

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

McCormick School District

**SCHOOL
DISTRICT**

STRATEGIC ACCOUNTABILITY PLAN FOR 2011-2016
YEARS:

**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

Dr. George Yeldell		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Earlean Smiley		
PRINTED NAME	SIGNATURE	DATE

TITLE II COORDINATOR

Kelly Coxe		
PRINTED NAME	SIGNATURE	DATE

DISTRICT PLANNING COORDINATOR

Kelly Coxe		
PRINTED NAME	SIGNATURE	DATE

ADDRESS: 821 North Mine Street

TELEPHONE: () 864-852-2435

**E-MAIL
ADDRESS:** smileye@mccormick.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLANS (Mandated Component)

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

POSITION	NAME
1. SUPERINTENDENT	<u>Dr. Earlean Smiley</u>
2. PRINCIPAL	<u>John Greene</u>
3. TEACHER	<u>Lee Hundt</u>
4. PARENT/GUARDIAN	<u>Michael Brown</u>
5. COMMUNITY MEMBER	<u>Wanda Aulls</u>
6. DISTRICT LEVEL ADMINISTRATOR (Title II requirement)	<u>Kelly Coxe</u>
7. PARAPROFESIONAL(S) (Title II requirement)	<u>Sara Moss</u>
8. DISTRICT LEVEL ADMINISTRATOR (Title II requirement)	<u>Mary Grene Thomasson</u>
9. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.):	

POSITION	NAME
<u>Board Member</u>	<u>George Yeldell</u>
<u>Board Member</u>	<u>Jim Lambeth</u>
<u>Board Member</u>	<u>Ocsar New</u>
<u>Board Member</u>	<u>Al Bell</u>
<u>Board Member</u>	<u>Eddie Talbert</u>
<u>Board Member</u>	<u>Bryon Thompson</u>
<u>Board Member</u>	<u>Jerry Tracey</u>
<u>Assist. Principal for Instruction MMS/MHS</u>	<u>Gena Wideman</u>
<u>Media Specialist</u>	<u>Beverly Hall</u>
<u>Guidance</u>	<u>Jennifer Jennings</u>
<u>MES Instructional Caoch</u>	<u>Toye Willis</u>
<u>Community Member</u>	<u>Nakisha Durant</u>
<u>District Strategic Planning Co-Coordinator</u>	<u>Jackie Brown</u>
<u>District Administration</u>	<u>Mary Greene Thomasson</u>

***REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR DISTRICT PLANS (Mandated Component)

Act 135 Assurances

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



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). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan _____ along with the number of the goal _____, strategy _____, or activity _____.



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). Provide a good example of academic assistance services for grades 4–12 by referencing a page number of the plan _____ along with the number of the goal _____, strategy _____, or activity _____.



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. Provide a good example of parent involvement by referencing a page number of the plan _____ along with the number of the goal _____, strategy _____, or activity _____.



Staff Development The district provides staff development training for Teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. Provide a good example of staff development by referencing a page number of the plan _____ along with the number of the goal _____, strategy _____, or activity _____.



Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan _____ along with the number of the goal _____, strategy _____, or activity _____. (Additional technology assurances for **districts** follow the Act 135 assurances)



Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds by referencing a page number of the plan _____ along with the number of the goal _____, strategy _____, or activity _____.



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**.

- ☒ **Collaboration** The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- ☒ **Developmental Screening** The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- ☒ **Half-Day Child Development** The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- ☒ **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.
- ☒ **Developmentally Appropriate Curriculum for PreK–3** The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- ☒ **Parenting and Family Literacy** The district provides 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.
- ☒ **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/schoolwide 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.
- ☒ **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.

Other District Assurances

Technology Assurances for Districts

- ☒ The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
- ☒ The plan has a professional development strategy to ensure that staff knows how to use the new technologies to improve education.

- ☒ The plan includes an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.
- ☒ The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.
- ☒ The plan includes an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make mid-course corrections in response to new development and opportunities as they arise.

Dr. Earlean Smiley

 Superintendent's Printed Name
 (For district and school plans)

 Superintendent's Signature

 Date

Title II Teacher/Administrator Quality Assurances for Districts

- ☒ The school district will maintain records documenting compliance with program requirements and related to fiscal control and accounting of project funds, including *Education Department General Administrative Regulations (EDGAR) 80.42*, for funds paid to the district under this grant for three years after completion of the project.
- ☒ The school district will ensure that all policies, procedures, programs, and the administration of programs in the school district are consistent with the No Child Left Behind (NCLB) of 2001, EDGAR (1969) and other applicable status, regulations, program plans, and applications.
- ☒ The school district will submit records as necessary to enable the South Carolina Department of Education (SDE) to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- ☒ The school district agrees to target Title II teacher quality funds to schools that have the lowest population of highly qualified Teachers or have the largest average class size or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA), "a local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- ☒ The school district agrees to comply with Title IX, section 9501 of the ESEA regarding participation by private school children and Teachers.
- ☒ This application is based on rigorous systematic and empirical methods.
- ☒ The research cited is adequate to justify the general conclusions.

- ☒ The data provides multiple investigations that ensure validity, reliability, and ability to be replicated.
- ☒ The school district agrees to conduct a needs assessment with the involvement of Teachers, including those Teachers participating in programs under Title I, Part A of the NCLBA, and shall take into account the activities that need to be conducted in order to give Teachers the means (including subject matter knowledge and teaching skills) to provide students with the opportunity to meet challenging state and local student academic achievement standards.
- ☒ The school district agrees to conduct a needs assessment with the involvement of Teachers, including those Teachers participating in programs under Title I, Part A of the NCLBA, and shall take into account the activities that need to be conducted in order to give Principal the instructional leadership skills to help Teachers, to provide students with the opportunity to meet challenging state and local student academic achievement.

Dr. Earlean Smiley

 Superintendent's Printed Name
 (For district and school plans)

 Superintendent's Signature

 Date

General Grant Assurances for Districts

As a duly authorized representative of McCormick
 School District,

I certify that this applicant:

- ☒ Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- ☒ Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
- ☒ The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- ☒ Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.
- ☒ Will initiate and complete work within the applicable time frame after receipt of approval

by the SDE.

- ☒ Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- ☒ Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2001)).
- ☒ Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2001) if the amount of this award is \$50,000 or more.
- ☒ Has read the guidelines and understands the requirements of the reporting documents. The applicant will initiate and complete work within the time frame of the approved plan. The applicant will provide quantitative data needed to demonstrate program effectiveness. Failure to comply with timely submission of reports may have an impact on future funding.

Dr. Earlean Smiley

Superintendent's Printed Name
(For district and school plans)

Superintendent's Signature

Date

Ms. Roni Scott

Financial Officer's Printed Name
(For district and school plans)

Financial Officer's Signature

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

In 2010, McCormick County School District welcomed 787 students from diverse backgrounds and economic means. Eighty-nine percent of our students qualify for free or reduced meals. The elementary and middle schools are classified as federal Title I schools. Currently, 8.1% of the students other than speech receive support through provisions covered in the Individuals with Disabilities Education Act. (IDEA) These students are served using four models of learning: self-contained, resource, itinerant and inclusion programs.

The staff of McCormick County works diligently to meet the diverse needs of the students in our district. According to the 2009 District Report Card, our district employs 71 certified teachers who serve 3 schools: 48% of these teachers have advanced degrees, with 9 teachers having earned National Board Certification, and 76.3% of our teachers have returned from the previous year, with a 96% attendance rate. The average salary for a teacher in McCormick County School District is approximately \$42,696.

Various programs and services are offered to the students of McCormick County School District. Current district initiatives include a credit recovery program, involvement in High Schools That Work and Making Middle Grades Work initiatives. Teachers receive training in the use of Thinking Maps and technology (Smart boards, Promethean boards, LCD projectors, etc.) within their classrooms. Representatives from various grade levels and subject areas attended the Standards Support Institutes, in which information was brought back to the district concerning the proper use of the South Carolina State Standards in the classroom.

The McCormick County School District carefully analyzes student performance in order to make decisions relating to curriculum and instruction. Participation in the state mandated assessment programs yields information that can be used for this purpose. The 2010 Palmetto Assessment of State Standards (PASS) results show:

When comparing the results of 2009 4th, 6th, and 7th graders to 2010 5th, 7th, and 8th graders results show increases occurred in the percent of students meeting or exceeding standards in Writing.

When comparing the results of 2009 4th graders to 2010 5th graders results show increases occurred in the percent of students meeting or exceeding standards in English Language Arts.

When comparing the results of 2009 3rd, 4th and 5th graders to 2010 4th, 5th, and 6th graders results show increases occurred in the percent of students meeting or exceeding standards in Math in grades 4, 5, and 6.

When comparing the results of 2009 5th and 6th graders to 2010 6th and 7th graders results show increases occurred in the percent of students meeting or exceeding standards in Science.

When comparing the results of 2009 3rd, 5th and 7th graders to 2010 4th, 6th and 8th graders results show increases occurred in the percent of students meeting or exceeding standards in Social Studies.

The 2010 3rd grade PASS scores exceeded the 2009 3rd grade PASS scores in 3 out of 5 tested subjects.

These increases are due to an emphasis placed upon the subject areas in the previous school years. Professional development, provided by the state as well as district staff, helped teachers analyze the standards in each area and plan instruction to help meet these standards.

The administration of McCormick County School District notes that each school has subgroups that continue to need immediate attention. The more common subgroups are socio-economic, disabilities, and racial/ethnic. The district has initiated Responses to Intervention (RTI) at the elementary school to prepare students better for grade level progression.

Currently, our district uses **MAP** as a formative assessment for students in grades 1-10 in the areas of reading, language and mathematics. The district has purchased *Classworks* that correlates with the **MAP** scores and provides individualized computer instruction based on the student needs. A District Readiness Assessment is administered to students in Kindergarten to provide additional information regarding student academic skills.

The McCormick County High School has continued to increase the number of students passing both sections of the High School Assessment Program (**HSAP**), the test required for graduation. The number of students passing both sections on the first attempt has increased from 68.5% in 2009 to 71.2% in 2010. AN overall average passage rate from 2007 to 2010 is 81.95%.

Students in the core subjects of **Algebra 1/ Math Tech 2, English 1, and Physical Science** are required to take an **End of Course Exam Program (EOCEP)** that counts 20% of the student's grade for that class. Making significant gains on the EOCEP

continue to be a challenge for students in McCormick. The **Algebra 1/Math Tech 2** scores have steadily increased over the past three years from 51.9% in 2008, to 77.2% in 2009, to 80.2% in 2010. **English 1** scores have increased from 54.8% in 2008 to 73.7% in 2010. **Physical Science** scores have also increased from 32.8% in 2008 to 59.1% in 2010. **United States History and Constitution** scores have also increased from 42.4% in 2009 to 46.3% in 2010. The test was not administered in 2008.

The average three-year **graduation rate** from 2007 to 2009 is 82.8%. However, stabilizing the seesaw trend over the past three years continues to challenge the District. In 2007, the district's graduation rate was 89.3%. In 2008, the graduation rate decreased to 86.5%. The **dropout rate** has steadily decreased from 3.6% to 2.5% over a three-year period. McCormick High School's **SAT** composite scores are consistent with neighboring districts of a similar makeup. McCormick High's average **SAT Composite Score** increased from 1200 in 2008 to 1270 in 2009, an improvement of 70 points.

McCormick High School only offers two advanced placement courses that allow students to earn college credit while still in high school and no dual enrollment at the present. However, articulation agreements with Piedmont Tech and College Board are moving through the system for board approval.

Major Strengths and Challenges within McCormick County School District:

Strengths

Shared Vision

High expectations for teachers and students

Instructional resources

Commitment to quality, safe, and clean facilities

Commitment to integration of technology into the classroom

Commitment of the School Board

Involvement from a broad spectrum of stakeholders

Communication and relationships

Resources and support systems

Challenges

Maintaining and sustaining a quality workforce

Succession planning

High percentage of teacher turnover

Decreased funding

Resources to create assessments that are aligned to the State Standards

Data analysis and interpretation

Staff development implementation

Marketing campaign to attract teachers and increase parent involvement

Changing technology trends

Diversifying choice options

Articulation among teachers and administrators

MISSION, VISION, VALUES, AND BELIEFS (Optional)

Mission Statement

The mission of McCormick County Schools is to provide a quality education for every student.

Vision Statement

Inspiring, challenging, and preparing our students for tomorrow's global opportunities.

Belief Statements

1. We influence the future.
2. One person can make a difference.
3. Excellence is worth the effort.
4. All individuals have the ability to learn.
5. Education is a powerful resource to enhance the quality of life.
6. Every individual is entitled to a safe and secure learning environment.
7. Respect is essential for an effective educational environment.
8. Learning is a life-long process.
9. The community and the individual are responsible to each other.
10. Parents/Guardians are responsible for their children.
11. The family is the most important unit in the life of the individual.
12. There is a Supreme Being.
13. Human life is sacred.

Overall Goals

Student Achievement

Student achievement will continuously improve, as indicated by formative and summative assessment data documented in the Interim Performance Goals, Data Sources, and Overall Measures.

School Climate

The district will provide a safe and nurturing learning environment as documented in the Interim Performance Goals, Data Sources, and Overall Measures.

Teacher/Administrator Quality

The district will continuously improve teacher and administrator quality by recruiting, inducting, developing, evaluating, and retaining highly qualified teachers and administrators, as documented in the Interim Performance Goals, Data Sources, and Overall Measures.

DISTRICT STRATEGIC PLAN FOR

McCormick County School District

DATE: 2011-2016**Performance Goal Area:**

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

PERFORMANCE GOAL

1:
(desired result of
student learning)

By spring 2016, McCormick County School District students will demonstrate academic proficiency by meeting the following targets:

- 1st Grade Readiness – The percent of kindergarten students scoring ready on the 1st Grade Readiness Assessment will increase from 89% to 100% by 2016.
- PASS – The district mean of students scoring Met or Exemplary on ELA will increase from 64.3% to 98% by 2016.
- PASS – The district mean of students scoring Met or Exemplary on writing will increase from 62.3% to 98% by 2016.
- PASS – The district mean of students scoring Met or Exemplary on math will increase from 62.7% to 98% by 2016.
- PASS – The district mean of students scoring Met or Exemplary on science will increase from 57.8% to 98% by 2016.
- PASS – The district mean of students scoring Met or Exemplary on social studies will increase from 56.9% to 98% by 2016.
- HSAP – percent of students scoring a Level 3 or better on the ELA HSAP will increase from 46.6% to 98% by 2016.
- HSAP – percent of students scoring a Level 3 or better on the Math HSAP will increase from 32.9% to 98% by 2016.
- EOCEP - The district mean of students scoring “C” or better will increase from 45.4% to 98% by 2016.
- SAT – The mean composite score for McCormick County School District students will increase from 1266 to 1500 by 2016.
- ACT - The mean composite score for McCormick County School District students will increase from 16.8% to 25% by 2016.
- AP Exams – The number of students enrolled in AP/Dual Enrollment classes will increase from 36 to 172 by 2016.
- HS Graduation Rate - The on-time, four-year, graduation rate as indicated on the district report card will increase from 70.8% to 90% by 2016.

INTERIM PERFORMANCE GOAL:	Interim performance goals correspond to the overall annual measures listed below						
DATA SOURCE(S):	First Grade readiness, PASS, HSAP, EOCEP, SAT, ACT, and AP Enrollment						
OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
First Grade Readiness	89	90.5	93	95	97.5	100	100
PASS ELA (Met and Exemplary)	64.3%	69.9	75.5	81.1	86.7	92.3	98
PASS Writing (Met and Exemplary)	62.3%	68.3	74.2	80.2	86.2	92.1	98
PASS Math (Met and Exemplary)	62.7%	68.5	74.3	80.1	85.9	91.7	98
PASS Science (Met and Exemplary)	57.8%	64.5	71.2	77.9	84.6	91.3	98
PASS Social Studies (Met and Exemplary)	56.9%	64.5	71.2	77.9	84.6	91.3	98
HSAP – ELA	46.6%	55.2	63.8	72.4	81.0	89.6	98
HSAP - Math	32.9%	43.8	54.6	65.5	76.3	87.2	98
EOCEP	45.4%	54.2	63	71.2	80.6	89.4	98
SAT	1266	1305	1344	1383	1422	1461	1500
ACT	16.8	18.1	19.4	20.7	22	23.3	25
AP Enrollment	36	59	82	105	128	151	172
HS Grad. Rate	70.8	74	77.2	80.4	83.6	86.8	90
* Represents projections of improvement							

ACTION PLAN for Performance Goal 1: By Spring 2016, McCormick County students will demonstrate academic proficiency.

STRATEGY 1: Implement a system for data-driven decision making including extensive professional development for teachers and administrators in analysis of data.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Conduct MAP testing twice a year for students in grades 1-10.	8/2011 – 6/2016	Director of Instruction	\$13,000 (License Fee)	Local Fund	
b. Maintain data warehouse (TestView/Enrich) for accessing student data.	8/2011 – 6/2016	Director of Instruction	\$5000 (License Fee)	Local Fund	
c. Develop/Revise kindergarten screening tool to drive early literacy intervention decisions.	8/2011 – 6/2016	Director of Instruction	\$3000	Title I Local	
d. Evaluate highly effective practices in schools and replicate them throughout the district.	8/2011 – 8/2016	Principal Instructional Leaders	\$3000	Local Fund	
e. Provide data team training (data analysis and how to use that analysis to drive instructional decisions) at the elementary, middle, and high school level.	8/2011 – 8/2016	Instructional Leaders	\$5000	Local Fund	

f. Develop a system and schedule for program evaluation.	8/2011 – 8/2016	Instructional Leaders Principals	\$5000	Local Funds	
g. Provide professional development to facilitate the expansion of Teach Scape Walkthroughs. (The program is grounded in Marzano, Tomlinson, York-Barr.)	8/2011 – 6/2012 (Marzano) 7/2012 – 6/2013 (Tomlinson) 7/2013 – 6/2014 (York-Barr)	Director of Instruction	\$30,000 (\$10,000 per year)	Title I Title II Local	
h. Provide professional development on the effective use of TestView as a data management system	8/2012 – 6/2013	Director of Instruction	\$8000	Title II Local	
i. Provide Positive Behavior Interventions and Supports Training (PBIS)	8/2012 – 6/2016	Director of Instruction	\$5000 (Training) \$30,000 (\$10,000/school)		

ACTION PLAN for Performance Goal 1: By Spring 2016, McCormick County students will demonstrate academic proficiency.

STRATEGY 2: Provide interventions for struggling learners and at risk students.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify / Modified Date
a. Provide Reading Recovery for at risk first graders.	8/2011 – 6/2016	Instructional Leaders	\$40,000 for salary \$9000 for fringe \$5,000 (Training)	Title I Local Funds	
b. Establish school intervention teams at all schools to review data and make recommendations. (RTI)	8/2011 – 6/2016	Instructional Leaders	\$15,000 (\$3,000 / year)	Title I Local Funds	
c. Draft formalized remediation process, including individualized learning plans, for all students not meeting expectation of state assessments.	7/1/11 – 6/30/12	Instructional Leaders	\$3000	Local funds	
d. Establish a district intervention team to oversee and train school intervention teams.	8/2011 – 6/2016	Director of Student Services	NA	NA	

e. Provide instructional intervention opportunities before and after school and in summer that have been validated by research.	8/2011 – 6/2016	Principal Instructional Leaders	\$70,000/ annually	Title I Title VI Local Funds	
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ACTION PLAN for Performance Goal 1: By Spring 2016, McCormick County students will demonstrate academic proficiency.

STRATEGY 3: Target intervention to close the achievement gap between all demographic subgroups.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Create partnership with College Board, specifically their EXCEerator Program, as a avenue through which ultimately more students will be eligible for and successfully complete AP courses.	8/2011 – 6/2016	Principal Instructional Leaders Master Scheduling Team	\$75,000	State Local	
b. Expand our current partnership with Piedmont Technical College as a vehicle for providing more dual-enrollment classes in a more economical manner.	8/2011 – 6/2016	Principal Instructional Leaders Master Scheduling Team	\$25,000/year	Local Funds	
c. Implement curriculum mapping as a strategy to facilitate vertical articulation.	8/2012 – 6/2016	Instructional Leaders	\$25,000	Title I Title II Local	

d. Create a partnership with SECME, Inc. through which our students can be exposed to more science and technology opportunities.	8/2011 – 6/2016	Principal SECME Lead Teachers Instructional Leaders	\$10,000 (Summer Institute)	Title I Title II Local	
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ACTION PLAN for Performance Goal 1: By Spring 2016, McCormick County students will demonstrate academic proficiency.

STRATEGY 4: Provide for flexible grouping options to support varied learning styles.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Support Freshman Academy in the high school.	8/2011 – 6/2016	Principal Instructional Leaders Behavior Modification Facilitators	NA	NA	
b. Provide an alternative school setting to keep disruptive students in a structured educational setting.	8/2011 – 6/2016	Behavior Modification Facilitators	\$100,000	Local State	
c. Develop a common service delivery model for academic and artistically gifted and talented students	8/2011 – 6/2016	Instructional Leaders	\$50,000	Local State	
d. Establish a master scheduling team to create/modify master schedule for all schools	8/2011 – 6/2016	Principal Master Scheduling Team	NA	NA	

e. Continue to utilize Individualized Graduation Plans (IGPs)	8/2011 – 6/2016	Principal Instructional Leaders Guidance	\$1,000	Local Funds	
f. Develop and offer a formalized system of Content and Credit Recovery for eligible students. (Apex)	8/2011 – 6/2016	Principal Instructional Leaders	\$6000/yr (Apex) \$39,000 for salary \$9000 for fringe (Program Coord.)	Local Funds	

ACTION PLAN for Performance Goal 1: By Spring 2016, McCormick County students will demonstrate academic proficiency.

STRATEGY 5: Improve the availability and consistency of educational technology.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Utilize Asset Manage to maintain a current and accurate technology inventory	8/2011 – 6/2016	Director of Technology Media Specialists	\$8000	Local	
b. Develop a clearly defined procedure for ordering, receiving, and inventorying all technology purchases.	8/2011 – 6/2012	Director of Technology Dir. Finance Media Specialists	\$1,000	Local	
c. Establish an instructional technology committee to review district priorities and develop guidelines for technology integration.	8/2011 – 6/2016	Director of Technology Media Specialists Instructional Leaders	\$2,000	Local	

d. Update the district technology plan, continuously revisiting the replacement cycle in an effort to keep technology items as up-to-date as feasible.	8/2012 – 6/2016	Director of Technology Media Specialists	\$100,000	Title I IDEA Local	
e. Expand the integration of technology into the curriculum by creating a 21 st Century Classroom for training, podcasting, and experiential learning.	8/2011 – 8/2016	Instructional Leaders Director of Technology	\$90,000	Title I Local	
f. Maintain the appropriate licensing to continue to support the technology infrastructure of the District.	8/2011 – 6/2016	Director of Technology	\$120,500	Local Funds	

DISTRICT STRATEGIC PLAN FOR

McCormick County School District

DATE: 2011-2016**Performance Goal Area:**

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

PERFORMANCE GOAL 2:
(desired result of student learning)

By spring 2016, 100% of all classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left Behind Act.

INTERIM PERFORMANCE GOAL:

By spring 2013, 97.05% of all classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left Behind Act.

DATA SOURCE(S):

SDE Statistics on Classes of Core Academic Subjects

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2016*	2016*
95.65%	96.35%	97.05%	97.75%	98.45%	99.15%	100%

* Represents projections of improvement

ACTION PLAN for Performance Goal 2: By spring 2016, 100% of all classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left Behind Act.

STRATEGY 1: Provide opportunities for current teachers to become highly qualified.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Contract with various college and universities to provide necessary coursework	8/2011 – 6/2016	Director of HR	\$15,000	Title II	
b. Reimburse teachers for successful completion of required coursework.	8/2011 – 6/2016	Director of HR	\$15,000	Title II	
c. Reimburse teachers for successful completion of required Praxis examination.	8/2011 – 6/2016	Director of HR	\$3,000	Title II	

ACTION PLAN for Performance Goal 2: By spring 2016, 100% of all classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left Behind Act.

STRATEGY 2: Actively recruit highly qualified teachers.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Create a "High Interest" marketing campaign.	8/2011 – 6/2016	Director of HR	\$10,000	Title II	
b. Revise the screening process/develop an online database of teacher/administrator candidates.	8/2012 – 6/2016	Director of HR	\$7,000	Local Funds	
c. Explore performance pay options for teachers and administrators.	8/2011 – 6/2016	Director of HR	\$60,000	Title II EIA Funds Local Funds	
d. Provide signing/moving bonuses for teacher in critical shortage areas (as defined by SC Teacher Loan Corp.)	8/2011 – 6/2016	Director of HR	\$30,000	Title I Title II Local Funds	
e. Explore the possibility of employment incentives such as subsidized daycare and a rental registry listing.	8/2011 – 6/2016	Superintende nt	\$36,400	Local Funds	

DISTRICT STRATEGIC PLAN FOR		McCormick County School District		DATE:		2011-2016															
Performance Goal Area: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <input type="checkbox"/> Student Achievement </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Teacher/Administrator Quality </div> <div style="width: 45%;"> <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) </div> </div> <div style="margin-top: 5px;"> <input type="checkbox"/> District Priority </div>																					
PERFORMANCE GOAL 3: (desired result of student learning)	The percent of teachers engaged in results driven professional development in specific content instructional strategies will increase from (Unable to Determine) to 80% by 2016.																				
INTERIM PERFORMANCE GOAL:	By spring 2013, 50% of all teachers will be engaged in results driven professional development in specific content instructional strategies.																				
DATA SOURCE(S):	SDE Statistics on Classes of Core Academic Subjects																				
OVERALL MEASURES:	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 5px;">Average Baseline</th> <th style="padding: 5px;">2011*</th> <th style="padding: 5px;">2012*</th> <th style="padding: 5px;">2013*</th> <th style="padding: 5px;">2014*</th> <th style="padding: 5px;">2016*</th> <th style="padding: 5px;">2016*</th> </tr> <tr> <td style="padding: 5px;">Unable to Determine</td> <td style="padding: 5px;">30%</td> <td style="padding: 5px;">40%</td> <td style="padding: 5px;">50%</td> <td style="padding: 5px;">60%</td> <td style="padding: 5px;">70%</td> <td style="padding: 5px;">80%</td> </tr> </table>							Average Baseline	2011*	2012*	2013*	2014*	2016*	2016*	Unable to Determine	30%	40%	50%	60%	70%	80%
Average Baseline	2011*	2012*	2013*	2014*	2016*	2016*															
Unable to Determine	30%	40%	50%	60%	70%	80%															
* Represents projections of improvement																					

ACTION PLAN for Performance Goal 3: The percent of teachers engaged in results driven professional development in specific content instructional strategies will increase from (Unable to Determine) to 80% by 2016.

STRATEGY 1: Professional development tracking system

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Identify and secure a database to aid in tracking results driven professional development by content area.	8/2012 – 6/2013	Director of Instruction Director of HR	\$10,000	Local	
b. Implement a district wide system to track teacher participation in results driven professional development in specific content instructional strategies.	8/2012 – 6/2016	Director of Instruction Director of HR	\$3000	Local	

DISTRICT STRATEGIC PLAN FOR		McCormick County School District	DATE:	2011-2015
Performance Goal Area: <input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority				
PERFORMANCE GOAL 4: (desired result of student learning)		By spring 2016, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by "agree" and "strongly agree" responses on the state report card survey.		
INTERIM PERFORMANCE GOAL:		The percentage of the district's stakeholders indicating satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by "agree" and "strongly agree" responses on the state report card survey will increase by at least 2 percentage points annually.		
DATA SOURCE(S):		School Report Cards		

OVERALL MEASURES:		Average Baseline (2009)	2011*	2012*	2013*	2014*	2016*	2016*
Learning Environment								
	Teachers	82.5	84.6	86.7	88.8	90.9	93.0	95.0
	Parents	77.3	80.3	83.2	86.2	89.1	92.1	95.0
	Students	75.0	78.3	81.6	84.9	88.2	91.5	95.0
Social & Physical Environment								
	Teachers	88.4	89.5	90.6	91.7	92.8	93.9	95.0
	Parents	73.1	76.8	80.4	84.1	87.7	91.4	95.0
	Students	81.5	83.9	86.0	88.3	90.5	92.8	95.0
School-Home Relations								
	Teachers	72.5	76.3	80.0	83.8	87.5	91.3	95.0
	Parents	76.3	79.5	82.7	85.9	89.1	92.3	95.0
	Students	88.5	89.6	90.7	91.8	92.9	94.0	95.0
		* Represents projections of improvement						

ACTION PLAN for Performance Goal 4: By spring 2016, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by "agree" and "strongly agree" responses on the state report card survey.

STRATEGY 1: Improve communication with parents and the community.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Launch the newly revised District Website. Each Department and School will have their own page to keep their data accurate and current.	8/2011 – 6/2016	Director of Communications & PR	\$8000	Local funds	
b. Launch the Parents K-12 Portal	8/2011 – 6/2016	Director of Communications & PR	\$8000	Local funds	
c. Utilize the Parent Communication Tool within PowerSchool	8/2012 – 6/2016	Principal Instructional Leaders PowerSchool Coordinator	\$3000	Local Funds	
d. Continue to utilize the School Messenger System and the LCD Marquee on Highway 28		Principal Dir. Of PR	\$5000	Local Funds	

e. Provide literacy and technology training for parents.	8/2011 – 6/2016	Director of Instruction Director of Adult/Alternative Education	\$8000	Title I Adult Ed	
f. Create and Maintain a Volunteer Data Warehouse	8/2011 – 6/2016	Director of Volunteer Programs	\$10,000	Title I Local Funds	
g. Maintain the District's relationship with educational foundations, chambers of commerce, and other community organizations.	8/2011 – 6/2016	Superintendent	NA	NA	

ACTION PLAN for Performance Goal 4: By spring 2016, 95% of the district's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by "agree" and "strongly agree" responses on the state report card survey.

STRATEGY 2: Maintain facilities.

<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>EVALUATION Monitor</u> Completed YES/NO Continue Modify/Modified Date
a. Analyze current facility use throughout the District	8/2011 – 6/2016	Director of Maintenance	NA	NA	
b. Develop the District's five-year facility plan.	8/2011 – 6/2016	Director of Maintenance	NA	NA	

Performance Goals at a Glance

1. By 2016, McCormick County School District students will demonstrate academic proficiency.
2. By 2016, 100% of all classes will be taught by teachers who maintain highly qualified status as defined by the No Child Left behind Act.
3. The percent of teachers engaged in results driven professional development in specific content instructional strategies will be 80% by 2016.
4. By spring of 2016, 95% of the District's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations at each of our schools as measured by "agree" and "strongly agree" responses on the state report card survey.