Hampton County School District 2 *Our BEST...*

DISTRICT STRATEGIC PLAN 2016-2021

MARTIN L. WRIGHT, ED.S.
SUPERINTENDENT OF SCHOOLS | 635 4th Street Estill, South Carolina 29918

Required Printed Names

Assurances

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

DISTRICT STRATEGIC PLAN FOR YEARS 2016-2021
DISTRICT STRATEGIC ANNUAL UPDATE FOR 2017-2018 *(one year)*

DISTRICT STRATEGIC PLAN FOR YEARS 2016-2021

DISTRICT STRATEGIC ANNUAL UPDATE FOR 2017-2018 *(one year)*

Position	Name	Signature	Date
Chairperson, District Board of Trustees	Jacqueline H. Hopkins		4/28/2017
Superintendent	Martin L. Wright		4/28/2017
District Title II Coordinator	Devona Youmans		4/28/2017
District Strategic Plan Coordinator	Dr. Sarah Williams		4/28/2017
District Read to Succeed Literacy Leader Team Lead	Dr. Sarah Williams		4/28/2017

Stakeholder Involvement

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

	Position	Name
	Position	**Name**
1.	**Superintendent**	Mr. Martin L. Wright [07.2015]
2.	**District Level Leader (s)**	Devona Youmans, Rose Choice, Conchita Bostick, Corine Miller, A'Kosha Hinkson
3.	**School Level Leader(s)** **Principal of Estill Elementary School** **Principal of Estill Middle School** **Principal of Estill High School**	Ms. Julia Lee Mr. Kamar Lee
4.	**Teacher(s)**	Harry Wooding, Roman Singleton, Dane Harris, Mahalia Buckner
5.	**Parent/Guardian**	James Duncan, David Johnson, Pamela Rose
6.	**Community Member/Business Partner**	James Stokes/Laura Johnson
7.	**Private School Representative(s)**	Julia Lucas
Others: (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)		
8.	**District Read to Succeed Literacy Leadership Team Lead**	Devona Youmans
9.	**District Read to Succeed Literacy Leadership Team**	Nora Solomon, Reading Coach Shronda Taylor, K-5 Curriculum Coordinator Germera Owens, K-5 Guidance Counselor Julie Lee, Elementary Principal Kamar Lee, Middle/High Principal Demetrius Gardner, 6-8 Curriculum Coordinator Mahalia Buckner, 3-5 Teacher Mr. David Lewis, Interim Director of Exceptional Children Marsha Robinson, 6-12 Assistant Principal for Instruction Roman Singleton, Middle Level ELA Synetria Singleton, Media Specialist Dane Harris, High School ELA Teacher Rose Choice, Director of Student Services
10.	**Other School Personnel**	Corine Miller, Devona Youmans, Conchita Bostick

Board of Trustees

Ms. Jacqueline Hopkins, Chairperson
Mr. Thomas Owens, Vice-Chairperson
Ms. Mary Ann Atkins, Secretary
Mr. Earl Choice, Member
Mr. John Gordon, Member

Mr. Martin L. Wright, Ed.S.
Superintendent

Division Directors

Ms. Corine Miller, Director of Finance/Operations
Ms. Devona Youmans, Director of Federal Programs
Ms. A'Kosha Hinkson, Director of Technology
Ms. Rose Choice, Director of Student Services
Mr. David Lewis, Interim Director of Special Education Services
Ms. Conchita Bostick, Director of Administrative Services

Hampton County School District 2 School-Level Leaders

Estill Elementary	Estill Middle	Estill High School	GACE Academy
Ms. Julia Lee, Principal 634 4th Street Estill, South Carolina 29918 (803) 625–5030	**Mr. Kamar Lee, Principal** 1450 Columbia Highway Suite A Estill, South Carolina 29918 (803) 625–5200	**Mr. Kamar Lee, Principal** 1450 Columbia Highway Suite B Estill, South Carolina 29918 (803) 625–5100	

Assurances for School Renewal Plan

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

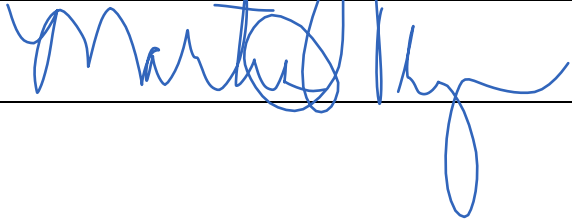| Yes	N/A	Assurances
☒	☐	**Academic Assistance, PreK–3** The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☒	☐	**Academic Assistance, 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).
☒	☐	**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.
☒	☐	**Staff Development** The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/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.
☒	☐	**Technology** The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☒	☐	**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.
☒	☐	**Collaboration** The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☒	☐	**Developmental Screening** The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
☒	☐	**Half-Day Child Development** The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

District Strategic Plan 2016 - 2021

Yes	N/A	Assurances
☒	☐	**Developmentally Appropriate Curriculum for PreK–3** The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
☒	☐	**Parenting and Family Literacy** The district provides 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.
☒	☐	**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 no 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.
☒	☐	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a districtwide/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.
☒	☐	**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.

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

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

District Strategic Plan 2016 - 2021
Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts

1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.

2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.

3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.

4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.

5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.

6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).

7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).

8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).

9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.

10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.

11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.

12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.

13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Superintendent's Printed Name: (For district and school plans)	Superintendent's Signature	Date
Martin L. Wright		**4/28/2017**

General Grant Assurances for Districts

As the duly authorized representative of **Hampton County School District 2** (Please print or type name of District)

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 non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.

B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principals for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity. 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.

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

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

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

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

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

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

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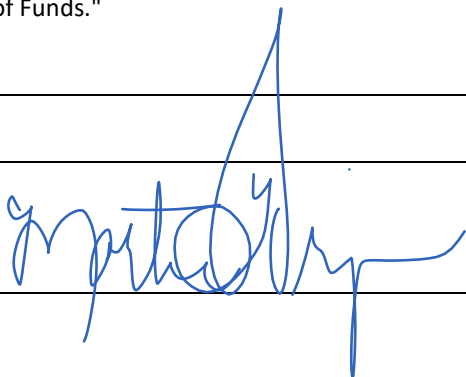
K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates that other students by unqualified, out-of-field, or inexperienced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

Superintendent's Printed Name: (For district and school plans)	Superintendent's Signature	Date
Martin L. Wright		**4/28/2017**

District Strategic Plan 2016 - 2021
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).

N. **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.

O. **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.
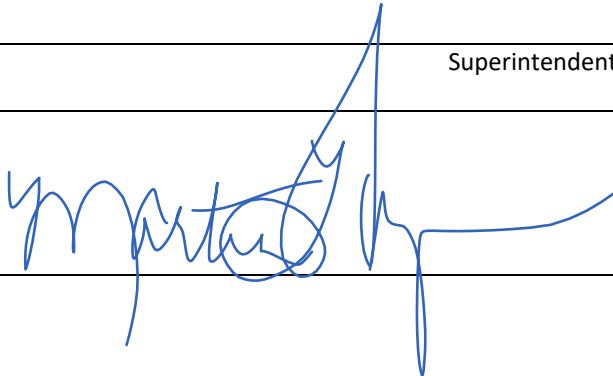
Superintendent's Printed Name: (For district and school plans)	Superintendent's Signature	Date
Martin L. Wright		**4/28/2017**

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Needs Assessment

District Profile							
Measure	**2014-2015 Baseline**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Prime Instructional Time	90.0%	90%	90%				
Parents attending conferences	NA	NA	NA				
Professional Development Days	10	10	10				
Percentage of Teachers with Advanced Degrees	67.9	69.4	71.0				
Percentage of Teachers Returning	66.2	70.8	73.0				
Percentage of Teachers on Continuing Contracts	60.4	59.3	46.2				
Percentage of Classes not Taught by Highly Effective Teachers	12.2	6.6	10.0				
Teacher Attendance Rate	98.5	81.4					
Student Attendance Rate	93.0	92.8					
Out – of – School suspensions or expulsions for violent and/or criminal offenses	N/A	6.4	0.2%				
Students Older than Usual for Grade	NA	NA					
District Poverty Index	94.1	93.1					

District Strategic Plan 2016 - 2021

Measure		2014-2015 Baseline Data (ACT Aspire)	2015-2016 SC Ready/PASS	2016-2017 SC Ready/PASS		2017-2018	2018-2019	2019-2020	2020-2021
3rd Grade	Third Grade ELA	48.4	16.4	ELA 26.5	Reading 32.4				
	Third Grade Writing	3.6							
	Third Grade Mathematics	43.8	32.7	35.8					
	Third Grade Science	NA	NA	NA					
	Third Grade Social Studies	NA	NA	NA					
4th Grade	Fourth Grade ELA	55.2	22.6	ELA 30.6	Reading 38.8				
	Fourth Grade Writing	12.3							
	Fourth Grade Mathematics	31	21.3	20.4					
	Fourth Grade Science	44.8	23.0	20.4					
	Fourth Grade Social Studies	70.7	55.7	63.2					
5th Grade	Fifth Grade ELA	42.9	19.4	ELA 16.4	Reading 26.2				
	Fifth Grade Writing	14.6							
	Fifth Grade Mathematics	26.2	18.2	18.0					
	Fifth Grade Science	40.5	27.7	24.6					
	Fifth Grade Social Studies	23.8	46.2	70.5					
6th Grade	Sixth Grade ELA	52.9	8.8	ELA 11.9	Reading 15.3				
	Sixth Grade Writing	31.1							
	Sixth Grade Mathematics	38.5	26.5	37.3					
	Sixth Grade Science	50.0	58.8	15.3					
	Sixth Grade Social Studies	48.1	41.2	44.1					
7th Grade	Seventh Grade ELA	38.8	15.8	ELA 9.4	Reading 9.4				
	Seventh Grade Writing	15.2							
	Seventh Grade Mathematics	6	12.3	0					
	Seventh Grade Science	35.8	33.3	9.4					
	Seventh Grade Social Studies	22.4	36.8	0					
8th Grade	Eighth Grade ELA	36.4	12.9	ELA 20.8	Reading 18.9				
	Eighth Grade Writing	6.1							
	Eighth Grade Mathematics	1.5	6.5	4.0					
	Eighth Grade Science	13.6	25.8	15.1					
	Eighth Grade Social Studies	33.3	40.3	17.0					

Estill High School Data (State Assessments)

Measures	2014-2015 Baseline Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
On – Time Graduation Rate	85.7	80.5	86.0				
End – of – Course Algebra I	33.3	37.5	45.6				
End – of – Course English I	41.9	40.0	70.9				
End – of – Course Biology	17.6	27.7	42.6				
End – of – Course U.S. History & Constitution	24.0	13.6	19.5				

Estill High School Data (National Assessments)

Measures	2014-2015 Baseline Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
SAT – Critical Reading	374	345	575				
SAT - Mathematics	381	342	475				
SAT – Writing	365	337	N/A				
ACT – English	14.1	11.3	10.4				
ACT – Math	16.0	14.2	10.4				
ACT – Reading	16.8	13.9	13.0				
ACT - Science	16.2	14.3	13.6				
ACT – Composite	15.9	13.6	13.0				

Exceeded State Average
Met State Average
Did Not Meet State Average

Estill High School Data (National Assessments)

Two achievement levels are identified for The ACT®: *Ready* and *Not Ready.* These achievement levels are based on ACT's College Readiness Benchmark Scores. Students that meet or exceed the benchmark score are "Ready;" those below the benchmark are "Not Ready." A student scoring at the benchmark has approximately a 50% chance of receiving a grade of "B" or better and a 75% chance of receiving a "C" or better in the corresponding introductory college course.

ACT	2014-2015 Baseline Data		2015-2016		2016-2017		2017-2018	2018-2019	2019-2020	2020-2021
	% Not Ready	% Ready	% Not Ready	% Ready	% Not Ready	% Ready				
English	95.7	4.3	84.9	15.1	89.6	10.4				
Mathematics	97.9	2.1	98.1	1.9	86.2	13.8				
Reading	100	0	96.2	3.8	86.98	13.02				
Science	100	0	94.2	5.8	86.4	13.6				
Writing	NA	NA	NA	NA	NA	NA				

Estill High School Data ACT WorkKeys Grade 11

Measures	2014-2015 Baseline Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of students that received a National Career Readiness Certificate	59.1	50	78				
% of students that received a Bronze National Career Readiness Certificate	47.7	21.7	60				
%e of students that received a Silver National Career Readiness Certificate	9.1	26.1	17				
% of students that received a Gold National Career Readiness Certificate	2.3	2.2	1				
% of students that received a Platinum National Career Readiness Certificate	0	0	0				

2014-2015	% of students who scored less than Level 3	% of students who scored Level 3	% of students who scored Level 4	% of students who scored Level 5	% of students who scored Level 6	%e of students who scored Level 7
Applied Mathematics	29.5	56.8	6.8	4.5	0	2.3
Locating Information	31.8	20.5	43.2	4.5	0	NA
Reading for Information	22.7	13.6	47.7	11.4	4.5	0

2015-2016	% of students who scored less than Level 3	% of students who scored Level 3	% of students who scored Level 4	% of students who scored Level 5	% of students who scored Level 6	% of students who scored Level 7
Applied Mathematics	39.1	21.7	23.9	13	2.2	0
Locating Information	23.9	37	37	2.2	0	NA
Reading for Information	4.3	13.0	50	26.1	6.5	0

ESEA Federal Accountability

Grade	2014-2015 Baseline Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Estill Elementary School							
Overall Weighted Points Total (ESEA only)	PAUSE YEAR	PAUSE YEAR					
Overall Grade Conversion (ESEA only)	PAUSE YEAR	PAUSE YEAR					
Estill Middle School							
Overall Weighted Points Total (ESEA only)	PAUSE YEAR	PAUSE YEAR					
Overall Grade Conversion (ESEA only)	PAUSE YEAR	PAUSE YEAR					
Estill High School							
Overall Weighted Points Total (ESEA only)	PAUSE YEAR	PAUSE YEAR					
Overall Grade Conversion (ESEA only)	PAUSE YEAR	PAUSE YEAR					
Hampton County School District 2							
Overall Weighted Points Total (ESEA only)	PAUSE YEAR	PAUSE YEAR					
Overall Grade Conversion (ESEA only)	PAUSE YEAR	PAUSE YEAR					

Vision

Hampton County School District 2 will become a world-class rural school district. Demonstrating our **BEST**.

Behave Responsibly

Exceed Expectations

Scholarship First

Team work always!

Mission

The mission of Hampton County School District 2 is to provide a rigorous personalized environment of academic excellence that prepares *Each child*, *Each Day* and in *Every classroom* to be **college/career** ready and **citizen ready** with no excuses.

- Education is a shared responsibility among students, educators, family and the community.
- A safe, respectful and nurturing learning environment is essential to learning.
- The primary focus of the school district is the education of all students.
- High expectations should be established for all students.
- Each parent is responsible for being actively involved in the education of his/her child(ren).
- Schools prepare students to be creative thinkers, problem solvers and effective communicators.

Goals

Goal 1: Increase Student Achievement

- By 2021, HCSD2 will maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college, career and citizen ready

Goal 2: Promotes Safety

- The district will promote a safe, orderly and supportive environment for teaching and learning, customer service, high and engagement.

Goal 3: Cultivate Engagement

- The district will strengthen communication and collaboration with employees, students, parents, and the community.

Goal 4: Improve Human Capital

- The district will build the capacity of teachers and leaders to produce continuous improvement in student, school, and district performance as well as increase teacher and leader effectiveness.

Goal 5: Improve Fiscal Management and Accountability

- The district will maximize the impact of district resources upon student achievement and ensure transparency.

Profile of the South Carolina Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic

Hampton County School District 2 Theory of Action for Change

Effective and timely use of data allows systems to make decisions to best utilize those interventions that are having a positive impact on student achievement. To ensure that school improvement stakeholders have a common understanding regarding the development and implementation of the District Strategic Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety.

SIP Data Analysis Process

1. Collect All Relevant Data
2. Analyze Data to Priortize Needs
3. Determine Root Causes
4. Establish SMART Goals
5. Identify Appropriate Action
6. Determine Artifacts and Evidence
7. Implement Plan
8. Monitor and Adjust Plan
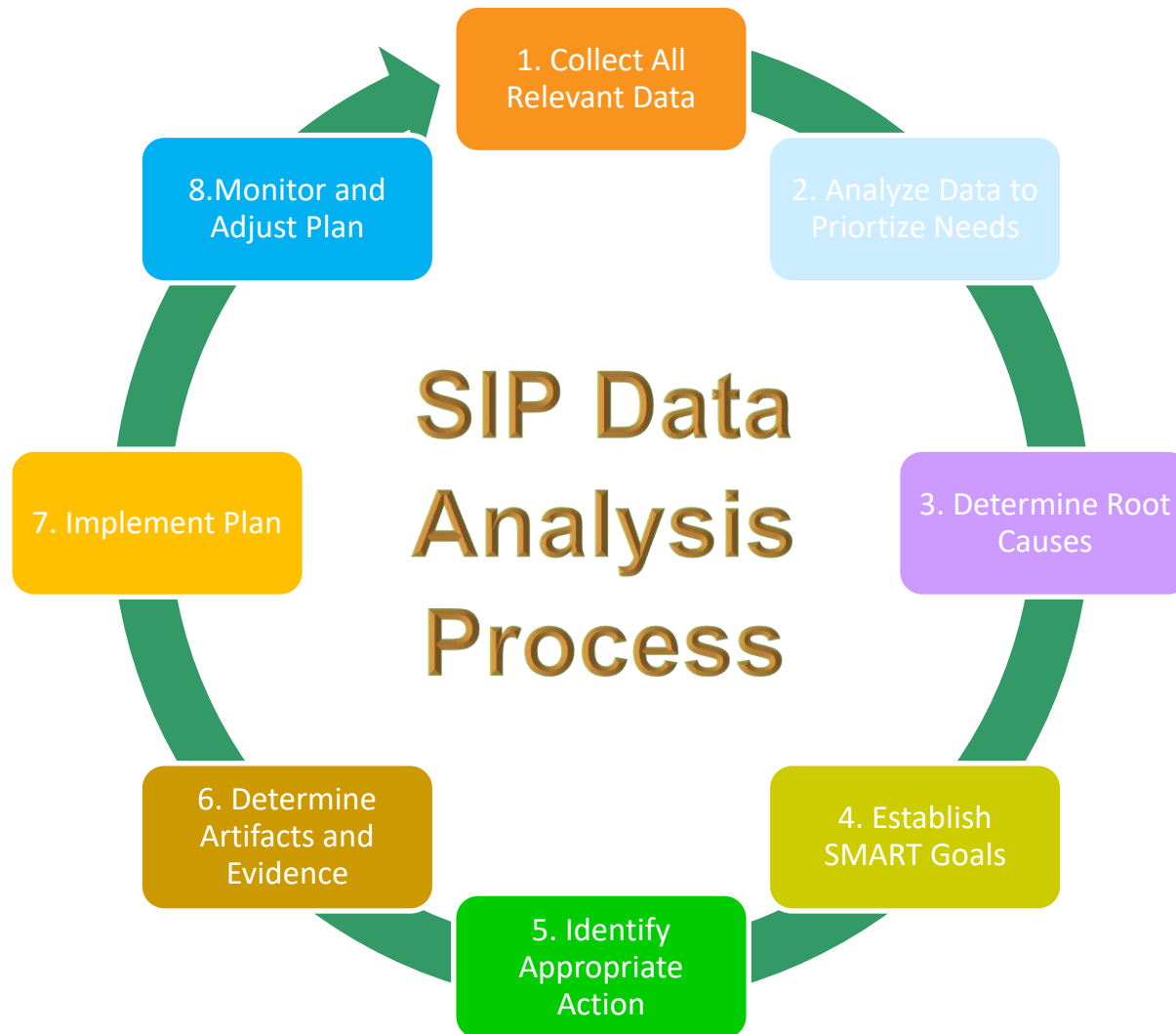
Integration of AdvancED (SACS CASI)

The following standards are incorporated and adhered to in the District Strategic Plan

Standard 1: Purpose and Direction
Standard 2: Governance and Leadership
Standard 3: Teaching and Assessing for Learning
Standard 4: Resources and Support Systems
Standard 5: Using Results for Continuous Improvement

The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew.

- Abraham Lincoln

Executive Summary of Needs Assessment

Hampton County School District 2 is a rural school district located in the southern part of Hampton County, South Carolina. The district consists of 4 public schools. Ninety-eight percent of the district's population is African American, and over ninety percent of the students are on free or reduced lunch. During the 2014 – 2015 year school year, we are participants of the Community Eligibility Provision Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended section 11(a) (1) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1759a(a)(1))(the law). The Community Eligibility Provision provides an alternative to household applications for free and reduced-price meals in local educational agencies (LEAs) and schools with increased levels of low-income students. All students enrolled in our district participates in the breakfast and lunch program at no charge to them. Families will not have to fill out meal applications.

Hampton County School District 2 Board of Trustees have adopted new Vision, Mission, and Beliefs statements that will guide the direction of our school district through year 2020. The new Vision, Mission and Beliefs statements are follow by our new change theory for student achievement. We believe that in order for our district to be a "world class rural school district", we have to be fully committed to a process of **managed instruction** and **performance/empowerment** for the operation of schools as determined by appropriate criteria. Complementary to this commitment is the implementation of an aligned **management system for continuous improvement** and **differentiated compensation** and recognition based on demonstrated effectiveness for student growth and achievement.

The Board of Trustees will support the "Theory of Action for Change" by:

- Establishing Board of Education policies

- Establishing district-wide vision, mission, and goals

- Fostering a positive culture for high performance

- Supporting the school district's accountability system

- Supporting a differentiated staffing model and allocation of resources

- Providing sufficient capacity in facilities, systems, and resources

- Establishing and supporting a program for recognition of individual employees and schools based on high performance

The district formed the Read to Succeed planning team to construct the district level Read to Succeed plan. The team developed ambitious strategies in regards to the seven performance goal areas. District and school level leaders were activity participants in the development of the plan. We have initiated a new adaptive interim/formative assessment system to measure student reading performance in all grade levels (PreK-12). The new assessment system will assist teachers with tiering instruction for learners. We are also encouraging all of our teachers to move forward with ascertaining their Read to Succeed reading endorsement.

President Abraham Lincoln said, "The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew." This strategic plan outlines our transformation and looking at how we prepare our students to be college, career and citizen ready in personalized learning environments. We cannot be left behind due to our limited resources, socio-economic status and where are kids come from. Together, with strong support from our community, the Board of Education, the school district's students, staff, families, we are committed to achieving our vision of a "world class rural school district that demonstrates our BEST in everything we do. It is our BEST always that determine how we Behave Responsibly, Exceed our expectations, put Scholarship as priority one and always work together as a Team. It is the acknowledge and have a clear visual image of our vision that we can create a personalized learning environment of academic excellence for Each Child, Each Day and in Every classroom to be college, career and citizen ready with no excuses. We are committed to our new leadership and our new **Five Year Strategic Plan** will guide us forward and drive all that we do for the children of Hampton County School District 2.

Action Plans

Performance Goal Area 1: Increase Student Achievement						
☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority						

PERFORMANCE GOAL 1: (desired result of student learning)	By 2020, HCSD2 will meet performance projections yearly on local, state and national tests by a 5% increase through the implementation of evidence based teaching and learning strategies.
INTERIM PERFORMANCE GOAL:	See projections below for each content area. (projections are based on a 5% increase from the previous year of students meeting/exceeding standards to be college or career ready)
DATA SOURCE(S):	▪ ACT Aspire (2014) ▪ SC Ready (2015) ▪ SC PASS (Science, Social Studies) ▪ WorkKeys ▪ EOCEP (ELA, Biology, US History, Algebra I) ▪ ACT (11th grade) ▪ SAT ▪ ESSA Federal Accountability /SDE Report Card ▪ Common Formative Assessments ▪ STAR 360 (Reading, Mathematics)

OVERALL MEASURES: * Projected performance are indicated in red (highlighted green**: exceeded projection;** yellow**: met,** red**: did not meet**

English Language Arts

School Average 2014 – 2015 Baseline		2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
SC READY Gr. 3	49.2	51.6 / 16.4	54.2 / 29.5	59.6%			
SC READY Gr. 4	57.1	59.9 / 22.6	62.9 / 34.7	69.2%			
SC READY Gr. 5	42.9	45 / 19.4	47.3 / 21.3	52.03%			
SC READY Gr. 6	52.1	54.7 / 8.8	57.4 / 27.2	63.1%			
SC READY Gr. 7	39.3	41.2 / 15.8	43.3 / 9.4	47.6%			
SC READY Gr. 8	34.9	36.6 / 12.9	38.4 / 19.9	42.2%			
EOCEP – English I	41.9	43.9 / 40	46.1 / 70.9	50.7%			
SAT – V (average score)	374	379 / 345	398	438			
SAT – W (average score)	365	370 / 337	389	437			

ACT - English (average score)	14.1	19.1 / 11.3	20.1 / 13.0	22.1			

Mathematics

School Average 2014 – 2015 Baseline		2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
SC Ready Gr. 3	42.6	44.7 / 32.7	46.9 / 35.8	51.6%			
SC Ready Gr. 4	32.1	33.7 / 21.3	35.4 / 20.4	38.9%			
SC READY Gr. 5	26.2	27.5 / 18.2	28.9 / 18.0	31.8%			
SC READY Gr. 6	39.6	41.5 / 26.5	43.6 / 37.3	48.0%			
SC READY Gr. 7	6.5	6.8 / 12.3	7.14 / 0	7.85%			
SC READY Gr. 8	1.6	1.68 / 6.5	1.76 / 4.0	1.94%			
EOCEP – Algebra I	33.3	34.9 / 37.5	36.6 / 45.6	40.3%			
SAT – M (average score)	381	386 / 342	405.3 / 475	445.8			
ACT – Math (average score)	16.0	16.8 / 14.2	17.6 / 14.9	19.4			

Science

School Average 2014 – 2015 Baseline		2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
PASS Gr. 3	NA	NA	NA	NA			
PASS Gr. 4	46.4	48.7 / 23	51.1 / 20.4	56.2%			
PASS Gr. 5	40.5	42.5 / 27.7	44.6 / 24.6	49.1%			
PASS Gr. 6	50.0	52.5 / 58.8	55.1 / 15.3	60.6%			
PASS Gr. 7	37.7	39.5	41.5	45.7%			

		33.3	9.4				
PASS Gr. 8	14.3	15 / 25.8	15.8 / 15.1	17.4%			
EOCEP – Biology	17.6	18.4 / 27.7	19.3 / 42.6	21.2%			
ACT Science (average score)	16.2	17 / 14.3	17.9 / 15.2	19.7			

Social Studies							
School Average **2014 – 2015 Baseline**		2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
PASS Gr. 3	NA						
PASS Gr. 4	69.6	73 / 55.7	76.7 / 63.2	84.4%			
PASS Gr. 5	23.8	24.9 / 46.2	26.1 / 70.5	28.7%			
PASS Gr. 6	47.9	50.2 / 41.2	52.7 / 44.1	58.0%			
PASS Gr. 7	23.0	24.1 / 36.8	25.3 / 0	27.8%			
PASS Gr. 8	34.9	36.6 / 40.3	38.4 / 17.0	42.2%			
EOCEP – US Hist.	24.0	25.2 / 13.6	26.5 / 19.5	29.2%			

Read to Succeed

Performance Goal Area: #1 Leadership				
☒ <mark>Read to Succeed: Leadership</mark>		☐ Read to Succeed: Student Outcomes		☐ Read to Succeed: Instructional Plan
☐ Read to Succeed: Instructional Plan		☐ Read to Succeed: Assessment Plan		☐ Read to Succeed: Professional Learning
☐ Read to Succeed: Parent and Family Involvement		☐ Read to Succeed: School-Community Partnerships		

Interim Performance Goal: (One Year Goal)	By Fall 2016, the DLLT will have a comprehensive Literacy plan to monitor the implementation of the leadership components.
Data Sources:	Meeting agendas, sign-in sheets, monitoring checklist, and meeting notes

Action Plan for Strategy #1: Leadership				Evaluation
Activity	Timeline	Person Responsible	Estimated Cost	Indicators of Implementation
1. Assist school level instructional leaders in implementing the district and school level literacy plan	August 2017-June 2018	DLLT		School Sign-In Log Professional Learning agenda, notes, handouts
2. Monitor strategies and activities that are written in the district and school level literacy plan.	August 2017-June 2018	DLLT		Quarterly review
3. Provide professional learning for literacy strategies and activities	August 2017-June 2018	DLLT		Professional learning agenda, handouts, sign-in sheet, reflection forms
4. Monitor the implementation of literacy based classrooms	September 2017-May 2018	DLLT		Classroom observation form

District Strategic Plan 2016 - 2021

Performance Goal Area: #2 Student Outcomes
☐Read to Succeed: Leadership   ☒Read to Succeed: Student Outcomes   ☐Read to Succeed: Instructional Plan   ☐Read to Succeed: Instructional Plan   ☐Read to Succeed: Assessment Plan   ☐Read to Succeed: Professional Learning   ☐Read to Succeed: Parent and Family Involvement   ☐Read to Succeed: School-Community Partnerships

Interim Performance Goal: (One Year Goal)	By the end of the 2017-18 school year, teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time as measured classroom management observations, teachers' reflections, professional development agendas and sign in sheets and evidence of watched "Edivate" videos.
Data Sources:	Classroom observations, teachers' reflections, professional development agendas and sign in sheets and evidence of watched "Edivate" videos.

Action Plan for Strategy #2: Student Outcomes				Evaluation
Activity	Timeline	Person Responsible	Estimated Cost	Indicators of Implementation
1. Monitor an intervention block for literacy instruction	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Master Schedule Literacy reports from various programs of intervention
2. Monitor differentiation of instruction within the literacy instructional block	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Classroom Observations Weekly learning plans/teacher refelctions
3. instructional framework that support core literacy instruction that is aligned to the SC College and Career Readiness Standards and Read to Succeed Act 284	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		HCSD2 Instructional Framework
4. Analyze student data to drive literacy instruction	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Agendas Sign-in sheets
5. Monitor Tier II and Tier III intervention plans	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators Teachers		

Performance Goal Area: #3 Professional Learning

☐Read to Succeed: Leadership   ☐Read to Succeed: Student Outcomes   ☐Read to Succeed: Instructional Plan

☐Read to Succeed: Instructional Plan   ☐Read to Succeed: Assessment Plan   ☒<mark>Read to Succeed: Professional Learning</mark>

☐Read to Succeed: Parent and Family Involvement   ☐Read to Succeed: School-Community Partnerships

Interim Performance Goal: (One Year Goal)	By the end of the 2017-2018, the district will provide continuous systematic professional learning opportunities that are focused on literacy instruction.			
Data Sources:				

Action Plan for Strategy #3: Professional Learning				Evaluation
Activity	Timeline	Person Responsible	Estimated Cost	Indicators of Implementation
1. Provide professional learning for literacy strategies and activities.	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Professional Learning agenda, handouts, sign-in sheets, reflection forms
2. Provide professional learning on utilizing the literacy instructional framework.	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Professional Learning agenda, handouts, sign-in sheets, reflection forms
3. Provide research based professional learning that supports a literacy based classroom.	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Professional Learning agenda, handouts, sign-in sheets, reflection forms

Performance Goal Area: #4 Assessment Plan

☐Read to Succeed: Leadership   ☐Read to Succeed: Student Outcomes   ☐Read to Succeed: Instructional Plan

☐Read to Succeed: Instructional Plan   ☒Read to Succeed: Assessment Plan   ☐Read to Succeed: Professional Learning

☐Read to Succeed: Parent and Family Involvement   ☐Read to Succeed: School-Community Partnerships

Interim Performance Goal: (One Year Goal)	By the end of the 2016-2017 school year, the district will implement a data analysis process to measure literacy components as measured by MAP.			
Data Sources:	Data Team protocol checklist, weekly learning plan, NWEA reports, and MAP data analysis			
Action Plan for Strategy #4: Assessment Plan				Evaluation
Activity	Timeline	Person Responsible	Estimated Cost	Indicators of Implementation
Monitor formative and summative assessments	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Feedback on weekly learning plans
Provide support in implementing the RTI model	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Review of school level RTI plans
Implement instructional test-taking strategies for teaching and learning	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Observations
Provide professional learning on assessment strategies	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Professional learning agendas, handouts, notes

Performance Goal Area: #5 Instructional Plan				

☐Read to Succeed: Leadership   ☐Read to Succeed: Student Outcomes   ☐Read to Succeed: Instructional Plan

☒Read to Succeed: Instructional Plan   ☐Read to Succeed: Assessment Plan   ☐Read to Succeed: Professional Learning

☐Read to Succeed: Parent and Family Involvement   ☐Read to Succeed: School-Community Partnerships

Interim Performance Goal: (One Year Goal)	By the end of the 2017-18 school year, teachers will ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time as measured by teacher observation, lesson plans and classroom daily schedule.			
Data Sources:	classroom library inventory, weekly learning plans, teacher observations, and schedules			

Action Plan for Strategy #5: Instructional Plan				Evaluation
Activity	Timeline	Person Responsible	Estimated Cost	Indicators of Implementation
Monitor school level instructional schedules	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		School level instructional schedules
Monitor literacy classroom instructional designs	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Observations
Monitor research based instructional strategies on learning plans	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Learning plan
Monitor research based differentiated instructional strategies	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Observations
Monitor and support the development of classroom libraries	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Professional learning agendas, handouts, notes

Performance Goal Area: #6 Parent and Family Involvement

☐Read to Succeed: Leadership   ☐Read to Succeed: Student Outcomes   ☐Read to Succeed: Instructional Plan

☐Read to Succeed: Instructional Plan   ☐Read to Succeed: Assessment Plan   ☐Read to Succeed: Professional Learning

☒Read to Succeed: Parent and Family Involvement   ☐Read to Succeed: School-Community Partnerships

Interim Performance Goal: (One Year Goal)	During the 2017-18 school year, each school will participate in strategically planned and developed partnerships to promote reading and writing as measured by written communication, contact information, agendas, and visual artifacts.			
Data Sources:	written communication, contact information, agendas, and visual artifacts.			
Action Plan for Strategy #6: Parent and Family Involvement				Evaluation
Activity	Timeline	Person Responsible	Estimated Cost	Indicators of Implementation
Provide literacy information and/or strategies for parents/families to work with their children at home	August 2017-2018	DLLT Instructional Leaders Curriculum Coordinators Parent Coordinator		Observations
Monitor and support school level teams and parents during RTI meetings	August 2017-2018	DLLT Guidance Counselors		RTI plans, sign-in sheets, notes

Performance Goal Area: # 7 School-Community Partnerships

☐Read to Succeed: Leadership   ☐Read to Succeed: Student Outcomes   ☐Read to Succeed: Instructional Plan

☐Read to Succeed: Instructional Plan   ☐Read to Succeed: Assessment Plan   ☐Read to Succeed: Professional Learning

☐Read to Succeed: Parent and Family Involvement   ☒Read to Succeed: School-Community Partnerships

Interim Performance Goal: (One Year Goal)	During the 2017-2018 school year, the district will ensure that community partners remain informed of the Read to Succeed legislation and are provided with literacy resources as measured by written communication and literacy events
Data Sources:	Agendas, sign-in sheets, notes, MOA's

Action Plan for Strategy #7: School Community Partnerships				Evaluation
Activity	Timeline	Person Responsible	Estimated Cost	Indicators of Implementation
Sustain the School Community Partners in Education Plan	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators		Business Partnership Forms
Provide literacy information and/or strategies during community meetings	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators Parent Coordinator		Agendas, sign-in sheets, notes
Disseminate and review the Read to Succeed legislation for community members	August 2017-June 2018	DLLT Instructional Leaders Curriculum Coordinators Parent Coordinator		Sign-in sheets, notes, agendas
Contact the local library to discuss a partnership and develop a plan to promote reading and writing.	June 2017-2018	DLLT Instructional Leaders Curriculum Coordinators Teachers		Written Communication Contact Information
Partner with businesses to reward students for their reading/writing achievement (Accelerated Reader, etc.).	August 2017-2018	DLLT Instructional Leaders Curriculum Coordinators Parent Coordinator		Communication Visual Artifacts

Goal 1 Strategic Initiatives

- College, career and citizen readiness/personalized learning
- High academic growth/high academic achievement
- Passport to rigor

Strategic Initiatives	Timeline	Person(s) Responsible	Resources/ Funding	Estimated Cost	Indicator of Implementing Monitoring (Artifacts)
College, Career and Citizen Readiness/ Personalized Learning					
1. Establish a personalized plan of progress through an electronic portfolio that follows every student K-12 to ensure that students reach college and career goals	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$10,000**	☐ Electronic Portfolio Tracking System
2. Identify students who may need additional support in transitioning to higher education and provide embedded support in their senior year.	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**TBA**	☐ Gator S.W.A.G ☐ Response to Intervention ☐ Career Development Meetings
3. Ensure students are on track to complete requirements and graduate in four years	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Electronic portfolio tracking system ☐ Individual Graduation Plan
4. Use assessment data such as SC READY, PLAN, EXPLORE, ACT, WorkKeys, STAR 360, and DnA Illuminate to advance student progress on personalized plan benchmark goals	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$5,000**	☐ Electronic portfolio tracking system
5. Infuse 21st-century skills framework to support South Carolina College-and Career-Ready Standards	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$1,000**	☐ World-class Curriculum Framework ☐ Weekly Learning Plan
6. Promote post-secondary technical training, work study and apprenticeship opportunities	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Post-secondary Partnerships
7. Develop innovative opportunities for students to engage in project-based and authentic problem-solving experiences	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$40,000**	☐ PBL Plan ☐ PBL Unit Planning

8.	Ensure that each student has equitable access to personalized learning	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Technology Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Personalized Learning Device ☐ Student Email Access ☐ Learning Management System

	High Academic Growth & Achievement					
1.	Establish a dynamic teaching and learning framework that ensures seamless, high-quality instruction from one grade level to the next	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$2,500	☐ Curriculum Frameworks ☐ Instructional Frameworks
2.	Develop a comprehensive Pre-K-12 system for progress monitoring across the district, schools and classrooms	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$10,000	☐ Common Formative Assessment System ☐ STAR 360 Reading/Mathematics
3.	Provide high-quality teaching and re-teaching opportunities	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$10,000	☐ Differentiate Instructional Strategies ☐ Weekly Learning Plan
4.	Develop a robust professional development system with performance expectations to support quality teaching and learning	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	TBA	☐ Professional Learning Plan
5.	Prepare Pre-K students for kindergarten success	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Pre-K Curriculum Framework ☐ PreK Readiness Assessment
6.	Utilize data-driven instruction to provide interventions, acceleration and remediation for improved student learning	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Response to Intervention Plan ☐ Data Tuning Protocol ☐ Weekly Learning Plan
7.	Provide targeted support for students not meeting a year's worth of growth	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$10,000	☐ Extended Learning Time Program After-school
8.	Ensure the use of consistent professional learning community teams at schools with a focus on data-driven decision making	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$3,000	☐ PLC Format Meeting Agenda/Minutes ☐ Focused Instructional Team Meeting Agenda/Minutes ☐ School Improvement

#	Objective	Timeline	Responsible	Funding	Cost	Evidence
			Teachers			☐ Data Analysis Tuning Protocol
9.	Ensure all students are reading on or above grade level	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Read To Succeed Plan ☐ Response to Intervention Plan
10.	Teachers and school level leaders will work collaboratively to organize a guaranteed and viable standards – based curriculum that is implemented, monitored and updated annually to maximize student learning	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$3,000	☐ Curriculum Framework
11.	Develop or acquire a systemic and systematic assessment and data analysis process	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$15,000	☐ Formative Assessment System
12.	Promote evidence based differentiated instructional pedagogy and instructional strategies	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$5,000	☐ Professional Learning Plan ☐ Differentiated Instructional Strategy Professional Learning
13.	Build capacity of teachers and staff in use of technology tools to ensure inspired teaching and learning, with measures of proficiency	July 1, 2016 – June 30, 2021	**Director of Instruction** **Director of Technology** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$10,000	☐ Professional Learning Plan ☐Technology Tuesday ☐ Technology Proficiency Assessment ☐ Instructional Tech. Specialist
14.	Establish and support technology platforms and devices for individualized student learning	July 1, 2016 – June 30, 2021	**Director of Instruction** **Director of Technology** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$510,600	☐ 1:1 Initiative 6-12 ☐ 1:1 Initiative K-5 ☐ Technology Plan
15.	Extend learning for all students through robust enrichment, remedial, summer learning opportunities beyond the traditional school day and current academic calendar	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	$10,000	☐ Balanced Academic Calendar ☐ Extended Learning Time Programs
Passport to Rigor						
1.	Ensure access to rigorous and relevant coursework for all students	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Curriculum Frameworks ☐ Course Syllabi ☐ Adopt a Rigor Framework

2.	Align professional learning for counselors and master schedulers to ensure students have access to rigorous instruction	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Master Schedule ☐ Individualized Graduation Plan ☐ Professional Learning Plan ☐ Honors Course Rubric 9-12
3.	Create strong honors courses in middle school by 8th grade in ELA and Mathematics	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Honors Course Rubric 7-8 ☐ Curriculum Framework
4.	Utilize available tools to identify students for enrollment in higher – level classes with support	July 1, 2016 – June 30, 2021	**Director of Instruction** Director of Federal Programs Principals Instructional Coaches Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Honors Course Rubric 7-12 ☐ Differentiated Instruction ☐ Personalized Learning

Performance Goal Area 2: Promotes Safety

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

PERFORMANCE GOAL 1: (desired result of student learning)	BY 2020, HCSD2 will create a safe, orderly and supportive environment for teaching and learning as measured by a 5% increase in home/school responses of state and local data in the areas of learning environment, home-school relations, social and physical environment.
INTERIM PERFORMANCE GOAL:	**See projections below with a 5% increase from the previous year data.**
DATA SOURCE(S):	▪ District/School Climate Surveys, School Report Cards, Attendance records for workshops and conferences, , Parent Teacher Organizations(PTO), School Improvement Councils (SICs), Customer Service Survey

OVERALL MEASURES: * Projected performance indicated in red

School Average 2014 – 2015 Baseline		2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percent satisfied with learning environment	62.2%	65.3% / 61.9	67.5%	70.9%			
Percent satisfied with social and physical environment	66.6%	69.9% / 66.7	73.5%	77.2%			
Percent satisfied with home-school relations	60.4%	63.4% / 65	55.6%	58.4%			
Out-of-school suspensions or expulsion for violent and/or criminal	35.3%	37%	36.9%	35.1%			

Goal 2 Promotes Safety

	Strategic Initiatives	Timeline	Person(s) Responsible	Resources/ Funding	Estimated Cost	Indicator of Implementing Monitoring (Artifacts)
1.	Use discipline data to focus resources, keep students safe and in school and maintain orderly schools	July 1, 2016 – June 30, 2021	**Director of Student Services** Director of Exceptional Children Principals Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$1500**	☐ ABE Discipline System ☐ PBIS Implementation Plan
2.	Develop, implement and monitor a coherent, fair and equitable district-wide student code of conduct disciplinary system	July 1, 2016 – June 30, 2021	**Director of Student Services** Director of Exceptional Children Principals Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$1000**	☐ Safe Schools Checklist ☐ Quarterly School Cleanliness Checklist
3.	Build the capacity of school administration to pursue alternatives to suspensions while maintaining high standards for discipline and order	July 1, 2016 – June 30, 2021	**Director of Student Services** Director of Exceptional Children Principals Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	TBA	☐ Student Code of Conduct ☐ Student Athletic Handbook ☐ PLC learning teams meeting notes & agenda
4.	Ensure all schools are safe places where every child feels welcomed, engaged and nurtured	July 1, 2016 – June 30, 2021	**Director of Finance & Operations** Director of Student Services Director of Exceptional Children Principals Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	TBA	☐ School climate survey ☐ Safe Schools Checklist ☐ Bully Prevention and Reporting Process
5.	Create an engaging and welcoming school and district level culture where our staff, parents and community members feel valued, respected and included	July 1, 2016 – June 30, 2021	**Director of Finance & Operations** Director of Student Services Director of Exceptional Children Principals Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	TBA	☐ Systemic Implementation of Positive Behavior Interventions and Supports (PBIS)

Performance Goal Area 3: Cultivate Engagement

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

PERFORMANCE GOAL 1: (desired result of student learning)	The district will strengthen communication and collaboration with employees, students, parents, and the community.
INTERIM PERFORMANCE GOAL:	**See projections below with a 5% increase from the previous year data.**
DATA SOURCE(S):	▪ District/School Climate Surveys, School Report Cards, Attendance records for workshops and conferences, , Parent Teacher Organizations(PTO), School Improvement Councils (SICs), Customer Service Survey

OVERALL MEASURES: * Projected Performance indicated in red

School Average 2014 – 2015 Baseline		2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percent satisfied with learning environment	62.2%	**65.3%** / **61.9**	67.5%	70.9%			
Percent satisfied with social and physical environment	66.6%	**69.9%** / **66.7**	73.5%	77.2%			
Percent satisfied with home-school relations	60.4%	**63.4%** / **65**	55.6%	58.4%			
Parents attending conferences	69.2%	**72.6%** / **75.6**	58.9%	61.9%			

Goal 3 Cultivate Engagement					
Strategic Initiatives	**Timeline**	**Person(s) Responsible**	**Resources/ Funding**	**Estimated Cost**	**Indicator of Implementing Monitoring (Artifacts)**
1. Improve communications with families and community members	July 1, 2016 – June 30, 2021	**Director of Student Services** Director of Federal Programs Title I Parent Coordinator Title I Volunteer Coordinator Principals Guidance Counselors Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$500**	☐ Communication Protocol District and school level webpage
2. Build trust through dialogue and engagement with parents and families.	July 1, 2016 – June 30, 2021	**Director of Student Services** Director of Federal Programs Title I Parent Coordinator Title I Volunteer Coordinator Principals Guidance Counselors Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$1,000**	☐ SIC meetings ☐ PTO meetings ☐ Community forums ☐ Title I Annual meeting ☐ Parent – Teacher - Student Compact ☐ Quarterly parent conference dates ☐ Family engagement activities
3. Build family/school partnerships to support student learning through rewards & recognition	July 1, 2016 – June 30, 2021	**Director of Student Services** Director of Federal Programs Title I Parent Coordinator Title I Volunteer Coordinator Principals Guidance Counselors Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$3000**	☐ Student, Staff, Parent and Community Celebrations
4. Define, create and sustain a district-wide customer service model	July 1, 2016 – June 30, 2021	**Director of Human Resources**	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**TBA**	☐ Customer Service Protocol
5. Foster a work environment that promotes employee engagement, satisfaction, and positive morale	July 1, 2016 – June 30, 2021	**Director of Human Resources**	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$1000**	☐ Employee recognition protocol ☐ PBIS
6. Create partnership opportunities that increase student exposure to college and career options	July 1, 2016 – June 30, 2021	**Director of Student Services** Director of Federal Programs Title I Parent Coordinator Title I Volunteer Coordinator Principals Guidance Counselors Teachers	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**TBA**	☐ Career Fair Expo ☐ Work-base Opportunities ☐ College Visitation

| 7. | Explore avenues through flexibility waiver to combine Estill Middle and Estill High into a single 6- 12 configured school with one principal | July 1, 2016 – June 30, 2021 | **Director of Instruction** | ☐ General Funding
☐ Federal Funding
☐ State Funding
☐ Grants | | ☒ Waiver submission
☒ Waive approval |

Performance Goal Area 4: Improve Human Capital

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

PERFORMANCE GOAL 1: (desired result of student learning)	By 2020, HCSD2 will build the capacity of teachers and leaders by providing professional learning opportunities that increase teacher effectiveness of school and district initiatives reducing the teacher retention rate by 5% yearly.
INTERIM PERFORMANCE GOAL:	▪ Projections will be determined by a 5% percent yearly increase of teachers who are rated effective as measured by ADEPT. ▪ Projections will be determined by a 5% percent yearly increase of leaders who are rated effective as measured by PADEPP.
DATA SOURCE(S):	▪ Expanded ADEPT Results ▪ PADEPP Results ▪ Continuous Improvement Plans ▪ Classroom Observations (Observation 360) ▪ Teacher Attendance ▪ Renewal Credit Records ▪ Professional Learning Plans & Surveys

OVERALL MEASURES: * Projected Performance

Average Baseline 2014-2015		2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percent of teachers rated proficient as measured by Expanded ADEPT	55.6	58.3%	62.5%	65.6%			
Percent of leaders rated proficient as measured by PADEPP	50	52.5%	50%	52.5%			

Goal 4 Improve Human Capital					
Strategic Initiatives	**Timeline**	**Person(s) Responsible**	**Resources/ Funding**	**Estimated Cost**	**Indicator of Implementing Monitoring (Artifacts)**
1. Implement the state approved evaluation system for teachers and leaders with fidelity while building district and school level capacity.	July 1, 2016 – June 30, 2021	**Director of Human Resources HR Coordinator** Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$0**	☐ Expanded ADEPT Implementation ☐ PADEDD Implementation ☐ Participation in State-wide ADEPT/PADEPP professional learning ☐ Annual reporting of ADEPT and PADEPP results
2. Develop a comprehensive professional learning plan	July 1, 2016 – June 30, 2021	**Director of Human Resources HR Coordinator** Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Professional learning plan ☐ Edivate ☐ Observation360 ☐ Title VI/II plans
3. Provide teachers and school leaders with individualized, high-quality professional learning	July 1, 2016 – June 30, 2021	**Director of Human Resources HR Coordinator** Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$50,000**	☐ Edivate - Personalize Learning Opportunities ☐ Observation360 ☐ Professional learning needs assessment ☐ Monthly leadership professional learning
4. Strengthen the capacity of Focus Instructional Teams (FIT) to drive continuous school improvement	July 1, 2016 – June 30, 2021	**Director of Human Resources HR Coordinator** Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**TBD**	☐ Focus Instruction Team meetings ☐ Instructional Data room ☐ Teacher/leader data portfolio
5. Strengthen teacher and leader recruitment, selection, and staffing policies to attract and retain highly qualified, highly engaged and highly effective educators	July 1, 2016 – June 30, 2021	**Director of Human Resources Director of Technology HR Coordinator** Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**TBD**	☐ Comprehensive Recruitment and retention plan ☐ Employee exit survey ☐ Participation in recruitment opportunities
6. Transform compensation and recognition programs	July 1, 2016 – June 30, 2021	**Director of Human Resources HR Coordinator** Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**TBD**	☐ New compensation scale ☐ Compensation Analysis
7. Employee Instructional Technology Coach to provide coaching and monitor educational technology teaching and learning strategies	July 1, 2016 – June 30, 2021	**Director of Human Resources Director of Technology HR Coordinator** Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$70,000**	☐ Gradually employee ITS for each school

Performance Goal Area 5: Improve Fiscal Management & Accountability

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

PERFORMANCE GOAL 1: (desired result of student learning)	The district will maximize the impact of district resources upon student achievement through zero based budgeting and ensure transparency.
INTERIM PERFORMANCE GOAL:	See projections below.
DATA SOURCE(S):	■ District Budget and Plans ■ School Level Budgets and Plans ■ Risk Score Breakdown Report

OVERALL MEASURES: * Projected Performance							
Average Baseline 2014-2015		2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Maintain a positive fund balance	**$1,200,000**	$2,500,000	3.8 million	4 million			
Excess of revenue over expenditures in General Funds	**$500,000**	$800,000	$400,000	$375,000			
Federal grants subreceipients risk score from medium risk to low risk	**N/A**	19(medium risk)	Low Risk	Low Risk			

Goal 5 Improve Fiscal Management and Accountability

Strategic Initiatives	Timeline	Person(s) Responsible	Resources/ Funding	Estimated Cost	Indicator of Implementing Monitoring (Artifacts)
Prioritize the allocation and expenditure of funds to support district goals and align them to maximizing student achievement.	July 1, 2016 – June 30, 2021	**Director of Finance/Operations** **Director of Technology** Director of Federal Programs Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants	**$70,000** **$70,000**	☐ District and school level budget plans ☐ Monthly budget checklist of roles and responsibilities ☐ Monthly budget report of expenditures and revenue. ☐ Fund Instructional Technology Specialist for each school ☐ Fund Dean of Student for elementary school
Establish a process to monitor, evaluate and communicate changes in the district wide budget; forecast if changes occur in state or federal funding.	July 1, 2016 – June 30, 2021	**Director of Finance/Operations** Director of Federal Programs Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Analysis of monthly budget reports by each department. ☐ Monthly finance updates regarding changes in funding.
Initiate an annual zero-based budget protocol.	July 1, 2016 – June 30, 2021	**Director of Finance/Operations** Director of Federal Programs Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Completion of the general fund budget. ☐ Pay-off Debt Owed to Hampton County Council
Provide comprehensive management and budgeting training.	July 1, 2016 – June 30, 2021	**Director of Finance/Operations** Director of Federal Programs Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ Sign-in sheets and professional learning surveys.
✓ Monitor district fiscal and programmatic risk performance.	July 1, 2016 – June 30, 2021	**Director of Finance/Operations** Director of Federal Programs Principals	☐ General Funding ☐ Federal Funding ☐ State Funding ☐ Grants		☐ SCDE Risk Assessment Score breakdown

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

September 28, 2016

Mr. Martin L. Wright
District Superintendent
Hampton County School District Two
319 4th Street East
Estill, SC 29918

Dear Mr. Wright:

Hampton County School District Two's waiver request from the State Board of Education (SBE) Regulation 43-205 that "each school must be staffed with a full-time properly certified principal/director whose duties and responsibilities must be prescribed by the district superintendent," has been approved for Estill Middle School and Estill High School.

SBE Regulation 43-261's requirement that, "upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan." Please be sure that this need continues to be in the district strategic and school renewal plans as described in the waiver.

This waiver is valid for the duration of the current district strategic and school renewal plan cycle (2016/17–2020/21). If you have any questions, please do not hesitate to contact me.

Sincerely,

Darlene Prevatt

Darlene Prevatt, Team Leader
Office of Federal and State Accountability