

## **District Strategic Plan Table of Contents**

Cover Page	2
Stakeholders	4
Assurances	6
Waiver Requests	10
Needs Assessment for Student Achievement	11
Needs Assessment for Teacher/Administrator Quality	15
Needs Assessment for School Climate	17
Executive Summary of Needs Assessment (Summary of Conclusions)	19
Performance Goals and Action Plans	20

## District Strategic Plan Cover Page (Mandated Component)

### Strategic Plan for years 2014/15 to 2018/19 Annual Update for Year 2017/18

<b>District:</b>	Aiken 01
<b>SIDN:</b>	0201
<b>Plan Submission:</b>	School utilizes AdvancED
<b>Address 1:</b>	1000 Brookhaven Drive
<b>Address 2:</b>	
<b>City:</b>	Aiken, SC
<b>Zip Code:</b>	29803
<b>District Plan Contact Person:</b>	King Laurence, Chief Administration Officer
<b>Contact Phone:</b>	803-641-2420
<b>E-mail Address:</b>	klaurence@acpsd.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

<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Levi Green</u> Printed Name	_____ Signature	_____ Date
<b><i>Superintendent</i></b>		
<u>Sean Alford, Ph.D.</u> Printed Name	_____ Signature	_____ Date
<b><i>Title II Coordinator</i></b>		
<u>Jeanie Glover</u> Printed Name	_____ Signature	_____ Date
<b><i>District Strategic Planning Coordinator</i></b>		
<u>King Laurence</u> Printed Name	_____ Signature	_____ Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		

DeeDee Washington, Ph.D.

Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## 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.

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Sean Alford, Ph.D.
2.	<b>Principal</b>	Phyllis Gamble
3.	<b>Teacher</b>	Carrie Clark
4.	<b>Parent/Guardian</b>	George Tallmage
5.	<b>Community Member</b>	Brian Sanders
6.	<b>Private School Representative(s)</b>	Bridgette Kayea
7.	<b>District Level Administrator</b>	King Laurence
8.	<b>Paraprofessional</b>	Marcia Holcombe
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	DeeDee Washington, Ph.D.
10.	<b>District Read To Succeed Literacy Leadership Team</b>	Laurie Reese
<b>OTHERS</b> (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		
	<b>Principal</b>	Becky Wilson
	<b>Principal</b>	Jason Holt
	<b>Principal</b>	Garen Cofer
	<b>Teacher</b>	Megan Bush
	<b>Teacher</b>	Latoya McGriff
	<b>Parent/Guardian</b>	Shannon Blackburn
	<b>Parent/Guardian</b>	Diana Floyd
	<b>Parent/Guardian</b>	Todd Glover
	<b>Community Member</b>	Bobby Cue
	<b>District Level Administrator</b>	Cassie Cagle
	<b>District Level Administrator</b>	Randall Stowe
	<b>District Read To Succeed Literacy Leadership Team</b>	Joy Shealy
	<b>District Read To Succeed Literacy Leadership Team</b>	Tim Yarborough
	<b>District Read To Succeed Literacy Leadership Team</b>	Janice Kitchings
	<b>District Read To Succeed Literacy Leadership Team</b>	Melissa Turner
	<b>District Read To Succeed Literacy Leadership Team</b>	Amy Gregory
	<b>District Read To Succeed Literacy Leadership Team</b>	Ute Aadland
	<b>District Read To Succeed Literacy Leadership Team</b>	Lisa Fallaw

<b>District Read To Succeed Literacy Leadership Team</b>	Jason Holt
<b>District Read To Succeed Literacy Leadership Team</b>	Catherine Hamilton
<b>District Read To Succeed Literacy Leadership Team</b>	Morgan Bowie
<b>District Read To Succeed Literacy Leadership Team</b>	Becky Wilson
<b>District Read To Succeed Literacy Leadership Team</b>	Celia White-Rhines
<b>District Read To Succeed Literacy Leadership Team</b>	Joseph Powell
<b>District Read To Succeed Literacy Leadership Team</b>	Pat Keating
<b>District Read To Succeed Literacy Leadership Team</b>	Kate Simcox
<b>District Read To Succeed Literacy Leadership Team</b>	Jaime Creasy

## Assurances for District Strategic Plan (Mandated Component)

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

Yes	<b>Academic Assistance, PreK–3</b> 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).
Yes	<b>Academic Assistance, Grades 4–12</b> 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).
Yes	<b>Parent Involvement</b> 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.
Yes	<b>Staff Development</b> 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.
Yes	<b>Technology</b> 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.
N/A	<b>Innovation</b> 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.
Yes	<b>Collaboration</b> 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).
Yes	<b>Developmental Screening</b> 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.
Yes	<b>Half-Day Child Development</b> 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.
Yes	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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.
Yes	<b>Parenting and Family Literacy</b> 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-appropriate 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.
Yes	<b>Recruitment</b> 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.
Yes	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.
Yes	<b>Office of Health and Nutrition</b> 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 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.
	<b>Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts</b> 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 Principles 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 statutes, regulations, program plans, and applications.
- 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.
- 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.
- 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.
- 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)."
- M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.

Yes

- 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."

**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	<b>District Reading Plan</b> 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	<b>4K and 5K Readiness Assessment</b> 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	<b>Third Grade Retention</b> 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 2017â€™18 school year.
Yes	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Signature</b>	
_____	_____
Superintendent's Printed Name	Superintendent's Signature
	_____
	Date

## District Strategic Plan Waiver Requests

The SBE has the authority to waive regulations pursuant to R. 43-261 (C) District and School Planning which states:

*Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

1. Teachers teaching more than 1500 minutes	The School District of Aiken County hereby requests the State Board of Education to waive compliance from Regulation 43-205(IV)B(3)b for the teachers in the following schools in our district: Aiken High School South Aiken High School North August High School Midland Valley High School Ridge Spring Monetta Middle/High School Wagener Salley High School Silver Bluff High School This waiver was previously approved for the duration of this strategic plan.
2. Teachers teaching more than 4 preps	The School District of Aiken County hereby requests the State Board of Education to waive compliance from Regulation 43-205(IV)B(3)c for the teachers in the following schools in our district: Aiken High School South Aiken High School North August High School Midland Valley High School Ridge Spring Monetta Middle/High School Wagener Salley High School Silver Bluff High School This waiver was previously approved for the duration of this strategic plan.
3. Extension for initial District Strategic and School Renewal Plans	
4. High School Principal over two schools or grades more than 9-12	Ridge Spring Monetta Middle/High School is a sixth through twelfth grade campus with a single high school principal. This waiver was previously approved for the duration of the strategic plan
5. Other (Write in justification space)	High School Credit in Visual Arts The following objective is taken from Aiken Middle's Innovative Art Works Grant, approved by the South Carolina Department of Education for the 2016-17 school year: Objective 4: Create a year-long Gifted and Talented Visual Arts program for 7th and 8th grade students that promotes and celebrates the achievement of students gifted in the Visual Arts. March/April 2016: Created an application process including observational drawing and short answer questions for students identified as Gifted in the Visual Arts. Students returned their applications to the Art teacher. The top 25 students for each grade level were selected for the year-long GT Visual Arts course. Eighth graders taking the GT Visual Arts course will have the opportunity to receive a full high school Art credit upon course completion. August 2016-June 2017: Students will participate in a year-long program that focuses on allowing students to develop their Studio Habits of Mind and find their artistic voice while being involved in critical thinking and problem solving. The program will encourage inquiry, experimentation, exploration and student led learning. Students will be assessed throughout their participation in the GT program and achievement will be monitored through project rubrics, student sketchbooks, and portfolios. This waiver was previously approved for the duration of the strategic plan
6. Other (Write in justification space)	

## 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)	
<b>Primary School (K - 2)</b>			
Benchmark Assessment: <b>Teaching Strategies GOLD for 4K</b>	On the spring 2016 GOLG Assessment students demonstrated significant gains over the fall 2015 assessment. Language - 16.7% below, 54.1% meeting, and 29.2% exceeding expectations. Literacy - 4.6% below, 50.5% meeting, and 45% exceeding expectations		Our CDEP 4K program serves a limited number of students with the greatest need for early intervention.
Benchmark Assessment: <b>DRA2 for 5K</b>	On spring 2016 DRA2 Reading assessment 81% of our kindergarteners were at or above the benchmark while 19% were below.		
Benchmark Assessment: <b>Fountas &amp; Pinnell (F &amp; P) for Grades 1 &amp; 2</b>	The Fall 2015 F & P reading assessment data indicated that 61% of our first graders and 61% of our second graders met or exceeded expectations. Those percentages increased in the winter assessment to 67% for 1st and 72% for 2nd.		
<b>Elementary/Middle School (3 - 8)</b>			
<b>State Standardized Language Arts Scores</b>	At both the elementary and middle levels, 2015 Aspire ELA scores were similar to the state average, with approximately 2/3 of our students Ready.	At the elementary level, 2015 Aspire Reading scores showed less than 1/3 of our students Ready, with the district scores in Grades 3-5 below the state average. The achievement gap between White and African American students was approximately 20% for both ELA and Reading. 2016 SC Ready results are substantially similar to 2015 ACT Aspire. Between 36% and 42% of	

		<p>our student meet or exceed the standard</p> <p>Reading scores in Grades 6 &amp; 7 showed approximately 1/3 Ready, with 44% Ready in Grade 8. All three grades were below the state average. The achievement gap between White and African American students exceeded 20% for both ELA and Reading at this level.</p>	
<b>State Standardized Math Scores</b>		<p>At the elementary level, 2015 Aspire Math scores were below the state average in all three grades. The achievement gap between White and African American students was above 20%. Middle level Math scores were also below the state average in all three grades, with less than 1/4 of the students Ready in Grades 7 &amp; 8. The achievement gap between White and African American students was 30% in Grade 6. 2016 SC Ready results are substantially similar. Middle school math continues to be below other grades with 8th grade having 22% meeting or exceeding the standard.</p>	
<b>State Standardized Social Studies Scores</b>	<p>2015 SCPASS scores increased in Grades 4 &amp; 5 from 2014. Social studies SCPASS scores increased in Grade 8 to the highest level since 2009.</p>	<p>2016 SCPASS scores were below the state average in Grades 3-8. The achievement gap between White and African American students was 14% in Grade 4, 24% in Grade 5, 19% in Grade 6, 27% in Grade 7, and 20% in Grade 8.</p>	
<b>State Standardized Science Scores</b>	<p>2015 SCPASS scores increased in Grades 4 &amp; 5 from 2014.</p>	<p>2016 SCPASS scores were below the state average in Grades 3-8, as well as below 2013 scores. The achievement gap between White and African American students was approximately 30% in both elementary and middle school.</p>	
<b>Benchmark Assessment: Scholastic Reading Inventory (SRI)</b>		<p>On the fall 2015 SRI screening assessment of our students' reading comprehension skills, 51% of our 3rd graders, 41% of our 4th graders, and 38% of our 5th graders scored at the Strategic or Intensive level.</p>	

		<p>which places them at or below the 35th national reading percentile. Of our middle school students, 39% of our 6th graders, 38% of our 7th graders, and 37% of our 8th graders scored Strategic or Intensive.</p>	
<b>High School (9 - 12)</b>			
<b>On-Time Graduation Rate</b>	<p>The on-time graduation rate for the district increased each year from 73.9% in 2011 to 86.9% in 2015. On time graduation rate for 2016 was 88.6%. Our district graduation rate has been above the state grad rate since 2012.</p>	<p>Disaggregated data (2011-2014) showed that the graduation rates for students in the LEP, subsidized meals, and disabled subgroups were significantly below the district average. African American students were less likely to graduate than White students, and male students were less likely to graduate than females.</p>	
<b>End-of-Course Algebra I</b>	<p>Algebra I EOC scores have increased from 78.8% passing in 2011 to 89.4% in 2015. Our district percentage passing has exceeded the state since 2012. 2016 EOC (88%) is still above the state average.</p>	<p>Students who qualify for subsidized meals are almost three times more likely to fail the Algebra I EOC when compared to students who do not qualify.</p>	
<b>End-of-Course English I</b>	<p>English I EOC scores have increased from 71.9% passing in 2011 to 78.3 in 2015. Our district passing rate has exceeded the state passing rate since 2012. English I EOC (79.2%) is still above the state average for 2016.</p>	<p>Achievement gaps persist between students who qualify for subsidized meals and those who do not, as well as between White and African American students. In both cases the latter group is approximately twice as likely to fail the EOC assessment than the former group.</p>	
<b>End-of-Course Biology I</b>	<p>Our district Biology EOC passing rate has been above 80% and exceeded the state rate each year since 2012. 2016 scores (78.1%) remain above the state average.</p>		
<b>End-of-Course U.S. History and Constitution</b>	<p>The percentage of students scoring at 70 or higher on the U.S. History and Constitution EOCEP has increased every year since 2011, and in 2015 we exceeded the state passing rate for the first time. with</p>	<p>2016 Us History is at 66.5% which is below the state average.</p>	

	72.2% passing.		
Benchmark Assessment: <b>Scholastic Reading Inventory (SRI)</b>		SRI fall 2015 screening scores indicated that 36% of our 9th graders and 19% of our 10th grades scored at or below the 35th national percentile in reading.	
'Other' Data Source: <b>SAT College Entrance Examination</b>	The district's 2014 and 2015 SAT college entrance examination scores were above the state average for public school students.	However, our district SAT scores are below the national average for public school students.	
'Other' Data Source: <b>The ACT</b>	District composite scores on The ACT in 2013, 2014, and 2015 were above the state and national averages for the college-bound students who took the test. In 2016 on the statewide administration of The ACT for all 11th graders, the district mean (18.2) was equivalent to the state mean.		
'Other' Data Source: <b>Advanced Placement</b>	In spring of 2014, 889 Aiken district students took 1516 AP exams, and 50.8% of the scores were 3 or higher. In spring of 2016, 866 Aiken district students took over 1300 exams, and 50.5% of the scores were 3 or higher.		

## 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)	
<b>Number of National Board Teachers</b>	Our district had 76 National Board certified teachers in 2015-16.		
'Other' Data Source: <b>Annual Report to CERRA</b>	On the annual report to CERRA in the fall of 2016, our district reported 1578.8 allocated teaching positions. Of these 241 were newly hired, and 25 of those were PACE participants. The number of unfilled vacancies dropped from 11 to 6 from 2015 to 2016.	On the 2016 fall CERRA report we noted that 203 teachers left our district last spring, 65 to retirement.	
<b>Percentage of Teachers with Advanced Degrees</b>	The percentage of teachers with advanced degrees has increased slightly from 55.7% in 2011 to 58.4% in 2016.	The 2016 state report card indicates that districts like ours typically have 62.8% of their teachers with advanced degrees.	
<b>Percentage of Teachers on Continuing Contracts</b>	In 2016 83.5% of our district teachers were on continuing contracts, the same percentage as the state.		
<b>Percentage of Teachers Returning</b>	The percentage of teachers returning from previous year has varied from year to year--91.8% in 2011, 91.4% in 2012, 92.0% in 2013, 91.8% in 2014, 90.7% in 2015, and 90.5 in 2016. The 2015 and 2016 figures are comparable to the percentage in districts like ours of 90.8%.		

<p><b>Percentage of Classes not Taught by Highly Qualified Teachers</b></p>		<p>Percentages of classes taught by non HQ teachers vary from year to year--2.7% in 2011, 3.6% in 2012, 1.5% in 2013, 1.7% in 2014, and 2.5% in 2015.</p>	<p>Charter school law allows for 25% of charter school teachers to be non HQ. This factors into the district's HQ percentage.</p>
<p><b>Number of PACE Teachers</b></p>	<p>Our district employed 25 new PACE teachers in 2016-17.</p>		
<p>'Other' Data Source: <b>Leadership Development</b></p>		<p>The Superintendent's Cabinet has identified weaknesses in our pool of future administrators and a need to provide more leadership training for future building-level administrators.</p>	



## 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)	
<b>Teacher Attendance Rate</b>	The 2015 teacher attendance rate was 94.9%, down from 95.4% in 2014, but comparable to the 95.1% rate in districts with students like ours.		
<b>Student Attendance Rate</b>	The 2015 student attendance rate was 94.8%, down from 96.1% in 2014, but comparable to the 95.4% rate in districts with students like ours.		
<b>School Poverty Index</b>	Over two thirds of the districts in the state have more poverty than Aiken. Our district's 2015 Poverty Index was 67.9, 23rd out of 82 districts in the state.		
<b>Students Older than Usual for Grade</b>		According to 2014 state report card data, 4.8% of our students were older than usual for their grade level, down from 5.1 the year before, and higher than the 3.9% in districts with students like ours. This data was not reported for 2015.	
<b>Suspension/Expulsion Rate</b>	According to our state report card, out of school suspensions or expulsions for violent and/or criminal offenses in 2015 was 0.6, the same as 2014, and lower than the 0.7 in districts like ours.	However, our internal analysis of student discipline data for 2013-14 and 2014-15 indicated over 16,000 days of ISS and 14,000 days of OSS in 13-14 and over 15,000 days of ISS and over 14,000 days of OSS in 14-15, which equates to more than 215,000 hours of lost instructional time for students each of those years due to ISS or OSS.	

<p><b>Percent of Teachers, Students, and Parents Satisfied with the Physical Environment</b></p>	<p>2016 state surveys indicated that 83.5% of parents and 89.6% of teachers were satisfied with the social and physical environment. Both percentages are up over the past few years.</p>	<p>Only 77.9% of high school students were satisfied with the social and physical environment.</p>	
<p><b>Percentage of Teachers, Students, and Parents Satisfied with Home-school relations</b></p>	<p>The percentage of teachers satisfied with home-school relations was over 84% in both 2015 and 2016, both years showing an increase over the past few years. Students express higher satisfaction for home-school relations than other areas.</p>	<p>However, parents were less satisfied with home-school relations for 2014 (70.0%), 2015 (73.0%), and 2016 (71.8%) than in previous years.</p>	
<p><b>Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment</b></p>	<p>According to the 2016 state survey, the percentage of parents (85.7%) satisfied with the Learning Environment has increased over the past few years.</p>	<p>The percentage of teachers dropped from 89.2% to 71.5% from 2015 to 2016.</p>	

## Executive Summary of Needs Assessment (Summary of Conclusions)

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	Data from the 2015-16 GOLD assessment of our 4K students, DRA2 assessment of our 5K students, and F & P assessment of our 1st and 2nd graders are causing us to look closely at the preparation level of our early childhood students as well as our curriculum to address the needs. However, growth in these results from fall to spring indicates that programs, curriculum, and initiatives we have in place are addressing the needs of these students.
<b>Elementary/Middle School (3 - 8)</b>	
2.	Improving elementary and middle level student achievement is one of our greatest challenges. There is a need to reaffirm the district's commitment to literacy and reading intervention, reorganize our curriculum support personnel to provide level-specific coaching, and establish a guaranteed and viable curriculum for all subjects.
<b>High School (9 - 12)</b>	
3.	While high school state assessment scores seem to be on the rise and at or above the State average in most areas, focused efforts on subgroups where achievement gaps exist will be a priority. Continuing to focus on the four-year graduation rate and aggressively tracking students from the time they enter high school are ways we will continue to improve our graduation rate and exceed the State average.
<b>Teacher/Administrator Quality</b>	
4.	The district has been unable to find fully certified teachers for all positions for the past few years. Making sure that every student has a fully certified teacher from the first day of class must be among our highest district priorities.
<b>School Climate</b>	
5.	<p>Perception is an important part of the data picture and is critical in analyzing the schools' and district's climate. There are some significant variances in data from school to school, and the district trends provide valuable information. Our students' satisfaction with the learning environment indicates a discrepancy between their responses from those of teachers and parents. Teachers and parents tend to be more satisfied with the learning environment than students. Historically, this has been the case with these survey results.</p> <p>Regarding the physical environment, teacher responses are significantly higher than those of both students and parents. Although the school district has maintained a five-year facilities plan since the early 1980's, increased maintenance and construction costs have made it difficult to keep up with the demand for new and improved spaces. Half of the buildings in the district are forty to sixty years old. A referendum was passed in November of 2014 providing a 1% local education capital improvements sales tax. This will assist the district in upgrading specific projects listed in the referendum.</p> <p>With regard to home-school relations, strong efforts have been made over the past few years to improve the relationships between and among all stakeholders. Our new Communications Office holds great promise for improving stakeholder awareness and engagement.</p>

## Performance Goal

<b>Performance Goal Area</b>	School Climate					
<b>Performance Goal</b> (desired result of student learning)	By spring 2019, 90% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each school as measured by agree and strongly agree responses on the Spring District Stakeholder Survey.					
<b>Interim Performance Goal</b>	The annual targets are listed below:					
<b>Data Sources</b>	District Stakeholder Spring Survey					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
Parents	82.8%					
Teachers	86.2%	84.2%	85.7%	87.1%	88.6%	90.0%
Students El & MS	75.6%	87.0%	87.7%	88.5%	89.2%	90.0%
Students HS	64.3%	78.5%	81.4%	84.2%	87.1%	90.0%
Learning Environment	Spring 2014 Data	69.4%	74.6%	79.7%	84.9%	90.0%
<b>Actual:</b>		85.7 89.2 77.2 65.7	83.7 71.5 78.0 71.5			
Parents	79.2%	81.4%	83.5%	85.7%	87.8%	90.0%
Teachers	89.4%	89.5%	89.6%	89.8%	89.9%	90.0%
Students El & MS	75.8%	78.6%	81.5%	84.3%	87.2%	90.0%
Students HS	69.9%	73.9%	77.9%	82.0%	86.0%	90.0%
Social/Physical Env						
<b>Actual:</b>		83.0 90.3 73.9 62.0	78.6 85.7 78.2			
Parents	70.0%	74.0%	78.0%	82.0%	86.0%	90.0%
Teachers	84.7%	85.8%	86.8%	87.9%	88.9%	90.0%
Students El & MS	85.0%	86.0%	87.0%	88.0%	89.0%	90.0%
Students HS						

School-Home Relations	80.0%	82.0%	84.0%	86.0%	88.0%	90.0%
<b>Actual:</b>		73.0 84.6 85.4 81.4	71.8 80.8 83.1			

## Action Plan

<b>Strategy #1: Promoting positive youth development</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Analyze district-wide discipline data to determine behavior patterns and establish appropriate interventions	2016-17	Chief Officer for Operations and Student Services	NA	NA	Discipline Data and interventions
2. Emphasize and make a deliberate effort to serve and engage local Advisory Councils in the mission of positive youth development.	2016-17 and ongoing	Chief Officer for Operations and Student Services	0	0	Advisory Council minutes and programming
3. Conduct a comprehensive community review of the District's code of conduct and revise our code and procedures	2015-16	Chief Officer for Operations and Student Services	0	NA	Revised Code of Student Conduct
4. Establish a Student Services Office to coordinate district activities while promoting positive youth development.	2016-17	Chief Officer for Operations and Student Services	TBD	TBD	Reduced expulsions and OSS, improved stakeholder survey results regarding satisfaction with social environment
<b>Strategy #2: Provide a variety of educational choices for parents.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Allow parents to select the elementary school of their choice, if space is available (expanded choice).	Ongoing	Executive Directors	\$0	N/A	Survey
2. Explore pilot program option of creating a magnet school in the middle grades focusing on science, technology, engineering, and mathematics(STEM).	2014-2015	Chief Instructional Officer	\$150,000	General Fund	Implemented 15-16 at JMS (STEM) and NEMS (STEAM)
3. Provide meetings for all eighth grade and high school students and parents to discuss Individual Graduation Plans.	Ongoing	Guidance Counselors, Career Specialists, Principals	N/A	N/A	IGPs

4. Research the feasibility and implementation of school-based thematic programs such as magnet schools, schools of technology, and world language immersion.	Spring 2016	Cabinet Level Committee	N/A	N/A	Opening of new thematic/magnet schools or programs
<b>Strategy #3: Provide opportunities for parents and community members to be involved in schools.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide training for school personnel on how to better engage families in the educational process.	2015-2016	Director of Federal Programs, Director of Communications and Community Partnerships	\$5,000	Title I / Title II	Sign-in sheets, Parent surveys
2. Provide literacy and technology training for parents, including ESOL and Special Education parents.	Ongoing	Director of Federal Programs; Director of Special Programs	\$5,000 annually	Title I	Surveys Workshop Evaluations
3. Maintain the district's relationship with educational foundations, chambers of commerce, and other community organizations.	Ongoing	Superintendent, Director of Communications and Community Partnerships	N/A	N/A	List of collaborative efforts
4. Promote School Improvement Councils (SIC), Parent Teacher Organizations (PTO and PTA), Title I, II, and III constituency committees, and other school-based and district organizations.	Ongoing	Superintendent, Executive Directors, Director of Federal Programs	N/A	N/A	Surveys
5. Offer volunteer training.	Ongoing	Director of Communications and Community Partnerships, Principals	\$3000	LEA	Sign-in sheets; List of volunteers and substitutes
6. Provide training and workshops for parents on a variety of topics, such as bullying, using SchoolFusion and the Parent Portal, and providing homework assistance.	Ongoing	Chief Instructional Officer	\$5000	LEA Title I	Sign-in Sheets
7. Provide the Parent Portal and SchoolFusion for parents and students to be able to access grades and assignments.	Ongoing	Teachers	\$54,500 annually	LEA	Parent survey
8. Establish and utilize teacher, student and parent liaison groups to enhance two-way communication between district leaders and community stakeholders. Quarterly meetings will be held throughout the county to increase convenience and connectivity to members of the overall community.	2015-16	Superintendent, Director of Communications and Community Partnerships	\$1,000	LEA and community donations	Sign-in sheets

9. Emphasize and make a deliberate effort to serve and engage local Advisory Councils in the mission of positive youth development.	2016-17, ongoing	Chief Officer for Operations and Student Services	N/A	N/A	Advisory Council minutes
---	------------------	---	-----	-----	--------------------------

**Strategy #4: Increase efforts to attract and train qualified substitute teachers**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Continue to implement and expand the substitute training program.	Ongoing	Director of Administrative Services	\$5000	General Funds	Training Session Evaluations
2. Increase substitute pay to correspond with other salary increases.	Ongoing	Cabinet	\$30,000	General Funds	Salary Schedule
3. Continue to provide an automated substitute calling system.	Ongoing	Director of Administrative Services	\$20,000	General Funds	System Use

**Strategy #5: Increase and improve district public relations and communication.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Establish the following subcommittees to promote increased community engagement: volunteerism subcommittee, visual identity subcommittee, and internal/external communication subcommittee.	Spring 2015	Director of Communications and Community Partnerships	TBD	General Fund	Meeting minutes, sign in sheets
2. Design a new logo for the school district.	Spring 2015-2016	Director of Communications and Community Partnerships; Visual Identity Committee	TBD	General Fund	New logo as part of our comprehensive district rebranding Implemented in 2016
3. Increase the use of the district and school web pages to disseminate information in multiple languages.	Ongoing	Technology Coaches	\$50,000	General Fund	Surveys
4. Provide regular reports to the public through the newspaper, Facebook, and Twitter.	Ongoing	Director of Communications and Community Partnerships	N/A	N/A	Collected articles and postings, press releases
5. Maintain the district's automatic calling system.	Ongoing	Chief Officer for Operations and Student Services	\$20,000	General Funds	Surveys



6. Hold regular public meetings in all areas of the district to receive feedback and suggestions.	Ongoing	Superintendent, Director of Communications and Community Partnerships, Executive Directors	N/A	N/A	Surveys Meeting sign-in sheets
7. Update and implement the district's communication/public relations plan.	Ongoing	Director of Communications and Community Partnerships	\$2000	General Fund	Surveys
8. Establish a Communications Office to foster volunteerism, external and internal communications, development of strategic partnerships and community awareness and engagement.	2015-16	Cabinet	\$100,000	General Fund	Implemented Spring 2016

**Strategy #6: Update and maintain facilities**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
1. Utilize 1% sales tax in combination with on-going facilities funds to implement projects specific to the referendum.	March 2015	Chief Officer for Operations and Student Services	TBD	1% sales tax proceeds	Completion of projects
2. Analyze current facilities use throughout the district.	Ongoing	Chief Officer for Operations and Student Services	N/A	N/A	Facilities Plan
3. Maintain the district's five-year facilities and technology plans, and focus attention on technology upgrades where possible.	Ongoing	Chief Officer for Operations and Student Services	\$17.5 million	8% bonded indebtedness	Upgrades and construction improvements
4. Implement the recommendations of the demographic and facilities needs assessment conducted in 2013-2014 by the Community Input on Facilities Committee.	Ongoing	Chief Officer for Operations and Student Services	TBD	District	List of completed projects
5. Review the findings of the School Board Facilities Funding Committee and develop appropriate plans for identifying priority sites and moving forward with facility upgrades or replacements.	Ongoing	Chief Officer for Operations and Student Services	N/A	N/A	Minutes of meetings
6. Provide connectivity at all schools and otherwise modernize infrastructure to increase the accessibility of educational technology for BYOD pilot programs.	2014-Continuing	Director of Technology	1.5 million	LEA	Infrastructure to support technology

7. Update the district's safety plan.	Ongoing	Chief Officer for Operations and Student Services	N/A	N/A	Safety Plan
8. Pursue enabling legislation that would allow the District to seek capital projects funding through a local option 1% education capital improvement sales tax.	November 2013 - November 2014	School Board Superintendent	N/A	N/A	State legislature passed enabling legislation, and district pursued a successful referendum in fall of 2014
9. Restructure and align the position categories, responsibilities assignments and standardizing of procurement for custodial and maintenance staff to improve the execution of daily activities while establishing consistent expectations across the organization. Special emphasis will be given to providing high quality landscape services for all schools.	Spring 2016	Chief Officer for Operations and Student Services; Director of Maintenance and Operations	TBD	General Fund	Improved stakeholder survey results regarding satisfaction with physical facilities
10. Engage the community in a series of town hall style meeting to provide population trends and seek collaboration in moving forward with addressing facilities needs.	January - May 2017	Chief Officer of Administration	N/A	N/A	Community Feedback

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	By spring 2019, Aiken County students will demonstrate academic proficiency by meeting the following targets: SC READY and SCPASS - The percentage of students meeting standard by grade level and subject area will increase 2% annually or be at or above the State mean*; SAT - The mean total score for Aiken County students will increase by 5 points annually or be at or above the State mean*; ACT - The mean total score for Aiken County students will increase by .1 annually or be at or above the State mean*; AP Exams - Of the students taking AP exams, 55% will score a 3 or above; EOC - The passage rate of students taking End-of-Course tests will increase by 2% annually; WorkKeys - The percentage of students scoring at the Gold or Platinum level will increase by 2% annually. *The intent of this wording is for the higher target of the two to be achieved.					
<b>Interim Performance Goal</b>	Annually, Aiken County students will meet the targets listed below:					
<b>Data Sources</b>	SCPASS was replaced by ACT Aspire in 2015 and then again by SC READY in 2016 for the assessment of ELA and Math in Grades 3-8; SCPASS continues to be used to assess Science and Social Studies in Grades 4-8; EOCEP for middle and high school students taking English I, Algebra I, Biology, and U. S. History; The ACT, WorkKeys, Advanced Placement exams, and the SAT at the high school level. Note that beginning in spring 2015 all 11th graders must take The ACT, whereas previously only a portion of the college-bound students took this college entrance examination.					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
SC READY Math District	PASS SP 2013 67.1%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	73.1%	75.1%	77.1%
<b>Actual:</b>		40%	NA			
SC READY Math Grade 3	PASS SP 2013 63.7%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	69.7%	71.7%	73.7%
<b>Actual:</b>		53%	47%			
SC READY Math Grade 4	PASS SP 2013 73.9%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	79.9%	81.9%	83.9%
<b>Actual:</b>		47%	37%			
	PASS SP					

SC READY Math Grade 5	2013 68.9%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	74.9%	76.9%	78.9%
<b>Actual:</b>		46%	40.2%			
SC READY Math Grade 6	PASS SP 2013 62.9%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	68.9%	70.9%	72.9%
<b>Actual:</b>		46%	37.6%			
SC READY Math Grade 7	PASS SP 2013 63.8%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	69.8%	71.8%	73.8%
<b>Actual:</b>		23%	29.8%			
SC READY Math Grade 8	PASS SP 2013 65.9%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	71.9%	73.9%	75.9%
<b>Actual:</b>		25%	21.2%			
SC READY Reading District	PASS SP 2013 74.6%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	80.6%	82.6%	84.6%
<b>Actual:</b>		33%	NA			
SC READY Reading Grade 3	PASS SP 2013 81.9%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	87.9%	89.9%	91.9%
<b>Actual:</b>		27%	41.5%			
SC READY Reading Grade 4	PASS SP 2013 75.0%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	81.0%	83.0%	85.0%
<b>Actual:</b>		30%	38.6%			
SC READY Reading Grade 5	PASS SP 2013 80.5%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	86.5%	88.5%	90.5%
<b>Actual:</b>		30%	40.2%			
SC READY Reading Grade 6	PASS SP 2013 71.4%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	77.4%	79.4%	81.4%
<b>Actual:</b>		34%	36.9%			
	PASS SP					

SC READY Reading Grade 7	2013 72.6%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	78.6%	80.6%	82.6%
<b>Actual:</b>		32%	37.6%			
SC READY Reading Grade 8	PASS SP 2013 64.2%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	70.2%	72.2%	74.2%
<b>Actual:</b>		44%	27.7%			
SC READY Writing District	PASS SP 2013 73.3%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	79.3%	81.3%	83.3%
<b>Actual:</b>		19%	NA			
SC READY Writing Grade 3	PASS SP 2013 70.0%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	76.0%	78.0%	80.0%
<b>Actual:</b>		13%	NA			
SC READY Writing Grade 4	PASS SP 2013 70.3%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	76.3%	78.3%	80.3%
<b>Actual:</b>		12%	NA			
SC READY Writing Grade 5	PASS SP 2013 74.2%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	80.2%	82.2%	84.2%
<b>Actual:</b>		14%	NA			
SC READY Writing Grade 6	PASS SP 2013 74.9%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	80.9%	82.9%	84.9%
<b>Actual:</b>		33%	NA			
SC READY Writing Grade 7	PASS SP 2013 76.0%	ACT Aspire 2015 Baseline	SC READY 2016 baseline	82.0%	84.0%	86.0%
<b>Actual:</b>		24%	NA			
SC READY Writing Grade 8	PASS SP 2013 74.1%	ACT Aspire Baseline	SC READY 2016 baseline	80.1%	82.1%	84.1%
<b>Actual:</b>		21%	NA			
	SP 2014					

SC-PASS Science District	63.2%	69.1%	11.1%	13.1%	15.1%	11.1%
<b>Actual:</b>		59.5%	NA			
SC-PASS Science Grade 3	SP 2014 55.0%	63.7%	65.7%	67.7%	69.7%	71.7%
<b>Actual:</b>		NA	NA			
SC-PASS Science Grade 4	SP 2014 62.6%	67.8%	69.8%	71.8%	73.8%	75.8%
<b>Actual:</b>		64.7%	59.7%			
SC-PASS Science Grade 5	SP 2014 58.3%	69.8%	71.8%	73.8%	75.8%	77.8%
<b>Actual:</b>		59.5%	59.6%			
SC-PASS Science Grade 6	SP 2014 59.6%	69.9%	71.9%	73.9%	75.9%	77.9%
<b>Actual:</b>		54.5%	52.2%			
SC-PASS Science Grade 7	SP 2014 66.5%	74.0%	76.0%	78.0%	80.0%	82.0%
<b>Actual:</b>		57.2%	65.9%			
SC-PASS Science Grade 8	SP 2014 64.8%	67.9%	69.9%	71.9%	73.9%	75.9%
<b>Actual:</b>		58.1%	58.3%			
SC-PASS SS District	SP 2014 70.1%	71.3%	73.3%	75.3%	77.3%	79.3%
<b>Actual:</b>		68.5%	NA			
SC- PASS SS Grade 3	SP 2014 77.9%	81.2%	83.2%	85.2%	87.2%	89.2%
<b>Actual:</b>		NA	NA			
SC-PASS SS Grade 4	SP 2014 79.5%	79.6%	80.7%	82.7%	84.7%	86.7%
<b>Actual:</b>		83.4%	81.1%			
SC-PASS SS Grade 5	SP 2014 62.9%	68.0%	70.0%	72.0%	74.0%	76.0%
<b>Actual:</b>		63.1%	70.4%			
SC-PASS SS Grade 6	SP 2014 71.6%	75.3%	77.3%	79.3%	81.3%	83.3%

<b>Actual:</b>		69.7%	68.4%			
SC-PASS SS Grade 7	SP 2014 57.7%	59.5%	61.5%	63.5%	65.5%	67.5%
<b>Actual:</b>		54.0%	58.9%			
SC-PASS SS Grade 8	SP 2014 66.0%	68.6%	70.6%	72.6%	74.6%	76.6%
<b>Actual:</b>		68.5%	58.3%			
SAT District	2013-14 974	986	991	996	1001	1006
<b>Actual:</b>		970	979			
ACT Composite	2013-14 21.1	21.2	21.3	21.4	21.5	21.6
<b>Actual:</b>		21.2 seniors; 18.0 for all 11th graders	18.3 Graduat-ing Seniors 18.2 11th grade cohort			
AP Exams	SP 2014 50.8%	52.3%	53.0%	53.6%	54.3%	55.0%
<b>Actual:</b>		53.0%	50.5%			
EOC Algebra I	SP 2014 90.6%	86.5%	88.5%	90.5%	92.5%	94.5%
<b>Actual:</b>		89.4%	88.0%			
EOC English I	SP 2014 77.5%	81.3%	83.3%	85.3%	87.3%	89.3%
<b>Actual:</b>		78.3%	79.3%			
EOC US History	SP 2014 64.1%	58.2%	60.2%	62.2%	64.2%	66.2%
<b>Actual:</b>		72.2%	66.7%			
EOC Biology	SP 2014 81.1%	83.5%	85.5%	87.5%	89.5%	91.5%
<b>Actual:</b>		80.9%	78.2%			
Workkeys NCCR Gold or Platinum Certificates (Statewide 11th-grade assessment)	5%	7%	9%	11%	13%	15%
<b>Actual:</b>		22.9%	17.0%			





## Action Plan

<b>Strategy #1: Implement state adopted standards.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Bring together writing teams of teachers to develop curriculum maps and benchmark tests and create a guaranteed and viable curriculum to guide teachers in instruction.	June 6-15, 2016, with annual updates thereafter	Chief Instructional Officer; Content Interventionists	\$250,000	Title II and PDSI	Curriculum maps entered into Rubicon Atlas for all subjects and grade levels
2. Provide content interventionists PK-12 for direct support and professional development in the State Standards and the development and implementation of appropriate district-wide curriculum in ELA, math, social studies, science, GT/related arts/exploratory, and technology.	New for 2016-17	Chief Instructional Officer; Executive Directors	\$1,000,000 annually	General Fund	Professional Development Evaluations; Grade 3-8 State Assessment, EOC and ACT Results
3. Conduct regular principals' professional development meetings focusing on the SC State Standards, professional learning communities, formative assessments, literacy and reading, math, technology, social studies, science, differentiated instruction, academic interventions, Student Intervention Teams (SIT), SPED services and regulations, and rigor. Principals, executive directors, and content interventionists will expand professional development specific to grade levels and subjects.	Ongoing	Chief Instructional Officer; Executive Directors	\$5,000	PDSI Title II	Feedback Surveys from Principals
4. Continue to provide, produce, and update online tools and professional development videos on topics such as the district literacy model and the S C College- and Career-Ready Standards	2014 - Continuing	Content Interventionists and Technology Coaches	\$5,000 Title II and	PSDI	Materials readily available on district website
5. Provide opportunities for teachers to receive initial and ongoing endorsements to teach advanced placement, GT, and ESOL.	Ongoing	Director of Federal Programs; Director of Human Resources	\$50,000 annually	Title II	Teacher Endorsements

6. Develop and implement district and school Read to Succeed plans.	District by 4/25/16, school plans by 9/1/16	Chief Instructional Officer; Principals	TBD	TBD	Benchmark reading assessment scores; state summative reading assessments
---	---	---	-----	-----	--

**Strategy #2: Implement a system for data-driven decision making, including extensive professional development for teachers and administrators in analysis of data**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Purchase a virtual benchmarking system for teachers to create common assessments, assess standard mastery, and target interventions.	Implement for 16-17	Chief Instructional Officer	\$225,000 annually	At-Risk, Formative Assessment Funds	Utilization of Mastery Connect
2. Conduct benchmark testing three times a year for students in grades PK-12.	Ongoing	Chief Instructional Officer	\$150,000 annually	At-Risk	Benchmark assessment results
3. Utilize the GOLD and DRA2 assessment data to drive early literacy intervention decisions.	Ongoing	Executive Directors for Elementary Schools	\$500	At-Risk	GOLD and DRA2 assessment data
4. Develop a procedure for program evaluation and determine highly effective practices to be replicated.	2015-Continuing	Chief Instructional Officer; Director of Federal Programs; new Director of Assessment and Accountability	N/A	N/A	Program Evaluation documentation
5. Identify reading deficiencies through diagnostic testing three times a year in grades PK-10.	Ongoing	Chief Instructional Officer	\$25,000	At-Risk	GOLD, DRA2, Fountas and Pinnell, Scholastic Reading Inventory

**Strategy #3: Provide interventions for struggling and at-risk students.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide Preschoolers Acquiring Language Skills (PALS) classes, Child Development, and autism pre-school services to support at-risk pre-school age children.	Ongoing	Director of Special Programs	\$1 million annually	At-Risk; Child Development; General Fund; IDEA	Observations; Pre/Post Tests

2. Continue to provide middle and high schools with an accommodations lab to support online intervention strategies and provide accommodations for students with disabilities.	Ongoing	Director of Special Programs	\$250,000	General Fund	SPED Referrals; Online Courseware progress reports
3. Provide a formal structure for each student to have an adult advocate.	2015-2016	Executive Directors	\$0	N/A	Documentation of advisor/advisee programs
4. Provide reading intervention via Waterford (PK-1st), Pathblazers (2nd), and Read 180/System 44 (Grades 3-10).	Ongoing	Chief Instructional Officer; Executive Directors	\$850,000 annually	Title I/Lottery Funds	Results of benchmark reading assessment three times per year
5. Maintain student intervention teams at all schools to review behavioral and academic data and make recommendations.	Ongoing	Principals	N/A	N/A	Meeting agendas and minutes
6. Maintain an instructional leadership team to oversee and train school intervention teams and to analyze district data and make instructional recommendations for strategic planning purposes.	Ongoing	Principals	N/A	N/A	Meeting agendas and minutes
7. Provide school-based and in home instructional intervention opportunities before, during, and after school and in the summer	Ongoing	Executive Directors; Director of Federal Programs	\$500,000 annually	At-Risk Title I Migrant State	State summative assessments
8. Provide Special Education training for paraprofessionals and special ed bus drivers.	2014-2015 and Ongoing	Director of Special Programs	N/A	N/A	Sign-in sheets; Evaluations

**Strategy #4: Target interventions to close the achievement gap between all demographic subgroups**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide Sheltered English I for ELL Students	Ongoing	Director of Federal Programs	\$250,000 annually	General Fund	ACCESS assessment (WIDA)
2. Expand the integration of technology into the curriculum	Ongoing	Chief Instructional Officer	\$1 million annually	Title I General Fund	State Technology Evaluation; Survey Data; Observations
3. Support the federal Focus Schools with large achievement gaps by offering technical assistance in budget analysis, data analysis, and best practices. Provide opportunities for these schools to attend state-provided technical assistance.	2015-2016	Chief Instructional Officer; Director of Federal Programs	\$65,000 per school	Title I	SC READY and SCPASS
4. Provide Rosetta Stone for up to 170 ELL students	Ongoing	Director of Federal Programs	\$15,000 annually	Title III	Online progress

5. Use Project Discovery with Secondary SPED students and increase community based employment opportunities.	Ongoing	Director of Special Programs	\$50,000	IDEA	Job placement
6. Maintain a common delivery model for ESOL instruction including push-in for content support of State Standards	Ongoing	Director of Federal Programs	\$3,000	Title III	Implementation of Model
7. Provide a system for coordinating volunteer efforts to encourage more community support and mentors in schools.	Ongoing	Director of Communications and Community Partnerships	\$60,000	General Fund	Mentor / Volunteer Lists for Schools
8. Provide literacy coaches for elementary schools.	Ongoing	Director of Federal Programs	\$1 million annually	State	Fountas and Pinnell, SRI assessments, SC READY assessments
9. Provide STEM/STEAM curriculum for all middle level students.	2015-16 and ongoing	Executive Director for Middle Schools	\$50,000	General Fund	School master schedules and documentation

**Strategy #5: Provide for flexible grouping options to support varied learning styles.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Maintain pupil-teacher ratios in primary grades below state-mandated levels.	Ongoing	Cabinet	\$3 million	General Fund	SC READY and SCPASS assessment data
2. Support Freshman Academies and other small learning communities in the high schools	Ongoing	Executive Director for High Schools	Up to \$200,000 per school	General Fund	EOCEP Graduation Rate
3. Maintain and expand partnerships with Ruth Patrick Science Center, USC-Aiken, Aiken Technical College, Public Education Partners, and the State Department of Education to support expanded classroom experiences	Ongoing	Superintendent; Chief Instructional Officer; Executive Directors	\$500,000	Title II; At Risk; General Fund; Math Science Partnership Grant	PD evaluations
4. Provide a comprehensive alternative learning environment to provide intervention and transition services to at-risk students including both virtual and face to face learning opportunities.	Ongoing	Chief Instructional Officer; Director of Special Programs; Director of Center for Innovative Learning	\$3 million	General Funds IDEA At-Risk	Graduation Rate Dropout Rate
5. Continue to support a common service delivery model for academic and artistically gifted and talented students.	Ongoing	Director of Federal Programs	\$5,000 for materials annually	At-Risk	Model Implementation

6. Provide opportunities for vertical articulation among transition grades concerning standards, curriculum, and learning communities.	2014-Ongoing	Chief Instructional Officer	N/A	N/A	Improved state assessment data
--	--------------	-----------------------------	-----	-----	--------------------------------

**Strategy #6: Improve the availability and consistency of educational technology**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Maintain an instructional technology committee to review district priorities, develop guidelines for technology integration, and ensure equitable distribution of technology.	Ongoing	Chief Officer for Operations and Student Services; Director of Technology	N/A	N/A	Meeting agendas and minutes
2. Review and update the district technology plan quarterly through the District Technology Committee to ensure timelines for technology implementation are in place.	Ongoing	Chief Officer for Operations and Student Services; Director of Technology	N/A	N/A	Meeting Agendas/Minutes; Technology Plan
3. Continue to pilot and evaluate a one-to-one computing initiative in three schools.	Began in 2013-14 and Continuing	Chief Instructional Officer	\$1 million	General Fund	Graduation Rate Technology Use; Observations; Surveys
4. Implement and expand the Aiken County Virtual Academy to provide flexible options for students to take virtual courses.	2014-2015, ongoing	Chief Instructional Officer; Coordinator of Middle Schools and Virtual Learning	\$350,000	At-Risk	Course grades and completion; Graduation Rate; Enrollment
5. Explore alternative funding for technology purchases.	2014-Ongoing	Director of Technology	N/A	Grants, Community Groups	Technology Inventory
6. Ensure student access to technology while promoting digital literacy by adding adequate computer labs to support differentiated instruction, the promotion of technology skills and the digital administration of state assessments.	2015-16	Chief Officer for Operations and Student Services	\$1,300.00	One-time funds provided by BOE	At least two computer labs for each school with over 300 students

**Strategy #7: Provide opportunities for high achieving students.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
--------------------	------------------------------------	---------------------------	-----------------------	-----------------------	-------------------------------------

1. Review and reorganize the district's Gifted and Talented (GT) service model to provide better service to identified students and greater access to students with strong academic potential.	2015-16	Director of Federal Programs	\$1.2 million annually	General Fund	Number of Students Served; Course offerings
2. Expand the number of Advanced Placement and dual enrollment courses offered to students in high schools	2015-2019	Executive Director for High Schools	TBD	General Fund	Number of courses
3. Expand opportunities for high achieving middle school students to accelerate in content areas and earn high school credits.	Ongoing	Executive Directors for Middle Schools and High Schools	TBD	General Fund	Number of students enrolled in accelerated and high school courses; passage rate
4. Provide a summer program (acGateway) for artistically gifted students.	Ongoing	Director of Federal Programs	\$140,000	LEA	Summer program
5. Provide WorkKeys retake opportunities to seniors to earn or raise the level of their NCRC certificates.	Ongoing	Executive Director for High Schools	0	S. C. Work Ready Commission	Number of NCRC Certificates Earned

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	By spring 2019, the on-time graduation rate for our students will be at least 86.6% or will meet or exceed the State mean as indicated by the District Report Card					
<b>Interim Performance Goal</b>	Annually, the on-time graduation rate will increase as indicated by the targets below:					
<b>Data Sources</b>	Graduation Rate on the District's Report Card					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
Graduation Rate	SP 2014 82.7%	82.9%	83.0%	90.0%	90.0%	90.0%
<b>Actual:</b>		85.2%	88.6			

## Action Plan

<b>Strategy #1: Implement best practices designed to support and accelerate struggling middle and high school students.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement a formal program to ensure that each student has an adult advocate.	2015-2016	Executive Directors	N/A	N/A	Student advocate lists, lowered counselor-student ratios
2. Investigate programs/initiatives that provide platforms to work with at-risk youth to support their education by offering job placement and mentor programs.	2015-2016	Chief Instructional Officer; Executive Director for High Schools	TBD	General Fund	Graduation Rate
3. Implement the High Schools That Work and Making Middle Grades Work key practices.	Ongoing	Executive Directors for Middle and High Schools	\$125,000 annually	HSTW/MMGW Funds	ACT, EOC Graduation Rate
4. Continue to offer virtual course opportunities for credit recovery.	Ongoing	Coordinator of Middle schools and Virtual Learning	\$40,000	At-Risk	Graduation Rate
5. Expand and update CATE course offerings at the Aiken County Career Technology Center and at the high schools - particularly rural high schools	Ongoing	Director of Career and Technology Education	\$1 million	General Fund Grants, Perkins funds	Graduation Rate, number of CATE completers
6. Expand advanced placement and dual credit opportunities for high school students	Ongoing	Executive Director for High Schools	\$350,000	General Funds	EOCEP College Enrollment
7. Expand high school credit opportunities for middle school students	Ongoing	Executive Directors for Middle and High Schools	\$550,000	General Funds	Number of credits



8. Implement transition programs between elementary and middle schools, and between middle and high schools	Ongoing	Executive Directors for Middle and High Schools	\$10,000	General Funds	Student Surveys
9. Implement Advisor/Advisee concept in all middle and high schools	Ongoing	Executive Directors for Middle and High Schools	\$70,000	General Funds	Advisement Logs
10. Expand School to Work opportunities including internships and apprenticeships	Ongoing	Director of Career and Technology Education, Director of Special Programs, Executive Director for High Schools	\$50,000	CATE IDEA	Work logs
11. Explore additional diploma opportunities for adult education students	Ongoing	Director of Adult Education	\$50,000	Adult Education	Adult Education Graduates
12. Provide ongoing training to school counselors in the identification and support of at-risk student populations	Ongoing	Coordinator of Counseling	\$5,000	Title II PDSI	Agendas, Sign in sheets Student Referrals
13. Provide professional development on differentiation and interventions for middle school students.	2014-2015 and Ongoing	Executive Director for Middle Schools; Content Interventionists	\$15,000	Title II	Sign-in Sheets, Observations
14. Operate under an approved waiver from the State Board of Education of Regulation 43-205 that states, "Each [high] school must be staffed with a full-time properly certified principal/director whose duties and responsibilities must be prescribed by the superintendent." Ridge Spring Monetta Middle School (213 students) and RSM High School (237 students) were merged and are now housed on the same campus. The assigned principal has Tier I Elementary and Tier 1 Secondary Principal licensure and will serve as principal over both middle and secondary students.	2015-Ongoing	Executive Director for High Schools	\$112,000	General Fund	Approved Waiver
15. Operate under an approved waiver from the State Board of Education of Regulation 43-205(IV)B(3)b, which states, "A teacher must not be permitted to teach more than 1,500 minutes per week," for the teachers in the following schools: Aiken County Career and Technology Center, Aiken High School, Midland Valley High School, North Augusta High School, Ridge Spring Monetta Middle/High School, Silver Bluff High School, South Aiken High School. and Wagener-Sallev High School. Teachers in these schools	2014-2019	Executive Director for High Schools	N/A	N/A	Master Schedules / Waiver Approval

currently teach more than 1,500 minutes per week because they instruct for six of the seven daily periods per day.					
16. Operate under an approved waiver from the State Board of Education of Regulation 43-205(IV)B(3)b, which states, "A teacher must not be assigned classes requiring more than four preparations per day," for the teachers in the following schools: Aiken County Career and Technology Center, Aiken High School, Midland Valley High School, North Augusta High School, Ridge Spring Monetta Middle/High School, Silver Bluff High School, South Aiken High School, and Wagener-Salley High School. Teachers in these schools have been assigned classes that show more than four preparations per day, however, multiple levels meet during one class period. Operating under an approved waiver for this situation will allow the district to avoid deficiencies from this regulation on its accreditation report for its secondary schools.	2014-2019	Executive Director for High Schools	N/A	N/A	Waiver approval/Master Schedules

## Performance Goal

<b>Performance Goal Area</b>	Teacher/Administrator Quality					
<b>Performance Goal</b> (desired result of student learning)	By spring 2019, 100% of the classes in the Aiken County Public School District will be taught by teachers fully licensed for their level and subject, with no vacancies. (Previously we were looking at the percentage of Highly Qualified teachers.)					
<b>Interim Performance Goal</b>	Annually, the percentage of classes taught by certified teachers will increase by .3 %					
<b>Data Sources</b>	Annual report to CERRA					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
Percentage of Schools with HQ Teachers	SP 2014 98.0%	98.4%	98.8%	99.2%	99.6%	100.0%
<b>Actual:</b>		98.2%	NA	NA		
Percentage of classes taught by fully certified teachers	NA	NA	99.3% 2015-16 Baseline	99.6%	99.9%	100%
<b>Actual:</b>			99.3%	99.8%		
Teacher vacancies	NA	NA	11 2015-16 Baseline	8	4	0
<b>Actual:</b>			11	6		

## Action Plan

<b>Strategy #1: Provide opportunities for current teachers to become more effective.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Contract with various colleges and universities to provide courses	Ongoing	Director of Federal Programs	\$50,000 annually	Title II PDSI	Documentation of courses offered and participation
2. Reimburse teachers for required courses and exams needed to gain certification in critical needs areas.	Ongoing	Director of Federal Programs	\$40,000 annually	Title II	Documentation of participation
<b>Strategy #2: Actively recruit highly effective teachers and administrators</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Utilize an online database of teacher and principal applicants to recruit highly effective candidates.	Ongoing	Director of Human Resources	\$60,000 annually	General Fund	Database
2. Explore offering bonuses/incentives for high poverty and hard-to-fill positions.	2015-2016	Chief Officer for Administration and Human Resources	TBD	Title II	Reduction in vacant teacher positions, critical needs list
3. Implement a District Succession Plan to insure efforts are in place to hire qualified and experienced candidates for key positions.	Fall 2013 - Continuing	Chief Officer for Administration and Human Resources	N/A	N/A	Succession Plan
4. Review and revise the current salary schedules and to create a new methodology for assigning service credit, based on the results of the salary study and other analysis, in order to promote the retention and recruitment of high quality employees.	2015-16	Board Committee, Chief Financial Officer	TBD	General Fund	New salary schedules
5. Develop an aggressive recruitment system to attract and secure exemplary candidates	2017 and ongoing	Chief Administration Officer Human Resources Director	\$20,000	General Fund Title II	Reduction in vacant positions

6. Expand Staff Recognition Programs	2016 and ongoing	Human Resources Director	TBD	General Fund	Recognition programs
<b>Strategy #3: Provide quality professional development for teachers, administrators, and paraprofessionals on research-based, instructional strategies and best practices and the improvement of content-specific knowledge.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Train principals and teachers in best practices in literacy using the framework of the Aiken County Literacy Model.	Spring 2015-Ongoing	Director of Federal Programs	N/A	N/A	F & P and SRI benchmark assessments, SC READY, EOC
2. Provide funding for coursework for teachers to earn Read to Succeed add-on certification.	2015-2019	Director of Federal Programs	\$40,000	Title II	Completed coursework
3. Partner with colleges and universities to provide courses in ESOL strategies, gifted learners, the SC State Standards, math, reading, writing, and technology.	Ongoing	Director of Federal Programs	\$100,000 annually	Title II PSDI	Observations; Lesson Plans; Course Grades
4. Provide professional development for principals, teachers, and other staff on writing quality standards-based curriculum, creating formative assessments, and providing differentiated instruction	2014-Continuing	Chief Instructional Officer; Content Interventionists	\$50,000	PDSI Title II	Sign-in sheets Surveys Observations
5. Provide professional development for administrators on effective management skills and the school improvement process.	2014-2015	Chief Instructional Officer	\$50,000	Title II	Administrator Evaluations
6. Provide a Leadership Summit for administrators.	Summer 2014, continuing	Cabinet	\$20,000	Title II	Administrator Evaluations
7. Provide an Aspiring Administrators' Course.	Ongoing	Chief Instructional Officer	\$1,000	Title II	Course attendance; observations
8. Provide advanced leadership training for current assistant principals.	2015-16	Superintendent	\$500	General Fund	Implemented Spring 2016, participation list
9. Provide additional training for paraprofessionals.	2015-16	Chief Officer for Administration and Human Resources, Director of Special Programs	\$1000	General Fund, IDEA	Documentation of participation