District Strategic Plan
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Stakeholder Involvement for District Strategic Plan
(Mandated Component)

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

	Position	Name
1.	**Superintendent**	Elizabeth Everitt, Ph.D.
2.	**Principal**	Janet Vaughan
3.	**Teacher**	Kimberly Skipper
4.	**Parent/Guardian**	Shannon Blackburn
5.	**Community Member**	William Cue
6.	**Private School Representitive(s)**	Peggy Wertz
7.	**District Level Administrator**	Jeanie Glover
8.	**Paraprofessional**	Marcia Holcombe
	OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
	Teacher	Dana Head
	Parent/Guardian	Brian Sanders
	Parent/Guardian	Mollie Colburn
	Community Member	Gloria Allen
	District Level Administrator	Janice Kitchings
	Pupil Services Personnel	Sherida Stroman

Assurances for District Strategic Plan
(Mandated Component)

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

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 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	**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. Provide a good example of the use of innovation funds.
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 full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
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.
Yes	**Office of Health and Nutrition** As required by the Students Health and Fitness Act [section 59-10-330 (B)], the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.
	Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts 1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model. 2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.

3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.

4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.

5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.

6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).

7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).

8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).

9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.

10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.

11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.

12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.

13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Yes

General Grant Assurances for Districts
As the duly authorized representative of #rc.districtName#,
I certify that this applicant

A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.

B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes

under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principals for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.

C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.

D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.

E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.

F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2009)].

G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2009)] if the amount of this award is $50,000 or more.

H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, EDGAR (1999), and other applicable statues, regulations, program plans, and applications.

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 that 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.

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."

Yes

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.

| Yes | 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. |

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)	
Elementary/Middle School (3 - 8)			
State Standardized Language Arts Scores	There was an increase in scores of students meeting standard in 3rd grade ELA from 2012 to 2013. Seventh grade Hispanic and African-American subgroups meeting standard in Writing and Reading and Research exceeded the State percentage for 2013.	Across all grade levels, the percentage of students in the district meeting standard in spring 2013 fell below the State average. The majority of subgroups fell below the State average.	
State Standardized Math Scores		Math scores rose district-wide from 2011 (70.4%) to 2012 (71.7%), but decreased in 2013 to 67.1% of students meeting standard. Across all grade levels, the percentage of students in the district meeting standard in spring 2013 fell below the State average.	
State Standardized Social Studies Scores	The percentage of students meeting standard overall increase from 66.8% in 2011 to 69.3% in 2013.	The percentage of students meeting standard for the District and most subgroups fell below the State average in 2013.	
State Standardized Science Scores	The percentage of students meeting standard increased from 2011 to 2013 from 64.7% to 67%.	Disaggregated data show district subgroups performed below the State average.	
High School (9 - 12)			
On-Time Graduation Rate	The on-time graduation rate for the district increased from 73.9% in 2011, to 75.6% in 2012, to 80.0% in 2013.	Disaggregated data show LEP, Subsidized meal, and disabled subgroup rates are below the district average.	

End-of-Course Algebra I	Algebra I EOC scores have increased from 78.8% in 2011, to 83.5% in 2012, and 84.4% in 2013. This percentage is higher than districts like ours (81.8%) and higher than the State (82.8%).		
End-of-Course English I	English I EOC scores have increased from 72.3% in 2011, to 77% in 2012, and 80.2% in 2013. This percentage is higher than districts like ours (78.8%) and higher than the State (77.2%)		
End-of-Course Biology I	Since 2011, EOC Biology scores have increased significantly - from 65.9% in 2011, to 82.2% in 2102, and 81.6% in 2013. Although there was a slight dip in the scores from 2012 to 2013, our districts scores are higher than districts like ours (78.3%) and the State (78.2%)		
End-of-Course U.S. History and Constitution	The percentage of students scoring at 70 or higher on the U.S. History and Constitution EOC has increased significantly since 2011, from 44.1% to 56.5%.	The State and those districts like ours continue to score higher than we do on this assessment.	
First Attempt HSAP Combined Score Passage Rate	The percentage of students passing the first attempt of HSAP has increased slightly since 2009, from 78.6% in 2009 to 86% in 2013, and has consistently remained above the state average (82%) and those districts like ours (83.9%).		

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Percentage of Teachers with Advanced Degrees	The percentage of teachers with advanced degrees has increased from 55.7% in 2011 to 56.3% in 2013.	This is lower than districts like ours with 62.4% and the median district average across the state of 61.4%.	
Percentage of Teachers on Continuing Contracts		The percentage of teachers on continuing contracts has decreased from 84.5% in 2011 to 79.8% in 2013. This is lower than districts like ours at 83.9%.	
Percentage of Teachers Returning	The percentage of teachers returning from previous year increased from 91.8% in 2011 to 92.0% in 2013. This is higher than district like ours (91.3%) and the median State percentage (90.4%).		
Percentage of Classes not Taught by Highly Qualified Teachers	The percentage of classes taught by non-HQ teachers has decreased from 2.7% in 2011 to 1.5% in 2013.		Charter school law allows for 25% of charter school teachers to be not HQ. This factors into the district's HQ percentage.

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Teacher Attendence Rate	The teachers attendance rate has increased since 2011 from 94.6% to 94.7% in 2013.	The teacher attendance rate for 2013 (94.7%) falls below the State average (94.8%) and districts like ours (95.0%).	
Student Attendance Rate	The student attendance rate of 95.9% is above the State percentage and districts like ours.		
School Poverty Index		The district's poverty index has increased from 69.72% in 2011 to 71.87% in 2013.	
Students Older than Usual for Grade		The percentage of students in 2013 who are older than usual for their grade (5.1%) is higher than the State percentage and districts like ours.	
Suspension/Expulsion Rate		Students suspended or expelled for violent and/or criminal offenses increased from .2% in 2011, to .4% in 2012 to .8% in 2013. This is equal to those districts like ours.	
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	The percentage of parents satisfied with the physical environment has slightly increased from 77.6% in 2010 to 78.4% in 2013. The number of teachers satisfied with the learning environment is 89.3%, up from 87.9% in 2011.	The number of teachers satisfied with the physical environment has decreased since 2009, when 92.5% of teachers indicated satisfaction. The number of students satisfied with the physical environment is 75.4%.	Sample for Report Card survey is too small for parents and students.
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	The percentage of parents satisfied with home-school relations has increased from 76.9% in 2011 to 79.2% in 2013. The percentage of students satisfied with		Communication has increased significantly over the past three years to include robocalls, the Parent Portal for

	school-home relations is 84.3%. The percentage of teachers satisfied with home-school relations has increased from 79.3% in 2011 to 82.2% in 2013.		student grades, SchoolFusion for assignments, and emails.
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	The percentage of parents satisfied with the learning environment has increased from 81.4% in 2011 to 82.4% in 2013.	The percentage of teachers satisfied with the learning environment has decreased slightly from 86.0% in 2011 to 85.4% in 2013.	

Executive Summary of Needs Assessment
(Summary of Conclusions)

Student Achievement
Elementary/Middle School (3 - 8)
1. The district realizes that it has challenges with regard to improving student achievement. Relevant and rigorous instruction at all grade levels will be paramount to achieving improved results. Using the School Intervention Team process and targeting interventions to individuals and groups of at-risk students will lessen the achievement gaps that exist among student subgroups, particularly students with disabilities and those on subsidized meals.
High School (9 - 12)
2. While high school state assessment scores seem to be on the rise and above the State average in every area except U.S. History, focused efforts on subgroups where achievement gaps exist will be a priority. Continuing to focus on a 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. Current efforts for this purpose showed results by an increase in graduation rate from 75.6% in 2012 to 80.0% in 2013.
Teacher/Administrator Quality
3. The district continues to have classes not taught by highly qualified teachers, even though this percentage has decreased district-wide over the last few years. This does not seem to be an area of concern in the elementary schools. The district continues to work with its three charter schools on decreasing their percentage of classes not taught by highly qualified teachers.
School Climate
4. 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, but the trend district-wide points to some global needs. Our students' satisfaction with the learning environment indicates a discrepancy between the 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. The district continues to seek avenues for funding to improve its facilities. 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. This is evident in survey results.

Performance Goal

Performance Goal Area	School Climate
Performance Goal (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.
Interim Performance Goal	The annual targets are listed below:
Data Sources	District Stakeholder Spring Survey

Overall Measures

Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
Parents Teachers Students Learning Environment	82.4% 85.4% 76.5%	83.9% 86.3% 79.2%	85.4% 87.2% 81.9%	87.0% 88.2% 84.6%	88.5% 89.1% 87.3%	90.0% 90.0% 90.0%
Parents Teachers Students Social/Physical Environ	78.4% 89.3% 75.4%	81.0% 89.4% 78.3%	83.0% 89.6% 81.2%	85.4% 89.7% 84.1%	87.7% 89.9% 87.1%	90.0% 90.0% 90.0%
Parents Teachers Students School-Home Relations	79.2% 82.2% 84.3%	81.4% 83.8% 85.4%	83.5% 85.3% 86.7%	85.7% 86.9% 88.0%	87.8% 88.4% 89.3%	90.0% 90.0% 90.0%

Action Plan

Strategy #1: Provide a variety of educational choices for parents.

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. Allow parents to select the elementary school of their choice, if space is available.	Ongoing	Academic Officers	N/A	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	Associate Superintendent for Instruction and Accountability	N/A	N/A	PASS Survey Results
3. Provide meetings for all eighth grade and high school students and parents to discuss Individual Graduation Plans.	Ongoing	Principals, Guidance Counselors, Career Counselors	N/A	N/A	IGPs

Strategy #2: 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 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
2. Maintain the district's relationship with educational foundations, chambers of commerce, and other community organizations.	Ongoing	Superintendent	N/A	N/A	List of collaborative efforts
3. 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; Academic Officers	N/A	N/A	Surveys
4. Offer volunteer and substitute teacher training.	Ongoing	Director of Administrative Services	$3000	LEA	Sign-in sheets; List of volunteers and substitutes
5. 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	Associate Superintendent for Instruction and Accountability	$5000	LEA Title I	Sign-in Sheets
6. 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

Strategy #3: Increase efforts to attract and train qualified substitute teachers

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to implement 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	Associate Superintendent for Administration	$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 #4: Increase and improve district public relations and communication.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Increase the use of the district and school web pages to disseminate information in multiple languages.	Ongoing	Technology Coaches	$50,000	General Fund	Surveys
2. Provide regular reports to the public through the newspaper, Facebook, and Twitter.	Ongoing	Director of Administrative Services	N/A	N/A	Collected articles and postings
3. Maintain the district's automatic calling system.	Ongoing	Deputy Superintendent	$20,000	General Funds	Surveys
4. Hold regular public meetings in all areas of the district to receive feedback and suggestions.	Ongoing	Superintendent; School Board Sub-Committee on Community Relations; Academic Officers	N/A	N/A	Surveys Meeting sign-in sheets
5. Update and implement the district's communication/public relations plan.	Ongoing	Public Information Officer	$2000	General Fund	Surveys
6. Implement a means of communicating with parents through texting.	2014-2015	Deputy Superintendent; Executive Director of Technology	TBD	District	Parent survey

Strategy #5: Update and maintain facilities

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Analyze current facilities use throughout the district.	Ongoing	Deputy Superintendent	N/A	N/A	Facilities Plan
2. Maintain the district's five-year facilities and technology plans, and focus attention on technology upgrades where possible.	Ongoing	Deputy Superintendent	$17.5 million	8% bonded indebtedness	Upgrades and construction improvements
3. Implement the recommendations of the demographic and facilities needs assessment conducted in 2013-2014 by the Community Input on Facilities Committee.	Ongoing	Deputy Superintendent	TBD	District	List of completed projects
4. 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	Deputy Superintendent	N/A	N/A	Minutes of meetings
5. Provide connectivity at all schools and otherwise modernize infrastructure to increase the accessibility of educational technology for BYOD pilot programs.	2014-Continuing	Executive Director of Technology	1.5 million	LEA	Infrastructure to support BYOD project
6. Update the district's safety plan.	Ongoing	Deputy Superintendent	N/A	N/A	Safety Plan
7. 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	Passage by the District's voters of a referendum authorizing the use of this funding source

Performance Goal

Performance Goal Area	Student Achievement
Performance Goal (desired result of student learning)	By spring 2019, Aiken County students will demonstrate academic proficieny by meeting the following targets: 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*; HSAP - The percentage of students passing both subtests will increase by .5% 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 number of students participating in Workkeys will increase by 10% annually. *The intent of this wording is for the higher target of the two to be achieved.
Interim Performance Goal	Annually, Aiken County students will meet the targets listed below:
Data Sources	SC-PASS, HSAP, SAT, ACT, AP Exams, EOC Results, Workkeys

Overall Measures

Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
SC-PASS Math District	SP 2013 67.1%	69.1%	71.1%	73.1%	75.1%	77.1%
SC-PASS Math Grade 3	SP 2013 63.7%	65.7%	67.7%	69.7%	71.7%	73.7%
SC-PASS Math Grade 4	SP 2013 73.9%	75.9%	77.9%	79.9%	81.9%	83.9%
SC-PASS Math Grade 5	SP 2013 68.9%	70.9%	72.9%	74.9%	76.9%	78.9%
SC-PASS Math Grade 6	SP 2013 62.9%	64.9%	66.9%	68.9%	70.9%	72.9%
SC-PASS Math Grade 7	SP 2013 63.8%	65.8%	67.8%	69.8%	71.8%	73.8%
SC-PASS Math Grade 8	SP 2013 65.9%	67.9%	69.9%	71.9%	73.9%	75.9%
SC-PASS Reading District	SP 2013 74.6%	76.6%	78.6%	80.6%	82.6%	84.6%
SC-PASS Reading Grade 3	SP 2013 81.9%	83.9%	85.9%	87.9%	89.9%	91.9%
SC-PASS Reading Grade 4	SP 2013 75.0%	77.0%	79.0%	81.0%	83.0%	85.0%
SC-PASS Reading Grade 5	SP 2013 80.5%	82.5%	84.5%	86.5%	88.5%	90.5%
SC-PASS Reading Grade 6	SP 2013 71.4%	73.4%	75.4%	77.4%	79.4%	81.4%
SC-PASS Reading Grade 7	SP 2013 72.6%	74.6%	76.6%	78.6%	80.6%	82.6%
SC-PASS Reading Grade 8	SP 2013 64.2%	66.2%	68.2%	70.2%	72.2%	74.2%
SC-PASS Writing District	SP 2013 73.3%	75.3%	77.3%	79.3%	81.3%	83.3%
SC-PASS Writing Grade 3	SP 2013 70.0%	72.0%	74.0%	76.0%	78.0%	80.0%
	SP 2013					

SC-PASS Writing Grade 4	70.3%	72.3%	74.3%	76.3%	78.3%	80.3%
SC-PASS Writing Grade 5	SP 2013 74.2%	76.2%	78.2%	80.2%	82.2%	84.2%
SC-PASS Writing Grade 6	SP 2013 74.9%	76.9%	78.9%	80.9%	82.9%	84.9%
SC-PASS Writing Grade 7	SP 2013 76.0%	78.0%	80.0%	82.0%	84.0%	86.0%
SC-PASS Writing Grade 8	SP 2013 74.1%	76.1%	78.1%	80.1%	82.1%	84.1%
SC-PASS Science District	SP 2013 67.7%	69.7%	71.7%	73.7%	75.7%	77.7%
SC-PASS Science Grade 3	SP 2013 61.7%	63.7%	65.7%	67.7%	69.7%	71.7%
SC-PASS Science Grade 4	SP 2013 65.8%	67.8%	69.8%	71.8%	73.8%	75.8%
SC-PASS Science Grade 5	SP 2013 67.8%	69.8%	71.8%	73.8%	75.8%	77.8%
SC-PASS Science Grade 6	SP 2013 67.9%	69.9%	71.9%	73.9%	75.9%	77.9%
SC-PASS Science Grade 7	SP 2013 72.0%	74.0%	76.0%	78.0%	80.0%	82.0%
SC-PASS Science Grade 8	SP 2013 65.9%	67.9%	69.9%	71.9%	73.9%	75.9%
SC-PASS SS District	SP 2013 69.3%	71.3%	73.3%	75.3%	77.3%	79.3%
SC- PASS SS Grade 3	SP 2013 79.2%	81.2%	83.2%	85.2%	87.2%	89.2%
SC-PASS SS Grade 4	SP 2013 76.7%	78.7%	80.7%	82.7%	84.7%	86.7%
SC-PASS SS Grade 5	SP 2013 66.0%	68.0%	70.0%	72.0%	74.0%	76.0%
SC-PASS SS Grade 6	SP 2013 73.3%	75.3%	77.3%	79.3%	81.3%	83.3%
SC-PASS SS Grade 7	SP 2013 57.5%	59.5%	61.5%	63.5%	65.5%	67.5%
SC-PASS SS Grade 8	SP 2013 66.6%	68.6%	70.6%	72.6%	74.6%	76.6%
HSAP % Both Subtests	SP 2013 86.0%	86.5%	87.0%	87.5%	88.0%	88.5%
SAT District	981	986	991	996	1001	1006
ACT District	SP 2013 21.4%	21.5%	21.6%	21.7%	21.8%	21.9%
AP Exams	SP 2013 51.6%	52.3%	53.0%	53.6%	54.3%	55.0%
EOC Algebra I	SP 2013 84.5%	86.5%	88.5%	90.5%	92.5%	94.5%
EOC English I	SP 2013 79.3%	81.3%	83.3%	85.3%	87.3%	89.3%
EOC US History	SP 2013 56.2%	58.2%	60.2%	62.2%	64.2%	66.2%
EOC Biology	SP 2013 81.5%	83.5%	85.5%	87.5%	89.5%	91.5%
Workkeys Number of Test Takers	5% 152	7% 167	9% 183	11% 201	13% 221	15% 243

Action Plan

Strategy #1: Implement Common Core State Standards and/or State-approved 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. Continue to provide, produce, and update online tools and professional development videos on topics such as the district literacy model and the Common Core State Standards.	2014-Continuing	Curriculum Specialists; Technology Coaches	$5,000	PDSI	Classroom observations
2. Provide one lead curriculum specialist and five content curriculum specialists for direct support and professional development in Common Core State Standards and the development and implementation of appropriate district-wide curriculum in ELA, math, social studies, and technology.	Ongoing	Associate Superintendent for Instruction and Accountability	$500,000 annually	General Fund	Professional Development Evaluations; PASS, HSAP Results
3. Conduct regular principals' professional development meetings focusing on Common Core State Standards, formative assessments, literacy and reading, math, technology, social studies, science, differentiated instruction, academic interventions, School Intervention Teams (SIT), SPED services and regulations, and rigor. Principals, Academic Officers, and curriculum specialists will expand professional development specific to grade levels and subjects.	Ongoing	Associate Superintendent for Instruction and Accountability	$5,000	PDSI Title II	Feedback Surveys from Principals
4. Continue to revise and update the math, ELA, science, social studies, and cross-curricular curriculum documents to align them with Common Core State Standards and develop and/or purchase benchmark and formative assessments.	Ongoing	Curriculum Specialists; Academic Officers; Curriculum Teams	$100,000 annually	PSDI	Curriculum documents
5. Provide opportunities for teachers to receive initial and ongoing endorsements to teach advanced placement, GT, ESOL, and to become highly qualified (HQ).	Ongoing	Director of Federal Programs; Director of Human Resources	$35,000 annually	Title II	HQ Report; Teacher Endorsements

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

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Conduct MAP testing three times a year for students in grades 3-8.	Ongoing	Director of Federal Programs	$150,000 annually	At-Risk	PASS Results
2. Utilize the kindergarten screening tool to drive early literacy intervention decisions.	Ongoing	Elementary Academic Officers	$500	At-Risk	Use of Screening Instrument
3. Develop a procedure for program evaluation and determine highly effective practices to be replicated.	2015-Continuing	Associate Superintendent for Instruction and Accountability; Director of Federal Programs	N/A	N/A	Evaluation Procedure; SIT Minutes
4. Identify reading deficiencies through diagnostic testing three times a year.	Ongoing	Elementary Academic Officers; Director of Federal Programs	$25,000	At-Risk	Dominie MAP
5. Analyze district-wide discipline data to determine behavior patterns and establish appropriate interventions.	2014-2014	Director of Special Programs	N/A	N/A	Discipline Data and Proposed Interventions

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

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Reading Recovery/interventionists for at-risk students in the highest poverty elementary schools.	Ongoing	Director of Federal Programs; Reading Recovery Teacher Leader	$850,000 annually	Lottery Funds	Dominie; Discontinued Students
2. Maintain school intervention teams at all schools to review behavioral and academic data and make recommendations.	Ongoing	Academic Officers	N/A	N/A	Meeting agendas and minutes
3. Maintain a district academic leadership team to oversee and train school intervention teams and to analyze district data and make instructional recommendations for strategic planning purposes.	Ongoing	Associate Superintendent for Instruction and Accountability	N/A	N/A	Meeting agendas and minutes
4. Provide school-based and in home instructional intervention opportunities before, during, and after school and in the summer	Ongoing	Academic Officers; Director of Federal Programs	$500,000 annually	At-Risk Title I Migrant State	PASS; HSAP; MAP
5. 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

| 6. 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 |
| 7. Provide Special Education training for paraprofessionals. | 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

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	HSAP English I EOC ELDA
2. Expand the integration of technology into the curriculum	Ongoing	Associate Superintendent for Instruction and Accountability	$1 million annually	Title I General Fund	State Technology Evaluation; Survey Data; Observations
3. Provide Rosetta Stone for up to 170 ELL students	Ongoing	Director of Federal Programs	$15,000 annually	Title III	Online progress
4. Provide Project Discovery for Secondary SPED students	Ongoing	Director of Special Programs	$50,000	IDEA	Job placement
5. Maintain a common delivery model for ESOL instruction including push-in for content support in the Common Core State Standards	Ongoing	Director of Federal Programs	$3,000	Title III	Implementation of Model
6. Provide a system for coordinating volunteer efforts to encourage more community support and mentors in schools.	Ongoing	Director for Administrative Services	$60,000	General Fund	Mentor / Volunteer Lists for Schools
7. Provide instructional coaches in the elementary schools with the highest percentage of poverty.	Ongoing	Director of Federal Programs	$1 million annually	Title I	PASS MAP

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

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Maintain pupil-teacher ratios in primary grades below state-mandated levels.	Ongoing	Associate Superintendent for Instruction	$3 million	General Fund	PASS; HSAP; Discipline Referrals
2. Support Freshman Academies and other small learning communities in the high schools	Ongoing	Associate Superintendent for Instruction and Accountability	Up to $200,000 per school	General Fund	HSAP EOCEP
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	Associate Superintendent of Instruction and Accountability	$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	Associate Superintendent for Instruction and Accountability; Director of Special Programs; Director of Center for Innovative Learning	$3 million	General Funds IDEA At-Risk	HSAP Graduation Rate Dropout Rate PASS
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	Associate Superintendent for Instruction and Accountability	N/A	N/A	PASS

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	Deputy Superintendent	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	Deputy Superintendent; Executive Director for Technology	N/A	N/A	Meeting Agendas/Minutes; Technology Plan
3. Continue to pilot and evaluate a one-to-one computing initative in three schools.	Began in 2013-14 and Continuing	Associate Superintendent for Instruction and Accountability	$1 million	General Fund	PASS; HSAP; Technology Use; Observations; Surveys
4. Expand Bring Your Own Device (BYOD) opportunities within pilot schools and with teachers.	2014-2015	Associate Superintendent for Instruction and Accountability	$15,000	General Fund	PASS; HSAP; Feedback Surveys; Observations

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
5. Implement the Aiken County Virtual Academy to provide flexible options for students to take virtual courses.	2014-2015	Associate Superintendent for Instruction and Accountability	$350,000	At-Risk	HSAP; Enrollment
6. Explore alternative funding for technology purchases.	2014-Ongoing	Technology Director; Principals	N/A	Grants, Community Groups	Technology Inventory

Strategy #7: Provide opportunities for high achieving students.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Continue to provide a Gifted and Talented academic program with a consistent delivery model for identified students in grades 3-12.	Ongoing	Director of Federal Programs	1.2 million annually	Gifted and Talented; 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	High School Academic Officer	TBD	General Fund	Number of courses
3. Provide opportunities for high achieving middle school students to earn high school credits.	Ongoing	Middle school and high school academic officers	TBD	General Fund	Number of students enrolled; passage rate
4. Provide a summer program (acGateway) for artistically gifted students.	Ongoing	Director of Federal Programs	$140,000	LEA GT Funds	Summer program

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (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					
Interim Performance Goal	Annually, the on-time graduation rate will increase as indicated by the targets below:					
Data Sources	Graduation Rate on the District's Report Card					
Overall Measures						
Measure	**Average Baseline**	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Graduation Rate	SP 2013 80.0%	81.3%	82.7%	84.0%	85.3%	86.6%

Action Plan

Strategy #1: Implement best practices designed to support and accelerate struggling middle and high school students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Implement the High Schools That Work and Making Middle Grades Work key practices.	Ongoing	Middle and High School Academic Officers	$125,000 annually	HSTW/MMGW Funds	HSAP PASS Graduation Rate
2. Continue to offer virtual course opportunities for credit recovery.	Ongoing	Virtual Learning Coordinator	$40,000	At-Risk	HSAP Graduation Rate
3. 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 IDEA	HSAP Graduation Rate Career Assessments
4. Expand advanced placement and dual credit opportunities for high school students	Ongoing	High School Academic Officer	$350,000	General Funds	HSAP EOCEP College Enrollment
5. Provide high school credit opportunities for middle school students	Ongoing	High School and Middle School Academic Officers	$550,000	General Funds	Number of credits
6. Implement transition programs between elementary and middle schools, and between middle and high schools	Ongoing	Academic Officers	$10,000	General Funds	Student Surveys
7. Implement Advisor/Advisee concept in all high schools	Ongoing	High School Academic Officer	$70,000	General Funds	Advisement Logs
8. Expand School to Work opportunities including internships and apprenticeships	Ongoing	Director of Career and Technology Education; Director of Special Programs	$50,000	CATE IDEA	Work logs
9. Explore additional diploma opportunities for adult education students	Ongoing	Direct of Adult Education	$50,000	Adult Education	Adult Education Graduates
10. Provide ongoing training to guidance counselors in the identification and support of at-risk student populations	Ongoing	Associate Superintendent for Instruction and Accountability	$5,000	Title II PDSI	Agendas, Sign in sheets Student Referrals
11. Cooperate with Aiken Technical College and other organizations to provide student access to the administration of WorkKeys.	2013-Ongoing	High School Academic Office; Director of Career Center	N/A	N/A	Number of Students Participating in Workkeys
12. Provide professional development on differentiation and interventions for middle school students.	2014-2015 and Ongoing	Lead Curriculum Specialist; Middle School Academic Officer	$15,000	Title II	Sign-in Sheets, Observations

Performance Goal

Performance Goal Area	Teacher/Administrator Quality
Performance Goal (desired result of student learning)	By spring 2019, 100% of the schools in Aiken County Public School District will have classes taught by highly qualified teachers as defined by State public and charter school laws.
Interim Performance Goal	Annually, the percentage of classes taught by highly qualified teachers will increase by .25%
Data Sources	180-Day Non-HQ Report Provided by Title II Office

Overall Measures

Measure	Average Baseline	2014/15	2015/16	2016/17	2017/18	2018/19
Percentage of Schools with HQ Teachers	SP 2013 98.5%	98.8%	99.1%	99.4%	99.7%	100.0%

Action Plan

Strategy #1: Provide opportunities for current teachers to become highly qualified.

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. Contract with various colleges and universities to provide courses	Ongoing	Director of Federal Programs	$50,000 annually	Title II PDSI	HQ Percentages
2. Reimburse teachers for required courses and exams	Ongoing	Director of Federal Programs	$40,000 annually	Title II	HQ Percentages

Strategy #2: Actively recruit highly qualified teachers and administrators

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize an online database of teacher and principal applicants to recruit highly qualified candidates.	Ongoing	Director of Human Resources	$60,000 annually	General Fund	Database
2. Review and broaden the district salary schedule to consider adding additional service steps for all personnel and explore possible models for performance pay and/or bonuses.	2014-2016	Associate Superintendent for Instruction and Accountability	TBD	Title II, General Fund	Plan for implementation
3. Offer bonuses/incentives for high poverty and hard-to-fill positions.	2015-2016	Associate Superintendent of Administration; Director of Federal Programs	TBD	Title II	HQ List
4. Implement a District Succession Plan to insure efforts are in place to hire qualified and experienced candidates for key positions.	Fall 2013 - Continuing	Associate Superintendent for Administration	N/A	N/A	Succession Plan;

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. Partner with colleges and universities to provide courses in ESOL strategies, gifted learners, Common Core State Standards, math, reading, writing, and technology.	Ongoing	Director of Federal Programs	$100,000 annually	Title II PSDI	Observations; Lesson Plans; Course Grades
2. Provide professional development for principals, teachers, and other staff on writing quality standards-based curriculum, creating formative assessments, and providing differentiated instruction	2014-Continuing	Associate Superintendent for Instruction and Accountability; Curriculum Specialists	$50,000	PDSI Title II	Sign-in sheets Surveys Observations
3. Provide professional development for administrators on effective management skills and the school improvement process.	2014-2015	Associate Superintendent for Instruction and Accountability	$50,000	Title II	Administrator Evaluations
4. Provide a Leadership Summit for administrators.	Summer 2014	Associate Superintendent for Instruction and Accountability; Academic Officers	$20,000	Title II	Administrator Evaluations
5. Provide an Aspiring Administrators' Course.	Ongoing	Associate Superintendent for Instruction and Accountability	$1,000	Title II	Course attendance; observations