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**District Strategic Plan Cover Page
(Mandated Component)**

**Strategic Plan for years 2016/17 to 2020/21
Annual Update for Year 2017/18**

District:	Lancaster 01
SIDN:	2901
Plan Submission:	School utilizes AdvancED
Address 1:	300 South Catawba Street
Address 2:	
City:	Lancaster, SC
Zip Code:	29720
District Plan Contact Person:	Lydia Quinn
Contact Phone:	803-416-8847
E-mail Address:	lydia.quinn@lcsdmail.net

Assurances

The District Strategic Plan and the Annual Update of the District Strategic Plan include components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, and the district strategic planning coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures

<i>Chairperson, District Board of Trustees</i>		
<u>Robert Parker</u> Printed Name	_____ Signature	_____ Date
<i>Superintendent</i>		

<u>Richard E. Moore</u> Printed Name	_____ Signature	_____ Date
<i>Title II Coordinator</i>		
<u>Lynn Ferguson</u> Printed Name	_____ Signature	_____ Date
<i>District Strategic Planning Coordinator</i>		
<u>Lydia Quinn</u> Printed Name	_____ Signature	_____ Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Angela Vaughan</u> Printed Name	_____ Signature	_____ Date

Vision

Putting our children first

Purpose

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

- providing a comprehensive and rigorous curriculum aligned to the *Profile of the SC Graduate*
- providing quality, differentiated instruction for students
- holding all personnel accountable for our students and their learning
- preparing students to be college and career ready in the twenty-first century
- promoting the recruitment, development, and retention of quality personnel
- developing relationships 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...

- demonstrate the characteristics outlined in the *Profile of the SC Graduate*
- exhibit world class skills
- communicate effectively
- use technology to communicate, gather information, collaborate, and create works for learning
- think critically and creatively
- be self-sufficient, responsible citizens and contributing members of society

Stakeholder Involvement for District Strategic Plan (Mandated Component)

List the name of persons who were involved in the development of the District Strategic Plan.
A participant for each numbered position is required.

	Position	Name
1.	Superintendent	Richard E. Moore
2.	Principal	Jane Gaston
3.	Teacher	Paula Stegall-Lail
4.	Parent/Guardian	Melinda Adams
5.	Community Member	Sharon Novinger
6.	Private School Representative(s)	Charles Rivers
7.	District Level Administrator	Linda Blackwell
8.	Paraprofessional	Jackie Grove
9.	District Read To Succeed Literacy Leadership Team Lead	Angela Vaughan
10.	District Read To Succeed Literacy Leadership Team	Lydia Quinn
	OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	
	District Read To Succeed Literacy Leadership Team	Linda Blackwell
	District Read To Succeed Literacy Leadership Team	Butch Dutton
	District Read To Succeed Literacy Leadership Team	David Platts
	District Read To Succeed Literacy Leadership Team	Celeste Graham
	District Read To Succeed Literacy Leadership Team	Michelle Burton
	District Read To Succeed Literacy Leadership Team	Paula Adams
	District Read To Succeed Literacy Leadership Team	Michelle Crosby
	District Read To Succeed Literacy Leadership Team	MaryBeth Mize
	District Read To Succeed Literacy Leadership Team	Chris Davis

	District Read To Succeed Literacy Leadership Team	Shree Crawley
	District Read To Succeed Literacy Leadership Team	Courtney McCrea
	District Read To Succeed Literacy Leadership Team	Whitney Wolfe
	District Read To Succeed Literacy Leadership Team	Elizabeth Bryant
	District Read To Succeed Literacy Leadership Team	Paula Truesdale
	District Read To Succeed Literacy Leadership Team	Marie Johnson
	District Read To Succeed Literacy Leadership Team	Shuntay Miller
	District Read To Succeed Literacy Leadership Team	Lisa Hallman

Assurances for District Strategic Plan (Mandated Component)

Assurances, checked by the district superintendent, attest that the district complies with all applicable requirements.

Yes	<p>Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p>Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p>Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
Yes	<p>Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
Yes	<p>Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.</p>
Yes	<p>Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.</p>
Yes	<p>Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>

Yes	<p>Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p>Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3 The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>
Yes	<p>Office of Health and Nutrition As required by the Students Health and Fitness Act [section 59-10-330 (B)], the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses</p>

strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.

Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts

1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Yes

General Grant Assurances for Districts

As the duly authorized representative of #rc.districtName#,

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principals for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2009)].
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2009)] if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, EDGAR (1999), and other applicable statues, regulations, program plans, and applications.

Yes	<p>I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.</p> <p>J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.</p> <p>K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.</p> <p>L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): “A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State’s plan under section 1111(b)(2).”</p> <p>M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.</p> <p>N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.</p> <p>O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, “Local Use of Funds.”</p>
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Terms and Conditions for SCDE Grant Programs

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.

- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the

- Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,
 - forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
 - Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. **Audits**

- Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant

agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity’s records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

L. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

M. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Yes

Read To Succeed Act 284 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.

Yes District Reading Plan

The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.

Yes 4K and 5K Readiness Assessment

The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.

Yes Third Grade Retention

The district provides support to ensure all students are provided with an instructional program based on student needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017-18 school year.

Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Signature <hr/> <div style="display: flex; justify-content: space-between;"> Superintendent's Printed Name Superintendent's Signature Date </div>	

Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Primary School (K - 2)			
Prime Instructional Time		The prime instructional time for the district was 88.5% down from 89.4%.	
Pupil-Teacher Ratio		Student-teacher ratio in core subjects was 26.6 which is relatively high. It would be district goal to decrease this ratio over the next five years. We have struggled to reduce student-teacher ratio several years where our budgets have allowed very little allowance for additional staff and programs.	
External Accreditation: AdvancED	In 2011, the entire district received district accreditation under AdvancED. The district and the schools have worked hard to maintain compliance with state and national accreditation standards.		
Professional Development	Our professional development plan has focused on addressing the alignment of our curriculum to the new college and career ready standards. Along with providing time for a leadership team to develop curriculum maps, we have also provided training in unpacking the standards. In addition, school and district level professional development has emphasized literacy across the content areas.		

Percentage of Teachers with Advanced Degrees		The percent of teachers with advanced degrees remained relatively constant from 2014 to 2015, but is consistently below districts like ours. For example, in 2015 districts like ours had 62.3% of teachers with advanced degrees, while our district only had 59.4% with advanced degrees.	
Percentage of Teachers Returning	The percent of teachers returning from the previous year at 91.5% is significantly higher than districts like ours which only had 90.8%.		
Elementary/Middle School (3 - 8)			
State Standardized Math Scores	On the grades 3-8 ACT Aspire mathematics assessment, a total of 47.0% of students scored met or better. This was slightly above the state percentage of 46.7%, but slightly below districts like ours who had 48.8% of students that scored met or better.		
State Standardized Language Arts Scores	On the grades 3-8 ACT Aspire English assessment, a total of 66.5% of students scored met or better. This was slightly below the state percentage of 67.9%, but significantly below districts like ours who had 71.0% of students that scored met or better.	On the grades 3-8 ACT Aspire reading assessment, a total of 35.4% of students scored met or better. This was slightly below the state percentage of 37.2%, but significantly below districts like ours who had 38.8% of students that scored met or better.	
State Standardized Social Studies Scores		In 2015, 66% of students scored met or better on the Social Studies PASS. This is a 1 percentage point decrease over 2014, and it is slightly below the 67% scoring met or better in the state average.	
State Standardized Science Scores	In 2015, 73% of students scored met or better on the Science PASS. This is a 1 percentage point increase over 2014, but it is slightly below the 75% scoring met or better in the state average.		

High School (9 - 12)

On-Time Graduation Rate	On time graduation rate has increased substantially over the last 3 years. The 4-year cohort graduation rate has increased from 79.7% in 2012 to 82.8% in 2015, surpassing the state graduation rate by 2.5 percentage points.		
End-of-Course Algebra I		In 2015, 78.6% of students made 70 or better on the Algebra End-of-Course Assessment. Although this is a 0.4 percentage point increase over 2014, it is significantly below the 87.8% scoring 70 or better in schools like ours or the state average of 85.7%.	
End-of-Course English I	In 2015, 78.8% of students made 70 or better on the End-of-Course Assessment. This is a 6.5 percentage point increase over 2014, and it is slightly below the 79.7% scoring 70 or better in schools like ours. It is higher the state average of 75.1%.		
End-of-Course Biology I		In 2015, 68.1% of students made 70 or better on the Algebra End-of-Course Assessment. Although this is a 0.8 percentage point increase over 2014, it is significantly below the 83.4% scoring 70 or better in schools like ours or the state average of 77.8%.	
End-of-Course U.S. History and Constitution		In 2015, 66.5% of students made 70 or better on the Algebra End-of-Course Assessment. Although this is a 9.9 percentage point increase over 2014, it is significantly below the 71.2% scoring 70 or better in schools like ours or the state average of 77.3%.	

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Percentage of Teachers with Advanced Degrees		Our percent of teachers with advanced degrees, 59.4%, is almost the same as last year, but significantly below districts like ours, with 62.3% of teachers with advanced degrees.	
Percentage of Teachers on Continuing Contracts		When comparing the percent of teachers on continuing contracts, our percent decreased 2.2 percentage points to 74.2%. This is significantly different from districts like ours which had 82% of teachers on a continuing contract.	
Percentage of Teachers Returning		The percentage of teachers returning was 91.5%, which was a decrease of 1.2 percentage points. Although this was a decrease, it was not significantly different from districts like ours which had 90.8% of teachers returning.	
Percentage of Classes not Taught by Highly Qualified Teachers	The percent of classes not taught by Highly Qualified Teachers decreased dramatically from 15.4% down to 5.7%.		

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Teacher Attendance Rate	Teacher attendance increased by 1.1 percentage points to 95.6%, which was slightly higher than the 95.5% demonstrated by districts like ours.		
Student Attendance Rate		Our student attendance rate in 2015 was 95.1%, down from 95.3% in 2014. It was also slightly lower than the 95.4% student attendance rate of districts like ours.	
Suspension/Expulsion Rate	The 2015 suspension rate of 0.7% was the same as districts like ours and demonstrated a 2 tenths decline for our district.		
Students Older than Usual for Grade	The percent of students older than usual for the grade decreased from 1.6% in 2014 to 1.2% in 2015, and is 0.5 percentage points less than districts like ours.		
School Poverty Index		Although the poverty index for our district (62.6%) dropped by 4.7 percentage points, this still indicates that a majority of our students are living in poverty. Due to the diversity of the district, the true picture in several areas of the district is significantly more severe than this index represents.	

Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	Of the parents and teachers surveyed, approximately 86% and 96%, respectively are satisfied with the physical environment.	Of the students surveyed, approximately 77% were satisfied with the physical environment.	
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	Of the teachers surveyed, 84.1% were satisfied with the home-school relations, while 86.9% of the students were satisfied.	Of the parents surveyed, only 76.3% were satisfied with the home-school relations.	
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	When surveyed, 92.9% of teachers, 80.9% of students, and 89.6% of parents were satisfied with the learning environment.		

Executive Summary of Needs Assessment (Summary of Conclusions)

Student Achievement	
Primary School (K - 2)	
1.	Use of data enables all stakeholders to adequately assess areas of strength and areas where there are concerns. With the addition of the Fountas and Pinnell assessment system and NWEA Primary MAP, we now have quantitative data to review as it relates to early childhood student achievement in reading and mathematics. In addition, we have implemented curriculum support documents in language arts and mathematics, and will continue these efforts in science and social studies. This will be instrumental in addressing student achievement concerns prior to more formalized assessments in grade 3. In addition, the implementation of Student Learning Objectives as part of the teacher evaluation process has facilitated a more intense focus on measurable student progress and has fostered professional discussions around student achievement and addressing individual student needs. Partnerships with parents and community stakeholders, such as First Steps, Early Head Start, and Head Start, support our collective efforts to increase the success rate for our students. As we continue the formative assessment system and partnerships with families and the community, we need to address the early literacy skills of our students through a balanced literacy approach and the integration of our core curriculum areas, while providing individualized instruction on each student's current level. These efforts will be further supported through the district curriculum support documents, benchmark development, and continued professional development.
Elementary/Middle School (3 - 8)	
2.	On state assessments of reading and mathematics in grades 3 through 8, our students match state performance, but fall short in meeting the success of "districts like ours." Although our performance is inline with state averages, it is well below where we hope to see our students perform. With the introduction of a new state math and literacy summative assessment last year, then a change in assessments again this year, it will be difficult to see a longitudinal trend. With science and social studies, we again scored consistently with the state average, but were not on track with "districts like ours." In an effort to address these concerns, we have implemented curriculum support documents in language arts and mathematics, and will continue these efforts in science and social studies.
High School (9 - 12)	
3.	With the overall positive trend in graduation rates for our district, we are encouraged by the significant progress demonstrated in this important measure as well as the positive performance on the ACT Work Keys assessment. We do have substantial concerns related to our continued struggles with End-of-Course Assessments. To address these concerns, additional staff support will be necessary in the area of curriculum support documents, including benchmarks and pacing guides, as well as professional development. We have implemented curriculum pacing guides in language arts and mathematics, and will continue these efforts in science and social studies.
Teacher/Administrator Quality	
4.	Highly qualified professionals are the foundation for successful student achievement. Professional responsibility requires continuing growth and development through the use of multiple avenues. Keeping staff members involved and informed through the use of both district and building professional learning initiatives will create an atmosphere of high expectations for all staff members. Communication and collective and reflective evaluation of curriculum, assessment, and instruction will establish continuous growth opportunities for all staff members. The district will seek opportunities for teacher and administrative professional development that will focus on student achievement. Use of data enables all stakeholders to adequately assess areas of strength and areas where there are concerns. With the addition of the Fountas and Pinnell assessment system in kindergarten through grade 5 and the expansion to special education in grades 6 through 8, and the expansion of NWEA MAP from grade kindergarten through grade 5 to kindergarten through grade 10, we now have a need for extensive professional development in the use of these programs, as well as in the use of the data from these sources. We have also implemented draft curriculum pacing guides in language arts and mathematics in all grades, and will continue these efforts in science and social studies. As we move forward in this process, then next steps will involve benchmark assessments. Professional development and continued support and monitoring will be necessary to address individualized student achievement. In addition, the implementation of Student Learning Objectives as part of the teacher evaluation process will continue to facilitate a more intense focus on measurable student progress and will direct individual professional development plans for teachers and administrators.
School Climate	

5. Through the use of surveys and school climate evaluation discussions, we believe that we have a foundation of positive climate and satisfaction with regard to teachers, parents, and students. Communicating regularly with all parties is essential to maintaining and improving our current satisfactory levels as indicated by the data. However, we will be persistent in our efforts to address all concerns as they are expressed or revealed. As we reviewed our 2015 student, parent, and teacher survey results, it was evident that there are many areas of strength. Both parents and teachers surveyed were satisfied with the physical environment, while teachers and students were satisfied with home-school relations. This was one area where parents were most likely to be dissatisfied with only 76% agreeing or strongly agreeing. All three groups reported being satisfied with the learning environment. As we continue to strive to improve these statistics, we must focus on effective communication and investigate methods to draw our stakeholders in and give them the opportunity to provide feedback and be involved in decision-making.

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	By 2021, 79% of parents will agree the school and district provided opportunities to be included in decision-making.					
Interim Performance Goal	Each year, the percentage of parents satisfied with the decision-making process will increase by 2%.					
Data Sources	District Stakeholder Survey					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
District Stakeholder Survey	69	71	73	75	77	79
Actual:		74				

Action Plan

Strategy #1: Provide opportunities for parents to take part in school and district decision-making.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district administration will plan and hold parent meetings twice a year to discuss parental concerns and get input on school decisions.	2016-2021	Executive Director of Planning & Accountability Superintendent	N/A	N/A	Agendas and Rosters of Meetings
2. Determine the best time and place for School Improvement Council (SIC) meetings for maximum attendance.	2016-2021	Principal SIC Chairpersons	N/A	N/A	Rosters and agendas from SIC meetings
3. Increase communication and marketing for attendance by parents at School Improvement Council (SIC) meetings.	2016-2021	Principal Asst Principals SIC Chairpersons	N/A	N/A	Sample communication and marketing documents
4. Conduct yearly surveys of district stakeholders to priorities for improvement.	2016-2021	Executive Director of Planning & Accountability	N/A	N/A	Survey Results

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	By 2020-21, the student attendance rate will increase from 95.1% to at least 95.6%.					
Interim Performance Goal	The student attendance rate will increase by 0.2 percentage points per year.					
Data Sources	SC District Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Student Attendance Rate	95.1	95.2	95.3	95.4	95.5	96.6
Actual:		95.2				

Action Plan

Strategy #1: The district will ensure that parents are aware of the attendance policy and of student absences.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Each school will set up Blackboard Connect to perform automated calls when a student is absent.	2016-2021	Principals Attendance Clerks District Instructional Technology Specialist	N/A	N/A	Record of Blackboard Connect Phone Calls
2. School attendance clerks and guidance staff will be trained yearly in the attendance intervention requirements.	2016-2021	District Instructional Technology Specialist District SIS Coordinator District Attendance Specialist Home/School Liasons	N/A	N/A	Agendas and rosters from training
3. Home/School Liaisons will assist schools with attendance interventions.	2016-2021	Home/School Liaisons District Attendance Specialist School Attendance Contact	N/A	N/A	Record of Attendance Meetings
4. Information on the attendance policy will be placed in district and school publications, as well as on school and district websites.	2016-2021	PIO School Website Manager Principals	N/A	N/A	School and District Websites and Publications
Strategy #2: The district will monitor attendance interventions to ensure that the policy is being followed.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. The district attendance specialist will monitor student attendance in PowerSchool and determine if schools are intervening as required by the policy.	2016-2021	District Attendance Specialist	N/A	N/A	Record of school interventions
2. Schools will enter attendance interventions in PowerSchool.	2016-2021	Principals Attendance Clerks District Attendance Specialist	N/A	N/A	PowerSchool Entries
3. Reports will be provided to principals on a quarterly basis to indicate what entries have and have not been made in PowerSchool.	2016-2021	District Attendance Specialist District Instructional Technology Specialist	N/A	N/A	Sample of reports to principals

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By 2021, 60% of students in grades 3-8 will score met or better on the SC Ready reading assessment, and 84% of students in English I will score 70% or better on the English I End of Course Assessment.					
Interim Performance Goal	The percent scoring met or better on the grade 3-8 SC Ready reading assessment will increase by 5 percentage points per year and the percent of English I students scoring 70% or better on the English I End of Course Assessment will increase by 1 percentage point per year.					
Data Sources	SC Ready Reading Assessment for grades 3-8 English I End of Course Assessment					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC Ready Reading Assessment for Grades 3-8 (% scoring met or better)	35%	40%	45%	50%	55%	60%
Actual:		39%				
English I End of Course Assessment (% scoring 70% or better)	79%	80%	81%	82%	83%	84%
Actual:		77%				

Action Plan

Strategy #1: Focus on teaching literacy across the content areas.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Reading coaches will model guided reading, independent reading, individual conferencing, and provide professional development for writing strategies.	2016-2021	Reading Coaches Administrators Teachers District Staff	N/A	N/A	Agendas, Reading Coach Logs, and Administrative Observations, Study Island Reports
2. Provide professional development for teachers to analyze multiple data sources to drive instruction.	2016-2021	Reading Coach, Administrators, Teachers, District Staff	TBD	General Fund Special Revenue	School and district data templates, MAP data, Fountas & Pinnell data, SLO goals
3. Purchase books for classroom libraries to increase to 300 titles in grade PK-5.	2016-2021	Reading coaches media specialist District Literacy Coordinator Principals	TBD	General Fund Special Revenue	Purchase orders and classroom library lists
4. Purchase books for classroom libraries to increase to 300 titles in grade PK-5 and begin expanding classroom libraries in grades 6-12 to at least 30 books.	2016-2021	Reading Coaches Administrators District Literacy Coordinator Media Specialists	TBD	General Fund Special Revenue	Classroom library inventories Purchase orders
5. Continue the implementation a balanced literacy approach in grades K-5.	2016-2021	Reading Coaches Principals Director of Elementary Education District Literacy Coordinator	TBD	Special Revenue General Fund	Classroom Observations Professional development agendas and rosters
6. Teachers of reading will develop student learning objectives for literacy.	2015-2021	Principal District Administrators Literacy Coordinators	N/A	N/A	Teacher Team Data SLO reports

7. Provide ongoing, job embedded, professional development in reading and writing in the content area.	2016-2021	Instructional services staff Principals Literacy coaches ELA department chairs	TBD	General Fund Special Revenue	PD Agendas PD Rosters Classroom Observations
8. Provide balanced literacy support and R2S information to new teachers through the STARTS mentoring and support program at one of the monthly seminars.	2016-2021	Instructional services staff Human Resources staff	N/A	N/A	STARTS Agendas and Rosters
9. Provide immediate feedback to teachers through district observation program, Classroom Mosaic.	2016-2021	Principals Assistant Principals District Instructional Staff	\$40,000	General Fund	Classroom Mosaic Data
10. Continue to provide PD courses that meet the requirements of the Read to Succeed legislation for preK-12 teachers.	2016-2021	Instructional services staff	\$6000	General Fund Special Revenue	Agendas Rosters Course Offerings
11. Review and edit pacing guides based on results from SC State Assessments and NWEA MAP results.	2016-2021	District Instructional Staff	N/A	N/A	Revised Pacing Guides
12. Teach students to understand personal data and set personal achievement goals.	2016-2021	Teachers Principals District Instructional Staff	N/A	N/A	Record of student goals

Strategy #2: Provide supplemental instruction to students not reading on grade level.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Expand NWEA MAP testing to math and reading in grades K-10, with the grades 11-12 as needed.	2016-2021	District Testing Coordinator District Instructional Department Exec Director of Planning & Accountability	\$80,000	General Fund	Testing rosters
2. Develop a plan to provide instruction to students who are performing below grade level in reading	2016-2021	Principals District Instructional Staff Reading Coaches Special Education Department	TBD	General Fund Special Revenue	Plan for additional instruction Rosters

3. Expand the Fountas and Pinnell assessments and intervention program to middle school students.	2016-2021	Special Education Department District Instructional Staff Principals	\$200,000	General Fund Special Revenue	Purchase Orders Training Rosters Student rosters of intervention
4. Provide professional development in the use of NWEA MAP results to impact instruction.	2016-2021	Principals District Instructional Staff District and School Testing Coordinator	\$10,000	Special Revenue	Training Schedules and Agendas Roster of Participants

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By 2021, 72% of students in grades 3-8 will score met or better on the SC Ready mathematics assessment, and 84% of students in Algebra I will score 70% or better on the Algebra I End of Course Assessment.					
Interim Performance Goal	The percent scoring met or better on the grade 3-8 SC Ready mathematics assessment will increase by 5 percentage points per year and the percent of Algebra I students scoring 70% or better on the Algebra I End of Course Assessment will increase by 1 percentage point per year.					
Data Sources	SC Ready Mathematics Assessment results for grades 3-8 Algebra I End of Course Assessment results					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC Ready Mathematics Assessments	47	52	57	62	67	72
Actual:		49				
Algebra 1 EOC	79	80	81	82	83	84
Actual:		72				

Action Plan

Strategy #1: Implement guided math framework across grades K through 5.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Math teachers will provide small group and individual instruction.	2016-2021	Principal District Instructional Staff Teachers	N/A	N/A	Classroom Observations Lesson Plans
2. Provide professional development in the guided math approach.	2016-2021	District Instructional Staff Principals	\$30,000	General Fund Special Revenue	Rosters and agendas from trainings
Strategy #2: Provide support to teachers in addressing students instructional needs in mathematics.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Add a district math instructional specialist to support math instruction.	2016-2021	District Budget Team	\$60,000 per year	General Fund	Human Resource Records
2. Continuation of the implementation of math pacing guides at all levels.	2016-2021	District Instructional Staff Principals Teachers	N/A	N/A	Curriculum Support Documents
3. Develop math benchmark assessments in kindergarten through grade 8.	2016-2021	District Instructional Staff Principals Teachers	\$6000	Special Revenue	Copies of Benchmark Assessments

4. High school and middle school math department meetings will focus on standards to create vertical alignment of the courses offered.	2016-2021	Principals Teachers District Instructional Staff	N/A	N/A	Agenda and roster from departmental meetings
5. Guidance Counselors will identify students who are in need of a full year of Algebra vs one semester by looking at grades from Math classes for rising 9th grade students or failures for upperclassmen.	2016-2021	Principals Guidance Counselors Teachers	N/A	N/A	Master Schedules and IGP's

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By 2021, the percent of students scoring 70 or better on the Biology 1 EOCEP will increase from 65% to 70% and on the US History EOCEP will increase from 66% to 71%.					
Interim Performance Goal	The percent scoring 70 or better will increase by 1 percentage point per year.					
Data Sources	SC EOCEP Assessment Reports for Biology 1 and US History					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Biology 1 EOCEP	65	66	67	68	69	70
Actual:		65				
US History EOCEP	66	67	68	69	70	71
Actual:		65				

Action Plan

Strategy #1: Biology 1 and US History teachers will collaborate to improve instructional practices and assessments.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Conduct subject area lead teacher meetings at the district level.	August 2016-2021	Director of Secondary Education	None	n/a	Agendas and minutes from meetings
2. Conduct monthly PLC meetings within each school for core area teachers.	August 2016-2021	Principal	None	N/A	Agendas and minutes from meetings
3. Provide inservice to teachers on the analysis of data using the district data review protocol.	September 2016-2021	Exec Director of Planning and Accountability Principals	None	N/A	Rosters from training Evidence of the use of the data review protocol

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	By 2021, 100% of teachers and administrators will be on target to meet the Read to Succeed requirements.					
Interim Performance Goal	Each year the percentage of teachers and administrators who are on target to meet the Read to Succeed requirement will increase by 20%.					
Data Sources	The data sources will include state, district and school documentation.					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
% on target to meet the R2S requirements	0	20	40	60	80	100
Actual:		14				

Action Plan

Strategy #1: Monitor the certification status of teachers for evidence of compliance with the Read To Succeed requirements.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. On at least a yearly basis, share the Read to Succeed requirements with each staff member through email and handout.	2016-2021	Principals District Literacy Coordinator	N/A	N/A	Copy of email and handout.
2. During the yearly final Student Learning Objective conference, review with the staff member the requirements and current status.	2016-2021	Principals	N/A	N/A	Notes from Conferences
Strategy #2: Provide opportunities for staff members to take the required Read to Succeed courses.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to provide PD courses that meet the requirements of the Read to Succeed legislation for preK-12 teachers	2016-2021	District Instructional Staff	\$30,000	Special Revenue General Fund	Course Offerings Rosters
2. Provide information to district certified staff on courses that meet the Read to Succeed requirement that are being offered at the local colleges and universities.	2016-2021	District Instructional Staff Public Information Director Principals	N/A	N/A	Information Distribution Samples

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	By 2017, 40% of students in grades 3-8 will score Met or better on the South Carolina State Assessment and 80% of students in English 1 will score 70% or better on the English 1 End of Course Assessment.					
Data Sources	SC State Assessment and English 1 EOC					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC State Assessment 3-8	35%	40%				
Actual:						
English 1 EOC	79%	80%				
Actual:						

Action Plan

Strategy #1: Implement a district wide formative assessment program for all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Expand the implementation of NWEA Map from K-5 to K-10.	2016-2017	Instructional services staff Principals IT Classroom teachers	\$80,000	General fund	Assessment Reports
2. Provide professional development in the use of NWEA MAP results to impact instruction.	2016-2017	Instructional services staff Principals	\$10,000	General fund	Rosters from training
3. Continue and support the use of F&P in K-5 classrooms and expand to special education in middle school.	2016-2017	Instructional services staff Student Services staff Principals Reading Coaches Classroom teachers	\$40,000	Special Revenue	Invoices Assessment reports
Strategy #2: Create benchmark assessments to monitor student gains in ELA courses without F&P.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a committee to develop benchmark assessments by grade/course.	2016-2017	Instructional services staff Principals	n/a	n/a	Benchmark assessments
2. Provide PD to train staff to use data from benchmark assessments to inform instruction.	2016-2017	Instructional services staff Principals Reading Coaches Benchmark writing committee	n/a	n/a	Training rosters Handouts from training



Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	By 2017, 40% of students in grades 3-8 will score Met or better on the South Carolina State Assessment and 80% of students in English 1 will score 70% or better on the English 1 End of Course Assessment.					
Data Sources	SC State Assessment and English 1 EOC					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC State Assessment	35%	40%				
Actual:						
English 1 EOC	79%	80%				
Actual:						

Action Plan

Strategy #1: Implement a formative assessment program for all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Expand the implementation of NWEA Map from K-5 to K-10.	2016-2017	Instructional services staff Principals IT Classroom teachers	\$80,000	General Fund	Assessment reports
2. Provide professional development in the use of NWEA MAP results to impact instruction.	2016-2017	Instructional services staff	\$10,000	General fund	Rosters from training
3. Continue and support the use of F&P in K-5 classrooms and expand to special education in middle school.	2016-2017	Instructional services staff Student Services staff Principals Reading Coaches Classroom teachers	\$40,000	Special revenue	Invoices Assessment reports
4. Review and edit pacing guides based on results from SC State Assessments and NWEA MAP results.	2016-2017	Instructional services staff Classroom teachers	n/a	n/a	Revised Curriculum documents
5. Teach students to understand personal data and set personal achievement goals.	2016-2017	Principals Literacy coaches Classroom teachers	n/a	n/a	Teacher records of student goals/Data notebooks
Strategy #2: Provide ongoing support of balanced literacy instructional practices.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Provide ongoing, job embedded, professional development in reading and writing in the content area.	2016-2017	Instructional services staff Principals Literacy coaches ELA department chairs	n/a	n/a	Rosters of attendance Unit and lesson plans
2. Provide and expand classroom libraries K-12.	2016-2017	Instructional services staff Principals Classroom teachers	\$100,000	General Fund Capital fund	Order invoices Classroom library inventories
3. Require all teachers of literacy to have a literacy SLO.	2016-2017	Instructional services staff Principals Classroom teachers	n/a	n/a	SLOs in Teacher Teams Data from SLOs
4. Provide balanced literacy support and R2S information to new teachers through the STARTS mentoring and support program at one of the monthly seminars.	2016-2017	Instructional services staff Human Resources staff	n/a	n/a	Agenda for seminar Handouts Roster of attendance
5. Provide immediate feedback to teachers through district observation program, Classroom Mosaic.	2016-2017	Instructional services staff Principals	n/a	n/a	Observations
6. Continue to provide PD courses that meet the requirements of the Read to Succeed legislation for preK-12 teachers.	2016-2017	Instructional services staff	\$6,000	General fund Special revenue	Course listing on state website Rosters of attendance Course products and assessments

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	By 2017, 40% of students in grades 3-8 will score Met or better on the South Carolina State Assessment and 80% of students in English 1 will score 70% or better on the English 1 End of Course Assessment.					
Data Sources	SC State Assessment and English 1 EOC					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC State Assessment 3-8	35%	40%				
Actual:						
English 1 EOC	79%	80%				
Actual:						

Action Plan

Strategy #1: Implement a formative assessment program for all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Expand the implementation of NWEA MAP from K-5 to K-10.	2016-2017	Instructional services staff Principals IT Classroom teachers	\$80,000	General fund	Assessment reports
2. Provide professional development in the use of NWEA MAP results to impact instruction.	2016-2017	Instructional Services staff Principals	\$10,000	General fund	Rosters from training
3. Review and edit pacing guides based on results from SC State Assessments and NWEA MAP results.	2016-2017	Instructional services staff	N/A	N/A	Revised curriculum documents
4. Continue and support the use of F&P in K-5 classrooms and expand to special education in middle school.	2016-2017	Instructional services staff Student services staff Principals	\$40,000	Special revenue	Invoices Assessment reports
5. Teach students to understand personal data and set personal achievement goals.	2016-2017	Principals Literacy coaches Classroom teachers	n/a	n/a	Teacher records of student goals/Data notebooks
Strategy #2: Provide ongoing support of balanced literacy instructional practices.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Provide ongoing, job embedded professional development in reading and writing in the content area.	2016-2017	Instructional services staff Principals Literacy Coaches	n/a	N/a	Rosters of attendance Units and lesson plans
2. Provide and expand classroom libraries preK-12.	2016-2017	Instructional services staff Principals Classroom teachers	\$100,000	General fund Capital fund	Order invoices Classroom library inventories
3. Require all teachers of literacy to have a literacy SLO	2016-2017	Instructional services staff Principals Classroom teachers	n/a	n/a	SLOs in Teacher Teams Data from SLOs

Strategy #3: Increase family and community awareness of Read to Succeed requirements

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide the opportunities for parent teacher conferences	2016-2017	Instructional services staff Principals Teachers	n/a	n/a	Conference attendance
2. Conduct regional literacy nights including elementary, middle and high school students in each attendance zone.	2016-2017	Instructional services staff Principals Literacy coaches	n/a	n/a	Agendas Attendance rosters

Strategy #4: Increase opportunities for meaningful, two way communication between the school district and parents and community members.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Hold semester meetings between SIC chairs and the superintendent	2016-2017	Superintendents office instructional services staff Principals	n/a	n/a	Agendas Attendance rosters

2. Have school based SIC teams that meet on a regular basis and represent the various stakeholder groups as outlined by the state SIC regulations	2016-2017	Principals	n/a	n/a	SIC rosters SIC agendas SIC minutes
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Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	By 2017, 40% of students in grades 3-8 will score Met or better on the South Carolina State Assessment and 80% of students in English 1 will score 70% or better on the English 1 End of Course Assessment.					
Data Sources	SC State Assessment and English 1 EOC					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC State Assessment	35%	40%				
Actual:						
English 1 EOC	79%	80%				
Actual:						

Action Plan

Strategy #1: Increase opportunities for meaningful, two-way communication between the school district and families.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Hold semester meetings between SIC chairs and the superintendent.	2016-2017	Superintendent office Instructional services staff Principals	n/a	n/a	Agendas Attendance rosters
2. Have school based SIC teams that meet on a regular basis and represent the various stakeholder groups as outlined by the state SIC regulations	2016-2017	Principals	n/a	n/a	Rosters Agendas Minutes
3. Utilize various media to inform parents of literacy events with a forum for parent input and feedback including: Blackboard Connect, school and district websites, district literacy blog, and other social media at the district and school levels.	2016-2017	Instructional services staff Principals Literacy coaches	n/a	n/a	Webpages Feedback from stakeholders on websites Transcripts
4. Streamline the district's parent volunteer process to increase opportunities for parent and community involvement in the schools.	2016-2017	Instructional services staff Safety and transportation staff	n/a	n/a	Approved volunteer lists
Strategy #2: Increase family awareness of Read to Succeed requirements.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Conduct regional literacy nights including elementary, middle and high school students in each attendance zone to teach parents methods of improving literacy for their children.	2016-2017	Instructional services staff Principals Literacy Coaches	n/a	n/a	Agendas Attendance rosters

2. Provide the opportunities for parent teacher conferences.	2016-2017	Instructional services staff Principals Teachers	n/a	n/a	Attendance
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Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	By 2017, 40% of students in grades 3-8 will score Met or better on the South Carolina State Assessment and 80% of students in English 1 will score 70% or better on the English 1 end of Course Assessment.					
Data Sources	SC State Assessment and English1 EOC					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC State Assessment	35%	40%				
Actual:						
English I EOC	79%	80%				
Actual:						

Action Plan

Strategy #1: Implement a formative assessment program for all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Expand the implementation of NWEA Map from K-5 to K-10.	2016-2017	Instructional services staff IT Principals Classroom teachers	\$80,000	General Fund	Assessment reports
2. Provide professional development in the use of NWEA MAP results to impact instruction.	2019-2017	Instructional services staff	\$10,000	General fund	Rosters from training
3. Continue and support the use of F&P in K-5 classrooms and expand to special education in middle school.	2016-2017	Instructional services staff Student Services staff Principals Reading Coaches Classroom teachers	\$40,000	Special Revenue	Invoices Assessment reports
4. Review and edit pacing guides based on results from SC State Assessments and NWEA MAP results	2016-2017	Instructional services staff Principals Classroom teachers	n/a	n/a	Revised curriculum documents
Strategy #2: Provide ongoing support of balanced literacy instructional practices.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide ongoing, job embedded, professional development in reading and writing in the content area.	2016-2017	Instructional services staff Principals Literacy coaches ELA department chairs	n/a	n/a	Rosters of attendance Unit and lesson plans

2. Provide and expand classroom libraries K-12.	2016-2017	Instructional services staff Principals Classroom teachers	\$100,000	General fund Capital fund	Order invoices Classroom library inventories
3. Require all teachers of literacy to have a literacy SLO.	2016-2017	Instructional services staff Principals Classroom teachers	n/a	n/a	SLOs in Teacher Teams Data from SLOs
4. Provide balanced literacy support and R2S information to new teachers through the STARTS mentoring and support program at one of the monthly seminars.	2016-2017	Instructional services staff Planning and accountability staff	n/a	n/a	Agenda for seminar Handouts Roster of attendance
5. Provide immediate feedback to teachers through district observation program, Classroom Mosaic.	2016-2017	nstructional services staff Principals	n/a	n/a	Observations
6. Continue to provide PD courses that meet the requirements of the Read to Succeed legislation for preK-12 teachers	2016-2017	Instructional Services Staff	\$6,000	General fund Special Revenue	Course listing on state website Rosters of attendance Course products and assessments

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	By 2017, 40% of students in grades 3-8 will score Met or better on the South Carolina State Assessment and 80% of students in English 1 will score 70% or better on the English 1 End of Course Assessment.					
Data Sources	SC State Assessment and English 1 EOC					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC State Assessment	35%	40%				
Actual:						
English 1 EOC	79%	80%				
Actual:						

Action Plan

Strategy #1: Promote literacy in the community.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Produce and air TV segments on the importance of reading for various age groups.	2016-2017	Learn TV staff- students and adults Instructional services staff	n/a	n/a	Recordings of TV programs
2. Promote public library card registration.	2016-2017	Media Specialists Instructional services staff	n/a	n/a	Registration forms
3. Host summer reading events at all schools.	2016-2017	Media Specialists	n/a	n/a	Program agendas Rosters of attendance
4. Utilize various media to inform community members of literacy events with a forum for community input and feedback including: school and district websites, district literacy blog, and other social media at the district and school levels.	2016-2017	Instructional services staff Principals	n/a	n/a	Web pages Feedback from stakeholders on websites Transcripts
5. Streamline the district's parent volunteer process to increase opportunities for parent and community involvement in the schools.	2016-2017	Instructional services staff Safety and transportation staff	n/a	n/a	Lists of approved volunteers
Strategy #2: Increase the number of books available in the homes of students and community members.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Host Little Free Libraries in all attendance zones in the district.	2016-2017	Instructional services staff Literacy Leadership team	\$10,000	Special revenue	LFL locations Registration of sites on LFL web site

2. Provide free books for all children in the county during city festival in May by sponsoring a truckload of books through First Book.	2016-2017	Instructional services staff Literacy leadership team	\$10,000	Special revenue	Invoices Newspaper articles
3. Provide and expand classroom libraries for students to read at home with family members.	2016-2017	Instructional services staff Principals Classroom teachers	\$100,000	General fund Capital fund	Invoices Classroom library inventories Student reading logs

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	By 2017, 40% of students in grades 3-8 will score Met or better on the South Carolina State Assessment and 80% of students in English 1 will score 70% or better on the English 1 end of Course Assessment.					
Data Sources	SC State Assessment and English EOC					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC State Assessment	35%	40%				
Actual:						
English I EOC	79%	80%				
Actual:						

Action Plan

Strategy #1: Provide ongoing support of balanced literacy instructional practices.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide ongoing, job embedded, professional development in reading and writing in the content area.	2016-2017	Instructional services staff Principals Literacy coaches ELA department chairs	n/a	n/a	Rosters of attendance Unit and lesson plans
2. Provide and expand classroom libraries K-12.	2016-2017	Instructional services staff Principals Classroom teachers	\$100,000	General fund Capital fund	Order invoices Classroom library inventories
3. Require all teachers of literacy to have a literacy SLO.	2016-2017	Instructional services staff Principals Classroom teachers	n/a	n/a	SLOs in Teacher Teams Data from SLOs
4. Provide balanced literacy support and R2S information to new teachers through the STARTS mentoring and support program at one of the monthly seminars	2016-2017	Instructional services staff Planning and accountability staff	n/a	n/a	Agenda for seminar Handouts Roster of attendance
5. Provide immediate feedback to teachers through district observation program, Classroom Mosaic.	2016-2017	Instructional services staff Principals	n/a	n/a	Observations

6. Continue to provide PD courses that meet the requirements of the Read to Succeed legislation for preK-12 teachers	2016-2017	Instructional services staff	n/a	n/a	Course listing on state website Rosters of attendance Course products and assessments
Strategy #2: Implement formative assessment programs for all students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Expand the implementation of NWEA MAP from K-5 to K-10.	2016-2017	Instructional services staff Principals IT Classroom Teachers	\$80,000	General Fund	Assessment reports
2. Provide professional development in the use of NWEA MAP results to impact instruction	2016-2017	Instructional services staff Principals	\$10,000	General Fund	Rosters from training
3. Continue and support the use of F&P in K-5 classrooms and expand to special education in middle school.	2016-2017	Instructional services staff Principals Student Services Classroom Teachers	\$40,000	Special revenue	F&P class reports