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

**Strategic Plan for years 2011/12 to 2015/16
Annual Update for Year 2015/16**

District:	Williston School District, Barnwell County 29
SIDN:	0629
Plan Submission:	District does <u>not</u> utilize AdvancED
Address 1:	12255 Main Street
Address 2:	
City:	Williston, SC
Zip Code:	29853
District Plan Contact Person:	Dr. Carol Lenderman
Contact Phone:	803-266-8017
E-mail Address:	clenderman@williston.k12.sc.us

Assurances

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

Required Printed Names and Signatures

<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Billy Williams, Jr.</u> Printed Name	 Signature	<u>April 21, 2015</u> Date
<i>Superintendent</i>		
<u>Dr. Missoura G. Ashe</u> Printed Name	 Signature	<u>4/21/15</u> Date
<i>Title II Coordinator</i>		
<u>Dr. Carol Lenderman</u> Printed Name	 Signature	<u>4/21/15</u> Date
<i>District Strategic Planning Coordinator</i>		
<u>Dr. Carol Lenderman</u> Printed Name	 Signature	<u>4/21/15</u> Date

Stakeholder Involvement for District Strategic Plan (Mandated Component)

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

	Position	Name
1.	Superintendent	Dr. Missoura G. Ashe
2.	Principal	Mr. Greg Sweet
3.	Teacher	Jeremy Lehman
4.	Parent/Guardian	Ronnie Brown
5.	Community Member	Jamie Wooten
6.	Private School Representative(s)	Eva Hogarth, Jane Hunter, Joann Ashba invited
7.	District Level Administrator	Dr. Carol Lenderman
8.	Paraprofessional	Lisa Phillips
	OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
	Principal	Joel Mitchell
	Principal	Nakeisha Baxley
	Teacher	Nancy Brady-Wood
	Teacher	Ashley Tedder
	Teacher	Megan Boyleston
	Teacher	Patricia Ulmer
	Teacher	Henrietta Williams
	Teacher	Alicia Penfield
	Parent/Guardian	Katina O'Neal-Brown
	Parent/Guardian	Yolanda Irons
	Parent/Guardian	Lisa Hutto
	District Level Administrator	Jeri Owens
	District Level Administrator	Don Wical
	Guidance Counselor	Samantha Wright
	Guidance Counselor	Deshun McCoy-Mack
	Instructional Technology Coach	Amanda Nix
	Title I Facilitator	Tracie Sweet
	Guidance Counselor	Alison Brady

Assurances for District Strategic Plan (Mandated Component)

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

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

Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
	<p>Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts</p> <ol style="list-style-type: none"> 1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model. 2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.

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

Yes

General Grant Assurances for Districts

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

I certify that this applicant

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

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

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

- M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.
- O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Yes

Terms and Conditions for SCDE Grant Programs

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the

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

K. **Audits**

- Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

L. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

M. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

Yes

N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Primary School (K - 2)			
External Accreditation	Our high school has completed the AdvancEd accreditation process.	The elementary and middle schools are going through the AdvancEd accreditation process.	
Parent Involvement	100% of our parents attended a conference district wide in the 13-14 school year. This is an increase of .8%.		
Prime Instructional Time	90.6% of our day across the district was utilized for prime instructional time in the 14-15 school year. This is an increase of .9%.		
Pupil-Teacher Ratio	Our student teacher ratio percentage district wide in core subject areas was 20.2 to 1. This is up .2 from the previous school year and is lower than other districts like ours.		
Professional Development	Our teachers participated in 9 days of staff development.		
Percentage of Teachers with Advanced Degrees	56.9% of our teachers hold advanced degrees. This is up 6.9% from last year, but 2.8% less than other districts like our district.		
Percentage of Teachers Returning		85.8% of our teaching staff returned the following year. This is down .8% and is lower than districts like ours by 3.9%.	Being a small, rural district does impede our recruitment efforts.
Elementary/Middle School (3 - 8)			

State Standardized Language Arts Scores		68.3% achieved met and exemplary, down 7% from last year and 1.3% higher than districts like ours but 5.6% lower than state average.	Teaching more and more from the common core standards and our state test was not aligned for that.
State Standardized Math Scores		68.6% achieved met or exemplary. This is 5.9% lower than last year, but 4.4% higher than districts like ours and 3.7% lower than the state average.	Teaching more and more from the common core standards and our state test was not aligned for that.
State Standardized Social Studies Scores	67.8% achieved met or exemplary. This is an increase of 1.1% from last year but 2.1% less than districts like ours and 8.1% less than the state average.		
State Standardized Science Scores		60.5% achieved met or exemplary. This is 6.4% lower than last year, 3.1% lower than districts like ours and 9.7% lower than the state average.	We do not have enough science labs for our students to truly experience inquiry learning through the use of the labs. We are working diligently to remedy this.
AYP Language Arts	The district scored an 83.4 (B) on the ESEA Federal Accountability Rating System.		
AYP Math	The district scored an 83.4 (B) on the ESEA Federal Accountability Rating System.		
High School (9 - 12)			
Longitudinal Exit Exam Combined Passage Rate	92.3% passage rate, up 8% from last year.		
On-Time Graduation Rate	91.9% of our students graduated on time. This is an increase of 17.2% from last year and is 10.2% higher than districts like ours.		The 12-13 school year's graduation rate included 7 students who received certificates and the 13-14 school year's graduation rate

			only had one certificate student so this allowed our rate to improve tremendously.
End-of-Course Algebra I		80.5% of students passed EOCEP Alg. I. This is 6.6% less than last year but .4% higher than districts like ours.	Teacher illness in her family caused many absences and this contributed to an effective teacher in the classroom.
End-of-Course English I	76.5% of students passed EOCEP Eng. I. This is .2% lower than last year but 6.5% higher than districts like ours.		
First Attempt HSAP Combined Score Passage Rate		74.1% of our first time test takers were successful on both portions of HSAP. This is a decrease of 12.7% from last year, but 3.6% higher than other districts like ours.	
End-of-Course U.S. History and Constitution	59.4% passage rate on EOCEP US History. This is 14.4% higher than last year and 4.1% higher than other districts like ours.		
End-of-Course Biology I		65.4% passage rate on EOCEP Biology I. This is 6.2% lower than last year and 5.7% lower than other districts like ours.	

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Percentage of Teachers with Advanced Degrees	56.9% which is a 6.9% increase from the previous year but 2.8% lower than other districts like ours.		
Percentage of Teachers on Continuing Contracts	75.4% of teachers are on continuing contracts. This is up 4.4% from last year and 3.5% lower than districts like ours.		
Percentage of Teachers Returning		85.8% which is a .8% decrease from the year before and 3.9% less than other districts like us.	We are a small, rural school district and this affects our recruitment and retention ratings.
Percentage of Classes not Taught by Highly Qualified Teachers	100% of classes were taught by highly qualified teachers. This is a 1.6% increase from last year.		
Number of National Board Teachers		1 teacher in the district is Nationally Board Certified.	The state has waived every year with doing away with the bonus for NBCT and this truly has affected the way our teachers feel about the certification.

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Teacher Attendance Rate	The teacher attendance rate is 97.3%. This is a 2% increase from last year and 2.4% higher than districts like ours.		
Student Attendance Rate		94.6% which is a decrease of 1.1% from last year and is .4% lower than districts like ours.	
Suspension/Expulsion Rate		The rate is 1.2% which is an increase of .3% from last year and is .5% higher than districts like ours.	
Students Older than Usual for Grade		4.8% which is 1.2% lower than districts like ours.	
School Poverty Index		86.2% poverty rate which is 1% higher than last year. This high index has not kept our students from achieving well on state assessments.	
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	89% of stakeholders were satisfied with the physical environment which is 8.3% higher than last year.		
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	81% of stakeholders were satisfied with the home-school relations which is 1.2% higher than last year.		
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	89% of the stakeholders were satisfied with the learning environment which is 5.5% higher than last year.		

Executive Summary of Needs Assessment (Summary of Conclusions)

Student Achievement	
Primary School (K - 2)	
1.	In looking at the needs assessment in our K-2 area, we are doing a good job of getting parents to attend conferences. Our teachers are attending professional development that is offered both in and out of district, and our student teacher ratio is lower than districts like ours. Areas of weakness would include no AdvancED accreditation at the K-2 level, however, we are in the process of going through AdvancED System Accreditation and have our visit scheduled for October 2015. Teachers holding advanced degrees is up from the past year but still lower than other districts like ours as is our percentage of teachers returning.
Elementary/Middle School (3 - 8)	
2.	In looking at the needs assessment in our 3rd through 8th grades we improved in social studies on SCPASS from the previous year. Our district ESEA rating and school ratings were average or above and our South Carolina Report Card ratings were Average. Areas of weakness are ELA, math and Science.
High School (9 - 12)	
3.	In looking at the needs assessment for our high school we have a few areas of strength: AdvancED accreditation was achieved by the high school, and the End of Course testing rates have risen steadily in English I. Our longitudinal exit exam scores and on time graduation rates were phenomenal - Newsweek ranked us 322 in the nation for doing a great job educating students of poverty (6 in SC were chosen and we were ranked number one among those). However, the End of Course testing rate in Algebra I and Biology I is lower than last year, but the Algebra I testing rate is higher than other districts like ours.
Teacher/Administrator Quality	
4.	In looking at the needs assessment for teacher/administrator quality there are several areas of strength. The percentage of teachers with advanced degrees has increased from the previous year, the percentage of teachers on continuing contracts has increased, and all classes are taught by highly qualified teachers, which is an increase from last year. However, the percentage of teachers returning has decreased slightly from last year and is less than other districts like ours. We also would like to increase the number of teachers who are National Board Certified.
School Climate	
5.	In looking at the needs assessment for School Climate there are several areas that need improvement: Student attendance rate has decreased from last year and is slightly lower than districts like ours. The suspension/expulsion rate has slightly increased and is slightly higher than districts like ours. The assessment shows an increase in the percentages of parents, students, and teachers satisfied with the physical environment of the school, home school relations, and learning environments. Teacher attendance rate has also increased from last year and is higher than districts like ours.
6.	The district strategic planning committee is continuing to review the district's mission and vision statements. The current mission and vision statements are as follows: Mission: With the support of our parents and community, the mission of Williston School District 29 is to develop respectful and productive citizens by providing challenging and enriching experiences in a safe environment. Vision: The vision of Williston School District 29 is to work as a united faculty and community which promotes respectful and productive citizens who are prepared for the global workforce.

Performance Goal

Performance Goal Area	District Priority					
Performance Goal (desired result of student learning)	By the end of the 2016 academic year, the technology infrastructure and equipment will continue to be upgraded and thereby able to engage students and staff in completing the other strategic goals of the district.					
Interim Performance Goal	See interim goals below.					
Data Sources	District Technology Director, purchase orders, professional development					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
New technology equipment in district	30%	N/A	N/A	50%	60%	70%
Actual:		N/A	N/A	50%	60%	

Action Plan

Strategy #1: Technology Plan for 2015-2016 school year					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Ceiling mount all cart mounted projectors	July 2015 - August 2015	Technology Dept.	\$32,000	Local one time technology funding	Completed
2. Year one of Infrastructure Upgrade Program - Replace one file server and 7 switches.	July 2015 August 2015	Technology Dept.	\$25,000	Local technology recurring	file server and switches
3. Year one of computer replacement program - replace 60 teacher and staff computers to maintain a modern digital environment	July 2015 October 2015	Technology Dept.	\$54,000	Local technology recurring	computer purchase
4. Install new wireless access points at the high school and district office.	September 2015 - October 2015	Technology Dept.	\$17,100	Local technology one time	wireless point replacement
5. Install tablet devices and document cameras for teachers at the high school	July 2015 October 2015	Technology Dept.	\$16,400	Local technology recurring	tablets and document cameras
6. Install Mobile Device Manager to manage tablets and mobile devices.	June 2015 - August 2015	Technology Dept.	\$3,000-\$6,000	Local Technology Funds	Management Software
7. Establish annual maintenance plan for projectors and printers	July 2015 June 2016	Technology Dept.	\$5000	Local technology recurring	maintenance plan
8. Software and maintenance renewal yearly	July 2015 June 2016	Technology Dept.	\$19,200	Local technology recurring	software/maintenance renewal
9. Hardware and software for special needs assistive technology	July 2015 June 2016	Technology Dept. Special Education Director	\$5000	Local technology recurring and IDEA	hardware and software
10. Purchase computer carts and computer stations for teachers at the high school	July 2015 August 2016	Technology Dept.	\$16,500	Local capital outlay one time	computer furniture
11. Cabling and furniture for 2nd computer lab at elementary school	July 2015 August 2016	Technology Dept.	\$17,360	Local technology one time	cabling and furniture
Strategy #2: Technology Plan for 2016-2017 school year					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Year 2 of Infrastructure Upgrade Program - replace one file server and 7 switches	July 2016 August 2016	Technology Dept.	\$25,000	Local technology recurring	file server and switches
2. Year 2 of Computer Replacement Program - Replace 60 teacher and staff computers to maintain a modern digital environment	July 2016 October 2016	Technology Dept.	\$54,000	Local technology recurring	computers
3. Install tablet devices and document cameras for teachers at the middle school.	July 2016 October 2016	Technology Dept.	\$17,000	Local technology recurring	tablets and cameras
4. Establish annual maintenance plan for projectors and printers	July 2015 June 2016	Technology Dept.	\$5000	Local technology recurring	maintenance plan
5. Software and maintenance renewal	July 2015 June 2016	Technology Dept.	\$19,200	Local technology recurring	software and maintenance
6. Hardware and software for special needs assistive technology	July 2015 June 2016	Technology Dept. Special Education Director	\$5000	Local technology recurring IDEA	Hardware and software
7. Add new computer carts and computer stations for teachers at the middle school	July 2015 August 2015	Technology Dept.	\$10,500	Local capital outline one time	furniture
8. Equipment (computers, SMART board, ceiling mounted projector, network printer) for 2nd computer lab at elementary school	July 2015 August 2015	Technology Dept.	\$25,400	local capital outlay one time	equipment
9. Equip Media Centers and board room as SMART classrooms (SMART board, ceiling mounted projectors, computer carts and stations, tablet computers)	January 2016 June 2016	Technology Dept.	\$25,000	Local technology one time	SMART classrooms

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	By the end of the 2016 academic year, the percentage of our students, teachers, and parents satisfied with the learning environment, physical environment, and home-school relations as measured by the Annual District Report Card will increase to 100%.					
Interim Performance Goal	See targets below.					
Data Sources	Perceptions Surveys from School Report Cards, Parent Contact and Visits, Parent Nights and Workshops Attendance, Leadership Team Evaluation					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
Learning Environment	87.2%	90%	95%	90%	93%	95%
Actual:		88.5%	81.5%	83.5%	89%	
Social and Physical Environment	85%	90%	95%	90%	93%	95%
Actual:		87%	79%	80.7%	89%	
Home-School Relations	81.8%	90%	95%	90%	93%	95%
Actual:		83.9%	80.5	79.8%	81%	

Action Plan

Strategy #1: Create a comprehensive framework to address students' physical, emotional and mental health including strategies to promote positive behaviors.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement effective Bullying Prevention Programs in each of the schools including anonymous reporting (lock boxes/Alert Solutions).	August 2011-June 2016	Principals, Guidance Counselors	none	N/A	Decreased discipline referrals, schoolwide policies and practices
2. Implement a Character Education program at each school including Bullying Prevention Mechanisms and Dress Code adherence	August 2011-May 2016	Principals, Guidance Counselors	\$1,500	Local funds	My Learning Plan attendance records, class schedules, and lesson plans
3. Implement a Positive Behavior Intervention System	August 2012-May 2016	Principals, Special Education Director	\$3,000	Local Funds	Decrease in discipline referrals, visible positive incentives, student participation in recognition programs
4. Annually administer parent satisfaction survey to obtain satisfaction results and to better guide the decision making process.	October 2011-October 2015	Director of Instruction, Technology Coach	0	N/A	Survey Results, Plans adjusted with feedback
5. Provide Suicide Prevention Training for staff members	August 2014-June 2016	Superintendent, Director of Instruction	\$1,000	Local Funds	Completed for middle/high school teachers
6. Implement an Advisor/Advisee curriculum in grades 6-12 for a minimum of 30 minutes per week.	August 2013-June 2016	Director of Instruction, Principals	0	N/A	Lesson plans, observations, decreased referrals
7. Utilize full-time mental health counselor and community agencies to address student needs.	August 2014 June 2016	Principals, Guidance, County Mental Health Counselor, AXIS I	\$7500	district	Referral forms
8. Utilize community agencies to address student needs.	August 2014 June 2016	Guidance, Principal, AXIS I, counselor, mental health	0	State	referral forms
9. Address aging facilities (20 - 50 years old) to ensure student safety as well as educational appropriateness and utilization of technology for the next 15 to 20 years.	August 2014 June 2016	Superintendent Principals Board of Education Community	\$25,000	Local	Building study and plan of action
Strategy #2: Expand parent/family involvement programs to help all families establish environments to support children as students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Hold parent education and training opportunities yearly.	August 2011-June 2016	Principals, Guidance Counselors, School Nurse, Title I Facilitator	\$1,000	Local Funds	Program Documentation including brochures and information publicly disseminated, Training Agendas and Sign In Sheets, Parent Documentation Logs
2. Host family nights within the district yearly.	August 2011-June 2016	Principals, teachers, reading and math coach and Title I facilitator	\$1,000	Local Funds	Program Documentation including brochures and information publicly disseminated, Training Agendas and Sign In Sheets, Parent Documentation Logs
3. The district's Parenting Coordinator annually contacts principals, teachers, counselors, DSS staff, Headstart staff, and local health care providers to explain the family literacy program and request help in identifying and recruiting families. The Parenting Coordinator makes regular home visits to families.	August 2011-June 2016	Save the Children Coordinator, School Nurse, Principal, Guidance Counselor, and 1st Steps	\$30,000	Save the Children	Agenda from annual meetings, home visitation logs, counselor records, nurse records
4. Implement health opportunities to assist all stakeholders.	August 2015 - June 2016	Principals, Guidance Counselors, School Nurse, P.E. Teachers, Coaches	\$0	N/A	Program Documentation, including brochures and information publicly disseminated, Training Agendas and Sign In Sheets, Parent Documentation Logs
5. Provide home visits as appropriate and as needed.	August 2015- June 2016	Principals	\$0	N/A	Home visitation logs
Strategy #3: Design effective forms of home/school communications about school programs and children's progress.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Communicate with parents via face-to-face, phone calls, or email at least twice per year.	August 2011-June 2016	Principals, Teachers	none	N/A	Contact Logs

2. Create an accurate district wide database to increase communication	August 2011-June 2016	Technology Coach, Principals, Attendance Clerks	0	N/A	Database
3. Communicate and implement new standards with all stakeholders.	August 2011-June 2016	Principal or designee	0	N/A	Newsletter
4. Increase positive communications between the school and parents with notes home, phone calls, and staggered hours to better meet the needs of parents.	August 2011-June 2016	Principals	\$2,000.00	General Fund item Alert Now	Satisfaction surveys, parent sign in sheets, class communication logs

Strategy #4: Assist families to help students with homework and other curriculum-related activities, decisions and planning.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide information on skills required for students in all subjects at each grade	August 2011-June 2016	Principals	\$500	Local Funds	Student attendance sheets, parent sign in sheets, brochures/ information disseminated to parents
2. Provide information for monitoring schoolwork at home	August 2011-June 2016	Principals, Teachers	\$500	Local Funds	Student attendance sheets, parent sign in sheets, brochures/ information disseminated to parents, EDMODO, Powerschool
3. Provide opportunities for parent/guardian participation in setting student goals	August 2011-June 2016	Principals, SST, Teachers, Guidance Counselors	none	N/A	Student attendance sheets, parent sign in sheets, brochures/ information disseminated to parents
4. Involve parents on planning committees	August 2011-June 2016	Director of Instruction, Principals, Guidance Counselors	none	N/A	Student attendance sheets, parent sign in sheets, brochures/ information disseminated to parents

Strategy #5: Engage the community in meaningful activities.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Complete Community Service Projects in each grade level kindergarten through twelfth grades and include a community service project as a graduation requirement.	August 2014-June 2016	Principals, Guidance Counselors, English Teachers	none	N/A	Mentor Logs, Community Service Project Details, Projected Goals, and Met Goals
2. Create a community mentor program for students K-12	August 2013-June 2016	Principals, Guidance Counselors	none	N/A	Mentor Logs, Community Service Project Details, Projected Goals, and Met Goals

Strategy #6: Create a comprehensive framework for addressing safety concerns and implementing preventative systems.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Revise policies to amplify security measures currently accessible such as rerouting traffic through buildings and locking doors	August 2012-June 2016	Superintendent, Principals, Custodians	0	N/A	Building walk throughs
2. Revise current visitor policies so that guests visit with a purpose and all information including, time, destination, name of guest are documented in the schools. All visitors must wear a visitor badge	August 2011-June 2016	Superintendent, Principals, Front Office Staff	\$500	General Fund	Badges, visitor log sheets
3. Create a plan for a bond referendum to fund new facilities in efforts to improve security for students	August 2014-June 2016	Superintendent	\$2,000,000	Bond referendum	New facilities
4. Continue to implement an ID badge policy for staff.	August 2014-June 2016	Superintendent	\$500	General Fund	ID badges
5. Investigate the possibility of adding an additional School Resource Officer in each of the schools	August 2014-June 2016	Superintendent	\$40,000	General Fund	Employment Records

Strategy #7: Create a framework for increasing teacher morale.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Establish and clarify professional dress expectations and consequences for all staff.	August 2011-June 2016	Superintendent and Principals	0	N/A	Perception Surveys, Observations
2. Provide firmer consequences and more assistance to aid teachers in enforcing the student discipline and dress code.	August 2011-June 2016	Superintendent and Principals	0	N/A	discipline referrals and observations
3. Focus and coordinate additional responsibilities for staff so there are common goals and staff members are not overburdened with a multitude of tasks needing completion at similar times.	August 2011-June 2016	Superintendent, Director of Instruction, Director of Special Services, Principals	0	N/A	goal setting with established priorities, yearly calendars
4. Collaborate with teachers to create goals that are reasonable and compatible with the district goals.	August 2011-June 2016	Superintendent, Principals	0	N/A	Professional Growth and Development Plans

5. Instruct students on "Soft Skills" in a focused setting to alleviate strains caused by generational differences.	August 2011-June 2016	Director of Instruction, Principals, Teachers	\$1,500	General Fund	Lesson plans, reduced referrals, increased employment after high school
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Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By the end of the 2016 academic year, the ACT Aspire results in writing, reading, English and math will show the percentage of students meeting standard to be at or above the state average; SCPASS results will show the percentage of students meeting standards to be at or above the state average; Drop Out Rate will continue to decline; graduation rate will continue to improve, End of Course assessments in English I, Algebra I, Biology I and US History will continue to improve and The ACT and ACT WorkKeys will improve from its first year in spring of 2015 to the end of 2016.					
Interim Performance Goal	See Interim Goals Below					
Data Sources	Statewide Assessments, SCPASS, Drop Out Rate, Graduation Rate, End of Course; ACT Aspire, The ACT, ACT WorkKeys					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
SCPASS Writing 11-13	73%	75.9%	76%	78%	NA	NA
Actual:		71.6%	75.1	75%	NA	NA
SCPASS ELA 11-13	80.9%	84.5%	85.5%	78%	NA	NA
Actual:		64.9%	75.3%	75.3%	NA	NA
SCPASS Math 11-13	85%	85%	85.3%	77%	NA	NA
Actual:		77.4%	74.6%	74.6%	NA	NA
SCPASS Science	62.8%	77.1%	85.1%	70%	73%	76%
Actual:		67.7%	66.9%	66.9%		
SCPASS Social Studies	67%	81.8%	90%	70%	73%	76%
Actual:		72.1%	66.7%	66.7%		
Longitudinal HSAP _ NO LONGER USED AFTER 2014	88%	97.6%	98.6%	87%	NA	NA
Actual:		94.4%	84.3%	92.3%	NA	MA
Drop Out Rate	2.5%	2.5%	2.3%	2.3%	1.3%	1%
Actual:		2.1%	3.3%	3.3%		
Graduation Rate	83.5%	84%	84.5%	85%	88%	91%
Actual:		88.6%	74.7	92%		
First time HSAP Passage Rate both subjects (NO LONGER USED AFTER 2014	60%	70%	80%	90%	NA	NA
Actual:		82.5	86.8%	74.1		
ACT Aspire Writing 3-8 as of spring 2015		NA	NA	NA		
Actual:		NA	NA	NA		
ACT Aspire English 3-8 as of spring 2015		NA	NA	NA		
Actual:		NA	NA	NA		
ACT Aspire Math 3-8 as of spring 2015		NA	NA	NA		
Actual:		NA	NA	NA		
ACT Aspire Reading 3-8 as of spring 2015		NA	NA	NA		

Actual:		NA	NA	NA		
End of Course in Alg. I, Eng. I, Bio. I & US Hist.	60.8%	63%	66%	69%	72%	75%
Actual:		64%	73.1%	70.7%		
The ACT for 11th as of spring 2015		NA	NA	NA		
Actual:		NA	NA	NA		
ACT WorkKeys for 11th as of spring 2015		NA	NA	NA		
Actual:		NA	NA	NA		

Action Plan

Strategy #1: Implement effective instructional practices to improve student achievement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue virtual learning opportunities through APEX and South Carolina Virtual Schools for initial and content recovery credit	August 2011-June 2016	Director of Instruction, Director of Special Services, and Principals	\$15,000	General Fund	Content Recovery Student Tracking and Schedules of Offerings, master and classroom schedules, student enrichment plans, teacher lesson plans, after school and summer school schedules, class size reports from PowerSchools, test warehouse, and data meeting documentation
2. Continue Save the Children Program	August 2013-June 2016	Save the Children Coordinator	\$93,000	Save the Children Foundation	Reading assessments, budget reports, attendance sheets
3. Provide RTI Tier I and Tier II intervention through remediation opportunities for all students K-8 with small group instruction daily and hold annual articulation meetings to plan future interventions.	August 2011-June 2016	Principals	none	N/A	Small group notebooks and lesson plans
4. Seek funding to provide summer programs for at risk students to obtain content recovery and gain initial credits (APEX) to place them back on a four year graduation plan and also seek funding for summer school for grades K-8 (that can be combined with the Read to Succeed Act requirement of summer reading camps for third graders who are behind in reading)	August 2011 - June 2016	Principal, Guidance Counselor	\$20,000	Local Funds, IDEA, grants	Attendance records, course histories and transcripts
5. Reduce class size at the elementary level and evenly distribute class sizes at the high school level to promote student success.	August 2011-June 2016	Director of Instruction, Principals	\$265,000	Title I, Title II, EIA Funds	Class rosters, federal projects and budgets
6. Implement a quality, balanced literacy reading program in all grades K-12 in compliance to Read to Succeed.	August 2011 - June 2016	Director of Instruction, Principals	\$10,000	Local	Lesson plans, statewide assessments, small group notebooks, reading conferences, reading logs, writing journals
7. Implement writing and reading across the curriculum and utilize common rubrics (ACT Aspire and The ACT) at all levels along with common vocabulary.	August 2011-June 2016	Principals Teachers	none	N/A	Lesson plans, writing test scores, rubrics submitted
8. Provided a variety of course offering at the high school to <ul style="list-style-type: none"> • allow for scheduling opportunities in both semesters • align with career majors • provide Honors, AP level dual enrollment courses in all subjects • ensure all students are scheduled into 8 courses each year for grades 9-11 and senior year as needed • provide year long instruction in Algebra for remediation purposes 	August 2011-June 2016	Principal Teachers, Guidance Counselors	none	N/A	Master schedule and course enrollments
9. Provide student incentives for increased grades and attendance	August 2011-June 2016	Principals	\$3,000	Local Funds	Power Schools report
10. Implement South Carolina College and Career Ready Standards in grades K-12	August 2013-June 2016	Superintendent, Director of Instruction, Principals, Teachers	none	N/A	Lesson plans, pacing guides, assessments
11. Create a Gifted and Talented Task Force to explore possible program expansions to increase student achievement including kindergarten and first grade and acceleration of 2-7 grades	August 2011-June 2016	Director of Special Services, Principals, GT teacher	0	N/A	Meeting dates, agendas, and minutes
12. Inventory and Lexile library books to assist students in selecting engaging texts that are of the appropriate rigor and provide professional development for teachers in Lexile training as well as student understanding of their Lexile levels	August 2011 -May 2015	Principals, Librarians	\$300	Local Funds	Inventories, coded books, reading conference notes indicating book selection
Strategy #2: Provide additional services to combat extreme factors that hinder student achievement.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue Student Support Team meetings to ensure early intervention services are in place as soon as a need is identified and maintain accurate records of these meetings	August 2011-June 2016	Director of Special Services, Director of Instruction, Principals	none	N/A	SST forms in permanent records

2. Develop and review Individualized Graduation Plans and Senior Interviews to direct students toward necessary preparation to be successful in higher level courses	August 2011-May 2016	Principals, Guidance Counselors	0	N/A	IGPs, interviews, calendars, EEDA annual reports
3. Provide support systems to assist high school students with work, college readiness, and retention/promotion • SAT/ACT Test Prep courses & Programs • Scholarship/FASFA Workshops yearly • Vocational rehab and Work Keys Certificate programs for district certificate students	August 2011-July 2016	Principal, Guidance Counselor	\$1,000	General Fund	Attendance records, plans from trainings, increase number of complete FSAFA forms and scholarship applications, and increase in test scores
4. Provide a snack program available to students participating in after school tutoring	August 2011-June 2016	Principals, Guidance, Churches and Civic Organizations	0	general fund	Increased after school attendance
5. Review district wide tardy policy with an emphasis on high school level students	August 2012 - June 2016	Superintendent, Director of Instruction, Principals	0	N/A	decreased tardies noted in attendance, discipline referrals
6. Provide opportunities for 8th grade middle school students to continue taking Algebra I and English I (high school credit) courses.	August 2014 - June 2016	Principals, Director of instruction, teachers	0	N/A	Rosters and grades from 8th grade English I and Algebra I classes

Strategy #3: Implement effective assessment strategies to improve student achievement.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize teacher created benchmarks (USA Test Prep) or off the shelf formative assessments (from textbooks) to assess student levels, readiness to learn, and level of attainment toward objectives of the course/class.	August 2011-June 2016	Superintendent, Director of Instruction, Principals, Teachers	none	N/A	Assessments, , USA Test Prep Benchmarks, increased test scores
2. Administer Measures of Academic Progress (MAP) testing twice during the year for k-10 students to provide data to be used to inform instructional practices	August 2011-June 2016	Superintendent, Director of Instruction, Principals	\$8,000	Formative Assessment	MAP reports
3. Create a data wall or data notebooks to drive planning sessions in meeting the needs of the students, to include local benchmark data, state data, national normed test data, and staff data	August 2011-June 2016	Principals	\$1,000	General Fund	Data wall for SCPASS, ACT Aspire, The ACT, ACT WorkKeys, EOCEP, meeting agendas and minutes

Strategy #4: Increase teacher and administrator capacity.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Increase administrator observations and feedbacks	August 2011-June 2016	Superintendent, Director of Instruction, Principals	0	N/A	documentation of observations and reflection conversations
2. Hold team (grade level)/Department monthly planning sessions led by an administrator or team leader	August 2011-June 2016	Principals Team Leaders	0	N/A	meeting agendas and minutes
3. Hold teacher performance meetings twice a year between principal and teacher	August 2011-June 2016	Principals	0	N/A	Teacher Performance Goals included with GBE conferences and evaluations
4. Provide leadership staff development for administrators, teacher leaders, and aspiring administrators	August 2011-June 2016	Director of Instruction	\$3,000	General Fund	My Learning Plan records, training materials
5. Principals will provide accountability reports and detail findings, observations, and areas of focus with the superintendent twice a year	August 2011-June 2016	Superintendent, Director of Instruction, Principals	0	N/A	Monthly reports, minutes from meeting
6. Provide opportunities for peer observations (utilizing state adopted teacher evaluation rubric), both internal and external, and discuss data trends that are seen on the instrument used and provide professional development on areas of weakness identified by the instrument	August 2014 - June 2016	Principals, Director of Instruction, teachers	10,000	ADEPT, PDSI, K-5, Aid to Districts, At Risk	Ratings on instrument, surveys from teachers, observations

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	By the end of the 2016 academic year, the number of core academic subject area teachers that are highly qualified as defined by NCLB will be 100%. By the end of the 2016 academic year, the number of teachers that will be proficient in technology by their next certificate renewal period will be 100%. By the end of the 2016 academic year, the number of teachers receiving a judgment of “competent” on ADEPT evaluations will be 100%. By the end of the 2016 academic year, the number of paraprofessionals that will be highly qualified as defined by NCLB will be 100%. By the end of the 2016 academic year the teacher attendance percentage will increase to 98%.					
Interim Performance Goal	See measures below					
Data Sources	Title II Highly Qualified Reports, Paraprofessional Documentation for Title I, district report card from state for teacher attendance rate					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
Highly Qualified Certified Staff	100%	100%	100%	100%	100%	100%
Actual:		99.2%	98.4%	98.4%	100%	
Competent on ADEPT	100%	100%	100%	100%	100%	100%
Actual:		100%	100%	100%	100%	
Highly Qualified Paraprofessionals	100%	100%	100%	100%	100%	100%
Actual:		100%	100%	100%	100%	
Teacher Attendance	95.1%	N/A	N/A	96%	97%	98%
Actual:		N/A	N/A	95.3%	97.3%	

Action Plan

Strategy #1: Develop and implement support systems to ensure teachers and paraprofessionals obtain essential certifications and remain highly qualified.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide My Learning Plan to assist certified staff in requesting professional development and documentation of recertification credits	August 2011 -July 2016	Director of Instruction	\$2800	Title II	My Learning Plan database
2. Provide assistance for teachers and paraprofessionals fulfilling NCLB HQ requirements	August 2011- July 2016	Director of Instruction, Principals	\$2500.00	Title II	transcripts, ETS reports
Strategy #2: Support teachers through induction and SAFE T evaluation years.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide trained assistance teams (mentor & administrator) for each Induction and Annual contract teacher and continue to provide training and support for mentors.	August 2011- June 2016	Director of Instruction	\$2500	ADEPT funds	monthly meetings, successful completion of SAFE T and induction
2. Provide orientation for Induction, SAFE-T & GBE teachers, along with SLO's (Student Learning Objectives) and Value Added Measures.	August 2016	Director of Instruction	none	N/A	attendance sheets, orientation materials
3. Provide assistance teams for teachers going through SAFE T who show a need for improvement	August 2011-June 2016	Principals	none	N/A	Improvement Plans
4. Hold SAFE T Evaluator training as needed.	May 2011- August 2016	Director of Instruction	\$1000	ADEPT funds	training materials, rosters for attendance, increased number of evaluators
5. Hold monthly Induction Teacher Institute for induction teachers.	August 2011- March 2016	Director of Instruction	none	N/A	Lesson plans, attendance records, portfolios
Strategy #3: Develop and implement a comprehensive staff development program to provide high-quality, ongoing professional development for faculty & staff to support growth in student achievement.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide technology integration professional development for teachers focusing on teacher and student usage of technology.	August 2011 - May 2016	Principals, Director of Instruction	\$3000	General Fund	staff development calendar, sign in sheets, agendas, My Learning Plan roster
2. Provide staff development for College and Career Readiness Standards for teachers across grade levels.	August 2011- May 2016	Principals & Director of Instruction	\$3000.00	General Fund	My Learning Plan Rosters, Sign in sheets, agendas
3. Provide an employee orientation at the beginning of the year for all new or returning teachers (staff), which would outline district policies and procedures.	August 2016	Superintendent, Principals Director of Instruction	none	N/A	Agenda from meeting
4. Continue to provide a K-12 Technology Coach to support teachers with technology utilization and integration.	July 2011 - June 2016	Superintendent, Director of Instruction	\$75,000	Title I and General Fund	Staff development records, training modules, My Learning Plan records, technology database
5. Update pacing guides to assist teachers in integrating standards-based curriculum and assessment across content areas with a focused emphasis on problem-based learning.	August 2011 - July 2016	Director of Instruction, Principals	\$0	N/A	Updated pacing guides and assessments
6. Continue to meet as a district AdvancEd team to ensure all district plans and activities align with the AdvancEd Focus Indicators to prepare for District Accreditation.	August 2013 - September 2015	Superintendent, Director of Instruction, Principals	\$500	Staff Development Funds	My Learning Plan, aligned to Focus Indicators
Strategy #4: Implement strategies to promote an increase in teacher attendance.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide a district incentive for those meeting teacher attendance goals.	August 2011-May 2016	Principals, Superintendent	\$5,000	General Fund	Teacher goals, report card attendance survey