

BOARD AGENDA ITEM
April 17, 2018

SUBJECT:

District Strategic Plan Update

BACKGROUND:

Each school district must develop a five-year district strategic plan, and each school must develop a five-year school renewal plan as required by the Early Childhood Development and Academic Assistance Act of 1993 and the Education Accountability Act of 1998. District and school plans shall coordinate and align improvement initiatives [State Board Regulation 43-261]. As part of a continuous improvement process, each district is required to submit an update to its strategic plan every spring.

ADMINISTRATIVE CONSIDERATION:

The District Strategic Plan is not a static document, but one that provides a framework for moving Aiken County forward over the course of five years. The goals, strategies, and activities contained within the plan, including the district's reading plan, are reviewed and updated continually to meet the changing needs of our students and communities.

In previous years, the Gifted and Talented plan was a separate document. Beginning with this year's update, goals and activities to address Gifted and Talented education are incorporated within the District Strategic Plan. This includes a goal to increase the number of students scoring in the Exceeds Expectations category in reading and math for elementary and middle school students who are served in high achieving classes.

ATTACHMENT:

District Strategic Plan 2018 Update

RECOMMENDATION:

Approve the 2018 update to the District Strategic Plan 2014-19

PREPARED BY:

King Laurence
Jeanie Glover

District Strategic Plan Table of Contents

| | |
|---|----|
| Signature Page | 2 |
| Assurances | 3 |
| Stakeholders | 8 |
| Waiver Requests | 10 |
| Needs Assessment Data | 11 |
| Executive Summary of Needs Assessment (Summary of Conclusions) | 17 |
| Performance Goals and Action Plans | 18 |
| Gifted and Talented | |
| District Proficiency-Based System | |
| District Site Identification of Summer School Programs | |

Assurances for District Strategic Plan

Assurances checked below, along with the signature page signed by the superintendent, attest that the district complies with all applicable regulatory and statutory requirements listed.

| Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004)) | |
|---|--|
| Yes | 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). |
| Yes | 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). |
| Yes | Parent Involvement The district encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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 | 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. |
| Yes | 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. |
| N/A | Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. |
| Yes | 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). |
| Yes | 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. |
| Yes | 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. |
| Yes | 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. |
| Yes | 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 how to be 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 is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening. |
| Yes | 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. |
| Yes | 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. |

Students Health and Fitness Act Assurance
(S.C. Code Ann. § 59-10-330)

Academically and Artistically Gifted and Talented Plan

The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:

| | |
|-----|--|
| Yes | Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students; |
| Yes | Support services that facilitate student learning and personalized education; |
| Yes | Programming models that facilitate the delivery of differentiation in curriculum and instruction; |
| Yes | Classroom ratios that foster positive results; |
| Yes | Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and |
| Yes | Systematic assessment of student progress and programming effectiveness relative to goals. |

Curriculum, Instruction, and Assessment

Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:

| | |
|-----|--|
| Yes | Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students; |
| Yes | Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills; |
| Yes | Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners; |
| Yes | Confluent approach that incorporates acceleration and enrichment; |
| Yes | Opportunities for the critical consumption, use, and creation of information using available technologies; and |
| Yes | Evaluation of student performance and programming effectiveness. |

Programming Models and Time

The district:

| | |
|-----|---|
| Yes | Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services, |
| Yes | Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and |
| Yes | Meets or surpasses the minimum programming minutes for the approved model of services. |
| N/A | Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education. |

Staffing Requirements

The district must:

| | |
|-----|--|
| Yes | Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming. |
| Yes | Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. (<i>A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.</i>) |
| Yes | Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent. |
| Yes | Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics. |
| Yes | Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process. |
| Yes | Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement. |

Communication and Reporting Requirements

| | |
|-----|---|
| Yes | The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements. |
| Yes | If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible. |
| Yes | The district annually submits Form A Reports signed PDF. |
| Yes | The district annually submits Form A Reports Excel file. |
| Yes | The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals. |

Provide comments on why any of the Gifted and Talented assurances above are **not met**:

District Proficiency-Based System (SBE Regulation 43-234)

| | |
|-----|---|
| Yes | The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district. |
|-----|---|

| | |
|-----|---|
| Yes | Obligation of Grant Funds Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period. |
| Yes | Deobligation of Funds After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE. |
| Yes | 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. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/ . |
| Yes | 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 for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates. |
| Yes | Honoraria Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria. |
| Yes | Reports The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report. |
| Yes | 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. |
| Yes | Certification Regarding Suspension and Debarment By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • 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. |
| Yes | Audits Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: <ul style="list-style-type: none"> • Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. 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 \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. 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). |
| Yes | Records The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation. |

| District Read To Succeed Literacy Leadership Team Member | Amy Gregory |
|--|--------------------|
| District Read To Succeed Literacy Leadership Team Member | Ute Aadland |
| District Read To Succeed Literacy Leadership Team Member | Lisa Fallaw |
| District Read To Succeed Literacy Leadership Team Member | Jason Holt |
| District Read To Succeed Literacy Leadership Team Member | Catherine Hamilton |
| District Read To Succeed Literacy Leadership Team Member | Morgan Bowie |
| District Read To Succeed Literacy Leadership Team Member | Becky Wilson |
| District Read To Succeed Literacy Leadership Team Member | Celia White-Rhines |
| District Read To Succeed Literacy Leadership Team Member | Joseph Powell |
| District Read To Succeed Literacy Leadership Team Member | Pat Keating |
| District Read To Succeed Literacy Leadership Team Member | Kate Simcox |
| District Read To Succeed Literacy Leadership Team Member | Jaime Creasy |



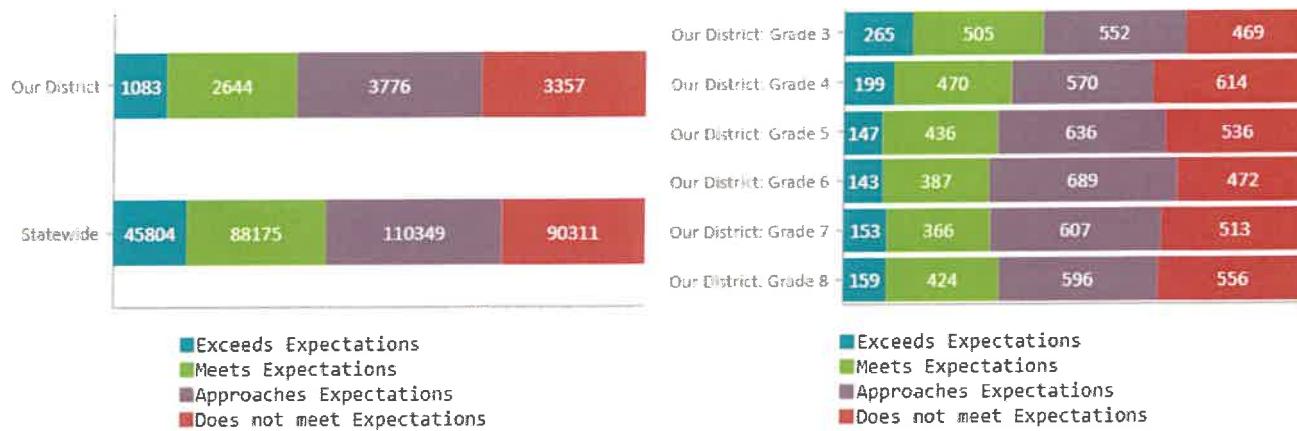
2017 Report Cards

AIKEN

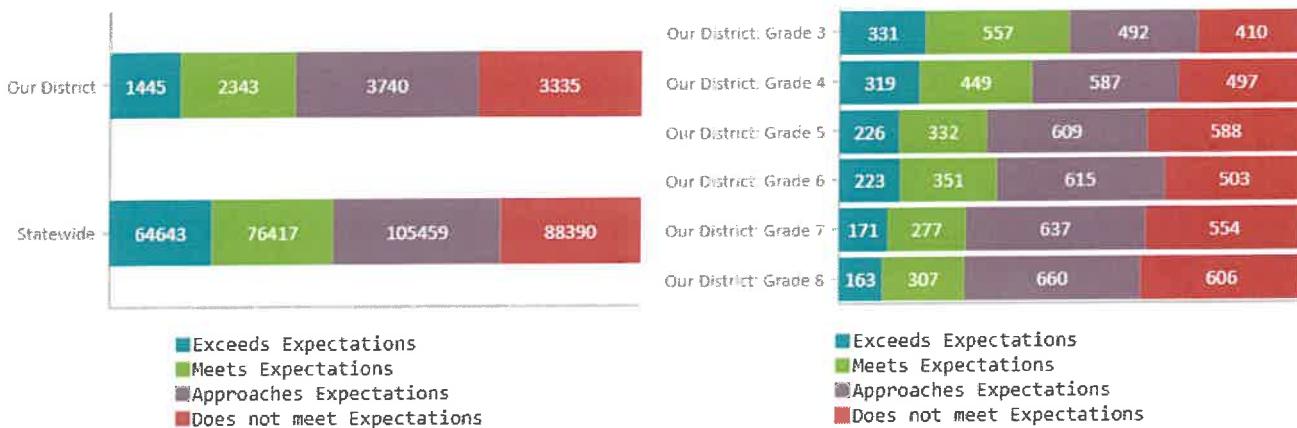
| | | | | |
|------------------------|--------------------|-------------------|-------------|--|
| Superintendent: | Sean Alford, Ph.D. | Enrollment | 24,772 | State Rating History* |
| Board Chair: | Mr. Levi Green | Schools | 40 | Past Year's Ratings |
| District Phone: | 803-641-2428 | Teachers | Data N/A | 2014 - Excellent 2013 - Excellent 2012 - Average |

SC READY South Carolina College-and Career-Ready Assessments

English

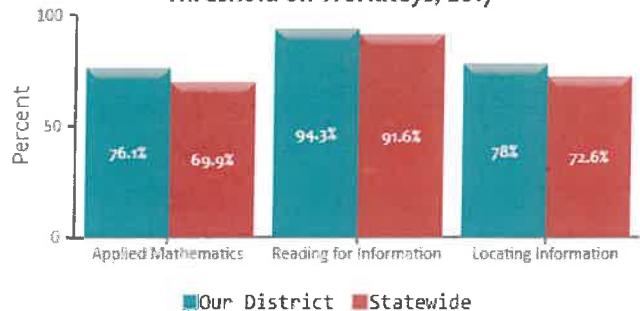


Mathematics



ACT WorkKeys

Percent of Students Meeting Platinum, Gold, or Silver Threshold on WorkKeys, 2017



Opportunities

For students to meet the profile of the SC Graduate

| | Our District | Change from last year |
|--|--------------|-----------------------|
| Students (n = 24,772) | | |
| % of students in poverty (TANF, Medicaid, SNAP, foster child or homeless) | 61.6 | Up from 60.7 |
| Attendance rate | 94.2 | Down from 94.7 |
| With disabilities | 13.2 | Up from 12.5 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.5 | Down from 0.7 |
| Percentage of students served by gifted and talented program | 16.3 | Up from 14.4 |
| Percentage of students retained | 1.8 | No change |
| Annual Dropout Rate | 2.0 | Down from 3.0 |
| Enrolled in an AP/IB Program | 31.9 | Up from 26.7 |
| Successful in an AP/IB Program | 39.1 | Down from 50.6 |
| Career/Tech students in co-curricular organizations | 16.7 | Down from 21.1 |
| Enrollment in career/technology courses | 3854 | Down from 4336 |
| Students participating in work-based experiences | 7.9 | Up from 7.0 |
| Number of seniors who have completed FAFSA forms | 957 | Up from 814 |
| Percentage of seniors completing college applications | 86.0 | Down from 100.0 |
| Number of students enrolled in dual enrollment courses | 222 | Down from 227 |
| Success of students in dual enrollment course | 95.9 | Down from 98.7 |
| Dropout Recovery Rate | 4.3 | Down from 7.6 |
| Enrolled in adult education GED or diploma program | 557 | Down from 572 |
| Completed adult education GED or diploma program | 143 | Up from 114 |
| Teachers (n = 1,577) | | |
| Percentage of teachers with advanced degrees | 57.3 | Down from 58.4 |
| Percentage of teachers on continuing contract | 81.8 | Down from 83.5 |
| Teachers returning from previous year | 89.2 | Down from 90.5 |
| Teacher attendance rate | 94.4 | Down from 95.1 |
| Average teacher salary | \$50,946 | Up from \$49,434 |

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

| Student Achievement | |
|---|--|
| Primary School (K - 2) | |
| 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. |
| Elementary/Middle School (3 - 8) | |
| 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. |
| High School (9 - 12) | |
| 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. |
| Teacher/Administrator Quality | |
| 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. |
| School Climate | |
| 5. | 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. 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. 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. Understandably, due to recent national events, there have been heightened concerns about school security. Our team is looking at options for increasing the presence of resource officers as well as other efforts to improve security. |

Action Plan

Strategy #1: Provide curriculum training and content support for GT teachers

| 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. Utilize GT lead teachers to provide support during Professional Learning Communities. | 2018-Continuing | GT Coordinator | N/A | N/A | Sign-in Sheets and Session Topics |
| 2. Provide GT curriculum training during the summer and throughout the school year. | 2018 - Continuing | GT Coordinators Lead Teachers | \$4,000 | Title II | Sign-in Sheets ACPSD Curriculum |

Performance Goal

| Performance Goal Area: Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN. | Gifted and Talented: Academic | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------------------|----------------|---------------|---------------|---------|---------|--|--|--|--|--|--|----------------------------------|---------------|---------------|----------------|---------------|---------------|-------------------------------|---------------|---------------|---------------|---------------|--|
| <p>By spring 2019, the percentage of students who make a 3 or higher on AP exams will increase by 3%, and the number of students who participate in AP course offerings will increase by 5%.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data Source(s) | Interim Performance Goal: Meet annual targets below. | | | | | | | | | | | | | | | | | | | | | | | | |
| AP Exam Results # of AP Exam Test Takers | <table border="1"><thead><tr><th>Average Baseline</th><th>2014/15</th><th>2015/16</th><th>2016/17</th><th>2017/18</th><th>2018/19</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Projected Data: 50.8% 1516</td><td>50.8% 1516</td><td>53.0% 1351</td><td>50.54% 1385</td><td>40.0% 1543</td><td>43.0% 1620</td></tr><tr><td>Actual Data: 50.8% 1516</td><td>50.8% 1516</td><td>53.0% 1351</td><td>50.5% 1385</td><td>40.0% 1543</td><td></td></tr></tbody></table> | Average Baseline | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | | | | | | | Projected Data: 50.8% 1516 | 50.8% 1516 | 53.0% 1351 | 50.54% 1385 | 40.0% 1543 | 43.0% 1620 | Actual Data: 50.8% 1516 | 50.8% 1516 | 53.0% 1351 | 50.5% 1385 | 40.0% 1543 | |
| Average Baseline | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| Projected Data: 50.8% 1516 | 50.8% 1516 | 53.0% 1351 | 50.54% 1385 | 40.0% 1543 | 43.0% 1620 | | | | | | | | | | | | | | | | | | | | |
| Actual Data: 50.8% 1516 | 50.8% 1516 | 53.0% 1351 | 50.5% 1385 | 40.0% 1543 | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | |
|--------------------------------------|--|-------|-------|-------|-------|-------|-------|
| | | 80.0% | 86.0% | 84.0% | 86.0% | 88.0% | 90.0% |
| | | 82.0% | | | | | |
| Students HS School-Home Relations | | | | | | | |

| Actual Data: | | | | | | | |
|--------------|--|--|------|--|--|--|--|
| 73.0 | | | 71.8 | | | | |
| 84.6 | | | 80.8 | | | | |
| 85.4 | | | 83.1 | | | | |
| 81.4 | | | | | | | |

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
Opening of new thematic/magnet schools or programs

Strategy #3: Provide opportunities for parents and community members to be involved in schools.

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

| | Ongoing | Superintendent, Director of Communications and Community Partnerships, Executive Directors | N/A | Surveys Meeting sign-in sheets |
|---|--------------------------|--|--|---|
| 6. Hold regular public meetings in all areas of the district to receive feedback and suggestions. | Ongoing | Director of Communications and Community Partnerships, Executive Directors | \$2000 | General Fund Surveys |
| 7. Update and implement the district's communication/public relations plan. | Ongoing | Director of Communications and Community Partnerships | \$100,000 | General Fund Implemented Spring 2016 |
| 8. Establish a Communications Office to foster volunteerism, external and internal communications, development of strategic partnerships and community awareness and engagement. | 2015-16 | Cabinet | | |
| Strategy #6: Update and maintain facilities | | | | |
| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Indicators of Implementation |
| 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 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 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 |

Performance Goal

| | |
|---|---|
| Performance Goal Area: Student Achievement * | <p>By spring 2019, Aiken County students will demonstrate academic proficiency by meeting the following targets:</p> <p>SC READY and SC PASS - 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.</p> <p>Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p> |
|---|---|

Interim Performance Goal: Meet annual targets below.

| Data Source(s) ¹ | Average Baseline | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|-----------------------------|-----------------------|---|------------------------|---------|---------|---------|
| | PASS SP 2013 67.1% | Projected Data: ACT Aspire 2015 Baseline | SC READY 2016 baseline | 73.1% | 75.1% | 77.1% |
| SC READY Math District | PASS SP 2013 63.7% | Actual Data: 40% | NA | | | |
| | | Projected Data: ACT Aspire 2015 Baseline | SC READY 2016 baseline | 69.7% | 71.7% | 73.7% |
| SC READY Math Grade 3 | PASS SP 2013 73.9% | Actual Data: 53% | 47% | | | |
| | | Projected Data: ACT Aspire 2015 Baseline | SC READY 2016 baseline | 79.9% | 81.9% | 83.9% |
| SC READY Math Grade 4 | PASS SP 2013 68.9% | Actual Data: 47% | 37% | | | |
| | | Projected Data: ACT Aspire 2015 Baseline | SC READY 2016 baseline | 74.9% | 76.9% | 78.9% |
| SC READY Math Grade 5 | PASS SP 2013 46% | Actual Data: 40.2% | | | | |
| | | Projected Data: ACT Aspire 2015 Baseline | SC READY 2016 baseline | | | |

| | | | | | |
|---------------------------|--------------------------|----------------------------|--|------------------------------|-------|
| | | Actual Data: 34% | Projected Data: ACT Aspire 2015 Baseline | Actual Data: 36.9% | |
| SC READY Reading Grade 7 | PASS SP 2013 72.6% | SC READY 2016 baseline | 78.6% | 80.6% | 82.6% |
| SC READY Reading Grade 8 | PASS SP 2013 64.2% | SC READY 2016 baseline | 70.2% | 72.2% | 74.2% |
| SC READY Writing District | PASS SP 2013 73.3% | SC READY 2016 baseline | 79.3% | 81.3% | 83.3% |
| SC READY Writing Grade 3 | PASS SP 2013 70.0% | SC READY 2016 baseline | 76.0% | 78.0% | 80.0% |
| SC READY Writing Grade 4 | PASS SP 2013 70.3% | SC READY 2016 baseline | 76.3% | 78.3% | 80.3% |
| SC READY Writing Grade 5 | PASS SP 2013 74.2% | SC READY 2016 baseline | 80.2% | 82.2% | 84.2% |
| SC READY Writing Grade 6 | PASS SP 2013 74.9% | SC READY 2016 baseline | 80.9% | 82.9% | 84.9% |

| | | | | |
|---------------------|------------------|---------------------------------|------------------------------|----------------------------|
| | | | Actual Data: 58.1% | |
| SC-PASS SS District | SP 2014 70.1% | Projected Data: 71.3% | 73.3% | 75.3% 77.3% |
| SC- PASS SS Grade 3 | SP 2014 77.9% | Projected Data: 81.2% | NA | NA |
| SC-PASS SS Grade 4 | SP 2014 79.5% | Projected Data: 79.6% | 83.2% | 85.2% 87.2% |
| SC-PASS SS Grade 5 | SP 2014 62.9% | Projected Data: 68.0% | NA | NA |
| SC-PASS SS Grade 6 | SP 2014 71.6% | Projected Data: 63.1% | Actual Data: 70.0% | 72.0% 74.0% |
| SC-PASS SS Grade 7 | SP 2014 57.7% | Projected Data: 59.5% | Actual Data: 69.7% | 68.4% 81.3% |
| SC-PASS SS Grade 8 | SP 2014 66.0% | Projected Data: 54.0% | Actual Data: 68.6% | 58.9% 70.6% |
| SAT District | 2013-14 974 | Projected Data: 986 | Actual Data: 970 | 991 996 1001 1006 |
| ACT Composite | 2013-14 21.1 | Projected Data: 21.2 | 21.3 | 21.4 21.5 21.6 |

Action Plan

Strategy #1: Implement state adopted standards.

| 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. 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 PSDI | 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 | PSDI 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 |

| Strategic Plan Initiatives | | | | | | |
|---|--------------------------|---|----------------------|-------------------------------|--|----------------|
| Initiative Number | Description | Lead | Start Date | End Date | Estimated Cost | Funding Source |
| 1. Provide online intervention strategies for students with disabilities. | Ongoing | Director of Special Programs | \$250,000 | General Fund | SPED Referrals; Online Courseware progress reports | |
| 2. Continue to provide middle and high schools with an accommodations lab to support online intervention strategies and provide accommodations for students with disabilities. | 2015-2016 | Executive Directors | \$0 | N/A | Documentation of advisor/advisee programs | |
| 3. Provide a formal structure for each student to have an adult advocate. | Ongoing | Chief Instructional Officer; Executive Directors | \$850,000 annually | Title I/Lottery Funds | Results of benchmark reading assessment three times per year | |
| 4. Provide reading intervention via Waterford (PK-1st), Pathblazers (2nd), and Read 180/System 44 (Grades 3-10). | Ongoing | Principals | N/A | N/A | Meeting agendas and minutes | |
| 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 | Executive Directors; Director of Federal Programs | \$500,000 annually | At-Risk Title I Migrant State | State summative assessments | |
| 7. Provide school-based and in home instructional intervention opportunities before, during, and after school and in the summer | Ongoing | Director of Special Programs | N/A | N/A | Sign-in sheets; Evaluations | |
| 8. Provide Special Education training for paraprofessionals and special ed bus drivers. | 2014-2015 and Ongoing | | | | | |
| Strategy #4: Target interventions to close the achievement gap between all demographic subgroups | | | | | | |
| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation | |
| 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 | |

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

| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|---------------------------------|---|----------------|--------------------------------|---|
| 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.

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

Performance Goal

| | | | | | |
|--|---|-------|-------|-------|-------|
| Performance Goal Area: Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN. | Student Achievement * | | | | |
| Interim Performance Goal: Meet annual targets below. | | | | | |
| Data Source(s) | Average Baseline 2014/15 2015/16 2016/17 2017/18 2018/19 | | | | |
| Graduation Rate | SP 2014 82.7% Projected Data: 82.9% | 83.0% | 90.0% | 90.0% | 90.0% |
| | Actual Data: 85.2% | 88.6 | | | |

| | | | | | | |
|---|-----------------------|--|-----------|-----------------|---|--|
| | | | | | | |
| 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 I 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)(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-Salley High School. Teachers in these schools | 2014-2019 | Executive Director for High Schools | N/A | N/A | Master Schedules / Waiver Approval | |

Performance Goal

| <p>Performance Goal Area:</p> <p>Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p> | Teacher/Administrator Quality * | | | | | | | | | | | |
|---|---------------------------------|-----------------------------|------------------------------|---------|---------|---------|--|--|--|--|--|--|
| 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.) | | | | | | | | | | | | |
| Interim Performance Goal: Meet annual targets below. | | | | | | | | | | | | |
| Data Source(s) | Average Baseline | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | | | | | | |
| Percentage of Schools with HQ Teachers | SP 2014 98.0% | Projected Data: 98.4% | 98.8% | 99.2% | 99.6% | 100.0% | | | | | | |
| Percentage of classes taught by fully certified teachers | NA | Actual Data: 98.2% | NA | NA | NA | NA | | | | | | |
| Teacher vacancies | NA | Projected Data: NA | 99.3% 2015-16 Baseline | 99.6% | 99.9% | 100% | | | | | | |
| | | Actual Data: 99.3% | 99.8% | | | | | | | | | |
| | | Projected Data: NA | 11 2015-16 Baseline | 8 | 4 | 0 | | | | | | |
| | | Actual Data: 11 | 6 | | | | | | | | | |

6. Expand Staff Recognition Programs

| | | | | | |
|--|------------------|--------------------------|-----|--------------|----------------------|
| | 2016 and ongoing | Human Resources Director | TBD | General Fund | Recognition programs |
|--|------------------|--------------------------|-----|--------------|----------------------|

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.

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