

# 2009 – 2014 Strategic Plan



Helen Anderson, Chief Instructional Services Officer  
Division of Instructional Services

Dr. Herbert Berg  
Superintendent

**COVER PAGE FOR DISTRICT PLANS (Mandated Component)**  
**DISTRICT INFORMATION AND REQUIRED SIGNATURES**

**S/D #5 of Lexington and Richland Counties** \_\_\_\_\_ **SCHOOL DISTRICT**

**STRATEGIC/ACCOUNTABILITY PLAN FOR YEARS** 2009 – 2014  
**STRATEGIC/ACCOUNTABILITY ANNUAL UPDATE FOR** \_\_\_\_\_

**Assurances**

The district’s strategic/accountability plan, or annual update of the strategic/accountability 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, and the district strategic planning coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

<b>Mr. Robert Gantt</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

<b>Dr. Herbert Berg</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**TITLE II COORDINATOR**

<b>Ms. Sara Kearns</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**DISTRICT PLANNING COORDINATOR**

<b>Ms. Helen Anderson</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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## STAKEHOLDER INVOLVEMENT

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

1. SUPERINTENDENT \_\_\_\_\_ Dr. Herb Berg \_\_\_\_\_
2. PRINCIPAL \_\_\_\_\_ Rod Taylor \_\_\_\_\_
3. TEACHER \_\_\_\_\_ Buffy Murphy \_\_\_\_\_
4. PARENT/GUARDIAN \_\_\_\_\_ Paul DuPre \_\_\_\_\_
5. COMMUNITY MEMBER \_\_\_\_\_ Judy Chavis \_\_\_\_\_
6. PRIVATE SCHOOL REPRESENTATIVE(S) \_\_\_\_\_ Not Applicable \_\_\_\_\_  
(Title II requirement)
7. DISTRICT LEVEL ADMINISTRATOR \_\_\_\_\_ Helen Anderson \_\_\_\_\_  
(Title II requirement)
8. PARAPROFESSIONAL(S) \_\_\_\_\_ Linda Koon \_\_\_\_\_  
(Title II requirement)
9. OTHERS\* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	NAME
<i>Superintendent</i>	<i>Herb Berg</i>
<i>Chief Instructional Services Officer</i>	<i>Helen Anderson</i>
<i>Coordinator Academic Assistance &amp; Professional Development</i>	<i>Sara Penn-Kearns</i>
<i>Principal</i>	<i>Christina Melton</i>
<i>Principal</i>	<i>Rod Taylor</i>
<i>Principal</i>	<i>Robin Bright</i>
<i>School Administrator</i>	<i>Gina Mays</i>
<i>School Administrator</i>	<i>Felicia Riddick</i>
<i>School Administrator</i>	<i>Ryan Pool</i>
<i>School Administrator</i>	<i>Tom Wise</i>
<i>School Administrator</i>	<i>Anne Pillow</i>
<i>Teacher</i>	<i>Sharon Gray</i>
<i>Teacher</i>	<i>Michelle Kirkpatrick</i>
<i>Teacher</i>	<i>Gordon Farley</i>
<i>Teacher</i>	<i>Joye Rush</i>
<i>Teacher</i>	<i>Harriett Ward</i>
<i>Teacher</i>	<i>Cederia Campbell</i>
<i>Teacher</i>	<i>Greg Bates</i>

<i>Teacher</i>	<i>Derrick Price</i>
<i>Teacher</i>	<i>Amy Westbury</i>
<i>Teacher</i>	<i>Karen Walton</i>
<i>Support Staff</i>	<i>Robert Butler</i>
<i>Support Staff</i>	<i>Suzanne Sherer</i>
<i>Support Staff</i>	<i>Alison Redick</i>
<i>Support Staff</i>	<i>Cherie Crosby</i>
<i>Community Member</i>	<i>Elaine Shedd</i>
<i>Community Member</i>	<i>Betty Gardiner</i>
<i>Community Member</i>	<i>Kathleen Wood</i>
<i>Community Member</i>	<i>Tabitha Keeler</i>
<i>Community Member</i>	<i>Krysten Douglas</i>
<i>Community Member</i>	<i>John Stickney</i>
<i>Coordinator of Gifted and Talented Education</i>	<i>Tami Richardson</i>
<i>Coordinator of Nursing</i>	<i>Marcy Hall</i>
<i>Coordinator of Elementary Special Education</i>	<i>Cindy Carpenter</i>
<i>Coordinator of Parenting Services</i>	<i>Jennifer Felkel</i>
<i>Director of Finance</i>	<i>Tom Weeks</i>
<i>Coordinator of Mathematics Education</i>	<i>Don Hardie</i>
<i>Coordinator of Science Education</i>	<i>Al Gates</i>
<i>Coordinator of Social Studies Education</i>	<i>Kathy Hogan</i>
<i>Director of Accountability</i>	<i>Missy Wall-Mitchell</i>
<i>Coordinator of Security</i>	<i>Michael Poole</i>

## ASSURANCES FOR DISTRICT PLANS

### Act 135 Assurances

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

- X **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). Examples of academic assistance services for PreK–3 are referenced in goal 1-strategy 1, goal 2-strategy 1.
- X **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). Examples of academic assistance services for Grades 4-12 are referenced in goal 1-strategy 1, goal 2-strategy 1.
- X **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, 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. Examples of parent involvement can be referenced in goal 1-strategy 3, goal 2-strategies 3 and 4, goal 3-strategies 1, 5 and 7.
- X **Staff Development** The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district/school 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*. Examples of staff development referenced the plan can be found in goal 1-strategy 2, goal 2-strategy 2, goal 3-strategies 2, 5, 6 and 8, goal 4-strategy 2.
- X **Technology** The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Examples of the use of technology referenced in the plan can be found in goal 1-strategy 1, goal 2-strategies 1, 3, and 4, goal 3-strategies 3 and 8, goal 4-strategies 1 and 2, goal 5-strategies 1 and 2.
- X **Innovation** The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Examples of the use of innovation funds are referenced in the plan in goal 2-strategy 1
- X **Recruitment** The district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is

not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

- X    **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).
  
- X    **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.
  
- X    **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.
  
- X    **Best Practices in Grades K–3** The district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
  
- X    **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.
  
- X    **Parenting and Family Literacy** The district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program 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. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
  
- X    **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 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.
  
- X    **The School-to-Work Transition Act of 1994 (STW)** The district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Dr. Herbert Berg		
Superintendent's Printed Name (for district and school plans)	Superintendent's Signature	Date

# Executive Summary of School System Profile

Steeped in a tradition of academic excellence, School District Five of Lexington and Richland Counties has earned a reputation as one of the top school districts in South Carolina and one of the finest in the nation. District Five offers an educational program that challenges and stimulates thinking and problem solving and fosters superior achievement. The comprehensive educational program focuses on both academic and personal success for all students at all ability levels from early childhood education through grade 12, including adult and community education programs.

Located just 10 miles northwest of Columbia, the state's capital, the district includes the northwestern portion of Richland County and the northern section of Lexington County. We have a total of twenty schools, with twelve elementary schools, four middle schools, three high schools and an Alternative Academy. The district serves more than 16,600 students that live within the boundaries. Nine of the schools have been named National Blue Ribbon Schools of Excellence, with 2 of the high schools receiving the award twice. Also, six of the schools have earned the Palmetto's Finest Award, South Carolina's highest recognition for schools of excellence.

## MISSION, VISION, GOALS

The mission of our district, in partnership with the community, is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society. As a community we envision that School District Five will empower all students to meet or exceed expectations for academic, social, and emotional growth and success, that we will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes, and that we will maximize our use of resources through collaborative partnerships with our community, our business and education partners. District Five's students will be prepared to pursue excellence for tomorrow's challenges; hence, our motto *Pursuing Excellence for Tomorrow's Challenges*.

School District Five's fundamental values are best described in the following beliefs.

- Students are the primary focus of all decisions.
- Every person has the right to a safe, supportive and respectful environment.
- Education creates possibilities.

- All adults in the community are responsible for supporting quality education.
- Self-discipline, commitment, and hard work contribute to success.
- Trust is essential for a successful educational community.
- All members of the community are valued and have inherent worth.
- Excellence in learning is directly related to excellence in teaching.
- Academic growth is enhanced when students are actively engaged in rigorous, relevant learning.
- Each staff member is responsible for uncovering the potential of every student through positive relationships that foster student learning.
- Communication between home and school enhances learning.

The district has set forth the following goals developed from the mission, vision, and beliefs.

1. We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.
2. We will provide challenging curricula with high expectations for learning.
3. We will develop productive citizens who can solve problems and contribute to a global society.
4. We will recruit, hire, and retain a highly effective, diverse staff who understands what students need to succeed in a competitive, global work place.
5. We will maximize the school district's resources of time, expertise, and finances.

## **PROGRAMS AND SERVICES**

School District Five offers an array of programs and services for its stakeholders, while meeting the diverse needs of the students. The extensive curriculum includes a variety of programs for all students, including gifted and talented, career and technology, special education, college preparatory, preschool and early childhood, parenting, at-risk, "over age," magnet, single gender, International Baccalaureate (IB), Advanced Placement, reading and math intervention, English for Speakers of Other Languages (ESOL), dual credit, middle college, performing and visual arts, physical education and athletics, extra-curricular, virtual school and credit recovery, transition, and adult education courses. Each school in the district houses state-of-the-art computer labs and other technologies that enhance student engagement and improve academic achievement.

The Office of Instructional Services supports District Five schools and its staff members to ensure continuous improvement in teaching and learning. The fundamental purpose of the Office of Instruction is to define and identify best practices and support, train, coach, and observe the District Five staff in those practices that ensure student success. Staff members in areas such as special services, student services, accountability and technology services, professional development, academic assistance, career and technical education, adult education, fine arts, gifted education, parenting and early childhood, join with content coordinators and instructional specialists to provide training, resources, and guidance to schools. Extensive support is provided for teachers and administrators in research based methods and strategies to improve learning.

As an integral part of continuous improvement, leadership teams comprised of content coordinators and teachers meet in content-specific sessions regularly throughout the year to develop and/or revise resource guides, instructional materials, instructional strategies, and assessments. These teams are responsible for identifying opportunities for enhancing teaching and learning in School District Five. Elementary and secondary planning sessions are held monthly with administrators and instructional staff to plan, monitor, and evaluate programs and initiatives. Additionally, members of the district's Office of Instruction participate in bi-monthly meetings to plan, evaluate, and coordinate programs within the district. Using this scaffolding of teacher and administrative leadership, School District Five focuses on continuous improvement.

The Office of Instruction supports on-going, comprehensive professional development opportunities that are aligned with the goals of the district's strategic plan. Funding is provided for professional growth in all content areas with a focus on teaching and learning. Courses are offered to teachers and administrators for certificate renewal and/or graduate credit. Resources are provided to facilitate the development of a variety of classroom assessments consistent with formative and summative evaluations. This initiative is fundamental to the district's commitment to data-driven decision making.

A core component of School District Five's professional development program is the cohort model for professional learning communities (PLC). This concept systematically embeds collaboration in the routine practices of the school and provides the structure and parameters to ensure that the collaboration focuses on improving the learning of both students and adults. There are three ideas that represent the core principles of professional learning communities: ensuring that students learn, sustaining a culture of collaboration, and focusing on results (DuFour, 2005). The goals of the cohorts are to improve student learning through:

- data driven instructional decisions
- student engagement in learning
- literacy across the curriculum
- research based curriculum design.

The cohort model is also designed to foster a culture of collaboration and to differentiate staff development to meet the needs of each group of teachers and each individual teacher within that group. The goals established by teacher cohorts are linked to the goals-based evaluation component of the state model for teacher evaluation (ADEPT).

In addition to other opportunities for professional development, School District Five encourages participation in the professional growth opportunities offered through the National Board certification process. The district awards an annual stipend of \$5,000 to National Board Certified Teachers. There are currently 320 NBCTs in School District Five.

School District Five offers a number of programs for academically and artistically gifted students. The goal of these programs in School District Five is to maximize the potential of gifted and talented students by providing programs and services that match the unique characteristics and needs of these students. The following programs are part of our gifted education program.

Students who have been identified as academically gifted in grade three are served in an academically gifted program (AGP) in a resource model classroom once a week. Students in grade four are served in an AGP content class for reading and/or math instruction or in an AGP resource classroom once a week. Students in grade five are served in the area of their strength in an AGP content class for reading and/or math instruction daily. Both the content model and the resource room model offer intensive activities geared toward advanced learning in the curriculum through the state core curriculum standards and beyond with state-mandated standards for gifted and talented students.

Students in grades six through eight are served through honors classes in English/language arts and mathematics and, in some schools, students participate in honors science and honors social studies classes. These subjects are accelerated and taught with greater rigor, depth, and complexity.

Academically gifted and talented students in grades nine through twelve may participate in honors classes or Advanced Placement courses in the content areas of English, mathematics, science, social studies, world languages, and fine arts. Opportunities are also available in the magnet programs, International Baccalaureate (IB) and Science, Technology, Engineering, Math (STEM).

Artistically gifted elementary students in grade five may audition for the district honors choir and/or Tri District Arts Consortium (TriDAC), a 3-week summer program for artistically gifted and talented students. Artistically gifted and talented students in middle school may participate in a variety of honors classes that occur during and/or after school. Honors programs are available in visual arts, chorus, drama, orchestra, and band. Students in grades six through eight may also audition for TriDAC. High school students may audition for a variety of programs for those who are artistically gifted and talented, including visual arts, chorus, drama, orchestra, and band. Students may also participate in Advanced Placement visual arts and music theory classes.

Through a magnet program, School District Five provides quality educational opportunities for all students in an environment that enhances students' educational success and increases the educational choices available to parents and students in our schools. The following are the goals for our magnet program.

- Expand educational choices for students.
- Set high expectations for all students to improve their achievement.
- Prepare students for further education and the world of work through the use of theme based learning.
- Develop positive school climates with academic emphasis.
- Provide real-world and hands-on experiences within a specific theme.
- Promote diversity within our schools.
- Offer unique opportunities for in-depth experiences and study in specific areas of interest.

School District Five currently supports two elementary magnet programs. These programs are housed at Leaphart Elementary and Harbison West Elementary, and any elementary-aged child in the district may apply for the programs. The [Leaphart Engineering Arts Program \(LEAP\)](#) is a whole-school magnet program for students in grades kindergarten through five that uses engineering as the tool that links science, mathematics, English language arts and social studies throughout the curriculum. Any district student who is in kindergarten through grade four may apply to participate in LEAP. Applications are entered into a random lottery. The [Escolares Academy](#) at Harbison West Elementary is a full-day magnet program for academically gifted students in grades two through four. The program gives gifted students the opportunity to learn, grow and develop problem solving skills at the highest level. Any district student, who will be in grades two through four and meets the gifted and talented program requirements mandated by the state of South Carolina, may participate in the program. Applicants are admitted in rank order based on their performance on a weighted profile that includes aptitude scores from a nationally normed aptitude test, as well as reading and math achievement scores.

At the high school level a variety of magnet programs are offered. Any student in the district may apply to participate in these programs. The STEM (Science, Technology, Engineering, Math) School of Study, an honors program at Dutch Fork High School, is designed to accelerate learning experiences for students who are academically gifted in science and mathematics and have an interest in a science or mathematics related major and career. Upon completion of the STEM program, students are highly qualified to compete for admission in the most rigorous and competitive university programs. The International Baccalaureate program, offered at Irmo High School, aims to develop inquiring and knowledgeable students who will help to create a better and more peaceful world through intercultural understanding and respect. Students must select courses within their junior and senior years that incorporate classes from each of the six main subject areas. Students wishing to enroll in the Diploma Programme make a two-year commitment to complete all requirements set forth by the state of South Carolina and by the International Baccalaureate Organization.

At the middle school level a single gender program is offered at CrossRoads Middle School. Approximately 85% of the students participate in single gender classes in the four core content areas of math, science, language arts, and social studies. Students may opt out of the single gender program as all four content areas are also offered in mixed gender classes.

Within the Office of Instructional Services, Special Services provides leadership in the planning and improvement of services for students with disabilities in School District Five by supervising and coordinating the district's special education program. As of December 2009, the district serves 2,350 students with disabilities, in full compliance with the requirements of the Individuals With Disabilities Education Improvement Act of 2004 (IDEA '04). Special Services facilitates the areas of psychological services, related services, health services, and Section 504 of the Rehabilitation Act of 1973.

School District Five participates in Child Find by offering district-wide screenings for preschool children and other community-based referrals. School-based activities include dissemination of information to identify and locate children with disabilities to district/school staff and parents. School-based screenings are scheduled for vision, hearing, speech, and health needs. Additionally referrals for learning and behavioral needs are addressed through screenings and interventions by the Student Assistance Team (SAT) at each school. When alternative interventions to address educational problems are not effective, a referral may be made for evaluation under IDEA '04 to determine eligibility for special education services.

One intervention implemented by School District Five for students prior to referral for special services is Response to Intervention, RTI. As a part of this plan, students receive additional interventions at the classroom level (Tier 1), or in Tier 2 or 3. Tiers 2 and 3 are differentiated by size of group, frequency of intervention, and amount of time devoted to the intervention services. Generally Tier 2 usually refers to small groups while Tier 3 refers to individual services. School District 5 has implemented Tier 2 Reading Intervention. One reading interventionist was hired for each elementary school to work with small groups in grades K-5. Additionally, Reading Recovery teachers work with students individually and in small groups for reading intervention.

School District Five offers various models for special education services including itinerant, resource, self-contained, consultation, indirect, and direct services based on each student's specific need. The district has experienced an increase in the number of students identified and served through special education. Much of this growth has been in the preschool and autism programs. The district currently has 11.5 classes serving preschool students who are developmentally delayed.

For students that qualify in one or more of the 14 categories of disability recognized by the state of South Carolina, the district provides specially designed instruction, at no cost to the parents, to meet the unique needs of students with disabilities. Eligibility and need for special education services are determined by a multi-disciplinary team. If a student is found to qualify for services in special education, those specific services are outlined in an Individualized Education Program. The academic and functional performance of each individual student is considered when proposing and implementing special education services. Master teachers, autism specialists, job coaches, transition specialists, and inclusion specialists all serve as supports to special education teachers and paraprofessionals. Eligibility for and placement into special education programs adheres strictly to federal legislation requiring IEPs.

Recognizing the need to provide scaffolding for students in need of academic assistance, School District Five supports programs that identify, monitor, and support at-risk students. Local, state, and federal funding is utilized to support these programs. Federally-funded programs include Title I, Title II, and Title V. Title V was funded only for the 2008-09 school year and future funding has yet to be decided. State funding comes through the following categories: Students at Risk of School Failure, Reading, K-5 Lottery Enhancement Funds, 6-8 Lottery Enhancement Funds, and South Carolina Coalition for Math and Science.

Currently the following schools are served through the Title I program:

- HWES 67.76% F/R Lunch Schoolwide Program
- SOES 59.80% F/R Lunch Schoolwide Program
- HECES 51.26% F/R Lunch Schoolwide Program
- LES 47.35% F/R Lunch Schoolwide Program
- DFES 44.62% F/R Lunch Targeted Assistance
- NRES 39.63% F/R Lunch Targeted Assistance
- **District F/R Lunch Average, as of March 2009: 27.63%**

In these schools Title I funding provides for math and science coaches, math and reading interventionists, and Reading Recovery teachers.

Title II funds focus on preparing, training, and recruiting high-quality teachers and principals. In School District Five, these funds provide stipends for teachers and administrators to attend conferences and develop curriculum. The funds are also used to provide sustained professional development training and courses.

State funding in the category of Students at Risk of School Failure supports middle school summer school and reduced class size for grade one. This fund also helps support the Alternative Academy for Success, parenting/family literacy, instructional coaches, and academic assistance classes to aid students in preparing for the High School Assessment Program (HSAP).

State funding in the category of Reading supports reading initiatives and professional development opportunities that teach teachers how to teach reading at all levels across all content areas. School District Five currently has 24 Reading Recovery teachers in our 12 elementary schools, with full implementation under national guidelines.

State lottery enhancement funds are used to support coaches in the core academic content areas for Kindergarten through grade eight. South Carolina's Coalition for Mathematics and Science (SCCMS), in partnership with State Department of Education's Mathematics and Science Unit (MSU), provides partial funding for instructional coaches at the middle school level.

Local funds support Literacy Groups, the sister program to Reading Recovery<sup>®</sup>. Reading Recovery teachers work with individual students for one-half of the day and with literacy groups the second one-half of the day.

The Adult Education program of School District Five offers a selection of courses prepared especially for the adult citizen. The program offers the following selection of classes prepared especially for the adult (clients must be at least 17 years old and no longer enrolled in high school): high school diploma, high school equivalency (GED), WorkKeys preparation, HSAP remediation, basic

literacy, and English for Speakers of Other Languages (ESOL). Classes are offered during day and evening hours in order to be more accessible to the adult learner. In addition, software is provided to participants as an additional resource. The program also provides a career transition specialist who is available to assist all participants in setting academic and career goals along with connecting the participants to resources.

In addition, the Adult Education program collaborates with the ESOL and family literacy district programs to ensure families of PreK-12 students are aware of academic opportunities offered through the program. Projects, such as an ESOL breakfast for adults within the community and a C.O.R.E. Expo, are hosted by the above three programs throughout the year. The C.O.R.E Expo is a night when inspirational speakers, family educators, career and employment services, military recruiters, local post-secondary registrars, and other vendors are on hand to provide information on additional resources for adults.

The Adult Education program also collaborates with WorkForce Development, the Department of Commerce, and Midlands Technical College. The collaboration has resulted in joint grant awards to provide additional funding for WIA clients to receive financial assistance to help participants in pursuing a High School Diploma/GED, career opportunities, and post-secondary instruction.

At the 2009 State Department "Celebrating Your Successes" awards program, District Five's Adult Education Program received numerous awards which included the following: Palmetto Performers Award (given to the districts that awarded the highest number of high school credentials), Carolina Success Award (awarded for exceeding the federal performance measures in all ABE and ASE categories), Career Readiness Award (given to the districts that issued the highest numbers of Career Readiness Certificates), Correctional Education – Career Readiness Certificate (awarded for having the highest number of certificates in corrections), Palmetto Masters Award (received for exceeding the federal GED first attempt pass rate of 66 %), and the Palmetto Trend- Setters (received for exceeding the overall federal GED pass rate of 69%). District Five was number one in the state for having the highest overall GED pass rate of 85%.

Career and Technical Education (CTE) courses help students in grades 6-12 fulfill their working potential and achieve their educational goals. Academic subject matter taught with relevance to the real world, often called contextual learning, provides content that is both challenging and relevant. CTE provides students with employability skills ranging from craft-specific expertise to workplace ethics. CTE also assists in fully developing a future workforce through educational pathways that help students explore their interests and develop a career focus.

School District Five is currently serving over 3,000 students in career and technical programs throughout the district.

School District Five has a commitment to CTE programs as evidenced by the inclusion of a stand-alone career and technology center included in the recent bond referendum. This state of the art facility will add six new programs (welding, manufacturing, chain supply/logistics, steel erection construction, culinary arts and HVAC) and expand the health science, pre-engineering, and information technology programs. This facility should be opened no later than the fall of 2013.

Currently School District Five offers CTE programs at each high school in the district. Eighteen of the 35 career majors offered in the district are primarily CTE-based content. Several programs offer state and national certifications. The district is planning to expand the number of certifications available and currently has programs actively seeking these certifications.

Career Development Facilitators (CDFs) are employed at each secondary school to assist students in career exploration and planning. The CDFs use a variety of assessment instruments to aid students in their career decision making, creating with students and parents Individual Graduation Plans beginning in grade eight and reviewing and/or revising the plans each year of high school. CDFs also plan and implement career fairs and job shadowing opportunities for students.

School District Five enjoys a statewide reputation for leadership in the field of early childhood education. The district is strongly committed to meeting the diverse needs of its youngest students and is home to an array of high quality programs serving children from birth through age eight.

Early Childhood in School District Five consists of Child Development (CD-Four Year Olds), kindergarten (Five Year Olds), and grades one and two. Each program's foundation is built upon the South Carolina State Standards with a combination of the following curricula and philosophies: High/Scope, Creative Curriculum, Project Approach/Inquiry, *Everyday Math* and research based best practices in early childhood programs. The early childhood coordinator provides staff development on all learning domains to School District Five's early childhood staff as well as child care directors and workers within our community.

Child Development (CD) is a voluntary program offered by the State of South Carolina for children who are four on or before September 1 of that year. Children are screened using information from the parents and DIAL-3 Screening Instrument to determine the most "at risk" students. There are a limited number of spaces for each of the nine sites (limited to 20 per class by state law) and

children must qualify to be accepted. Five of the nine sites are accredited with the National Association for the Education of the Young Child (NAEYC).

Additionally, the early childhood staff works closely with the parenting and family literacy staff. Parent educators help support parents of children who qualify for the child development program but are unable to attend. The early childhood staff provides training for parents in the following areas: discipline, developmental stages, and developmentally appropriate practices.

The mission of Parenting and Family Literacy Services is to provide education and support to families with children before birth to kindergarten entry in School District Five of Lexington and Richland Counties, preparing them to be their children's best and most important teacher while equipping children for school entry and lifelong success. The parenting staff works:

- to provide parents with developmental information about their preschool children and help parents plan for upcoming stages of development
- to encourage parents to be fully participating partners in their child's education, beginning at birth and continuing throughout the child's school years
- to share age-appropriate activities with families to promote development, family fun and learning
- to share information about effective, research-based parenting
- to partner with schools in our district to assist children and their families in making the transition to public school
- to partner with community agencies to provide all families with the resources they need to raise healthy children who are ready to learn
- to assess children for developmental milestones (intellectual, language, social-emotional and motor)
- to provide vision, hearing, and dental screenings, and
- to verify up-to-date immunizations to ensure children are healthy and ready for school

The chart below details School District Five's parenting initiatives.

<p>Parents as Teachers</p>	<p>This is a parent education and family support program that serves families throughout pregnancy until their child enters kindergarten, usually age 5. Care givers learn to be their children's first and most important teacher during parent and child together time. Twice a month home visits are made to families enrolled in parents as teachers. In addition, families participating in parents as teachers receive an assessment that measures their growth in parenting skills. The assessment is called KIPS (Keys to Interactive Parenting Skills).</p>
<p>Young Parents as Teachers</p>	<p>This student program provides parent education and support to teens in the district's high schools who are pregnant or parenting.</p>
<p>Wonderful Ones</p>	<p>This is a parent-led opportunity for care givers to play with their child while interacting with other care givers of one year olds. Children learn to play with children their own age.</p>
<p>Time for Twos</p>	<p>In this program, children are allowed to explore and learn how to interact with other children.</p>
<p>ESOL Family Nights</p>	<p>This program is designed to increase parental involvement as well as family literacy for our ESOL families.</p>
<p>Developmental Screenings</p>	<p>Preschool children aged (birth to age 5) are assessed for a child's overall development as well as health, hearing, and vision using Denver, PPVT, and Dial 3.</p>

Parenting and Family Literacy Services collaborate with adult education to provide additional resource information in an effort to break the cycle of poverty. A monitoring system is in place to track commonly served clients. A preschool part-time social worker position has been created this school year to address the psycho-social needs for preschool children and their families.

The English for Speakers of Other Languages (ESOL) Program in School District Five serves students who have a primary or home language other than English and are English Language Learners. Currently the program serves over 400 students representing 22 nationalities, with eight teachers serving students in all schools. The program focuses on the four domains of speaking, listening, reading, and writing. The goal of ESOL is to teach the English language through

the content. In addition to the daily program, the program hosts ESOL family nights 6 times a year at Seven Oaks Elementary School. The purpose of these nights is to increase parental involvement as well as family literacy. The families leave each family night with a book, to help create an in home library. The culminating activity in February is an international dinner, to share and celebrate the district's diverse cultures. In collaboration with the adult education and parenting programs, an ESOL breakfast was held at the district office, providing community resources such as Richland County Public Library, Lexington County Public Library, local police departments, and census administrators to the ESOL families.

In recognition of the diverse needs of the community, School District Five employs nine social workers serving the 20 schools. Each social worker has an average monthly caseload of 60 families. School social workers are trained to assess students' social/emotional needs as well as family and community factors interfering with learning. Providing the vital link between school, home and community agencies, social workers obtain needed therapeutic and/or community services for students and families. In addition to providing resources to families, social workers provide psycho-social assessments, individual and group counseling, crisis intervention, classroom presentations, and consultation and case management services to address the increasingly complex needs of students and/or their families. Social workers facilitate student groups such as positive decision-making, anger management, children of divorce, grief/loss, and self-esteem to improve coping skills.

The school social workers work directly with the supervisor of student services as a liaison to homeless students and families. They also work within the district to address truancy and attendance issues. In addition, they attend student assistance team and IEP meetings, assist families through the truancy mediation process, teach parenting classes and work with parent support groups.

The School District Five Library Media Program provides resources for life long learning and is essential in supporting the mission and vision of District Five. The mission of the media centers is to serve students, teachers, administrators and staff by providing resources that support the curricula and meet the informational and recreational needs of all patrons. The media centers host author visits, support reading and book clubs, and participate in a variety of book awards programs. Media centers also connect students with authors through both school and virtual visits. All media specialists collaborate with teachers, helping them to integrate technology into their lessons and providing resources to enhance classroom effectiveness.

Creating an environment conducive to student learning is a major goal of School District Five. Student personnel services establishes and supervises a district-wide system of student behavioral expectations. This system is designed to help eliminate problems that interfere with student learning. Responsibilities for this initiative include establishing and enforcing a standard discipline code and developing alternative programs for at-risk students. In conjunction with local, community-based organizations, School District Five has developed mentoring programs for at-risk students. Included in the mentoring opportunity is a ropes course event that emphasizes team building and leadership skills. Additionally, a referral system for students and their families has been established to assist during crisis situations.

School District Five continues to address issues related to students who are homeless. The social work and the district transportation staffs assist with homeless student enrollment, medical needs, instructional supplies, medical and dental issues, and transportation to and from school.

School District Five's health services staff offers students, faculty and staff members access to health screening, referrals, and follow-up services. School nurses in each school provide assessment of acute illness and injuries as well as chronic condition management during the school day. Nurses administer prescribed medication and medical treatments.

School District Five believes that a major factor in student achievement is nutrition. The district understands that good nutrition promotes the well-being of children. The Department of Food Services embraces the mission of providing well-balanced meals during each school day. This includes providing nutritious breakfasts and lunches in all 20 District Five schools, following federal regulations for food preparation and balanced meals.

Providing safe and timely transportation for the students of School District Five is a priority. The transportation department is responsible for developing and executing School District Five's transportation program in accordance with applicable state and federal laws and the policies of School District Five. The transportation staff prepares bus routes, conducts bus driver training for school bus drivers, and assigns consequences for violations of the Student Behavior Code for student misbehavior when the violation occurs at the school bus stop or while on a school bus or other district vehicle. Additionally, the transportation department's activity program supports the sports and extracurricular programs with a fleet of 16 activity buses. Recently the transportation department developed a bus safety training program to teach elementary level students safe load, unloading and evacuation procedures. This program was featured on WIS-TV (NBC affiliate) Morning Show during National School Bus Safety Week.

School District Five has been the recipient of several state and federal grants. The following list of grants continues to impact our community and instructional programs within our school system.

### **Safe and Drug-Free Schools and Communities**

The purpose of the SDFSCA is to support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and communities; and are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that promotes student academic achievement.

### **Services for Homeless Children and Youths**

This grant provides education and training to the parents of homeless children and youths concerning the rights of and resources available to such children and youths.

### **Individuals with Disabilities Education Improvement Act IDEA**

The goal of the Recovery and Intensive Intervention Program (RIIP) is to reduce the number of in-school and out-of-school suspensions, and provide special needs and at-risk students with a model, mentor, and a support person who works directly with the parent and classroom teacher to better meet the student's behavioral and/or emotional needs.

### **Drug Free Communities Grant**

The Community Roundtable (CRT) of School District Five of Lexington and Richland Counties was awarded a Five-Year Drug-Free Communities Grant. The funds will be used to continue the efforts of the Community Roundtable to prevent youth risk behavior, including the use of alcohol, tobacco and other drugs. With the help of CRT and its members, over the last four years, students report a reduction in 30-day use of: tobacco down 44%, alcohol down 25%, binge drinking down 26%, marijuana down 34% and other drugs down 32%.

### **High School At-Risk Student Intervention Grants**

These grants for Chapin, Dutch Fork and Irmo High Schools are designed to increase the percentage of students who graduate by identifying students who are at-risk of dropping out of school or being poorly prepared to proceed to the next level of education or to the workforce and assisting them by implementing programs to meet the needs of those students.

### **Smaller Learning Communities Award**

Project SUCCESS' goal is to prepare all students to succeed in postsecondary education and careers without need for remediation. The partner schools will implement various personalization strategies, career development initiatives, and strategies to enable students who enter high school significantly below grade level to catch up and attain proficiency by the end of the 10<sup>th</sup> grade. To ensure that students can succeed in college, we will also work together to ensure proper student support services (such as tutoring) and a coherent sequence of rigorous coursework, including Advanced Placement, honors, IB, and dual enrollment.

## **21st Century Learning Community Centers**

- **Irmo Middle Award** - The New Horizons Program, in partnership with the Boys and Girls Club of the Midlands (BGCM), Lexington/Richland Five and other supporters is a sustainable "family resource center" model for students and families. The program addresses the needs of working families through an after-school program for children (Mon-Fri), and adult learning programs that emphasize education, enrichment, character development, and service. Approximately 30 seventh and eighth graders participate in the New Horizons Program at Irmo Middle School. The grant funds an after-school program operating five days a week from 3:30pm-6:30pm hosted by the BGCM.
- **Leaphart Elementary Award** – Leaphart Elementary was awarded the Challenging Horizons Program in partnership with the University of South Carolina. Approximately 40 third, fourth, and fifth graders participate in the Challenging Horizons Program at Leaphart Elementary. The grant funds an after-school program operating four days a week from 2:45-5:45. The framework on the proposed after-school program is the Challenging Horizons Program, which uses state-of-the-art behavioral and educational methods to assist students. The Challenging Horizons Program has received national recognition as an innovative program.

**Teaching American History Grant Award** A consortium consisting of School District Five of Lexington and Richland Counties and School District of Newberry County partners with the University of South Carolina to deliver the Reading, Writing, and Reasoning in American History Project. The partnership provides professional development for more than teachers from grades 3, 4, 5, 8, and 11 (the grades in which American History is taught) enabling them to advance their expertise in traditional American history content, improve essential elements of teaching to higher standards, and to develop and implement literacy strategies when teaching American history. Participants also receive a stipend and up to 30 graduate credits from USC.

### **Arts Curricular Strategic Planning**

The goal of the SCDE's 2009–10 Arts Curricular Strategic Planning or Special Project (SP/SP) grant is to improve student achievement by funding quality educational programs in the arts—dance, music, theatre, the visual arts, or any combination of these areas—to promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards.

The Office of Information Technology Services provides School District Five with timely and cost effective access to instructional and operational technology and creates technology enriched interactive schools that prepare students to be successful in a technologically advanced society. Currently the district has a ratio of 1 to 3 for computers to students.

School District Five believes that technology is an essential element to the teaching and learning process. Accordingly, the district has established and operates a District Technology Training Center and offers courses on the use of technology and integration of technological tools into the instructional process. School District Five believes technology should be a personal and professional growth area for all educators and feels that participation in technology courses is in keeping with the mission statement and strategic plan of the district. The Technology Training Center offers both graduate and recertification courses for certified personnel employed as a teacher or administrator. In addition, the center offers a variety of technology workshops to support teaching and learning for support staff, administrators and substitute teachers.

## **DEMOGRAPHICS**

School District Five encompasses a land area of approximately 196 square miles, encompassing portions of both Lexington and Richland Counties. The school district consists of the northern portion of Lexington County lying north of Lake Murray and the Saluda River and the northwestern portion of Richland County lying south of the Broad River. The population of this area is approximately 120,810. Primarily a residential suburb located to the northwest of the city of Columbia, the capital of South Carolina, the district serves approximately 43,426 households and includes the towns of Irmo and Chapin. The average household income ranges from \$36,182 in the southern portion of the district to \$65,183 in the Chapin area. The ethnicity of the district's population is as follows:

- Caucasian – 70%
- African American – 27%
- Hispanic – 2%
- Asian – 1%
- Other - <1%.

The median age of the community ranges from 31 years in the southern portion to 43 years in the Chapin area. The school district has three attendance areas: Chapin, Dutch Fork, and Irmo. With a student population of 16,643 and approximately 2500 employees, School District Five operates a total of twelve elementary schools, four middle schools, three high schools, and one alternative school. The ethnicity of the student population closely mirrors that of the community and is as follows:

- Caucasian – 65%
- African American – 28%
- Hispanic – 2%
- Asian – 3%
- Other - <2%.

The district serves students from four subsidized apartment complexes, all located in the Irmo cluster. The current free and reduced lunch population is 29%. Six of the twelve elementary schools are Title I schools. Approximately 33% of the district's students are state identified gifted and talented and 12 % artistically gifted. Approximately 14% of the student population receive special education services. The graduation rate is 85% and the dropout rate is less than 3%. The percent of students pursuing post secondary education is approximately 90%.

## STUDENT PEFORMANCE

A comprehensive assessment program is offered in School District Five, extending the testing services mandated by the state. Students have consistently scored above state and national standards on all achievement tests. The primary purpose of the testing program is to utilize the results to plan for continuous improvement. Data are also used to identify and assist all students with specific academic needs and to evaluate instructional effectiveness.

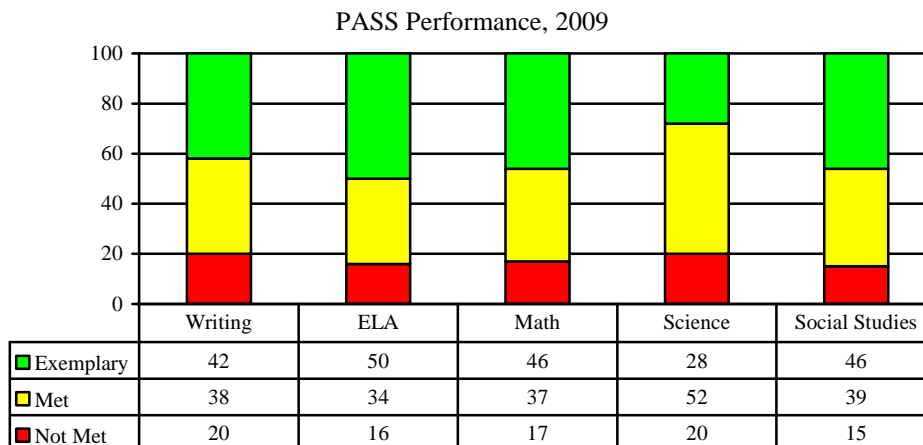
### Palmetto Assessment of State Standards (PASS)

The PASS was given for the first time in Spring 2009 statewide to all students in grades three through eight. The tests are aligned to the South Carolina curriculum standards and assess student achievement in English Language Arts (Writing and ELA), mathematics, science, and social studies. The writing test was given in March and the ELA, mathematics, science and social studies tests were given in May. All PASS tests are multiple-choice questions. The writing test has an additional composition on a given topic item. The PASS replaced the Palmetto Challenge Achievement Test (PACT), which was last administered in the spring of 2008.

Three performance levels were established to reflect the knowledge and skills exhibited by students on the PASS:

- **Exemplary:** The student has demonstrated exemplary performance in meeting the grade level standard.
- **Met:** The student met the grade level standard.
- **Not Met:** The student did not meet the grade level standard.

Since the PASS was developed to measure our state curriculum standards, no national comparisons are available. School District Five scores can be compared with South Carolina statewide results and with the scores of other school districts around the state. [Note: State results have not been released and all PASS results are under state embargo at the time of this writing.]The chart below shows the percentage of students in each of the performance levels for each PASS test in 2009.



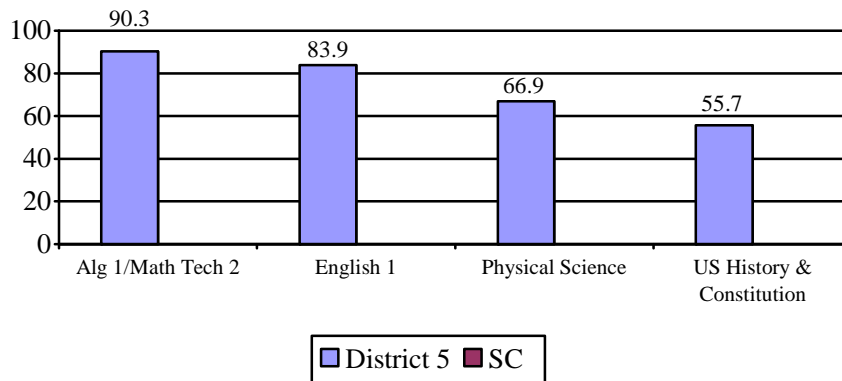
## End of Course Examination Program (EOCEP)

The EOCEP in South Carolina began in the 2002-03 school year as per the Education Accountability Act of 1998. The Algebra 1/Mathematics for the Technologies 2 exam was administered for the first time during the 2002-03 school year. English 1, Physical Science, and Biology 1/Applied Biology 2 exams were administered for the first time during the 2003-04 school year. The U.S. History and Constitution field test was administered in 2005-06, 2006-07, and 2007-08. The U.S. History and Constitution operational test was administered for the first time in 2008-2009. The Biology 1/Applied Biology 2 will replace the Physical Science test in the future.

All students who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught must take the appropriate tests. The EOCEP exam has 50 to 60 multiple-choice items, depending upon the subject, and counts 20% of a student's final course grade. The exam grade is based on the State Uniform Grading Scale; i.e., A: 93 -100; B: 85 – 92; C: 77 – 84; D: 70 – 76; F: below 69.

In 2008-09, School District Five students took EOCEP exams in the fall, spring and the summer. The Algebra 1/Math Tech 2 exam was administered to 1,550 students and 90.3% of these students scored a D or better on the test. A total of 1,386 students took English 1, and 83.9% of these students tested scored a D or better. Physical Science was administered to 1,440 students and 66.9% of these students scored a D or better. The U.S. History and Constitution exam was administered to 1,297 students and 55.7% of these students scored a D or better on the test. Note: State level results are not available at the time of this writing.

Spring 2008-09 End-of-Course Examinations: Percentage of D or better



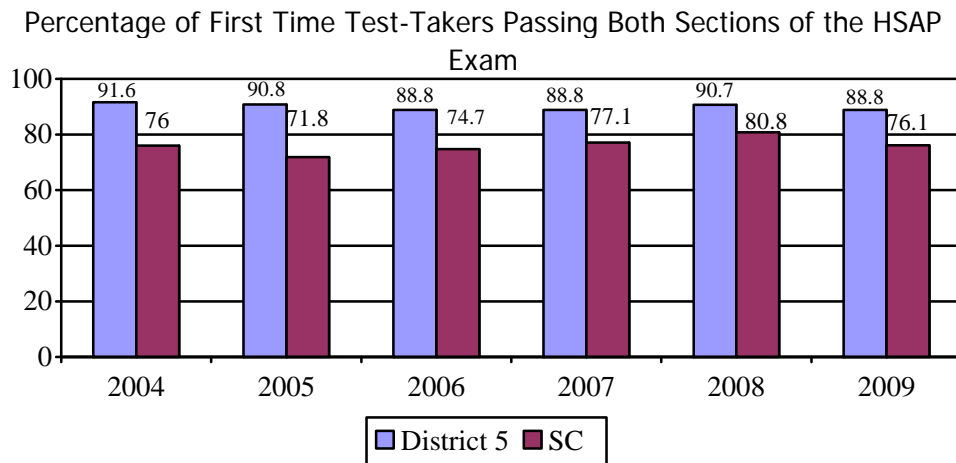
## High School Assessment Program (HSAP)

The HSAP in South Carolina began in 2004 as a high school graduation requirement and replaced the Basic Skills Assessment Program (BSAP). Based on the South Carolina curriculum standards, HSAP consists of two tests, one in English language arts (ELA) and one in mathematics, and evaluates what students are expected to know and be able to accomplish in each subject.

South Carolina law mandates that all public school students pass an exit examination as one requirement for receiving a high school diploma. Beginning with the graduating class of 2006, a student must pass both the HSAP ELA and mathematics tests in order to fulfill the exit examination requirement. The test also meets federal requirements specified in the *No Child Left Behind Act* of 2002. Students typically take the test for the first time in the spring of their second year of high school. Each test has four achievement levels: 1, 2, 3, and 4. A student must score at level 2 or higher on each test to meet the graduation requirement. Students who score at level 1 on either test are scheduled to retake it at the next administration. The test is administered in the fall and spring, and a summer administration is available for graduating students.

Because the HSAP tests were developed and implemented in South Carolina, no national comparisons are available. School District Five test results can be compared with the state, other districts, and with previous District Five results.

Test results are typically reported in terms of the percentage of students who pass the test(s) on their first attempt. In the spring of 2009, 88.8% of the District Five students who took the test for the first time passed both sections. A total of 92.5% passed the ELA section, and 91.4% passed the math. State Results for 2009 are provided below.



## The SAT

The SAT provides a measure of the critical thinking skills students need for academic success in college. The test has three sections: critical reading, mathematics, and writing.

School District Five results can be compared with national results, with South Carolina statewide results, and with other school districts within the state. Among students in School District Five's Class of 2009, 793 students attempted the SAT at least once. These students achieved an average score of 503 on the critical reading section, 528 on the math section, and 488 on the writing section. The combined average was 1,519.

In School District Five, about 69 percent of the members of the Class of 2009 attempted the SAT at least once. The SAT participation rate in South Carolina was 67 percent. Nationally, this figure was 46 percent. School District Five's percentage of SAT takers decreased by 3 percent this year.

Across the United States, students averaged 501 on the critical reading section, 515 on the math section, and 493 on the writing section. The National average composite score was 1,509. School District Five scored above the national average on the critical reading section (two points), and on the math section (13 points), but scored below the national average on the writing section (five points). Overall, School District Five scored 10 points above the national average for the composite score.

The South Carolina average score was 486 for the critical reading section, 496 for the math section, and 470 for the writing section. The average composite score was 1,452. School District Five's averages surpassed South Carolina's scores by 17 points on the critical reading section, by 32 points on the math section, and by 18 points on the writing section, for a total difference of 67 points for the composite score. School District Five had the fourth highest average composite score in South Carolina.

	District 5		S.C.		U.S.	
	2008	2009	2008	2009	2008	2009
<b>% Tested</b>	72	<b>69</b>	61	<b>67</b>	45	<b>46</b>
		-3		+6		+1
<b>Critical Reading</b>	510	<b>503</b>	488	<b>486</b>	502	<b>501</b>
		-7		-2		-1
<b>Math</b>	531	<b>528</b>	497	<b>496</b>	515	<b>515</b>
		-3		-1		0
<b>Writing</b>	496	<b>488</b>	476	<b>470</b>	494	<b>493</b>
		-8		-6		-1
<b>Composite</b>	1,537	<b>1,519</b>	1,461	<b>1,452</b>	1,511	<b>1,509</b>
		-18		-9		-2

## The ACT

The ACT Assessment is a national college admission examination that consists of tests in English, mathematics, reading, and science reasoning. ACT results are accepted by virtually all U.S. colleges and universities. The questions on the ACT are related to what students have learned in high school courses in English, mathematics, and science. The score range for ACT is 1-36.

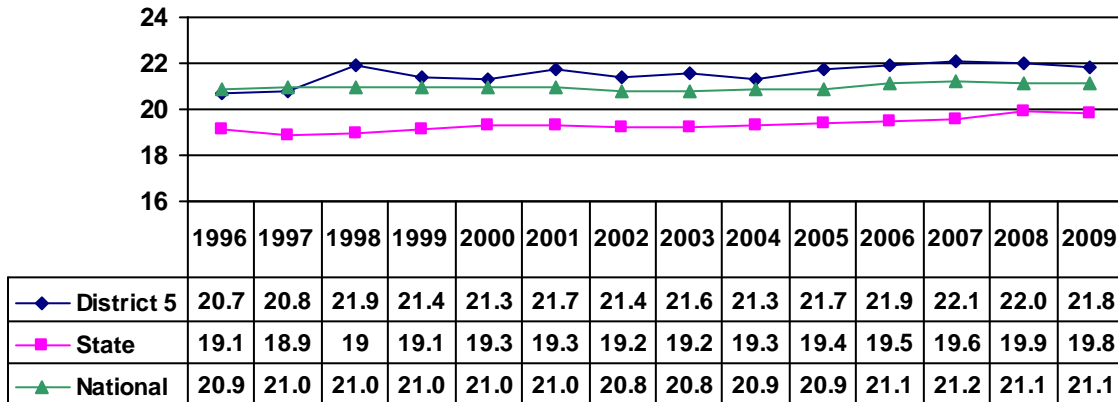
In School District Five, about 52% of the members of the Class of 2009 attempted the ACT at least once during their sophomore, junior, or senior years and received an average composite score of 21.8. In South Carolina, the average composite score was 19.8 for the 18,691 tested students who graduated in 2009. The average composite score of the 1,480,469 students in the nation who graduated in 2009 and had taken the ACT during their sophomore, junior, or senior years was 21.1.

### ACT Results for District Five Compared with Results for the State and the Nation

	Number of Students		English		Math		Reading		Science Reasoning		Composite	
	2008	<b>2009</b>	2008	<b>2009</b>	2008	<b>2009</b>	2008	<b>2009</b>	2008	<b>2009</b>	2008	<b>2009</b>
<b>District</b>	566	<b>602</b>	21.4	<b>20.9</b>	22.6	<b>22.5</b>	22.3	<b>21.7</b>	21.5	<b>21.6</b>	22.0	<b>21.8</b>
<b>State</b>	16,521	<b>18,691</b>	19.2	<b>19.2</b>	20.1	<b>20.0</b>	20.0	<b>19.9</b>	19.7	<b>19.8</b>	19.9	<b>19.8</b>
<b>Nation</b>	1,421,941	<b>1,480,469</b>	20.6	<b>20.6</b>	21.0	<b>21.0</b>	21.4	<b>21.4</b>	20.8	<b>20.9</b>	21.1	<b>21.1</b>

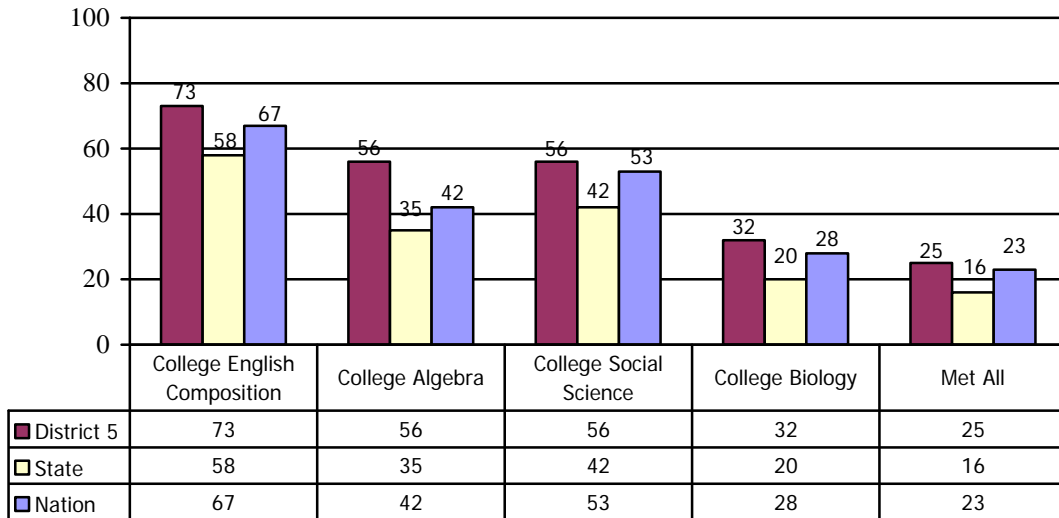
Compared with last year, School District Five's composite score decreased by 0.2 points. The state composite score decreased by 0.1 points and the national composite remained the same. In 2009, School District Five's composite score was 2.0 points above the state average and 0.8 points above the national average.

### Average ACT Composite Scores: 1996-2009



The ACT has developed College Readiness Benchmarks for each subtest. Students who reach these benchmark scores have a high probability of earning a "C" or higher, and a 50/50 chance of earning a "B" or higher in credit bearing first-year college courses.

### Percentage of ACT-Tested Students Identified as College Ready in 2009

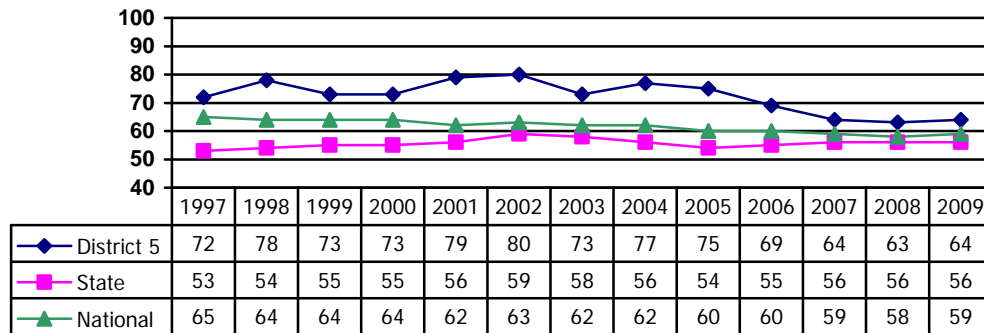


## Advanced Placement Exams

In 2009, School District Five students attempted AP examinations in 22 different subjects. English Language & Composition had the most test takers (326) followed by English Literature (275) and United States History (268 students.) In 2009, 1,018 students in School District Five attempted a total of 2,125 AP exams. A total of 1,361 exams (64%) resulted in a score of three or higher, qualifying the students for college credit/advanced placement. The passing rate increased one percentage point from 63% to 64%.

In 2009, 59% of U.S. students scored three or higher compared to 56% of SC public school students. The percentage of School District Five students who scored three or higher was five percentage points above the national figure and eight percentage points above the state.

The percentage of scores at three or higher reached its highest in 2002. Sharp increases occurred in 1997, 1998, and 2001, when School District Five gained by eight, six, and six percentage points respectively over the previous year.



The percentage of AP test takers continues to increase. In 2009, forty-one percent of students in grades ten through twelve took at least one AP test, a four percentage point increase over the previous year. \*

	# Students	# Exams	% 3 or above
1998	440	908	78%
1999	591	1088	73%
2000	599	1071	73%
2001	567	957	79%
2002	610	1090	80%
2003	616	1113	73%
2004	634	1136	77%
2005	682	1340	75%
2006	762	1481	69%
2007	879	1744	64%
2008	892	1,914	63%
2009	1,018	2,125	64%

## Measures of Academic Progress (MAP)

MAP tests are computer adaptive tests developed by the Northwest Evaluation Association (NWEA) that are aligned to state academic standards and provide the instructional level for the student. The test measures students' academic progress through an equal-interval growth measure, the RIT scale. NWEA conducts regular state alignment studies to specify the RIT scale score that corresponds to the proficient levels on the state accountability tests.

All students in grades two through nine take the reading and math tests in the fall and spring. Schools also have the option of administering the language and/or science tests and can also administer all tests in the winter. Other students (e.g. those who have not passed the HSAP test) can also take the test.

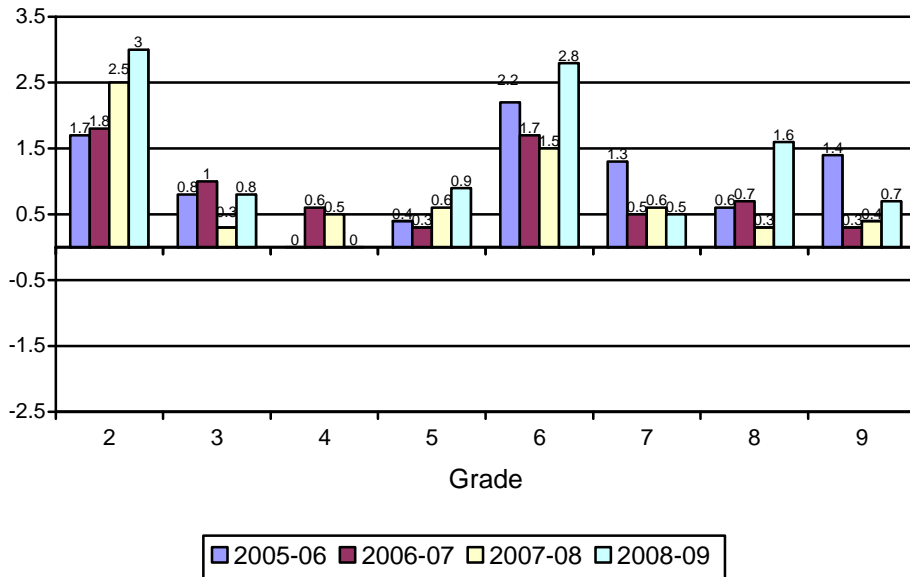
The students' scores are available immediately after the test. Teacher level rosters and summaries are available online the next day. Norm group percentile and expected growth information is included in the analysis. In addition, the Dynamic Reporting Suite includes projected performance which gives teachers both an idea of how students in his or her classes are projected to perform on the state tests as well as the distribution of students by quartile.

NWEA also offers a continuum of learning called DesCartes that identifies the skills and concepts tested by MAP at ten point RIT ranges. This provides a tool for teachers to guide instruction by indicating "where" the student is on a learning continuum and what skills must be learned in order to show growth. DesCartes gives meaning to the RIT scores, facilitates grouping for instruction, and assists with selecting appropriate instructional materials and developing curriculum.

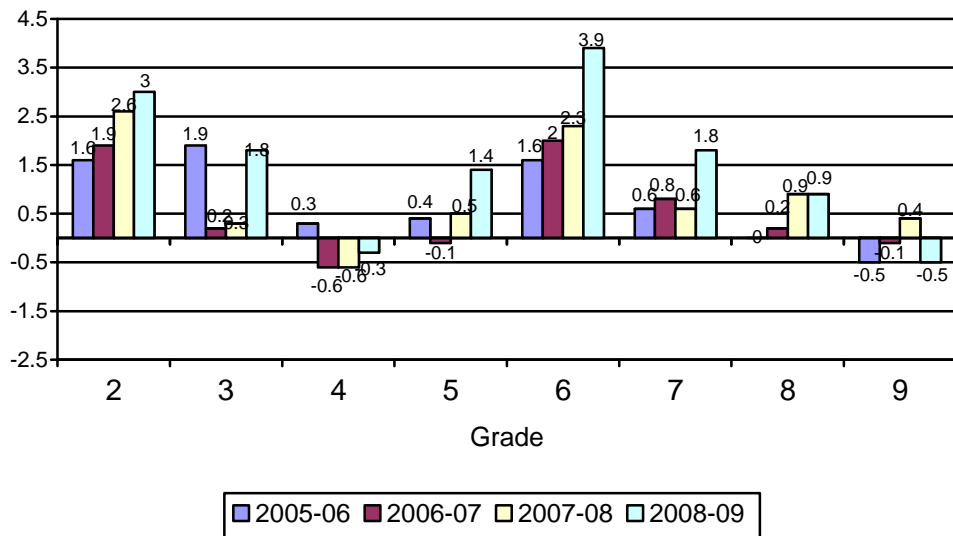
School District Five also uses Virtual Comparison Group (VCG) analysis to look at growth trends at the student, class, school, and district level. VCG provides a growth index for a student based on the performance of students with the same key demographic characteristics. A positive index indicates the student's fall to spring academic growth was higher than the average of similar students. Class level information is used by principals at spring teacher conferences. School and district level information is used by principals and district administrators to provide feedback on the effectiveness of instructional programs.

# MAP VCG Results 2006-2009

## Reading



## Math



## TRENDS AND ISSUES

Pursuing excellence for tomorrow's challenges requires that School District Five adapt current practices, adopt new ideas and reconsider some traditional viewpoints. School District Five is challenged by its shifting student population (both geographically and demographically), by increasingly complex social issues, and by an increasing poverty rate while at the same time experiencing decreasing financial support from state revenues. The district strives to integrate the latest technology into the classrooms and to operate in a data rich world that requires decision making based on current data.

Pursuing excellence requires that every decision conforms to the district's mission, vision, and goals. While the mission and purpose remain constant, vision and goals must be regularly reviewed and revised because tomorrow's challenges are continually shifting.

Striving to promote a culture of ownership and a sense of participation in decision making is an ongoing process in School District Five. To integrate the perspective of all stakeholders, the district must continue to support and facilitate a variety of advisory groups. Guided by the principles of professional learning communities, the governance and leadership must continue to develop and support this model of professional development for the district staff.

Education creates possibilities and accordingly, all decisions associated with teaching and learning have students as the central focus. The district continues to focus on the use of best practices in the teaching and learning of critical and creative thinking skills. The district continues to work towards vertical alignment of the curriculum with significant progress being achieved at the transition grade levels. In order to prepare students to be productive global citizens, the district continues to emphasize the value of diversity. In the district's effort to engage students in learning, access to and support of technology remains a high priority.

No longer are decisions based solely on what staff think is best for students. The district continues to invest significant resources into the development of databases and formative assessments that provide substantial information used to guide decision making. Systemic protocols are being implemented to evaluate the effectiveness of curriculum and instructional practices.

To maximize teaching and learning, the district continues to systematically evaluate professional development opportunities provided to faculty and staff. The National Council of Staff Development Survey is given twice a year to measure the effectiveness of both school and district professional growth opportunities offered to teachers and administrators. With the passage of a bond referendum in 2008, the district is in the process of renovating older facilities and building new facilities to accommodate current and projected growth. To improve coordination between home and school for student support, the district continues to develop and implement programs and activities to address this critical need.

To effectively communicate expectations for excellence in learning, the district continues to develop and incorporate the use of district, school, and teacher web pages, the Parent Portal<sup>®</sup> component of Power School<sup>®</sup>, social networking sites such as Facebook and Twitter, school newsletters, and a global telephone notification system, ConnectEd. Relationships are fundamental for student success, and School District Five

is working diligently to create trusting relationships where expectations are communicated clearly.

## **STRENGTHS**

School District Five has a long history of excellence across multiple measures and has been recognized as a leader in South Carolina in academics, athletics, and the arts. The district has been able to achieve this level of success by ensuring that students are the primary focus of all decisions. The commitment to limit class size is noteworthy. Believing that academic growth is enhanced when students are actively engaged in rigorous and relevant learning, School District Five continually examines curriculum to guarantee that learning for each student is differentiated and challenging. The district has comprehensive programs for academically gifted students including magnet programs, a wide-ranging Advanced Placement program, and an International Baccalaureate<sup>®</sup> program. A sizeable number of district students participate in the SAT and ACT testing programs. School District Five has an extensive fine and performing arts program with opportunities for students to participate in visual arts, with orchestra and chorus beginning in grade five, and band, drama, and dance at later grades. The district's dedication to developing global, productive citizens is evidenced by a significant investment in a world language program at the elementary and secondary level. Commitment to active and authentic learning is substantiated by the district's extensive support for teaching inquiry processes in science and social studies. The district has a highly respected special education program that facilitates student learning by providing the most appropriate inclusive environment for each student with special educational needs. Every high school in School District Five has an effective at-risk program designed to help students avoid exiting high school before completion of diploma requirements. The district's technology plan supports the acquisition of the most current technology resources possible for students and teachers. A significant system for electronic communication such as the use of Web pages, parent portals, email, networking sites is in place. In addition to award winning athletic teams, School District Five provides a wide variety of additional extra-curricular opportunities for students.

School District Five believes that excellence in learning is directly related to excellence in teaching. To guide instruction for continuous improvement, the district utilizes data to set high expectations and to identify practices that promote student growth. The district staff is experienced, dedicated, highly skilled, and committed to continuous improvement. To recruit and retain an effective staff, the district provides compensation for teachers and administrators that is among the best in the state. The district also provides a substantial stipend for National Board Certified teachers and has an extensive professional development program for teachers and support staff. School District Five is characterized by progressive leadership that develops positive working partnerships between the Board of Trustees, district office personnel, and school personnel.

Effective management of resources is a strength of the district that lessens the impact of cost increases and budget reductions. The district enjoys fiscal autonomy

and adequate financial support from the community. Additional revenue is received through a successful grant writing program.

School District Five believes that every person has the right to a safe, supportive, and respectful environment. Evidence of this belief is the district's new building plan to accommodate growth and update older facilities. A coordinator for safety and security works to reinforce the district's commitment to safety. Additionally, every school has at least one nurse, and many have school resource officers. The district Student Behavior Code provides consistent and effective behavioral expectations for students across the district.

Believing that every person in the community is responsible for supporting quality education, School District Five has developed strong community partnerships that include parents, businesses, the faith community, and institutions of higher education. The district's inclusive decision making process is demonstrated by the large number of advisory groups that meet regularly to share ideas and concerns. School District Five employees are committed to pursuing excellence by working together with students, parents, and the community.

## **NEEDS**

Commitment to challenging curricula with high expectations for all students requires that School District Five focus on a number of important initiatives. One of these initiatives is a study of the need for change in the organization of the instructional day to determine the most effective structure that will promote higher achievement for all students. Efforts to narrow the achievement gap must continue. Efforts to provide a more rigorous curriculum for all students and to address curriculum in honors and Advanced Placement classes is a high priority. Addressing vertical alignment in the world languages program is an important initiative. The district must work to overcome challenges in the special education programs such as appropriate placements for students, staffing needs, and demands on regular education teachers. The emphasis on career readiness must be increased so that our students will be productive, global citizens. In addition the district must increase the offerings of career and technology education classes that meet the needs of students.

There is a need to increase representation of minorities in the district's teaching and administrative staff in order to provide a diversity of successful adult role models and to reflect the demographics of the district. The district is challenged to develop programs addressing the growing epidemic of obesity in school age children as well as the prevention and cessation of risky behaviors such as alcohol and drug use. The school readiness program must strive to decrease the number of students who are not ready to learn when they begin school. The need to improve district infrastructure such as renovation of older facilities and the construction of new facilities to accommodate growth, as well as the need to replace aging school buses is ever-present and ongoing. Challenged by the rapid pace of technological innovation, the district strives to improve access and support of technology.

To increase the support of quality education among all adults in the community, the district must provide a customer friendly, service oriented, and transparent environment. This will maximize the use of resources, promote parent involvement, and build trust among all stakeholders in order to help bring special interest groups to

consensus on the district vision and goals. Methods and activities to enhance communication with all stakeholders must be implemented to accomplish these goals.

**DISTRICT STRATEGIC PLAN FOR 2009-2014**  
**Performance Goal Area:**

**DATE: Fall 2009**

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

**PERFORMANCE GOAL:**  
 (desired result of student learning)

We will maintain a safe, supportive nurturing environment that is conducive to working and learning as measured by an increase in the percentage of teachers, students, and parents who report satisfaction with the social and physical environment of the schools on the annual EOC survey.

**INTERIM PERFORMANCE GOAL:**

**DATA SOURCE(S):** EOC Survey

OVERALL MEASURES:	Elementary	Base-line 2008-09	2009-10	2010-11	2011-2012	2012-2013	2013-2014
	Students		84.1	84.6	85.1	85.6	86.1
Teachers		93.6	94.1	94.6	95.1	95.6	96.1
Parents		88.3	88.8	89.3	89.8	90.3	90.8
Middle							
Students		82.5	83.0	83.5	84.0	84.5	85.0
Teachers		97.2	97.4	97.6	97.8	98.0	98.0
Parents		85.7	86.2	86.7	87.2	87.7	88.2
High							
Students		81.9	82.4	82.9	83.4	83.9	84.4
Teachers		94.7	95.2	95.7	96.2	96.7	97.2
Parents		78.3	78.8	79.3	79.8	80.3	80.8

**GOAL 1: We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.**

<b><u>STRATEGY 1.1:</u></b> We will promote facility and equipment safety in order to provide a safe environment for students and staff.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b>ACTIVITIES:</b>  1.1.1 Conduct and implement a comprehensive security/safety analysis of all district facilities to include, but not limited to: <ul style="list-style-type: none"> <li>a. Video surveillance</li> <li>b. Alarm systems</li> <li>c. Exterior lighting</li> <li>d. Intra-district communications(radio, phone)</li> <li>e. Existing and future facility design</li> <li>f. Computer hardware and software systems</li> <li>g. Science laboratory and science classroom</li> <li>h. Electronic access control</li> </ul>	Ongoing  2009-2015	Facilities Coordinator  Security Safety Specialist  Facility Coordinator  Director of Design and Construction  Science Coordinator	Contracted Services  Market Value  Local Electrical Company	Capital Budget  Bond Referendum	School Board Insurance Trust Annual Inspection Report Contracted Services Security Technology Committee Minutes Incident Reports Security Contracted Report Radio Vendor Analysis Financial Reports Walk Trough Observation
1.1.2 Instate daytime and afternoon security.	Ongoing	Security and Safety Specialist	TBD	TBD	Security Advisory Committee

1.1.3	Provide funding to address security needs as identified per site such as: keyless entries, surveillance cameras, perimeter fencing, alarm systems, emergency lighting, and communication devices (ie-walkie talkies)	2010-2015	Chief of Information Technology	TBD	TBD	Needs assessment Security Advisory Committee Budget Requests as submitted by school sites
1.1.4	Provide funding to maintain security technology and equipment.	Ongoing	Security and Safety Specialist  Chief of Information Technology	Varies \$15,000 – \$25,000	Capital Budget	Security needs assessment
1.1.5	Create a long term plan for the purchase of security equipment as identified per site.	2011 - 2015	Facilities Coordinator  Security and Safety Specialist  Technicians	TBD	Security and Safety Budget	Security needs assessment Security Advisory Committee
1.1.6	Replace activity buses with 250,000 miles or more	2012 - 2015	Transportation Coordinator	Market Cost	Capital Expenditures Budget	Budget request Addition of new bus
1.1.7	Provide at least two activity buses equipped to accommodate special needs students/adults.	2012 - 2015	Transportation Coordinator	Market Cost	Capital Expenditures Budget	Budget request

1.1.8	Create a facilities long term plan for the elimination of portables.	2010-2015	District Administrative Team	\$243 million	Bond Fund	Elimination of portables Building Program Status Update
1.1.9	Continue to pursue a long term plan for the installation of voice over phones in all sites with emergency phones in case of power outages.	2010-2011	Chief of Information Technology	\$40,000	Capital Budget	A mid year plan that would include a phone in each classroom with voicemail for each teacher and staff member. Emergency backup phones placed in the administration area of the school.
1.1.10	Replacement, maintenance and repair of walkie talkies.	Ongoing	Principals	\$300-\$500 per unit	General Budget	As needed by school
1.1.11	Fund uniform visitor check-in equipment which requires a valid driver's license for each site.	2010-2012	Chief of Information Technology	\$6,000 per unit	Capital Budget	Create school Check-In plan for all schools.  Enforce 100% ID check

**GOAL 1: We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.**

<b><u>STRATEGY 1.2:</u></b> We will promote operational safety in order to provide a safe environment for students and staff.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b>ACTIVITIES:</b>					
1.2.1 Negotiate with Lexington County to obtain full time School Resource Officers (SROs) to cover Lexington County elementary schools.	2013-2015	School Resource Officers  Security and Safety Specialist	TBD	General Fund	Timeline of negotiations available beginning August 2013.
1.2.2 Conduct a school community needs/risk assessment annually in each school to discern perceived needs regarding safety and security (ie-school survey results, surveys from SIC, PAC, SAC, etc.)	Annually	Security and Safety Specialist	NA	NA	School Board Insurance Trust Risk Assessment
1.2.3 Communicate findings of the assessment to each school community and continue to revise and update school safety plans according to assessment data.	Annually	Security and Safety Specialist  Principals	NA	NA	Safety manual available on each D5 site
1.2.4 Provide safety/security training to school community at regularly scheduled intervals.	Ongoing	Security and Safety Specialist	NA	NA	Artifacts of training on file with Security and Safety Specialist

1.2.5 Implement safety audits district wide.	Annually	Benefits Specialist  Security and Safety Specialist	NA	NA	Safety Audits  Risk Assessment  School Board Insurance Trust
1.2.6 Evaluate and update emergency procedures at each school for: a. Severe weather b. Fire c. Accidents and serious illness/injuries d. Fatalities or students or staff e. Intruder response/hostage situations f. Bomb threat g. Utility emergency h. Explosions i. Bus accidents j. Major school disturbances (gang activity, riot, shooting) k. Train derailment/chemical spills l. Earthquakes m. Chemical or gas spills from tanker trucks Malfunction at the VC Summers nuclear plant	Annually	Security and Safety Specialist  Director of Community Services  Transportation Coordinator	NA	NA	Safety Manuals  School Emergency Plans  Emergency procedures for district office staff.  Emergency procedures for school administrators.  School Board Insurance Trust Risk Assessment Audits
1.2.7 Develop and implement a reporting system to track compliance to include drills district wide.	Annually	Safety and Security Specialist	N/A	N/A	Annual drill statistics report

1.2.8	Evaluate the safety of all parking lots, drop off areas, school entrances and traffic flow on school properties. Take appropriate corrective actions, if necessary.	Ongoing	Safety and Security Specialist  Facility Coordinator	N/A	N/A	Traffic Study Reports  Written requests from principals
1.2.9	Implement state and national safety guidelines in all science classrooms and laboratories.	2010-2015	Science Coordinator  Teachers  Administrators	N/A	N/A	Safety guidelines adhered to based upon observations and display of required guidelines.
1.2.10	Utilize school/community needs assessments to identify external risks	Ongoing	Security and Safety Specialist  Security Advisory Committee	N/A	N/A	Security Advisory Committee Minutes

**GOAL 1: We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.**

<b><u>STRATEGY 1.3:</u></b> We will develop a sense of community district wide in order to provide an environment conducive to working and learning.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b>  1.3.1 Align spiraling character development and expectations across the district, vertically and horizontally.  1.3.2 Increase opportunities to involve community in activities to support character development  1.3.3 Retain and expand mentor programs district wide.	2010-2015  2010-2015  2010-2015	Guidance Counselors  Security and Safety Specialist  Director of Community Services  Guidance Counselors  Principals	N/A  \$1,000  \$10,000	N/A  General Fund  General Fund	Calendar of activities available  Character Education Traits  Annual Report generated by Mentoring Coordinator

1.3.4 Enhance and utilize structured volunteer system	2010-2015	Principals Director of Community Services	\$6500	General Fund	Volunteer Hours Annual Report Volunteer Recognition Program
1.3.5 Implement quarterly behavioral and academic incentive recognition programs at all schools	2010-2015	Guidance Counselors Principals	\$1500 Annual	Per School	Awards Programs Parent Involvement

**GOAL 1: We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.**

<b><u>STRATEGY 1.4:</u></b> We will minimize classroom disruptions in order to provide an environment conducive to working and learning.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b>					
1.4.1 Administrators will vertically and horizontally align behavioral expectations and consequence across the district	2010-2015	District and School Administrators	\$7500	General Fund	Student Discipline Code Handbook Adoption
1.4.2 Consistent and uniform guidelines for ISS	2010-2015	District and School Administrators	N/A	N/A	Student Services Annual Report Power School Entries
1.4.3 Consistent expectations for Expectations Coaches	2010-2015	Principals Expectations Coaches	N/A	N/A	School Handbooks Student Agendas
1.4.4 Comprehensive proposal that is acceptable to all middle schools to provide early release or delayed opening at middle school level	2014-2015	School Board	N/A	N/A	Comprehensive plan created
1.4.5 Continue to offer over-age student programs	2010-2015	Coordinator of Adult Education	\$320, 600	Federal and State Funding	Attendance records and graduation data

1.4.6	Enhance advisor/advisee programs.	2011 - 2015	Guidance Counselors  Principals	\$10,000	General Funds	School master schedule  Professional Development calendar
1.4.7	Expand transition programs (i.e. 9 <sup>th</sup> Grade Academy philosophy)	2010- 2015	District Office Administration  School Board	TBD	General Funds	Overage Programs Virtual School Programs APEX Learning

**GOAL 1: We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.**

<b><u>STRATEGY 1.5:</u></b> We will ensure overall health in order to provide an environment conducive to working and learning.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b>  1.5.1 Provide coordination of health services  1.5.2 Provide Social worker in all schools  1.5.3 Ensure adequate staffing and resources to meet the physical, social, and psychological needs of all students.	2010-2015	Coordinator of Health, Science and Physical Education  Director Special Services	\$1,050,000	State Funds Medicaid	Individual Health Plans School Rosters Lesson Plans (science)
	2011-2015	District Administration  Director of Special Services  School Board	\$58,000 per social worker	General Fund	Budget request School Rosters
	2010-2015	Coordinator of Health, Science and Physical Education  Director Special Services	\$1,500, 000	General Fund IDEA Medicaid	Individual Education Plans Special Education Rosters School Schedules Lesson Plans

1.5.4	Fully fund and implement physical education requirements as set by US guidelines	2010-2015	Coordinator of Health, Science and Physical Education	\$520,000	State Student Health and Fitness Act General Fund Grants	Elementary Related Arts Schedule
1.5.5	Provide recess/physical activity time will be provided daily at all schools (outside when possible)	2010-2015	Principals	N/A	N/A	School Schedules
1.5.6	Implement health and wellness promotion programs for students and staff.	2010-2015	Coordinator of Health, Science and Physical Education	\$50,000	General Fund Grants	Examples of programs offered at each school Lesson Plans Fitness Gram Reports
1.5.7	Improve overall provisions of Health Services in the district.	2010-2015	Nurse Coordinator  Coordinator of Health, Science and Physical Education	N/A	N/A	Minutes from CHEBAC Minutes from Nurses' meetings Records from Health Room

**DISTRICT STRATEGIC PLAN FOR 2009-2014**

**DATE: Fall 2009**

**Performance Goal Area:**

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

**PERFORMANCE GOAL:**  
(desired result of student learning)

We will provide challenging curricula with high expectations for all students as measured by the VCG growth indices exceeding 80<sup>th</sup> percentile or baseline data\* on the MAP assessment for elementary and middle school students and the graduation rate for high school students.

**INTERIM PERFORMANCE GOAL:**

**DATA SOURCE(S):**

VCG Growth reports  
Graduation rates

<b>OVERALL 4.MEASURES:</b>	Elementary/ Middle	Base-line 2008-09	2009-10 Rd/Math	2010-11 Rd/Math	2011-2012 Rd/Math	2012-2013 Rd/Math	2013-2014 Rd/Math
	Grade 2	3.0/3.0	3.0*/ 3.0*	3.0*/ 3.0*	3.0*/ 3.0*	3.0*/ 3.0*	3.0*/ 3.0*
	Grade 3	0.8/1.8	2.2 / 2.3	2.2 / 2.3	2.2 / 2.3	2.2 / 2.3	2.2 / 2.3
	Grade 4	0/-0.3	1.7 / 2.3	1.7 / 2.3	1.7 / 2.3	1.7 / 2.3	1.7 / 2.3
	Grade 5	0.9/1.4	1.6 / 2.2	1.6 / 2.2	1.6 / 2.2	1.6 / 2.2	1.6 / 2.2
	Grade 6	2.8//3.9	2.8* / 3.9*	2.8* / 3.9*	2.8* / 3.9*	2.8* / 3.9*	2.8* / 3.9*
	Grade 7	0.5/1.8	0.9 / 1.8*	0.9 / 1.8*	0.9 / 1.8*	0.9 / 1.8*	0.9 / 1.8*
	Grade 8	1.6/0.9	1.6* / 1.4	1.6* / 1.4	1.6* / 1.4	1.6* / 1.4	1.6* / 1.4
	Grade 9	0.7/-0.5	0.7* / 1.8	0.7* / 1.8	0.7* / 1.8	0.7* / 1.8	0.7* / 1.8
	High						
Graduation Rate	84.8	88.3	88.3	88.3	88.3	88.3	

\*AYP criteria: greater than 88.3%, exceed three year average, or exceed previous year's rate.

**GOAL 2: We will provide challenging curricula with high expectations for all students.**

<b><u>STRATEGY 2.1:</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated</u></b>	<b><u>Funding</u></b>	<b><u>Indicators of Implementation</u></b>
We will employ research-based instructional practices that provide challenging curricula and high expectations for all students	<b><u>Start/End</u></b> <b><u>Date</u></b>		<b><u>Cost</u></b>	<b><u>Source</u></b>	
<b><u>ACTIVITIES:</u></b>					
2.1.1 Provide differentiated instruction in all classrooms to include fluid and flexible grouping, cooperative learning, Socratic/Paideia seminars, project-based learning, Individual Graduation Plan, virtual learning and/or other research-based instructional practices.	2009-2015	Coordinator Professional Development  Content Coordinators  Instructional Specialists and Coaches  Teachers and School Administrators	TBD	Title I; Title II; Grants; General Fund	lesson plans; observations; weekly newsletters; presentations at district and school professional development; attendance and presentations at state and national conferences
2.1.2 Implement Everyday Mathematics for all elementary students with use of appropriate differentiation.	2009-2015	Coordinator of Professional Development  Math Coordinator  Math Instructional Specialist and Coaches  Teachers and School Administrators	\$5,000	Title I; Title II; EIA Funds; General Fund	lesson plans; school schedules; professional development offerings, observations

2.1.3 Provide math intervention programs for students who do not meet standards on PASS and implement services to meet RTI in the area of mathematics.	2009-2015	Math Coordinator Math Instructional Specialist and Coaches Teachers and School Administrators GEMS teachers RTI coordinator	\$65,000 per teacher and  \$500 per class for materials	Title I RTI funds	schedules, observations, data walls or notebooks
2.1.4 Offer Math beyond calculus to high schools students.	2010-2015	Math Coordinator and school administrators			schedules and course catalogs
2.1.5 Increase the number of students participating in AP math courses.	2010-2015	Secondary Education Director Math Coordinator Teachers and School Administrators			number of students enrolled in AP math classes; number of students enrolled in SAT math classes, schedules
2.1.6 Provide learning opportunities that incorporate higher order thinking skills in each content area at all grade levels to include project-based learning, inquiry learning, science probewear; Paidiea/Socratic seminars; authentic learning; persuasive writing; historical thinking; peer and self evaluation protocols or other researched-based critical and creative thinking strategies.	2009-2015	Coordinator of Professional Development Content Coordinators Teachers and Administrators	\$25,000	Title I; Title II; Grants; General Fund	lesson plans; observations, offerings through professional development

2.1.7 Provide world languages for all students.	2011-2015	World Languages Coordinators  Administrators	\$65,000 per teacher	General Fund	school/student schedules
2.1.8 Teach science and social studies every day in all middle schools.	2011-2012	Science and Social Studies Coordinators and Instructional Specialists  School Administrators	\$65,000 per teacher	General Fund	school /teacher schedules
2.1.9 Implement Balanced Literacy for all elementary students with use of appropriate differentiation and supplemental resources. Vocabulary instruction will be emphasized at all grade levels.	2009-2015	Language Arts Coordinator and Instructional Specialist  Literacy Coaches  Teachers and School Administrators	\$65,000 per teacher	General Fund; Title II; EIA Funds	lesson plans; school schedules; professional development offerings;
2.1.10 Provide reading intervention for students who do not meet standards on PASS. Implement services that meet RTI in reading.	2009	ELA Instructional Specialist  Reading Interventionists  RTI Coordinator  Teachers and school administrators	\$65,000 per teacher	Title I RTI funds	schedules, observations, data walls and notebooks

2.1.11 Offer English I in the 8th grade.	2010-2015	ELA coordinator Teachers and school administrators			School schedules
2.1.12 Increase the number of students participating in AP English courses.	2010-2015	Secondary Ed. Director Language Arts coordinator Teachers and school administrators			AP class rolls, school schedules
2.1.13 Offer career and technology courses to all middle and high school students and offer Industrial certifications to high school students.	2010-2015	CATE Director Administrators	TBD	Bond Referendum; Grants; General Fund	School Schedules; number of students participating in CATE courses; number of students receiving industrial certifications, completion and use of the CATE center
2.1.14 Increase the number of students participating in AP and IB courses.	2010-2015	School Administrators Guidance Counselors	\$2,500 per additional IB teacher as needed (training)	General Fund	Enrollment numbers

**GOAL 2: We will provide challenging curricula with high expectations for all students.**

<b><u>STRATEGY 2.2:</u></b> We will provide professional development experiences for all district staff to ensure that challenging curricula with high expectations is provided to all students.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source)</u></b>	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b> 2.2.1 Align curricula in all content areas vertical ly and horizontally	2009-2015	Content Coordinators  Instructional Specialists  Vertical Teams and Leadership Teams	-- 0 --	NA	K-12 Alignment document for each subject area.
2.2.2 Develop common syllabi for all secondary courses.	2009-2015	Content Coordinators  Teachers and Leadership Teams	-- 0	NA	Common syllabi; course catalog
2.2.3 Schedule collaborative planning opportunities in all schools for all content areas and departments.	2009-2015	School Administrators	0	NA	Dates indicated on District calendar for early release and delayed opening; school plans and schedules for common planning periods; minutes from meetings

<p>2.2.4 Increase the number of middle and high school AP, IB, and/or GT endorsed teachers.</p>	<p>2009-2015</p>	<p>Content Coordinators  GT Coordinator  School administrators</p>	<p>TBD</p>	<p>Title I; Title II; General Fund; EIA Funds</p>	<p>Number of teachers with endorsements on their certificates</p>
<p>2.2.5 Provide for teachers at all levels professional development in research-based instructional strategies such as differentiated instruction, balanced literacy, creative and critical thinking skills, and cooperative learning.</p>	<p>2009-2015</p>	<p>Content Coordinators  Instructional Specialists  School Administrators</p>	<p>\$50,000</p>	<p>Title I; Title II; General Fund</p>	<p>Professional development offerings; graduate/recertification courses offered through district; conferences attended</p>
<p>2.2.6 Provide comprehensive instruction in the use of Balanced Literacy and Everyday Mathematics for all new elementary teachers.</p>	<p>2009-2015</p>	<p>ELA and Math Coordinators  Instructional Specialists</p>	<p>\$200 per day of training per new teacher</p>	<p>Title II; General Funds</p>	<p>List of trainings offered; training attendance sheets</p>

**GOAL 2: We will provide challenging curricula with high expectations for all students.**

<b><u>STRATEGY 2.3:</u></b> We will increase choice options in order to provide challenging curricula for all students.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b>  2.3.1 Develop a five year district choice integration plan to include expansion of magnet school opportunities.  2.3.2 Provide choice opportunities for students and parents..	2010-2015	Chief of Instruction  Director of Community Services  Principals	0	NA	Five year district choice integration plan
	2009-2015	Chief of Instruction  Director of Community Services  Principals	TBD	Grants; General Fund; Title I	Newsletters, promotions brochures, enrollment information in the media, information on district website

2.3.3 Offer and expand opportunities for virtual learning.	2009-2015	Chief of Instruction  Chief of Information Technology  Teachers and School administrators	TBD	General Fund	Number of students enrolled in APEX, SC Virtual Learning and Compass Learning; Lesson plans; school schedules
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2.4.3 Use authentic assessments to evaluate student progress.	2009-2015	Content Coordinators and Instructional Specialists  Teachers	0	NA	Lab reports; musical performances; writing samples; student projects, CTE certifications, etc.
2.4.4 Use formative, interim and summative data to plan and implement instruction.	2009-2015	Director of Accountability  Content Coordinators and Instructional Specialists  Principals and Teachers	\$25,000	General Fund; State funds	Lesson plans; Leader's Edge; virtual comparison reports; Dominie reports; use of content support documents and DesCartes to plan instruction; use of Explore, Use of AP Potential; Fluid grouping.
2.4.5 Communicate formative, interim and summative data regularly to students and parents.	2009-2015	Director of Accountability  Teachers and School Administrators  Chief of Information Technology	\$ 500	General Fund	MAP reports; Parent Portal; progress reports

**DISTRICT STRATEGIC PLAN FOR 2009-2014**

**DATE: Fall 2009**

**Performance Goal Area:**

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

**PERFORMANCE GOAL:**  
(desired result of student learning)

We will develop productive citizens who can solve problems and contribute to a global society as measured by the district composite rating of the district's character education program, students' survey results on cooperative behavior, and number of level 1-3 discipline infractions.

**INTERIM PERFORMANCE GOAL:**

**DATA SOURCE(S):**

S. C. Character Education Partnership Team's rubric for measuring character education as reported on the state report card.

EOC Report Card Surveys Question #32 % satisfied that students from different backgrounds get along well with each other

Discipline Summaries

**OVERALL MEASURES:**

<b>Baseline 2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Character Ed Index: 4.8	4.8	4.8	4.8	4.8	4.8
Report Card Survey: 74.4%	74.4	75.4	76.4	77.4	78.4
Number of discipline infractions: 11,628	11,047	10,494	9,969	9,471	8,998

**GOAL 3: We will develop productive citizens who can solve problems and contribute to a global society.**

<b><u>STRATEGY 3.1:</u></b> We will develop productive citizens through district-wide character development programs.	<b><u>Timeline</u></b> <b><u>Start/End</u></b> <b><u>Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b>  3.1.1 Promote a district-wide Trait-of-the-Month with school-determined related activities including the observance of Constitution Day in September and the designation of November as district-wide Citizenship Month with coordinated programs for Veterans Day.  3.1.2 Expand the district-wide Mentoring Program by 10% each year: older students to younger students and community members to students. Establish a district-wide student recognition/award program for character and citizenship.  3.1.3 Increase ration of support services personnel to student population and their families, including Guidance, Social Workers, and Mental Health Specialists, by 5%	Fall 2010	Supervisor of Student Services  Social Studies Coordinator  Guidance Counselors	-0-		List of activities from each school that addressed Trait-of-the-Month, Constitution Day and Citizenship Month
	Fall 2010	Mentoring Specialist  Supervisor of Student Services	-0-		List of students who have been recognized for character and citizenship
	Fall 2010	Chief of Human Resources	Approx. \$60,000 per FTE	General Fund	Roster of new FTEs

**GOAL 3: We will develop productive citizens who can solve problems and contribute to a global society.**

<b><u>STRATEGY 3.2:</u></b> We will develop productive citizens by providing opportunities for civic participation and responsibility.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b>  3.2.1 Establish student governance in all schools that suits the needs of each particular school such as Student Councils; Student Advisory Councils; a leadership course; etc.  3.2.2 Establish a district-wide conflict resolution program appropriate for elementary, middle and high school levels  3.2.3 Establish mock elections to coincide with local, state and national elections.  3.2.4 Establish and/or expand a K-12 Honor Code	Fall 2010          Fall 2010          Fall 2010          Fall 2010	Principals  Directors of Elem/Secondary Education          Supervisor of Student Services          Social Studies Coordinator          Chief of Instruction	-0-          \$5,000          -0-          -0-	General Fund          General Fund          General Fund Grant Fund          Title II Title I At Risk Student Learning PDSI	Description of student government opportunities from each school sent to Dir of Elem/Second Educ to be compiled          Conflict resolution program is in implemented in all schools          Schools submit report on Mock Elections held          Honor Code is printed in each school's Student Handbook and posted on the School and District websites

<p>3.2.5 Provide professional development for all teachers and staff in cultural and social diversity in order to address changing family dynamics and to promote the civic dispositions of tolerance and respect.</p>	<p>Fall 2010</p>	<p>Coordinator of Parenting &amp; Family Literacy</p> <p>Coordinator of Professional Development</p>	<p>\$10,000</p>		<p>Book and host professional development provider to address the need</p>
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**GOAL 3: We will develop productive citizens who can solve problems and contribute to a global society.**

<b><u>STRATEGY 3.3:</u></b> We will develop productive citizens by promoting economic self sufficiency, personal productivity and perseverance.	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b> 3.3.1 Promote career awareness among K–12 students by incorporating job awareness into the elementary curriculum where appropriate, by providing K-12 job shadowing and field experiences and by continuing to offer Senior Internships that allow students to study occupational programs through structured work-based experiences.	Fall 2010	CATE Director	-0-	CATE Funding General Fund	Schools submit evidence of addressing career awareness; Schools submit lists of students who have participated in job shadowing and internships, including who has been shadowed and where the internship took place
3.3.2 Provide an extensive Career and Technology program (CATE) that will enable students to complete a major that aligns courses with careers; expand the services of Career Development Facilitators and continue to provide Graduation Plans	Fall 2010	CATE Director  School Guidance Counselors	\$150,000	General Fund	Evidence of implementation will be contained in the course catalog; schools submit documentation of programs offered by CDFs
3.3.3 Promote the incorporation of Financial Literacy in the K-12 curriculum through professional development and curriculum writing.	Fall 2010	Chief of Instruction	\$5,000	Title II Tile I PDSI	Curriculum will be written and evidence of hosting of Financial Literacy professional development will be documented through District matrix

**GOAL 3: We will develop productive citizens who can solve problems and contribute to a global society.**

<b><u>STRATEGY 3.4:</u></b> We will develop productive citizens through community building.	<b><u>Timeline</u></b> Start/End Date	<b><u>Person</u></b> Responsible	<b><u>Estimate</u></b> d Cost	<b><u>Funding</u></b> Source	<b><u>Indicators of Implementation</u></b>
<b><u>ACTIVITIES:</u></b>  3.4.1 Establish a district-wide K-12 community building initiative using program(s) that meet each school's needs such as Responsive Classroom, Second Steps, and programs that teach social skills in Pre-K, etc.  3.4.2 Promote student responsibility to the group and group to the individual student by encouraging the assignment of classroom jobs, and by promoting organizations such as the Unity Council, Newcomer Ambassadors, etc.  3.4.3 Continue High Schools That Work initiatives that promote strong relationships and community building.	Fall 2010  Fall 2010  Fall 2010	Chief of Instruction  Principals and Teachers  Principals	\$20,000  -0-  \$30,000	School Fund General Fund    CATE Funding Title I	List of programs being implemented at each school  Schools will submit promotional materials, flyers, etc.  Attendance at annual conference and implementation of HSTW strategies

**GOAL 3: We will develop productive citizens who can solve problems and contribute to a global society.**

**EVALUATION**

<p><b><u>STRATEGY 3.5:</u></b> We will develop productive citizens by infusing curriculum with content and strategies which promote citizenship.</p>	<p><b><u>Timeline</u></b> Start/End Date</p>	<p><b><u>Person</u></b> Responsible</p>	<p><b><u>Estimated</u></b> Cost</p>	<p><b><u>Funding</u></b> Source</p>	<p><b><u>Indicators of Implementation</u></b></p>
<p><b><u>ACTIVITIES:</u></b></p> <p>3.5.1 Provide a strong district-wide <i>daily</i> Social Studies curriculum for every child through district-wide professional development for teachers and curriculum writing opportunities.</p> <p>3.5.2 Provide professional development for teachers to enable them to effectively promote student participation in simulations of democratic processes including mock trials, legislative deliberations, seminars, debates and diplomatic negotiations.</p> <p>3.5.3 Encourage guided discussion of current, local, national and international issues and events through the use of news programs for students and/or newspapers and magazines in the classroom.</p>	<p>Fall 2010</p> <p>Fall 2010</p> <p>Fall 2010</p>	<p>Social Studies Coordinator</p> <p>Principals</p> <p>Coordinator of Social Studies</p> <p>Content Coordinators</p> <p>Principals and Teachers</p>	<p>\$5,000</p> <p>\$5,000</p> <p>-0-</p>	<p>Title II Title I PDSI General Fund</p> <p>Title II Title I PDSI</p>	<p>Middle school schedules will indicate that they are offering SS every day; professional development offerings will be documented on district matrix; written curriculum will be posted electronically</p> <p>Documented by inclusion on the district professional development matrix</p> <p>Classroom Observations</p>

<p>3.5.4 Incorporate decision-making processes and public speaking opportunities within all curricula that promote the building of consensus.</p>	<p>Fall 2010</p>	<p>Chief of Instruction</p>	<p>-0-</p>	<p>Classroom observations</p>
<p>3.5.5 Promote K-12 small-group and collaborative learning</p>	<p>Fall 2010</p>	<p>Chief of Instruction</p>	<p>\$5,000</p>	<p>Documented by professional development matrix</p>
<p>3.5.6 Establish a K-12 format whereby students provide input on classroom, school and community (such as Project Citizen) decisions.</p>	<p>Fall 2011</p>	<p>Chief of Instruction</p>	<p>-0-</p>	<p>Documented format at each school and on school/district website (i.e., blog, twitter, facebook)</p>

**GOAL 3: We will develop productive citizens who can solve problems and contribute to a global society.**

<b><u>STRATEGY 3.6:</u></b> We will develop students into problem solvers.	<b><u>Timeline</u></b> <b><u>Start/End</u></b> <b><u>Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b><u>Indicators of Implementation</u></b>
<p><b><u>ACTIVITIES:</u></b></p> <p>3.6.1 Encourage K-12 students to participate in inquiry-based, hands-on learning across the curriculum such as lab experiences in Science and primary source analysis in Social Studies.</p> <p>3.6.2 Develop K-12 group projects requiring higher order thinking skills and peer collaboration such as Science Fair or National History Day projects.</p> <p>3.6.3 Provide professional development for all teachers in strategies that promote inquiry and higher order thinking skills in order to develop civic skills such as perspective-taking, media literacy, and active listening.</p>	<p>Fall 2010</p> <p>Fall 2011</p> <p>Fall 2011</p>	<p>Chief of Instruction</p> <p>Chief of Instruction</p> <p>Chief of Instruction Coordinator of Professional Development</p>	<p>-0-</p> <p>\$3,000</p> <p>\$10,000</p>	<p></p> <p></p> <p>Title II Title I PDSI General Fund</p>	<p>Classroom observation</p> <p>Science Fair, and other group projects, will be completed and/or held</p> <p>Documented by professional development matrix</p>



		Parenting Educators			
3.7.6 Increase communication district-wide through school-based parent groups such as School Improvement Councils, Parent Teacher Associations	Fall 2010	Principals Director of Community Services	-0-		Hits on the website will increase
3.7.7 Provide K-12 service learning opportunities across the district such as Good Works, We Care, student recycling, Operation Santa, HomeWorks/Habitat for Humanity, Love Green Club, Special Olympics	Fall 2010	Principals	-0-		Documentation of when students participated in service learning



<p>3.8.4 Initiate a K-12 World Language immersion magnet program</p>	<p>Fall 2011</p>	<p>Chief of Instruction Chief of Instruction World Language Coordinator</p>	<p>\$150,000</p>	<p>General Fund</p>	<p>An established K-12 World Language immersion magnet program; course cat</p>
<p>3.8.5 Provide professional development opportunities for teachers to develop a strong district-wide <i>daily</i> Social Studies curriculum for every child that promotes understanding of diversity through knowledge of other cultures.</p>	<p>Fall 2010</p>	<p>Guidance Counselors Social Studies Coordinator Principals</p>	<p>\$5,000</p>	<p>Title II Title I PDSI</p>	<p>Documented by professional development matrix; classroom observation</p>
<p>3.8.6 Encourage all high school students to take elective courses that promote global understanding such as Global Studies, Current Events Sociology, Psychology and world languages</p>	<p>Fall 2010</p>	<p>Career Development Facilitators Guidance Counselors Principals School Administrator</p>	<p>-0-</p>		<p>Enrollment figures</p>

<p>3.8.7 Continue World Language programs in the elementary schools, articulate the vertical alignment between elementary and middle school and middle school and high schools, encourage students to take 3 or more years of a foreign language in high school.</p>	<p>Fall 2010</p>	<p>Chief of Instruction Guidance Counselors Principals</p>	<p>-0-</p>	<p>General Fund</p>	<p>Enrollment figures; evidence of vertical articulation of curriculum by accelerated world language at the MS, based on elementary mastery</p>
<p>3.8.8 Expand foreign language offerings to non-Western languages such as Chinese and Arabic</p>	<p>Fall 2012</p>	<p>Chief of Instruction</p>	<p>\$10,000</p>	<p>General Fund</p>	<p>Course catalog; enrollment figures</p>

**DISTRICT STRATEGIC PLAN FOR 2009-2014**

**DATE: Fall 2009**

**Performance Goal Area:**

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

<p><b>PERFORMANCE GOAL:</b> (desired result of student learning)</p>	<p>We will recruit, hire, and retain highly effective, diverse staff who understand what students need to succeed in a competitive, global workplace as measured by the percent of Highly Qualified and/or National Board Certified teachers.</p>					
<p><b>INTERIM PERFORMANCE GOAL:</b></p>						
<p><b>DATA SOURCE(S):</b></p>	<p>Teacher Licensure and Schedule information National Board for Professional Teaching Standards</p>					
<p><b>OVERALL MEASURES:</b></p>	<p><b>Baseline 2008-09</b></p>	<p><b>2009-10</b></p>	<p><b>2010-11</b></p>	<p><b>2011-12</b></p>	<p><b>2012-13</b></p>	<p><b>2013-14</b></p>
	<p>HQ: 100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
	<p>NBCT: 22% (280)</p>	<p>26% (320)</p>	<p>28%</p>	<p>30%</p>	<p>32%</p>	<p>34%</p>

**GOAL 4: We will recruit, hire, and retain highly effective, diverse staff who understands what students need to succeed in a competitive, global work place.**

<b>STRATEGY 4.1:</b>	<b><u>Timeline</u> Start/End Date</b>	<b><u>Person</u> Responsible</b>	<b><u>Estimated</u> Cost</b>	<b><u>Funding</u> Source</b>	<b><u>Indicators of Implementation</u></b>
District 5 will recruit a highly qualified and diverse staff					
<b>ACTIVITIES:</b>					
4.1.1 Conduct job/career fairs to include recruiting at colleges and universities	2009-2015	Chief of Human Resources	\$4,000	HR budget	Sign in sheets from fairs
4.1.2 Develop a program to provide additional incentives for newly hired employees in critical areas.	2009-2015	Chief of Human Resources  Director of Community Services	\$0		Survey new hires, list of existing incentives (housing/apartment, dining, shopping discounts, etc.)
4.1.3 Develop a system of communication to inform the public and potential hires of incentive programs and district accomplishments.	2009-2015	Director of Community Services	\$0		Publications, communication, video
4.1.4 Advertise staff vacancies on the district website, the State	2009-2015	Chief of Human	\$8,500	HR budget	Advertisements

newspaper, and other publications and websites.		Resources			
4.1.5 Revise job descriptions to accurately reflect job duties, required training /degree/ certification /licensure/ experience, expectations, and physical/ mental requirements.	2009-2015	Chief of Human Resources	\$0		Job descriptions
4.1.6 Partner with local colleges and universities (especially those with distinguished teacher colleges) to place student interns in D5 schools.		Chief of Human Resources Principals	\$0		Student intern placement records
4.1.7 Produce a video highlighting D5 schools, students and our community to showcase our programs and successes at the local, state and national level.		Director of Community Services	\$0		Video
4.1.8 Maintain a competitive salary schedule for all D5 employees.		School Board Chief of Human Resources	TBD by economy	General Fund	Salary schedule
4.1.9 Offer incentives to employees who recruit candidates who are hired by D5.		Chief of Human Resources	\$0		List of incentives maintained in HR office

4.1.10 Actively support the Teacher Cadet Program.		Director of Community Relations  Principals  Teachers	\$0		School roster of teacher cadets
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**GOAL 4: We will recruit, hire, and retain highly effective, diverse staff who understands what students need to succeed in a competitive, global work place.**

<b>STRATEGY 4.2:</b>	<b><u>Timeline</u> Start/End Date</b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Source</u></b>	<b><u>Indicators of Implementation</u></b>
District 5 will retain a highly qualified and diverse staff.					
<b>ACTIVITIES:</b>					
4.2.1 Maintain National Board Stipend	2009-2015	School Board	\$1,600,000	General fund	Budget line item
4.2.2 Refine formal orientation process for all new hires	2009-2015	Chief of Human Resources  Principals	\$0		Orientation program(s)
4.2.3 Establish SMART classrooms district-wide and appropriate technology training for all staff	2009-2015	Chief of Technology  Director of Community Relations  Principals	TBD	D5 Technology budget	Technology inventory, professional development agendas
4.2.4 Maximize use of instructional coaches and teacher	2009-2015	Principals	\$0		Staff development matrices, professional inquiry cohort minutes,

<p>leaders to enhance staff expertise and facilitate collegial sharing and district-wide collaboration.</p> <p>4.2.5 Maintain an employee classification with detailed job descriptions and compensation plan that assures continuous and systematic review.</p> <p>4.2.6 Maintain current District 5 Board Policy outlining staffing ratios.</p> <p>4.2.7 Provide common planning time for instructional staff.</p> <p>4.2.8 Provide daily planning /documentation time for all staff requiring uninterrupted time for professional duties.</p> <p>4.2.9 Plan relevant professional development opportunities for staff that allow for differentiated levels of expertise and that support growth. This includes developing on-site centers of expertise, on-site staff development as well as traveling to conferences, seminars, etc. for credit re-certification or</p>	<p>2009-2015</p>	<p>Content Coordinators</p> <p>Chief of Human Resources</p> <p>School Board</p> <p>Chief of Human Resources</p> <p>Principals</p> <p>Principals</p> <p>Principals</p> <p>Content Coordinators</p> <p>Professional Development Coordinator</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$100,000</p>	<p>Chief Instructional Officer's Budget</p> <p>School Professional Development Budgets</p>	<p>school based staff development agendas</p> <p>Detailed, written job descriptions, salary schedule</p> <p>PowerSchool data</p> <p>Master schedules, common planning agendas</p> <p>Master schedule</p> <p>Professional development matrix, school based professional development plan</p>
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<p>advancement. This also includes opportunities to visit, observe and confer with peers across district, state and national boundaries.</p>		Principals	\$0		
<p>4.2.10 Develop, based on best practice, a yearly plan for continuous, sustained, focused professional development opportunities to ensure coordination of district and school based professional development goals.</p>		D5 staff			School professional development plans
<p>4.2.11 Establish a system that rewards levels of accomplishments that is different from state programs. This system is to include private and public presentations and recognitions, tangible and intangible incentives for accomplishments.</p>		Principals District Instructional Staff Director of Community Services	\$0		Written announcements of recognition (Focus on Five, brochures, press releases, etc.)
<p>4.2.12 Maintain professional libraries and resources for all staff.</p>		Principals	\$0	School professional development funds, media center budget	List of resources in school professional libraries. List of resources maintained by the district.
<p>4.2.14 Increase recognition of District 5 employee accomplishments (TOY, SEOY,</p>		Principals Director of	TBD		Focus on Five, other documents

years of service, etc.)		Community Services			
4.2.15 Develop staff morale plans at both the district and school levels.		Cabinet, Principals	\$1000	General Fund, Pupil Activity funds, PTO's	Written plans



<p>4.3.4 Develop, based on best practice, a yearly plan for continuous, sustained, focused professional development opportunities to ensure coordination of district and school based professional development goals.</p>	<p>2009-2015</p>	<p>Principals Content Coordinators Professional Development Coordinator</p>	<p>\$0</p>		<p>Professional development matrix.</p>
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**DISTRICT STRATEGIC PLAN FOR 2009-2014**

**DATE: Fall 2009**

**Performance Goal Area:**

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

**PERFORMANCE GOAL:**  
(desired result of student learning)

We will maximize the school district's resources of time, expertise, and finances as measured by satisfactory findings of financial audits.

**INTERIM PERFORMANCE GOAL:**

**DATA SOURCE(S):**

Annual Financial Audits  
Utility Usage Reports

**OVERALL MEASURES:**

<b>Baseline 2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Audit Results: Unqualified Status	Unqualified Status	Unqualified Status	Unqualified Status	Unqualified Status	Unqualified Status
Utility Costs TBD					

**GOAL 5: We will maximize the school district’s resources of time, expertise, and finances.**

<b>STRATEGY 5.1:</b>  Maximize Time – Establish and communicate policies, procedures, and staffing models that provide for the effective operation of the system, minimize duplication of effort, and maximize instructional and planning time.	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
<b>ACTIVITIES:</b>  5.1.1 Conduct a staffing survey to review/determine roles, responsibilities, and or equity gaps.  5.1.2 Reduce/minimize class time interruptions.  5.1.3 Develop strategies to reduce student truancy.  5.1.4 Develop a more uniform district schedule of common planning time to include delayed opening/early release among all district schools.	2009-15   2009-10   2010-11	Chief of Human Resources  Principals  Supervisor of Student Personnel Services  Principals	TBD  0  TBD  0	TBD  NA  NA  NA	Results of survey  Survey of staff  Comparison of school schedules

<p>5.1.5 Examine school start and end times each day to adequately meet family and community needs. (Example – safety of students at the bus stop at 6 a.m. for elementary students vs. high school students.)</p>	<p>2010-11</p>	<p>Director of Community Services</p>	<p>0</p>	<p>NA</p>	<p>Summary report of study</p>
<p>5.1.6 Utilize technology for information dissemination and as an alternative to in-person meetings and training.</p>	<p>2009-15</p>	<p>Coordinator of Transportation Chief of Technology Services</p>	<p>TBD</p>	<p>TBD</p>	<p>Increase in the number of web facilitated trainings</p>

**GOAL 5: We will maximize the school district’s resources of time, expertise, and finances.**

<b>STRATEGY 5.2:</b>  Maximize Expertise – Develop a professional development resource plan that maximizes staff and community expertise to address training needs in curriculum and instruction, assessment, communication, and administration for all personnel.	<u>Timeline</u> Start/End Date	<u>Person</u> Responsible	<u>Estimated</u> Cost	<u>Funding</u> Source	<u>Indicators of Implementation</u>
<b>ACTIVITIES:</b>  5.2.1 Cross train, especially at the administrative support level.  5.2.2 Utilize the shared drive and other licensed tools such as Share Point, Blackboard, etc. to facilitate idea/lesson sharing.  5.2.3 Use National Board Certified teachers and other “in-house” experts before hiring individuals from outside of the district to provide staff development – NBCT who choose not to lead staff development agree to forfeit district supplement and receive only the state portion of the supplement. These individuals will also be involved in peer observations.	2009-10  2009-15  2009-15	Principals  Chief of Technology Services  Principals  Coordinator of Academic Assistance and Professional Development	0  0  0	NA  NA  NA	Survey of school personnel  Reports from Training Technology Leaders  Staff development, matrix, and schedules

5.2.4 Create more volunteer opportunities to increase parental and community involvement.	2009-15	Director of Community Services, Principals	0	NA	Number of volunteer hours
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**GOAL 5: We will maximize the school district's resources of time, expertise, and finances.**

<b>STRATEGY 5.3:</b>  Maximize Finances – Maximize the district's financial resources through proper maintenance of facilities and equipment, proper budgetary procedures, fiscal accountability, and materials and energy conservation.	<u><b>Timeline Start/End Date</b></u>	<u><b>Person Responsible</b></u>	<u><b>Estimated Cost</b></u>	<u><b>Funding Source</b></u>	<u><b>Indicators of Implementation</b></u>
<b>ACTIVITIES:</b>  5.3.1 Ensure competitive bids for all district projects.  5.3.2 Ensure that there is not duplication of job responsibilities among multiple personnel.  5.3.3 Reduce paper consumption, postage, and consumable items by ten percent by the year 2012 through strategies such as utilization of technology to send parent newsletters, etc.	2009-15  2009-15  2009-12	Chief Financial Services Officer  Principals  Chief Human Resource Services Officer  Chief Financial Services Officer	0  TBD  0	NA  TBD  NA	Compliance of district policy  Results of survey (see activity 5.1.1)  Comparison amount of money spent on paper each year

5.3.4 Increase energy and material conservation in all district facilities.	2009-12	Energy and Mechanical Systems Manager			Comparison of energy costs over time
5.3.5 Increase resources received through grants, donations, advertising/sponsorships, community partnerships, and in-kind contributions.	2009-15	Grant Writer  Director Community Services	0	NA	Amount of dollars from listed sources in budget