

BOARD AGENDA ITEM

April 17, 2012

SUBJECT:

District Strategic Plan Update

BACKGROUND INFORMATION:

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 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 the framework for moving Aiken County forward over the course of five years. The goals, strategies, and activities contained within the plan are reviewed and updated continually to meet the changing needs of our students and communities.

Current and longitudinal test data were analyzed to determine areas of strength and concern for the district. These results as well as recommendations from a variety of constituencies were used to revise our comprehensive needs assessment. The needs assessment, within the context of our stated vision and mission, became the basis for revisions in the district's strategies and activities.

The 2012 strategic plan update reflects the most recent demographic, achievement, and perception data; and includes revised initiatives and activities.

RECOMMENDATION:

Approve the Aiken County Public School District's 2009-2014 strategic plan 2012 update.

ATTACHMENT:

District Strategic Plan – 2012 Update

PREPARED BY:

Kevin O'Gorman
King Laurence

COVER PAGE FOR DISTRICT PLANS (Mandated Component)
DISTRICT INFORMATION AND REQUIRED SIGNATURES

Aiken County

SCHOOL DISTRICT

STRATEGIC ACCOUNTABILITY PLAN FOR
YEARS:

2009-2014

STRATEGIC ACCOUNTABILITY ANNUAL
UPDATE FOR:

2012

Assurances

The district's strategic/accountability plan, or annual update of the strategic/accountability plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, and the district strategic planning coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Rosemary English		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Elizabeth Everitt, Ph.D.		
PRINTED NAME	SIGNATURE	DATE

TITLE II COORDINATOR

King Laurence		
PRINTED NAME	SIGNATURE	DATE

DISTRICT PLANNING COORDINATOR

King Laurence		
PRINTED NAME	SIGNATURE	DATE

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**STAKEHOLDER INVOLVEMENT FOR DISTRICT PLANS
(Mandated Component)**

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	NAME
1. SUPERINTENDENT	Elizabeth Everitt
2. PRINCIPAL	Brooks Smith
3. TEACHER	Kim Whitman
4. PARENT/GUARDIAN	Susan Hilderbrand
5. COMMUNITY MEMBER	William Cue
6. PRIVATE SCHOOL REPRESENTATIVE(S) (Title II requirement)	Peggy Wertz
7. DISTRICT LEVEL ADMINISTRATOR (Title II requirement)	King Laurence
8. PARAPROFESIONAL(S) (Title II requirement)	Marcia Holcombe

9. **OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.):**

POSITION	NAME
Additional Parent/Guardian	Suzanne Abney
Additional Teacher	Patti Strom
Additional Community Member	Michael Vasovski
Pupil Services Personnel	Sherida Stroman
Student	Steven Gantt
Student	Katie Morgan

***REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR DISTRICT PLANS (Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the district superintendent, attest that the district complies with all applicable Act 135 requirements.

- 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). Provide a good example of academic assistance services for PreK-3 by referencing a page number of the plan **18** along with the number of the goal **1**, strategy **1**, or activity **k**.
- 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). Provide a good example of academic assistance services for grades 4-12 by referencing a page number of the plan **21** along with the number of the goal **1**, strategy **3**, or activity **f**.
- 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, 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. Provide a good example of parent involvement by referencing a page number of the plan **34** along with the number of the goal **4**, strategy **2**, or activity **a**.
- 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*. Provide a good example of staff development by referencing a page number of the plan **18** along with the number of the goal **1**, strategy **1**, or activity **g**.
- Technology** The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan **22** along with the number of the goal **1**, strategy **4**, or activity **c**. (Additional technology assurances for **districts** follow the Act 135 assurances)
- 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 by referencing a page number of the plan **17** along with the number of the goal **1**, strategy **1**, or activity **a**.

- Recruitment** The district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

- 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).

- 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.

- 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.

- Best Practices in Grades K–3** The district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.

- 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 level and take into account the student's social and cultural context.

- Parenting and Family Literacy** The district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program 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. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.

- Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a districtwide/schoolwide 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.

- The School-to-Work Transition Act of 1994 (STW)** The district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Other District Assurances

Technology Assurances for Districts

- The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
- The plan has a professional development strategy to ensure that staff knows how to use the new technologies to improve education.
- The plan includes an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.
- The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.
- The plan includes an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make mid-course corrections in response to new development and opportunities as they arise.

Elizabeth Everitt, Ph.D.

Superintendent's Printed Name
(For district and school plans)

Superintendent's Signature

Date

Title II Teacher/Administrator Quality Assurances for Districts

- The school district will maintain records documenting compliance with program requirements and related to fiscal control and accounting of project funds, including *Education Department General Administrative Regulations (EDGAR) 80.42*, for funds paid to the district under this grant for three years after completion of the project.
- The school district will ensure that all policies, procedures, programs, and the administration of programs in the school district are consistent with the No Child Left Behind (NCLB) of 2001, EDGAR (1969) and other applicable status, regulations, program plans, and applications.
- The school district will submit records as necessary to enable the South Carolina Department of Education (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.
- The school district agrees to target Title II teacher quality funds to schools that have the lowest population of highly qualified teachers or 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)."

- The school district agrees to comply with Title IX, section 9501 of the ESEA regarding participation by private school children and teachers.
- This application is based on rigorous systematic and empirical methods.
- The research cited is adequate to justify the general conclusions.
- The data provides multiple investigations that ensure validity, reliability, and ability to be replicated.
- The school district agrees to conduct a needs assessment with the involvement of teachers, including those teachers participating in programs under Title I, Part A of the NCLBA, and shall take into account the activities that need to be conducted in order to give teachers the means (including subject matter knowledge and teaching skills) to provide students with the opportunity to meet challenging state and local student academic achievement standards.
- The school district agrees to conduct a needs assessment with the involvement of teachers, including those teachers participating in programs under Title I, Part A of the NCLBA, and shall take into account the activities that need to be conducted in order to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement.

Elizabeth Everitt, Ph.D.

 Superintendent's Printed Name
 (For district and school plans)

 Superintendent's Signature

 Date

General Grant Assurances for Districts

As a duly authorized representative of _____ Aiken County Public _____ School District,

I certify that this applicant:

- Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the State Department of Education (SDE) 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.
- 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 SDE for costs related to this grant.
- Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- 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.
- 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. 2001)).
- Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2001) if the amount of this award is \$50,000 or more.
- Has read the guidelines and understands the requirements of the reporting documents. The applicant will initiate and complete work within the time frame of the approved plan. The applicant will provide quantitative data needed to demonstrate program effectiveness. Failure to comply with timely submission of reports may have an impact on future funding.

Elizabeth Everitt, Ph.D.

 Superintendent's Printed Name
 (For district and school plans)

 Superintendent's Signature

 Date

Marion O. Traxler, III

 Financial Officer's Printed Name
 (For district and school plans)

 Financial Officer's Signature

 Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS (Mandated Component)

The Aiken County Public School District is the sixth largest school district in South Carolina. In ~~2008-2009~~ 2011-2012, 23,763 24,826 students in grades K-12 attended the district's thirty-eight regular public and three public charter schools. Additionally, 900 students attended four-year-old child development and ~~more than 1,000~~ 1,123 students participated in the adult education program. ~~56.18~~ 56.88 percent of the district's students qualify for free or reduced priced meals. Eight schools have more than seventy-five percent of their students qualifying for free or reduced priced meals. Over the past decade the number of students living in poverty has increased steadily with the percentage of students qualifying for free or reduced priced meals below forty percent in 1998. The district serves ninety-two percent of the school-age children in Aiken County and a portion of Saluda County. Covering 1,178 square miles, the district's school buses travel over an area as large as the state of Rhode Island each day. ~~In 2008-2009,~~ school buses transported ~~more than 15,000~~ students nearly 3,000,000 miles.

In November 2009, the Aiken County Public School District participated in a Quality Assurance Review (QAR) visit conducted by the Southern Association of Colleges and Schools, Council on Accreditation and School Improvement (SACS CASI) – a division of AdvancED. A complete copy of the QAR report is available in the appendix of this document. Specifically, the report makes four recommendations:

- ***Establish and communicate a common service delivery model used across the district for targeted populations (i.e. special education, gifted and talented, and English Speakers of Other Languages).***

During evidence review and school visits, the team noted wide variance in instructional services offered to targeted populations among schools. Several staff members were unaware of services available or programs offered by the district to these groups and unfamiliar with district protocols for targeted populations. In addition several schools implemented curriculum and instructional activities inconsistent with those used at other schools in the district.

Providing consistent access to programs and services throughout the district will eliminate inconsistency that occurs when students transfer and promote equitable instruction and learning opportunities.

- ***Develop, implement, and communicate a district-wide framework to ensure the consistent implementation of the core curriculum across the school district.***

While the district has initiated a praiseworthy program to establish goals, objectives, and assessments for the core curriculum at all schools, several staff members noted that some areas do not know and understand the curriculum change and improvement process. Some schools visited by the team, and individual subject area teachers, are well aware of the plan and process of reform while others indicated they were aware of curriculum change but not actively engaged in the process and could not articulate the structure or timeline for implementation. Initiating a core curriculum development and improvement process across the entire district requires consistent and effective communication with all stakeholders and

the monitoring of implementation to ensure widespread involvement and knowledge of the process components and procedures for adopting these changes.

- ***Review the existing facility improvement plan to include renovations to existing facilities and new/ additional facilities and explore available funding options.***

Stakeholders stated that several facilities in the district needed renovations, and the review team noted that facilities, while well kept and functional, needed upgrades especially to accommodate the increase in technology anticipated in the near future. District building and renovation initiatives have been limited in the past thirty years and structural limits are now hampering upgrades for technology hardware and communications.

Reviewing the critical building needs of the district, even during this period of economic distress, will provide a priority order for addressing issues and establish a timeline for addressing these priorities. In addition, including a large segment of the community in the process will help to increase support and identify imaginative funding sources for these critical district needs.

- ***Review and revise the school district technology plan and include a timeline for implementation.***

The team reviewed the district technology plan and examined technology available during school visits. While access and use is district wide, there appears to be no consistent purchasing policy and a wide disparity among school sites in technology available and in use. Several staff members noted that elementary and middle schools had more available access to computers, SmartBoards and software and used additional funds to increase their technology inventory. In addition, the district has not established a timeline for implementing the technology plan in all schools and has not established guidelines and a schedule of implementation. Implementation of a technology plan communicated to all stakeholders will increase consistency of effort to use technology as an instructional tool, and management of the plan will insure equity and adequacy.

These AdvanED recommendations have been considered in the update of the strategic plan. New or revised strategies and activities have been included that directly address the recommendations.

Aiken County Public Schools' rigorous curriculum for both middle school and high school prepares students for post secondary education and the workforce. Intense study and hands-on training is available through AP courses, Aiken County Career and Technology Center opportunities, and the Tech-Prep School-To-Work program. Aiken County high school graduates earn nearly \$29 million in scholarships annually and ~~earned over \$30 million in 2008-09~~. This achievement, in part, enables over ninety percent of the district's graduates to enroll in colleges and universities locally and across the nation. Nearly seventy percent of our students enter higher institutions of learning immediately after graduating from high school, and an average of ninety percent pass all courses taken during their freshman year. The English as a Second Language program provides language support services to more than 1,000 students who have been identified as Limited English Proficient (LEP). An A-alternative school programs, Center for Innovative Learning (CIL), is are operated to address the

academic and emotional needs of 265 students who would be expelled from school or who otherwise would benefit from a less traditional learning environment.

Approximately fifty-eight percent of the district's students take the SAT each year. The average SAT score for the ~~2010~~ 2011 senior class was ~~1,463~~ 1,448, which is well above the state average of ~~1,443~~ 1,427. Our high school students accumulate nearly 300 credits toward college each year as a result of passing college level courses and advance placement examinations.

Still, our graduation rate stands out as an area of significant concern. Aiken County's ~~2010~~ 2011 on-time graduation rate of 73.9% was above the state average for the first time in recent years. However, disaggregated data shows our students below the state in our Hispanic, Limited English Proficient (LEP), and subsidized meal subgroups.

Needs assessment as a component of continuous improvement is a priority for the Aiken County Public School District, and as such, considerable energy goes into data collection and analysis. Summative data such as PACT/PASS, HSAP, and graduation rate form the core of information that is studied prior to charting and recalculating a course for improvement. However, these "snapshots" do not provide a complete view. In order to make truly quality decisions, district and school personnel rely on a variety of formative data that is available. Academic data sources include Measures of Academic Progress (MAP), DIBELS, Dominie, classroom assessments, formal and informal observations, writing prompts, Computer Assisted Instruction (CAI) progress, and school-developed screening and progress monitors. We also review a variety of survey data from a number of sources including parents, students, teachers, and the community. Demographic data including facilities studies, community profiles, the Persistently Dangerous Schools report, the Uniform Management Information and Reporting System (UMIRS), and the Kids Count report also serve as sources of vital information in determining the direction for the school district.

Overall academic achievement has and continues to increase; however, a few areas of concern which require intervention as described in this plan stand out. The disabled subgroup failed to attain proficiency in both ELA and math. Disabled students by definition require more time and specialized personnel to reach their goals. While time is a variable, school districts do not have the option of extending the cutoff points for objectives to be reached. Expertise in the classroom is the one variable that can and should be improved.

The percentage of students meeting standard on the math portion of HSAP had steadily increased since 2005. However, the state average increased at a more significant pace until 2009 when both the state and district averages fell. In 2010 the state closed the gap further with a slight increase as Aiken County's average remained level. Also, our students have consistently out-performed the state average on HSAP English Language Arts but demonstrated a steady decline from 2007 and 2009. 2010 averages indicate a slight rebound with a more significant increase in 2011. A demographic breakdown of the data indicate that the disabled, African-American, Hispanic, Limited English

Proficient, and subsidized meal subgroups scored slightly lower than their peers. ~~It should be noted that between 2006 and 2009 LEP students demonstrated significant gains in both areas tested, which is a testament to the initiatives in place for this population.~~ Varying levels of performance can also be noted from school to school.

PACT and PASS for grades 3-8 follow a similar pattern to HSAP. The district's students consistently out-perform the state average, but there are subgroups and schools which demonstrate a need for additional attention.

As noted earlier, the district has a dedicated and highly qualified workforce. Of our 3,300 employees, 1,900 are certified teachers and administrators. Fifty-eight percent have earned masters degrees or beyond. Since 2002, the district has worked diligently to ensure that all teachers and paraprofessionals are highly qualified. In ~~2008-09~~ 2010-11, ~~only 1.96~~ 2.5 percent of all classes were taught by teachers who had not attained highly qualified status for the particular subject. When adjusted for the charter schools that are included in our HQ report, the number falls to less than one percent. Still, our goal has been and continues to be a one hundred percent highly qualified staff including charter schools.

Perception is an important part of the data picture and is critical in analyzing the schools' and district's climate. There is a significant variance in the stakeholder responses from school to school, but the trend district-wide points to some global needs. There is a discrepancy between the responses from teachers and those from parents and students. In regard to learning environment and physical environment, the difference in overall satisfaction is generally fifteen percentage points with teachers giving the higher ratings. On learning environment teachers are generally twenty percentage points higher than high school students. Parent and student responses on home-school relations remain consistent with the other two questions, but teacher responses drop significantly.

Although the school district has maintained a five-year facilities plan since the early 1980's, increased maintenance and construction costs, lower pupil-teacher ratios, and program changes have made it difficult to keep up with the demand for new and improved spaces. In fall 2007, the district contracted with M. B. Kahn Construction Company to perform a demographics and facilities needs assessment. The study concluded that a variety of issues exist that should be addressed. Among these are that half of the buildings in the district are forty to sixty years old. While, in general, facilities have been well maintained, deficiencies such as accommodations for handicapped access, mechanical infrastructure, and climate control are very common. Half of the district's schools also have enrollments that exceed capacity. In 2007-08, 120 classes were housed in mobile classrooms. Also, space limitations require that instruction takes place in areas for which it was not intended (stages, offices, storage areas, etc.). As a result of the assessment, M. B. Kahn recommended that the district build three new schools, construct additions at thirty-one schools, and engage in various levels of renovation in the remaining schools. In 2010 the district pursued a bond referendum for new construction and upgrades. That initiative failed, however, the district continues to pursue other avenues for facilities improvement.

Careful study of the various data available and a focus on the district's vision and mission have led to the development of four principle goals:

Goal 1: Student Achievement

By spring 2014, Aiken County students will demonstrate academic proficiency by meeting the following targets:

- PASS – The district mean of students in each demographic subgroup scoring Met or Exemplary will be above the state mean in the four core content areas.
- HSAP – The percentage of Aiken County students in each demographic subgroup passing both subtests will be at or above districts like ours.
- SAT – The mean total score for Aiken County students will be at or above the national average.
- ACT – The mean total score for Aiken County students will be at or above the national average.
- AP Exams – Of the Aiken County students taking AP exams, 65% will score 3 or above.

Goal 2: Student Achievement

By spring of 2014, the on-time graduation rate for our students in each demographic subgroup will be at least 80% and will meet or exceed ~~districts like ours~~ the state average as indicated on the district report card.

Goal 3: Teacher/Leadership Quality

By spring of 2014, 100% of our classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left Behind Act.

Goal 4: School Climate

By spring of 2014, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by agree and strongly agree responses on the state report card survey.

The implementation of the strategies and activities contained within the document are designed to lead to the realization of these goals.

MISSION, VISION, VALUES, AND BELIEFS (Optional)

VISION:

Aiken County Public Schools: Building for a Better Tomorrow, One Child at a Time

MISSION:

The mission of the Aiken County Public School District is to create in students a passion for learning and achievement that will serve them as they compete and contribute in a global society.

An Area of Special Academic Emphasis: Reading achievement at all grade levels (K-12), with special emphasis on direct reading instruction in grades K-3.

Literacy Vision: Aiken County Public Schools demonstrates an unwavering commitment of the educational community to embrace their responsibility for ensuring that each student at any level becomes a successful reader and writer.

Fundamental Values

The Aiken County Public School District will be known for

- Safe learning environments where every student has the opportunity to achieve developmental outcomes at the highest potential,
- Highly qualified educators and competent support persons who can orchestrate and facilitate exceptional learning outcomes at every level and who continue to grow personally and professionally throughout their careers,
- Facilities that nurture effective learning practices for all students,
- A transportation system that is safe, efficient, and accessible to all students,
- Appropriate use of technology to further learning and to make information management more productive, and,
- An organizational culture that encourages integrity, collegiality, high expectations for student success, student, parental and community engagement, and continuous improvement.

DISTRICT STRATEGIC PLAN FOR: Aiken County Public Schools

DATE: 2009-2014

Performance Goal Area:

Student Achievement Teacher/Leadership Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL 1:
(desired result of student learning)

By spring 2014, Aiken County students will demonstrate academic proficiency by meeting the following targets:

- PASS – The district mean of students in each demographic subgroup scoring Met or Exemplary will be above the state mean in the four core content areas.
- HSAP – The percentage of Aiken County students in each demographic subgroup passing both subtests will be at or above districts like ours.
- SAT – The mean total score for Aiken County students will be at or above the national average.
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- AP Exams – Of the Aiken County students taking AP exams, 65% will score 3 or above.

INTERIM PERFORMANCE GOAL: (annual)

Interim performance goals correspond to the overall annual measures listed below

DATA SOURCE(S):

- PASS
- HSAP
- MAP
- SAT
- ACT
- AP Exams

OVERALL MEASURES:	Average Baseline	2008-2009	2009-2010	2010-2011	2011-2012*	2012-2013*	2013-2014*
PASS Math	46.9%	68%	68.7%	72% 70.5%	76%	78%	80%
PASS ELA	57.3%	76%	75.2%	78% 74.1%	79%	80%	80%
PASS Writing		72%	72.7%	74% 75.6%	76%	78%	80%
PASS Sci		68%	65.1%	72% 64.6%	76%	78%	80%
PASS SS		73%	65.9%	75% 66.8%	77%	79%	80%
HSAP Percent Passing both Subtests	89.4%	90.3%	90.6%	92.5% 92.0%	93.6%	94.7%	95%
SAT	1002 <small>(Math and Critical Reading only)</small>	1477	1463	1471 1448	1480	1489	1497
ACT	20.5	21.0	20.8	21.0	21.1	21.2	21.3
AP Exams	40%	55%	51%	55% 53.5%	58%	62%	65%

* Represents projections of improvement

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 1: Align curriculum, instruction, and assessment using the Common Core State Standards and assist schools in the transition from the South Carolina State Curriculum Standards.

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>a. Expand the district reading initiative to all elementary schools by using procedures developed during the 7-school pilot</p>	<p>8/2009 – continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>\$2 million annually</p>	<p>ARRA Title-I General Fund</p>	<p>Dominie MAP</p>
<p>b. Produce a series of professional development videos on topics such as the district literacy model and the Common Core Standards</p>	<p>7/2009 – 6/2012 2014</p>	<p>Professional Development Coordinator</p>	<p>\$10,000</p>	<p>Title II PDSI IDEA MOE</p>	<p>Classroom observation of the use of best practices</p>
<p>c. Provide one professional development coordinator and five content four Curriculum Coaches (Partner Teachers) specialists for direct support and professional development in Common Core State Standards and the development and implementation of appropriate district-wide curriculum best instructional practices to classroom teachers in ELA, and math, science, social studies, and technology.</p>	<p>7/2009 – 2012 – continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>\$300,000 annually</p>	<p>ARRA Title-I Title-II General Fund</p>	<p>PD evaluations MAP PASS/HSAP</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 1: Align curriculum, instruction, and assessment using the Common Core State Standards and assist schools in the transition from the South Carolina State Curriculum Standards.

Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</small>	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	EVALUATION Measures of Success/ Indicators of Implementation <small>(Formative measures used to assess impact of strategies and activities on improvement)</small>
<p>d. Explore grant writing to fund innovative programs</p> <p>e. Conduct regular principals' network professional development meetings focusing on Common Core State Standards, assessment, differentiated instruction, interventions, School Intervention Teams (SIT), and rigor. Principals, Academic Officers and Curriculum Specialists will expand professional development specific to grade levels and subjects.</p> <p>f. Train teachers to identify reading deficiencies through diagnostic testing at least three times a year.</p> <p>g. Provide sustained professional development in the teaching of reading at all levels and with appropriate rigor including job-embedded PD opportunities.</p>	<p>7/2009 – continuing</p> <p>8/2009 – continuing</p> <p>7/2009 – continuing</p> <p>7/2009 – continuing</p>	<p>Director of Federal Programs</p> <p>Associate Superintendent for Instruction and Accountability</p> <p>Assessment trainer Director of Federal Programs</p> <p>Associate Superintendent for Instruction and Accountability</p>	<p>N/A</p> <p>N/A</p> <p>\$4,000</p> <p>\$100,000</p> <p>\$25,000</p> <p>\$50,000 annually</p>	<p></p> <p>PD</p> <p>ARRA Title-II Formative Assessment</p> <p>Title-II</p>	<p>Grants submitted and received annually</p> <p>Principals' feedback Focus-walks-Survey</p> <p>Dominie implementation Schedule and results MAP</p> <p>PD-evaluations Classroom observations MAP PASS/HSAP</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 1: Align curriculum, instruction, and assessment using the Common Core State Standards and assist schools in the transition from the South Carolina State Curriculum Standards.

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>h. Continue to revise and update the math, and ELA, science, and social studies, and cross-curricular curriculum-alignment documents to align them with Common Core State Standards and develop benchmark and formative assessments.</p>	<p>7/2009 – continuing</p>	<p>Math and ELA curriculum coaches Specialists Academic Officers</p>	<p>\$7,500 \$75,000 annually</p>	<p>Title II Title I PD IDEA General Fund</p>	<p>Updated documents Assessments</p>
<p>i. Provide adequate hands-on math and science materials and train teachers to use them effectively</p>	<p>7/2010 – continuing</p>	<p>Math Curriculum Coach/Science Curriculum Associate</p>	<p>\$100,000</p>	<p>General Fund Title-II Grants</p>	<p>MAP PASS/HSAP PD-evaluations</p>
<p>j. Provide Preschoolers Acquiring Language Skills (PALS) classes to support early literacy</p>	<p>7/2009 – continuing</p>	<p>Director of Special Education</p>	<p>\$200,000 annually</p>	<p>ARRA IDEA</p>	<p>Dominie</p>
<p>k. Provide opportunities for teachers to receive initial and ongoing endorsement become endorsed to teach advanced placement, GT, ESOL, and to become highly qualified (HQ).</p>	<p>7/2009 – Continuing</p>	<p>Director of Federal Programs Director of Human Resources</p>	<p>\$20,000 \$40,000 annually</p>	<p>Title II</p>	<p>AP Exams Teacher Endorsements HQ Report</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 1: Align curriculum, instruction, and assessment using the Common Core State Standards and assist schools in the transition from the South Carolina State Curriculum Standards.

<p>Activity</p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>I. Provide teachers with an online planning tool (TesTrakker) which uses student test data and Common Core Standards to develop lessons</p>	<p>4/2011 – continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>\$98,000 Initially and \$40,000 annually</p>	<p>ARRA General Fund At-Risk</p>	<p>Lesson plans</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

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

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>a. Provide data team training in middle schools</p>	<p>7/2009 – continuing</p>	<p>Middle School Academic Officer</p>	<p>\$10,000</p>	<p>Title II</p>	<p>Data Team agendas and minutes</p>
<p>b. Conduct MAP testing three times a year for students in grades 1-9</p>	<p>7/2009 – continuing 6/2014</p>	<p>Director of Federal Programs</p>	<p>\$125,000 \$200,000 Annually</p>	<p>Formative Assessment Funds At-Risk</p>	<p>Correlation to PASS/HSAP</p>
<p>c. Maintain data warehouse (TestView) for accessing student assessment</p>	<p>7/2009 – continuing</p>	<p>Director of Federal Programs</p>	<p>\$50,000 annually</p>	<p>SDE</p>	<p>PD evaluations Data-driven decisions</p>
<p>d. Develop a Utilize the kindergarten screening tool to drive early literacy intervention decisions.</p>	<p>7/2010 – 6/2012-2014</p>	<p>Elementary Academic Officers</p>	<p>\$5,000 \$500</p>	<p>At-Risk</p>	<p>Screening instrument use</p>
<p>e. Develop a system and schedule procedure for program evaluation and determine highly effective practices to be replicated.</p>	<p>7/2010 – 6/2014 2014</p>	<p>Associate Superintendent for Instruction and Accountability Director of Federal Programs</p>	<p>N/A</p>		<p>Evaluation procedure Imbedded in all initiatives SIT Process</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

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

<p>Activity</p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation</p> <p>(Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>f. Evaluate highly-effective practices in schools and replicate them throughout the district.</p>	<p>8/2009— continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>Dependent on practices</p>	<p>General Fund At-Risk</p>	<p>MAP Dominie PASS/HSAP</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 3: Provide interventions for struggling and at risk students.

<p>Activity</p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation</p> <p>(Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>a. Provide Reading Recovery / interventionists for at-risk first-graders students in all elementary schools</p>	<p>8/2009 – continuing</p>	<p>RR Site Coordinator</p>	<p>\$2 million annually</p>	<p>ARRA State Reading Title I IDEA General Fund Lottery</p>	<p>Dominie Students discontinued</p>
<p>b. Develop a middle-school reading intervention program</p>	<p>8/2009 – continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>\$250,000 annually</p>	<p>ARRA Title-I Title-II</p>	<p>MAP PASS</p>
<p>c. Establish Maintain school intervention teams at all schools to review behavioral and academic data and make recommendations</p>	<p>8/2009 – continuing</p>	<p>RTI Coordinator Academic Officers</p>	<p>\$5,000</p>	<p>IDEA Title I</p>	<p>Meeting agendas and minutes</p>
<p>d. Establish Maintain a district intervention academic leadership team to oversee and train school intervention teams</p>	<p>7/2009 – continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>\$1,000</p>	<p>IDEA Title I</p>	<p>Meeting agendas and minutes</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 3: Provide interventions for struggling and at risk students.

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>e. Provide school-based and in-home instructional intervention opportunities before, during, and after school and in the summer</p>	<p>8/2009 – continuing</p>	<p>Elementary Academic Officers Director of Federal Programs</p>	<p>\$1 million annually</p>	<p>At-Risk Title I Lottery</p>	<p>MAP PASS/HSAP</p>
<p>f. Expand 4K to all eligible students</p>	<p>8/2013</p>	<p>Elementary Academic Officers</p>	<p>\$2 million annually</p>	<p>EIA Title-I General Fund</p>	<p>Kindergarten-readiness</p>
<p>f. Provide Preschoolers Acquiring Language Skills (PALS) classes, Child Development, and autism pre-school services to support at-risk pre-school age children.</p>	<p>7/2011 – continuing</p>	<p>Director of Special Programs</p>	<p>\$200,000 Annually</p>	<p>General Fund IDEA</p>	<p>Curriculum-based Measures</p>
<p>g. Provide each middle school and high school with an accommodations lab to support online intervention strategies and provide accommodations for students with disabilities.</p>	<p>8/2011 – continuing</p>	<p>Director of Special Programs</p>	<p>\$220,000</p>	<p>General Fund</p>	<p>SPED Referrals MAP Courseware progress</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 4: Target interventions to close the achievement gap between all demographic subgroups.

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>a. Expand the use of and training in Sheltered Instruction Observation Protocol (SIOP) or other Core Standards based instructional process to better prepare and support principals and teachers who teach English Language Learners</p>	<p>6/2010 – continuing</p>	<p>Title III Coordinator</p>	<p>\$35,000 annually</p>	<p>Title III</p>	<p>PD-evaluations MAP PASS/HSAP ELDA</p>
<p>b. Provide Sheltered English I for ELL Students</p>	<p>8/2009 – continuing</p>	<p>Title III Coordinator</p>	<p>\$250,000 annually</p>	<p>General Fund</p>	<p>HSAP EOCEP ELDA</p>
<p>c. Expand the integration of technology into the curriculum</p>	<p>1/2010 – continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>\$1 million annually</p>	<p>E2T2 Title I ARRA General Fund</p>	<p>State Tech evaluation Survey data Observation</p>
<p>d. Provide Rosetta Stone for up to 500 ELL students</p>	<p>8/2009 – continuing</p>	<p>Director of Federal Programs</p>	<p>\$40,000 annually</p>	<p>Title III</p>	<p>Enrollment & progress in the online program</p>
<p>e. Provide Project Discovery for Secondary SPED students</p>	<p>8/2009 – continuing</p>	<p>Director of Special Programs</p>	<p>\$50,000</p>	<p>IDEA</p>	<p>Job placement</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 4: Target interventions to close the achievement gap between all demographic subgroups.

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>f. Develop a common delivery model for ESOL instruction including push-in for content support in the Common Core State Standards</p>	<p>8/2010 – 6/2011-2012</p>	<p>Director of Federal Programs</p>	<p>\$3,000</p>	<p>Title III</p>	<p>Implementation of model</p>
<p>g. Develop and implement a system for coordinating volunteer efforts to encourage more community support and mentors in schools.</p>	<p>7/2012 - continuing</p>	<p>Associate Superintendent for Administrative Services</p>	<p>\$60,000</p>	<p>General Fund</p>	<p>Mentors and other volunteers in schools</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

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

<p>Activity</p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/ Indicators of Implementation</p> <p>(Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>a. Maintain low pupil-teacher ratios in primary grades</p>	<p>7/2009 – continuing</p>	<p>Associate Superintendent for Administration</p>	<p>\$3 million</p>	<p>Title-II Lottery General Fund</p>	<p>MAP PASS/HSAP Discipline referrals</p>
<p>b. Support Freshman Academies and other small learning communities in the high schools</p>	<p>7/2009 – continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>Up to \$200,000 per school</p>	<p>General Fund Title-I Sch-Imp- TA</p>	<p>HSAP EOCEP</p>
<p>c. Explore school within a school concept</p>	<p>7/2011 – 6/2012</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>\$10,000</p>	<p>General Fund</p>	<p>Implementation</p>
<p>d. Explore options for flexible school calendars</p>	<p>1/2011 – 12/2011</p>	<p>Deputy Superintendent</p>	<p>\$5,000</p>	<p>General Fund</p>	<p>Implementation</p>
<p>e. Maintain partnerships with Ruth Patrick Science Center, USC-Aiken and the State Department of Education to support expanded classroom experiences</p>	<p>7/2009 – continuing</p>	<p>Associate Superintendent for Instruction and Accountability</p>	<p>\$50,000 annually</p>	<p>Title II EIA At-risk</p>	<p>Course completion PD evaluations</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

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

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>f. Provide an elementary and secondary alternative school to keep disruptive students in a structured educational setting a comprehensive alternative learning environment to provide intervention and transition services to at-risk students including both virtual and face to face learning opportunities.</p>	<p>8/2009 – continuing</p>	<p>Deputy Superintendent Associate Superintendent for Instruction and Accountability Director of Special Education</p>	<p>\$1 million \$4 million</p>	<p>General Funds EIA IDEA At-Risk</p>	<p>Graduation/dropout rates HSAP PASS MAP</p>
<p>g. Develop a common service delivery model for academic and artistically gifted and talented students</p>	<p>8/2010 – 6/2013 2014</p>	<p>Director of Federal Programs</p>	<p>\$3,000</p>	<p>EIA General Fund At-Risk</p>	<p>Implementation of model</p>

ACTION PLAN for Performance Goal 1: By spring 2014, Aiken County students will demonstrate academic proficiency.

STRATEGY 6: Improve the availability and consistency of educational technology

Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
a. Establish Maintain an instructional technology committee to review district priorities and develop guidelines for technology integration b. Update the district technology plan to include a timeline for implementation c. Pilot a project in Area 4 to integrate technology into the curriculum using Apple iPod and iPad devices to engage students d. Provide 5 computers as well as intervention and acceleration courseware for each 8 th and 9 th grade math and ELA classrooms	9/2009 – continuing 1/2010 – annually 8/2010 – 6/2013 6/2011 – 9/2011	Deputy Superintendent Executive Director for Educational Technology Instructional Technology Committee Director of Special Programs & Director of Federal Programs	N/A N/A \$350,000 \$700,000	Title I General Fund	Meeting notes Updated processes Technology plan document Technology literacy survey PASS/HSAP Attendance rates Discipline referrals Program Evaluation EOC HSAP PASS MAP

DATE: 2009-2014

DISTRICT STRATEGIC PLAN FOR: Aiken County Public Schools

Performance Goal Area:

Student Achievement Teacher/Leadership Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL 2:
(desired result of student learning)

By spring of 2014, the on-time graduation rate for our students in each demographic subgroup will be at least 80% and will meet or exceed districts like ours the state average as indicated on the district report card.

INTERIM PERFORMANCE GOAL: (annual)

By spring of 2011, the on-time graduation rate for our students in each demographic subgroup will be 75% as indicated by the district report card.

DATA SOURCE(S):

District Report Card

OVERALL MEASURES:

Graduation Rate

Retention Rate

Average Baseline	2008-2009	2009-2010	2010-2011	2011-2012*	2012-2013*	2013-2014*
70.3%	67.5%	73.9	75% 73.6%	76.5%	78.5%	80%
	3.5%	3.25%	3% 2.3%	2.5%	2.25%	2%

* Represents projections of improvement

ACTION PLAN for Performance Goal 2: By spring of 2014, the on-time graduation rate for our students in each demographic subgroup will be at least 80% and will meet or exceed districts like ours as indicated on the district report card.

STRATEGY 1: Implement best practices designed to support and accelerate struggling middle and high school students.

Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</small>	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	EVALUATION Measures of Success/Indicators of Implementation <small>(Formative measures used to assess impact of strategies and activities on improvement)</small>
a. Implement High Schools That Work and Making Middle Grades Work.	7/2009 – continuing	High School Academic Officer Middle School Academic Officer	\$140,000 \$50,000	SDE EEDA Title II	HSAP EOCEP Graduation/dropout rate PASS
b. Explore and implement Making Middle Grades Work	7/2009	Middle School Academic Officer	\$220,000	SDE Title II SIF	PASS EOCEP
c. Install Synergistic labs in all middle schools	7/2009 – 6/2012 2014	Deputy Superintendent	\$600,000	Private Funding Local	PASS EOCEP
d. Contract for an online credit recovery program	7/2009 – continuing	High School Academic Officer	\$60,000 annually	At-Risk	Graduation/dropout rate
e. Expand the options of including virtual course opportunities including credit recovery high school courses in the curriculum	7/2011 – continuing	High School Academic Officer Middle School Academic Officer	\$50,000 \$100,000 annually	General Funds At-Risk	HSAP Graduation/dropout rate PASS

ACTION PLAN for Performance Goal 2: By spring of 2014, the on-time graduation rate for our students in each demographic subgroup will be at least 80% and will meet or exceed districts like ours as indicated on the district report card.

STRATEGY 1: Implement best practices designed to support and accelerate struggling middle and high school students.

<p>Activity</p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation</p> <p>(Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>f. Expand and update CATE course offerings at the Aiken County Career and Technology Center and at the high schools – particularly rural high schools</p>	<p>7/2011 – 6/2014</p>	<p>Director of Career and Technology Education</p>	<p>\$1 million</p>	<p>General Funds Grants IDEA</p>	<p>HSAP Graduation/dropout rate Career Assessments</p>
<p>g. Expand advanced placement and dual credit opportunities for high school students</p>	<p>7/2010 – 6/2014</p>	<p>High School Academic Officer</p>	<p>\$350,000</p>	<p>General Funds</p>	<p>HSAP EOCEP College enrollment</p>
<p>h. Expand high school credit opportunities for middle school students</p>	<p>7/2011 – 6/2014</p>	<p>High School and Middle School Academic Officers</p>	<p>\$550,000</p>	<p>General Funds</p>	<p>Number of credits</p>
<p>i. Implement transition programs between elementary and middle schools, and between middle and high schools</p>	<p>4/2010 – continuing</p>	<p>Academic Officers</p>	<p>\$11,000</p>	<p>General Funds</p>	<p>Student surveys</p>
<p>j. Implement Advisor/Advisee model in all high schools</p>	<p>8/2010 – continuing</p>	<p>High School Academic Officer</p>	<p>\$70,000</p>	<p>General Funds</p>	<p>Advisement logs</p>

ACTION PLAN for Performance Goal 2: By spring of 2014, the on-time graduation rate for our students in each demographic subgroup will be at least 80% and will meet or exceed districts like ours as indicated on the district report card.

STRATEGY 1: Implement best practices designed to support and accelerate struggling middle and high school students.

<p>Activity</p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>k. Expand School to Work opportunities including internships and apprenticeships</p>	<p>1/2010 – continuing</p>	<p>Director of Career and Technology Education Director of Special Programs</p>	<p>\$50,000</p>	<p>CATE IDEA</p>	<p>Work logs</p>
<p>l. Provide an alternative school to keep disruptive students in a structured educational setting</p>	<p>8/2009 – Continuing</p>	<p>Deputy Superintendent</p>	<p>\$1 million</p>	<p>General Funds</p>	<p>Graduation/dropout rate</p>
<p>l. Explore additional diploma opportunities for adult education students.</p>	<p>7/2012 – continuing</p>	<p>Director of Adult Education</p>	<p>\$50,000</p>	<p>Adult Ed General Fund</p>	<p>Adult Education Graduates</p>

DISTRICT STRATEGIC PLAN FOR: Aiken County Public Schools

DATE: 2009-2014

Performance Goal Area:

- Student Achievement
 Teacher/Leadership Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL 3:
(desired result of student learning)

By spring of 2014, 100% of our classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left Behind Act.

INTERIM PERFORMANCE GOAL: (annual)

By spring of 2013, 99.5% of our classes will be taught by teachers who maintain highly qualified status as defined by the No Child left behind Act.

DATA SOURCE(S):

SDE Statistics on Classes of Core Academic Subjects

OVERALL MEASURES:

Average Baseline	2008-2009	2009-2010	2010-2011	2011-2012*	2012-2013*	2013-2014*
98.98%	99% 98.86%	99.2% 98.54%	99.4% 97.5%	99.6% 99.2%	99.8% 99.5%	100%

* Represents projections of improvement

ACTION PLAN for Performance Goal 3: By spring of 2014, 100% of our classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left Behind Act.

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

<p>Activity</p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement) HQ percentage</p>
<p>a. Contract with various colleges and universities to provide courses</p>	<p>7/2009 – continuing</p>	<p>Director of Federal Programs</p>	<p>\$20,000 annually</p>	<p>Title II At-Risk</p>	<p>HQ percentage</p>
<p>b. Reimburse teachers for required courses and exams</p>	<p>7/2009 – continuing</p>	<p>Director of Federal Programs</p>	<p>\$15,000 annually</p>	<p>Title II</p>	<p>HQ percentage</p>

ACTION PLAN for Performance Goal 3: By spring of 2014, 100% of our classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left Behind Act.

STRATEGY 2: Actively recruit highly qualified teachers.

Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
a. Employ a recruiting specialist to coordinate activities and maintain contact with teacher education programs	7/2011—continuing	Director of Human Resources	\$70,000 annually	Title II	Improved recruiting process
b. Revise the screening process and develop utilize an online database of teacher and principal candidates	9/2010 – 6/2011-2012	Director of Human Resources	\$40,000 \$50,000 annually	General Funds Title II	Revised process and database
c. Provide for steps 23 and 24 on the district salary schedule	7/2012—6/2014	Associate Superintendent for Administration	\$1 million	General Funds	Salary schedule
d. Explore performance pay options for teachers and administrators	7/2010—6/2011	Associate Superintendent for Administration	\$5,000	General Funds	Workable plan presented to school board
e. Provide bonuses for exemplary teachers to teach in schools with high turnover rates	8/2010—Continuing	Associate Superintendent for Administration	\$100,000	Title I Title II	Percentage of teachers whose qualifications exceed requirements
c. Review and broaden the district salary schedule to consider adding additional service steps all personnel and explore possible models for performance pay and/or bonuses	8/2010—continuing	Associate Superintendent for Administration	Dependent on recommendation	General Fund	Workable plan presented to school board

DISTRICT STRATEGIC PLAN FOR: Aiken County Public Schools

DATE: 2009-2014

Performance Goal Area:

Student Achievement Teacher/Leadership Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL 4:
(desired result of student learning)

By spring of 2014, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by agree and strongly agree responses on the state report card survey.

INTERIM PERFORMANCE GOAL: (annual)

The percentage of the district's stakeholders indicating satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by agree and strongly agree responses on the state report card survey will increase by at least 2 points in each category surveyed.

DATA SOURCE(S):

Stakeholder Survey Data
School Report Cards

OVERALL MEASURES:	Average Baseline	2008-2009	2009-2010	2010-2011	2011-2012*	2012-2013*	2013-2014*
Learning Environment							
Teachers	91.4	90.8%	93%-85.5%	94% 86.0%	95%-88.0%	95%	95%
Parents	81.7	82.8%	86% 81.4%	88% 81.5%	91%-83.5%	93%	95%
High School Students	71.5	66.6%	79% 63.3%	83%**	87%-67.3%	91%	95%
Elementary/Middle Students	77.5	79.6%	83% 78.1%	86%**	89%-82.1%	92%	95%
Social & Physical Environment							
Teachers	91.8	92.5%	93% 88.9%	94% 87.9%	95%-89.9%	95%	95%
Parents	77.8	77.6%	83% 77.6%	86% 76.7%	89%-78.7%	92%	95%
High School Students	77.3	73.3%	83% 63.6%	86%**	89%-67.6%	92%	95%
Elementary/Middle Students	77.4	78.6%	83% 78.7%	86%**	89%-82.7%	92%	95%
School-Home Relations							
Teachers	83.8	82.6%	87% 80.1%	89% 79.3%	91%-81.3%	93%	95%
Parents	77.1	76.9%	83%-77.8%	86% 76.9%	89%-78.9%	92%	95%
High School Students	81.3	81.5%	86%-77.4%	88%**	91%-81.4%	93%	95%
Elementary/Middle Students	84.4	86.1%	87% 85.0%	89%**	91%-89.0%	93%	95%
* Represents projections of improvement							
** 2010-11 student survey data is not available							

ACTION PLAN for Performance Goal 4: By spring of 2014, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by the state report card survey.

STRATEGY 1: Provide a variety of educational choices for parents.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	EVALUATION Measures of Success/ Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
<p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p> <p>a. Explore the various pilot options of single-gender-classes in all elementary and middle schools including single gender, STEM, arts, schools within schools, etc.</p>	8/2009 – 8/2014	Associate Superintendent for Instruction and Accountability	Dependent on models chosen	General Funds Grants	PASS Teacher/Parent/Student surveys
b. Allow parents to select the elementary school of their choice within the district including the East Aiken School of the Arts	7/2009 – continuing	Associate Superintendent for Instruction and Accountability	-0-		Teacher/Parent/Student surveys
c. Pilot a math/science/technology magnet program for middle-school students	8/2014	Associate Superintendent for Instruction and Accountability	\$2 million	General Funds Grants	Teacher/Parent/Student surveys PASS

ACTION PLAN for Performance Goal 4: By spring of 2014, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by the state report card survey.

STRATEGY 2: Provide opportunities for parents and community members to be involved in schools.

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>EVALUATION Measures of Success/ Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)</p>
<p>a. Provide literacy and technology training for parents</p>	<p>1/2010 – continuing</p>	<p>Director of Federal Programs Director of Special Programs</p>	<p>\$10,000 annually</p>	<p>Title I</p>	<p>Teacher/Parent/Student surveys Workshop evaluations</p>
<p>b. Create and maintain a volunteer data warehouse</p>	<p>7/2009 – continuing</p>	<p>Director of Federal Programs</p>	<p>\$20,000</p>	<p>Title I</p>	<p>Volunteer warehouse User survey</p>
<p>c. Maintain the district's relationship with educational foundations, chambers of commerce, and other community organizations</p>	<p>7/2009 – Continuing</p>	<p>Superintendent</p>	<p>-0-</p>		<p>List of collaborative efforts</p>
<p>d. 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</p>	<p>7/2012 – continuing</p>	<p>Superintendent Academic Officers Director of Federal Programs</p>	<p>-0-</p>		<p>Teacher/Parent/Student surveys</p>

ACTION PLAN for Performance Goal 4: By spring of 2014, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by the state report card survey.

STRATEGY 3: Increase efforts to attract and train qualified substitute teachers

Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
a. Review and revise the substitute training program	7/2010 – 6/2011	Director of Administrative Services	\$5,000	General Funds	Teacher surveys Training session evaluations
b. Increase substitute pay to correspond with other salary increases	6/2010 – continuing	Associate Superintendent for Administration	\$20,000 to \$35,000	General Funds	Salary Schedule

ACTION PLAN for Performance Goal 4: By spring of 2014, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by the state report card survey.

STRATEGY 4: Improve communication with parents and the community

Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	EVALUATION Measures of Success/Indicators of Implementation (Formative measures used to assess impact of strategies and activities on improvement)
a. Increase the use of the district and school web pages to disseminate information	7/2010 – continuing	Executive Director of Educational Technology	\$50,000	General Funds E2FF2	Teacher/Parent/Student surveys
b. Regularly report to the public through the newspaper and other media	7/2009 – continuing	Director of Administrative Services	-0-		Collected articles and features
c. Maintain the district's automatic calling system	7/2009 – continuing	Deputy Superintendent	\$20,000	General Funds	Teacher/Parent/Student surveys
d. Hold regular public meetings in all areas of the district	8/2009 – continuing	Superintendent School Board Sub-committee on Community Relations	-0-		Teacher/Parent/Student surveys Meeting evaluations

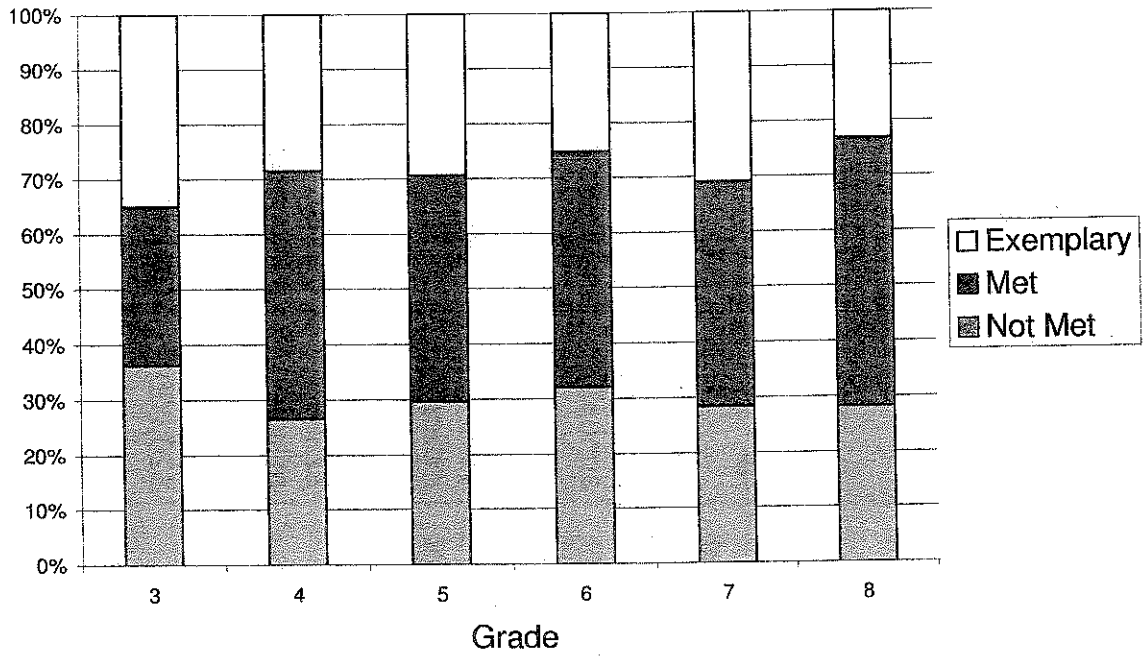
ACTION PLAN for Performance Goal 4: By spring of 2014, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by the state report card survey.

STRATEGY 5: Update and maintain facilities

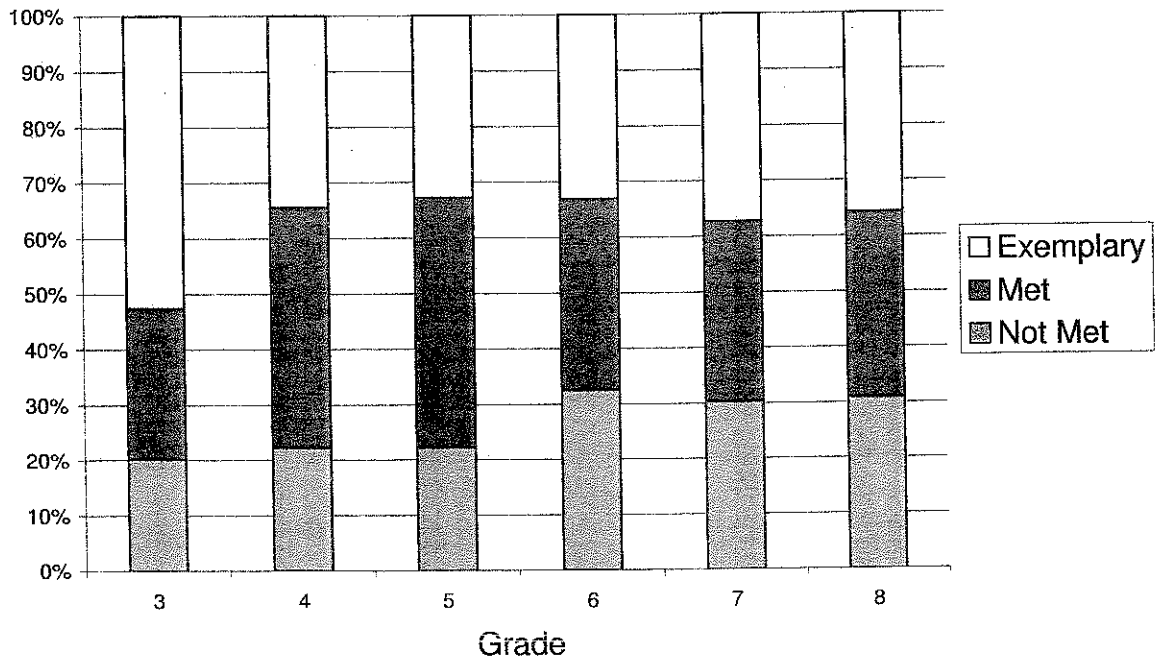
Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</small>	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	EVALUATION Measures of Success/Indicators of Implementation <small>(Formative measures used to assess impact of strategies and activities on improvement)</small>
a. Analyze current facilities use throughout the district	Ongoing	Deputy Superintendent	-0-		Updated facilities plan
b. Maintain the district's five-year facilities plan and focus attention on technology upgrades where possible	Ongoing	Deputy Superintendent	\$13 million annually	8% bonded indebtedness	Track upgrades, improvements, and new construction
c. Implement the recommendations of the demographic and facilities needs assessment conducted in 2008	2010 – Continuing	Deputy Superintendent	\$160 million	Under Review	Track progress
d. Identify priority sites and move forward with facility upgrades or replacements	1/2010 – 6/2014	School Board	\$230 million	Bonds 8% bonded indebtedness	Completed facilities projects
e. Pursue bond referendum to fund facilities priorities	1/2010 – 6/2010	School Board	\$20,000	General Fund	Successful referendum
f. Provide wireless network connectivity at all schools and otherwise modernize infrastructure to increase the accessibility of educational technology	8/2010 – 6/2013	Executive Director of Technology	\$1,000,000	General Fund Technology Funds	Wireless connectivity

Appendix: Needs Assessment Data

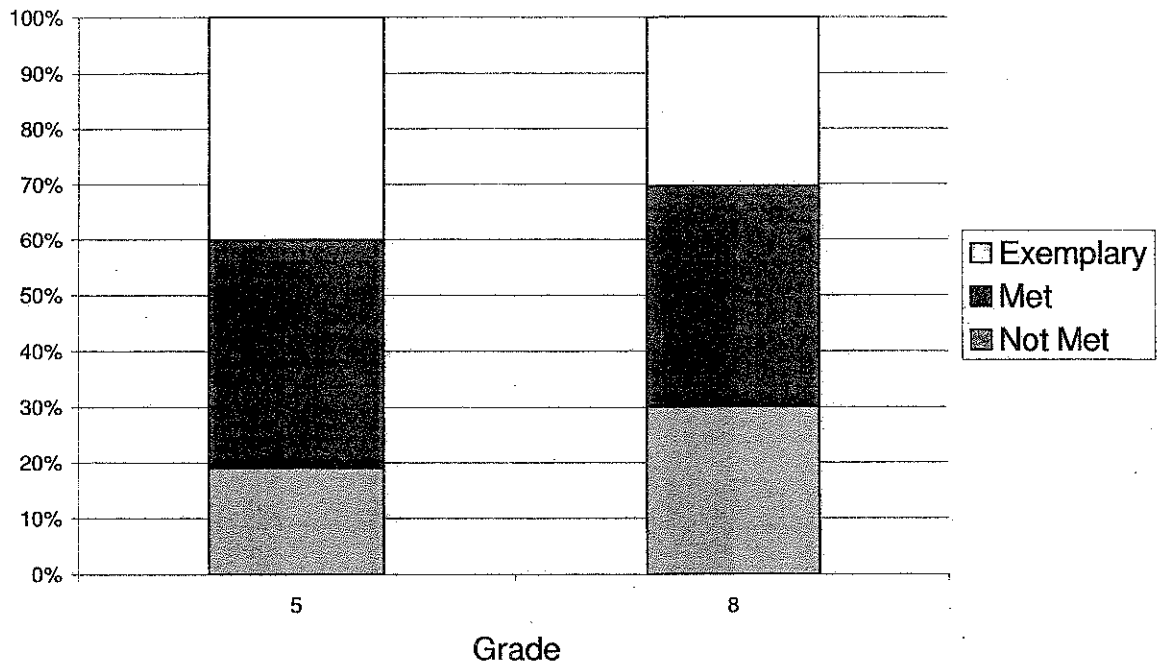
2011 PASS Mathematics



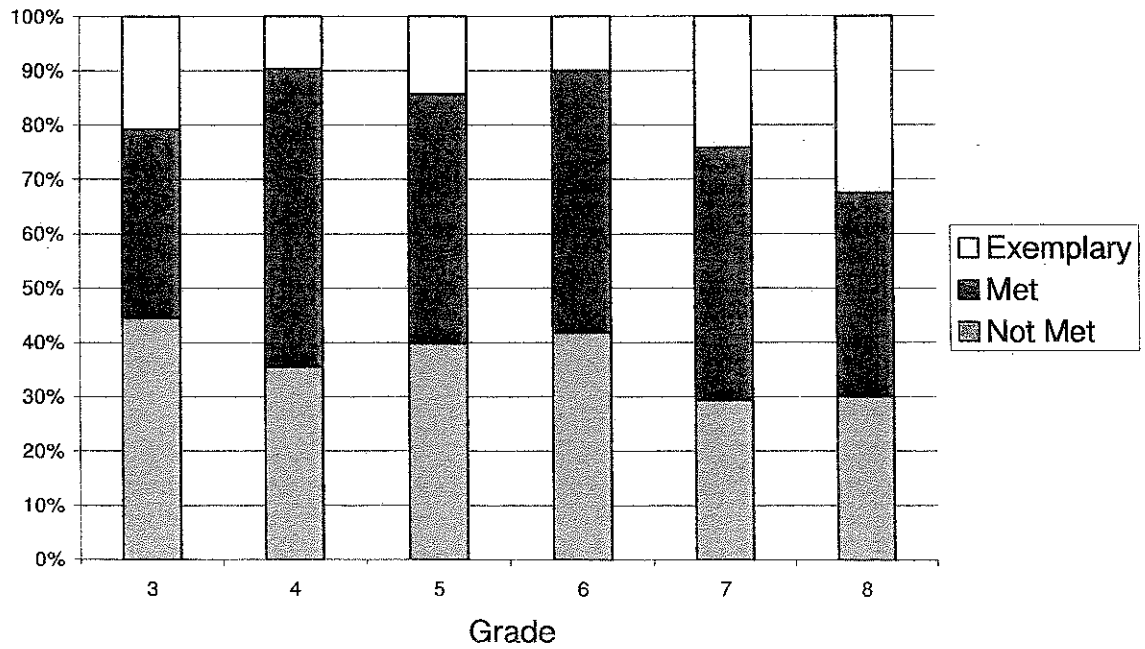
2011 PASS ELA (Reading and Research)



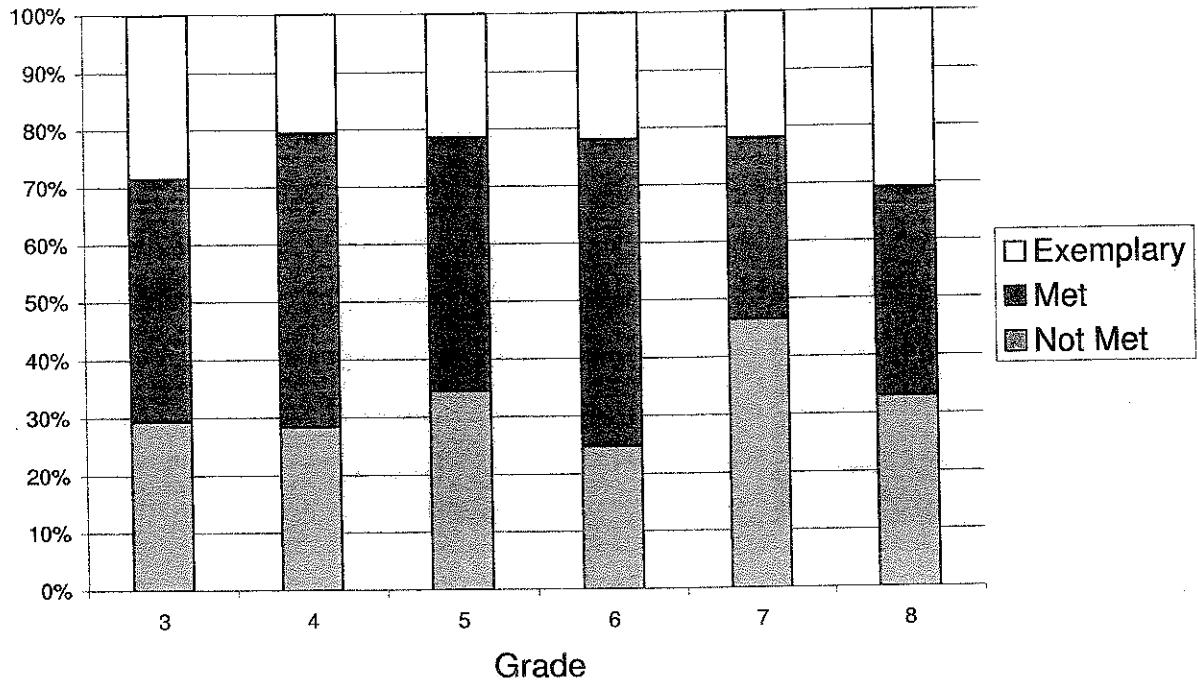
2011 PASS Writing



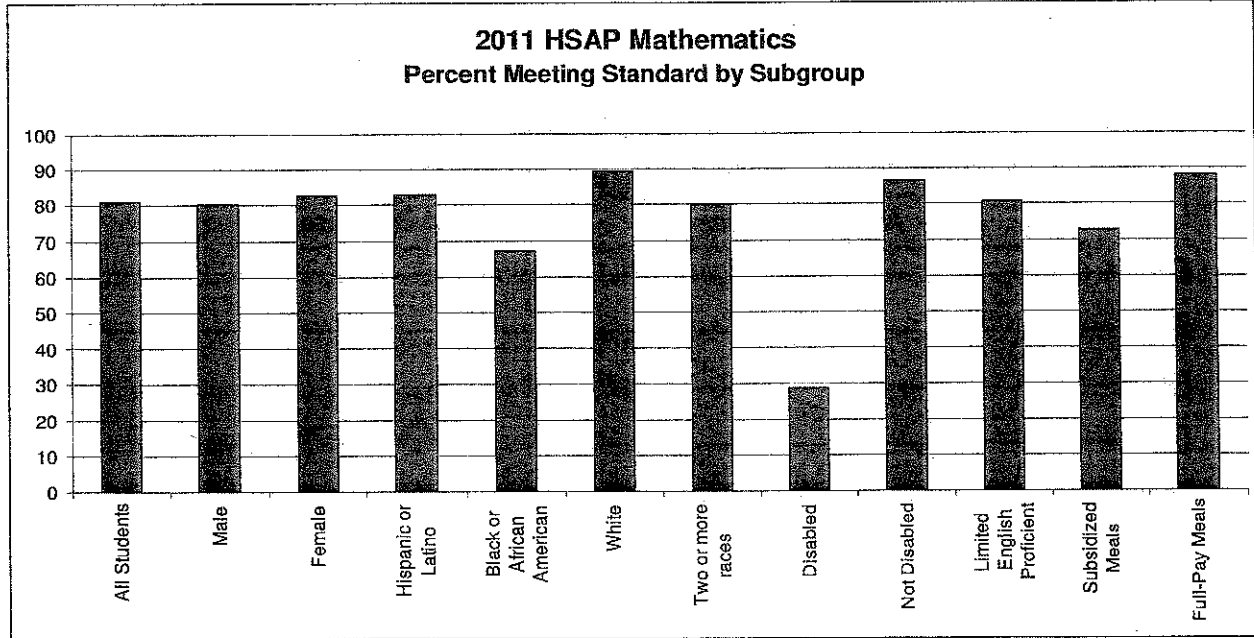
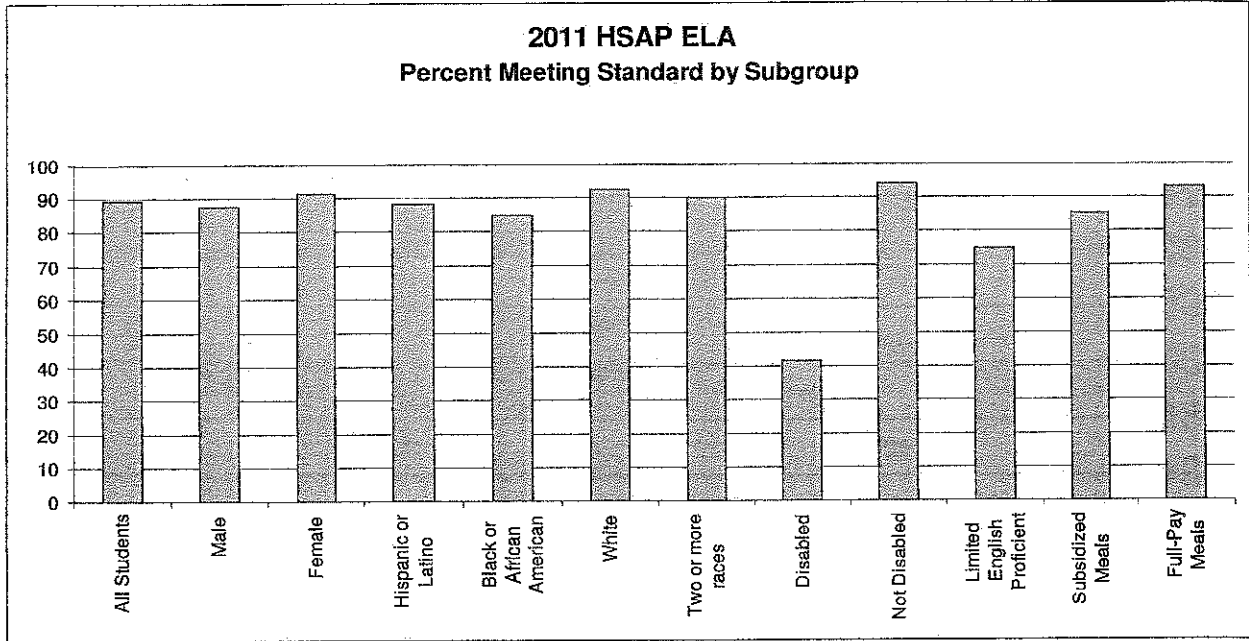
2011 PASS Science



2011 PASS Social Studies

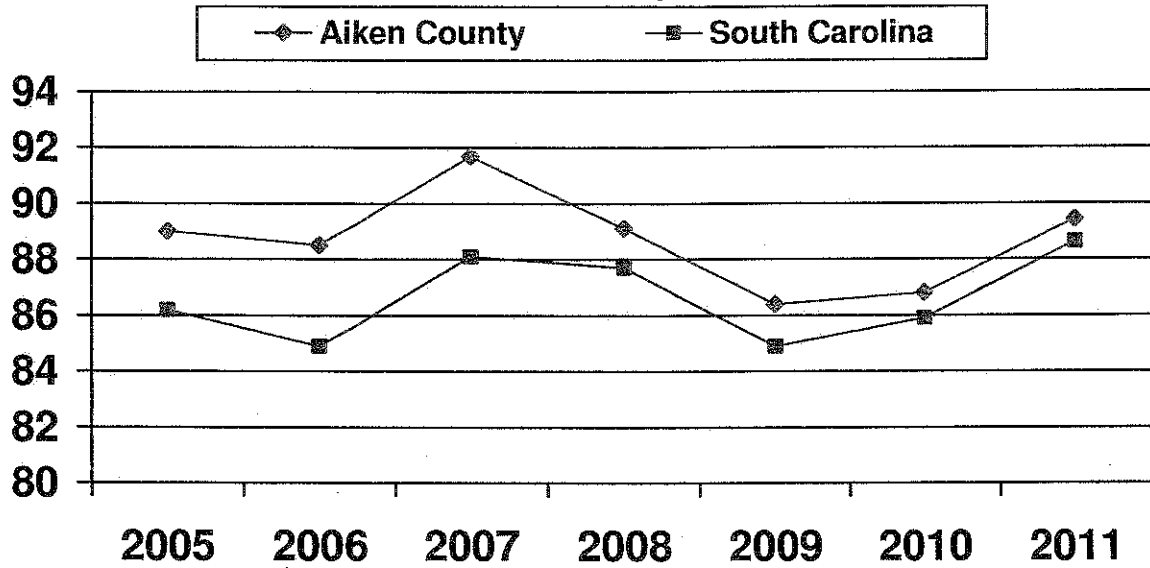


HSAP 2011



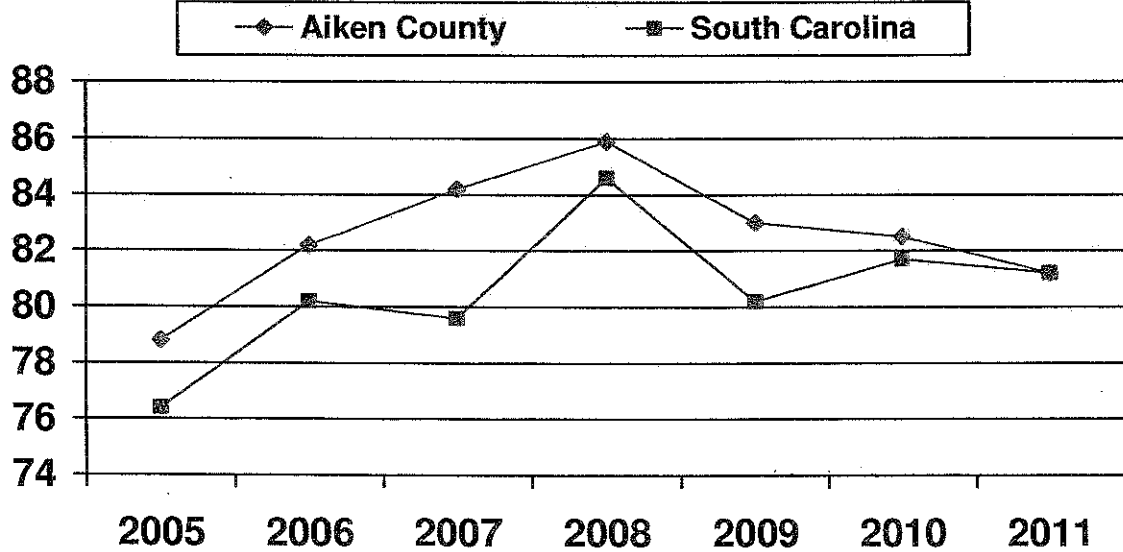
HSAP ELA

Percent of Students Scoring at Level 2 or Above



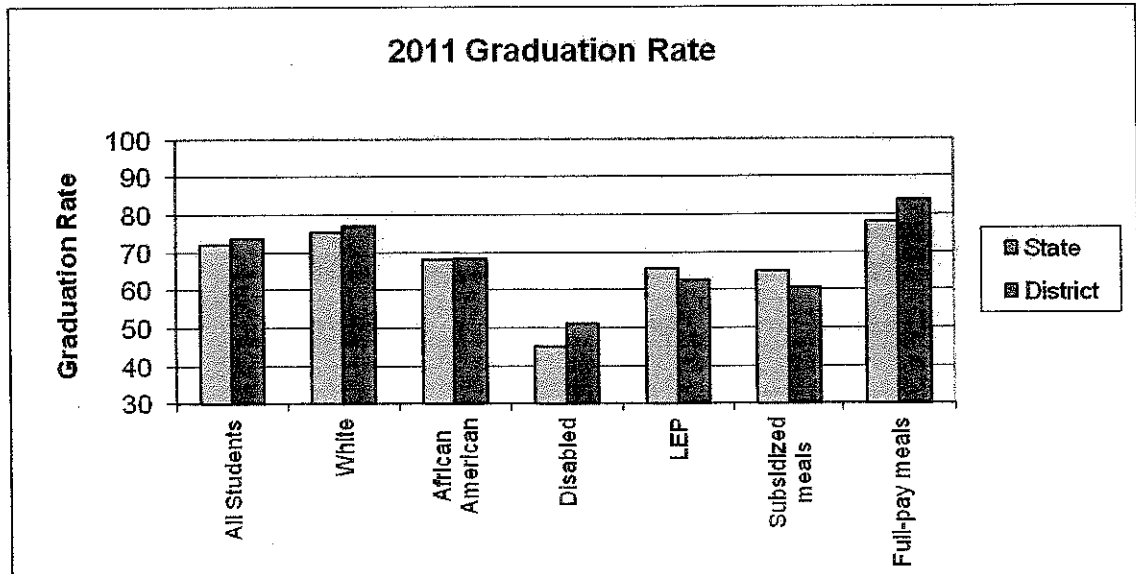
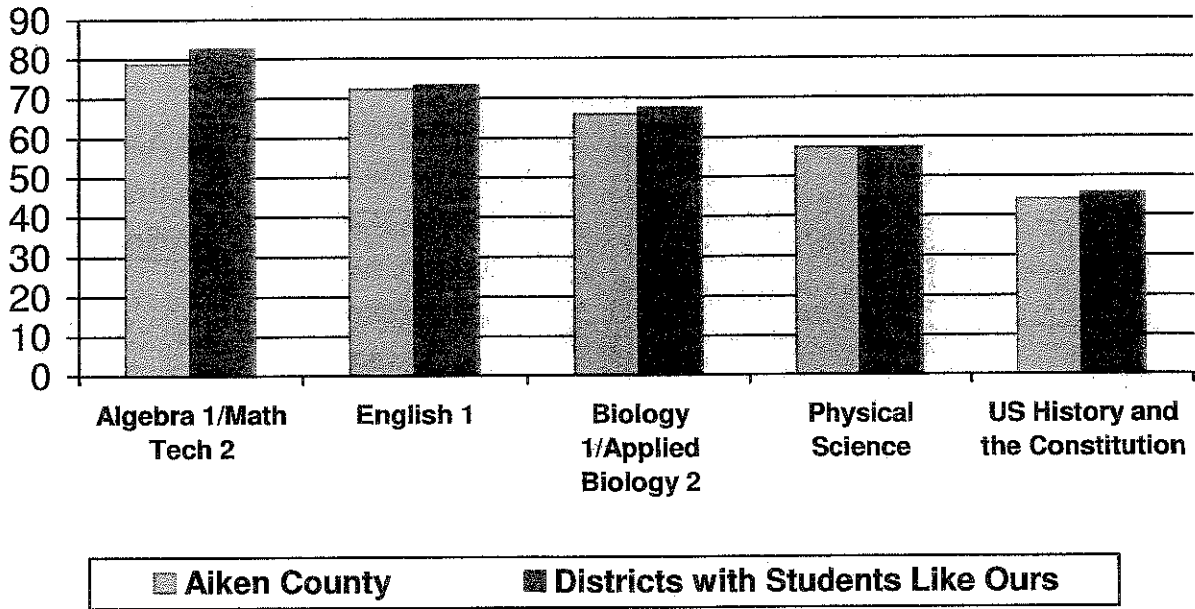
HSAP Math

Percent of Students Scoring at Level 2 or Above

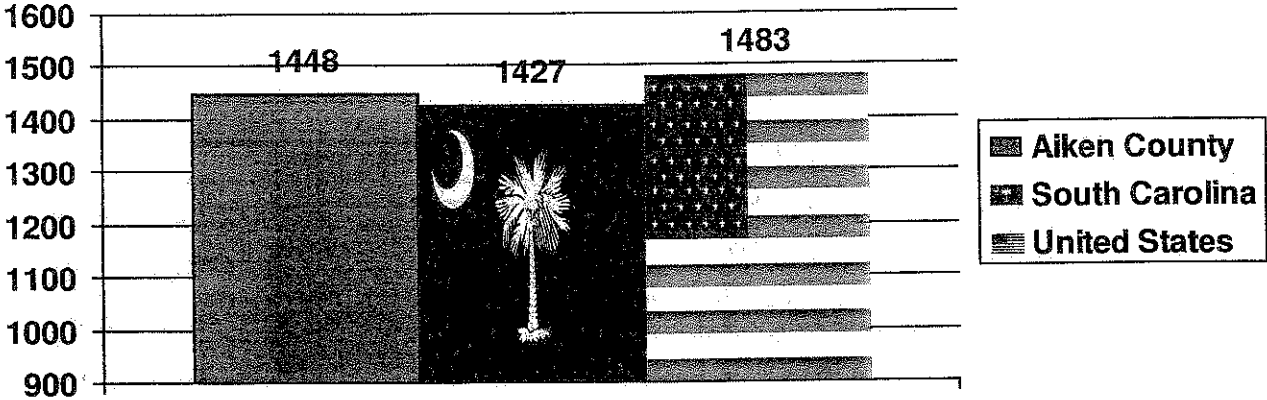


2011 End of Course Tests

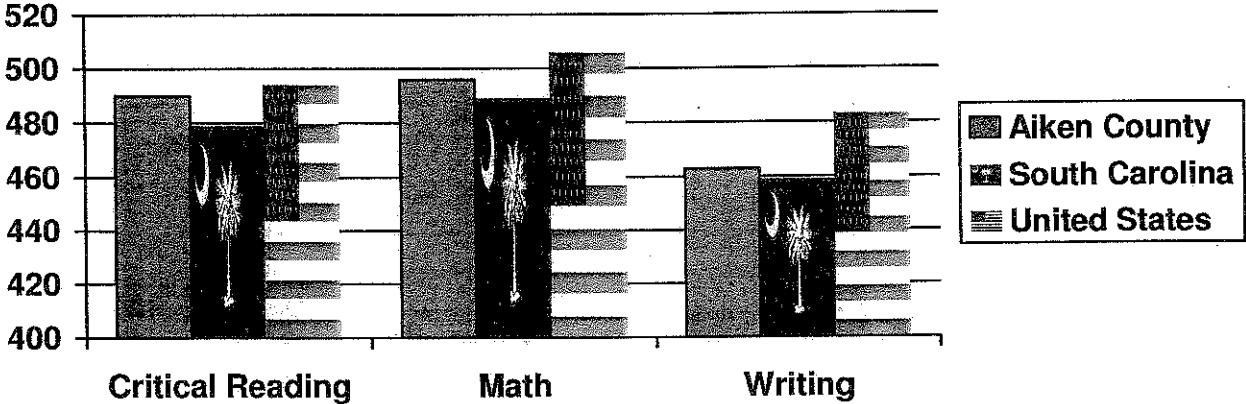
Percent of Students Scoring 70 or Above



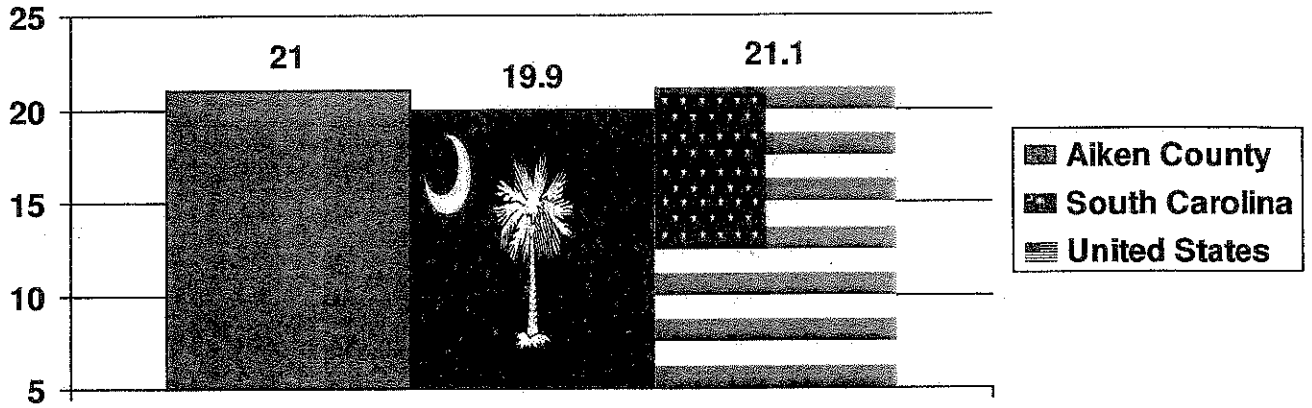
2011 SAT Average Total Score



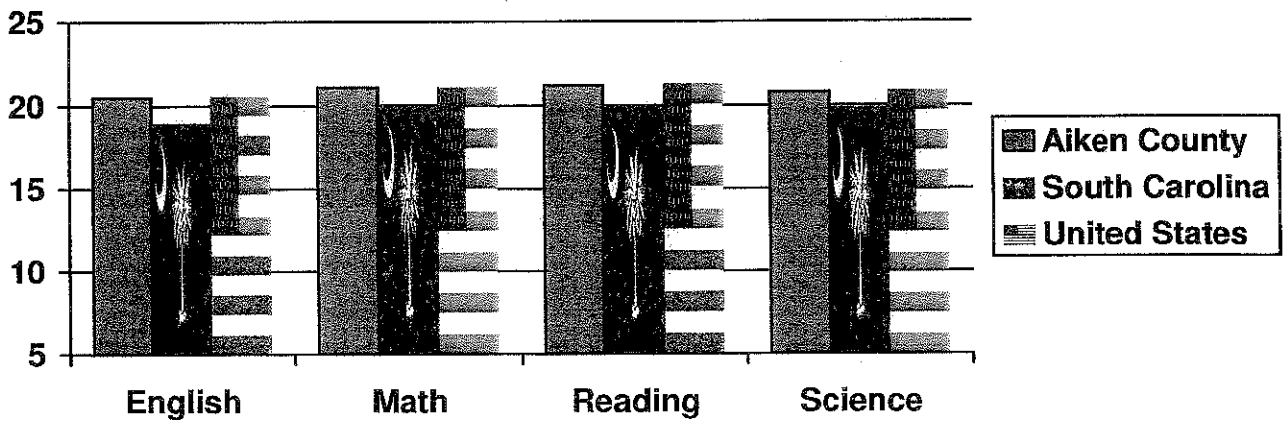
2011 SAT Average Scores



2011 ACT Total Score



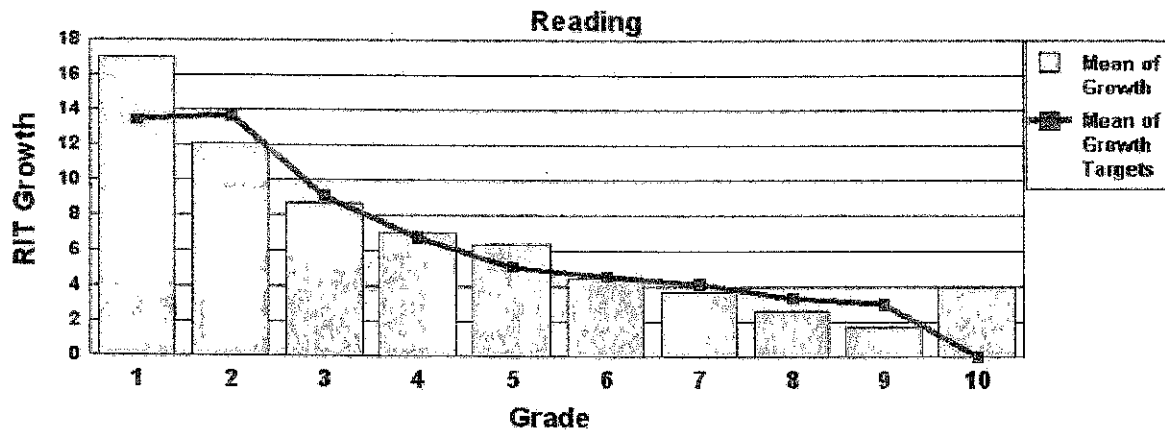
2011 ACT Average Scores



Measures of Academic Progress (MAP)

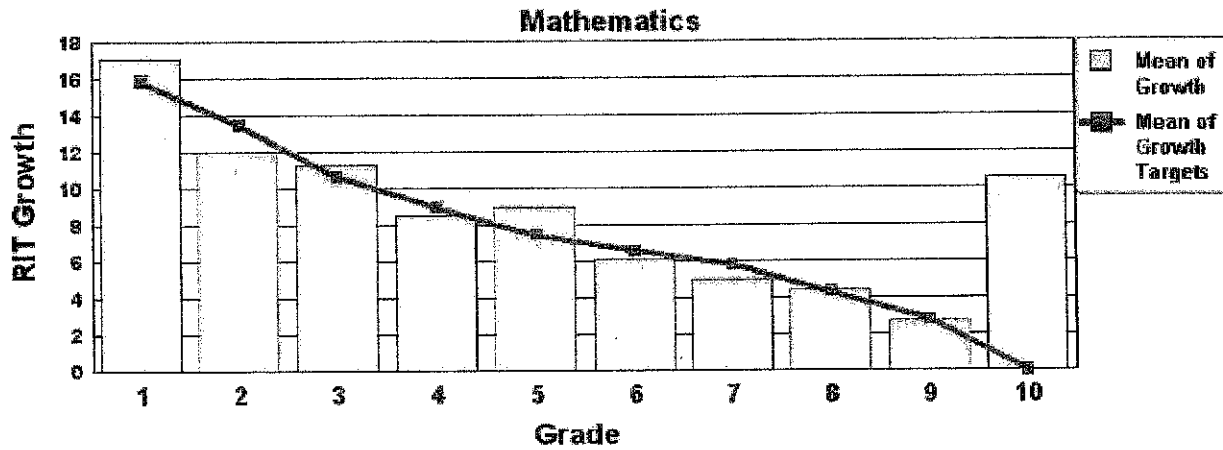
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Reading	Fall 2010		Spring 2011		Growth			Mean Growth Target**	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target	
	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev						Std Error
Grade 1	1,640	161.7	11.7	178.7	13.1	17.0	8.2	0.2	13.4	3.6	126.7	1,135	69.2
Grade 2	1,639	177.1	15.2	189.2	14.4	12.1	9.0	0.2	13.7	-1.6	88.3	747	45.6
Grade 3	1,668	191.1	14.1	199.8	13.7	8.7	8.6	0.2	9.1	-0.4	95.9	848	50.8
Grade 4	1,793	199.7	14.2	206.7	13.3	7.0	8.9	0.2	6.8	0.3	103.8	975	54.4
Grade 5	1,704	207.0	14.1	213.4	13.2	6.4	8.6	0.2	5.1	1.3	124.9	1,006	59.0
Grade 6	1,674	211.0	14.2	215.5	13.2	4.5	8.6	0.2	4.6	-0.1	97.3	890	53.2
Grade 7	1,653	215.7	14.7	219.3	13.8	3.6	8.9	0.2	4.2	-0.5	88.2	870	53.1
Grade 8	1,624	220.6	14.5	223.2	14.4	2.6	8.7	0.2	3.3	-0.7	77.8	804	49.5
Grade 9	940	214.8	14.1	216.5	14.7	1.7	11.6	0.4	3.0	-1.3	56.6	466	49.6
Grade 10	2	*	*	*	*	*	*	*	*	*	*	*	*



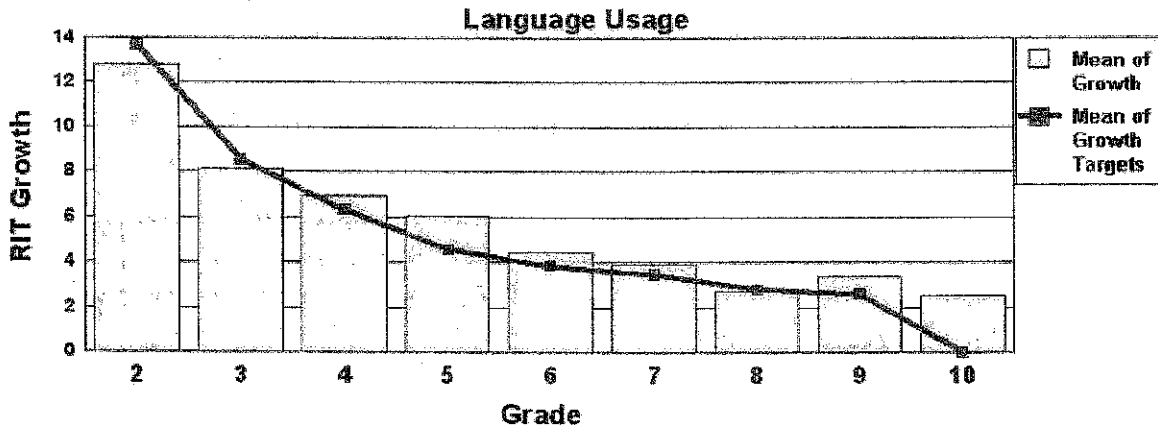
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Mathematics	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target**	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 1	1,638	161.2	12.7	178.3	12.3	17.1	7.4	0.2	15.9	1.2	107.3	978	59.7
Grade 2	1,641	178.5	10.9	190.5	10.9	12.0	7.3	0.2	13.5	-1.6	88.3	789	43.2
Grade 3	1,667	191.6	10.7	202.9	11.5	11.3	7.1	0.2	10.7	0.6	105.5	922	55.3
Grade 4	1,796	202.5	11.4	211.1	12.5	8.6	7.0	0.2	9.0	-0.5	94.5	866	48.2
Grade 5	1,699	212.1	13.2	221.1	15.1	9.0	7.6	0.2	7.5	1.5	120.5	1,021	60.1
Grade 6	1,670	218.4	13.7	224.5	14.6	6.1	7.4	0.2	6.6	-0.5	92.2	832	49.8
Grade 7	1,662	226.3	15.4	231.3	15.5	5.0	7.7	0.2	5.8	-0.8	85.7	777	46.8
Grade 8	1,638	232.2	16.0	236.5	17.0	4.3	7.5	0.2	4.3	0.0	100.7	872	53.2
Grade 9	1,074	229.3	13.9	232.0	14.4	2.7	8.9	0.3	2.8	0.2	94.7	573	53.4
Grade 10	2	*	*	*	*	*	*	*	*	*	*	*	*



(Small Group Summary Display is OFF)

Language Usage	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 2	1,648	179.2	13.7	192.8	13.0	12.8	8.2	0.2	13.7	-0.9	93.5	788	48.0
Grade 3	1,662	194.0	12.8	202.2	13.0	8.2	8.1	0.2	8.5	-0.4	95.3	868	52.2
Grade 4	1,785	201.9	12.9	208.8	12.3	8.9	8.0	0.2	6.3	0.6	109.0	1,013	56.8
Grade 5	1,697	208.9	13.4	215.0	12.7	6.1	7.7	0.2	4.6	1.4	131.6	1,830	60.7
Grade 6	1,649	212.5	13.3	217.0	12.9	4.5	8.5	0.2	3.8	0.6	115.4	942	57.1
Grade 7	1,644	216.8	13.7	220.6	13.5	3.8	8.6	0.2	3.5	0.4	111.4	932	56.7
Grade 8	1,616	221.1	13.4	223.8	13.7	2.7	7.9	0.2	2.8	-0.1	97.3	878	54.3
Grade 9	912	216.3	12.9	219.7	13.0	3.4	10.3	0.3	2.6	0.8	129.1	533	58.4
Grade 10	2	*	*	*	*	*	*	*	*	*	*	*	*



Racial Composition of Students, 2011-2012

