

# District Strategic Plan Table of Contents

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

**Strategic Plan for years 2012/13 to 2016/17  
Annual Update for Year 2015/16**

<b>District:</b>	Edgefield 01
<b>SIDN:</b>	1901
<b>Plan Submission:</b>	School utilizes AdvancED
<b>Address 1:</b>	3 Par Drive
<b>Address 2:</b>	
<b>City:</b>	Edgefield, SC
<b>Zip Code:</b>	29824
<b>District Plan Contact Person:</b>	Donna B. Strom
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**Assurances**

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

**Required Printed Names and Signatures**

<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Brad Covar</u> Printed Name	_____	_____
	Signature	Date
<b><i>Superintendent</i></b>		
<u>Greg W. Anderson</u> Printed Name	_____	_____
	Signature	Date
<b><i>Title II Coordinator</i></b>		
<u>Cherya Clark</u> Printed Name	_____	_____
	Signature	Date
<b><i>District Strategic Planning Coordinator</i></b>		
<u>Donna B. Strom</u> Printed Name	_____	_____
	Signature	Date

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

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

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Greg W. Anderson
2.	<b>Principal</b>	Gaye Holmes
3.	<b>Teacher</b>	Marjorie Cassels
4.	<b>Parent/Guardian</b>	Michele Goforth
5.	<b>Community Member</b>	Donna Livingston
6.	<b>Private School Representative(s)</b>	Stan Whitlock
7.	<b>District Level Administrator</b>	Donna B. Strom
8.	<b>Paraprofessional</b>	Gina Bull
<b>OTHERS</b> (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)		
	<b>Principal</b>	Arthur Northrop
	<b>Principal</b>	Gaye Holmes
	<b>Principal</b>	Bruce Lee
	<b>Principal</b>	Kevin Butler
	<b>Principal</b>	Bobby Turner
	<b>Community Member</b>	Donna Guess
	<b>District Level Administrator</b>	Ann Marie Taylor
	<b>District Level Administrator</b>	David Fallaw
	<b>Guidance Counselor</b>	Nathaniel Haynes
	<b>Director of Operations</b>	James Courtney
	<b>Director of Lifelong Learning</b>	Vickie Butler
	<b>Title I Facilitator</b>	Donna Hamilton

## Assurances for District Strategic Plan (Mandated Component)

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

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

Yes	<p><b>Half-Day Child Development</b>  The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p><b>Developmentally Appropriate Curriculum for PreK–3</b>  The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.</p>
Yes	<p><b>Parenting and Family Literacy</b>  The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p><b>Recruitment</b>  The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.</p>
Yes	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>  The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>
Yes	<p><b>Office of Health and Nutrition</b>  As required by the Students Health and Fitness Act [section 59-10-330 (B)], the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.</p>
	<p><b>Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts</b></p> <ol style="list-style-type: none"> <li>1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.</li> <li>2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.</li> </ol>

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 anv. that it makes

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

- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2009)].
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2009)] if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, EDGAR (1999), and other applicable statutes, regulations, program plans, and applications.
- I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."

Yes

- 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."

**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](http://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)	
<b>Primary School (K - 2)</b>			
<b>Pupil-Teacher Ratio</b>	ECSD guidelines in K are 24:1 not to exceed 28:1 and in grades 1 through 3 are 21:1 in reading and math and 30:1 in other subjects.		Budget constraints
<b>Prime Instructional Time</b>	90% percent which is up from previous years and above districts like ours.		
External Accreditation: <b>District Accredited by AdvancED</b>	District is fully accredited by AdvancED.		
<b>Percentage of Teachers with Advanced Degrees</b>		57.8 (which is up from 57.4 from last year - 2013) but less than districts like ours at 63.6.	
<b>Percentage of Teachers Returning</b>		86.6% which is down from previous years and less than districts like ours at 91.6%	
<b>Parent Involvement</b>	99.48 percent of parents attending conferences which is up from previous years.		Parent Conference/Report Card Pickup Night
<b>Professional Development</b>	Strong focus on planning for Common Core State Standards and will implement all common core in grades K and 1 during the 2012-2013 school year.		
<b>Elementary/Middle School (3 - 8)</b>			

<b>State Standardized Language Arts Scores</b>	71.4 percent of students in grades 3-8 scored Met or higher on SCPASS in 2014		
<b>State Standardized Math Scores</b>	72.0 percent of students in grades 3-8 scored Met or higher on SCPASS in 2014		
<b>State Standardized Social Studies Scores</b>		69.9 percent of students in grades 3-8 scored Met or higher on SCPASS in 2014	
<b>State Standardized Science Scores</b>		61.3 percent of students in grades 3-8 scored Met or higher on SCPASS	
<b>AYP Language Arts</b>	Met AYP requirements in all categories except exceptional students in 2011-12	exceptional students did not meet AYP in 2011-12	
<b>AYP Math</b>	Met AYP requirements in all categories except exceptional students in 2011-12	exceptional students did not meet AYP in 2011-12	
<b>High School (9 - 12)</b>			
<b>On-Time Graduation Rate</b>		77.1 is our graduation rate percentage	
<b>First Attempt HSAP Combined Score Passage Rate</b>	81.6		
<b>Longitudinal Exit Exam Combined Passage Rate</b>	90.6		
<b>End-of-Course Algebra I</b>		66.1	
<b>End-of-Course English I</b>	71.3		
<b>End-of-Course Physical Science</b>		44.6	
<b>End-of-Course Biology I</b>	74.3		

<b>End-of-Course U.S. History and Constitution</b>	51.8 (up from 29.8 in 2011)		
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## 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	57.8		
Percentage of Teachers on Continuing Contracts	80.2		
Percentage of Teachers Returning	86.6		
Percentage of Classes not Taught by Highly Qualified Teachers		9.47% of core subject teachers not HQ. (18 out of 190)	High turnover rate at the middle schools. Shortage of HQ teachers at this level.
Number of National Board Teachers	29		
Number of PACE Teachers	6		

## All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Teacher Attendance Rate	95.3		
Student Attendance Rate	95.4		
Suspension/Expulsion Rate	1.5		
Students Older than Usual for Grade		7.1 (districts like ours 4.1)	
School Poverty Index		63.49	
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	84.3		
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	82.8		
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment		77	

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

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	Continue integrating Common Core State Standards into the curriculum and be ready to implement fully in K-1 for the 2012-2013 school year. Prepare to implement state college and career readiness standards which are evolving. Continue to focus on early literacy skills.
<b>Elementary/Middle School (3 - 8)</b>	
2.	Continue focusing on Math and Literacy in these grade levels.
<b>High School (9 - 12)</b>	
3.	Continue with High Schools that Work and TAP at the high school level to increase End of Course test percentages as well as graduation rate.
<b>Teacher/Administrator Quality</b>	
4.	There is an increased need for providing resources and support for core subject teachers who are not highly qualified. We will focus additional Title II funds on Praxis II exams, fund more graduate credit courses, and offer additional support to PACE teachers.
<b>School Climate</b>	
5.	Work on the percentage satisfied with the learning environment.

## Performance Goal

<b>Performance Goal Area</b>	School Climate					
<b>Performance Goal</b> (desired result of student learning)	The attendance rate of students will improve from 96.0 in 2012 to 97.0 in 2017.					
<b>Interim Performance Goal</b>	The attendance rate of students will improve 0.2 percent each year.					
<b>Data Sources</b>	South Carolina District Report Card					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
South Carolina District Report Card	96.0	96.2	96.4	96.6	96.8	97.0
<b>Actual:</b>		95.8	95.4			

## Action Plan

<b>Strategy #1: Monitor absenteeism rate and promote positive reinforcement of attendance</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Continue to provide Truancy Officer.	2012-2017	Superintendent	40,000.	General Fund	Truancy Officer
2. Increase parent teacher contacts through email, phone calls, website, and the purchase of AlertNow.	2012-2017	Asst.Supt. Principals Teachers	7,500.	Title VI	AlertNow program and contact logs from teachers
3. Make a compact with parents to encourage their child's attendance.	2012-2017	Title I Facilitator Truancy Officer Principals	1,000.	Title I	copy of compact
4. Involve parents with the development of the Title I LEA Parent Involvement Policy and school level Parent Involvement Policy.	2012-2017	Title I Facilitator Principals	300.	Title I	list of stakeholders on Parent committee, minutes and sign-in sheets
5. Continue the transition experience from elementary to middle school and from middle school to high school.	2012-2017	Principals Teachers	NA		student participation in visiting schools

## Performance Goal

<b>Performance Goal Area</b>	School Climate					
<b>Performance Goal</b> (desired result of student learning)	The percentage of parents/students that report satisfaction with school climate as measured by the annual report card survey from the South Carolina Department of Education will increase from 81.65/83.08 in 2012 to 91.65/93.08 in 2017.					
<b>Interim Performance Goal</b>	The percentage of parents/students that report satisfaction with school climate as measured by the annual report card survey from the South Carolina Department of Education will increase 2 percent annually.					
<b>Data Sources</b>	South Carolina Report Card Survey					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Parents	81.65	83.65	85.65	87.65	89.65	91.65
Students	83.08	85.08	87.08	89.08	91.08	93.08
<b>Actual:</b>		79.96 p 81.85 s	79.68 p 81.75 s			

## Action Plan

<b>Strategy #1: Encourage parents and business leaders to visit/communicate with the schools/district and be informed of school choice options</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Support school incentive for parents (i.e. muffins for moms, doughnuts for dads, parent-teacher conferences and offer incentive for parents to attend.	2012-2017	Asst. Supt. Principal Teachers	3,000.	Title I, general fund	incentives and parent attendance
2. Continue district and school websites. Develop district and school FaceBook pages.	2012-2017	Asst. Supt. Principals Coord. of Technology	NA		Websites
3. Provide professional development through on-line and in person modules on bullying prevention, identifying and addressing school violence, and suicide prevention.	2012-2017	HR Director Principals Teachers	1,000.	general fund	certificate of completion/ SafeSchools Reports
4. Make a compact with parents to encourage communication between home and school/district.	2012-2017	Title I Facilitator Principals Parents Teachers	1,000.	Title I	Compact
5. Look for ways to provide more school choice for parents within the district (i.e. montessori, single gender, Thurmond Statesman Institute, The Academy, Freshman Academy, etc.)	2012-2017	Asst. Supt. Principals	NA		fudning sources found
6. Continue community breakfast.	2012-2017	Asst. Supt. PEBA Career Center STHS	NA	PEBA	breakfast program

## Performance Goal

<b>Performance Goal Area</b>	School Climate					
<b>Performance Goal</b> (desired result of student learning)	The percentage of teachers that report satisfaction with school climate as measured by the annual report card survey from the South Carolina Department of Education will increase from 85.47 in 2012 to 95.47 in 2017.					
<b>Interim Performance Goal</b>	The percentage of teachers that report satisfaction with school climate as measured by the annual report card survey from the South Carolina Department of Education will increase 2 percent annually.					
<b>Data Sources</b>	South Carolina Report Card Survey					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
South Carolina Report Card Survey - Teacher	85.47	87.47	89.47	91.47	93.47	95.47
<b>Actual:</b>		88.54	90.24			

## Action Plan

Strategy #1: Monitor teacher satisfaction with school climate					
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. Administer online survey to instructional staff annually.	2012-2017	Asst. Supt.	NA		survey results
2. Monitor turn-over rate.	2012-2017	HR	NA		turn over rate
3. Offer meaningful professional development.	2012-2017	Asst. Supt.	See ELA		professional development sign in sheets and certificates/recertification sheets
4. Provide professional development through on-line and in person modules on bullying prevention, identifying and addressing school violence, bloodborne pathogens and suicide prevention.	2012-2017	HR Director Nursing Dir.	See ELA		professional development sign in sheets and certificates/recertification sheets
5. Administer exit interview/questionnaire to any staff member leaving the district to gather input on morale and for succession planning.	2012-2017	HR	NA		exit interview results

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The percentage of students in grades 3 through 8 who score met or above on the Reading and Research SCPASS test through 2013-14, the ACT Aspire assessment in 2014-15, and TBD in 2015-16 and beyond will increase from an average of 71.79% in 2012 to 81.79% in 2017.					
<b>Interim Performance Goal</b>	The percentage of students in grades 3 through 8 who score met or above on SCPASS through 2013-14, the ACT Aspire in 2014-15, and TBD assessment in 2015-16 & 2016-17 will increase an average of 2 percent each year.					
<b>Data Sources</b>	SCPASS ELA through 2013-14, the ACT Aspire in 2014-15, and TBD 2015-16 and beyond.					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
SCPASS through 2013-14 2012) ACT Aspire 2014-15 TBD 2015-16 & beyond	71.79 (2012)	73.79	75.79	77.79	79.79	81.79
<b>Actual:</b>		75.24 SCPASS	71.4 SCPASS	ACT Aspire	TBD	TBD

## Action Plan

<b>Strategy #1: Provide early intervention in grades K-2, extend opportunities for academic achievement in ELA for all grades, align curriculum with Common Core State Standards, and provide training for effective teaching of ELA.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Seek funding to provide opportunities for before and after school programs and summer school.	2012-2017	Superintendent Asst. Supt. Principals Teachers District Office	N/A	NA	awarding of grants
2. Use a performance-based benchmark assessment.	2012-2017	Instructional Technology Principals	37,000.	K-5 and 6-8 Enhancement	MAP/STAR test results
3. Utilize para-professionals for computer assisted instruction.	2012-2017	Principals	100,000.	Title I, K-5 and 6-8 Enhancement	diagnostic reports on student strengths and weaknesses
4. Coordinate and provide technology opportunities including software and hardware.	2012-2017	Asst. Supt. Coord. of Tech. Instructional Tech Coord.	100,000.	General fund, E-rate, Title VI, Title I	Use of technology in classroom instruction
5. Seek funding/grants for adequate instructional reading materials to include more informational text for all grade levels.	2012-2017	Asst. Supt. Principals	NA	NA	grants
6. Create and revise district units/lessons/curriculum at all levels to reflect the change to the Common Core State Standards.	2012-2017	Asst. Supt. Principals Teachers	30,000.	PDSI, Title II, Title VI	units/lessons/curriculum
7. Examine the possibility of utilizing the South Carolina Virtual Program to provide remediation.	2012-2017	Asst. Supt. Principals Guidance	NA	NA	NA
8. Provide quality professional development opportunities dealing with the best practices of CCSS including assessment.	2012-2017	Asst. Supt. Principals	30,000.	Title I, Title II, PDSI, Title VI	teacher observation of practices applied to classrooms
9. Build in professional development days to provide professional development opportunities for teachers.	2012-2017	Asst. Supt. Calendar Committee	NA	NA	Calendar dates
10. Offer Instructional Fair for teachers to provide professional development offerings on even numbered years.	2012-2017	Asst. Supt. Curriculum Coordinators	5,000.	Title II, PDSI	Attendance at Fair and evaluations
11. Offer in-district college courses for recertification/graduate credit.	2012-2017	Asst. Supt. Instructors	10,000.	Title II Title VI	Course completion

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The percentage of students in grades 3 through 8 who score met or above on the Mathematics SCPASS test through 2013-2014, the ACT Aspire assessment in 2014-15, and TBD assessment in 2015-16 and beyond will increase from an average of 71.79% in 2012 to 81.79% in 2017.					
<b>Interim Performance Goal</b>	The percentage of students in grades 3 through 8 who score met or above on the Mathematics SCPASS test through 2013-2014, the ACT Aspire assessment in 2015-16, and TBD assessment in 2015-16 and beyond will increase an average of 2 percent each year.					
<b>Data Sources</b>	SCPASS Mathematics tests through 2013-14, ACT Aspire in 2014-15, and TBD assessment from 2015-16 and beyond.					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
SCPASS through 2013-14 ACT Aspire 2014-15 TBD Assessment 2015-16 & beyond	71.79 2012)	73.79	75.79	77.79	79.79	81.79
<b>Actual:</b>		71.05 SCPASS	72.1 SCPASS	ACT Aspire	TBD	TBD

## Action Plan

<b>Strategy #1: Extend opportunities for academic achievement in math for all grades, align curriculum with Common Core State Standards, and provide training for effective teaching of math.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Seek funding to provide opportunities for before and after school programs and summer school.	2012-2017	Superintendent Asst. Supt. Principals Teachers District office	NA		awarding of grants
2. Use a performance based benchmark assessment.	2012-2017	Instructional Technology Principals	See ELA	K-5 and 6-8 Enhancement General Fund state Formative Assessment	MAP/STAR test results
3. Implement and coordinate technology opportunities including software and hardware.	2012-2017	Asst. Supt. Coord. of Technology Instructional Technology Coord.	see ELA	General Fund, E-rate, Title VI, Title I	Use of technology in classroom instruction
4. Create and revise units/lessons/curriculum at all levels to reflect the change to Common Core State Standards.	2012-2017	Asst. Supt. Principals Teachers	See ELA	PDSI, Title II, Title VI	units/lessons/curriculum
5. Build in professional development days to provide professional development opportunities for teachers.	2012-2017	Asst. Supt. Calendar Committee	NA		Calendar dates
6. Examine to possibility of utilizing The South Carolina Virtual Program to provide remediation.	2012-2017	Asst. Supt. Principals Guidance	NA		actual use of virtual program
7. Provide quality professional development opportunities dealing with the best practices of CCSS including assessment.	2012-2017	Asst. Supt. Principals	See ELA	Title I, Title II, PDSI, Title VI	teacher observation of practices applied to classrooms
8. Offer Instructional Fair for teachers for professional development opportunities on even numbered years.	2012-2017	Asst. Supt. Curriculum Coordinators	See ELA	Title II, PDSI	Attendance at Fair and evaluations
9. Offer in-district college courses for recertification/graduate credit.	2012-2017	Asst. Supt. Instructors	See ELA	Title II Title VI	Course completion

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The percentage of students in grades 3 through 8 who score met or above on the Science SCPASS test through 2016-17 will increase from an average of 65.64% in 2012 to 75.64% in 2017.					
<b>Interim Performance Goal</b>	The percentage of students in grades 3 through 8 who score met or higher on the Science SCPASS test through 2016-17 will increase an average of 2 percent each year.					
<b>Data Sources</b>	SCPASS Science results					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
SCPASS	65.64 2012	67.64	69.64	71.64	73.64	75.64
<b>Actual:</b>		62.14 SCPASS	61.3 SCPASS	SCPASS	SCPASS	SCPASS

## Action Plan

<b>Strategy #1: Extend opportunities for academic achievement in science for all grades, and provide training for effective teaching of science.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and revise district units/lessons/curriculum at all levels to reflect changes to science standards (which will be revised in the 2012-2013 school year).	2012-2017	Asst. Supt. Principals Teachers	See ELA	NA	units/lessons/curriculum
2. Explore available resources for assessment and training in those assessments (i.e. MAP/STAR, Study Island, AIMSweb, etc.).	2012-2017	Asst. Supt. Principals	NA	Title I Title VI, Enhancement Funds	Usage Reports
3. Purchase FOSS kits, STC, Delta Modules, and other state adopted materials for science.	2012-2017	Asst. Supt. Principals	50,000.	Refurbishment, SC textbook	materials purchased
4. Seek funding to provide laboratory opportunities with appropriate equipment for students.	2012-2017	Asst. Supt. Principals Teachers	NA	Grants	grants awarded
5. Provide quality professional development opportunities dealing with the best practices of science for teachers.	2012-2017	Asst. Supt. Principals	See ELA	Title II, PDSI, title VI	teacher observances of practices applied to classrooms
6. Build in professional development days to provide professional development opportunities for teachers.	2012-2017	Asst. Supt. Calendar Committee	NA	NA	Calendar dates
7. Offer Instructional Fair to teachers for professional development opportunities on even numbered years.	2012-2017	Asst. Supt. Curriculum Coordinators	See ELA	PDSI, Title II	Attendance at Fair and evaluations
8. Offer in-district college courses for recertification/graduate credit.	2012-2017	Asst. Supt. Instructors	See ELA	Title II, PDSI	Course completion

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The percentage of students in grades 3 through 8 who score met or above on the Social Studies SCPASS test through 2016-17 will increase from an average of 66.64% in 2012 to 76.64% in 2017.					
<b>Interim Performance Goal</b>	The percentage of students in grades 3 through 8 who score met or above on the social studies SCPASS test through 2016-17 will increase an average of 2 percent each year.					
<b>Data Sources</b>	SCPASS Social Studies results					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
SCPASS	66.64 2012)	68.64	70.64	72.64	74.64	76.64
<b>Actual:</b>		68.54 SCPASS	69.9 SCPASS	SCPASS	SCPASS	SCPASS

## Action Plan

<b>Strategy #1: Extend opportunities for academic achievement in social studies for all grades, and provide training for effective teaching of social studies.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Explore available resources for assessment and training in those assessments (i.e. study island)	2012-2017	Asst. Supt. Principals Teachers	See Science	Title I, Title VI, general fund	Study Island usage
2. Provide quality professional development opportunities dealing with the best practices of social studies including assessment.	2012-2017	Asst. Supt. Principals	See ELA		teacher observances of practice applied to classrooms
3. Build in professional development days to provide professional development opportunities for teachers.	2012-2017	Asst. Supt. Calendar Committee	NA		Calendar dates
4. Offer Instructional Fair to teachers for professional development opportunities on even numbered years.	2012-2017	Asst. Supt. Curriculum Coordinators	See ELA		Attendance at Fair and evaluations
5. Offer in-district college courses for recertification/graduate credit.	2012-2017	Asst. Supt. Instructors	See ELA		Course completion

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The percentage of students passing the End of Course Tests in gateway courses (Alg. I, Eng. I, Biology I, US History) will increase from 61.2% in 2012 to 71.2% in 2017.					
<b>Interim Performance Goal</b>	The percentage of students passing the End of Course tests in gateway courses (Alg I, Eng I, Biology I, and US History) will increase 2 percent each year.					
<b>Data Sources</b>	End of Course Results					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
EOC	61.2 2012)	63.2	65.2	67.2	69.2	71.2
<b>Actual:</b>		72.5	71.9			

## Action Plan

<b>Strategy #1: Provide assistance and intervention opportunities for students in gateway courses (Eng. I, Alg. I, Biology I, US History) to improve End Of Course test scores.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. End of Course practice workbooks will be used in all gateway courses (Eng. I, Alg. I, Biology I, US History).	2012-2017	Principal Teachers	500.	General fund	workbook usage and EOC test scores
2. EOC practice tests will be given to all students enrolled in gateway courses.	2012-2017	Teachers	NA		EOC practice test scores
3. After school tutoring will be offered at no cost to students.	2012-2017	Principal Teachers	1,000.	General fund, At Risk student fund	tutoring sign in sheets
4. High Schools That Work data focus group will advise content area teachers about student strengths and weaknesses.	2012-2017	HSTW data focus group Teachers	NA		meeting notes and sign in sheets
5. Provide quality professional development opportunities dealing with the best practices of gateway courses including assessment and provide equal opportunity for personnel to attend conferences and workshops.	2012-2017	Asst. Supt. Principal	See ELA		teacher observation of practices applied to classrooms

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The percentage of students in career center classes who score a 2.0 or higher as their final course grade will increase from an average of 88.6% in 2012 to 98.6% in 2017.					
<b>Interim Performance Goal</b>	The percentage of students in career center classes who score a 2.0 or higher as their final course grade will increase 2 percent each year.					
<b>Data Sources</b>	Career and Technology Center State Report Card Summary					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Career Center Course Grades	88.6 (2012)	90.6	92.6	94.6	96.6	98.6
<b>Actual:</b>		88.2	87.7			

## Action Plan

<b>Strategy #1: Provide assistance and intervention opportunities for students in career center courses to improve percentage of students scoring a 2.0 or higher in those classes.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Host community evens such as open house and parent report card night	2012-2017	Director Teachers	NA		advertisement of events and record of attendance
2. Maintain a School Improvement Council.	2012-2017	Director	NA		SIC list of members and meeting dates, agendas, and notes from meetings
3. Encourage groups such as HOSA and FFA and other career center groups to attend conferences and participate in state and national competitions.	2012-2017	Director Teachers	NA		press releases and reports of students who excel at state and national competitions/events

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The number of students enrolled in Lifelong Learning GED or Diploma programs will increase from 22 in 2012 to 42 in 2017 and the number of completers will increase from 21 in 2012 to 31 in 2017.					
<b>Interim Performance Goal</b>	The number of students enrolled in Lifelong Learning GED or Diploma programs will increase by 4 students annually and the number of completers will increase by 2 students annually.					
<b>Data Sources</b>	District Report Card					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
enrolled	22	26	30	34	38	42
completers	21	23	25	27	29	31
<b>Actual:</b>		29	76			
		29	20			

## Action Plan

<b>Strategy #1: Utilize technology to enable students to reach desired goals, partner with organizations and agencies to improve services and acquisition of learning goals and employ strategies to recruit and retain students.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Coordinate and provide technology opportunities including software and hardware	2012-2017	Coord. of Technology Director	See ELA		Use of technology in classroom instruction
2. Activate A plus credit recovery program.	2012-2017	Director Coord. of Technology	14,000.	Lifelong Learning	number of students completing courses
3. Continue WIN for Work Keys instruction.	2012-2017	Teachers	NA	Lifelong Learning	Work Keys passage rate increase
4. Continue GED online program.	2012-2017	Teachers	NA		participation in online GED program
5. Coordinate meetings with DSS, WIA, Vocational Rehab, Special Services, etc. to increase completion of learning goals.	2012-2017	Director	NA		Agenda and meeting notes
6. Schedule classes, goal setting, and career transition with lifelong learners.	2012-2017	Director Teachers	NA		schedule of classes and goal setting
7. Provide reliable, research based best practices that are relevant to the learner and will help build employability and academic skills to function productively in today's workplace.	2012-2017	Director Teachers	2,500.	Lifelong Learning	Materials and employment follow up
8. Advertise in local newspapers with registration information.	2012-2017	Director	700.	Lifelong Learning	newspaper ads

## Performance Goal

<b>Performance Goal Area</b>	Student Achievement					
<b>Performance Goal</b> (desired result of student learning)	The mathematics gap in achievement between African American and white students in grades 3-5 will decrease from 33.4 mean in 2012 to 8.4 mean in 2017.					
<b>Interim Performance Goal</b>	The mathematics achievement gap between African American and white students in grades 3-8 will decrease by 5 mean points annually.					
<b>Data Sources</b>	2012 SCPASS Baseline - District State Report Card 2013 & 2014 SCPASS Data 2015 ACT Aspire 2016 and beyond TBD					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
SCPASS/ACT Aspire/TBD	33.4	28.4	23.4	18.4	13.4	8.4
<b>Actual:</b>		29.8 SCPASS	29.75 SCPASS	ACT Aspire	TBD	TBD

## Action Plan

<b>Strategy #1: Provide intervention and extend opportunities for African American students to increase mathematical success.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide course for recertification/graduate credit on Closing the Achievement Gap.	2012-2014	Asst. Supt. Instructor	5,000.	Title II Title VI	Course Completer Records
2. Provide supplemental educational services.	2012-2014	Title I Facilitator Principals	100,000.	Title I	SES Records
3. Provide additional academic assistance in small groups.	2012-2017	Principals	52,000.	Title I Focus	student schedules
4. Provide after-school program with enrichment opportunities.	2012-2017	Principal	92,000.	Title I Priority	Program Records
5. Identify students who are within 10 points of passing PASS and target specific interventions with a special emphasis on identifying African American students.	2012-2017	Principals Teachers	NA	NA	student schedules

## Performance Goal

<b>Performance Goal Area</b>	Teacher/Administrator Quality					
<b>Performance Goal</b> (desired result of student learning)	The number of classes taught by highly qualified teachers in content area classes as defined by the Elementary and Secondary Education Act (or NCLB) will increase from 94.9% in 2012 to 100% in 2017.					
<b>Interim Performance Goal</b>	The number of classes taught by highly qualified teachers in content area classes will increase 1.0 percent annually.					
<b>Data Sources</b>	District Report Card Summary Highly Qualified Report - Advanced Data Transfer System (ADT)					
<b>Overall Measures</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Highly Qualified	94.9	95.9	96.9	97.9	98.9	100
<b>Actual:</b>		97.10	93.8			

## Action Plan

<b>Strategy #1: HOUSSE orientations and evaluations will be conducted along with offering assistance for Praxis and courses to become highly qualified along with a recruitment and retention emphasis.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Conduct HOUSSE orientations and coordinate HOUSSE teams.	2012-2017	Asst. Supt. HR	NA		Agendas and sign in sheets along with HOUSSE list of teachers
2. Purchase PRAXIS workbook materials, offer partial reimbursement of Praxis and other coursework that will assist teachers in becoming highly qualified.	2012-2017	Asst. Supt.	5,000.	Title II, PDSI, general fund	successful completion of PRAXIS
3. Attendance at recruiting opportunities.	2012-2017	HR Principals	1,000.	Title II	Attendance at events and hiring of teachers