District Strategic Plan Cover Page
(Mandated Component)

Strategic Plan for years 2014/15 to 2018/19

District:	Beaufort 01
SIDN:	0701
Plan Submission:	School utilizes SACS
Address 1:	2900 Mink Point Boulevard
Address 2:	
City:	Beaufort, SC
Zip Code:	29902
District Plan Contact Person:	Dr. Dereck Rhoads
Contact Phone:	843-322-5931
E-mail Address:	dereck.rhoads@beaufort.k12.sc.us

Assurances

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

Required Printed Names and Signatures

Chairperson, District Board of Trustees

William Evans Printed Name	*William Evans* Signature	4-30-14 Date

Superintendent

Dr. Jeffrey Moss Printed Name	Signature	4-30-14 Date

Title II Coordinator

Terry Bennett Printed Name	Signature	4/30/14 Date

District Strategic Planning Coordinator

Dr. Dereck Rhoads Printed Name	Signature	4/30/14 Date

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN

(Mandated Component)

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

POSITION	*NAME*
1. Superintendent	Dr. Jeffrey Moss
2. Principal	Carmen Dillard
3. Teacher	Kristen Karszes
4. Parent/Guardian	Johnathan Brown
5. Community Member	Carlton Dallas
6. Private School Representative(s) (Title II Requirement)	Chris Trott
7. District Level Administrators(s) (Title II Requirement)	Alice Walton
8. Paraprofessional(s) (Title II Requirement)	Elaine Senn

9. **OTHERS*** (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Board member	Laura Bush
Chief Instructional Services Officer	Dereck Rhoads
SIC chair	Faye Patrick Alston
Student	Olivia Joslin
Chamber of Commerce	Blakely Williams
Pediatrician	Dr. James Simmons
Pastor	Rev. Henry Chisholm

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*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 SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/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).

__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).

__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, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's EVALUATION/EVIDENCEs, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

__X__ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

__X__ **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__X__ **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.

__X__ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__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__ 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 a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__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 district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Chapter 59 of Title 59:

Education and Economic Development Act Assurances for Districts

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

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

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

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

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

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

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

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

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

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

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

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

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

Jeffrey C Moss   4-30-14

Superintendent's Printed Name   Superintendent's Signature   Date
(for district and school plans)

General Grant Assurances for Districts

As the duly authorized representative of Beaufort County School District, I certify that this applicant:

A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.

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

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

D. 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.

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

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

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

H. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any EVALUATION/EVIDENCE conducted by state or federal agencies.

I. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.

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

K. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."

L. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.

M. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.

N. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Jeffrey C Moss   4-30-14

Superintendent's Printed Name   Superintendent's Signature   Date
(for district and school plans)

         Superintendent's Printed Name   Superintendent's Signature   Date
         (for district and school plans)

A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.

B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.

C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.

D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.

E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.

F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.

G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.

I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
   - ❖ Applicant and/or any of its principals, subgrantees, or subcontractors
     - ➢ Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
     - ➢ Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,
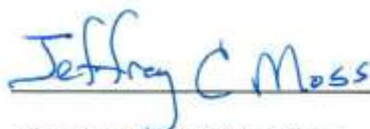
> forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and

> Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.

❖ Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
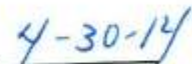
K. Audits

❖ Entities expending $500,000 or more in federal awards:
Entities that expend $500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

❖ Entities expending less than $500,000 in federal awards:
Entities that expend less than $500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

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

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

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

Jeffrey C Moss

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

Superintendent's Signature

4-30-14

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

During the fall of 2013, District stakeholders were collaboratively engaged in the development of the district's vision and mission statements in preparation for the development of the new Strategic Plan. Additionally, stakeholders were fully engaged in the development of all components of the new Strategic Plan to include a review of the results of a comprehensive stakeholders survey that was conducted for all district stakeholders, in May/June of 2013. Data from employees, parents, volunteers and community members was collected and focused primarily on the effectiveness of district student performance; communications; operations; district and school leadership; student support services and curriculum and instruction.

A review of student achievement data over the past five years in Kindergarten through second grade MAP indicates a clear need to place laser like focus on the rigorous content standards in reading and mathematics. In the third through eighth grade MAP and SC PASS data indicates a five-year positive trend in all of areas of SC PASS. There is a need, however, to continuously focus on the content areas of science and social studies.

On the ninth through twelfth grade HSAP, data indicates that in 2013 Beaufort County scored above the state average for passing both parts on first attempt HSAP for the second year. The EOC data shows a need to continuously focus on Algebra I and US History and the graduation rate data indicates a continued positive trend over the last five years.

When examining data at the subgroup level, all student achievement data indicates that there is an achievement gap for students who are categorized as Special Education, ESOL, and African American. These data indicate that a high level of attention will need to be focused on those groups in order to ensure academic success and higher levels of achievement. Appendix A of this document provides five year data for all MAP, PASS, HSAP, EOC test scores and the Graduation Rate.

Survey results indicated that the district communicates a shared purpose and direction for student performance and effectiveness to a high degree. Survey results also indicated that staff at the central level operates responsibly and according to the policies and procedures established by the Board of Education. Students and teachers indicated that leadership and support to promote high levels of student performance was in place to high degree. The survey further demonstrated that teachers, students, and parents are informed regarding curriculum and instructional methods that foster student achievement. Data also indicated that the district provides for articulation and development of curriculum with assistance from many stakeholders. The district is heavily invested in providing support services for all students such as a strong technology infrastructure, adequate financial support and provides highly qualified staff to work with students at all grade levels. Stakeholders positively indicate the district uses comparison and trend data from comparable schools to develop and implement systems for student learning.

It is Beaufort County School District's intent to maintain high levels of community, staff and student communication and involvement in the decision making process and to focus on higher levels of student achievement in all subject areas and at all levels.

MISSION, VISION AND CORE BELIEFS

Mission

The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Vision

We will work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

Core beliefs

We believe:
1. Every student can learn using his or her valuable and unique talents and skills.
2. Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
3. High expectations of the school community positively impact student success.
4. Early childhood learning experiences form the foundation of future school success.
5. Students learn best when they are engaged and provided with opportunities for problem solving and active participation.
6. All students are entitled to learning experiences so that they can become competent and confident in the skills and knowledge needed to become successful and productive citizens.
7. Investment, involvement and connection of all members of the school community are essential to a student's success.
8. Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.
9. The collection, analysis and use of data from a variety of sources are critical to making decisions.
10. Students should be prepared to compete and contribute in a changing global and multilingual society.

KEY TO POSITION TITLES IN DISTRICT SCHOOL RENEWAL PLAN

CHRO – Chief Human Resources Officer

CISO – Chief Instructional Services Officer

COSO – Chief Operational Services Officer

CSSO – Chief Student Services Officer

CD – Communications Director

SCHOOL RENEWAL PLAN FOR <u>Beaufort County Schools</u>
      DATE: <u>April 30, 2014</u>

Performance Goal Area: School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

PERFORMANCE GOAL: (Statement of desired progress or result over five years)	**1. Purpose and Direction:** *Beaufort County School District maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.* **(AdvED Standard 1**) TABLE OF CONTENTS
INTERIM PERFORMANCE GOAL: (One year goal)	1. Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success. (AdvED 1.1, 1.2, 1.4) 2. Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning. (AdvED 1.1, 1.2, 1.4) 3. Use system-wide strategies to listen to and communicate with stakeholders. (AdvED 1.2, 1.3) 4. Communicate expectations and results for student learning and goals for improvement to all stakeholders. (AdvED 1.3) 5. Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district's mission and vision. (AdvED 1.3, 1.4)
DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)	School volunteer data, website traffic statistics, Facebook analytics, Twitter analytics.

OVERALL MEASURES:	AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
SOURCE: District-wide list of school volunteers.	1,300	**Projected Data** **Actual Data**	1,300*	1,350*	1,400*	1,450*	1,500*
SOURCE: Website traffic statistics	1.8 million page views		1.8 million page views	1.95 million page views	2.1 million page views	2.25 million page views	2.4 million page views
SOURCE: Facebook analytics	3,400 Likes		3,400 Likes	4,600 Likes	6,000 Likes	8,000 Likes	10,000 Likes
SOURCE: Twitter analytics	260 followers		260 followers	500 followers	700 followers	900 followers	1,100 followers

Represents projections of improvement

5

ACTION PLAN FOR STRATEGY #1: Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success. (AdvED 1.1, 1.2, 1.4) (Goal 1)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Host cluster School Improvement Council meetings.	October 2014 March 2015	CD	N/A	N/A	Agenda for SIC and BOE meeting Announcement of SIC and BOE meeting notification from principals for SIC and BOE meeting Notification on Facebook of SIC and BOE meeting Notification on website calendar of SIC and BOE meeting

ACTION PLAN FOR STRATEGY #2: Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning. (AdvED 1.1, 1.2, 1.4) (Goal 1)					**EVALUATION/EVIDENCE**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Actively recruit volunteers within the community.	August 2014-Continuous	School principals	N/A	N/A	Contact list of volunteers Record of volunteers
2. Advertise volunteer opportunities and resources.	August 2014-Continuous	School principals CD	N/A	N/A	ad for volunteer opportunities at state of schools ad for volunteers at state of schools communication of volunteer opportunities communication of volunteer opportunities2 online volunteer resources
3. Identify a person within the school to serve as volunteer coordinator.	August 2014	School principals CD	N/A	N/A	list of school volunteer coordinators
4. Develop relationships with business partners.	Ongoing	CSSO	N/A	N/A	Career Expo news release Economic Competitiveness Committee member list Examples of Economic Competiveness Committee meeting notes Invitation to join Economic Competiveness Committee CHEAC agenda

ACTION PLAN FOR STRATEGY #2: Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning. (AdvED 1.1, 1.2, 1.4) (Goal 1)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
					CHEAC agenda 2 Community partners luncheon 2014 Reducing Adolescent Pregnancy Alliance ExSummary_Social Studies Community Partnership 1 20 150 15

ACTION PLAN FOR STRATEGY #3: Use system-wide strategies to listen to and communicate with stakeholders. (AdvED 1.2, 1.3) (Goal 1)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Develop forthright, genuine relationships with public opinion influencers.	Ongoing	BCSD senior staff School principals	N/A	N/A	State Report Card survey results (elementary schools) State Report Card survey results (middle schools) State Report Card survey results (high schools)
2. Host twice-yearly Regional Superintendent'sl town hall meetings."	August 2014 November 2014 February 2015 May 2015	BCSD senior staff School principals	N/A	N/A	Agenda for town halls Meeting dates for town halls Meeting flyers for town halls Sign in for town hall
3. Build confidence among stakeholders that a capable leadership team is in place.	Ongoing	BCSD senior staff School principals	N/A	N/A	2014 BCSD Climate Survey Regarding Leadership Q24-25

ACTION PLAN FOR STRATEGY #4: Communicate expectations and results for student learning and goals for improvement to all stakeholders. (AdvED 1.3) (Goal 1)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Use a variety of methods to disseminate information to parents and stakeholders.	Ongoing	CD	N/A	N/A	Website, social media, news media data

ACTION PLAN FOR STRATEGY #5: Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district's mission and vision. (AdvED 1.3, 1.4) (Goal 1)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Student leaders share information, expectations, values and beliefs regarding teaching and learning with their peers.	August 2014 through June 2015 (monthly)	Superintendent CSSO CISO	N/A	N/A	Notes for student advisory Sign in for student advisory
2. Include classified and certified staff in the sharing process.	Ongoing	CD	N/A	N/A	Dates for teacher forum Notes for bft cty educ assn Notes for teacher forum
3. Address students' overall sense of well-being – physical, social and emotional.	Ongoing	CSSO	N/A	N/A	Anti-Bullying Survey 2014 Advisor-Advisee Sample Schedule 2014-2015

SCHOOL RENEWAL PLAN FOR <u>Beaufort County Schools</u>   **DATE:** <u>April 30, 2014</u>

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

PERFORMANCE GOAL: (Statement of desired progress or result over five years)	**2. Resources and Support Systems: Beaufort County School District has resources and provides services in all schools that support its purpose and direction to ensure success for all students. (AdvED Standard 4)** <u>TABLE OF CONTENTS</u>
INTERIM PERFORMANCE GOAL: (One year goal)	1. Mentor qualified professional staff capable of fulfilling assigned roles and responsibilities. (AdvED 4.1) 2. Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience). (AdvED 4.1) 3. Ensure that all staff participate in a continuous program of professional development. (AdvED 4.1) 4. Assign sufficient staff to meet the vision and purpose of each school. (AdvED 4.2, 4.4, 4.5) 5. Budget sufficient resources to support educational programs and implement plans for improvement. (AdvED 4.4) 6. Monitor all financial transactions through a recognized, regularly audited accounting system. (AdvED 4.2, 4.4) 7. Provide an environment that is safe and orderly for all occupants. (AdvED 4.3) 8. Provide technology infrastructure to supports schools' teaching, learning and operational needs. (AdvED 4.6) 9. Develop and keep current a written security and crisis management plan with appropriate training for stakeholders. (AdvED 4.3) 10. Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning. (AdvED 4.8) 11. Provide appropriate support for students with special needs. (AdvED 4.7) 12. Provide services that support the counseling, assessment, referral, educational and career planning needs of all students. (AdvED 4.8)
DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)	Staff retention rates, percentages of certified teachers, annual financial audits, annual safety audits, five-year capital plans and capital budgets, staff exit surveys, state district report cards, PASS scores, Fire Marshall inspection reports, and surveys of teachers, parents and students.

OVERALL MEASURES:	AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
SOURCE: Yearly staff retention rates (Annual Human Resources Report)	85 percent	**Projected Data** **Actual Data**	85 percent*	86 percent*	87 percent*	88 percent*	89 percent*
SOURCE: Deficiencies in annual external audit	0		0	0	0	0	0
SOURCE: Students with IEPs who obtain high school diplomas.	48 percent		54 percent	60 percent	66 percent	72 percent	78 percent
Represents projections of improvement							

ACTION PLAN FOR STRATEGY #1: Mentor qualified professional staff capable of fulfilling assigned roles and responsibilities. (AdvED 4.1) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Develop or adopt programs and practices to improve the performance and retention rates of highly qualified staff.	July 1, 2014 – June 30, 2018	CHRO	N/A	Operational budget	Exit Surveys Yearly Retention Rates

ACTION PLAN FOR STRATEGY #2: Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience). (AdvED 4.1) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Maintain equitable staff experience levels throughout the school.	July 1, 2014 – June 30, 2018	CHRO	N/A	Operational budget	Staff assignment review Staffing Allocation

ACTION PLAN FOR STRATEGY #3: Ensure that all staff participates in a continuous program of professional development. (AdvED 4.1) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Establish an ongoing system of tracking, monitoring, assessing and analyzing the effectiveness of professional development programs.	July 1, 2014 – June 30, 2018	CHRO	N/A	Operational budget	BCSD Current Course Offerings 2014-15
2. Create a supportive and fulfilling work environment with conditions that support professional development time.	July 1, 2014 – June 30, 2018	CHRO	N/A	Operational budget	Professional Development Policy

ACTION PLAN FOR STRATEGY #4: Assign sufficient staff to meet the vision and purpose of each school. (AdvED 4.2, 4.4, 4.5) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure that schools are staffed sufficiently.	March through May of each year	CHRO	N/A	Operational budget	Staffing Allocation

ACTION PLAN FOR STRATEGY #5: Budget sufficient resources to support educational programs and implement plans for improvement. (AdvED 4.4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure that funds/resources are aligned to student achievement needs.	March through May of each year	COSO	N/A	Operational budget	2014 Budget Book

ACTION PLAN FOR STRATEGY #6: Monitor all financial transactions through a recognized, regularly audited accounting system. (AdvED 4.2, 4.4) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Maintain qualified employees on staff with professional certifications.	July 1, 2014 – June 30, 2018	COSO	N/A	Operational budget	Career Development Facilitator Training
2. Annual external audit	December of each year	COSO	N/A	Operational budget	BCSD Comprehensive Annual Financial Report

ACTION PLAN FOR STRATEGY #7: Provide an environment that is safe and orderly for all occupants. (AdvED 4.3) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Develop, establish and maintain short- and long-term planning processes to provide a safe and orderly environment for all students.	May of each year	COSO	N/A	8 percent capital funds	CIP Book Fire Marshall School Inspection Sample #1 Fire Marshall Inspection Sample #2 Active shooter and bomb threat training schedule Fire Drill Report PRES Security Audit 032014 RCES Security Audit 031914 Beaufort County Sherriff Letter

ACTION PLAN FOR STRATEGY #8: Provide technology infrastructure to supports schools' teaching, learning and operational needs. (AdvED 4.6) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Provide training for teachers on using available technology equipment, software and applications to increase student achievement.	July 1, 2014 – June 30, 2018	COSO	N/A	Operational budget	2013-2018 Technology Plan Technology Training Request Teacher Technology Needs Assessment SurveySummary_12012014

ACTION PLAN FOR STRATEGY #9: Develop and keep current a written security and crisis management plan with appropriate training for stakeholders. (AdvED 4.3) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Regularly review existing plans, equipment and security measures with the District Protective Services Coordinator	July 1, 2014 – June 30, 2018	CSSO	N/A	Operational budget	**School Security Audit Checklist**
2. Update and maintain relationships with local emergency management services.	July 1, 2014 – June 30, 2018	CSSO	N/A	Operational budget	ACTIVE SHOOTER 2013 21041 K-9 Searches 2014 2015 Security Audits
3. Conduct ongoing training and monitoring of staff in emergency management procedures.	July 1, 2014 – June 30, 2018	CSSO	N/A	Operational budget	Active shooter and bomb threat training schedule Assessment of school-based emergency plans Unannounced security system testing review reports

ACTION PLAN FOR STRATEGY #10: Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning. (AdvED 4.8) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Base guidance services' procedures and staff-student ratios on state and nationally recognized standards.	July 1, 2014 – June 30, 2018	CHRO CISO	N/A	Operational budget	Advisor-Advisee Sample Schedule 2014-2015 Definition of Advisory Programs WBECHS Advisor-Advisee BELL SCHEDULE 2014-2015 Guidance Staffing Ratios School Guidance Counselor List Financial Aid Night Report 2014
2. Involve guidance services in classroom instruction to address differences in culture, values and lifestyles.	July 1, 2014 – June 30, 2018	CISO CSSO	N/A	Operational budget	The SC Comprehensive Developmental Guidance and Counseling Program Model School Counseling Handbook – Sample - Elementary School
3. Educate parents, school staff and students about guidance services and outside resources.	July 1, 2014 – June 30, 2018	CISO	N/A	Operational budget	Career Expo 11-7 2014 Program of Events School Guidance Naviance Training Schedule Bullying 4th Bullying K Anger management K-2 J Rook Guidance Calendar 2014-2015 Rook_Fisk_Guidance Schedule

ACTION PLAN FOR STRATEGY #10: Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning. (AdvED 4.8) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
4. Ensure guidance services that equip all students to be college and career ready.					Naviance Executive Summary September 19 2014 Naviance Training Content- Scope and Sequence for grades 6-12 Naviance Training Schedule IGP Timeline 2014-2015

ACTION PLAN FOR STRATEGY #11: Provide appropriate support for students with special needs. (AdvED 4.7) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Improve special needs graduation rates with a focus on job readiness and other post-secondary opportunities.	July 1, 2014 – June 30, 2018	CISO	N/A	Operational budget	2012-2014 SPED Grad Rate
2. Support programs to identify students with special needs, and expand opportunities for special education students	July 1, 2014 – June 30, 2018	CISO	N/A	Operational budget	Response Through Intervention Collaborative Plan for Special and Regular Education
3. Educate parents, school staff and students about services available for special needs students, including gifted and talented, and the criteria to access those services.	July 1, 2014 – June 30, 2018	CISO CD	N/A	Operational budget	Parent Resource Information (including SPED and GT) Parent Resource SPED
4. Monitor parent, and adult student IEP	July 1, 2014 –	CISO	N/A	Operational	Parent Survey Post- IEP Meeting

ACTION PLAN FOR STRATEGY #11: Provide appropriate support for students with special needs. (AdvED 4.7) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
experience for students with disabilities.	June 30, 2018			budget	
5. Ensure appropriate training for staff who work with special needs students, including gifted and talented.	July 1, 2014 – June 30, 2018	CISO CHRO	N/A	Operational budget	BCSD Current SPED and GT offerings 2014-15

ACTION PLAN FOR STRATEGY #12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students. (AdvED 4.8) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Annually update individual graduation plans for all students in grades 8-12.	July 1, 2014 – June 30, 2018	CISO	N/A	Operational budget	2014-15_IGP_Guidelines BCSD 13-14 IGP District Preliminary Reportt
2. Increase the percentage of students graduating from high school "on time" in four years.	July 1, 2014 – June 30, 2018	CISO	N/A	Operational budget	Graduation rates
3. Provide career planning in middle school.	July 1, 2014 – June 30, 2018	CISO	N/A	Operational budget	2014-15_IGP_Guidelines Executive Summary 12-9-2014 Status of CATE Course Expansion "College Application Day" is a hit Colleges put best feet forward Free college aid workshops Students attend Career Expo
4. Ensure all students have access to Career and Technology Education programs.	July 1, 2014 – June 30, 2018	CISO	N/A	Operational budget	Executive Summary BOE CATE Updates 1-20-15 Career and Technology Education Progress Report Form FY14 BCSD Executive Summary 12-9-2014 Career Expo Event

ACTION PLAN FOR STRATEGY #12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students. (AdvED 4.8) (Goal 2)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
5. Annually decrease the percentage of students receiving in-school suspension, out-of-school suspension and district expulsion data.	July 1, 2014 – June 30, 2018	CSSO	N/A	Operational budget	EOY Expulsion Comparative Data EOY Suspension Comparative Data

SCHOOL RENEWAL PLAN FOR <u>Beaufort County Schools</u>　　　　　　　**DATE:** <u>April 30, 2014</u>

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

PERFORMANCE GOAL: (Statement of desired progress or result over five years)	**3. Teaching and Assessing For Student Learning:　Beaufort County School District's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses. (AdvED Standard 3) <u>TABLE OF CONTENTS</u>**
INTERIM PERFORMANCE GOAL: (One year goal)	1. Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. (AdvED 3.1) 2. Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills. (AdvED 3.3) 3. Allocate and protect instructional time to support student learning. (AdvED 3.1, 3.6) 4. Provide for articulation and alignment among grade levels within the school. (AdvED3.1, 3.5) 5. Implement interventions to help students meet expectations for learning. (AdvED 3.9, 3.12) 6. Provide comprehensive information and media services that support curricular and instructional programs. (AdvED 3.3, 3.12) 7. Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program. (AdvED3.5, 3.12) 8. Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning. (AdvED 3.5, 3.11) 9. Teachers will implement schools' Instructional processes in support of student learning. (AdvED 3.60) 10. Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning. (AdvED 3.7) 11. Engage families in meaningful ways in their children's educations and keep them informed of their children's learning progress. (AdvED 3.8) 12. Gather, analyze and use data and research in making curricular and instructional choices. (AdvED 3.2, 3.4) 13. Monitor school climate and take appropriate steps to ensure that it is conducive to student learning. (AdvED 3.9, 3.12) 14. Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice. (AdvED 3.2) 15. School leaders will monitor and support the improvement of instructional practices to ensure student success. (AdvED 3.4) 16. Ensure grading and reporting practices on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses. (AdvED 3.10)
DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)	School master schedules, meeting notes, sign-in sheets (meetings and professional development offerings), RtI reports, material circulation in media centers, technology user reports, Parent/Staff/Student Surveys, Administrative Rules and Procedures, student achievement data.

OVERALL MEASURES:

SOURCE: SC PASS Percent Reading Met or Above

* Represents projections of improvement
[****See appendix**](#)

AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
80.9 percent	**Projected Data** **Actual Data**	80.9 percent*	86 percent*	91 percent*	96 percent*	100 percent*

ACTION PLAN FOR STRATEGY #1: Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. (AdvED 3.1) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure that the curriculum in each grade level or course provides students with the opportunity to develop knowledge, thinking and life skills so that they may be successful at the next level.	July 1, 2014 – June 30, 2018	CISO	$40,000	General fund	Essential Curriculum Maps

ACTION PLAN FOR STRATEGY #2: Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills. (AdvED 3.3) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure the implementation and application of instructional practices that require active student engagement and higher-order thinking.	July 1, 2014 – June 30, 2018	CISO	0	-	BCSD Informal Classroom Observation Appendices BCSD Informal Classroom Observation Briefing report BCSD Walk Through Template Comprehensive BCSD Walk Through Template Teacher Focus BCSD Walk Through Template Student Focus BCSD Walk Through Template Learning Task Focus BCSD Walk Through Template Learning Environment Focus Walk Through Reference Guide Walk Through Form Collected with Evidence Walk Through Form Collected with Evidence and Look Fors

ACTION PLAN FOR STRATEGY #3: Allocate and protect instructional time to support student learning. (AdvED 3.1, 3.6) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure that school-wide procedures are in place to maximize instructional time	July 1, 2014 – June 30, 2018	CISO	0	-	ELA Data Executive summary HHISCA 2014.15. SCA Schedule.9.8.2014 PRES Master Schedule 14-15 RSIA Master Lower Academy Schedule 2014-2015 Executive Summary High School Schedule 1 20 15 Master Schedule Samples 1 20 15

ACTION PLAN FOR STRATEGY #4: Provide for articulation and alignment among all levels of schools. (AdvED3.1, 3.5) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Implement rigorous, organized curricula consistently across all grade levels and courses to meet the needs of all learners. Curricula will appropriately support personalized student transitions across grade levels and school sites.	July 1, 2014 – June 30, 2018	CISO	$60,000	Title I, Title II, GF	BCSD Curriculum Mapping update Summer Curriculum Writers 2014 Summer Curr Work 2014 Executive Summary Video highlighting summer curriculum work 2104

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ACTION PLAN FOR STRATEGY #5: Implement interventions to help students meet expectations for learning. (AdvED 3.9, 3.12) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Anticipate, design and employ interventions that support student academic growth and development and that address the needs of learners at all ability levels.	July 1, 2014 – June 30, 2018	CISO	$1 million	Title 1, Title III, At-risk, IDEA	SPED General Education Plan 2014-2015 RtI Training for School Leadership Teams BCSD RTI Reference Guide Rev 4-2014 Responding to the Learning Needs of All Students-School RtI Leadership Team Reading and Math Intervention - Breakout session RtI - January 29 2015 Preschool process 14 15 Head Start Tier I- RtI Intake Form

ACTION PLAN FOR STRATEGY #6: Provide comprehensive information and media services that support curricular and instructional programs. (AdvED 3.3, 3.12) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Integrate, align and support information and media services across all grade levels, and which support courses that prepare 21st Century learners for a global society and career marketplace.	July 1, 2014 – June 30, 2018	CISO	$5 million	GF, Title I, Title II	Connect2Learn: BCSD's 1:1 Initiative Virtual Learning Program Manual BCSD Virtual Library Teacher Technology Proficiency Teacher Technology Needs Assessment

ACTION PLAN FOR STRATEGY #7: Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program. (AdvED3.5, 3.12) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure instructional and technological resources are current, accessible and replenished in alignment with required curricular and instructional programs	July 1, 2014 – June 30, 2018	CISO	$5 million	GF, Title I, Title II	Connect2Learn: BCSD's 1:1 Initiative BCSD Virtual Library South Carolina's Virtual Library

ACTION PLAN FOR STRATEGY #8: Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning. (AdvED 3.5, 3.11) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Establish professional learning communities across grade levels and courses to ensure teacher collaboration to increase student achievement.	July 1, 2014 – June 30, 2018	CISO	0	-	BCSD Content Area Leadership Teams September Sign in Sheets October Sign in Sheets Blackboard Collaborate Virtual Meeting January 2015

ACTION PLAN FOR STRATEGY #9: Teachers will implement schools' Instructional processes in support of student learning. (AdvED 3.6) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure the use of research-based teaching and learning strategies to engage all students in rigorous and relevant learning.	July 1, 2014 – June 30, 2018	CISO	$500,000	GF, Title I, Title II, Title III, IDEA	Student achievement gains

ACTION PLAN FOR STRATEGY #10: Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning. (AdvED 3.7) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Implement coaching, mentoring and induction programs that consistently support quality instruction that is aligned within the school to the district values and beliefs about teaching and learning.	July 1, 2014 – June 30, 2018	CISO	$400,000	Title II, TIF	Summer Institute 2014 Note to Induction teachers 2014-15 Enhanced ADEPT Induction Handbook.pdf 2014-2015 ADEPT Induction Calendar.pdf 2014-15 SAFE-T Induction Teachers.pdf 2014-2015 Enhanced ADEPT Induction Calendar.pdf

ACTION PLAN FOR STRATEGY #11: Engage families in meaningful ways in their children's educations and keep them informed of their children's learning progress. (AdvED 3.8) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Regularly communicate with families regarding their children's learning. Provide meaningful opportunities for families to participate actively in their children's educations.	July 1, 2014 – June 30, 2018	Superintendent	$100,000	GF, Title I	Parent/Community participation log – monthly Family Engagement BCSD District Website BCSD iPhone/Android App BCSD Facebook Page BCSD Twitter Feed BCSD YouTube Channel

ACTION PLAN FOR STRATEGY #12: Gather, analyze and use data and research in making curricular and instructional choices. (AdvED 3.2, 3.4) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Establish a systematic, collaborative process to ensure that teachers have opportunities to analyze and use student assessment data to inform instructional and curricular decisions.	July 1, 2014 – June 30, 2018	CISO	0	-	Zap the Gap Sample PLC Sign in sheets MAP 1.0 Agenda IS - 7 Curriculum Development, Adoption And Review

ACTION PLAN FOR STRATEGY #13: Monitor school climate and take appropriate steps to ensure that it is conducive to student learning. (AdvED 3.9, 3.12) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure an environment that supports the academic, physical, social, emotional and cultural safety of all students that allows learners to maximize their potential.	July 1, 2014 – June 30, 2018	CISO	$20,000	General Fund	Instructional Rounds overview for Beaufort A Review of the Academic Assessment Process for BoE 10-13-2013 Elementary School 2 Academic Assessment Executive Summary Spring 2014.pdf Elementary School 3 Academic Assessment Executive Summary Spring 2014.pdf Elementary School Academic Assessment Executive Summary Spring 2014.pdf Middle School 2 Academic Assessment Executive Summary Spring.pdf Middle School 3 Academic Assessment Executive Summary Spring.pdf Middle School Academic Assessment Executive Summary Spring 2014.pdf

ACTION PLAN FOR STRATEGY #14: Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice. (AdvED 3.2) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Regularly review curriculum, instruction and assessment with the expectation that modifications will be based on best practices and multiple sources of data.	July 1, 2014 – June 30, 2018	CISO	$60,000	Title I and Title 11	BCSD Curriculum Mapping Update 2014.pdf Middle School course descriptions 2014-15 High School Course Catalog 2014-2015 Q1 Honor Roll and Students with 1 or more Fs 2013-2014 to 2014-2015

ACTION PLAN FOR STRATEGY #15: School leaders will monitor and support the improvement of instructional practices to ensure student success. (AdvED 3.4) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Ensure best practices in instruction to positively impact student achievement	July 1, 2014 – June 30, 2018	CISO	$50,000	General Fund	Fountas & Pinnell Benchmark Assessment Executive Summary Elementary to Middle School Transition Activity Schedule Middle to High School Transition Activity Schedule

ACTION PLAN FOR STRATEGY #16: Ensure grading and reporting practices on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses. (AdvED 3.10) (Goal 3)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Establish and maintain consistent grading and reporting practices across grade levels and courses that reflect clearly defined criteria and the attainment of content knowledge and skills.	July 1, 2014 – June 30, 2018	CISO	0	-	BCSD Sample School Grading Practices IS-43 Administrative Rule –Grading and Assessment Systems

SCHOOL RENEWAL PLAN FOR Beaufort County Schools   **DATE: April 30, 2014**

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

PERFORMANCE GOAL: (Statement of desired progress or result over five years)	**4. Documenting and Using Results for Continuous Improvement: Beaufort County School District implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement. (AdvED Standard 5)** TABLE OF CONTENTS
INTERIM PERFORMANCE GOAL: (One year goal)	1. Establish performance measures for student learning that yield information that is reliable, valid and free of bias. (AdvED 5.1) 2. Develop and implement a comprehensive assessment system for assessing progress toward meeting expectations for student learning. (AdvED 5.1) 3. Use student assessment data to improve teaching and learning processes. (AdvED 5.4) 4. Use the district's systematic analysis of instructional and organizational effectiveness to improve student performance. (AdvED 5.3, 5.4) 5. Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner. (AdvED 5.5) 6. Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness. (AdvED 5.2) 7. Demonstrate verifiable growth in student performance using formal and informal assessments. (AdvED 5.4) 8. Maintain a secure, accurate and complete student records system in accordance with state and federal regulations. (AdvED 5.1)
DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)	Formative and Summative assessment data including (MAP, SCPASS, EOCEP), as well as 4 year graduation cohort data.

OVERALL MEASURES: Percent of 3rd grade students scoring on or above grade level in the Spring MAP administration. SOURCE: Spring MAP Administration *Represents projections of improvement*

AVERAGE BASELINE		**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
69.8%	**Projected Data**	77.0%*	83.0%*	90.0%*	97.0%*	100.0%*
	Actual Data					

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ACTION PLAN FOR STRATEGY #1: Establish performance measures for student learning that yield information that is reliable, valid and free of bias. (AdvED 5.1) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Use PASS, MAP, EOC, on-time high school graduation rate, AP, ACT/SAT and ESEA Waiver Scores – all of which are reliable, valid and free of bias – to monitor student achievement.	July 1, 2014 – June 30, 2018	CISO	0	-	Increased student achievement Advanced Placement 2014 Executive Summary 7 30 14 ACT-SAT 2014 Executive Summary 10 17 14
2. Develop data teams to analyze data at district, cluster and school levels to identify strengths, weaknesses and action plans.	July 1, 2014 – June 30, 2018	CISO	0	-	Data Support Coordinator Exec Summary
3. Establish performance and growth measures together, with consideration given to the performance of student demographic	July 1, 2014 – June 30, 2018	CISO	$20,000	Title I, At-risk	Zap the Gap

ACTION PLAN FOR STRATEGY #1: Establish performance measures for student learning that yield information that is reliable, valid and free of bias. (AdvED 5.1) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
groups.					

ACTION PLAN FOR STRATEGY #2: Develop and implement school-wide common assessments (benchmarks) in ELA, math, science and social studies. (AdvED 5.1) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Continue to administer MAP testing.	July 1, 2014 – June 30, 2018	CISO	$250,000	General Fund	Testing Calendar 2014-15 Sample Elementary School MAP Growth Targets 2011 Normative Data Comparative Data to Inform Instructional Decisions Comparative Document K_10 Updated Math Comparative Document K_10 Updated Reading NWEA Explanation of Student Report Rowe's MAP Guide for Parents-2014
2. Continue to administer a district-wide technology proficiency assessment.	July 1, 2014 – June 30, 2018	CISO	$20,000	General Fund	Teacher Technology Needs Assessment
3. Develop and Implement school-wide common	July 1, 2014 – June 30, 2018	CISO	$60,000	GF, Title II, EIA	Sample ELA Common Assessment Sample Biology Benchmark

ACTION PLAN FOR STRATEGY #2: Develop and implement school-wide common assessments (benchmarks) in ELA, math, science and social studies. (AdvED 5.1) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
assessments (benchmarks) in science, social studies and writing.					

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ACTION PLAN FOR STRATEGY #3: Use student assessment data to improve teaching and learning processes. (AdvED 5.4) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Survey teachers to determine their needs for professional development related to understanding and using data and academic audits.	July 1, 2014 – June 30, 2018	CISO	0	-	BCSD Staff Development Suvey & Questionnaire
2. Use survey results to provide professional development that helps classroom teachers understand and use assessment data.	July 1, 2014 – June 30, 2018	CISO	0	-	BCSD Staff Development Survey
3. Ensure that instructional coaches or other designees (i.e., district subject coordinators) meet with teachers on a regular basis to discuss assessment data and its use for driving instruction.	July 1, 2014 – June 30, 2018	CISO	0	-	Literacy Plan 2013-16 Math Data Executive Summary Social Studies Data Executive Summary Science Data Executive Summary Academic Coaches Meeting Agenda Agenda Academic Coaches Meeting October

ACTION PLAN FOR STRATEGY #3: Use student assessment data to improve teaching and learning processes. (AdvED 5.4) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
					Using Data to Guide Instruction at BLMS Sample of coaching through data Sample of coaching through data ppt sample of coaching through data - Cauller
4. Use multiple sources of data to make accurate and effective decisions on instruction.	July 1, 2014 – June 30, 2018	CISO	0	-	Increased student achievement

ACTION PLAN FOR STRATEGY #4: Use the district's systematic analysis of instructional and organizational effectiveness to improve student performance. (AdvED 5.3, 5.4) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Use student assessment data to evaluate instructional and organizational effectiveness.	July 1, 2014 – June 30, 2018	CISO	0	-	Increased student achievement
2. Document community involvement, including parents, businesses, and faith-based, charitable and civic organizations.	July 1, 2014 – June 30, 2018	CISO	0	-	Beaufort County School District UWL MOU 2014 Ed impact minutes November 2014

ACTION PLAN FOR STRATEGY #5: Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner. (AdvED 5.5) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Continue to produce an annual "Community Report" that details academic performance, financial efficiencies, budgetary challenges and student demographics. Make reports available in multiple languages.	July 1, 2014 – June 30, 2018	CD	$50,000	General Fund	BCSD Community Report Card
2. Continue to develop annual informational brochures for each school in the district containing pertinent information, including student testing performance, to be available in multiple languages.	July 1, 2014 – June 30, 2018	CD	$25,000	General Fund	BES brochure Bluffton Middle brochure Hilton Head Island High brochure
3. Hold informational meetings for parents and other stakeholders	July 1, 2014 – June 30, 2018	Superintendent	$50,000	General Fund	Agenda for town halls Meeting dates for town halls Meeting flyers for town halls

ACTION PLAN FOR STRATEGY #5: Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner. (AdvED 5.5) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
to discuss the results and meaning of student performance on standardized tests.					Sign in for town hall

ACTION PLAN FOR STRATEGY #6: Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness. (AdvED 5.2) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Compare South Carolina schools and districts using performance and growth measures, together with comparison of student demographic categories within schools.	July 1, 2014 – June 30, 2018	CISO	0	-	Similar Districts for 2014-2015
2. Upon implementation of South Carolina's state standards assessments, compare local data with schools and districts similar to ours.	July 1, 2014 – June 30, 2018	CISO	0	-	Increased student achievement

ACTION PLAN FOR STRATEGY #7: Demonstrate verifiable growth in student performance using formal and informal assessments. (AdvED 5.4) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Develop a district-wide database of common formative assessments by grade level and subject area.	July 1, 2014 – June 30, 2018	CISO	$60,000	General Fund	Sample ELA Common Assessment Sample US History Benchmark Sample Grade 2 Unit 6 Common Assessment

ACTION PLAN FOR STRATEGY #8: Maintain a secure, accurate and complete student records system in accordance with state and federal regulations. (AdvED 5.1) (Goal 4)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Continue to use the current records management systems of PowerSchool and Testview.	July 1, 2014 – June 30, 2018	CISO	0	-	Enrich login Enrich homepage PowerSchool Overview
2. Establish a process of accountability for student data management.	July 1, 2014 – June 30, 2018	CISO	0	-	BCSD Enrich RtI Handbook Request for Data
3. Ensure that data is entered correctly and in a timely manner.	July 1, 2014 – June 30, 2018	CISO	0	-	Calendar for Data Specialist Data Specialist meeting 12-10-2014 Parent Portal Guide for Parents final December Checklist 2014-15

SCHOOL RENEWAL PLAN FOR <u>Beaufort County Schools</u>　　　　**DATE: <u>April 30, 2014</u>**

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

PERFORMANCE GOAL: (Statement of desired progress or result over five years)	**5. Governance and Leadership: Beaufort County School District operates under governance and leadership that promote and support student performance and system effectiveness. (AdvED Standard 2)** **TABLE OF CONTENTS**
INTERIM PERFORMANCE GOAL: (One year goal)	1. Schools will ensure compliance with applicable local, state, and federal laws, policies, and regulations. (AdvED 2.1) 2. Schools will use an EVALUATION/EVIDENCE process that results in improved professional practice and student success. (AdvED 2.2, 2.6) 3. Schools will operate in a consistent manner with the district's beliefs, purpose, and direction. (AdvED 2.3) 4. Schools will employ a system that provides accurate analysis and thorough review of student performance and school effectiveness. (AdvED 2.4) 5. Schools will provide teachers and students with opportunities to lead. (AdvED 2.5)
DATA SOURCE(S): (List types of data that will be collected or examined to measure progress.)	Student achievement data.

OVERALL MEASURES:

SOURCE: SC PASS Reading met or above

* Represents projections of improvement

AVERAGE BASELINE		**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
80.9 percent	**Projected Data**	80.9 percent*	86 percent*	91 percent*	96 percent*	100 percent*
	Actual Data					

ACTION PLAN FOR STRATEGY #1: Schools will ensure compliance with applicable local, state and federal laws, policies and regulations. (AdvED 2.1) (Goal 5)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Perform ongoing audits of student files and records to ensure compliance standards and accuracy.	Annually, July 1, 2014 – June 30, 2018	COSO	$55,000	General Fund	No audit findings of noncompliance with state or federal laws
2. Title I audit	Annually, July 1, 2014 – June 30, 2018	COSO	N/A	Title I	No findings of noncompliance
3. Special Education SC State Determinations	Annually, July 1, 2014 – June 30, 2018	COSO	N/A	IDEA	Special Education LEA Profile
4. State accountability testing	Annually, July 1, 2014 – June 30, 2018	COSO	N/A	N/A	Testing Violation Executive Summary
5. District accreditation	Annually, July 1, 2014 – June 30, 2018	COSO	$15,000	N/A	District accreditation maintained

ACTION PLAN FOR STRATEGY #2: Schools will use an EVALUATION/EVIDENCE process that results in improved professional practice and student success. (AdvED 2.2, 2.6) (Goal 5)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Research and provide professional development to improve professional practice and student success.	Annually, July 1, 2014 – June 30, 2018	CISO	$400,000	General Fund Special Revenue	Summer Institute 2013 Catalog Summer Institute 2014 Catalog My Learning Plan Professional Development Sessions 2014
2. Use ongoing teacher EVALUATION/EVIDENCE processes to measure classroom effectiveness.	Annually, July 1, 2014 – June 30, 2018	CHRO	$900,000	General Fund Special Revenue	BCSD Staff Development Suvey & Questionnaire 2014-15 SAFE-T Induction Teachers seminar calendar 2014-2015 Enhanced ADEPT Induction Calendar
3. Review in-school suspension, out-of-school suspension and expulsion data	Annually, July 1, 2014 – June 30, 2018	CSSO	N/A	N/A	EOY Expulsion Comparative Data EOY Suspension Comparative Data

ACTION PLAN FOR STRATEGY #3: Schools will operate in a consistent manner with the district's beliefs, purpose, and direction. (AdvED 2.3) (Goal 5)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Align leadership and instructional efforts to the district's beliefs, purpose, and direction and provide collaboration opportunities for principals.	Annually, July 1, 2014 – June 30, 2018	CISO		General Fund Special Revenue	My Learning Plan Sample Leadership agendas
2. Provide mentors to new teachers	Annually, July 1, 2014 – June 30, 2018	CHRO	$75,000	General Fund	2014-2015 ADEPT Induction Calendar
3. Align administrative rules to Board of Education policies	July 2014 through June 2015	Superintendent Senior staff	N/A	N/A	Board Policy Administrative Rules

ACTION PLAN FOR STRATEGY #4: Schools will employ a system that provides accurate analysis and thorough review of student performance and school effectiveness. (AdvED 2.4) (Goal 5)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Use uniform guidelines and standards that support student achievement goals and ensure consistent measurement.	Fall 2014 through spring 2019	Superintendent	N/A	N/A	PASS, ELDA, MAP, EOCEP, ACT, SAT, improvement
2. Improve student academic performance and educator effectiveness.	Fall 2014 through spring 2019	Superintendent Senior Staff	N/A	N/A	SC Principal Evaluations 2013 Principal Visitation Form_from Dr Moss
3. Use technology to help students reach their academic goals and prepare them for a technology-rich future.	Fall 2014	CISO			Citizenship and Cyber-safety Electronic portfolios show work Digital citizenship and Cyber-safety training

ACTION PLAN FOR STRATEGY #5: Leadership and staff will provide teachers and students with opportunities to lead. (AdvED 2.5) (Goal 5)					EVALUATION/EVIDENCE
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** (completed, continue, modify or terminate)
1. Develop opportunities for teachers to assume shared and distributed leadership roles to provide personal development and assist with student development.	Annually, July 1, 2014 – June 30, 2018	CISO		General Fund Special Revenue	Teacher forum Best Practices PD Video
2. Encourage and foster professional growth to prepare staff and students for future roles beyond the school district.	Fall 2014 through spring 2019	Superintendent Senior Staff	$10,000	General Fund Special Revenue	ADEPT Process Trainings 2014-2015 BCSD Staff Development Suvey & Questionnaire BCSD Leadership Institute

1) 2009 – 2014 SCPASS: Data represents the percent of students scoring Met or Exemplary. Cells highlighted in green are areas in which BCSD scores out performed state or national scores.

		Writing						ELA						Math						Science						Social Studies					
		2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Grade 3 Beaufort County		64.8	65.5			68.2	79.2	73.4	77.3	78.1	79.8	80.9	77.5	59.8	64.4	69.1	71.8	69.6	74.0	58.6	48.4	58.2	59.2	64.2	60.5	63.0	61.3	72.2	70.3	72.4	72.2
Grade 3 State		68.9	71.0			70.3	78.1	78.0	80.7	80.0	80.3	82.9	78.9	67.1	70.0	70.4	72.6	69.8	71.6	61.6	55.7	60.8	60.7	67.8	63.5	74.4	73.2	76.6	74.6	79.8	77.2
Grade 4 Beaufort County		66.5	69.1			77.7	78.4	71.9	75.6	77.6	77.7	79.5	76.7	76.5	77.9	82.5	79.5	84.6	80.7	68.0	66.7	69.1	72.5	74.1	70.1	78.4	73.7	77.0	79.9	83.2	83.2
Grade 4 State		70.1	72.3			74.4	77.1	75.6	76.5	78.0	78.2	79.0	76.6	76.8	76.7	79.4	78.4	79.8	75.4	68.7	69.3	70.9	73.8	73.1	69.9	79.8	76.2	77.1	80.9	81.8	83.7
Grade 5 Beaufort County		74.1	73.1	77.5	71.7	72.5	81.9	80.3	77.9	79.8	75.6	79.8	77.4	71.6	71.6	77.6	76.4	74.5	78.3	67.5	63.6	64.8	68.7	74.5	66.4	64.9	66.3	69.9	70.8	66.2	68.3
Grade 5 State		73.2	74.5	77.7	73.5	74.5	80.8	80.0	78.1	78.3	76.5	82.0	80.1	73.5	71.3	75.3	76.1	76.3	75.5	68.3	66.0	64.9	71.7	73.0	68.4	70.0	66.1	70.4	69.9	71.7	72.0
Grade 6 Beaufort County		69.6	71.1			76.0	74.7	69.4	70.8	71.3	69.2	75.0	64.9	65.9	69.2	73.3	72.6	74.1	68.2	58.2	55.9	63.3	61.6	65.5	60.4	80.9	79.3	75.7	76.4	79.1	79.9
Grade 6 State		70.3	71.9			74.7	74.3	71.7	72.2	70.2	69.7	74.4	69.3	70.3	70.3	72.5	73.6	71.3	67.7	64.0	60.9	64.9	66.1	68.4	65.7	79.6	79.4	77.6	77.8	78.0	79.3
Grade 7 Beaufort County		71.7	69.5			74.9	73.4	68.8	70.2	70.5	71.1	71.6	67.1	68.6	67.5	73.1	72.0	68.7	69.2	69.0	75.9	70.0	71.7	70.2	72.4	61.8	64.0	63.0	67.1	65.2	67.4
Grade 7 State		70.1	69.7			76.5	73.7	68.7	69.2	68.4	71.4	73.2	68.1	69.4	67.0	69.7	71.6	68.3	69.1	71.1	73.4	71.7	74.8	75.5	73.5	60.2	62.0	63.4	68.7	68.3	67.4
Grade 8 Beaufort County		66.4	73.7	68.5	71.4	78.1	72.8	65.7	64.6	70.7	70.2	67.5	66.7	61.4	63.7	70.8	66.8	67.8	66.6	63.6	66.8	73.7	76.8	68.8	68.9	66.9	69.8	70.0	61.8	68.5	65.5
Grade 8 State		68.2	71.9	67.8	74.1	75.7	72.4	67.5	63.7	67.8	69.8	67.4	67.3	62.7	63.4	69.5	68.6	70.2	69.6	62.3	67.7	70.1	75.4	71.1	69.2	69.6	68.8	71.9	71.4	71.3	70.1

2) 2009 – 2014 MAP: Data represents Mean RIT scores for BCSD students compared to NWEA Norms. Cells highlighted in green are areas in which BCSD scores out performed state or national scores.

	Spring MAP Mathematics Mean Data											
	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014	
	BCSD	Norm	BCSD	Norm	BCSD	Norm	BCSD	Norm	BCSD	Norm	BCSD	Norm
K	158.7	158.1	161.2	158.1	162.9	158.1	164.4	156.1	165.6	156.1	165	156.1
1	177.0	176.7	180.9	176.7	180.8	176.7	182.1	179	184.3	179	185.6	179
2	189.0	190.8	191.8	190.8	194.4	190.8	194.3	191.3	193.9	191.3	192.3	191.3
3	201.7	202.4	204.5	202.4	207.1	202.4	207.6	203.1	206.1	203.1	206.1	203.1
4	212.1	211.4	214.7	211.4	216.5	211.4	217.2	212.5	217.9	212.5	216.7	212.5
5	221.1	219.2	223.7	219.2	225.3	219.2	226.1	221	223.7	221	224.9	221
6	224.9	223.8	226.1	223.8	227.4	223.8	228.6	225.6	228.6	225.6	223.8	225.6
7	228.8	228.3	232.1	228.3	232.8	228.3	233.5	230.5	232.7	230.5	229.3	230.5
8	233.3	232.7	235.4	232.7	236.7	232.7	236.9	234.5	236.8	234.5	233.4	234.5

	Spring MAP Reading Mean Data											
	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014	
	BCSD	Norm	BCSD	Norm	BCSD	Norm	BCSD	Norm	BCSD	Norm	BCSD	Norm
K	157.0	156.3	158.8	156.3	161.7	156.3	163.1	156	162.2	156	162.4	156
1	173.5	171.9	177.5	171.9	177.8	171.9	179.3	176.9	179.7	176.9	179.7	176.9
2	184.6	189.6	186.4	189.6	189.4	189.6	188.6	189.6	187.4	189.6	186.4	189.6
3	196.3	199.0	197.7	199.0	199.9	199.0	201	199.2	199.1	199.2	198	199.2
4	205.3	205.8	206.7	205.8	207.3	205.8	208.2	206.7	208.6	206.7	206.5	206.7
5	211.1	211.1	213.0	211.1	214.1	211.1	213.6	212.3	212.9	212.3	212.8	212.3
6	214.6	214.8	215.9	214.8	216.7	214.8	216.7	216.4	217.1	216.4	214.6	216.4
7	217.2	217.9	218.8	217.9	220.4	217.9	220.9	219.7	220.2	219.7	217.8	219.7
8	220.3	221.2	222.6	221.2	223.1	221.2	223.5	222.4	223.7	222.4	222.2	222.4

3) 2009 – 2014 MAP On Grade Level Reading: Data represents the percent of students with RIT scores above one-half standard deviation below the NWEA norm.

Spring Reading MAP Data: % of Students On or Above Grade Level							
GradeName	InstitutionName	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Kindergarten	Beaufort County	67.6%	74.9%	79.8%	80.7%	80.7%	80.0%
Grade 1	Beaufort County	57.3%	69.2%	72.6%	74.1%	73.1%	74.8%
Grade 2	Beaufort County	54.8%	59.1%	67.5%	67.8%	62.1%	59.9%
Grade 3	Beaufort County	63.4%	68.6%	73.5%	78.0%	69.8%	66.0%
Grade 4	Beaufort County	68.2%	73.0%	73.6%	73.6%	75.0%	69.2%
Grade 5	Beaufort County	71.1%	76.0%	78.3%	75.6%	72.9%	73.0%
Grade 6	Beaufort County	67.7%	71.7%	73.5%	74.2%	74.6%	68.9%
Grade 7	Beaufort County	65.7%	67.8%	74.9%	73.8%	73.1%	66.9%
Grade 8	Beaufort County	66.2%	74.9%	75.9%	75.2%	76.3%	72.0%

4) 2009 – 2014 HSAP: Data represents the percent of students passing each part, and both on first attempt. Cells highlighted in green are areas in which BCSD scores out performed state or national scores.

High School Assessment Program - English/Language Arts Percent Passing on First Attempt						
	2009	2010	2011	2012	2013	2014
District	83	83.5	87.7	89.3	92.3	91.7
State	84.9	85.9	88.6	89.1	90.7	89.9

High School Assessment Program - Math Percent Passing on First Attempt						
	2009	2010	2011	2012	2013	2014
District	75.2	76.8	77.7	83.5	85.6	82.7
State	80.2	81.7	81.2	82.2	83.5	78.7

High School Assessment Program - Both ELA/Math Percent Passing on First Attempt						
	2009	2010	2011	2012	2013	2014
District	71.1	74.1	75.8	81.4	84.2	81.1
State	76.1	78.6	79.4	80.1	82.0	77.4

5) 2009 – 201 4 Year Cohort Graduation Rate: Data represents the percent of students graduating on time. Cells highlighted in green are areas in which BCSD scores out performed state or national scores.

2009 - 2014 Graduation Rate						
	2009	2010	2011	2012	2013	2014
School	%Graduated	%Graduated	%Graduated	%Graduated	%Graduated	%Graduated
Beaufort County	69.1	61.8	69.9	75.1	75.3	78.3
State	73.7	72.7	74.0	75.0	78.0	80.0

6) 2009 – 2014 End of Course Exams: Data represents the percent of students passing the EOC exam. Cells highlighted in green are areas in which BCSD scores out performed state or national scores.

Algebra I - End of Course Test Percentage Passing						
	2009	2010	2011	2012	2013	2014
District	71.2	73.8	80.5	80.7	79.2	83.7
State	77.2	80.2	82.1	81.7	82.8	85.6

English I - End of Course Test Percentage Passing						
	2009	2010	2011	2012	2013	2014
District	59.6	71.3	73.2	74.9	77.5	78.3
State	68.4	73.7	72.5	74.0	77.2	77.0

Biology - End of Course Test Percentage Passing						
	2009	2010	2011	2012	2013	2014
District			68.9	83.0	80.7	83.0
State			68.0	76.3	78.2	78.8

US History and Constitution - End of Course Test Percentage Passing						
	2009	2010	2011	2012	2013	2014
District	37.3	36.8	47.6	47.9	60.4	65.7
State	42.4	46.3	49.7	52.8	60.6	65.4

7) BCSD Students Scoring Met or Exceeds on 2014 SCPASS. Red indicates gap.

BCSD Students Scoring Met or Exceeds on 2014 SCPASS					

Demographic Group	Writing	ELA	Math	Science	Social Studies
All Students	76.7	71.7	72.8	67.6	73.3

GAP to BCSD All Student Demographic Group

Demographic Group	Writing	ELA	Math	Science	Social Studies
Male	-6.8	-4.2	-1.9	-0.8	-0.6
Female	6.7	4.2	1.8	0.9	0.5
Hispanic or Latino	-3.4	-7.6	-4.1	-10.0	-5.7
Asian	13.5	15.5	13.4	22.9	16.8
Black or African American	-15.3	-17.2	-17.6	-18.4	-16.9
White	10.7	14.3	12.7	16.2	13.1
Two or more races	4.4	1.7	1.6	-0.3	4.9
SWD-Disabled	-49.4	-44.7	-39.8	-37.4	-30.1
Not Disabled	5.6	5.0	4.5	4.3	3.4
Limited English Proficient	-6.3	-11.3	-6.5	-14.4	-9.1
Non-LEP	1.4	2.5	1.4	3.4	2.1
Subsidized Meals	-8.4	-10.1	-9.5	-11.4	-9.4
Full-Pay Meals	12.0	14.3	13.5	16.0	13.6

Strategic Planning Steering Committee		Strategic Planning Action Team members	
Aimee	Tidwell	Amanda O'Nan	Principal - Steering Committee
Anita Lynn	Singleton	Amelie Cromer	Literacy coach
Ashley	Bryan	Audra Powell	SIC chair
Carlton	Dallas	Bert Walker	Community member
Carol	Kilpatrick	Blakely Williams	Past Strategic Committee Member
Carole	Ingram	Brandon Gaffney	Business partner/SIC
Carolyn	Dennis	Chad Cox	Assistant principal
Colleen	Wynn	Daniel Godsun	Parent/SIC member
Fred	Hamilton	Dannie Wilson	RTI teacher
Gregory	Stickel	Deeni Everly	Community - Steering Committee
Harold	Wesley	Diane Anselmo	Community volunteer
James	Hoerner	Doug Fent	Business partner
Jan	O'Rourke	Ed Gillies	Past Strategic Committee Member
John	Payne	Esther Truesdale	Community member
Jonathan	Brown	Faye Patrick Alston	SIC Chair
Julie	Bell	Frank Middleton	Community
Karen	Lavery	James Whitman	Parent/SIC
Karleen	Farris	Jane Harmon	Business Partner
Kenneth	Hoffman	Joe Lee	Port Royal Town Council
Mallory	Baches	Keith Walson	Parent
Margaret	Thomas	Margaret Simmons	Teacher
Mark	Dievendorf	Marie Benac	Business partner
Mary	Johnson	Olivia Joslin	Student
Matthew	Hunt	Paul Smith	Business Partner
Melissa	Pender	Sherri Bush	Business Partner
Michelle	Morgan	Tina Lamb Gentry	Past Strategic Committee Member
Mike	Mashke	Trish Heichel	School To Work Coordinator
Pat	Freda	Walt Gnann	Business partner
Scott	Shipsey	Alison Thomas	Director
Sonya	Wilson	Antonetta Pinckney	Parent - Steering Committee
Steve	Fobes	April Smalls	Pre-K teacher
Todd	Rhine	Ben Williams	Past Strategic Committee Member
Tyesha	Hamilton	Brad Samuel	Past Strategic Committee Member
Tyrone	Jackson	Buck Edwards	Community member
Victoria	Noyes	Celia White	Community member/SIC

Name	Role
Dawn Vosbury	PTO president
Donald Goodwine	Community volunteer/business
Erin Lentz	Parent
Geraldine Dawson	Community
Henry Chisholm	Ecumenical leader
Jackie Katz	Community
Jim Hicks	Past Strategic Committee Member
Joe Crowley	Religious Leader
Julie Patterson	Business partner/parent
Kathleen Bateson	Business partner-Arts Center
Kelly & Thomas Causey	PTO president/Vice President
Kiley Wynne	SIC chair
Lakinsha Petty	Parent/SIC member
Loretta Kefford	SIC Chair
Marilyn Fields	Parent - Steering Committee
Mary Seamon	Community Member
Milton Serrano	Student
Ronald Speaks	Community/SIC
Sgt. Quinton J. Williams	Military
Sharon Brown	Community member/SIC
Thomas Mike	Parent - Steering Committee
Walter Wheeler	Mentor
Alice Howard	Business - Steering Committee
Bobby Collar	Teacher - Steering Committee
Chris Davey	Parent - Steering Committee
Denise Shupard	Parent Rep
Johnathan Brown	Parent/SIC
Joseph Buckingham	Past Strategic Committee Member
Kim Burgess	SIC chair
Krista Delgado	PTO parent
Lisa Kindwall	
Bernadette Hampton	Teacher
Bob Arundell	Community member
Brian Hermann	SIC-Co-Chair
Chris Trott	Principal St. Gregory The Great School
Denise Smith	Principal - Steering Committee
Dr. James Simmons	Community member/pediatrician
Elaine Senn	Media assistant, Support Staff of Year
Eugenia Henderson	Parent
Faye Alston	SIC Chair
Freddie Lawton	Assistant principal
Heidi McAllister	Teacher
Isiah Smalls	Community member
Jennie Jessup	SIC chair
Kathleen Archer	Parent
Kimberly Romer	Parent
Marcia Ramsdell	Teacher/counselor
Nichelle Tyson	SIC chair
Sarah Owen	Assistant principal
Sheila Saunders	Parent
She-Rie Bush-Sturgis	Performing arts teacher
Stefan Bauroth	SPED teacher
Tzitlali (Cali) Campa	Receptionist
Ana Messinger	Teacher
Ashley Bryan	Teacher - Steering Committee
Barbara Tedford	Literacy coach
Bill Olson	Community - Steering Committee
Carmen Bell	Teacher of the Year
Carrie Grilli	Assistant principal
Carl Kilpatrick	Communitee Member
Cathy Cobbs	Teacher of the Year
Cindy Strandt	Teacher - Steering Committee
Colleen Wynn	Teacher - Steering Committee
Cynthia Dennis	Teacher
Diana Magnan	Parent/SIC member
Dora Fletcher	Teacher
Edward Cushingberry	Religious Community Leader
Emalee Baker	Teacher of the Year (math)
Erin Morgan	Parent
Ginger Garner	Teacher
Gwendolyn Moore	Community member
Jason Osborne	Master teacher
Kate Olin	Staff
Lori Soergel	Literacy coach
Louis Brown	Student
Lynda Jernigan	Media specialist

Mary Welken	Literacy coach	Denise Huntsman	Certified staff
Senfronia Smith	Certified staff	Elizabeth Waldorf	Testing coordinator
Susan Dee	Science teacher	Heidi Neeson	Math coach
Susan Tucker	Math coach	Holly Pinckney	Math coach
Tammy Vaught	Teacher	Jennifer Poole	Parent
Terri-Ann Godsun	Parent	Julia Jaramillio	Parent outreach coordinator
Tina Johnson	Master teacher	Kathi Prancan	Community volunteer
Vicki Cathcart	Certified staff	Kristen Karszes	Teacher of the Year
Vicki Goude	Literacy coach	Lakeisha Lofton	Parent
Adrienne Chisholm-Jones	Math coach	Leslie Natoli	Literacy coach
Amy Fallon	Math teacher	Lillian Aldred	Teacher
Angela Strong	Teacher	Marcella Palmer	CATE teacher
Ann Lentz	Math coach	Marva Neal	Assistant principal
April Stibitz	Student	Maryellen Hager	Parent - Steering Committee
Brooks Thomas	Master teacher	Maureen Kecmer	Math coach
Carmen Dillard	Principal	Rebecca Polk	SIC-Co-Chair
Catia Gilbert	Parent	Rosalind Singleton	Teacher
Cheryl Mays	Literacy teacher	Susan Lauffer-Sealy	Math coach
David Tsioutsias	Community Leader	Whitney Harris	Math coach