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

Strategic Plan for years 2016/17 to 2020/21

District:	Bamberg 02
SIDN:	0502
Plan Submission:	School utilizes AdvancED
Address 1:	62 Holly Avenue
Address 2:	
City:	Denmark, SC
Zip Code:	29042
District Plan Contact Person:	Ruby J. Johnson
Contact Phone:	(803) 793-3346
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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

<i>Chairperson, District Board of Trustees</i>		
<u>Larry Bias</u> Printed Name	_____ Signature	_____ Date
<i>Superintendent</i>		
<u>Dr. Thelma Sojourner</u> Printed Name	_____ Signature	_____ Date

<i>Title II Coordinator</i>		
<u>Dr. Ruby J. Johnson</u> Printed Name	_____ Signature	_____ Date
<i>District Strategic Planning Coordinator</i>		
<u>Dr. Ruby J. Johnson</u> Printed Name	_____ Signature	_____ Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Dr. Ruby J. Johnson</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.

	Position	Name
1.	Superintendent	Dr. Thelma Sojourner
2.	Principal	Dr. Lorraine Peeples
3.	Teacher	Dr. Anna Martin
4.	Parent/Guardian	Sylvia Sanders
5.	Community Member	Myrtis Williams
6.	Private School Representative(s)	Not Applicable
7.	District Level Administrator	Shannon Johnson; Michelle Nimmons
8.	Paraprofessional	Eartha Atterberry; Dianna Bailey
9.	District Read To Succeed Literacy Leadership Team Lead	Dr. Ruby J. Johnson
10.	District Read To Succeed Literacy Leadership Team	Dr. Ruby J. Johnson
	OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	
	Principal	Daryl Brockington; Mickey Pringle
	Teacher	Teresea Myers; Maria Avesta
	District Read To Succeed Literacy Leadership Team	Simone Hinds; Dr. Lorraine Peeples
	District Read To Succeed Literacy Leadership Team	Daryl Brockington; Mickey Pringle
	District Read To Succeed Literacy Leadership Team	Anna Martin; Sylvia Sanders; Myrtis Williams
	District Read To Succeed Literacy Leadership Team	Teresea Myers; Anthony Davis, Maria Avesta
	Career Specialist	Zelda Douglas
	Bus Driver/Coach	Anthony Davis

Assurances for District Strategic Plan (Mandated Component)

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

Yes	<p>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).</p>
Yes	<p>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).</p>
Yes	<p>Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
Yes	<p>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.</p>
Yes	<p>Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.</p>
Yes	<p>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.</p>
Yes	<p>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).</p>

Yes	<p>Developmental Screening</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>
N/A	<p>Half-Day Child Development</p> <p>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>Developmentally Appropriate Curriculum for PreK–3</p> <p>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>Parenting and Family Literacy</p> <p>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>Recruitment</p> <p>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>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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>Office of Health and Nutrition</p> <p>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</p>

addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.

Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts

1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Yes

General Grant Assurances for Districts

As the duly authorized representative of #rc.districtName#,

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principals for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2009)].
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2009)] if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, EDGAR (1999), and other applicable statues, regulations, program plans, and applications.

Yes	<p>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.</p> <p>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.</p> <p>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.</p> <p>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).”</p> <p>M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.</p> <p>N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.</p> <p>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.”</p>
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Terms and Conditions for SCDE Grant Programs

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.

- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the

- Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,
 - forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
 - Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. **Audits**

- Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant

agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity’s records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

- L. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.
- M. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
- N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Yes

Read To Succeed Act 284 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.

Yes	<p>District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.</p>
Yes	<p>4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.</p>
Yes	<p>Third Grade Retention The district provides support to ensure all students are provided with an instructional program based on student needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017-18 school year.</p>

Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Signature <hr/> <div style="display: flex; justify-content: space-between;"> Superintendent's Printed Name Superintendent's Signature Date </div>	

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)	
Primary School (K - 2)			
Prime Instructional Time	<ul style="list-style-type: none"> *Have access to Accelerated Reader (AR) texts *Increased reading time *MAP scores have increased 	*Lack of functional and access to technology	Computer Labs
Pupil-Teacher Ratio	<ul style="list-style-type: none"> *Small group instruction *Additional learning time for students *Increased MAP scores *Improvement of academic scores *Differentiated instruction *Less Repeaters 	*None	*Enrollment
Parent Involvement	<ul style="list-style-type: none"> *Monthly parenting training sessions *Donuts for Dads *Muffins for Moms *Literacy Nights *Parent Conferences *Home Connection telephone ("All Call") contacts 	*Low parental attendance	
External Accreditation	<ul style="list-style-type: none"> Increased school morale *Increased grade-level/department collaboration *Increased leadership visibility *Increased common vision planning 	*Compromised instructional time during planning process	<ul style="list-style-type: none"> *Parental support *District support *Faculty/Staff support
Professional Development	<ul style="list-style-type: none"> *Alignment of curriculum and standards *Increase focus on differentiated instruction to meet student needs *Provided for vertical articulation between grades 	*Some provided after school	<ul style="list-style-type: none"> *Current curriculum *State-approved standards

	and schools		
Percentage of Teachers with Advanced Degrees	*More teachers are using research-based instructional strategies/best practices in the classroom *Student achievement increases	*Inconsistent use of research-based instructional strategies	
Percentage of Teachers Returning	*Positive student/teacher relationship *Teachers are more confident and competent with their content and curriculum	*Limited peer coaching of teachers	
Elementary/Middle School (3 - 8)			
State Standardized Language Arts Scores	*Common grade level planning *Professional development opportunities *After-School program *Reading/Literacy Coach Increased instructional time	*Inconsistent use of best practices *Limited implementation of vertical articulation	*ELA/Writing consultants *Formative/Informal benchmark assessments
State Standardized Math Scores	*Common planning periods *Access to math manipulative	*Programs not implemented with fidelity *Lack of differentiating instruction to better meet the needs of students *Across grade levels, 50% of students are not passing the math components of the state assessment	
State Standardized Social Studies Scores	*Project-based learning *Summer Institute professional development *Use of technology	*Programs not consistently implemented with fidelity *Inconsistent application of rigor in the curriculum	*Professional development
State Standardized Science Scores	*Summer Institute professional development *Science consultant	*Programs not consistently implemented with fidelity *Inconsistent application of rigor in the curriculum	Science consultant
AYP Math	*The math subskill area of 'justification and explanation' represents higher levels of comprehension and achievement across grade levels	*The math subskill areas of 'foundation' and 'measurement and data'/statistics and probability represent areas of greatest challenges across grade levels	*Math professional development *Math consultants
AYP Language Arts	Not Applicable		

High School (9 - 12)

On-Time Graduation Rate	*More students wanting to graduate *Employment of an attendance clerk *Implementation of credit recovery program *Implementation of dual credit program	*Parent involvement needs to increase	
End-of-Course Algebra I	*53.7% of students scored 70 or above *SAT Prep sessions *Viking Time	*Need to provide additional tutoring *Need for summer tutoring	
First Attempt HSAP Combined Score Passage Rate	Not Applicable		
First Attempt HSAP ELA Passage Rate	Not Applicable		
First Attempt HSAP Math Passage Rate	Not Applicable		
Longitudinal Exit Exam Combined Passage Rate	Not Applicable		
Longitudinal Exit Exam ELA Passage Rate	Not Applicable		
Longitudinal Exit Exam Math Passage Rate	Not Applicable		
End-of-Course Physical Science	Not Applicable		
End-of-Course Mathematics for the Technologies	53.7% of students scored 70 or above.		
End-of-Course Applied Biology II	Not Applicable		

End-of-Course Biology I	68.8% of our students scored 70 or above		Science consultant
End-of-Course U.S. History and Constitution	47.6% of students scored 70 or above, which represents a 6.1% increase from the previous year, 2014.		
End-of-Course English I	*SAT Preparation *Early Bird Program *Professional Development		
AYP English	Not Applicable		
AYP Math	Not Applicable		

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	*Professional Development opportunities *58.9% of teachers	*Limited funds to offer graduate-level courses	*Budget cuts *Decreasing student enrollment
Percentage of Teachers on Continuing Contracts	*57.1% of teachers *Provide staff development activities for credit renewal points	*Ability to attract and retain continuing-contract teachers	*Housing *Entertainment/shopping
Percentage of Teachers Emergency/Provisional Contracts	Not Applicable		
Percentage of Teachers Returning	*80.8% of teachers returned from previous year, which is up from 78.2%.	*Lack of appropriate number of teachers in certain subject areas	*Budget *Student enrollment
Number of National Board Teachers	*District recognition at "opening Day" ceremony	*Lack of interest	
Programs and Initiatives	*Slight increase in overall scoring of student at 'met and above'	*Teachers are concerned with excessive new initiatives	
Number of PACE Teachers	*Less than 2% provide instruction for students	*Placed in positions not filled by certified teachers	
Percentage of Classes not Taught by Highly Qualified Teachers	*11.7% of classes are not taught by highly qualified teachers, which is down from 12.4% the previous year	*Subject area teachers	

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	*Teacher attendance rate has decreased from 95.2% to 94.7% *Incentives are in place to reward teachers and staff with perfect attendance	*Increased incentives needed to encourage 100% attendance	
Student Attendance Rate	*Student attendance rate is down from 98.9% in the previous year to 95.4%	*Inconsistent implementation of Olweus Bullying Prevention Program	*Home visits *Parent involvement and contacts
Suspension/Expulsion Rate	*The district suspension/expulsion rate is 1.0%, which is up from 0.4% the previous year		*More positive guidance counseling intervention *More support and faculty and staff
Students Older than Usual for Grade	*This has down from 3.5% in 2014 to 2.7% in 2015.		*Increased parent involvement *Improved intervention programs
School Poverty Index	*The district qualified for full implementation of the 'Community Eligibility' program to provide free meals to all students.	*Low academic achievement is correlated with a high school poverty index.	*Lack of industry *Inadequate funding
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	*Districtwide, 60%+ teachers, students, and parents are satisfied with the physical environment		
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	*85.7% of students are satisfied with home-school relations, whereas 66.8% of parents are satisfied with home-school relations	*48.5% of teachers are satisfied with home-school relations.	*Lack of industry *Lack of funding

Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	*Exceptional percentage of student, teacher, and parent (74.0%, 75%, 83%, respectively) satisfied with the Learning Environment.		
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Executive Summary of Needs Assessment (Summary of Conclusions)

Student Achievement	
Primary School (K - 2)	
1.	Prime Instructional Time: As a result of teacher implementing various instructional programs, best practices, and utilizing technology in their classrooms, students showed a slight increase in ELA and Math components of the 2015-2016 NWEA MAP administration.
2.	Based on the new 5K assessment, 16% of students scored 'ready' during the first 45 days of the 2015-2016 school year; and increased to 69% scoring 'ready' during the last 45 days of the 2015-2016 school year. This significant increase is due to teachers closely examining initial year test results, setting goals based on those results, and working closely with students one-on-one to meet their individual needs.
Elementary/Middle School (3 - 8)	
3.	The increased amount of time for ELA and math allow students the opportunity to master the indicators. More time will give teachers enough time to implement strategies learned through professional development. The best practices are used in conjunction with the state curriculum tht the teachers use.
4.	Grades 6 - 8 have experienced steady growth over the last five years. Moving from Absolute ratings of At-Risk-At Risk to Below Average-Average the past 2 years. The leadership team's extensive use of data has shown positive improvement in student and teacher morale. The TAP model of evaluation has delivered a blueprint for teachers to raise the level of instruction and employ best practices.
Teacher/Administrator Quality	
5.	Overall, the status of teacher and administrator quality in the district has improved substantially.
6.	99% of the teachers we have are highly qualified. Half are on continuing contracts.
7.	The increase in teacher retention serves as a positive impact on student achievement because it shows the commitment of teachers to acquire additional training. We are offering opportunities for teachers to obtain advanced degrees and certifications for the purpose of enhancing the professional growth.
School Climate	
8.	Overall, the teacher attendance rate is high. This allows continuity from one grade level to the next. This will improve student achievement. Overall, students are satisfied with the schools. Teachers and parents are less satisfied.

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	Student attendance will increase from 95.4% in 2015 to 100% in 2021.					
Interim Performance Goal	Student attendance rate will increase annually as shown below in the 'overall measures' chart.					
Data Sources	State Report Cards; District attendance data					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Student attendance rate	95.4%	96.3%	97.2%	98%	99%	100%

Action Plan

Strategy #1: To create a productive, safe, and healthy learning environment.					
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. Students will use technology in a manner consistent with a safe, supportive learning environment.	August 2016 - June 2021	IT Department Principals Dir./Curr. & Instruc.	N/A	N/A	No. of maintenance (help desk tickets) referrals
2. Teach and demonstrate technology and internet ethics.	August 2016 - June 2021	Principals (Teachers)	N/A	N/A	Interviews Observations
3. Add security monitoring devices in schools, as needed.	August 2016 - June 2021	Superintendent Dir. of Business and Finance	TBD	TBD	Observations Invoices
4. Continue to implement school intervention teams.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	Student Attendance Sheet; Curriculum Plan; Checklist of Student Accomplishments
5. Review each school's intervention plan.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	Meeting Schedule
6. Develop a systematic intervention plan that includes an adult/student advocacy program, comprehensive preK/4 to twelfth-grade anti-bullying program, behavioral intervention and student attendance.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	Intervention Plan
7. Develop a monitoring instrument for the intervention plan.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	Monitoring Instrument
8. The district will provide all students access to high quality, vertical-articulated, diverse instructional program.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	Instructional Plan (Vertical Articulation focus)

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	The district will address student academic achievement by developing a comprehensive program to reduce suspension/expulsion. The district's suspension/expulsion rate will decrease from 1% in 2015 to 0% in 2021.					
Interim Performance Goal	Annual suspension/expulsion rate decreases are shown below in the 'overall measures' chart.					
Data Sources	State Report Card; District attendance data					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Suspension/expulsion rate	1%	.8%	.6%	.4%	.2%	0%

Action Plan

Strategy #1: To create a productive, safe, and healthy learning environment					
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. The district will fully implement the district-wide discipline program with specific emphasis placed on student behavior and attendance.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	Suspension/Expulsion Data; PowerSchool
2. The district will continue to implement a district-wide anti-bullying program with specific emphasis placed on student behavior and attendance.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	Suspension/Expulsion Rate; School Attendance Report; PowerSchool; Master Schedule
3. The district will enhance the implementation of the district-wide literacy program for parents.	August 2016 - June 2021	Superintendent Principals	TBD	TBD	Suspension/Expulsion Rate; Attendance; Meeting Agenda/Sign-In Sheet
4. The district will continue to implement a system for referring students to external agencies like Mental Health, McCord Adolescent Treatment Center, etc.	August 2016 - June 2021	Principals	TBD	TBD	Suspension/Expulsion Rate; School Attendance Report
5. The district will modify and continue to fully implement an adult/student advocacy program with specific emphasis placed on student behavior and attendance.	August 2016 - June 2021	Principals	N/A	N/A	Suspension/Expulsion Rate; School Attendance Report

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	The district will address student academic achievement by reducing the percent of students older than usual for grade from 2.7% in 2015 to 0% by 2021.					
Interim Performance Goal	Annually, the percent of students older than grade level will decrease as shown in the 'overall measures' chart below.					
Data Sources	State Report Card; District Attendance Data					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Students older than grade level	2.7%	2.2%	1.7%	1.1%	.62%	0%

Action Plan

Strategy #1: To create a productive, safe, and healthy learning environment.					
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. The district will continue to provide ancillary programs (i.e., credit recovery program) to address students older than usual for grade to reduce the number in that category on a yearly basis.	August 2016 - June 2021	Superintendent Dir./Curr. & Instruc. Principals	\$10,000.00	TBD	PowerSchool; School Attendance Data, Graduation Rate

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	The district will decrease its dropout rate, by encouraging at-risk students to enroll in alternative educational programs from 1% in 2015 to 0% in 2021.					
Interim Performance Goal	The student dropout rate will decrease annually as shown below in the 'overall measures' chart.					
Data Sources	State Report Card; District attendance data					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Student dropout rate	1%	.8%	.6%	.4%	.2%	0%

Action Plan

Strategy #1: To create a productive, safe, and healthy learning environment.					
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. The district will fully implement the adult/student advocacy program throughout the year with emphasis placed on attendance and grades.	August 2016 - June 2021	Principals	N/A	N/A	Student Report Card, Student Enrollment, PowerSchool
2. The guidance counselor will provide information for students needing directions for GED enrollment or adult education, etc.	August 2016 - June 2021	Principals	N/A	N/A	Student Report Card, Student Enrollment, PowerSchool
3. The district will continue the credit recovery program and alternative scheduling.	August 2016 - June 2021	Principals	TBD	TBD	Student Report Card, Student Enrollment, PowerSchool

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the district will address student achievement in reading for 1st and 2nd grade students by increasing the percent of students who exceed the NWEA growth target on MAP from 28% in 2016 to 53% in 2021 for 1st grade students; and from 33% in 2016 to 58% in 2021 for 2nd grade students.					
Interim Performance Goal	Reading scores will increase annually as shown in the overall measures' chart below.					
Data Sources	NWEA MAP test results					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
1st- and 2nd-grade MAP Reading scores	1st grade = 28% 2nd grade = 33%	Gr. 1 = 38%* Gr. 2 = 43% Gr. 1 = 48% Gr. 2 = 53% Gr. 1 = 58% Gr. 2 = 63% Gr. 1 = 68% Gr. 2 = 70% Gr. 1 = 75% Gr. 2 = 75%	Gr. 1 = 48% Gr. 2 = 53%	Gr.1 = 58% Gr. 2 = 63%	Gr. 1 = 68% Gr. 2 = 70%	Gr. 1 = 75% Gr. 2 = 75%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement the 4-block literacy model.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal; Reading Coach	N/A	N/A	Lesson Plans; Classroom Observations
2. Purchase varied genres and leveled texts.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal; Reading Coach	\$17,000.00	Title I	Purchase Orders/Invoices; Lesson Plans
3. Provide professional development for teachers.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal; Reading Coach	\$5,000.00	Title I Title II	Classroom Observations; Professional Development; Agendas/Sign-In Sheets
4. Provide opportunities for teachers to pursue the reading endorsement as mandated by the Read To Succeed Act.	August 2016 - June 2016	Dir./Curr. & Instruc.; Principal; Reading Coach	\$5,000.00	Title I Title II	Course-Completer Roster
5. Use Fontas and Pinnel for progress monitoring of student reading achievement.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal; Reading Coach	TBD	TBD	Classroom Observations; Lesson Plans
6. Provide reading interventions (i.e., differentiation) to meet the individual student reading needs.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal; Reading Coach	N/A	N/A	Classroom Observations; Lesson Plans
7. Continue benchmark (formative) assessments.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal; Reading Coach	\$5,000.00	Title I	Invoice; Data Analysis and Tracking Sheets

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the district will address student achievement in mathematics for 1st and 2nd grade students by increasing the percent of students who exceed the NWEA growth target on MAP from 14% in 2016 to 65% in 2021 for 1st grade students; and from 20% in 2016 to 70% in 2021 for 2nd grade students.					
Interim Performance Goal	Mathematics scores will increase annually as shown in the overall measures' chart below.					
Data Sources	NWEA MAP TEST RESULTS					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
1st- and 2nd-grade MAP math scores	1st grade = 14% 2nd grade = 20%	Gr. 1 = 24%* Gr. 2 = 30%	Gr. 1 = 34%* Gr. 2 = 40%	Gr. 1 = 44%* Gr. 2 = 50%	Gr. 1 = 54%* Gr. 2 = 60%	Gr. 1 = 65%* Gr. 2 = 70%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to provide STEM professional development opportunities for teachers.	August 2016 – June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Travel Request Forms Attendance Rosters
2. Implement progress monitoring of student mastery of essential skills.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Differentiated Group Rosters Data Analysis Results Student Tracking Sheets
3. Provide bi-monthly professional development sessions.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	%5,000.00	Title I Title II	Meeting Agendas/Sign-In Sheets Teacher Reflection Logs
4. Provide math interventions Tier II and III for identified students.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Differentiated Group Rosters
5. Continue to implement benchmark/formative assessments.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	\$5,000.00	Title I	Data Analysis Results Student Tracking Sheets Invoice

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the percent of 5K students scoring 'ready' during the first forty-five days of school will increase from 16% in 2015-2016 to 100% in 2020-2021.					
Interim Performance Goal	Percent 'ready' scores will increase annually as shown in the overall measures' chart below.					
Data Sources	5K State Assessment Results					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
5K students scoring ready	16%	25%	40%	60%	80%	100%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue progress monitoring of student mastery of essential skills.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Data Analysis Results Student Tracking Sheets Differentiated Group Rosters
2. Continue to implement benchmark/formative assessments.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	\$1,000.00	Title I	Data Analysis Results Student Tracking Sheets Invoice

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the percent of students in grades 4-8 scoring 'met and above' on the state assessment for social studies will increase from 2015 to 2020-2016 by the following percentages as follows: Grade 4 = 77.6% to 100%; Grade 5 = 52.5% to 100%; Grade 6 = 74.5% to 100%; Grade 7 = 27.9% to 100%; and Grade 8 = 43.2% to 100%.					
Interim Performance Goal	Percent of students scoring 'met and above' will increase annually as shown in the overall measures' chart below.					
Data Sources	State Repot Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Social Studies Met or Above scores	Gr. 4 = 77.6% Gr. 5 = 52.5% Gr. 6 = 74.5% Gr. 7 = 27.9% Gr. 8 = 43.2%	Gr. 4 = 80% Gr. 5 = 60% Gr. 6 = 78% Gr. 7 = 35% Gr. 8 = 50% *	Gr. 4 = 85% Gr. 5 = 70% Gr. 6 = 85% Gr. 7 = 50% Gr. 8 = 60% *	Gr. 4 = 90% Gr. 5 = 80% Gr. 6 = 90% Gr. 7 = 70% Gr. 8 = 43.2%	Gr. 4 = 95% Gr. 5 = 90% Gr. 6 = 95% Gr. 7 = 90% Gr. 8 = 43.2% *	Gr. 4 = 100% Gr. 5 = 100% Gr. 6 = 100% Gr. 7 = 100% Gr. 8 = 100% *

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to implement with fidelity the state’s curriculum for social studies.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Lesson Plans Pacing Guides Classroom Observations
2. Continue to implement benchmark/formative assessments.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	\$5,000.00	Title I	Data Analysis Results Student Tracking Sheets Invoice
3. Continue to provide appropriate professional development opportunities locally and statewide.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	TBD	Title I Title II	Professional Development Agenda/Sign-In Travel Request Doc.

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the percent of students in grades 4-8 scoring 'met and above' on the state assessment for science will increase from 2015 to 2020/16 by the following percentages as follows: Grade 4 = 55.1% to 100%; Grade 5 = 40% to 100%; Grade 6 = 51.1% to 100%; Grade 7 = 34.9% to 100%; and Grade 8 = 32.4% to 100%.					
Interim Performance Goal	Percent of students scoring 'met and above' will increase annually as shown in the overall measures' chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Science Met or Above Scores	Gr. 4 = 55.1% Gr. 5 = 40.0% Gr. 6 = 51.1% Gr. 7 = 34.9% Gr.8 = 32.4%	Gr. 4 = 60% Gr. 5 = 50% Gr. 6 = 60% Gr. 7 = 40% Gr. 8 = 42% *	Gr. 4 = 70% Gr. 5 = 65% Gr. 6 = 70% Gr. 7 = 60% Gr. 8 = 60% *	Gr. 4 = 80% Gr. 5 = 80% Gr. 6 = 80% Gr. 7 = 75% Gr. 8 = 75% *	Gr. 4 = 90% Gr. 5 = 90% Gr. 6 = 90% Gr. 7 = 85% Gr. 8 = 85% *	Gr. 4 = 100% Gr. 5 = 100% Gr. 6 = 100% Gr. 7 = 100% Gr. 8 = 100% *

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. . Continue to implement with fidelity the state’s curriculum for science.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Lesson Plans Pacing Guides Classroom Observations
2. Continue to implement benchmark/formative assessments.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	\$5,000.00	Title I	Data Analysis Results Student Tracking Sheets Invoice
3. Continue to provide appropriate professional development opportunities locally and statewide.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	TBD	Title I Title II	Professional Development Agenda/Sign-In Travel Request Doc.

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the percent of students in grades 3-8 scoring 'met and above' on the state assessment for ELA will increase from 2015 to 2020/16 by the following percentages as follows: Grade 3 = 61.8% to 100%; Grade 4 = 57.2% to 100%; Grade 5 = 62.5% to 100%; Grade 6 = 38.3% to 100%; Grade 7 = 51.1% to 100%; and Grade 8 = 59.4% to 100%.					
Interim Performance Goal	Percent of students scoring 'met and above' will increase annually as shown in the overall measures' chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
ELA Met or Above Scores	Gr. 3 = 61.8% Gr. 4 = 57.2% Gr. 5 = 62.5% Gr. 6 = 38.3% Gr. 7 = 51.1% Gr. 8 = 59.4%	Gr. 3 = 66% Gr. 4 = 65% Gr. 5 = 68% Gr. 6 = 48% Gr. 7 = 58% Gr. 8 = 64% *	Gr. 3 = 76% Gr. 4 = 75% Gr. 5 = 75% Gr. 6 = 60% Gr. 7 = 72% Gr. 8 = 74% *	Gr. 3 = 86% Gr. 4 = 85% Gr. 5 = 85% Gr. 6 = 75% Gr. 7 = 82% Gr. 8 = 84% *	Gr. 3 = 95% Gr. 4 = 95% Gr. 5 = 95% Gr. 6 = 90% Gr. 7 = 92% Gr. 8 = 94% *	Gr. 3 = 100% Gr. 4 = 100% Gr. 5 = 100% Gr. 6 = 100% Gr. 7 = 100% Gr. 8 = 100% *

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to implement with fidelity the state’s curriculum for ELA.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Lesson Plans Pacing Guides Classroom Observations
2. Continue to implement benchmark/formative assessments.	August 2016 - 2021	Dir./Curr. & Instruc.; Principal	\$5,000.00	Title I	Data Analysis Results Student Tracking Sheets Invoice
3. Continue to provide appropriate professional development opportunities locally and statewide.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	TBD	Title I Title II	Professional Development Agenda/Sign-In Travel Request Doc.

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the percent of students in grades 3-8 scoring 'met and above' on the state assessment for mathematics will increase from 2015 to 2020/16 by the following percentages as follows: Grade 3 = 45.4% to 100%; Grade 4 = 34.7% to 100%; Grade 5 = 45% to 100%; Grade 6 = 23.4% to 100%; Grade 7 = 4.7% to 100%; and Grade 8 = 8.1% to 100%.					
Interim Performance Goal	Percent of students scoring 'met and above' will increase annually as shown in the overall measures' chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Math Met of Above Scores	Gr. 3 = 45.4% Gr. 4 = 34.7% Gr. 5 = 45.0% Gr. 6 = 23.4% Gr. 7 = 4.7% Gr. 8 = 8.1%	Gr. 3 = 50% Gr. 4 = 40% Gr. 5 = 50% Gr. 6 = 30% Gr. 7 = 10% Gr. 8 = 15% *	Gr. 3 = 65% Gr. 4 = 60% Gr. 5 = 60% Gr. 6 = 48% Gr. 7 = 30% Gr. 8 = 35% *	Gr. 3 = 80% Gr. 4 = 75% Gr. 5 = 75% Gr. 6 = 65% Gr. 7 = 50% Gr. 8 = 55% *	Gr. 3 = 90% Gr. 4 = 85% Gr. 5 = 85% Gr. 6 = 85% Gr. 7 = 70% Gr. 8 = 75% *	Gr. 3 = 100% Gr. 4 = 100% Gr. 5 = 100% Gr. 6 = 100% Gr. 7 = 100% Gr. 8 = 100% *

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to implement with fidelity the state’s curriculum for mathematics.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Lesson Plans Pacing Guides Classroom Observations
2. Continue to implement benchmark/formative assessments.	August 2016 - 2021	Dir./Curr. & Instruc.; Principal	\$5,000.00	Title I	Data Analysis Results Student Tracking Sheets Invoice
3. Continue to provide appropriate professional development opportunities locally and statewide.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	TBD	Title I Title II	Professional Development Agenda/Sign-In Travel Request Doc.

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the percent of students in grades 3-8 scoring 'met and above' on the state assessment for Reading will increase from 2015 to 2020/16 by the following percentages as follows: Grade 3 = 12.7% to 100%; Grade 4 = 20.4% to 100%; Grade 5 = 22.5% to 100%; Grade 6 = 14.9% to 100%; Grade 7 = 9.3% to 100%; and Grade 8 = 29.7% to 100%.					
Interim Performance Goal	Percent of students scoring 'met and above' will increase annually as shown in the overall measures' chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Reading Met or Above Scores	Gr. 3 = 12.7% Gr. 4 = 20.4% Gr. 5 = 22.5% Gr. 6 = 14.9% Gr. 7 = 9.3% Gr. 8 = 29.7%	Gr. 3 = 25% Gr. 4 = 35% Gr. 5 = 36% Gr. 6 = 28% Gr. 7 = 20% Gr. 8 = 40% *	Gr. 3 = 43% Gr. 4 = 48% Gr. 5 = 50% Gr. 6 = 45% Gr. 7 = 35% Gr. 8 = 55% *	Gr. 3 = 55% Gr. 4 = 64% Gr. 5 = 70% Gr. 6 = 62% Gr. 7 = 50% Gr. 8 = 75% *	Gr. 3 = 65% Gr. 4 = 82% Gr. 5 = 88% Gr. 6 = 80% Gr. 7 = 65% Gr. 8 = 90% *	Gr. 3 = 100% Gr. 4 = 100% Gr. 5 = 100% Gr. 6 = 100% Gr. 7 = 100% Gr. 8 = 100% *

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to implement with fidelity the state’s curriculum for ELA/Reading.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Lesson Plans Pacing Guides Classroom Observations
2. Continue to implement benchmark/formative assessments.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	\$5,000.00	Title I	Data Analysis Results Student Tracking Sheets Invoice
3. Continue to provide appropriate professional development opportunities locally and statewide.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	TBD	Title I Title II	Professional Development Agenda/Sign-In Travel Request Doc.

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the percent of students in grades 3-8 scoring 'met and above' on the state assessment for Writing will increase from 2015 to 2020/16 by the following percentages as follows: Grade 3 = 25% to 100%; Grade 4 = 25% to 100%; Grade 5 = 30.8% to 100%; Grade 6 = 28.3% to 100%; Grade 7 = 19% to 100%; and Grade 8 = 38.9% to 100%.					
Interim Performance Goal	Percent of students scoring 'met and above' will increase annually as shown in the overall measures' chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Writing Met or Above Scores	Gr. 3 = 25.0% Gr. 4 = 25.0% Gr. 5 = 30.8% Gr. 6 = 28.3% Gr. 7 = 19.0% Gr. 8 = 38.9%	Gr. 3 = 35% Gr. 4 = 35% Gr. 5 = 40% Gr. 6 = 40% Gr. 7 = 35% Gr. 8 = 48% *	Gr. 3 = 50% Gr. 4 = 50% Gr. 5 = 55% Gr. 6 = 55% Gr. 7 = 50% Gr. 8 = 60% *	Gr. 3 = 70% Gr. 4 = 70% Gr. 5 = 75% Gr. 6 = 75% Gr. 7 = 70% Gr. 8 = 75% *	Gr. 3 = 88% Gr. 4 = 88% Gr. 5 = 90% Gr. 6 = 90% Gr. 7 = 88% Gr. 8 = 90% *	Gr. 3 = 100% Gr. 4 = 100% Gr. 5 = 100% Gr. 6 = 100% Gr. 7 = 100% Gr. 8 = 100% *

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to implement with fidelity the state’s curriculum for ELA/Writing.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	N/A	N/A	Lesson Plans Pacing Guides Classroom Observations
2. Continue to implement benchmark/formative assessments.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	\$5,000.00	Title I	Data Analysis Results Student Tracking Sheets Invoice
3. Continue to provide appropriate professional development opportunities locally and statewide.	August 2016 - June 2021	Dir./Curr. & Instruc.; Principal	TBD	Title I Title II	Professional Development Agenda/Sign-In Travel Request Doc.

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the high school's four-year graduation rate will increase from 77.3% in 2014-2015 to 100%.					
Interim Performance Goal	The four-year graduation rate will increase annually as shown in the overall measures' chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Four-Year Graduation Rate	77.3%	82.3%	87.3%	92.3%	97.3%	100%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to implement intervention programs that support on-time graduation for students	August 2016 - June 2021	Superintendent Principal Dir. of Curr.& Instruc.	TBD	TBD	Student Attendance Graduation Rate
2. Continue to employ an attendance specialist.	August 2016 - June 2021	Superintendent	TBD	TBD	Student Attendance Graduation Rate

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of school year 2020-2021, the student ACT mean composite score will increase from 16.6% in 2014-2015 to 20%.					
Interim Performance Goal	Mean Composite ACT scores will increase annually as shown in the overall measures' chart below.					
Data Sources	ACT Assessment Result; State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Mean Composite ACT scores	16.6%	17.3%	18%	18.7%	19.4%	20%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to provide resources and training necessary for ACT test taking strategies and administration.	August 2016 - June 2021	Superintendent Principal Dir. of Curr.& Instruc.	N/A	N/A	ACT Scores Benchmark Analysis Data
2. Review data from the administration of the ACT benchmark assessments with school-level department heads to identify additional content strands that may require instructional intervention, and to develop strategies to address the identified needs.	August 2016 - June 2021	Superintendent Principal Dir. of Curr.& Instruc.	N/A	N/A	ACT Scores Benchmark Analysis Data
3. Schedule school level teams in vertical team content meetings to review and analyze results.	August 2016 - June 2021	Superintendent Principal Dir. of Curr.& Instruc.	N/A	N/A	ACT Scores Meeting Sign-In Sheets Summary of Findings

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Continue to provide high quality instruction for students in order to change the mean ACT Work Keys performance in the Bronze, Silver, Gold, and Platinum categories as indicated in the chart below.					
Interim Performance Goal	The annual mean for Bronze, Silver, Gold, and Platinum categories of the ACT Work Keys will change increments as indicated in the chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Mean ACT WorkKeys Result	Bronze 41.7% Silver 18.8% Gold 8.3% Platinum 0%	B 35.2 % S 23% G 11% P .2%	B 34.9% S 27.2% G 13.7% P .4%	B. 31.6% S 31.4% G 16.4% P .6%	B 28.3% S 35.8% G 19.1% P 1%	Bronze 25% Silver 40% Gold 22% Platinum 1%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to establish and implement accountability systems that support student achievement as measured by the ACT/Work Keys.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	ACT WorkKeys Results
2. Resources and training will be provided for ACT WorkKeys test-taking strategies	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	ACT WorkKeys Results Graduation Rate
3. The district will review data from the administration of the ACT WorkKeys benchmark assessments with school level department head to identify additional content strands that may require additional instruction and to develop strategies to address the identified area.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	EOCEP Results ACT Results ACT WorkKeys Results Graduation Rate
4. The district will meet with school level teams in vertical team content meetings to review and clarify results.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	EOCEP Results ACT WorkKeys Results Graduation Rate

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Students enrolled in one or more Advanced Placement (AP) classes will increase from 5% in 2014-2015 to 30% in 2020-2021.					
Interim Performance Goal	Student enrollment in one or more AP courses will increase as indicated in the chart below.					
Data Sources	Power School; AP Class rosters; State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Number of students enrolled in AP classes.	5%	10%	15%	20%	25%	30%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue the process for purchasing and maintaining appropriate instructional materials and equipment.	August 2016 - June 2021	Superintendent Dir. of Finance Principal	N/A	N/A	Lesson Plans
2. Provide AP course content training in appropriate strategies for AP instruction.	August 2016 - June 2021	Dir./Curr. & Instruc. Principal	\$10,000.00	Title II PDSI Local Funds	Sign-In Sheets Classroom Observations
3. Continue to provide intervention programs for students struggling with AP courses.	August 2016 - June 2021	Dir./Curr. & Instruc. Principal	\$25,000.00	TBD	Lesson Plans
4. Approve master schedules that support appropriate AP instruction and interventions.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	N/A	N/A	Master Schedule
5. Provide adequate supplies and materials to support effective AP instruction.	August 2016 - June 2021	Dir./Curr. & Instruc. Dir. of Finance	\$40,000.00	TBD	Lesson Plans

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	The percentage of high school student who score 70 or above on EOCEP Algebra I will increase from 63.7 in 2014-15 to 100% in 2021.					
Interim Performance Goal	See projected annual increase as shown in the chart below.					
Data Sources	EOCEP Algebra I; State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
EOCEP Algebra I 70 or Above	53.7%	62.9%	72.2%	81.5%	90.7%	100%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
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. Establish and continue with the implementation of a comprehensive math curriculum for EOCEP Algebra I testing.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	EOCEP Results Trend data
2. Continue the process for purchasing and maintaining appropriate instructional materials and equipment.	August 2016 - June 2021	Superintendent Principal Dir. of Finance	TBD	TBD	Lesson Plans
3. Provide math course content training in appropriate strategies for algebra instruction.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	\$5,000.00	Title II PDSI Local	Sign-In Sheets Classroom Observations
4. Approve master schedule that supports appropriate math (algebra) instruction and interventions.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	N/A	N/A	Master Schedule
5. Provide adequate supplies and materials to support effective math (algebra) instruction.	August 2016 - June 2021	Dir./Curr. & Instruc. Dir. of Finance	\$30,000.00	TBD	Lesson Plans

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	The percentage of high school student who score 70 or above in EOCEP Biology will increase from 68.8% in 2014-15 to 100% in 2020-2021.					
Interim Performance Goal	See projected annual increase as shown in the chart below.					
Data Sources	EOCEP Results; State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
EOCEP Biology 70 or Above	68.8%	75%	81%	87%	94%	100%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue the process for purchasing and maintaining appropriate instructional materials and equipment.	August 2016 - June 2021	Superintendent Principal Dir. of Finance	TBD	TBD	Lesson Plans
2. Establish and continue with the implementation of a comprehensive science curriculum for EOCEP Biology.	August 2016 - June 2021	Superintendent Dir./Curr. & Instruc.	N/A	N/A	EOCEP Results Trend Data
3. Provide biology course content training in appropriate strategies for Biology instruction.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	\$5,000.00	Title II PDSI	Sign-In Sheets Classroom Observations
4. Continue to provide intervention programs for students struggling with Biology courses.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	TBD	TBD	Lesson Plans
5. Approve master schedule that supports appropriate Biology instruction and interventions.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	N/A	N/A	Master Schedule
6. Provide adequate supplies and materials to support effective biology instruction.	August 2016 - June 2021	Principal Dir./Curr. & Instruc. Dir. of Finance	TBD	TBD	Lesson Plans

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	The percentage of high school student who score 70 or above on EOCEP U.S. History will increase from 47.6 in 2014-15 to 100% in 2021.					
Interim Performance Goal	See projected annual increase as shown in the chart below.					
Data Sources	EOCEP Results; State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
EOCEP US History 70 or Above	47.6%	58%	69%	79%	90%	100%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
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. Establish and continue with the implementation of a comprehensive U.S. History/Constitution curriculum for EOCEP testing.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	EOCEP Results Trend Data
2. Continue the process for purchasing and maintaining appropriate instructional materials and equipment.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	TBD	TBD	Lesson Plans
3. Provide U. S. History/Constitution course content training in appropriate strategies for history instruction.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	\$5,000.00	Title II PDSI	Sign-In Sheets Classroom Observations
4. Continue to provide intervention programs for students struggling with U.S. History/Constitution.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	TBD	TBD	Lesson Plans
5. Approve master schedule that supports appropriate U.S. History/Constitution instruction and interventions.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	N/A	N/A	Master Schedule
6. Provide adequate supplies and materials to support effective U. S. History instruction	August 2016 - June 2021	Principal Dir./Curr. & Instruc. Dir. of Finance	TBD	TBD	Lesson Plans

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	The percentage of high school student who score 70 or above on EOCEP English I will increase from 44.7in 2014-15 to 100% in 2021.					
Interim Performance Goal	See projected annual increase as shown in the chart below.					
Data Sources	EOCEP Results; State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
EOCEP Eng. I 70 or Above	44.7%	56%	67%	78%	89%	100%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
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. Establish and continue with the implementation of a comprehensive English curriculum for EOCEP ELA testing.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	EOCEP Results Trend Data
2. Provide ELA course content training in appropriate strategies for ELA instruction.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	\$5,000.00	Title II PDSI	Sign-In Sheets Classroom Observations
3. Continue the process for purchasing and maintaining appropriate instructional materials and equipment.	August 2016 - June 2021	Superintendent Dir./Curr. & Instruc. Principal	N/A	N/A	Lesson Plans
4. Continue to provide intervention programs for students struggling with ELA courses.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	TBD	TBD	Lesson Plans
5. Approve a master schedule that supports appropriate ELA instruction and interventions.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	N/A	N/A	Master Schedule
6. Provide adequate supplies and materials to support effective ELA instruction	August 2016 - June 2021	Dir./Curr. & Instruc. Dir. of Finance	TBD	TBD	Lesson Plans

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	The percentage of high school student who score 70 or above in Art I on a test of key concepts will increase from 80 in 2014-15 to 100% in 2021.					
Interim Performance Goal	See projected annual increase as shown in the chart below.					
Data Sources	Test of Basic Art Concepts					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
% Art Students scoring 70 or above	80%	84%	88%	92%	96%	100%

Action Plan

Strategy #1: To improve student achievement by using evidence-based research practices to facilitate continuous improvement.					
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. Establish and continue with the implementation of a comprehensive Art I curriculum which includes reading and writing art history and art criticism consistent with the district literacy plan.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	Trend Data
2. Continue the process for purchasing and maintaining appropriate instructional materials and equipment.	August 2016 - June 2021	Superintendent Principal Dir. of Finance	TBD	TBD	Lesson Plans
3. Provide math course content training in appropriate strategies for Art instruction.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	TBD	TBD	Sign-In Sheets Classroom Observations
4. Approve a master schedule that supports appropriate art instruction and interventions including.	August 2016 - June 2021	Principal Dir./Curr. & Instruc.	N/A	N/A	Master Schedule
5. . Provide adequate supplies and materials to support effective art instruction	August 2016 - June 2021	Dir./Curr. & Instruc. Principal Dir. of Finance	TBD	TBD	Lesson Plans
6. Establish and continue with the implementation of a comprehensive art curriculum.	August 2016 - June 2021	Superintendent Principal Dir./Curr. & Instruc.	N/A	N/A	Trend Data

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	The district will address student academic achievement by developing a comprehensive program to improve teacher attendance. As a result of the plan, teacher attendance will improve from 94% in 2015 to 100% in 2021.					
Interim Performance Goal	Projected annual teacher attendance increases are shown in the 'overall measures' chart below.					
Data Sources	State Report Card; Local attendance data					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Teacher attendance rate	94.7%	95.8%	96.8%	97.9%	98.9%	100%

Action Plan

Strategy #1: To create a productive, safe, and healthy learning environment.					
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. On a quarterly bases, the district will provide an incentive to teachers with perfect attendance.	August 2016 - June 2021	Superintendent Principals	TBD	TBD	School Daily Sign-In Sheets; State Report Card
2. On a quarterly basis, the district's newsletter will showcase teachers who have perfect attendance.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	District Newsletter
3. The district will recognize, as appropriate, teachers who exhibit high levels of professionalism through attendance and participation in leadership activities such as, focus groups, SIC and academic departments.	August 2016 - June 2021	Superintendent Principals	N/A	N/A	Membership Log

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	The district will address student academic achievement by increasing the percent of student and parent satisfied with the physical environment. By 2021, the percent of parent satisfaction with the physical environment will increase from 59% to 100%; and the percent of student satisfaction will increase from 79% to 100%.					
Interim Performance Goal	Student and parent satisfaction with the physical environment will increase annually as shown on the 'overall measures' chart below.					
Data Sources	State Report Card; District attendance data					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Student/parent satisfaction with physical environment	Students = 79% Parents = 59%	Students = 84% Parents = 67%	Students = 89% Parents = 75%	Students = 94% Parents = 83%	Students = 99% Parents = 91%	Students = 100% Parents = 100%

Action Plan

Strategy #1: To create a productive, safe, and healthy learning environment.					
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. Improve the current system of quarterly maintenance checks to adhere to the upkeep of the physical environment.	August 2016 - June 2021	Principals Maintenance Supervisor, Director of Buildings/Grounds	N/A	N/A	Walk Throughs; Maintenance Report
2. Establish a school and grounds beautification committee in each school.	August 2016 - June 2021	Principals Maintenance Supervisor, Director of Buildings and Grounds	N/A	N/A	Meeting Agenda/Sign-In Sheet, Minutes of Meeting
3. Develop beautification plans for school grounds for each school.	August 2016 - June 2021	Principals, Maintenance Supervisor, Director of Buildings and Grounds	TBD	TBD	Surveys

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	Beginning with school year 2016-2017, the district will incrementally reduce the number of classes taught by teachers who are "ineffective, unexperienced, and out of field" to zero by 2020-2021.					
Interim Performance Goal	Annually, the number of classes taught by "ineffective, unexperienced, and out of field" teachers will decrease as shown in the 'overall measure' chart below.					
Data Sources	State Report Card; Annual State Report					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
No. Classes taught by non highly qualified teachers	11.7%	9%	7%	5%	3%	0%

Action Plan

Strategy #1: To develop, support, and maintain an infrastructure that supports the development of high quality professional staff to improve student achievement.					
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. Collaborate with principals regarding SAFE-T evaluation results to determine new contract levels for Induction- and Annual-Contract Teachers.	August 2016 - June 2021	Principals; Dir./Curr. & Instruc.; Dir. of Human Resources	N/A	N/A	Teacher Contracts
2. Support PACE and other alternative teacher certification programs.	August 2016 - June 2021	Dir. of Human Resources	N/A	N/A	Teacher Contracts

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	The district will train and encourage teachers to seek advanced degrees, to increase from 58.9% in 2015 to at least 85% by June 2021.					
Interim Performance Goal	The percent of teachers with advanced degrees will increase annually as shown in the 'overall measures' chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Teachers with advanced degrees	58.9%	64.1%	69.3%	74.5%	79.8%	85%

Action Plan

Strategy #1: To develop, support, and maintain an infrastructure that supports the development of high quality professional staff to improve student achievement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to evaluate each teacher's professional credentials for Highly Qualified/HQ status.	August 2016 - June 2021	Superintendent Principals Dir. of Human Resources	N/A	N/A	Personnel Activity (PA) Report
2. Continue to offer free graduate courses leading to recertification.	August 2016 - June 2021	Superintendent Dir./Curr. & Instruc.	\$20,000.00	Title II PDSI	Transcripts; Praxis I and II Reports
3. Continue to give employees credit renewal points for attending seminars, workshops, professional development activities, etc. that can be used for recertification.	August 2016 - June 2021	Dir. of Human Resources Dir. of Curr. & Instruc.	N/A	N/A	Transcripts, Professional Development Certificates
4. Continue to provide training for more individuals to serve as ADEPT evaluators.	August 2016 - June 2021	Dir./Curr. & Instruc.	N/A	N/A	ADEPT SAFE-T Evaluator Certification

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	The district will increase the percentage of teachers on continuing contracts from 57.1% to 100% in 2021.					
Interim Performance Goal	The annual projected percentage increase of continuing-contract teachers in the district is shown in the 'overall measures' chart below.					
Data Sources	State Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Continuing contract teachers	57.1%	67%	77%	87%	95%	100%

Action Plan

Strategy #1: To develop, support, and maintain an infrastructure that supports the development of high quality professional staff to improve student achievement.					
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. Teachers will be provided on-going technology training.	August 2016 - June 2021	Dir./Business and Finance; Dir./Curr. & Instruc.	TBD	TBD	Professional Development Roster/Sign-In Sheets; Record of Attendance
2. Provide additional PreK-12 teacher training in using the SC State Standards.	August 2016 - 2021	Principals Literacy Coach Dir./Curr. & Instruc.	TBD	TBD	Classroom Observations Lesson Plans Walk Throughs
3. Identify and inform continuing contract teachers of their ADEPT SAFE-T evaluation status prior to May 1st.	August 2016 - June 2021	Principals Dir. of Human Resources Dir./Curr. & Instruc.	N/A	N/A	State ADEPT Documentation; Letters; Conferences

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	The district will continue to review and modify, as appropriate, district's procedures to recruit, retain, and develop quality administrators, teachers, and staff, from 80.8% in 2015 to 100% in 2021.					
Interim Performance Goal	The district's annual projected percent of teacher retention rate is shown in the 'overall measures' chart below.					
Data Sources	Office of Human Resources					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Teacher retention rate	80.8%	84%	89%	93%	95%	100%

Action Plan

Strategy #1: To develop, support, and maintain an infrastucture tht supports the development of high quality professional staff to improve student achievement.					
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. Host and/or attend recruitment fairs to include graduates of teacher education programs in the region.	August 2016 - June 2021	Superintendent Principals Dir. of Human Resources	TBD	Title II Local Funds	Recruitment Fair
2. Continue to recruit highly qualified teachers.	August 2016 - June 2021	Superintendent Dir. of Human Resources	TBD	Title II Local Funds	Personnel Activity (PA) Report
3. Collaborate with principals regarding all contract levels.	August 2016 - June 2021	Principals Dir. of Human Resources Dir./Curr. & Instruc.	N/A	N/A	Teacher Contracts

Performance Goal

Performance Goal Area	Read to Succeed: Assessment Plan					
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	The district will develop a comprehensive assessment system for collecting and organizing student data to monitor and inform instruction to improve student learning for continuous improvement.					
Data Sources	Data Notebooks					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21

Action Plan

Strategy #1: To develop a reading plan that supports evidence-based reading practices as prescribed in the Read To Succeed Act.					
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. Provide guidance to schools utilizing a balanced system of assessment including formative, benchmarks, and summative.	August 2016 - June 2017	Leadership Team Principals Dir./Curr. & Instruc.	TBD	TBD	State and district-level fidelity reports; RTI documentation; Training agendas
2. Encourage the problem-solving model used in Responsive instruction to identify students who are in need of intensive support, as well as, those who are reading at advanced levels.	August 2016 - June 2017	Leadership Team Principals Literacy Coach Dir./Curr. & Instruc.	N/A	N/A	Responsiveness to Instruction documentation; Meeting summaries
3. Encourage districts to limit the use of multiple benchmarking assessment systems for reading to those that inform instruction.	August 2016 - June 2017	Leadership Team Principals Literacy Coach Dir./Curr. & Instruc.	N/A	N/A	Trainings and on-site visits to schools/district
4. Allocate and distribute funding for required reading assessment system in grades preK-12, including technology devices and student materials.	August 2016 - June 2017	Leadership Team Principals Dir./Curr. & Instruc.	TBD	TBD	Inventory of benchmarks and devices
5. Establish a time frame to disaggregate the data to formulate continuous improvement.	August 2016 - June 2017	Leadership Team Principals Dir./Curr. & Instruc.	N/A	N/A	Time line for disaggregation of data

Performance Goal

Performance Goal Area	Read to Succeed: Instructional Plan					
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	The district will implement a balanced literacy approach to support the five elements of an exemplary literacy classroom, as established in the Read To Succeed Act.					
Data Sources	School Master Schedules					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21

Action Plan

Strategy #1: To develop a reading plan that supports evidence-based reading practices as prescribed in the Read To Succeed Act.					
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. The district will ensure that appropriate instructional time is allocated for ELA classrooms, preK-12.	August 2016 - June 2017	Leadership Team Principals Superintendent Dir./Curr. & Instruc.	N/A	N/A	Master Schedules
2. Support schools in purchasing leveled texts of various genre and interest.	August 2016 - June 2017	Principals Dir./Curr. & Instruc.	TBD	TBD	Purchase Orders/Invoices List of Teacher Recommendations
3. The district will monitor to ensure that the state's curriculum is implemented with fidelity.	August 2016 - June 2017	Principals Dir./Curr. & Instruc. Literacy Coach	N/A	N/A	Lesson Plans Classroom Observations
4. Develop and implement a monitoring system to address the academic needs of all students.	August 2016 - June 2017	Superintendent Principals Dir./Curr. & Instruc.	N/A	N/A	Meeting agendas; Email; Monitoring Checklist
5. The district will provide intensified instruction in the areas of ongoing professional development on differentiated instructions, data analysis and balanced literacy to meet the needs of all students.	August 2016 - June 2017	Leadership Team Superintendent Principals Dir./Curr. & Instruc.	TBD	TBD	Meeting Agendas/Sign-In Sheets; Consultants; Lesson Plans; Classroom Observations

Performance Goal

Performance Goal Area	Read to Succeed: Leadership					
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	The district leadership team will develop a literacy plan to guide and support evidence-based reading research practices aligned with state and district policies.					
Data Sources	District Reading Plan					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21

Action Plan

Strategy #1: To develop a reading plan that supports evidence-based reading practices as prescribed in the Read To Succeed Act.					
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. Support district in the development of a reading plan to include school; community and parent/guardian partnerships.	August 2016 - June 2017	Leadership Team	N/A	N/A	Reading Plan
2. Provide collaboration opportunities for all stakeholders.	August 2016 - June 2017	Leadership Team	N/A	N/A	Meeting Agendas; Sign-In Sheet
3. Encourage administrators to be instructional leaders in their schools, providing professional development, scheduling, and curriculum support, all based on data.	August 2016 - June 2017	Leadership Team	N/A	N/A	Meeting Agendas; Sign-In Sheets

Performance Goal

Performance Goal Area	Read to Succeed: Parent and Family Involvement					
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	The district will improve and enhance its family literacy program to be consistent with the Read To Succeed Act.					
Data Sources	Program Agendas; Sign-In Sheets					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21

Action Plan

Strategy #1: To develop a reading plan that supports evidence-based reading practices as prescribed in the Read To Succeed Act.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to provide parents with access to students' academic progress via PowerSchool (PowerSchool Parent Portal)	August 2016 - June 2021	Dir. of Business and Finance/Technology	N/A	N/A	Parent logins
2. Establish a home library.	August 2016 - June 2017	Leadership Team Principals Dir./urr. & Instruc.	TBD	TBD	Purchase Orders/Invoices; Meeting Agendas/Sign-In Sheets
3. Provide parent forums on literacy development at all levels.	August 2016 - June 2017	Leadership Team Principals Literacy Coach Dir./Curr. & Instruc.	N/A	N/A	Meeting Agendas/Sign-In Sheets

Performance Goal

Performance Goal Area	Read to Succeed: Professional Learning					
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	The district will provide systemic professional learning opportunities for educators and other partners in literacy as established in the Read To Succeed Act.					
Data Sources	Professional Development Plan					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21

Action Plan

Strategy #1: To develop a reading plan that supports evidence-based reading practices as prescribed in the Read To Succeed Act.					
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. Facilitate data analysis sessions for teachers to build capacity in using data to inform instruction.	August 2016 - June 2017	Leadership Team Principals Reading Coach Dir./Curr. & Instruc.	N/A	N/A	List of professional development offerings, resources, and sign-in sheets
2. Continue professional development in the area of reading/literacy and the state literacy standards.	August 2016 - June 2017	Leadership Team Principals Literacy Coach Dir./Curr. & Instruc.	N/A	N/A	List of professional development offerings, resources, and sign-in sheets
3. Promote the continuous skill development of literacy teaching strategies for teachers.	August 2016 - June 2017	Leadership Team Principals Literacy Coach Dir./Curr. & Instruc.	N/A	N/A	List of professional development offerings, resources, and sign-in sheets

Performance Goal

Performance Goal Area	Read to Succeed: School-Community Partnerships					
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	The district will continue to partner with school and community groups to provide home libraries and family literacy training consistent with the Read To Succeed Act.					
Data Sources	Program Agendas; Contact Logs					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21

Action Plan

Strategy #1: To develop a reading plan that supports evidence-based reading practices as prescribed in the Read To Succeed Act.					
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. Encourage trainings in the area of reading for parents and community partners.	August 2016 - June 2017	Leadership Team Superintendent Principals Literacy Coach Dir./Curr. & Instruc.	TBD	TBD	Meeting Agendas/Sign-In Sheets Meeting Summary

Performance Goal

Performance Goal Area	Read to Succeed: Student Outcomes					
Performance Goal (desired result of student learning)	N/A					
Interim Performance Goal	The district will use student performance data to establish an instructional focus to set school performance goals.					
Data Sources	Data Notebooks					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21

Action Plan

Strategy #1: To develop a reding plan that supports evidence-based reading practices as prescribed in the Read To Succeed Act.					
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. Establish a time frame to disaggregate the data to formulate continuous improvement plans for all students.	August 2016 - June 2017	Leadership Team	N/A	N/A	Grade Level Performance Goals; Analysis of Fountas and Pinnel; Reading benchmarks (TE21); EOCEP EnglishI results
2. Support the schools in their efforts to maintain fidelity of assessment systems for all students.	August 2016 - June 2017	Leadership Team	N/A	N/A	Meeting Agendas; E-mail; EOCEP Eng. I Results; Reading benchmarks
3. Use state-level data to inform decision making in the area of reading/literacy across all content areas	August 2016 - June 2017	Leadership Team	N/A	N/A	State Assessment Results (i.e., SC READY, EOCEP, Workkeys, DRA2)

District Plan Appendix A

Narrative/Qualitative Information

Please provide a brief narrative describing the process the District Literacy Leadership Team (DLLT) used to develop the district reading plan, focusing on the guiding questions below.

Literacy Vision and Culture

“Improving literacy in our district is given high priority because we believe that our mission is to develop ethical and globally competitive students by providing rigorous, life and career educational experiences supported by innovative, qualified and dedicated professionals. To comply with a comprehensive reading reform policy, in our district we will integrate literacy throughout the curriculum across disciplines; as well as, initiate reading courses to help our teachers earn literacy endorsement.”

Context

“This plan connects with our District Strategic Plan, as well as, to our Title I-Parent Involvement and Title II-Teacher Quality Professional Development.”

Communication

“Components of our Reading Plan will be communicated to stakeholders through our district/schools’ websites, district quarterly newsletter, board meeting, school-level parent meetings.”

Implementation

“The district Literacy Leadership Team plans to meet monthly during the 2016-2017 school year to review and discuss the implementation of our Read To Succeed Plan.”

Please provide a belief statement in support of each reading plan component.

Component 1: Leadership: “Our district believes that a district literacy leadership team should exist to support and monitor evidence-based reading practices as outlined in the Read To Succeed Act.”

Component 2: Student Outcomes: “Our district believes that assessment data should be used to inform and drive instruction for improved student achievement and continuous improvement.”

Component 3: Professional Learning Opportunities: “Our district believes that on-going opportunities should be provided for staff members to reflect and refocus on instructional practices to improve student achievement.”

Component 4: Assessment Plan: “Our district believes that regular and intermittent review and analysis of student data (progress monitoring) is essential in order to meet the individual needs of our students for continuous growth and improvement.”

Component 5: Instructional Plan: “Our district believes that adequate instructional time and sufficient quantities of books (genres and reading levels) are essential elements to meet the literacy proficient needs of our students.”

Component 6: Parent and Family Involvement: “Our district believes that communication is vital and essential to maintain good relationships and involvement of our parents in the lives of their children to help them achieve in school.”

Component 7: School-Community Partnerships: “Our district believes that it takes a village to raise a child. Therefore, we solicit and welcome community partnerships to participate in and contribute to the growth and improvement of our students.”

COMPONENT 1: LEADERSHIP

No uploads or narratives required.

COMPONENT 2: STUDENT OUTCOMES

Prekindergarten: Please **upload** a copy of your district assessment results report from the assessment you chose to administer to 4K students.

Please reflect on the questions below and provide a brief narrative response to support the inclusion of data literacy as part of the District Reading Plan.

“The prek/4 assessment (PALS) is administered on-line by our Prek/4 teachers. *We use the PALS on-line management system.* The teachers attended a state-sponsored workshop for training. In addition, the District Test Coordinator met with the teachers to review and discuss student results and grouping *models.* Data is assessed and displayed on the forms provided by the testing company. The principal and District Test Coordinator will schedule meetings with the teachers immediately following receipt of the test data results.”

COMPONENT 3: DISTRICT-WIDE PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED

No uploads or narratives required.

COMPONENT 4: ASSESSMENT PLAN

Based on your analysis of state and local assessment data, please respond to the following:

	Indicate at least one area for growth	Indicate the action needed to support increased student achievement.	Indicate a timeline for action and who will be responsible.
Prekindergarten	Rhyme Awareness	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal, Reading Coach
Kindergarten	Rhyming Words	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal, Reading Coach
Grade 1	Fundamental Reading Skills	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal, Reading Coach
Grade 2	Vocabulary Development	Direct Instruction and intervention	August 2016 – June 2017

			Teachers, Principal, Reading Coach
Grade 3	Key Ideas and Details	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal, Reading Coach
Grade 4	Key Ideas and Details	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal, Reading Coach
Grade 5	Key Ideas and Details	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal, Reading Coach
Grade 6	Key Ideas and Details	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal,
Grade 7	Key Ideas and Details	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal,
Grade 8	Craft and Structure	Direct Instruction and intervention	August 2016 – June 2017 Teachers, Principal,
High School	Reading	Improve teacher instruction; Use a variety of texts; establish a writing/reading program for each grade level; administer informal and formal assessments	On-going (2016-17) Principal; ELA teachers; Media Specialist

COMPONENT 5: INSTRUCTIONAL PLAN

If you selected less than 90 minutes of instructional time for the 2016-17 school year, please indicate what actions your district is taking to move toward a 90 minute instructional block at the secondary level.

What action is the district taking to maximize and protect instructional time at all levels?

What instructional supports are you providing in addition to the state adopted instructional materials?

Kindergarten	Reading Coach
Grade 1	Imagine Learning Reading; Reading/ELA Consultants; Reading Coach
Grade 2	Imagine Learning Reading; Reading/ELA Consultants; Reading Coach
Grade 3	Imagine Learning Reading; Reading/ELA Consultants; Reading Coach
Grade 4	Imagine Learning Reading; Reading/ELA Consultants; Reading Coach
Grade 5	Imagine Learning Reading; Reading/ELA Consultants; Reading Coach
Grade 6	READ 180; Imagine Learning Reading; Reading/ELA Consultants
Grade 7	READ 180; Imagine Learning Reading; Reading/ELA Consultants
Grade 8	READ 180; Imagine Learning Reading; Reading/ELA Consultants
High School	Reading/ELA Consultants

*Please **upload** a sample master schedule from a school at each level (elementary, middle, and high) that you would use as a model for other schools at this level in your district.*

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

“State guidelines for providing instruction to students who qualify for special education program, to include inclusion for students at all grade levels. The district also supports pullout programs at all levels for regular education students who are not performing on grade level; i.s., Viking Time, RIT Day, Interventions. During this time additional differentiated instruction occurs that may include small group instruction, computer-assisted instruction, one-on-one tutoring, or opportunities for acceleration. The district also supports accelerated programs. Gifted and Talented programs are available at the elementary and middle schools. Algebra I and English I are offered to eighth-grade students at the middle school; and the high school course offerings include honors, AP, and dual enrollment courses. The district partners with a local educational career center to provide student opportunities for specialized training, and alternative learning environment. In addition, an ESOL instructor provides support for English Speakers of Other Languages.”

What support is the district providing to increase the number of books in classroom libraries and library media centers?

“The district increase the number of books in classroom libraries and library media centers by using the following resources: Title I, Title VI, other available grants, and School-Community Partners.”

If Tier II or Tier III interventions are not being provided, please explain why. Please provide this information for each level, elementary, middle, and high school.

If you are using a program to provide Tier II intervention, please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person’s name, their role, qualifications, and specialized training. This information may be uploaded.		
	Program Name	Instructor’s name, role, qualifications, and specialized training
Kindergarten	None	
Grade 1	RTI	All grade-level teachers
Grade 2	RTI	All grade-level teachers
Grade 3	RTI	All grade-level teachers
Grade 4	RTI	All grade-level teachers
Grade 5	RTI	All grade-level teachers
Grade 6	RTI	All grade-level teachers
Grade 7	RTI	All grade-level teachers
Grade 8	RTI	All grade-level teachers
High School	Viking Time	All teachers
If you are using a program to provide Tier III intervention, please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person’s name, their role, qualifications, and specialized training. This information maybe uploaded.		
	Program Name	Instructor’s name, role, qualifications, and specialized training
Kindergarten	None	
Grade 1	RTI	All grade-level teachers
Grade 2	RTI	All grade-level teachers
Grade 3	RTI	All grade-level teachers
Grade 4	RTI	All grade-level teachers
Grade 5	RTI	All grade-level teachers
Grade 6	RTI	All grade-level teachers
Grade 7	RTI	All grade-level teachers
Grade 8	RTI	All grade-level teachers
High School	Viking Time	All teachers

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

What is the district's mission regarding parent and family involvement in their student's educational program? How is this mission fulfilled?

"Our district believes that communication is vital and essential to maintain good relationships and involvement of our parents in the lives of their children to help them achieve in school. This belief is supported through our 'Mission' which states that we will develop ethical and globally competitive students by providing rigorous, life and career educational experiences supported by innovative, qualified and dedicated professionals."

How does the district communicate the third grade retention policy, as required by Read to Succeed, to parents and families?

"The district will communicate the third grade retention policy, as required by Read to Succeed, to parents and families by sharing through our quarterly district newsletter, post on the district and school websites; as well as, share during parent-teacher meetings."

Does the district require regular and frequent communication with parents and families specifically related to literacy? If yes, what communication methods are used.

"The district requires schools to schedule quarterly school-wide parent-teacher conferences; schools are required to send home nine-week progress report; as well as, send home nine-week report cards."

If no, what plans are in place to strengthen parent and family communication, specifically related to literacy.

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

How does the district create partnerships with business and community organizations to raise awareness of the importance of literacy?

"The district superintendent, school board of trustees, and district and school level administrators, as well as, teachers are constantly listening, sharing, and soliciting external support to help create a conducive learning environment infrastructure that facilitates improved student achievement and continuous progress. Potential partners are invited to the district to listen to our story, as well as, we go to the partners to tell our story."

List community partnerships that currently exist within the district. What services and/or supports are provided?

"The school district has partnerships with the following agencies: South State Bank, Bamberg County Ministerial Alliance, Cope Vocational Center, Denmark Recreation Center, OCAB, Feed My Sheep Ministries, Original Six Foundation, Fund for Rural Education, Denmark Technical College, Claflin University, Voorhees College, Department of Economic/Workplace3 Competitiveness, STAR Center-Orangeburg School District Four, University of SC-Aiken (STEM), Clemson i3 Upstate Writing Project, Progressive Church of Our Lord Jesus Christ, Hagen Family Partnership, and City of Refuge Church."

What plans does the district have to increase community partnerships?

"The district superintendent, school board of trustees, and district and school level administrators, as well as, teachers are constantly listening, sharing, and soliciting external support to help create a conducive learning environment infrastructure that facilitates improved student achievement and continuous progress."

Please provide any additional information you wish to add or any information not requested in support of your district's reading plan.

DENMARK-OLAR ELEMENTARY SCHOOL
 MASTER SCHEDULE
 2016 - 2017

Monday

Time	8:00 – 8:55	9:00 – 9:55	10:00 – 10:55	11:00 – 11:55	12:00 – 12:55	1:00 – 1:55	2:00 – 2:55
Montes	4 th Girls	Williams	Grice	Lunch	Estaris	Behera	Planning
Thomas	4 th Girls	Chestnut	Graham	Lunch	1 st Grade ELA Intervention	2 nd Grade ELA Intervention	Small Group/Planning
McDaniel				Lunch	5 th Boys	Sanders/Hagood	3 rd Boys
Media			Houston	Lunch			3 rd Girls
Sumpter	4 th Boys	Class guidance	Class guidance	Lunch	5 th Girls	Class guidance	Class guidance

Tuesday

Time	8:00 – 8:55	9:00 – 9:55	10:00 – 10:55	11:00 – 11:55	12:00 – 12:55	1:00 – 1:55	2:00 – 2:55
Montes	4 th Boys	Chestnut	Graham	Lunch	Planning	Small Group	Small Group
Thomas	4 th Boys	Williams	Grice	Lunch	1 st Math Intervention	2 nd Grade Math Intervention	Estaris
McDaniel				Lunch	5 th Girls	Houston	3 rd Girls
Media		Chestnut		Lunch	Sanders		3 rd Boys
Sumpter	4 th Girls	Class guidance	Class guidance	Lunch	5 th Boys	Class guidance	Class guidance

Wednesday

Time	8:00 – 8:55	9:00 – 9:55	10:00 – 10:55	11:00 – 11:55	12:00 – 12:55	1:00 – 1:55	2:00 – 2:55
Montes	Small Group	Small Group	5 th Girls	Lunch	Small Group	Grice	Small Group
Thomas	Small Group	Behera/Estaris	5 th Boys	Lunch	1 st ELA Intervention	2 nd Grade ELA Intervention	Davis 5th
McDaniel				Lunch	4 th Boys	4 th Girls	Williams
Media				Lunch			Jones 3rd
Sumpter	Class guidance	Class guidance	Class guidance	Lunch	4 th Girls	Class guidance	Class guidance

Thursday

Time	8:00 – 8:55	9:00 – 9:55	10:00 – 10:55	11:00 – 11:55	12:00 – 12:55	1:00 – 1:55	2:00 – 2:55
Montes	5 th Boys	3 rd Boys	Planning	Lunch	Sanders	Small Group	Small Group
Thomas	5 th Girls	Chestnut		Lunch	Carter	Houston	
McDaniel				Lunch	TBA	Graham	Behera/Estaris
Media	4 th Boys	3 rd Girls		Lunch	Hagood	Grice	

Denmark-Olar Middle School 2015 -2016 Master Schedule

8th Grade

Intervention 7:40-8:05	1st Period 8:10-9:20	2nd Period 9:25-10:35	3rd Period 10:40-11:40	4th Period 11:45-12:15	5th Period 12:20-1:35	6th Period 1:40-3:00
Jamison	Planning	English I	ELA	ELA	Lunch	ELA 7 th Grade
Judy	Planning	Math	Algebra I	Math	Lunch	Math
Predeep	Planning	Science 7 th Grade	Science	Science	Lunch	Science

7th Grade

Intervention	1st Period	2nd Period	3rd Period	4th Period 11:45- 12:15	5th Period 12:20-1:35	6th Period 1:45-3:00
Wilson	ELA	ELA 7 th	Planning	Lunch	ELA 6 th	ELA 6 th
Fields	Social Studies 7 th Grade	Social Studies 8 th Grade	Planning	Lunch	Social Studies 7 th Grade	Social Studies 8 th Grade
Knorr	Math	Math	Planning	Lunch	Math	Math

6th Grade

Intervention	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Avesta	6th grade Science	Planning	Lunch ½ Period	Science ½ Period	Science 7 th	Science
Funchess	Social Studies	Planning	Lunch ½ Period	SS ½ Period	Social Studies	Social Studies
Seibert	Math	Planning	Lunch ½ Period	Math ½ Period	Math	Math

Intervention

7:40-8:05	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Whitmore Keyboarding	TOSA	6 th Grade	7 th Grade	TOSA	Lunch	TOSA/Planning
Physical Ed	8 th grade	6 th Grade	7 th Grade			
Martin Art	8 th Grade	6 th Grade				
Smith Read 180	8 th Grade	6 th Grade	7 th Grade			
TBA Band	8 th Grade	6 th Grade	7 th Grade			

**Denmark-Olar High School
Master Schedule
2016-2017**

		8:00 -9:20	9:24-10:09	10:13-11:33			12:23-1:43		1:48-3:15		
Teacher		1st (A)	1st (B)	Viking Time	2nd (A)	2nd (B)	L	3rd (A)	3rd (B)	4th (A)	4th (B)
Martin		MS	MS	MS	MS	MS		Aart I	Art 2	Art 3/AP Design	Art 4 (yearbook)
O'Neal							11:33-12:18				
S.Thomas		SPANISH 1	SPANISH 2	Cultural Awareness	PLANNING	PLANNING		SPANISH 1	SPANISH 2	SPANISH 1	SPANISH 2
P. Mason		DRIVER ED/Health	DRIVER ED/Health	ACT Strategies	PE	PE		Weight Lifting	Weight Lifting	PLANNING	PLANNING
Capehart		Intro to Hort	Ag. Sci & Tech	Wildlife Mang.	PLANNING	PLANNING		Intro to Hort	Ag. Sci & Tech	Greenhouse	Greenhouse
Donahue		Accounting 1	IBA	Test Strategies	Teacher Cadet	Teacher Cadet		PLANNING	PLANNING	Accounting 1	IBA
Myers		AP Computer Sci	MKTG	APEX	GOOGLE APP	Advertising		GOOGLE APP	MKTG	PLANNING	PLANNING
J. Robinson		Family Life 1	Family Life 2	Character Ed	PLANNING	PLANNING		Food & Nutr 1	Food & Nutri 2	Housing 1	Housing 2
Leveretter		JROTC 1	JROTC 1	Effective Leadership	JROTC 1	JROTC 1		JROTC 1	JROTC 1	PLANNING	PLANNING
P. Robinson		JROTC 2, 3, 4	JROTC 2, 3, 4	Team Building	JROTC 2, 3, 4,	JROTC 2,3, 4		JROTC 2, 3, 4	JROTC 2, 3, 4	PLANNING	PLANNING
English											
Moody		English 4	English 3	English 1-EOC	English 4	English 3-H		PLANNING	PLANNING	English 4-H	English 3
Odom		English2-H	English 1	English 1-EOC	English 2	English 1		PLANNING	PLANNING	English 2	English 1
Sanders		Algebra 1	Geometry -H	Algebra 1- EOC	Algebra 1	Geometry		CAL/Pre-Cal	CAL/Pre-Cal	PLANNING	PLANNING
Morgan		Algebra 2	Prob & Stats	Algebra 1- EOC	Algebra 2	Geometry		Algebra 2 -H	Geometry	PLANNING	PLANNING
Branch		PLANNING	PLANNING	Biology EOC	Ana/Phys	Biology		Ana/Phys	Biology	An/Phys-H	Biology-H
Johnson		PLANNING	PLANNING	Biology EOC	Environmental Sci	Physical Sci		Environmental Sci	Physical Sci-H	Environmental Sci	Physical Sci
M.Poelmann		PLANNING	PLANNING	Biology EOC	Chemistry	Physics		Chem -H/Physics-H	Chem-H/Phys-H	Chemistry	Physics
Harley		ECON/GOV	Civics/US His-H	US History-EOC	PLANNING	PLANNING		ECON/GOV-H	Civics/US History	ECON/GOV	Civics/US Hist
W.Fields		Afri Amer Studies	World History	US History-EOC	PLANNING	PLANNING		Afri Amer Studies	World History-H	Afri Amer Studies	World History
Padigela		SELF CON ELA	SELF CON ELA	LIFE SKILLS	PLANNING	PLANNING		RESOURCE	RESOURCE	SELF CON MATH	SELF CON MATH
DTC		Psyc/History	Psyc/History						PLTW	PLTW	



FALL 2015 PROGRAM SUMMARY



- ▶ Program: Bamberg 02
- ▶ Director: Ruby J. Johnson
- ▶ Number of Sites in Program: 1
 - ▶ Number of Classes in Program: 2
 - ▶ Number of Students with Scores for at Least One Task: 36

TASK	NUMBER OF STUDENTS ASSESSED	MAXIMUM SCORE	SPRING DEVELOPMENTAL RANGE*	PROGRAM RANGE	PROGRAM MEAN (AVERAGE)	PROGRAM MEDIAN	PROGRAM MODE(S)
Name Writing	34	7	5-7	1 - 7	5	6	7
Upper-Case Alphabet Recognition	35	26	12-21	0 - 26	11	8	1
Lower-Case Alphabet Recognition	12	26	9-17	2 - 26	16	17	17,26
Letter Sounds	10	26	4-8	0 - 17	8	8	4
Beginning Sound Awareness	33	10	5-8	0 - 10	4	4	2
Print and Word Awareness	36	10	7-9	0 - 10	6	6	5,9
Rhyme Awareness	36	10	5-7	0 - 10	4	4	3
Nursery Rhyme Awareness	35	10	6-10	0 - 8	5	6	6

Mean, Median, Mode, and Range ?

*NOTE: Spring developmental ranges reflect appropriate literacy expectations for four-year-old children who are preparing to start kindergarten.

END OF REPORT

Sumpter	4 th Girls	Williams	Class guidance	Lunch	Class guidance	Class guidance	Class guidance
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Friday

3rd Grade

8:00 – 8:40 Viking Time (Intervention/Acceleration)
 8:45 – 10:20 ELA
 10:20 – 11:20 Math
 11:20 – 12:10 Lunch
 12:10 – 12:45 Math
 12:45 – 1:55 Science / Social Studies
 2:00 – 2:55 Related Arts

4th Grade

CB Davis

8:00 – 8:55 Related Arts
 9:00 – 9:45 Intervention
 9:50 – 11:20 ELA (Davis' Homeroom)
 11:20 - 12:50 ELA (Thurman's Homeroom)

Time	8:00 – 8:55	9:00 – 9:55	10:00 – 10:55	11:00 – 11:55	12:00 – 12:55	1:00 – 1:55	2:00 – 2:55
Montes	Small Group	Small Group	Small Group	Lunch	Hagood	Houston	Small Group
Thomas	Kindergarten TBA	Small Group	Small Group	Lunch	Sanders	2 nd ELA Intervention	1 st ELA Intervention
McDaniel				Lunch	Carter	Grice	Chestnut
Media	4 th Girls	3 rd Boys	Behera/Estaris	Lunch	TBA	Graham	Williams
Sumpter	4th Boys	Class guidance	5 th Girls	Lunch	5 th Boys	Class guidance	Class guidance

1:30 – 3:00 ELA (Lamberts's Homeroom)

5th Grade

Davis

8:00 – 9:30 ELA (Davis' Homeroom)
 9:30 – 10:15 Social Studies (Davis' Homeroom)
 10:15 – 10:45 Intervention
 10:45 – 11:45 Lunch / Recess
 11:45 – 12:40 Related Arts
 12:40 – 2:10 ELA (Griffin's Homeroom)
 2:10 – 3:00 Social Studies(Griffin's Homeroom)

1st Grade

8:00 – 9:30 ELA
 9:30 – 11:00 Math
 11:00 – 12:00 Lunch

12:00 – 1:00 Math Enrichment
1:00 – 1:55 Related Arts
2:00 – 3:00 Science / Social Studies

2nd Grade

8:00 – 9:00 ELA
9:00 – 9:55 Related Arts
10:00 – 10:30 ELA
10:30 – 12:00 Math
12:00 – 1:00 Lunch
1:00 – 2:00 Math Enrichment
2:00 – 3:00 Science / Social Studies

Pre-Kindergarten

8:00 – 8:25 Calendar
8:25 – 8:35 Music and Movement
8:35 – 9:05 Story time/ writing
9:05 – 9:20 Break
9:20 – 10:20 Small Group/ Academic Centers
10:20 – 11:30 Lunch / Recess
11:30 – 12:30 Math
12:30 -1:30 Related Arts
1:30 – 2:30 Snack
2:00 – 2:25 Small Group / Centers
2:25 – 2:55 Reflect/Share/Pack for dismissal

Kindergarten

8:00 – 8:20 Calendar
8:20 – 8:45 Nursery Rhyme Time
8:45 – 9:10 Phonics/Phonemic Awareness
9:10 – 9:30 Break
9:30 – 10:40 Reading/Writing Workshop
10:30 – 11:50 Lunch/Recess
11:50 – 12:50 Related Arts
1:00 – 2:00 Math
2:00 – 2:15 Independent Reading/Small Group Instruction
2:15 – 2:30 Snack Time
2:30 – 2:45 Reflection
2:45 – 3:00 Dismissals

Lunch

10:40 – 11:40 Pre-Kindergarten
10:50 – 11:50 Kindergarten
11:00 – 12:00 1st Grade
11:00 – 12:00 Special Education
11:40 – 12:00 5th Grade
11:40 – 12:25 3rd Grade
12:00 – 1:00 2nd Grade
12:30 – 1:20 4th Grade

Common Planning Sessions With Support

Pre-Kindergarten	Wednesday	1:00 – 2:00
Kindergarten	Monday	1:00 – 2:00
1 st Grade	Tuesday	10:00 – 11:00
2 nd Grade	Tuesday	9:00 – 10:00
3 rd Grade	Friday	2:00 – 3:00
4 th Grade	Tuesday	8:00 – 9:00
5 th Grade	Friday	12:00 – 1:00
Special Education	Friday	9:00 – 10:00