

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

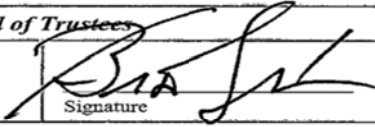
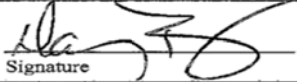

**Strategic Plan for years 2013/14 to 2017/18  
Annual Update for Year 2014/15**

<b>District:</b>	Pickens 01
<b>SIDN:</b>	3901
<b>Plan Submission:</b>	School utilizes AdvancED
<b>Address 1:</b>	1348 Griffin Mill Road
<b>Address 2:</b>	
<b>City:</b>	Easley, SC
<b>Zip Code:</b>	29640
<b>District Plan Contact Person:</b>	Brenda Ellenburg
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**Assurances**

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

**Required Printed Names and Signatures**

<b>Chairperson, District Board of Trustees</b>		
<u>Dr. Brian Swords</u> Printed Name	 Signature	<u>4/29/15</u> Date
<b>Superintendent</b>		
<u>Dr. Danny Merck</u> Printed Name	 Signature	<u>4-28-15</u> Date
<b>Title II Coordinator</b>		
<u>Danny Rogers</u> Printed Name	 Signature	<u>4-28-15</u> Date
<b>District Strategic Planning Coordinator</b>		
<u>Brenda Ellenburg</u> Printed Name	 Signature	<u>4-28-15</u> Date

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### The School District of Pickens County Performance Goals

<p><b>Performance Goal 1: Student Achievement – Early Childhood/4 Year Old Child Development</b> .....</p> <p>Each year through 2018, 100% of students enrolled in 4 Year Old Child Development Programs will increase their results between the pre and post DIAL 3 score, 34% will attain DRA level of AA and 75% will master report card goals.</p>	19
<p><b>Performance Goal 2: Student Achievement – Early Childhood/Kindergarten</b>.....</p> <p>A. 100% of students will attain a text reading level (including accurate retelling) of “3 or above” by the end of kindergarten by 2017-2018 on DRA2.</p> <p>B. The mean Reading RIT will increase to 161 and the mean Math RIT will increase to 168 by 2017-2018.</p>	22
<p><b>Performance Goal 3: Student Achievement – Grade 1</b> .....</p> <p>By 2018, 100% of first grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. The mean Reading RIT will increase to 181 and the mean Math RIT will increase to 187 by 2017-2018.</p>	25
<p><b>Performance Goal 4: Student Achievement – Grade 2</b> .....</p> <p>By 2018, 100% of second grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment.</p> <p>A. The mean Reading RIT will increase to 194 and the mean Math RIT will increase to 199 by 2017-2018.</p> <p>B. 90% of all second graders will attain a DRA level of 28 by the end of the year.</p>	28

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<b>Performance Goal 5: Student Achievement – Core Content Areas: Elementary/Middle School (Grades 3-8)</b> .....	<b>31</b>
The percentage of students in Grades 3-8 who meet AMO in the core content areas will increase to 100% by 2017-2018.	
<b>Performance Goal 6A: Student Achievement – High School</b> .....	<b>36</b>
The mean ACT scores will meet or exceed the AMO or show growth from previous year.	
<b>Performance Goal 6B: Student Achievement – High School</b> .....	<b>36</b>
The percent scoring silver in each of the three areas of WorkKeys will show an increase from previous year.	
<b>Performance Goal 7A: Student Achievement – Middle School / High School</b> .....	<b>39</b>
The mean score of students taking EOCEP exams in Social Studies and Science will meet or exceed the AMO and/or show growth.	
<b>Performance Goal 7B: Student Achievement – Middle School / High School</b> .....	<b>40</b>
The percentage of students passing End of Course Examination Program exams will increase to 100% by 2017-2018.	
<b>Performance Goal 8: Student Achievement – High School</b> .....	<b>42</b>
The average SAT and ACT composite scores will be above the state and national average each year.	
<b>Performance Goal 9: School Climate – High School Graduation</b> .....	<b>44</b>
The graduation rate will increase to 80% by 2018, while the dropout rate will decrease to 2% or lower by 2018.	
<b>Performance Goal 10: School Climate – Attendance</b> .....	<b>48</b>
The attendance rate for students and teachers will be at least 95% each year.	
<b>Performance Goal 11: School Climate – Discipline</b> .....	<b>50</b>
Maintain an expulsion hearing rate of less than 1% each year.	
<b>Performance Goal 12: School Climate – Parent Involvement</b> .....	<b>52</b>
The number of parents who participate in conferences as defined by the EOC Accountability Workbook will be at least 98% by 2017-2018.	
<b>Performance Goal 13: School Climate – Safe and Healthy Schools</b> .....	<b>54</b>

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By the year 2017-2018, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

**Performance Goal 14: Teacher / Administrator Quality ..... 57**

100% of teachers who teach core academic subjects will be highly qualified and sustain highly qualified status by the year 2017-2018.

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# THE SCHOOL DISTRICT OF PICKENS COUNTY

## District Strategic Plan Steering Committee (Stakeholder Involvement)

The District Strategic Plan steering Committee provided oversight in the development of the 2013-2018 School District of Pickens County Strategic Plan. Committee members were appointed in accordance with the mandatory requirement for stakeholder involvement.

### MANDATORY POSITIONS

<u>Position</u>	<u>Name</u>
1. Superintendent	Dr. Kelly Pew
2. Principal	Ms. Lori Gwinn
3. Teacher	Ms. Tracy Hedetniemi
4. Parent/Guardian	Mr. Jeremy Arnett
5. Community Member	Mr. Ray Farley
6. Private School Representative	
7. Assistant Superintendent of Instructional Services	Ms. Sharon Huff
8. Paraprofessional	Ms. Kathy Parrish

### ADDITIONAL POSITIONS

9. Assistant Principal	Ms. Wanda Tharpe
10. Director of Secondary Education and Accountability	Ms. Janice Ward
11. Coordinator of CATE/STW	Dr. Brian Richards
12. Director of Assessment and Evaluation	Ms. Brenda Ellenburg
13. Graduation Coach	Mr. Josh Oxendine
14. Director of Adult Ed	Dr. Mary Gaston
15. Principal	Mr. Gary Culler
16. Principal	Mr. Elliott Southard
17. Coordinator of Professional Learning	Ms. Tammy Durham
18. Coordinator of Personnel Services	Mr. Danny Rogers
19. Teacher	Ms. Susan Martin
20. Teacher	Ms. Christy Holder
21. Principal	Ms. Tammy Day

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22. Director of Technology
23. Public Information Specialist
24. Teacher
25. Title 1 Compliance Facilitator
26. Teacher
27. Teacher
28. Principal
29. Director of Special Services
30. Coordinator of Student Services
31. Assistant Principal
32. Coordinator of Nursing
33. Executive Director of Human Resource Services
34. Director of Elementary Education

- Dr. Barbara Nesbitt
- Mr. John Eby
- Ms. Pam McDaniel
- Mr. Matt Owens
- Ms. Renee Atcheson
- Ms. Darlene Sutton
- Mr. Marion Lawson
- Ms. Cathy Ashton
- Mr. Bobby Skelton
- Ms. Dawn Hooker
- Ms. Angela Watson
- Dr. Stephanie Lackey
- Ms. Traci Boyles

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## THE SCHOOL DISTRICT OF PICKENS COUNTY

### Comprehensive Needs Assessment

- ✓ Student Achievement
  - Slight progress in all of the state tested content areas
  - Specific grade levels are more successful than other and certain subjects in certain grade levels are more successful than others
  - Targeted Categories Elementary School
    - Math - Disabled
    - ELA - Disabled
    - Science - Disabled
    - Social Studies - Disabled
    - Science - African American
    - Science - Subsidized Meals
    - Science - Hispanic
  - Targeted Categories Middle School
    - ELA – Disabled
    - ELA – African Americans
    - Math – Disabled
    - Science – Disabled
    - Social Studies – Disabled
  - Targeted Categories High School
    - ELA – Disabled
    - ELA – African American
    - ELA – All
    - ELA – Subsidized Meals
    - Math – White
    - Math – African American
    - Math – Disabled
    - Math - Subsidized Meals
    - Science – Disabled
    - Science – Subsidized Meals

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- Science – African American
  - Science – Hispanics
  - Social Studies – Disabled
  - Social Studies – Subsidized Meals
  - Social Studies – African American
  - Social Studies - Hispanics
- Increase High School Graduation Rate
- Increase Number of Students Scoring 3 or higher on AP Exams
- Continue to develop and implement a unified curriculum that uses:
  - State Standards
  - Support Documents
  - Benchmark Tests
- Continue with District-Wide Literacy Model (K4-12)
- Numeracy strategies needed
- ✓ School Climate
  - Implement at-risk programs
  - Alternatives for course credit
- ✓ Teacher/Administrator Quality
  - Teacher Retention
  - Teacher Recruitment
  - Early Hire

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## Assurances for District Strategic Plan (Mandated Component)

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

Yes    **Academic Assistance, PreK–3**

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Yes    **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Yes    **Parent Involvement**

The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

Yes    **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

Yes    **Technology**

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.

Yes    **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.

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Yes    **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes    **Developmental Screening**

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Yes    **Half-Day Child Development**

The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Yes    **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.

Yes    **Parenting and Family Literacy**

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Yes    **Recruitment**

The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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### Yes Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

### Yes Office of Health and Nutrition

As required by the Students Health and Fitness Act [section 59-10-330 (B)], the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.

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

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

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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.

### **General Grant Assurances for Districts**

As the duly authorized representative of School District of Pickens County,

#### **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 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 Principles for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.

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

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

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

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

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

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

I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.

J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.

K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."

Yes

M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.

N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.

O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

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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](http://www.gsa.gov)) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the Applicant and/or any of its principals, subgrantees, or subcontractors Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; Have not, within a three-year period preceding this application, been convicted of or had

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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.

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# THE SCHOOL DISTRICT OF PICKENS COUNTY

## DISTRICT VISION

The School District of Pickens County will strive to provide a quality 21<sup>st</sup> century education that prepares all students for success beyond the classroom.

## MISSION STATEMENT

The School District of Pickens County promotes high achievement, personal responsibility, and character development to prepare students for college, career, and citizenship opportunities.

## BELIEFS

We believe:

- Students are our first priority.
- Safe, engaging learning environments are necessary for student growth.
- All students must have equitable educational opportunities.
- The pursuit of excellence is essential.
- Every person is unique and valuable.
- Cultural diversity promotes full development of the individual and society.
- All students can learn and contribute to society.
- The parent is a child's first teacher.
- Partnerships with families and communities are essential to student growth and success.
- Learning and education are life-long processes.
- Today's students are tomorrow's workforce.
- The vitality and health of our community is supported by our schools.



## Executive Summary of Needs Assessment Findings

A comprehensive needs assessment was conducted by the district to determine the priority areas to be addressed in establishing the district's five-year strategic plan. The areas that were reviewed included are student achievement, school climate, and teacher/administrator quality. For each of these areas, a plan of action has been established that addresses the need for continuous improvement. Information gained from test results, report cards, surveys, steering committee, and school personnel was utilized in developing this strategic plan. Priority areas for improvement were identified and action plans were determined based on this information.

For the 2012 year, the SC Annual District Report Card for the School District of Pickens County was an Absolute Rating of Good and a Growth Rating of Good. This is an improvement in our Absolute Rating over the past five-years, but we have held our own on the Growth rating for the past three-years. The District's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. When compared to similar districts, there were 6 "Good," same status as us, and eight districts with "Excellent" ratings.

Student achievement data from PASS testing has been analyzed. Beginning in the 14-15 school year, we will start analyzing a new generation of assessments such as Aspire, ACT, and ACT WorkKeys along with SCPASS and EOCEP. According to the State Report Card matched data, The School District of Pickens County has made slight progress in all of the state tested content areas while specific grade levels are having more success than others. Even though we are showing some growth, we seem to be stagnated. According to the data analyzed, each school has various subgroups that need immediate attention. The most common area is disabilities, but there are also some issues in socioeconomics and ethnicity. In order to move forward, we must make sure our curriculum is aligned and we are moving toward new SC State Standards for ELA and math, while making sure our curriculum is aligned to the state in science and social studies. This can be accomplished by helping teachers learn how to use the new state standards and support documents as their planning tools instead of the textbook. As a district in order to see consistent and sustained improvement in instruction, we must be sure our curriculum is unified and viable both vertically and horizontally. We have implemented technology, project-based learning and STEM activities into both our instruction and curriculum across all grade levels. We are going to increase our use of the STEM curriculum. We are also accomplishing this by creating new curriculum and assessment as we go deeper into the new state standards in ELA, math, science and social studies. As we have started to analyze and dig deeper into our data, we have discovered as a district there is a need for a new District Wide Literacy Model (K4 – 12) because many of our students are reading below grade level. This has also lead to the implementation of an "Ignite" classroom in all of our elementary schools. This classroom works with the lowest 12 students in their schools in the rising second grade. These teachers work with catching the student up in both ELA and math literacy by the end of the school year.

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District Results: SC PASS Grades 3-8 Disaggregated Scores Percent Met and Above

PASS	ELA			Math		
	2010	2011	2012	2010	2011	2012
All	79.1	79.5	80.8	74.9	76.0	76.8
African American	63.2	63.0	60.7	55.4	57.1	52.7
White	81.2	81.5	82.5	77.5	78.3	78.9
Disabled	42.3	40.8	43.1	37.3	38.8	39.9
Non-Disabled	83.6	84.1	85.3	79.4	80.4	81.5
Subsidized Lunch	70.4	71.5	72.1	65.1	67.0	67.1
Full Pay	87.0	86.9	88.4	83.5	84.3	85.8

District Results: SC PASS Grades 3-8 Percent Met and Above

	2010	2011	2012
ELA	79.1	79.5	80.8
Math	74.9	76.0	76.8
Science	76.1	75.8	78.6
Social Studies	77.0	77.5	80.5

District Results: SC PASS Grades 3-8 AMO Mean Scores for All Students

	2012
ELA	665.6
Math	657.3
Science	640.1
Social Studies	647.1

High school achievement in the past has been based on the HSAP test and graduation completion rate. HSAP was first administered in 2004 and was impacted in 2005 by the change in the state definition of who was to be tested on the HSAP. Now that HSAP is gone, the College and Career Readiness test (ACT) will replace HSAP as our high school's accountability piece, but you do not have to pass the test in order to graduate. At the present time, we have no data on the College and Career Readiness test which will be ACT and it will be administered to all 11<sup>th</sup> graders (3<sup>rd</sup> year enrolled in high school).

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We did administer WorkKeys last spring, but it was to a small group of students. The 2014-15 school year we will administer WorkKeys to all 11<sup>th</sup> grade students so we will have some baseline data on this high school assessment beginning with the 2014-15 school year. The graduation rate of 75.2% has increased slightly over the past five-years. The trend is showing the graduation rate for our district is increasing, but at a very slow rate and this is not acceptable. Our graduation rate and End of Course pass rate is similar to districts like us. In order to improve student achievement, the high school has chosen to implement a Graduation Coach. These coaches are working with our at-risk students at both the high school and middle school level by attendance area. This is our first year of implementation, so we do not currently have any data to support whether this program is successful or not. Beginning in the 2013-14 school year, we are implementing a new at-risk program for students in grades 8-12 in a unique learning setting that will increase the graduation rate by providing multiple pathways to earn 24 high school credits while expanding the student's participation in career and technology courses and work-based learning opportunities.

In order to address the instructional needs of the diverse populations of students in The School District of Pickens County, disaggregated test data were originally analyzed based on HSAP which will not be administered after the 2013-14 school year. Areas were identified where there were achievement gap between subcategories of students. Strategies are being developed to impact poverty concerns, English as a Second Language learners, ethnicity, and special needs students. As a district, we are also in the beginning phases of implementing a Response to Intervention (RTI) program to help identify our special needs students. RTI strategies will help them have interventions earlier. Our dropout rate of 4.1% has decreased over the past five-years, but it still needs to decrease more. Districts with students very similar to ours have a dropout rate of 3.6%, while the median district has a dropout rate of 2.7%. More of our high school students need to meet scholarship requirements, while we need to increase the number of AP students scoring a 3 or better on the AP exam. By using various instructional strategies such as the standards, support documents, curriculum writing, writing common assessments and the District Literacy Model to name a few, we are moving forward as a district in meeting the needs of our students.

Discipline data, drop-out data, and parent/teacher surveys were used as a basis to determine the needs of the district in the school climate area. Based on this data, emphasis is being placed on establishing at-risk programs and alternative programs for course credit that will impact the graduation rate for our district. Review of teacher quality data has led to emphasis being placed on retention and recruitment of teachers while maintain a "highly qualified" teacher staff in the district. As a district, we are constantly implementing programs to support and retain new teachers based on feedback and surveys.

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement - Early Childhood/4 Year Old Child Development

**PERFORMANCE GOAL 1**

**DATA SOURCE(S):**

Each year through 2018, 100% of students enrolled in 4 Year Old Child Development Programs will increase their results between the pre and post Dial 3 score, 34 % will attain DRA2 level of 1.

Dial 3 pre/post scores

\*Baseline data for DRA will be established during the 2013-2014 school year.

<b>DIAL 3</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		100	100	100	100	100
<b>Annual Results</b>	100	92.2				
<b>DRA</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>			>34	>34	>34	>34
<b>Annual Results</b>		69.1				

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<b>PERFORMANCE GOAL 1:</b>	Each year through 2018, 100% of students enrolled in 4 Year Old Child Development Programs will increase their results between the pre and post Dial 3 score, 34% will attain a DRA level of 1.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
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**STRATEGY # 1.1** Provide a safe, healthy, and nurturing environment through building positive relationships among adults and students.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Provide professional development on meeting the social and emotional needs of young children.	2013-2018	Asst. Supt of Instr. Services	\$1,000	Local	Continue
2. Integrate the need for healthy and safe behaviors into the daily lesson.	2013-2018	Asst. Supt of Instr. Services	\$0		Continue
3. Provide district-based Child Find screening monthly.	2013-2018	Director of Special Services	\$0		Continue
4. Provide opportunities for parents to interact with teachers and students through class visits, student conferences, home visits, and on-going communication plans.	2013-2018	Asst. Supt of Instr. Services	\$0		Continue
5. Provide CPI training for all 4K teachers and assistants	2014-2018	Coordinator of Elementary Ed			Continue
6. Integrate career awareness activities into content instruction & guidance programs	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
7. Implement a systemic approach to analysis of student achievement data	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
8. Increase staff capacity for collection and analysis	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
9. Maintain focus for rigorous/individualized PD for data collection	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue

**STRATEGY # 1.2** Provide students with age appropriate educational opportunities through appropriate curriculum, effective instructional practices, and on-going assessment.

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10. Continue to use the GSGS Early Learning Standards.	2013-2018	Asst. Supt of Instr. Services	\$1,000	Local/PD/Title II	Continue
11. Use DIAL 3 and M:CLASS Circle for student pre-post assessments and to analyze student growth.	2013-2018	Asst. Supt of Instr. Services	\$1,000	Local	Continue
12. Maintain the number of four-year old children participating in current 4K classes.	2013-2018	Asst. Supt of Instr. Services	\$60,000 per program	State/Title II	Continue
13. Provide funding to maintain school based literacy libraries as funding becomes available.	2013-2018	Asst. Supt of Instr. Services	\$2,000 per school	ECH	Continue
14. Continue to support the Book Flood program in our 4K programs.	2013-2018	Asst. Supt of Instr. Services	\$0		Continue
15. Plan collaborative time for teachers to analyze formative and summative assessments to determine individual student learning path.	2013-2018	Asst. Supt of Instr. Services	1,000	Title II	Continue
16. Utilize technology resources such as interactive whiteboards, streaming video, Safari Montage, BYOD, iPads, etc.	2013-2018	Asst. Supt of Instr. Services	1,000	Title II/State	Continue
17. Provide substantial opportunity for large and fine motor development in students.	2013-2018	Asst. Supt of Instr. Services	\$0		Continue
18. Extend opportunities for Developmentally Delayed at-risk students into the 4K program.	2013-2018	Director of Special Ed	\$0	IDEA	Continue
19. Provide professional development on district-approved curriculum and a balanced literacy model such as Fountas and Pinnell's Balanced Literacy Model and Zoo Phonics.	2013-2018	Asst. Supt of Instr. Services	TBD	Title II	Continue
20. Provide professional development on district-approved curriculum and a balanced math numeracy model such as Calendar Math, etc.	2013-2018	Coord of Elementary Programs			Continue
21. Differentiate instructional practices based on analysis of assessment results.	2013-2018	Coord of Professional Learning			Continue

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement - Early Childhood/Kindergarten

#### PERFORMANCE GOAL 2

#### DATA SOURCE(S):

A. 100% of students will attain a text reading level (including accurate retelling) of "4 or above" by the end of kindergarten by 2017-2018 on DRA2. B. The mean Reading RIT will increase to 161 and the mean Math RIT will increase to 168 by 2017-2018.

DRA2 and MAP Primary

\*Baseline data will be established in the 2013-14 school year for DRA2.

DRA2	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
Annual Results Projection		*	76	83.9	91.8	99.7
Annual Results	*	68.1				
Reading	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
Annual Results Projection		161.0	161.0	161.0	161.0	161.0
Annual Results	161.8	161.8				
Math	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
Annual Results Projection		167.7	167.8	167.9	168.0	168.0
Annual Results	167.6	166.3				

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<b>PERFORMANCE GOAL 2:</b>	A. 100% of students will attain a text reading level (including accurate retelling) of "4 or above" by the end of kindergarten by 2017-2018 on DRA2. B. The mean Reading RIT will increase to 161 and mean Math RIT will increase to 168 by 2017-2018.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
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**STRATEGY # 2.1** Provide challenging and developmentally appropriate learning experiences for all children.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Maintain a student/teacher ratio at 21.5:1 (grades K5-5th) to support effective instructional practices.	2013-2018	Asst Supt of Instr. Services	TBD	Title 2	Terminated 2014
2. Review and revise curriculum materials annually to endure alignment to South Carolina Academic Standards.	2013-2018	Asst Supt of Instr. Services	\$1,500	Local/PD/Title II	Continue
3. Fully implement SC Academic Standards for ELA and Math with the literacy model.	2013-2018	Asst. Supt of Instr. Services	\$1,000	Title II	Continue
4. Provide professional development on district approved curriculum and literacy model.	2013-2018	Asst. Supt of Instr. Services	\$1,500	Local/Title II	Continue
5. Provide funding to refresh and refurbish math manipulatives.	2013-2018	Asst. Supt of Instr. Services	\$10,000	TBD	Terminated 2014
6. Provide funding to refresh and refurbish math and science materials.	2013-2018	Asst. Supt of Instr. Services	\$10,000	Title II/K-5 Lottery	Continue
7. Utilize technology resources such as iPads, BYOD, interactive whiteboards, streaming video, etc.	2013-2018	Coordinator of Instr. Tech.	\$30,000	Special Revenue	Continue
8. Utilize periodic assessment and diagnosis of developmental skills.	2013-2018	Asst. Supt of Instr. Services	\$0	Title II	Continue
9. Utilize an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction while implementing and utilizing a tool for digitized curriculum.	2013-2018	Asst. Supt of Instr. Services	\$60,000	Special Revenue/Title 2	Continue
10. Implement STEM curriculum (PLTW Launch) and provide professional learning in pursue of Advance Ed STEM Accreditation.	2013-2018	Asst. Supt of Instr. Services	\$167,000	Local	Continue
11. Utilize an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction such as Safari Montage and SharePoint.	2013-2018	Dir of Instr. Tech.	\$40,000	Special Revenue/Title II	Continue
12. Implement requirements of Read to Succeed Act.	2014-2018	Director of Elementary Ed			New 2014
13. Integrate career awareness activities into content instruction & guidance program	2013-2018	Coord of CATE/STW			Continue
14. Implement a systemic approach to analysis of student achievement data		Asst. Supt of Instr. Services			Continue

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**STRATEGY # 2.2** Provide a literacy rich environment integrated into all instructional opportunities.

1.	Continue to train teachers in the administration of the Developmental Reading Assessment (DRA2).	2013-2018	Asst. Supt of Instr. Services	\$100 per teacher	PDSI/Title II	Continue
2.	Administer DRA2 bi-annually (middle of year and end of year).	2013-2018	Asst. Supt of Instr. Services	\$11,200	Local/K-5 Lottery	Continue
3.	Differentiate instructional practices based on results.	2013-2018	Asst. Supt of Instr. Services	\$10,000	PD/ Title II	Continue
4.	Train teachers in collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Asst. Supt of Instr. Services	\$100 per teacher	Local/Title II	Continue
5.	Articulate and utilize a research-based balanced literacy model district-wide such as Literacy By Design/Balanced Literacy.	2013-2018	Asst. Supt of Instr. Services	\$2,500	K-5 Lottery, Title II, IDEA	Continue
6.	Provide funding to maintain school based literacy libraries as funding becomes available.	2013-2018	Asst. Supt of Instr. Services	\$10,000	Local	Continue
7.	Integrate literacy into units of study for all content areas.	2013-2018	Asst. Supt of Instr. Services	\$1,000	K-5 Lottery, Title II, IDEA	Continue
8.	Provide professional development on district approved curriculum and a balance math numeracy model such as Calendar Math.	2014-2018	Asst. Supt of Instr. Services			Continue

**STRATEGY # 2.3** Develop a RTI programs to address social and academic needs of students.

1.	Develop, articulate and utilize research-based RTI student support continuum for literacy and numeracy intervention in response to student needs.	2013-2018	Asst. Supt of Instr. Services	\$1,000	Title II	Continue
2.	Monitor RTI program through a program such as easy CBM	2013-2018	Dir of Special Services	\$20,000	State/Special Revenue	Continue
3.	Provide home/school communication through web-based programs such as Share Point Parent Portal, etc.	2013-2018	Coordinator of Instr. Tech.	0		Continue
4.	Differentiate instructional practice based on student needs.	2013-2018	Asst. Supt of Instr. Services	0		Continue
5.	Utilize guidance counselor, assistant principal, and psychologist for behavior modification.	2013-2018	Dir. Of Special Services	0		Continue
6.	Establish a district review team for students recommended and evaluated for special education services.	2013-2018	Asst. Sup't of Instr. Services	0		Continue
7.	Provide professional development through coursework and workshops to assist teachers in meeting the needs of ESOL, GT and At-Risk students.	2013-2018	Coordinator Of Federal Programs	TBD	Title II/Title III	Continue
8.	Integrate career awareness activities into content instruction and guidance programs.	2013-2018	Coordinator Of CATE/STW	0		Continue
9.	Provide Leveled Literacy Intervention (LLI) curriculum for ESOL students.	2014-2018	Asst. Supt of Instr.	\$120,000	Local	Continue

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement - Grade 1

#### PERFORMANCE GOAL 3

#### DATA SOURCE(S):

By 2018, 100% of first grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. The mean Reading RIT will increase to 181 and the mean Math RIT will increase to 187 by 2017-2018. 100% of first grade students will score a DRA2 Level of 16 or better by 2018.

MAP for the Primary Grades

\*Baseline data will be established in 2012-2013 for MAP and 2013-2014 for DRA2.

Reading	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
Annual Results Projection		180.7	180.8	180.9	181.0	181.0
Annual Results	180.6	180.3				
Math	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
Annual Results Projection		184.9	185.4	185.9	186.4	186.9
Annual Results	184.4	186.3				
DRA2	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
Annual Results Projection		*	59.0	72.7	86.4	100.0
Annual Results		45.3				

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<b>PERFORMANCE GOAL 3:</b>	By 2018, 100% of first grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. The mean Reading RIT will increase to 181 and the mean Math RIT will increase to 187 by 2017-2018. 100% of first grade students will score a DRA2 level of 16 or better by 2018.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
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**STRATEGY # 3.1** Provide and support district approved standards and appropriate instructional strategies and practices based curriculum for increased student achievement.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Maintain a student/teacher ratio at 21.5:1 (grades K5-5th) to support effective instructional practices.	2013-2018	Asst. Supt of Instr. Services	TBA	Title II	Terminated 2014
2. Implement SC Academic Standards for ELA and math with the Literacy model.	2013-2018	Asst. Supt of Instr. Services	\$1,000	PD/Title II	Continue
3. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards.	2013-2018	Asst. Supt of Instr. Services	\$10,000	Local/Title II	Continue
4. Align support materials and other resources to grade level curriculum.	2013-2018	Asst. Supt of Instr. Services	\$1,000	Title II	Continue
5. Provide professional development on district approved curriculum and literacy model.	2013-2018	Asst. Supt of Instr. Services	\$30,000	PD/Title II	Continue
6. Train teachers in collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Asst. Supt of Instr. Services	TBD	Title II	Continue
7. Provide funding to refresh and refurbish math manipulatives and science materials.	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
8. Utilize periodic assessment and diagnosis of developmental skills such as TE 21 and MAP.	2013-2018	Asst. Supt of Instr. Services	TBD	K-5 Lottery	Continue
9. Utilize technology resources such as interactive whiteboards, streaming video, BYOD, iPads, etc.	2013-2018	Asst. Supt of Instr. Services	\$0		Continue
10. Utilize an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
11. Implement and utilize a tool for digitized curriculum.	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
12. Implement STEM curriculum (PLTW Launch) and provide professional learning in pursue of Advance Ed STEM accreditation.	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
13. Integrate career awareness activities into content instruction & guidance programs.	2013-2018	Coordinator Of CATE/STW	\$0		Continue
14. Implement a systemic approach to analysis of student achievement data	2013-2018	Asst. Supt of Instr. Services	\$0		Continue
15. Increase staff capacity for collection and analysis	2013-2018	Asst. Supt of Instr. Services	\$0		Continue
16. Maintain focus for rigorous/individualized PD for data collection	2013-2018	Asst. Supt of Instr. Services	\$0		Continue

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**STRATEGY # 3.2** Provide a Literacy rich environment integrated into all instructional activities.

1.	Train teachers in the administration of the Developmental Reading Assessment (DRA2) as needed.	2013-2018	Asst. Supt of Instr. Services	\$100 per teacher	Title II	Continue
2.	Administer the DRA2 four times annually (end of each quarter).	2013-2018	Asst. Supt of Instr. Services	\$8,000	Local/K-5 Lottery	Continue
3.	Differentiate instructional practices based on analysis of assessment results.	2013-2018	Asst. Supt of Instr. Services	\$1,000	Title II	Continue
4.	Train teachers in collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Asst. Supt of Instr. Services	\$100 per teacher	Local/PD/Title II	Continue
5.	Articulate and utilize a research-based literacy model district-wide.	2013-2018	Asst. Supt of Instr. Services	\$2,500	Local, Title II	Continue
6.	Provide funding to maintain school based literacy libraries as funding becomes available.	2013-2018	Asst. Supt. of Instr. Services	\$10,000 per school	Local	Continue
7.	Integrate literacy into all content areas.	2013-2018	Asst. Supt of Instr. Services	\$10,000	Title II/ IDEA	Continue
8.	Provide professional development on district approved curriculum and a balanced math numeracy model such as Calendar Math.	2014-2018	Dir of Elementary Education	TBD	TBD	New 2014
9.	Differentiate instructional practices based on analysis of assessment results.	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue

**STRATEGY # 3.3** Develop a RTI program to address social and academic needs of students.

1.	Embed Reading Recovery and Reading Intervention as a strategy when needed.	2013-2018	Asst Supt of Instr. Services	\$60,000	Title I, Title II, IDEA	Continue
2.	Allocate 1.0 Assistant Principal at each elementary school with a population of 500 or greater.	2013-2018	Asst. Supt of Instr. Services	TBD	Local	Continue
3.	Develop, articulate and utilize research-based RTI student support continuum for literacy and pilot numeracy intervention in response to student needs.	2013-2018	Director of Special Services	\$75,000	State/Federal/ Title II	Continue
4.	Monitor RTI program through easy CBM.	2013-2018	Director of Special Services	TBD	TBD	Continue
5.	Provide home/school communication through web-based programs such as SharePoint, Parent Portal, etc.	2013-2018	Asst. Supt of Instr. Services	TBD	State/Local	Continue
6.	Differentiate instructional practices based on student needs.	2013-2018	Asst. Supt of Instr. Services	TBD	State/Local	Continue
7.	Utilize guidance counselor, assistant principal, and psychologist for behavior modification.	2013-2018	Asst. Supt of Instr. Services	\$0	TBD	Continue
8.	Establish a district review team for students recommended and evaluated for special education services.	2013-2018	Director of Special Services	\$0	TBD	Continue

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9. Provide professional development through coursework and workshops to assist teachers in meeting the needs of ESOL, GT, and At-Risk students.	2013-2018	Coordinator of Federal Programing	\$10,000	Title II/ESOL Grant	Continue
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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement - Grade 2

#### PERFORMANCE GOAL 4

#### DATA SOURCE(S):

By 2018, 100% of second grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. A. The mean Reading RIT will increase to 194 and mean Math RIT will increase to 199 by 2017-2018. B. 100 of all second graders will attain a DRA2 level of 28 by the end of their second grade year .

NWEA Measures of Academic Progress (MAP) and DRA

\*Baseline data will be established in 2012-2013 school year for MAP and 2013-2014 for DRA2.

Reading	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Annual Results Projection</b>		191.5	192.1	192.7	193.3	193.9
<b>Annual Results</b>	190.9	188.8				
Math	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Annual Results Projection</b>		194.6	195.7	196.8	197.9	199.0
<b>Annual Results</b>	193.5	191.2				
DRA	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Annual Results Projection</b>			63.8	75.9	88.0	100.0
<b>Annual Results</b>		*51.7				

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<b>PERFORMANCE GOAL 4:</b>	By 2018, 100% of second grade students will score the equivalent to the grade level RIT score in reading and math as measured by the NWEA MAP assessment. A. The Mean Reading RIT will increase to 194 and mean Math RIT will increase to 199 by 2017-18. B. 90% of all second graders will attain a DRA level of 28 by the end of the year.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
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**STRATEGY # 4.1** Provide and support district approved standards-based curriculum and appropriate instructional strategies and practices for increased student achievement.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Maintain a student/teacher ratio at 21.5:1 (grades K5-5th) to support effective instructional practices.	2013-2018	Asst. Supt. of Instr. Services	TBD`	Local/State/Lottery	Terminated 2014
2. Implement SC Academic Standards for ELA and math with the Literacy Model	2013-2018	Asst. Supt. of Instr. Services	\$10,000	Local/ Title II	Continue
3. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Continue
4. Train teachers in collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Asst. Supt. of Instr. Services	\$10,000	PD, Title II	Continue
5. Provide professional development on district approved curriculum and literacy model.	2013-2018	Coordinator of Personnel	\$5,000 per school	Local/PD/Title II	Continue
6. Provide funding to refresh and refurbish math and science materials.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Continue
7. Integrate career awareness activities into content instruction & guidance programs.	2013-2018	Coordinator of CATE/STW	TBD	TBD	Continue
8. Implement a systemic approach to analysis of student achievement data.	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
9. Increase staff capacity for data collection and analysis.	2013-2018	Asst. Supt of Instr. Services	TBD	TBD	Continue
10. Maintain focus for rigorous/individualized PD for the data collected.	2013-2018	Asst. Supt. Of Instr. Services	TBD	TBD	Continue
11. Align support materials and other resources to grade level curriculum	2013-2018	Asst. Supt. Of Instr. Services	\$1,000	Title 2	Continue
12. Provide professional development on district approved curriculum and literacy model	2013-2018	Asst. Supt. Of Instr. Services	\$30,000	PD/Title 2	Continue
13. Utilize periodic assessment and diagnosis of developmental skills such as TE 21 and MAP.	2013-2018	Asst. Supt. Of Instr. Services	TBD	K-5 Lottery	Continue
14. Implement and utilize a tool for digitized curriculum.	2013-2018	Asst. Supt. Of Instr.	TBD	TBD	Continue

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15.	Utilize an electronic resource for sharing lesson plans, units, and strategies for effective classroom instruction.	2013-2018	Services Asst. Supt. Of Instr. Services	TBD	TBD	Continue
16.	Implement STEM curriculum (PLTW Launch) and provide professional learning in pursue of Advance Ed STEM accreditation.	2013-2018	Coordinator of CATE/STW	TBD	TBD	Continue
17.	Integrate career awareness activities into content instruction & guidance programs.	2013-2018		TBD	TBD	Continue

**STRATEGY # 4.2 Provide a literacy-rich environment integrated into all instructional activities.**

1.	Continue to train teachers in the administration of the Developmental Reading Assessment (DRA2).	2013-2018	Asst. Supt. of Instr. Services	\$100 per teacher	Local	Continue
2.	Administer the DRA2 two times annually (middle of year and end of year).	2013-2018	Asst. Supt. of Instr. Services	\$8,000	Local/K-5 Lottery	Continue
3.	Differentiate instructional practices based on analysis of assessment results.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Continue
4.	Articulate and utilize research-based literacy model district-wide.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II/ IDEA	Continue
5.	Train teachers in collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II/ IDEA	Continue
6.	Integrate literacy into all content areas.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II/ IDEA	Continue
7.	Provide funding to maintain school based literacy libraries as funding becomes available.	2013-2018	Asst. Supt. of Instr. Services			Continue
8.	Provide professional development on district approved curriculum and a balanced math numeracy such as Calendar Math	2014-2018	Dir of Elementary Education			Continue
9.	Establish a district review team for students recommended and evaluated for special education services	2013-2018	Director of Special Services	TBD	TBD	Continue

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**STRATEGY # 4.3** Develop RTI programs to address social and academic needs of students.

1.	Develop, articulate and utilize research-based RTI student support continuum for literacy and numeracy intervention in response to student needs.	2013-2018	Director of Special Services	\$60,000	Title II	Continue
2.	Monitor RTI program through easy CBM.	2013-2018	Director of Special Services	\$4250/per school	Local/Title II	Continue
3.	Provide home/school communication through web-based programs such as Share Point, Parent Portal, etc.	2013-2018	Asst Supt of Instr. Services	0		Continue
4.	Differentiate instructional practices based on results.	2013-2018	Asst Supt of Instr. Services	0		Continue
5.	Utilize guidance counselor, assistant principal, and psychologist for behavior modification.	2013-2018	Asst Supt of Instr. Services	TBD	TBD	Continue
6.	Provide Reading Intervention as a strategy when needed.	2013-2018	Asst Supt of Instr. Services	\$30,000 per school	State/Local	Continue
7.	Provide a district review team for students recommended and evaluated for special education services.	2013-2018	Director of Special Services	TBD	TBD	Continue
8.	Provide professional development through coursework and workshops to assist teachers in meeting the needs of ESOL, GT, and At-Risk students.	2013-2018	Coordinator of Federal Programs	\$7,000 per school	Local/K-5 Enhc./ Title I/ Title II	Continue

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement – Core Content Areas: Elementary/Middle School (Grades 3-8)

**PERFORMANCE GOAL 5**

**DATA SOURCE(S):**

The mean Aspire and SCPASS scores in the core content areas for grades 3-8 will meet or exceed the AMO or show growth from previous year.

Aspire Test for ELA and math  
 South Carolina Palmetto Assessment of State Standards Test (SCPASS)  
 2014/15 baseline data for ELA and math will be set.

ELA Grades 3-5	2012/13	2013/14	2014/15 Baseline	2015/16	2016/17	2017/18
<b>Annual Results Projection</b>						
<b>Annual Results</b>						

ELA Grades 6-8	2012/13	2013/14	2014/15 Baseline	2015/16	2016/17	2017/18
<b>Annual Results Projection</b>						
<b>Annual Results</b>						

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<b>Writing Grades 3-5</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15 Baseline</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>						
<b>Writing Grades 6-8</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15 Baseline</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>						
<b>Mathematics Grades 3-5</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15 Baseline</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>						
<b>Mathematics Grades 6-8</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15 Baseline</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>						
<b>Social Studies Grades 3-5 *</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>	635	640	645			
<b>Annual Results</b>	658.0	652.8				
<b>Social Studies Grades 6-8 *</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>	628	632	636			
<b>Annual Results</b>	641.6	640.4				
<i>*50% of students in Grades 3, 5, 6, and 8 took the Social Studies test. Beginning 2014-15 all students in grades 4-8 will take science</i>						

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Science Grades 3-5 *	2012 Baseline	2013	2014	2015	2016	2017
Annual Results Projection	635	640	645			
Annual Results	635.4	635.4				

Science Grades 6-8 *	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
Annual Results Projection	628	632	636			
Annual Results	638.5	643.5				

*\*50% of students in Grades 3, 5, 6, and 8 took the Science test.  
Beginning 2014-15 all students in grades 4-8 will take social studies.*

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PERFORMANCE GOAL 5:						EVALUATION
ACTION PLAN						EVALUATION
<b>STRATEGY # 5.1</b> The mean Aspire and SCPASS scores in the core content areas for grades 3-8 will meet or exceed the AMO or show growth from previous year.						
Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N	Continue Modified Date
1. Maintain a student/teacher ratio to support effective instructional practices as follows: Grades 3-5 (1:21.5); Grades 6-8 (1:21.5)	2013-2018	Asst. Supt. of Instr. Services	TBD	Local & State		Terminated 2014
2. Implement state approved standards in all content areas.	2013-2018	Asst. Supt. of Instr. Services	TBD	PD/ Title II/Lottery		Continue
3. Review and revise curriculum materials annually to ensure alignment to South Carolina Academic Standards.	2013-2018	Instructional Services	\$1,500	PD/Title II/Lottery		Continue
4. Train teachers in collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Coordinator of Prof. Learning	\$150 per teacher	PD/Title II/Lottery		Continue
5. Provide professional development on district approved curriculum, literacy, and math.	2013-2018	Coordinator of Professional Learning	\$1,500	PD/Title II/Lottery		Continue
6. Provide a literacy rich environment in each classroom.	2013-2018	Asst. Supt. of Instr. Services		PD/Title II/Lottery		Continue
7. Provide professional development on district approved curriculum and a balanced math numeracy model such as Math Perspective, Calendar Math, etc.	2014-2018	Director of Elementary Education				New 2014

**STRATEGY # 5.2** Provide and support appropriate instructional strategies and practices for students based on formative and summative assessments.

1. Continue to use formative assessments (MAP, TE21, etc.) to differentiate instructional practices.	2013-2018	Asst. Supt. of Instr. Services	\$150,000	PD/Title II/Lottery		Continue
2. Continue to use available resources to identify skills needed by individual students for grade level standards mastery.	2013-2018	Asst. Supt. of Instr. Services	\$5,000	PD/Title II/Lottery		Continue
3. Emphasize literacy across all content areas.	2013-2018	Asst. Supt. of Instr. Services	\$10,000	PD/Title II/Lottery		Continue
4. Provide for and implement the use of appropriate technology resources and software support of instruction.	2013-2018	Coordinator of Instr. Tech.	TBD	PD/Title II/Lottery		Continue

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5. Provide on-going professional development for teachers to become proficient in appropriate technology resources and software.	2013-2018	Coordinator of Instr. Tech.	TBD	PD/Title II/Lottery	Continue
6. Provide professional development to enable teachers to fully integrate new and existing technology with instruction.	2013-2018	Coordinator of Instr. Tech.	TBD	PD/Title II/Lottery	Continue

**STRATEGY # 5.3** Develop intervention programs to address social and academic needs of students.

1. Continue to address ESOL students at entry level into school system.	2013-2018	Instructional Services	TBD	TBD	Continue
2. Maintain additional 1.5 FTE at middle school level to support at-risk students and graduation Coach at the high school level.	2013-2018	Instructional Services	\$300,000	Local	Modified 2014
3. Create and implement a district-wide RTI model	2013-2018	Special Services	TBD	TBD	Continue
4. Evaluate and review current delivery model for the GT program and explore alternate models.	2013-2018	Coordinator of Prof. Learning	\$2,000	State/Local	Continue
5. Expand access to virtual resources for initial and recovery learning for middle school.	2013-2018	Instructional Services	TBD	TBD	Continue
6. Integrate career awareness activities into content instruction and guidance programs.	2013-2018	Coordinator of CATE/STW	TBD	TBD	Continue
7. Continue to provide professional development through coursework and workshops to assist teachers in meeting the needs of ESOL students.	2013-2018	Coordinator of Prof. Learning	\$10,000	Title II	Continue
8. Administer work based learning opportunities in Grades 6 through 8.	2013-2018	Coordinator of CATE/STW	\$0	Personal Pathways	Continue
9. Use schools of study, clusters and majors to assist Grade 8 students in developing an eIGP (electronic Individual Graduation Plan) for high school	2013-2018	Coordinator of CATE/STW	\$0	Personal Pathways	Continue
10. Continue to integrate STEM curriculum opportunities and resources (i.e., PLTW Launch)	2013-2018	Coordinator of CATE/STW	TBD	Business Partners, State Funds	Continue
11. Implement a continuum of services to allow students individual academic and behavioral support such as RHBS, Rape Crisis, etc.	2013-2018	Asst. Supt. of Instr. Services	TBD	TBD	Continue
12. Provide summer reading camp programs for students as identified through Read to Succeed Guidelines.	2015-2018	Asst. Supt. Of Instr. Services	TBD	TBD	New 2015

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement – High School

#### PERFORMANCE GOAL 6A

#### DATA SOURCE(S):

The mean ACT scores will meet or exceed the AMO or show growth from previous year.

College and Career Readiness Test - ACT

ELA	2012/13	2013/14	2014/15 Baseline	2015/16	2016/17	2017/18
Annual Results Projection						
Annual Results						
Math	2012/13	2013/14	2014/15 Baseline	2015/16	2016/17	2017/18
Annual Results Projection						
Annual Results						

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement – High School

**PERFORMANCE GOAL 6B**

**DATA SOURCE(S):**

The percent scoring silver in each of the three areas of WorkKeys will show an increase from previous year.

WorkKeys

<b>Reading for Information</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15 Baseline</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>						
<b>Applied Math</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15 Baseline</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>						
<b>Locating Information</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15 Baseline</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>						
<b>Annual Results</b>						

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<b>PERFORMANCE GOAL 6A and 6B:</b>		A. The mean ACT scores will meet or exceed the AMO or show growth from previous year.				
		B. The percent scoring silver in each of the three areas of WorkKeys will show an increase from previous year.				
<b>ACTION PLAN</b>					<b>EVALUATION</b>	
<b>STRATEGY # 6.1</b> Provide and support curriculum aligned to South Carolina academic standards.						
<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>	
1. Establish a student/teacher ratio to support effective instructional practices as follows: Grades 3-5 (1:21.5); Grades 6-8 (1:21.5)	2013-2018	Asst. Supt. of Instr. Services	TBD	Title II	Terminated 2014	
2. Implement district approved curriculum in all content areas.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Continue	
3. Review and revise curriculum materials annually to ensure alignment to SC Academic Standards.	2013-2018	Instructional Services	\$1,000	Title II	Continue	
4. Train teachers in collaborative and innovative instructional practices that include scaffolding and acceleration strategies for student success.	2013-2018	Asst. Supt. of Instr. Services	\$10,000	Local/Title II	Continue	
5. Provide professional development to assist teachers in the development and analysis of formative and summative assessments.	2013-2018	Coordinator of Personnel	\$100 per teacher	Local/Title II	Continue	
6. Align support materials and other resources to grade level curriculum.	2013-2018	Instructional Services	\$15,000	PD/Title II	Continue	
7. Provide professional development on district approved curriculum and literacy models.	2013-2018	Coordinator of Professional Learning	\$1,000	Title II	Continue	
8. Implement schools of study, clusters, and majors to prepare students for career opportunities.	2013-2018	Coordinator Of CATE/STW	TBD	Local/State/Federal	Continue	
9. Develop process for systematic review of performance results of target initiatives.	2013-2018	Asst. Supt. of Instr. Services	\$2,000	Federal	Continue	
10. Provide Professional Development on Horizontal and Vertical Teaming to assist in the implementation of State Standards (CCSS).	2013-2018	Coordinator of Professional Learning	\$0	Title II/PD/Lottery	Continue	

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**STRATEGY # 6.2 Provide and support instructional strategies and practices for students based on short and long term assessments.**

1. Provide Professional Development to train teachers to develop and analyze valid and reliable assessments in order to increase student achievement.	2013-2018	Coordinator of Professional Learning	TBD	TBD	Continue
a. Provide on-going Professional Development for teachers to become proficient in creating multiple sources of assessment data.	2013-2018	Coordinator of Professional Learning	TBD	TBD	Continue
b. Provide on-going Professional Development to support teachers as they align classroom assessments with State assessments.	2013-2018	Coordinator of Professional Learning	TBD	TBD	Continue
c. Provide on-going Professional Development to enable teachers to analyze assessment data in order to increase student achievement.	2013-2018	Coordinator of Professional Learning	TBD	TBD	Continue
2. Differentiate instructional practices based on analysis of assessment results.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Continue
3. Provide teachers professional development to implement literacy across all content areas.	2013-2018	Coordinator of Professional Learning	\$10,000	Local/State/Title II/ IDEA	Continue
4. Provide for and implement the use of appropriate technology resources and software support of instruction.	2013-2018	Coordinator of Instr. Tech.	TBD	Title II	Continue
a. Provide on-going professional development for teachers to become proficient in appropriate technology resources and software.	2013-2018	Coordinator of Instr. Tech.	TBD	Title II	Continue
b. Provide professional development to enable teachers to fully integrate new and existing technology with instruction.	2013-2018	Coordinator of Instr. Tech.	TBD	Title II	Continue
5. Implement the Ten Key practices of High Schools That Work to enhance instructional strategies and improve student performance.	2013-2018	Coordinator Of CATE	\$0	State/Federal	Continue

**STRATEGY # 6.3 Support intervention systems that address social and academic needs of students.**

1 Provide interventions utilizing the school-based Graduation Coaches	2013-2018	Asst. Supt. of Instr. Services	\$0		Continue
2. Differentiate instructional practices based on analysis of assessment results.	2013-2018	Asst. Supt. of Instr. Services	\$0		Continue
3. Provide interventions through the Alternative School setting.	2013-2018	Asst. Supt. of Instr. Services	TBD	TBD	Continue
4. Analyze prior ACT and WorkKeys assessments for curriculum deficiency trends.	2013-2018	Asst. Supt. of Instr. Services	\$0		Continue
5. Provide professional development through coursework and workshops to assist teachers in meeting the needs of ESOL, GT, Special Ed., and At-Risk students.	2013-2018	Asst. Supt. of Instr. Services	TBD	TBD	Terminated 2014
6. Provide year-long recovery and remediation programs for learning of foundational skills for ACT through Edgenuity.	2013-2018	Asst. Supt. of Instr. Services	\$20,000	Local	Continue

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**School District of Pickens County**

**District Strategic Plan 2013-2018**

**Performance Goal Area:**

Student Achievement – Middle School / High School

**PERFORMANCE GOAL 7A**

**DATA SOURCE(S):**

The mean score of students taking EOCEP exams in Social Studies and Science will meet or exceed the AMO and/or show growth.

End of Course Examination Program (EOCEP)

<b>US History</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		>2013	>2014	>2015	>2016	>2017
<b>Annual Results</b>	72.8	78.2				
<b>Biology</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		>2013	>2014	>2015	>2016	>2017
<b>Annual Results</b>	83.63	82.24				

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement – Middle School / High School

**PERFORMANCE GOAL 7B**

**DATA SOURCE(S):**

The percentage of students passing End of Course Examination Program exams will increase to 100% by 2017-2018.

End of Course Examination Program (EOCEP)

<b>Algebra 1</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		87.36	90.52	93.68	96.84	100
<b>Annual Results</b>	84.2	84.3				
<b>ELA</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		82.08	86.56	91.04	95.52	100
<b>Annual Results</b>	77.6	77.78				
<b>US History</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		69.76	77.32	84.88	92.44	100
<b>Annual Results</b>	62.2	76.02				
<b>Biology</b>	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		85.44	89.08	92.72	96.36	100
<b>Annual Results</b>	81.8	80.0				

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<b>PERFORMANCE GOAL 7A and 7B:</b>					
A. The mean score of students taking EOCEP exams in Social Studies and Science will meet or exceed the AMO and/or show growth from the current year.					
B. The percentage of students passing End of Course Examination Program exams will increase to 100% by 2017-2018.					
<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY # 7.1</b> Provide and support curriculum and assessment for courses in EOCEP.					
<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1. Use MAP, benchmark scores and (PACT) PASS scores to identify students who may have difficulty performing at target level on EOCEP.	2013-2018	Director of Assessment	\$1,000	Title I/Title II	Continue
2. Provide and support curriculum and assessment for EOCEP courses.	2013-2018	Asst. Supt. of Instr. Services	TBD	TBD	Continue
3. Utilize common formative assessments aligned with SC State Standards for EOCEP and College and Career Readiness content.	2013-2018	Instructional Coordinators	\$7,500	Local/Title II	Continue
4. Provide professional development to content teachers of EOCEP on content standards, support documents, and EOCEP-like assessments.	2013-2018	Coordinator of Teacher Quality	\$10,000	Local/Title II	Continue
5. Identify and implement common reteaching strategies for students who do not demonstrate mastery of standards on common formative assessments.	2013-2018	Instructional Coordinators	\$10,000	PD/Title II	Continue
6. Provide specific program evaluation and analysis protocol and support for teachers whose students do not perform at target level on EOCEP assessments.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Continue
7. Train administrators for a minimum of 3 walk-throughs in each EOCEP required course to monitor teaching and assessing of standards.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Terminated 2014

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Student Achievement – High School

#### PERFORMANCE GOAL 8

#### DATA SOURCE(S):

The average SAT and ACT composite scores will be above the state and national average each year.

ACT and SAT scores, which include critical reading, math and writing.

SAT	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
State Results	1436	1429				
National Results	1498	1471				
Annual SDPC Results	1483	1489				
ACT	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
State Results	20.4	20.2				
National Results	20.9	21.0				
Annual SDPC Results	21.8	22.4				

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<b>PERFORMANCE GOAL 8:</b> The average SAT and ACT composite scores will be above the state and national average each year.					
<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY # 8.1</b> Provide programs focused on advanced learning opportunities.					
<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1. Analyze instructional strategies in all courses to ensure rigor for college and career readiness.	2013-2018	Instructional Services	\$0	TBD	Continue
2. Conduct data analysis to determine trends or curriculum adjustments based upon college and career readiness assessments.	2013-2018	Director of Assessment	\$0	TBD	Continue
3. Include SAT or ACT like assessment items on common assessments in classes across the curriculum.	2013-2018	Instructional Services	\$0	TBD	Continue
4. Recommend all students to take SAT/ACT prep classes or workshop prior to taking entrance exams.	2013-2018	Asst. Supt. of Instr. Services	\$0	TBD	Continue
5. Utilize and promote multiple resources for the SAT/ACT Prep curriculum (Edgenuity).	2013-2018	Coordinator of Secondary	\$4,000	Local	Continue
6. Develop guidance procedures for counseling students in the selection of appropriate post-secondary entrance and placement exams.	2013-2018	Coordinator Of CATE/STW	\$0	TBD	Continue
7. Encourage teacher participation in Advanced Placement training.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Continue
8. Develop horizontal and vertical teaming opportunities for all teachers.	2013-2018	Asst. Supt. of Instr. Services	\$1,000	Title II	Continue
9. Encourage student participation in Project Lead the Way, AP and Dual Credit Courses.	2014-2018	Director of Secondary Ed and Coord. Of CATE/STW			New 2014

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

School Climate – High School Graduation

**PERFORMANCE GOAL 9**

**DATA SOURCE(S):**

The graduation rate will increase to 90% by 2018, while the dropout rate will decrease to 2% or lower by 2018.

Graduation and dropout data as defined for Report Card.

Graduation Rate	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Annual Results Projection</b>		77.44	<del>78.08</del> 82.7	<del>78.72</del> 85.1	<del>79.36</del> 87.5	<del>80.0</del> 89.9
<b>Annual Results</b>	76.8	80.3				
Drop-Out Rate	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Annual Results Projection</b>		3.04	2.78	2.52	2.26	2.0
<b>Annual Results</b>	3.3	4.0				

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<b>PERFORMANCE GOAL 9:</b>	The graduation rate will increase to 90% by 2018, while the dropout rate will decrease to 2% or lower by 2018.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
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**STRATEGY # 9.1** Provide comprehensive curriculum that allows students multiple opportunities to earn a standard diploma in four years.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Revise annually Career Planning Guide to ensure appropriate course offerings for all students to meet High School Diploma Requirements and Majors.	2013-2018	Coordinator Of CATE/STW	\$2,700	Perkins	Continue
2. Provide support and training to assure appropriate placement in courses that meet academic needs and challenges.	2013-2018	Coordinator Of Secondary	\$0	TBD	Continue
3. Use remediation and course extension programs to assist students in course mastery.	2013-2018	Asst. Supt. of Instr. Services	\$100,000	Local	Continue
4. Provide summer opportunities for students to build foundational skills prior to enrolling in rigorous academic courses.	2013-2018	Asst. Supt. of Instr. Services	\$10,000	Local	Continue
5. Offer alternative programs for students identified through at-risk criteria.	2013-2018	Asst. Supt. of Instr. Services	TBD	TBD	Continue
6. Develop curriculum and strategies in alternative programs to meet instructional needs of students and academic rigor of courses	2013-2018	Instructional Services	\$3,000	Local/Title II	Continue
7. Develop articulation agreements with post-secondary institutes for dual credit enrollment courses.	2013-2018	Coordinator Of CATE/STW	\$0		Continue
8. Facilitate use of virtual and proficiency based courses to meet scheduling and instructional needs of students per state approved proficiency based application.	2013-2018	Coordinator of Instr. Tech.	\$0		Continue

**STRATEGY # 9.2** Implement counseling and scheduling procedures in accordance with the Education and Economic Act.

1. Provide career counseling for all students and parents as required by the EEDA.	2013-2018	Coordinator Of CATE/STW	\$0		Continue
2. Administer a work based learning and skill assessment to assist students in career selections.	2013-2018	Coordinator Of CATE/STW	\$0	EEDA	Continue
3. Develop a four-year electronic Individual Graduation Plan (eIGP) by the end of Grade 8 and revise yearly.	2013-2018	Coordinator Of CATE/STW	\$0		Continue

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**STRATEGY # 9.3 Provide programs focused on advanced learning opportunities.**

1. Provide Professional Development on instructional strategies in all courses to ensure rigor for college and career readiness entrance exams.	2013-2018	Instructional Services	\$4,000	Local/Title II	Continue
2. Conduct data analysis to determine trends or curriculum adjustments based upon Explore and PLAN results.	2013-2018	Director of Assessment	\$1,000	Title II	Terminate 2015
3. Provide Professional Development on Benchmark Assessments to analyze if content is preparing students for College and Career Readiness.	2013-2018	Instructional Services	\$1,000	Title II	Modified 2015
4. Recommend all students to take SAT/ACT prep classes or workshop prior to taking entrance exams.	2013-2018	Asst. Supt. Of Instr. Services	\$0		Continue
5. Utilize multiple resources for the SAT/ACT Prep curriculum.	2013-2018	Coordinator of Instr. Tech.	\$0		Continue
6. Develop guidance procedures for counseling students in the selection of appropriate post-secondary entrance and placement exams.	2013-2018	Dir of Secondary Ed and Coordinator Of CATE/STW	\$0		Continue
7. Encourage teacher participation in Advanced Placement professional development.	2013-2018	Asst. Supt. Of Instr. Services	\$3,000	State	Continue
8. Develop horizontal and vertical teaming opportunities for all Honors and Advanced Placement teachers.	2013-2018	Asst. Supt. Of Instr. Services	\$1,000	Title II	Continue

**STRATEGY # 9.4 Provide an environment with positive teacher/student relationships.**

1. Provide professional development on building cultural understanding and sensitivity awareness.	2013-2018	Coordinator of Professional Learning	\$5,000	Local/Title II	Continue
2. Provide professional development on building positive adult/student relationships using various resources.	2013-2018	Coordinator of Professional Learning	\$5,000	Local/Title II	Continue
3. Provide professional development opportunities on establishing classroom procedures for positive climate.	2013-2018	Coordinator of Professional Learning	\$2,000	Local/Title II	Continue
4. Develop an adult advocate for every student in collaboration with an Advocacy Program to support students in the school setting facilitated by Graduation Coaches and Guidance Counselors.	2013-2018	Asst. Supt. Of Instr. Services	\$0		Modified 2014

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**STRATEGY # 9.5** Provide alternative programs for students needing school options.

1. Provide a small community of learning for grades 6-12 to meet the needs of at-risk students.	2013-2018	Ass't. Sup't. of Instr. Services	\$1,000,000	Local/At-Risk	Continue
2. Provide educational activities focused on courses to connect students to real world experiences.	2013-2018	Coordinator Of GATE	\$0	Local/State	Continue
3. Continue a program that allows students to accelerate grade placement.	2013-2018	Ass't. Sup't. of Instr. Services	\$0	Local/Special Revenue	Continue
4. Promote the alternative school as a non-traditional approach to traditional school setting.	2013-2018	Ass't. Sup't. of Instr. Services	\$0	Local/Special Revenue	Continue
5. Coordinate Summer School opportunities among high schools and Adult Education	2013-2018	Ass't. Sup't. of Instr. Services	TBD		Continue
6. Provide nontraditional avenues to allow students to increase on-time graduation.	2013-2018	Ass't. Sup't. of Instr. Services	TBD		Continue
7. Provide virtual courses as options to meet traditional course requirements for graduation per state-approved proficiency-based application.	2013-2018	Coordinator of Instr. Tech.	\$0		Continue

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

School Climate - Attendance

**PERFORMANCE GOAL 10**

**DATA SOURCE(S):**

The attendance rate for students and teachers will be at least 95% each year.

PowerSchool - attendance data for Report Card

	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Students: Annual Results Projection</b>		95.0	95.0	95.0	95.0	95.0
<b>Students: Annual Results</b>	95.7	94.0				
<b>Teachers: Annual Results Projection</b>		95.0	95.0	95.0	95.0	95.0
<b>Teachers: Annual Results</b>	94.7	95.2				

#

<b>PERFORMANCE GOAL 10:</b>	The attendance rate for students and teachers will be at least 95% each year.				
<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY # 10.1</b> Provide proactive strategies to address attendance concerns.					
<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1. Implement attendance intervention procedures as prescribed by state regulations.	2013-2018	Coordinator of Student Services	\$0		Continue
2. Provide school/home communication for student absences by automated telephone system, School Fusion, etc.	2013-2018	Director of Technology	TBD	Local	Continue
3. Increase services to students and families focused on attendance through support services such as school nurses, social workers, graduation coaches, and behavior interventionist.	2013-2018	Asst. Supt. For Instructional Services	TBD	Local/State/ Federal	Continue

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

School Climate – Discipline

**PERFORMANCE GOAL 11**

**DATA SOURCE(S):**

Maintain an expulsion hearing rate of less than 1%.

Hearing Officer Data

	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		<2013	<2014	<2015	<2016	<2017
<b>Annual Results</b>	0.8	0.8				

#

**PERFORMANCE** Maintain an expulsion hearing rate of less than 1%.

**GOAL 11:**

**ACTION PLAN** **EVALUATION**

**STRATEGY # 11.1** Provide an on-going discipline awareness program for students focused on behavioral expectations and student discipline procedures.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Develop a proactive counseling program focused on reducing discipline infractions that may lead to expulsions.	2013-2018	Coordinator of Student Services	\$0		Continue
2. Provide assistance to schools in referral analysis for preventive behavior actions.	2013-2018	Coordinator of Student Services	\$0		Continue
3. Provide discipline information and communication in native language.	2013-2018	Coordinator of Student Services	\$0		Continue
4. Establish a behavior intervention program such at all schools to reduce the number of negative behavioral disruptions in classrooms.	2013-2018	Coordinator of RBHS	TBD	TBD	Continue

**STRATEGY # 11.2** Provide professional development programs for teachers addressing classroom management.

1. Train teachers in classroom management strategies to include CPI (Crisis Prevention Intervention) where appropriate.	2013-2018	Asst. Supt. of Instr. Services	\$2,000	Title II	Continue
2. Fully implement an on-going Character Education Program.	2013-2018	Asst. Supt. of Instr. Services	\$0		Continue
3. Train teachers on bullying prevention.	2013-2018	Asst. Supt. of Instr. Services	\$0		Continue

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STRATEGY # 11.3 Provide programs in grades 6-8 to address students at-risk of expulsion.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicate or Completed Y/N Continue Modified Date
1. Provide 1.5 additional FTE for each middle school to provide intervention.	2013-2018	Asst. Supt. of Instr. Services	\$250,000	Local/Title II/State	Continue
2. Provide Egenuity or a similar education software.	2013-2018	Asst. Supt. of Instr. Services	TBD	Local/Special Funds	Continue
3. Provide a class set of Google Chromebooks to school's At-Risk program	2013-2018	Asst. Supt. of Instr. Services	\$30,000 per school	Local/Special Funds	Continue

STRATEGY # 11.4 Provide an alternative option for students facing expulsion by offering an evening learning program.

1. Provide staff for operating program.	2013-2018	Asst. Supt. of Instr. Services	\$30,000	Local/State	Continue
2. Provide Egenuity or a similar education software for online learning.	2013-2018	Asst. Supt. of Instr. Services	TBD	Local/Special Funds	Continue

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

School Climate - Parent Involvement

**PERFORMANCE GOAL 12**

**DATA SOURCE(S):**

The number of parents who participate in conferences as defined by the EOC Accountability Workbook will be at least 98% by 2017-2018.

Conference participation records as defined by the EOC Accountability formula.

	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		98.0	98.0	98.0	98.0	98.0
<b>Annual Results</b>	99.4	99.4				

#

<b>PERFORMANCE GOAL 12:</b>	The number of parents who participate in conferences as defined by the EOC Accountability Workbook will be at least 98% by 2017-2018.				
<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY # 12.1</b> Encourage parents to visit/communicate with their child's school					
<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1. Continue to have a community advisory committee that works directly with superintendent.	2013-2018	Ass't. Sup't. of Instr. Services	\$1,500	Local	Continue
2. Provide opportunities for parents to visit schools for workshops/training/conferences (Ex. technology classes, flexible scheduling, adult education technology classes, etc.) .	2013-2018	Ass't. Sup't. of Instr. Services	\$2,000	Local	Continue
3. Utilize the School Improvement Councils more effectively in decision making at school and district levels.	2013-2018	Ass't. Sup't. of Instr. Services	\$0		Continue
4. Increase support and outreach potential of parenting and adult learning programs - such as SCIP, TCT, PEP.	2013-2018	Coordinator of Parenting & Family Literacy	\$0		Continue
5. Utilize district, school, and teacher webpages and other social media to communicate with parents.	2013-2018	Public Information Specialist	\$0		Continue
6. Provide training through various resources such as Adult Learning for support staff and include them in the decision making process.	2013-2018	Director of Adult Education	\$7,000	Local	Continue
7. Provide a Parent Community Involvement Specialist.	2013-2018	Director of Adult Education	TBD	TBD	Continue
8. Work with community of agencies and Adult Learning to help parents enroll in programs provided by community agencies that provide training and assistance to families.	2013-2018	Director of Adult Education	\$0		Continue
9. Continue a technology program(s) that would provide parents access to student grades/assignments online.	2013-2018	Coordinator of Instructional Technology	TBD	TBD	Continue

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

School Climate - Safe and Healthy Schools

**PERFORMANCE GOAL 13**

**DATA SOURCE(S):**

By the year 2017-2018, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

State surveys, percentages reported for "Mostly Agree" and "Agree"

	<b>2012/13 Baseline</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Annual Results Projection</b>		87.2	89.1	91.1	93.0	95.0
<b>Annual Results</b>	85.2	83.5				

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<b>PERFORMANCE GOAL 13:</b>	By the year 2017-2018, at least 95% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.
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<b>ACTION PLAN</b>	<b>EVALUATION</b>
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**STRATEGY # 13.1** Provide safety plans and current safety resources.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor/Indicator Completed Y/N Continue Modified Date
1. Update emergency safety plans annually.	2013-2018	Coordinator of Student Services	\$0		Continue
2. Train faculty and practice procedures of school safety plan.	2013-2018	Coordinator of Student Services	\$0		Continue
3. Provide up-to-date communication systems for facilities and transportation.	2013-2018	Coordinator of Student Services	TBD	Local	Continue
4. Provide digital surveillance systems for schools and transportation.	2013-2018	Director of AITS/ Coordinator of Transportation	TBD	Local	Continue
5. Provide a district plan for serving nutritious foods in accordance with the Student Health and Fitness Act 2005.	2013-2018	Director of Student Nutritional Services	TBD	TBD	Continue
6. Develop school health improvement plan in accordance with Student Health and Fitness Act 2005.	2013-2018	Coordinator of Nursing	\$0		Continue

**STRATEGY # 13.2** Provide a parenting involvement program.

1. Review the state's Parent Accountability Act for district policy and practice alignment.	2013-2018	Ass't. Sup't. of Instr. Services	\$0		Continue
2. Enhance and expand communication tools with families.	2013-2018	Ass't. Sup't. of Instr. Services	\$0		Continue
3. Establish meaningful parent/family involvement criteria for tracking of participation.	2013-2018	Ass't. Sup't. of Instr. Services	\$0		Continue
4. Provide parent education and training opportunities (to include adult education opportunities).	2013-2018	Ass't. Sup't. of Instr. Services	\$0		Continue
5. Develop organized parent volunteer programs	2013-2018	Ass't. Sup't. of Instr. Services	\$0		Continue
6. Provide parents with activities for home to support content skills.	2013-2018	Ass't. Sup't. of Instr. Services	\$0		Continue
7. Provide cost of transportation for parents as needed for parenting education programs.	2013-2018	Coordinator of Parenting	TBD	TBD	Continue

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**STRATEGY # 13.3** Implement business partner collaborations.

1. Establish criteria for business partner collaborations.	2013-2018	Coordinator of CATE/STW	\$0		Continue
2. Develop promotional plan for business partner collaborations.	2013-2018	Coordinator of CATE/STW	\$0		Continue
3. Develop opportunities with business for service learning, mentoring, coaching, and internships.	2013-2018	Coordinator of CATE/STW	\$0		Continue
4. Seek venues to engage community members in dialogue about issues affecting education and the community.	2013-2018	Public Information Specialists	\$0		Continue

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## School District of Pickens County

### District Strategic Plan 2013-2018

**Performance Goal Area:**

Teacher/Administrator Quality

**PERFORMANCE GOAL 14**

**DATA SOURCE(S):**

100% of teachers who teach core academic subjects will be highly qualified and sustain highly qualified status by the year 2017-2018.

Highly qualified personnel data as defined for the Report Card  
Report Card - Percent classes not taught by highly qualified teachers

	2012/13 Baseline	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Annual Results Projection</b>		100	100	100	100	100
<b>Annual Results</b>	99.5	99.2				

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<b>PERFORMANCE GOAL 14:</b>	100% of teachers who teach core academic subjects will be highly qualified.				
<b>ACTION PLAN</b>					<b>EVALUATION</b>
<b>STRATEGY # 14.1</b> Provide a long-range plan for employee recruitment of a highly qualified staff.					
<b>Activity</b>	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor/Indicator Completed Y/N Continue Modified Date</b>
1. Determine highly qualified status during application and interview process.	2013-2018	Coord. of Personnel	\$0		Continue
2. Provide funding to support recruitment materials and travel to site visits and recruitment fairs.	2013-2018	Coord. of Personnel	\$7,000	Title II	Continue

**STRATEGY # 14.2** Establish strategies to recruit and retain a diverse staff representative of the community.

1. Provide on-going training opportunities on cultural diversity and sensitivity awareness.	2013-2018	Coord. of Personnel	\$11,000	Title II	Continue
2. Utilize a Web-based system that assists in the hiring and retention of HQ teachers, administrators, and paraprofessionals.	2013-2018	Coordinator of Personnel	\$10,000	Title II/PD Funding	Continue
3. Attend recruitment opportunities to include minority colleges and universities.	2013-2018	Coord. of Personnel	\$0	Title II	Continue

**STRATEGY # 14.3** Provide programs to retain a highly qualified staff.

1. Provide orientation for induction teachers and those going through ADEPT.	2013-2018	Coord. of Personnel	\$6,000	Title II/ADEPT Funds	Continue
2. Provide an assistance team for each induction and annual teacher to include a mentor and administrator.	2013-2018	Coord. of Personnel	\$90,000	Title II	Continue
3. Provide monthly classes for induction teachers.	2013-2018	Coord. of Personnel	\$2,500	Title II	Continue
4. Provide assistance for continuing contract teachers being evaluated through the formal evaluation model (ADEPT).	2013-2018	Coord. of Personnel	TBD	Title II	Continue
5. Maintain master teachers to serve as mentors and ADEPT evaluators.	2013-2018	Coord. of Personnel	\$3,000	Title II/ADEPT Funds	Continue
6. Provide "Foundations in Mentoring" program for 1st and 2nd year mentors.	2013-2018	Coord. of Personnel	TBD	Title II	Continue
7. Provide time as needed for teachers to observe Master Teachers.	2013-2018	Coord. of Personnel	\$10,000	Title II	Continue
8. Provide training for teachers to meet technology proficiency requirements.	2013-2018	Coordinator of Inst.Tech.	\$20,000	Title II	Continue

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9.	Continue the use of a software program to assist teachers with tracking progress toward recertification (PExpress).	2013-2018	Coordinator of Prof. Learning and Personnel Services	\$5,500	Title II	Continue
10.	Train, implement and monitor the new teacher evaluations annually.	2013-2018	Coord. of Personnel	\$5,000		Continue
11.	Provide staff development and mentors for our first year principals	2013-2018	Coord. of Personnel	TBD	Title II	Continue
12.	Provide training, workshops, and seminars for administrative leaders.	2013-2018	Coord. of Personnel	\$60,000	Title II	Continue
13.	Provide for reimbursement of cost of Praxis Exam for teachers to become highly qualified/middle school certified.	2013-2018	Coord. of Personnel	\$4,200	Title II	Continue
14.	Provide courses and Praxis study sessions to assist teachers in becoming middle school certified.	2013-2018	Coord. of Personnel	\$18,000	Title II	Continue
15.	Provide opportunities for teachers and administrators to maintain certification, earn certification in other areas, and pursue advanced degrees.	2013-2018	Prof. Learning/Coord. of Personnel	\$2,000	Title II	Continue
16.	Conduct salary study to assess SDPC salaries as compared to other districts.	2013-2018	Human Resource Dept	TBD	TBD	Continue
17.	Promote the positive assets of the district.	2013-2018	Inst. Services and Hum. Res	\$0		Continue
18.	Provide training to meet the requirements of R2S	2013-2018	Asst. Supt for Instruction and Hum. Res.	TBD	TBD	Continue

**STRATEGY # 14.4** Provide a plan for recruiting potential candidates in high priority schools and critical program areas.

1.	Identify high priority schools based on student achievement and the state Report Card.	2013-2018	Human Resource Dept	\$0		Continue
2.	Identify critical program areas based on size of hiring pools and required programs for improvement.	2013-2018	Asst. Supt. of Instr. Services	\$0		Continue
a.	Critical content area	2013-2018	Asst. Supt. of Instr. Services	\$0		Continue
b.	Special education	2013-2018	Asst. Supt. of Instr. Services	\$0		Continue
c.	Hire early in order to obtain the test teacher candidates – January Career Fair	2014-2018	Asst Supt for Human Resource	TBD		New 2015
d.	Target minorities	2014-2018	Asst. Supt for Human Resources	TBD		New 2015
e.	Target student teachers in the district by providing an orientation before beginning student teaching and celebration after student teaching.	2014-2018	Asst. Supt for Human Resource	TBD		New 2015
f.	Meet with Teacher Cadet programs in the district	2014-2018	Asst. Supt for Human Resources	TBD		New 2015
g.	Partnership with Clemson University to meet with all of their student teachers.	2014-2018	Asst. Supt for Human Resources	TBD		New 2015

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<p>h. Investigate targeting middle school students through the PROED program from CERRA.</p> <p>3. With annual board approval, offer early contracts to teachers in high priority schools and critical program areas.</p>	<p>2014-2018</p>	<p>Asst Supt for Human Resources</p>			<p>New 2015</p>
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