional Services; Director of Food Service; Director of Human Resources; Lead School Nurse; Principals

Activity 7.4.1

Implement a comprehensive plan to encourage healthy habits and behaviors among all students and staff.

Activity 7.4.2

Review the current status of district health and wellness activities for students and staff.

Activity 7.4.3

Offer Employee Assistance Program services to district personnel.

Activity 7.4.4

Address the district's health, wellness, and athletic programs by reviewing all policies, regulations, and guidelines governing the athletics program with a commitment to assuring equity of resources across schools and sports.

Activity 7.4.5

Implement policies, regulations, and procedures that govern the protection of student athletes during practice, competitive events, and travel.

Activity 7.4.6

Assure that physical education/fitness and comprehensive health education programs are aligned with state standards and are implemented effectively.

Activity 7.4.7

Utilize an advisory committee to implement a comprehensive plan for students and staff wellness that includes staff, parent, and community members, and make recommendations as appropriate.

Activity 7.4.8

Conduct an assessment and develop a five-year plan for the replacement and purchase of food service equipment.

Activity 7.4.9

Establish a food service steering committee to work with the Food Service Director to take steps to implement the new Healthy, Hunger-Free Kids Act (S.3307).

Activity 7.4.10

Expand menu offering for reimbursable meals and special sales to address the interest and nutritional needs of the students.

Activity 7.4.11

Visit programs that have implemented innovative food service delivery system models and evaluate the feasibility of implementation in our district.

Activity 7.4.12

Implement a web-based payment system for parents to allow parents to monitor cafeteria purchases and fund balances.

Progress Indicators/Measures/Processes

- Completed review of wellness activities for students and staff
- Completed plan to encourage healthy habits and behaviors among all students
- Evidence of expanded alternative delivery systems for food service
- Completed study of the district's health, wellness, and athletic programs; evidence of implementation of study recommendations
- Evidence of continued effectiveness of the Employee Assistance Program
 - Referral available to those who will benefit from the program
 - Indication that potential beneficiaries are participating in the program

Objective 7.5 Initiate 2011-2012

Design and implement an efficient, cost-effective and service-oriented system for transporting students to and from school and extracurricular activities.

Leadership – Superintendent, Director of Safety/Transportation

Activity 7.5.1

Review the current status of the district's transportation system; recommend changes as warranted.

Activity 7.5.2

Continue the on-going review of vehicle and driver needs, maintenance schedules, and vehicle replacement schedules.

Activity 7.5.3

Continue to monitor the effect of the staggered school schedules on transportation services.

Activity 7.5.4

Provide sufficient vehicles and drivers to support the instructional program at all levels, with particular attention to adequate transportation for field trips, centralized course offerings, and demonstration project participation.

Activity 7.5.5

Continue the bus inspection and maintenance program for district-owned vehicles.

Activity 7.5.6

Continue the mandatory twenty hours of in-service per year for career development and safety.

Progress Indicators/Measures/Processes

- Evidence of a review of the status of the district's transportation system and resulting recommendations
 - Implementation of a process for regularly monitoring of transportation systems and schedules
 - Bus inspection and maintenance records
 - Evidence of the career development and safety in-service
-

Action Plan 8

School Safety

2011-2016 Strategic/Accountability Plan

Strategy 8

Assure that all students and staff have a safe and supportive environment that is conducive to learning.

Objective 8.1 Initiate 2011-2012

Create a district emergency response team that will hold monthly meetings to plan and monitor safe schools initiatives.

Leadership – Superintendent, Director of School Safety & Transportation

Activity 8.1.1

School Resource Officers will meet for collaboration and training sessions at least one time per month for the length of the school year.

Activity 8.1.2

Utilize the emergency response team to review existing district safety plan to identify strengths as well as possible areas of need.

Activity 8.1.3

Continue to conduct research on successful school safety plans that are in place throughout the country to compare with the district's present plan.

Activity 8.1.4

Continue to do site visits of schools whose plans seem to address major issues identified in the assessment, and which can be used in a review of the district's present plan. Part of this activity will include the use of safe schools checklist process as prescribed by the SDE.

Progress Indicators/Measures/Processes

- Assurance of a Standing Emergency Response Committee to ensure the success of the district's safety strategy
- Evidence of an expanded and enhanced school safety plan
- Analysis of existing plan and data collected from checklist
- Completion of site visits to obtain data from successful school plans

Objective 8.2 Initiate 2011-2012

Continue the use of an assessment tool that measures the overall readiness of schools to respond to emergencies.

Leadership – Superintendent, Director of School Safety & Transportation

Activity 8.2.1

Continue to review assessment tools that have been successful in districts with similar demographics.

Activity 8.2.2

Continue to use an assessment tool tailored to the needs of our schools and district, based on the input from school personnel, local law enforcement and emergency personnel.

Activity 8.2.3

Implement opportunity for input from school personnel through the administration of a yearly safety survey.

Activity 8.2.4

Continue to conduct an assessment of safety needs that exist within the district to be used in reviewing and updating the district's present plan.

Activity 8.2.5

Continue to review data from the assessment and identify areas addressed, partially addressed, and those not addressed in the present plan.

Progress Indicators/Measures/Processes

- Assessment tool updated
- Assessment promoted to all employees
- Assessment completed and relevant data obtained

Objective 8.3 Initiate 2011-2012

Continue to revise yearly and update the district's safety plan based on data from the assessment, ideas gained from visits to other sites, and the successes contained in the district's existing plan.

Leadership – Superintendent, Director of School Safety & Transportation

Activity 8.3.1

Assure that all local, state and federal regulations are addressed in the plan.

Activity 8.3.2

Identify any needed resources (including funding) for the plan to be effectively implemented.

Activity 8.3.3

Assure that components that are a part of the district's existing plan are addressed in the new plan.

- | | |
|---|--|
| – Emergency numbers | – Hurricane |
| – School crime reporting | – Ice and flood |
| – Preparing for an emergency | – Intruder |
| – Creating and customizing individual school safety plans | – Medical emergency |
| – School bus accidents | – Responding to threats of violence |
| – Bomb threats | – Tornado |
| – Explosion-earthquake | – Miscellaneous safety information, such as: |
| – Fire | » Prevention |
| | » Response |
| | » Recovery |

Activity 8.3.4

Present the plan for review to district staff and provide staff development as needed to implement plan.

Activity 8.3.5

Present the plan, after modifications from district staff review, to the Board of Trustees for adoption.

Activity 8.3.6

Share the plan with all school staff, parents and community. Provide community awareness of the plan as appropriate without compromising the privacy of the plan.

Progress Indicators/Measures/Processes

- Evidence of an updated, comprehensive safety plan along with an updated school checklist.

Objective 8.4 Initiate 2011-2012

Continue to assure the learning environment is safe and promotes optimal student success.

Leadership – Superintendent, Director of School Safety & Transportation, Executive Director of Instructional Services, Principals

Activity 8.4.1

Continue to strengthen and enforce in each school a school-wide code of student conduct. To include enhanced training on the districts policies regarding gangs and bullying.

Activity 8.4.2

Continue with an alternative instructional setting for students who are not successful in the regular instructional program. This alternative setting will target students in grades six through twelve.

Activity 8.4.3

Continue and expand, as feasible, the alternative program for students in grades six through nine who are not successful in the regular instructional program.

Activity 8.4.4

Implement a drug and weapon eradication program for all middle and high school

Activity 8.4.5

Assure that a comprehensive safety plan is in place in each school.

Activity 8.4.6

Continue to use technology, as appropriate, to ensure a safe and secure learning environment.

Activity 8.4.7

Assure that a comprehensive crisis management plan is in place in each school.

Activity 8.4.8

Implement an anti-bullying program to identify and deter potential cases of bullying.

Activity 8.4.9

Provide professional development opportunities for all district personnel in the following areas:

- effective classroom management
- defusing disruptive and assault behaviors
- effective use of nonverbal techniques for controlling disruptive behavior.

Activity 8.4.10

Implement a drug and weapons education program at all middle and high schools.

Activity 8.4.11

Implement a safe driving education program for all high school students.

Progress Indicators/Measures/Processes

- Evidence of completed quality support plans for each school
 - safety
 - drug education
 - crisis management
 - Professional Growth Institute focus on issues related to a safe school environment
 - student safety
 - effective classroom management
 - controlling disruptive behavior
 - Evidence of a code of student conduct uniformly implemented and enforced at each school
 - Evidence of high expectations for all students
 - Implementation and expansion of the alternative program
-

Action Plan 9

Minority Student Achievement

2011-2012 Strategic/Accountability Plan

Strategy 9

Design and implement programs, processes, and practices that will promote enhanced academic achievement among African-American and other minority students.

Objective 9.1 Initiate 2011-2012

Increase minority family involvement and participation within the community and the school system.

Leadership – Superintendent, Executive Director of Instructional Services, Executive Director of Planning and Accountability, Director of Research/Development, Principals

Activity 9.1.1

Continue Adopt-A-Leader mentoring program in schools with a focus on finding resources to serve additional students.

Activity 9.1.2

Provide incentives for parent participation in the educational process.

Activity 9.1.3

Increase support for the home visitation program at all levels.

Activity 9.1.4

Continue training for all staff on interacting with parents and school community.

Activity 9.1.5

Continue and expand parent information programs.

Activity 9.1.6

Continue public forums in school and non-school settings to disseminate information and address concerns of parents and community members.

Progress Indicators/Measures/Processes

- Evidence that Adopt-A-Leader mentoring programs are operational in the schools
 - Implementation of an incentive program to encourage parent participation
 - Implementation of a professional development program for all staff on positive school/community relations
 - Implementation of parent information programs
 - Evidence that public forums are helpful toward addressing parent questions/concerns
-

Objective 9.2 Initiate 2011-2012

Provide a positive environment that creates a sense of ownership for minority students within the school.

Leadership – Superintendent, Executive Director of Instructional Services, Executive Director of Planning and Accountability, Principals

Activity 9.2.1

Increase awareness and involvement of all schools' administration and staff in the importance of this objective.

Activity 9.2.2

Introduce extracurricular activities that promote the interests/talents of minority students.

Activity 9.2.3

Highlight and emphasize accomplishments of minority students and alumni.

Activity 9.2.4

Continue cooperation among community groups to sponsor or direct activities that support the physical, social and emotional development of minority students, with emphasis on increased awareness of available services to schools.

Activity 9.2.5

Continue the involvement of retired individuals in the intellectual development of minority students by being tutors, mentors, and role models.

Activity 9.2.6

Continue to develop leadership opportunities for non-elected student leaders.

Activity 9.2.7

Continue to develop staff development opportunities for teachers to more effectively interact with minority students.

Progress Indicators/Measures/Processes

- Evidence of increased awareness and involvement of all schools' administration and staff in promoting academic achievement of minority students
 - Evidence of student access to extra-curricular activities which promote the interests/talents of minority students
 - Celebration of the achievements of minority students and alumni
 - Evidence of increased involvement and collaboration of community groups in the development and support of minority students
 - Increased participation of retirees as tutors and mentors of minority students
 - Implementation of programs to promote and support leadership among minority students
 - Evidence of increased staff development opportunities leading to more effective teacher interaction with minority students
-

Objective 9.3 Initiate 2011-2012

Promote cultural sensitivity and diversity within the school district.

Leadership – Superintendent, Director of Research/Development, Executive Director of Instructional Services, Director of Human Resources, Principals

Activity 9.3.1

Provide on-going staff development for all teachers and staff on minority culture.

Activity 9.3.2

Provide staff development for all district employees on cultural diversity.

Activity 9.3.3

Embed minority culture and history in curricular and instructional programs.

Activity 9.3.4

Conduct an assessment of students, teachers and administration perceptions of school environment and potential barriers to learning; develop a series of interventions to improve any target obstacles.

Progress Indicators/Measures/Processes

- Evidence of cultural diversity
- Evidence that minority culture and history are embedded in the curriculum
- Evidence that respective schools' climates support minority success

Objective 9.4 Initiate 2011-2012

Deliver instruction to increase academic success and promote academic excellence among minority students.

Leadership – Superintendent, Executive Director of Planning & Accountability, Executive Director of Instructional Services, Principals

Activity 9.4.1

Continue to analyze the disaggregated district PASS results as they relate to minority students. Report to the Board the progress of minority students and highlight programs that are successful.

Activity 9.4.2

Target minority students' test results in each school as an annual school objective. Predict poor performance at critical levels and adjust instructional programs and school strategies to meet predicted needs.

Activity 9.4.3

Develop a strategy at each school to address the achievement of minority students.

Activity 9.4.4

Plan school-level staff development that provides teachers the skills to plan effective instructional programs for minority students, utilizing features such as

- learning styles analysis
 - cooperative learning
 - data gathering and analysis of real-world problems
 - varied instructional techniques emphasizing multiple levels of thinking
 - goal setting
-

- activities that are related to the student’s own experiences and culture and
- student-directed activities

Activity 9.4.5

Restructure counselor duties, when feasible, to provide more counseling time.

Progress Indicators/Measures/Processes

- Evidence of comprehensive test data analyses to guide instructional decision-making
 - Professional Growth Institute emphasis on the use of instructional strategies that have proved effective with minority students
 - Evidence that newly-designed and implemented instructional units promote and support minority culture
 - Evidence of expanded opportunities for counseling on the part of school counselors
-

Action Plan 10

Facilities

2011-2016 Strategic/Accountability Plan

Strategy 10

Design and implement a plan to assure that school facilities adequately support quality teaching and learning.

Objective 10.1 Initiate 2011-2012

Implement, and expand as necessary, the district's capital improvement plan.

Leadership – Superintendent, Director of Operations

Activity 10.1.1

Review progress semi-annually and update priorities as approved by the Board of Trustees.

Activity 10.1.2

Identify funding sources to fully fund the Capital Improvement Plan and additional needs as they are identified through semi-annual reviews; address as priorities handicapped accessibility and life-safety, as well as increased enrollment needs.

Activity 10.1.3

Continue a study of existing facilities and make appropriate recommendations regarding the need for new schools, the tentative locations of new schools, and any resulting rezoning that would be required.

Progress Indicators/Measures/Processes

- Evidence of expanded revenue sources to fund capital improvement needs
- Identified resources to meet critical, but unfunded capital needs
- Continued study of the need for and location of new schools

Objective 10.2 Initiate 2011-2012

Implement, in an equitable manner, specific activities to assure that facilities are clean and well maintained.

Leadership – Superintendent, Director of Operations

Activity 10.2.1

Continue to implement the schedule of annually budgeted building upgrades, to include painting, roofing, and furniture replacement.

Activity 10.2.2

Continue and maintain the existing computer work order system.

Activity 10.2.3

Increase preventive maintenance while decreasing deferred maintenance.

Activity 10.2.4

Provide necessary equipment for the department.

Activity 10.2.5

Improve continuing support efforts of the department.

Activity 10.2.6

Assure a professional, certified support staff to improve the continuing effort of the department.

Activity 10.2.7

Evaluate on a regular basis the cleaning services procured by the district.

Progress Indicators/Measures/Processes

- Effective and timely implementation of annual building upgrades
- Evidence that the work order system is an effective tool in assuring that schools are cleaned and well maintained in a timely manner
- Evidence of an effective maintenance operation
- Evidence of equipment that is necessary for the department to operate effectively and efficiently
- Evidence of a continual process to assure a professional certified maintenance staff that is effective in providing support to the district