

2015

Hampton County School District 2

Strategic Plan 2015-2020

*Always
Our
BEST*

Mr. Martin L. Wright

HCSD 2





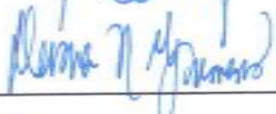

District Strategic Plan 2015 - 2020

District Name:	Hampton County School District 2
SIDN (BEDS code)	
Plan Submission	<input type="checkbox"/> School district utilizes AdvancEd <input checked="" type="checkbox"/> School district does utilize AdvancEd
Grade Range From:	
Address 1:	635 4 th Street
City	Estill, South Carolina
Zip Code:	29118
School Renewal Plan Contact Person	Mr. Martin L. Wright
Contact Phone:	803.625.5001
Email Address:	wrigmar@hampton2.k12.sc.us

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Required Printed Names

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.

Position	Name	Signature	Date
Chairperson, District Board of Trustees	Daisy B. Orr		5/19/2015
Superintendent	Mr. Martin L. Wright		5/19/2015
District Title II Coordinator	Devona Youmans		5/19/2015
District Strategic Plan Coordinator	Devona Youmans		5/19/2015

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Chairperson, District Board of Trustees	Daisy B. Orr		5/19/2015
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District Title II Coordinator	Devona Youmans		5/19/2015
District Strategic Plan Coordinator	Devona Youmans		5/19/2015

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Stakeholder Involvement

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

Position		Name
1.	Superintendent	Mr. Martin L. Wright <small>07.2015</small>
2.	District Level Leader (s)	Devona Youmans, Rose Choice, Corine Miller
3.	School Level Leader(s) Principal of Estill Elementary School Principal of Estill Middle School Principal of Estill High School	Dr. Deborah Martin Ms. Synetria Hawkins Mr. Kamar Lee
4.	Teacher(s)	Brannette Cohen Mamie Jenkins Shronda Taylor Dr. Sarah Williams Harry Wooding Bernard Sanders
5.	Paraprofessional	Avyce Mikell Joann Johnson
6.	Parent/Guardian	Annie Gardner Earlene Brantley Hattie Warren
7.	Community Member	Lizzie Young Elizabeth Singleton
8.	Private School Representative(s)	
Others: (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)		
9.	School Board Member	Mr. Lucius Moses

Hampton County School District 2 Schools

Estill Elementary	Estill Middle	Estill High School	GACE Academy
<u>Dr. Deborah Martin, Principal</u> 634 4 th Street Estill, South Carolina 29918 (803) 625-5030	<u>Mrs. Synetria Hawkins, Principal</u> 1450 Columbia Highway Suite A Estill, South Carolina 29918 (803) 625-5200	<u>Mr. Kamar Lee, Principal</u> 1450 Columbia Highway Suite B Estill, South Carolina 29918 (803) 625-5100	

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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 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 <i>Standards for Staff Development</i> .
√		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.
√		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.

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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 levels 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 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.
√		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.
√		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. The district has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity inclusive of the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.

Needs Assessment

District Profile							
Measure	2013 - 2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Prime Instructional Time	94.8%						
Pupil – Teacher Ratio Core Subjects	N/R						
Parents attending conferences	N/R						
Professional Development Days	N/R						
Percentage of Teachers with Advanced Degrees	61.7%						
Percentage of Teachers Returning	69.7%						
Percentage of Teachers on Continuing Contracts	55.0%						
Percentage of Classes not Taught by Highly Qualified Teachers							
Teacher Attendance Rate	97.1%						
Student Attendance Rate	96.7%						
Out – of – School suspensions or expulsions for violent and/or criminal offenses	N/R						
Students Older than Usual for Grade	7.3%						
District Poverty Index	97%						

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Elementary/Middle Summative Assessment Data PASS/ACT (Percentage of Students Scoring Met and Exemplary)								
Measure		2013 - 2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
3 rd Grade	Third Grade ELA	66.1						
	Third Grade Writing	67.8						
	Third Grade Mathematics	40.7						
	Third Grade Science	32.3						
	Third Grade Social Studies	71.4						
4 th Grade	Fourth Grade ELA	54.2						
	Fourth Grade Writing	59.2						
	Fourth Grade Mathematics	59.2						
	Fourth Grade Science	40.8						
	Fourth Grade Social Studies	71.4						
5 th Grade	Fifth Grade ELA	49.1						
	Fifth Grade Writing	66.0						
	Fifth Grade Mathematics	60.4						
	Fifth Grade Science	23.1						
	Fifth Grade Social Studies	40.7						
6 th Grade	Sixth Grade ELA	29.2						
	Sixth Grade Writing	53.1						
	Sixth Grade Mathematics	33.8						
	Sixth Grade Science	65.6						
	Sixth Grade Social Studies	36.4						
7 th Grade	Seventh Grade ELA	30.0						
	Seventh Grade Writing	42.9						
	Seventh Grade Mathematics	25.7						
	Seventh Grade Science	27.1						
	Seventh Grade Social Studies	8.6						
8 th Grade	Eighth Grade ELA	29.9						
	Eighth Grade Writing	48.5						
	Eighth Grade Mathematics	26.9						
	Eighth Grade Science	14.3						
	Eighth Grade Social Studies	41.2						

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Estill High School Data (State Assessments)							
Measures	2013 - 2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
On – Time Graduation Rate	70.6%						
First Attempt HSAP Combined Score Passage Rate	30.0%						
HSAP Passed Both Subtests	33.3%						
HSAP Passed One Subset	3.3%						
HSAP Passage Rate Overall	83.3%						
End – of – Course Algebra I	13.3%						
End – of – Course English I	17.4%						
End – of – Course Biology	39.7%						
End – of – Course U.S. History & Constitution	31.7%						

Estill High School Data (National Assessments)							
Measures	2013 - 2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
SAT – Critical Reading	376						
SAT - Mathematics	373						
SAT – Writing	353						
ACT – English	12.7						
ACT – Math	15.5						
ACT – Reading	14.7						
ACT Science	15.9						
ACT – Composite	14.8						

Exceeded State Average

Met State Average

Did Not Meet State Average

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Estill Elementary Performance By Group (Mean Score)

[illegible]

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[illegible]

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[illegible]

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ESEA Federal Accountability							
Grade	2013 - 2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Estill Elementary School							
Overall Weighted Points Total (ESEA only)	64.4						
Overall Grade Conversion (ESEA only)	D						
Estill Middle School							
Overall Weighted Points Total (ESEA only)	19.8						
Overall Grade Conversion (ESEA only)	F						
Estill High School							
Overall Weighted Points Total (ESEA only)	51.3						
Overall Grade Conversion (ESEA only)	F						
Hampton County School District 2							
Overall Weighted Points Total (ESEA only)	45						
Overall Grade Conversion (ESEA only)	F						

New 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!

New 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.

Beliefs

- 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 2020, HCSD2 will meet performance standards yearly on local, state and national tests at progressive levels of proficiency by implementing evidence based teaching and learning strategies.

Goal 2: Safety 1st

- The district will create a safe, orderly and supportive environment for teaching and learning.

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, leaders, and support personnel to produce continuous improvement in student, school, and district performance.

Goal 5: Improve Fiscal Management and Accountability

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

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.



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

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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 3 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 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 a 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



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

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due to our limited resources, socio-economic status and where our students 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 in the acknowledgement of and having 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.

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Action Plans

Performance Goal Area 1: Increase Student Achievement

<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority			
PERFORMANCE GOAL 1: (desired result of student learning)		By 2020, HCSD2 will meet performance standards yearly on local, state and national tests at progressive levels of proficiency by implementing 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)	
DATA SOURCE(S):		<ul style="list-style-type: none"> ▪ Palmetto Assessment of State Standards ▪ ACT Aspire ▪ Measures of Academic Progress (MAP) ▪ Attendance Report ▪ Common Formative Assessments 	<ul style="list-style-type: none"> ▪ PSAT ▪ PLAN ▪ Disciplinary referrals ▪ DIBELS
		<ul style="list-style-type: none"> ▪ EOCEP ▪ ACT (11th grade) ▪ SAT ▪ District Benchmark 	
OVERALL MEASURES: * Projected performance are indicated in red (highlighted green: exceeded projection; yellow: met, red: did not meet)			

English Language Arts

School Average 2013 – 2014 Baseline		2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
PASS Gr. 3	66.1						
PASS Gr. 4	54.2						
PASS Gr. 5	49.1						
PASS Gr. 6	29.2						
PASS Gr. 7	30.0						
PASS Gr. 8	29.9						
HSAP (combined)							
EOCEP – English I	17.4						
SAT – V (average score)	376						
SAT – W (average score)	353						
ACT - English (average score)	12.7						

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Mathematics

School Average 2013 – 2014 Baseline		2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
PASS Gr. 3	40.7						
PASS Gr. 4	59.2						
PASS Gr. 5	60.4						
PASS Gr. 6	33.8						
PASS Gr. 7	25.7						
PASS Gr. 8	26.9						
HSAP							
EOCEP – Algebra I	13.3						
SAT – M ^(average score)	373						

Science

School Average 2013 – 2014 Baseline		2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
PASS Gr. 3	32.2						
PASS Gr. 4	40.8						
PASS Gr. 5	23.1						
PASS Gr. 6	65.6						
PASS Gr. 7	27.1						
PASS Gr. 8	14.3						
EOCEP – Biology	39.7						
ACT Science ^(average score)	15.9						

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Social Studies							
School Average 2013 – 2014 Baseline		2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
PASS Gr. 3	71.4						
PASS Gr. 4	71.4						
PASS Gr. 5	40.7						
PASS Gr. 6	36.4						
PASS Gr. 7	8.6						
PASS Gr. 8	41.2						
EOCEP – US Hist.	31.7						

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Goal 1 Strategic Initiatives						
	Strategic Initiatives	Timeline	Person(s) Responsible	Resources/ Funding	Estimated Cost	Indicator of Implementing Monitoring (Artifacts)
Curriculum 1.1	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.	August 2015 – May 2020	Director of Teaching and Learning Director of Federal Program Director of Special Education Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Curriculum Frameworks <ul style="list-style-type: none"> Foundations Documents Standards in Action Maps <input type="checkbox"/> Unit planning <input type="checkbox"/> Lesson plan templates <input type="checkbox"/> Teacher PLC meeting notes/minutes <input type="checkbox"/> Instructional focus walks
	Develop and adopt new, aligned curricula and instructional materials	August 2015 – May 2020	Director of Teaching and Learning Director of Federal Program Director of Special Education Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Program evaluation <input type="checkbox"/> Curricula adoption plan <input type="checkbox"/> ELL Curriculum Plan
	Build systemic capacity within schools and the district to effectively implement the new curricula such as the new SC College and Career Ready Standards and help teachers engage their students in learning	August 2015 – May 2020	Director of Teaching and Learning Director of Federal Program Director of Special Education Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Teaching and Learning Framework
Assessment 1.2	Develop or acquire a systemic and systematic assessment and data analysis process.	August 2015 – May 2020	Director of Teaching and Learning Director of Federal Program Director of Special Education Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Data team protocol <input type="checkbox"/> Disaggregated data room <input type="checkbox"/> Needs assessment survey <input type="checkbox"/> Classroom profiles <input type="checkbox"/> Collaboratively developed assessments
















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Goal 1 Strategic Initiatives

Instruction 1.3	Strategic Initiatives/Activities	Timeline	Person(s) Responsible	Resources/ Funding	Estimated Cost	Indicator of Implementing Monitoring (Artifacts)
	Work collaboratively with teachers and school level leaders to develop and adopt an Instructional Framework.	August 2015 – May 2020	Director of Teaching and Learning Director of Federal Program Director of Special Education Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Instructional Framework <input type="checkbox"/> PLC learning team meeting notes & agenda <input type="checkbox"/> Lesson plan templates <input type="checkbox"/> Collaboratively developed performance tasks <input type="checkbox"/> Instructional agenda
	Promote instructional support for both literacy and numeracy in all grades.	August 2015 – May 2020	Director of Teaching and Learning Director of Federal Program Director of Special Education Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Literacy plan <input type="checkbox"/> Numeracy plan <input type="checkbox"/> Instructional focus walks <input type="checkbox"/> Title I plan <input type="checkbox"/> Read to Success District Plan <input type="checkbox"/> Title III Instructional Plan
	Create a multi-year plan for providing strong Career And Technical Education (CATE) and Science/Technology/Engineering/Mathematics (STEM) programs throughout the district.	August 2015 – May 2020	Director of Teaching and Learning Director of Federal Program Director of Special Education Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> CATE implementation plan <input type="checkbox"/> STEM implementation plan <input type="checkbox"/> PLC meeting notes & agenda
	Promote evidence based differentiated instructional pedagogy and instructional strategies.	August 2015 – May 2020	Director of Teaching and Learning Director of Federal Program Director of Special Education Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Book study – research <input type="checkbox"/> Instructional focus walks <input type="checkbox"/> Lesson plans documenting DI strategies <input type="checkbox"/> Student work with teacher commentary <input type="checkbox"/> Rubrics/Checklist <input type="checkbox"/> PLC learning teams meeting notes & agenda <input type="checkbox"/> Title I plan

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ACTIVITY 1.1*Curriculum*

	2014 – 2015	2015 – 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020
1. Consistently use Non-Negotiable Practices.						
2. Learn and rollout the new South Carolina College – and Career-Ready Standards for English Language Arts and Mathematics.						
3. Develop, refine, and monitor ELA and Math curriculum frameworks.						
4. Provide professional learning for new South Carolina College – and Career-Ready Standards for English Language Arts and Mathematics. through regional and state conferences						
5. Rollout and monitor new ELA, Math, Science, Social Studies, CATE curriculum frameworks.						
6. Identify effective teaching and learning practice that incorporates technology into the curriculum and be able to assist teachers in reaching this effective practice.						
7. Develop or acquire new Related Arts, Physical Education/Health, and World Language high school electives curriculum.						
8. Rollout and monitor new Related Arts, Physical Education/Health, and World Language high school electives curriculum.						
9. Develop strategies to implement the 25 Books Challenge through Lexile levels.						
10. Rollout and monitor the strategies to implement the 25 Books Challenge.						
11. Develop and adopt an instructional framework for teaching and learning.						
12. Rollout and monitor the instructional framework for teaching and learning.						

Beginning the process
Continuing the process



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ACTIVITY 1.2*Assessment*

1. Develop or acquire Common Formative Assessments in ELA, Math, Science, and Social Studies aligned to CCSS.
2. Conduct infrastructure readiness audit for technology based assessment rollout.
3. Schools will develop, rollout and monitor a data driven - decision making protocol.
4. Develop or acquire Common Formative Assessment for Related Arts, and CATE.
5. Rollout Common Formative Assessments for Related Arts, and CATE.
6. Provide professional learning on assessment strategies.
7. Implement and monitor a formative benchmark assessment system (NWEA MAP).
8. Develop or acquire a model for students to take ownership of their learning and data.
9. Assess current instructional programs, initiatives, and resources/materials; abandon those that do not directly support the new curricula and district goals.
10. Develop and implement instructional test – taking strategies for teaching and learning.

2014 – 2015

2015 – 2016

2016 - 2017

2017 - 2018

2018 - 2019

2019-2020



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ACTIVITY 1.3

Instruction

	2014 – 2015	2015 – 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020
1. Consistently implement Non-Negotiable Practices.						
2. Implement differentiated instructional strategies professional learning opportunities such project-based learning, flexible grouping, etc.						
3. Create and implement Focused Instructional Teams (FIT) to monitor teaching and learning.						
4. Research and implement evidence-based instructional practices for teaching and learning that is relevant, rigorous and build relationships.						
5. Initiate internal/external collaboration with programs such as Educational Talent Search, GEAR- Up, technical colleges, etc., to develop a plan to assist with increasing student achievement.						
6. Design and rollout strategies for teachers and students to work collaboratively to use educational technology hardware and software to include tools such personalized learning, 1:1 initiatives, etc.						
7. Design an instructional schedule that meet the need of learners in the following grade bands: PreK – 5, 6-12 and both ELL and Exceptional Children.						
8. Implement standards – based classroom instructional design.						
9. Implement & monitor collaborative instructional planning time for core academics teachers using the Professional Learning Community Model.						
10. Implement & monitor Response to Intervention strategies for ELA and Math.						
11. Develop and adopt a Read to Succeed literacy plan and a numeracy instructional plan.						
12. Rollout and monitor literacy and numeracy instructional plan.						

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Performance Goal Area 2: Safety 1st

<input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input checked="" type="checkbox"/> District Priority							
PERFORMANCE GOAL 1: (desired result of student learning)		The district will create a safe, orderly and supportive environment for teaching and learning as measured by state and local data in the areas of learning environment, home-school relations, social and physical environment based on an increase in positive responses.					
INTERIM PERFORMANCE GOAL:		See projections below with a 5% increase from the previous year data.					
DATA SOURCE(S):		<ul style="list-style-type: none"> 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 2013 – 2014 Baseline		2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
Percent satisfied with learning environment							
Percent satisfied with social and physical environment							
Percent satisfied with home-school relations							
Out-of-school suspensions or expulsion for violent and/or criminal							










District Strategic Plan 2015 - 2020

Goal 2 Strategic Initiatives

Safety 1 st 2.1	Strategic Initiatives/Activities	Timeline	Person(s) Responsible	Resources/ Funding	Estimated Cost	Indicator of Implementing Monitoring (artifacts)
	Create an engaging and welcoming school and district level culture where our diverse students, staff, parents and community members feel valued, respected and included.	August 2015 – May 2020	Director of Student Services Director of Finance Principals Teachers SICs	Federal State Local Grants (when available)		<input type="checkbox"/> Red Carpet School Award <input type="checkbox"/> School climate survey <input type="checkbox"/> Teacher survey <input type="checkbox"/> Parent survey <input type="checkbox"/> Student survey <input type="checkbox"/> Customer service survey <input type="checkbox"/> PBIS three tier plan
	Ensure secure, safe, and well-maintained facilities and environment.	August 2015 – May 2020	Director of Student Services Director of Finance Principals Teachers SICs	Federal State Local Grants (when available)		<input type="checkbox"/> Safe Schools Checklist <input type="checkbox"/> Quarterly School Cleanliness Checklist <ul style="list-style-type: none"> ▪ Custodians ▪ Cafeteria ▪ Classroom ▪ Maintenance and Grounds <input type="checkbox"/> District and school level emergency plans and revisions <input type="checkbox"/> PLC team meeting notes and agenda <input type="checkbox"/> Lobby Guard System
	Develop, implement and monitor a coherent, fair and equitable district-wide student code of conduct disciplinary system.	August 2015 – May 2020	Director of Student Services Director of Finance Principals Teachers SICs	Federal State Local Grants (when available)		<input type="checkbox"/> Student Code of Conduct <input type="checkbox"/> PLC learning teams meeting notes & agenda

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ACTIVITY 2.1*Safety 1st*

	2014 – 2015	2015 – 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020
1. Ensure that a systemic emergency management protocol is updated and monitored.						
2. Rollout, implement and monitor a student code of conduct.						
3. Implement the Gator Alternative Choice Academy (GACE) as an intervention to expulsion and truancy.						
4. Provide faculty and staff with customer service professional learning.						
5. Implement and monitor a visitor management system and software.						
6. Provide professional learning on student safety.						
7. Conduct monthly facilities maintenance protocol.						
8. Develop an incentive program that rewards engaging and welcoming school facilities.						
9. Implement & monitor Response to Intervention strategies for behavior.						
10. Implement Positive Behavior Intervention & Support framework at all schools.						
11. Conduct an online survey to get feedback from students, parents, and teachers concerning school safety.						

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Performance Goal Area 3: Cultivate Engagement

<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input checked="" type="checkbox"/> 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 2013 – 2014 Baseline		2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
Percent satisfied with learning environment							
Percent satisfied with social and physical environment							
Percent satisfied with home-school relations							
Parents attending conferences							

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Goal 3 Strategic Initiatives

Cultivate Engagement 3.1	Strategic Initiatives/Activities	Timeline	Person(s) Responsible	Resources/ Funding	Estimated Cost	Indicator of Implementing Monitoring (Artifacts)
	Improve communications with families and community members.	August 2015 – May 2020	Director of Student Services Director of Federal Programs School Level Parent Coordinators Media Specialists Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Alert Now reports <input type="checkbox"/> District and school level webpage <input type="checkbox"/> District and School level quarterly newsletter <input type="checkbox"/> Weekly communication blasts <input type="checkbox"/> SIC meeting notes & agenda <input type="checkbox"/> News articles of school level events
	Provide the community with regular reports on progress.	August 2015 – May 2020	Director of Student Services Director of Federal Programs School Level Parent Coordinators Media Specialists Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Quarterly student achievement report <input type="checkbox"/> Quarterly report cards <input type="checkbox"/> Quarterly parent teacher conference days
	Build trust through dialogue and engagement with parents and families.	August 2015 – May 2020	Director of Student Services Director of Federal Programs School Level Parent Coordinators Media Specialists Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> SIC meeting notes & agenda <input type="checkbox"/> PTO meeting notes & agenda <input type="checkbox"/> Quarterly Superintendent community forum <input type="checkbox"/> Quarterly Principal school level forum <input type="checkbox"/> Title I Annual meeting <input type="checkbox"/> Parent – Teacher - Student Compact <input type="checkbox"/> Parent conference protocol <input type="checkbox"/> Quarterly parent conference dates
	Build family/school partnerships to support student learning through rewards & recognition.	August 2015 – May 2020	Director of Student Services Director of Federal Programs School Level Parent Coordinators Media Specialists Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> Volunteers are Important People (VIP) recognition <input type="checkbox"/> Quarterly student achievement award program <input type="checkbox"/> District level awards program
	Build community/school partnerships that address local needs.	August 2015 – May 2020	Director of Student Services	Federal State Local		<input type="checkbox"/> Partners in Education plan

















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			Director of Federal Programs School Level Parent Coordinators Media Specialists Principals Teachers	Grants (when available)		
	Develop partnerships with businesses and higher education communities to support the development and growth of Science/Technology/Engineering/Mathematics (STEM) and Career And Technical Education (CATE) programs.	August 2015 – May 2020	Director of Student Services Director of Federal Programs School Level Parent Coordinators Media Specialists Principals Teachers	Federal State Local Grants (when available)		<input type="checkbox"/> CATE implementation plan <input type="checkbox"/> STEM implementation plan <input type="checkbox"/> PLC meeting notes & agenda

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ACTIVITY 3.1

Cultivate Engagement

	2014 – 2015	2015 – 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020
1. Implement awareness strategies to increase academic achievement and foster teamwork between school/home.						
2. Research, design and implement a Partner in Education Plan (PEP).						
3. Develop norms and standards to improve organizational productivity.						
4. Implement and monitor student, faculty, staff and parental recognition programs.						
5. Initiate parent – teacher – student conferencing.						
6. Initiate and rollout quarterly student achievement reporting protocols.						
7. Develop and revise as needed a parental engagement plan.						
8. Develop, organize, monitor and maintain district and school level webpages.						
9. Implement and monitor the use of OneCall Now as a communication protocol for parents and other stakeholders.						
10. Design and disaggregate data from an annual survey to be administered to the learning community through community forums.						
11. Design and implement a citizen's academy in concert with the town of Estill Police Department.						
12. Implement and sustain clubs and student organizations at all schools.						
13. Explore avenues through flexibility waiver to combine Estill Middle and Estill High into a single 6- 12 configured school.						

District Strategic Plan 2015 - 2020

Performance Goal Area 4: Improve Human Capital

<input type="checkbox"/> Student Achievement	<input checked="" type="checkbox"/> Teacher/Administrator Quality	<input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)	<input checked="" type="checkbox"/> District Priority
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PERFORMANCE GOAL 1:
(desired result of student learning)

The district will build the capacity of teachers, leaders, and support personnel to produce continuous improvement in student, school, and district performance as well as recruit highly qualified personnel.

INTERIM PERFORMANCE GOAL:

Projections will be determined by a 5% percent yearly increase of teachers and leaders who are highly qualified as defined by NCLB act in appropriate content and grade level

DATA SOURCE(S):

- District records of Performance Evaluation
- Continuous Improvement Plans
- Classroom Observations (Observation 360)
- Teacher Attendance
- Renewal Credit Records
- Professional Development Plans & Surveys
- PADEPP Results

OVERALL MEASURES: * Projected Performance

Average Baseline 2013-2014		2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
Percent of Highly Qualified Teachers	82%	86.1%	90.4%	94.9%	99.6%	100%	100%
Percent of High Qualified School Level Leaders	100%	100%	100%	100%	100%	100%	100%

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Goal 4 Strategic Initiatives

Improve Human Capital 4.1	Strategic Initiatives/Activities	Timeline	Person(s) Responsible	Resources/Funding	Estimated Cost	Indicator of Implementing Monitoring (Artifacts)
	Strengthen teacher and leader recruitment, selection, and staffing policies to attract and retain highly qualified, highly engaged and highly effective educators.	August 2015 – May 2020	Director of Human Resources Director of Teaching and Learning Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> Recruit plan <ul style="list-style-type: none"> Quality teacher interview protocol <input type="checkbox"/> New Teacher Induction Program plan <input type="checkbox"/> Signing bonus for HQ teachers <input type="checkbox"/> Title VI plan
	Develop a comprehensive professional learning plan.	August 2015 – May 2020	Director of Human Resources Director of Teaching and Learning Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> Professional development plan <input type="checkbox"/> PD360 report <input type="checkbox"/> Teacher renewal credit plan <input type="checkbox"/> PD360 renewal credit plan <input type="checkbox"/> Professional development needs assessment <input type="checkbox"/> Title VI/II plans
	Strengthen the capacity of school level leaders and other staff members within the district.	August 2015 – May 2020	Director of Human Resources Director of Teaching and Learning Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> Monthly Instructional Leadership meeting minutes and agenda <input type="checkbox"/> School level instructional leadership teams: <ul style="list-style-type: none"> Principal's Advisory Team Better Seeking Team Building Operations Team
	Evaluate <i>all</i> employees.	August 2015 – May 2020	Director of Human Resources Director of Teaching and Learning Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> New evaluation instrument for licensed teachers and leaders <input type="checkbox"/> Classified evaluation instrument
	Provide teachers and school leaders with individualized, high-quality professional development.	August 2015 – May 2020	Director of Human Resources Director of Teaching and Learning Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> School Improvement Network PD360 <input type="checkbox"/> State-wide Professional Learning <input type="checkbox"/> District – wide Professional Learning

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ACTIVITY 4.1

Improve Human Capital

1. Provide a signing bonus for highly qualified teachers of science, mathematics.								
2. Implement strategies to compensated and recognized employees for their effectiveness.								
3. Rollout a professional learning plan based on district initiatives, continuous school improvement and individualized teacher learning needs.								
4. Develop a teacher evaluation system based on a teaching and learning framework.								
5. Provide a <i>New Teacher's Academy</i> for teachers new to teaching and to the district.								
6. Design and implement an evaluation instrument for licensed and classified employees.								
7. Design and implement an effective <i>Instructional Leadership Roundtable</i> .								
8. Rollout a district – wide teacher recruitment plan.								
9. Design a substitute teacher classroom plan.								
10. Design a teacher renewal credit plan								
11. Implement & Evaluate PD360 and Observation 360.								
12. Design and implement an evaluation instrument for substitute teachers.								

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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 for each content area.
DATA SOURCE(S):	<ul style="list-style-type: none"> ▪ District Budget and Plans ▪ School Level Budgets and Plans
OVERALL MEASURES: * Projected Performance	
























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Goal 5 Strategic Initiatives

Improve Fiscal Management & Accountability 5.1	Strategic/Activities	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 student learning goals.	August 2015 – May 2020	Director of Finance Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> District and school level budget plans <input type="checkbox"/> Monthly budget checklist of roles and responsibilities <input type="checkbox"/> Monthly budget report of expenditures and revenue.
	Establish a process to monitor, evaluate and communicate changes in the district wide budget; forecast if changes occur in state or federal funding.	August 2015 – May 2020	Director of Finance Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> Analysis of monthly budget reports by each department. <input type="checkbox"/> Monthly finance updates regarding changes in funding.
	Initiate an annual zero-based budget protocol.	August 2015 – May 2020	Director of Finance Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> Completion of the general fund budget. <input type="checkbox"/> Pay-off Debt Owed to Hampton County Council
	Provide comprehensive management and budgeting training.	August 2015 – May 2020	Director of Finance Director of Federal Programs	Federal State Local Grants (when available)		<input type="checkbox"/> Sign-in sheets and professional development surveys.

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ACTIVITY 5.1*Improve Fiscal Management & Accountability 5.1*

	2014 – 2015	2015 – 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020
Develop a plan for district wide zero - based budgeting.						
Provide professional learning to school – level fiscal management teams.						
Ensure a process to facilitate alignment of all district-wide fiscal resources.						
Involve and communicate the budgeting process through local School Improvement Councils.						
Host an annual “State of the District” event.						
Issue a district annual <i>Report to the People</i> .						
Present an annual budget to Board of Trustees and Hampton County Council.						