

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

Anderson School District Two

SCHOOL DISTRICT

STRATEGIC ACCOUNTABILITY PLAN FOR YEARS: 2010-2015

April 2014

STRATEGIC ACCOUNTABILITY ANNUAL UPDATE FOR:

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Danny Hawkins		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Richard Rosenberger		
PRINTED NAME	SIGNATURE	DATE

TITLE II COORDINATOR

Tara L. Brice		
PRINTED NAME	SIGNATURE	DATE

DISTRICT PLANNING COORDINATOR

Tara L. Brice		
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**STAKEHOLDER INVOLVEMENT FOR DISTRICT PLANS
(Mandated Component)**

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

<i>POSITION</i>	<i>NAME</i>
1. SUPERINTENDENT	<u>Richard Rosenberger</u>
2. PRINCIPAL	<u>Lester McCall</u>
3. TEACHER	<u>Tara Grover</u>
4. PARENT/GUARDIAN	<u>Paula Gilreath</u>
5. COMMUNITY MEMBER	<u>Jerri Lynn Sharpe</u>
6. PRIVATE SCHOOL REPRESENTATIVE(S) (Title II requirement)	<u>Trinity Christian Education School</u>
7. DISTRICT LEVEL ADMINISTRATOR (Title II requirement)	<u>Tara L. Brice</u>
8. PARAPROFESIONAL(S) (Title II requirement)	<u>Rita Pruitt</u>
9. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.):	

***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.**

Additional Strategic Planning Team Members

Name	Position
Josh Burton	Principal
Laurie McCall	Principal
Lester McCall	Principal
Mark Robertson	Principal
Matt Schult	Principal
Jenifer Fleming	Principal
Tara Brice	Principal
Bonnie Knight	Director of Curriculum and Instruction
Denise McCurry	Special Education Coach
Jan Bratcher	Title I Director; Public Relations Director
Terri Martin	Director of Finance
Jamie Cason	District Psychologist
Kim Clardy	Director of Special Services
Shelby Kay	Community Member
Patsy Martin	Director of 21 st Century Community Learning Center Programs; Community Member
Mike Gambrell	South Carolina State Representative
Melissa Bigby	Guidance Counselor
Susan Shirley	Director of Technology
Allison Strickland	Family Literacy Coordinator
Jan Holliday	Board of Trustees Member
Lydia Clarke	Student
Katherine Major	Student
Charlie Meeks	Student
Dawn Busa	Assistant Superintendent of Personnel
Julie Lance	Teacher
Debra Davis	Teacher
Melanie Hahn	Media Specialist

ASSURANCES FOR DISTRICT PLANS (Mandated Component)

Act 135 Assurances

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

- Academic Assistance, PreK–3** The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan 27 along with the number of the goal 1, strategy 1.2.8.
- Academic Assistance, Grades 4–12** The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for grades 4–12 by referencing a page number of the plan 26 along with the number of the goal 1, strategy 1.2.4.
- Parent Involvement** The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. Provide a good example of parent involvement by referencing page numbers of the plan 39-44 along with the number of the goal 5, strategies 5.1.1.-5.2.3.
- Staff Development** The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. Provide a good example of staff development by referencing page numbers of the plan 25, 29, 33 along with the number of the goals 1, 2 and 3, strategies 1.1.1, 2.1.1 and 3.1.1.
- Technology** The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan **25, 29, 33** along with the number of the goals 1, 2, and 3, strategies 1.1.2, 2.1.2, 3.1.2. (Additional technology assurances for **districts** follow the Act 135 assurances)
- Innovation** The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds by referencing a page number of the plan along with the number of the goal, strategy, or activity.
- Recruitment** The district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

- ☒ **Collaboration** The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- ☒ **Developmental Screening** The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- ☒ **Half-Day Child Development** The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- ☒ **Best Practices in Grades K-3** The district provides in grades K-3 curricular and instructional approaches that are known to be effective in the K-3 setting.
- ☒ **Developmentally Appropriate Curriculum for PreK-3** The district ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- ☒ **Parenting and Family Literacy** The district provides parenting activities and opportunities for parents of at-risk 0-5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- ☒ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a districtwide/schoolwide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
- ☒ **The School-to-Work Transition Act of 1994 (STW)** The district provides required STW programs for grades 6-12, and STW concepts are a part of the developmentally appropriate curriculum for K-12.

Other District Assurances

Technology Assurances for Districts

- The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
- The plan has a professional development strategy to ensure that staff knows how to use the new technologies to improve education.
- The plan includes an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.
- The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.
- The plan includes an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make mid-course corrections in response to new development and opportunities as they arise.

Richard Rosenberger

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

Superintendent's Signature

Date

Title II Teacher/Administrator Quality Assurances for Districts

- The school district will maintain records documenting compliance with program requirements and related to fiscal control and accounting of project funds, including *Education Department General Administrative Regulations (EDGAR) 80.42*, for funds paid to the district under this grant for three years after completion of the project.
- The school district will ensure that all policies, procedures, programs, and the administration of programs in the school district are consistent with the No Child Left Behind (NCLB) of 2001, EDGAR (1969) and other applicable status, regulations, program plans, and applications.
- The school district will submit records as necessary to enable the South Carolina Department of Education (SDE) to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- The school district agrees to target Title II teacher quality funds to schools that have the lowest population of highly qualified teachers or have the largest average class size or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA), "a local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- The school district agrees to comply with Title IX, section 9501 of the ESEA regarding participation by private school children and teachers.
- This application is based on rigorous systematic and empirical methods.
- The research cited is adequate to justify the general conclusions.
- The data provides multiple investigations that ensure validity, reliability, and ability to be replicated.
- The school district agrees to conduct a needs assessment with the involvement of teachers, including those teachers participating in programs under Title I, Part A of the NCLBA, and shall take into account the activities that need to be conducted in order to give teachers the means (including subject matter knowledge and teaching skills) to provide students with the opportunity to meet challenging state and local student academic achievement standards.
- The school district agrees to conduct a needs assessment with the involvement of teachers, including those teachers participating in programs under Title I, Part A of the NCLBA, and shall take into account the activities that need to be conducted in order to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement.

Richard Rosenberger

Superintendent's Printed Name

Superintendent's Signature

Date

General Grant Assurances for Districts

As a duly authorized representative of Anderson School District Two, I certify that this applicant:

- Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
- The applicant’s accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- Will approve all expenditures, document receipt of goods and services, and record payments on the applicant’s accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.
- Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2001)).
- Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2001) if the amount of this award is \$50,000 or more.
- Has read the guidelines and understands the requirements of the reporting documents. The applicant will initiate and complete work within the time frame of the approved plan. The applicant will provide quantitative data needed to demonstrate program effectiveness. Failure to comply with timely submission of reports may have an impact on future funding.

Richard Rosenberger
Superintendent’s Printed Name

Superintendent’s Signature

Date

Terri Martin
Financial Officer’s Printed Name

Financial Officer’s Signature

Date

Table of Contents

Section	Page Numbers
Executive Summary	10-11
Data Analysis	12-21
District and School Report Card Information	22
Vision	23
Mission	23
Beliefs	23
Strategic Plan	24-44
Student Achievement (Early Childhood)	24-27
Student Achievement (Elementary/Middle)	28-31
Student Achievement (High)	32-36
Teacher/Administrator Quality	37-38
School Climate	39-44

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

The Comprehensive Needs Assessment addressed the following areas: (1) Student Achievement, (2) Teacher/Administrator Quality, and (3) School Climate. Action plans with goals for improvement have been developed for each of these areas. State test results, SAT/ACT scores, District Achievement Test results, district benchmark test results, district and school report card data were utilized to establish the District Strategic Five Year Plan. The technology plan is outlined in a separate document. Student achievement data are analyzed at the district level, school level, and teacher level each year. This data is studied from a longitudinal perspective as well as by student cohort groups. The baseline grade level data for grades 3-8 established for this report are the scores reflective of the 2009 PASS for ELA, Math, Science and Social Studies. For grades 3-8 in 2009, 17% of the students scored Not Met in ELA. The challenge will be to continue increasing the percent of students scoring at the Met and Exemplary levels. An analysis of ELA and Math PASS data by subgroups shows that African-American, Disabled and Free/Reduced lunch students are scoring lower than their counterparts. In ELA, of the students scoring Not Met, 25.8% were African-American, 50.3% were students with Learning Disabilities and 44.6% were students of Free/Reduced meal status. In math, of the students scoring not met, 33.1% were African American, 62.1% were students with Learning Disabilities and 49.3% were students of Free/Reduced meal status. District administered PASS-like 1st and 2nd grade tests in math and ELA indicate that we must be sure students are receiving standards-based instruction in K-2 so students are prepared for state 3rd grade tests.

The district data revealed that 10.8% of the first graders and 17.3% of the second graders were below basic in reading. Reading intervention programs are in place at the early grades and explicit reading instruction is utilized for these intensive level students in order for them to realize reading success. Reading teachers/literacy coaches were hired during the 2007-2008 school year. Staff development for all teachers in the best practices for teaching reading will continue to be provided. The district data for math indicates that students are performing well in meeting grade level expectations. 94.3% of 1st grade students and 95.8% of second graders are meeting grade level expectations. PASS science and social studies scores continue to be lower than ELA and math scores. Continued emphasis and staff development are needed in these areas. High school achievement is based on HSAP results, end-of-course tests, SAT/ACT and AP scores. The 2009 HSAP results reveal that 89.4% met the graduation requirements for ELA and 84.7% met these requirements for Math. We need to continue increase these percentages each year. The subgroup analyses for HSAP indicate that of the students not meeting graduation requirements 8.6% were African-American, 9.3% were students with Learning Disabilities and 6.7% were students of Free/Reduced meal status. Test results also revealed that 1.7% of students not meeting graduation requirements in math were African American, 11.6% were Learning Disabled and 8.8% were Free/Reduced lunch students. These areas will continue to be targeted for improvement. English I End of Course Test results indicated an increase in the percentage of students passing compared to the previous year. District End of Course Algebra I/Math Tech II scores also indicated a slight increase in the percentage of students passing compared to 2008 scores. Physical Science scores remained steady in comparison to 2008 scores. US History End of Course scores indicated 52% of the student met the state requirements as compared to the state score average of 42%. Anderson School District Two will continue to focus on implementing activities and instructional strategies to improve test results in all of the high school achievement areas.

Presently, 100% of the core academic subject teachers are highly qualified. Likewise, 100% of all paraprofessional staff is highly qualified. All applicants will be screened to assure that new hires meet the highly qualified criteria. Recruitment efforts will identify potential candidates. As teachers recertify they must complete the technology competency requirement. Training on the new state evaluation model (SAFE-T) was completed during the months of June & August, 2009. A 3 day training session was held to certify new personnel in the evaluation process. The state mandated upgrade trainings were held for those already certified as evaluators. Another 3 day training session will be held in June 2010 to certify those needing training. Therefore, our future goal is to focus on increasing teacher expertise in using engaging instructional strategies, motivating learners and creating quality assessments aligned to district goals as evidenced by professional development days on the state report card.

Anderson School District Two future goals for school climate are centered on the following: 1) increasing student and teacher attendance and 2) implementing the six National Standards of Parent/Family Involvement to nurture family friendly schools for success. By studying Joyce Epstein's book, *School, Family and Community Partnerships*, schools will develop strategies to positively impact parent/family involvement to support children as students. The 2008 Report Card survey revealed an attendance rate of 94.6% for teachers and 95.8% for students. The data reveals that an average of 19.5 days was utilized for staff development as indicated on the State Report Card. Our goal is to continue to encourage and provide staff development opportunities.

Needs Assessment Based on 2013 State Test Scores:

Test	2012	2013	Gain / (Loss)
Grade / Subject			
District Achievement			
- Kindergarten - Writing (Opinion)	-	84.4	N/A
- Kindergarten - Writing (Narrative)	-	75.4	N/A
- Kindergarten - Writing (Infor/Explan)	-	76.4	N/A
- Grade 1 - Writing	-	67.1	N/A
- Grade 1 - ELA	71.8	61.2	(10.6)
- Grade 1 - Math	70.8	68.8	(2.0)
- Grade 1 - Science	99.3	99.7	0.4
- Grade 1 - Social Studies	96.2	97.8	1.6
- Grade 2 - Writing	-	74.4	N/A
- Grade 2 - ELA	94.3	83.8	(10.5)
- Grade 2 - Math	78.2	74.4	(3.8)
- Grade 2 - Science	93.4	99.6	6.2
- Grade 2 - Social Studies	98.6	97.8	(0.8)
PASS			
- Grade 3 - Writing	-	68.9	N/A
- Grade 3 - ELA	87.8	88.8	1.0
- Grade 3 - Math	80.6	74.2	(6.4)
- Grade 3 - Science	72.3	85.9	13.6
- Grade 3 - Social Studies	85.6	91.5	5.9
- Grade 4 - Writing	-	80.4	N/A
- Grade 4 - ELA	88.1	87.3	(0.8)
- Grade 4 - Math	87.3	90.5	3.2
- Grade 4 - Science	89.1	90.1	1.0
- Grade 4 - Social Studies	93	94.3	1.3
- Grade 5 - Writing	78.2	75.4	(2.8)
- Grade 5 - ELA	85.7	91.9	6.2
- Grade 5 - Math	85	87.3	2.3

District test totals showed gains in 23 out of 54 test areas. High school tests showed gains in 5 out of 11 areas.

- Grade 5 - Science	81.4	83.1	1.7
- Grade 5 - Social Studies	85.3	87.3	2.0
- Grade 6 - Writing	-	82.5	N/A
- Grade 6 - ELA	73.5	86.1	12.6
- Grade 6 - Math	78.5	83.5	5.0
- Grade 6 - Science	72.5	87.9	15.4
- Grade 6 - Social Studies	88.6	87.7	(0.9)
- Grade 7 - Writing	-	75.7	N/A
- Grade 7 - ELA	79.6	75.8	(3.8)
- Grade 7 - Math	81.7	76.2	(5.5)
- Grade 7 - Science	81.3	76.2	(5.1)
- Grade 7 - Social Studies	81.3	69.7	(11.6)
- Grade 8 - Writing	83	81.4	(1.6)
- Grade 8 - ELA	82.5	80.7	(1.8)
- Grade 8 - Math	80	80.4	0.4
- Grade 8 - Science	84.5	89.4	4.9
- Grade 8 - Social Studies	83.3	79.9	(3.4)
End of Course			
- English I	88.4	81.3	(7.1)
- Algebra 1/Math Tech 2	86.8	73.3	(13.5)
- Biology	86.4	81.6	(4.8)
- U.S. History / AP History	53	59.9	6.9
HSAP - 1st Attempt			
- ELA	93.9	98.1	4.2
- Math	90.4	92.7	2.3
Advanced Placement			
- English	92.3	45.5	(46.8)
- Biology	26.9	23.8	(3.1)
- Calculus	23.1	18.8	(4.3)
- European History	7.1	15.4	8.3
- US History	8.7	9.5	0.8

DATA ANALYSIS

High School HSAP – Percent Passing

Year	ELA 1 st attempt	Math 1 st attempt	Both ELA and Math 1 st attempt
2012-13	98.1	92.7	92.8
2011-12	93.9	90.4	88.5
2010-11	88.2	82.0	78.2
2009-10	91.3	90.2	86.2
2008-09	89.4	84.7	81.6
2007-08	89.1	87.2	84.0
2006-07	87.9	84.6	81.8
2005-06	83.1	83.0	78.7
2004-05	86.9	78.6	74.3
2003-04	86.0	83.2	80.4

HSAP – ELA

Year	Below Basic Level 1	Basic Level 2	Proficient Level 3	Advanced Level 4	Prof. & Adv. Levels 3&4
2012-13	1.9	26.2	37.7	33.8	71.5
2011-12	6.1	41.2	34.7	17.9	52.6
2010-11	11.8	29.1	31.5	27.7	59.2
2009-10	8.7	34.6	26.8	29.9	56.7
2008-09	10.6	43.5	29.4	16.5	45.9
2007-08	10.9	29.2	32.7	27.2	60.0
2006-07	12.1	30.2	28.3	29.4	58.0
2005-06	16.9	30.3	26.8	26.0	53.0
2004-05	13.1	31.5	30.4	24.9	55.0
2003-04	14.1	34.8	32.1	19.1	51.0

HSAP – Math

Year	Below Basic Level 1	Basic Level 2	Proficient Level 3	Advanced Level 4	Prof. & Adv. Levels 3&4
2012-13	7.3	31.2	33.5	28.1	61.6
2011-12	9.6	26.8	33.0	30.7	63.7
2010-11	18.0	36.7	23.5	21.8	45.3
2009-10	9.8	31.5	34.3	24.4	58.7
2008-09	15.3	26.3	30.6	27.8	58.4
2007-08	12.8	24.5	35.0	27.6	63.0
2006-07	15.5	25.8	32.1	26.6	59.0
2005-06	17.0	28.7	31.7	22.6	54.0
2004-05	21.4	33.1	24.8	20.7	46.0
2003-04	16.8	34.3	31.7	17.2	49.0

EOC – Percent scoring 70 or above

Year	English 1	Algebra 1/ Math Tech 2	Physical Science	Biology	US History
2012-13	81.3	73.3	N/A	81.6	59.9
2011-12	88.4	86.8	N/A	86.4	53.0
2010-11	79.0	87.0	66.9	71.4	40.2
2009-10	78.6	83.9	61.7	77.3	50.5
2008-09	75.9	87.5	69.7		52.0
2007-08	67.7	91.6	70.9	-	
2006-07	58.0	77.9	57.5	-	
2005-06	67.5	78.1	62.2	71.5	
2004-05	65.3	73.8	-	68.2	
2003-04	62.0	76.0	-	58.6	

AP Tests – Percent Scoring 3 or better

Year	US History	Biology	Calculus	European History	English	All Tests
2012-13	9.5	23.8	18.8	15.4	50.0	21.7
2011-12	8.7	26.9	23.1	7.1	92.3	28.1
2010-11	12.5	12.5	29.4	47.1	91.7	35.9
2009-10	84.2	8.7	30.0	41.2	100	47.8
2008-09	63.0	10.0	79.0	33.0	90.0	50.0
2007-08	23.1	18.7	50	-	100	43.1
2006-07	46.7	20	69.2	-	71.4	51.1
2005-06	36.4	18.2	100	33.3	55	48.3
2004-05	50.0	35.3	91	-	67	57.1
2003-04	35.7	63.6	71.4	-	57.1	54.0

ACT Scores

Year	English	Math	Reading	Science	Composite Scores
2012-13	20.4	20.6	20.8	20.8	20.8
2011-12	19.5	20.7	20.2	20.5	20.4
2010-11	19.8	21.4	20.8	21.0	20.9
2009-10	20.4	21.6	21.6	21.9	21.5
2008-09	18.7	20.4	19.6	20.4	19.9
2007-08	20.4	20.6	21.4	21	21
2006-07	18.3	19.3	19.2	19.4	19.2
2005-06	18.6	19.4	19.6	20.1	19.5
2004-05	19.7	20.5	20	20.9	20.4
2003-04	19.5	19.9	19.2	20.2	19.8

SAT Scores

Year	Verbal	Math	Composite Scores
2012-13	469	487	1415
2011-12	490	509	1478
2010-11	494	510	1490
2009-10	500	531	1522
2008-09	504	511	1514
2007-08	536	515	1567
2006-07	483	503	1467
2005-06	492	506	1493
2004-05	511	527	1038
2003-04	497	496	993

District PACT Data Analysis

PASS/PACT – ELA All Students (%)

PASS	Year	Not Met	Met		Exemplary
	2012-13	15.0	35.8		49.2
	2011-12	17.3	30.9		51.8
	2010-11	18.6	33.6		47.9
	2009-10	14.9	34.4		50.8
	2008-09	17.1	41.8		41.1
PACT	Year	Below Basic	Basic	Proficient	Advanced
	2007-08	12.2	43.8	38.0	6.1
	2006-07	12.8	45.3	36.4	5.6
	2005-06	11.8	44.4	37.2	6.6
	2004-05	14.7	43.9	35.7	5.7
	2003-04	13.3	43.6	36.7	6.4

PASS/PACT – Math All Students (%)

PASS	Year	Not Met	Met		Exemplary
	2012-13	18.1	39.3		42.6
	2011-12	17.8	39.4		42.8
	2010-11	17.3	43.4		39.3
	2009-10	17.9	42.1		39.9
	2008-09	20.5	45.1		34.5
PACT	Year	Below Basic	Basic	Proficient	Advanced
	2007-08	12.0	44.6	23.8	19.7
	2006-07	11.2	44.4	24.5	20.0
	2005-06	10.6	43.0	25.7	20.7
	2004-05	11.5	42.4	26.6	19.5
	2003-04	11.4	44.7	25.5	18.4

PASS/PACT – Science All Students (%)

PASS	Year	Not Met	Met		Exemplary
	2012-13	15.3	57.1		27.6
	2011-12	18.6	53.7		27.7
	2010-11	19.3	51.1		29.5
	2009-10	15.6	49.8		34.6
	2008-09	20.8	53.0		26.2
PACT	Year	Below Basic	Basic	Proficient	Advanced
	2007-08	20.1	30.9	21.5	27.6
	2006-07	20.5	33.1	20.1	26.3
	2005-06	24.2	36.9	18.2	20.7
	2004-05	26.0	37.0	17.1	19.9
	2003-04	28.8	39.8	16.6	14.8

PASS/PACT – Social Studies All Students (%)

PASS	Year	Not Met	Met		Exemplary
	2012-13	16.0	37.1		46.9
	2011-12	13.5	44.5		41.9
	2010-11	20.7	42.8		36.5
	2009-10	17.0	42.6		40.4
	2008-09	19.2	42.5		38.3
PACT	Year	Below Basic	Basic	Proficient	Advanced
	2007-08	20.4	35.8	20.5	23.1
	2006-07	20.0	38.4	22.4	19.0
	2005-06	21.3	38.8	19.3	20.6
	2004-05	20.6	42.1	19.7	17.6
	2003-04	24.0	45.4	17.2	13.4

**DISTRICT AND SCHOOL
2008 REPORT CARD
INFORMATION**

Location	Absolute Rating	Improvement Rating
District	Average	Below Average
Belton-Honea Path High School	Average	Good
Belton Elementary	Good	Below Average
Belton Middle	Average	Below Average
Marshall Primary	Excellent	Good
Honea Path Elementary	Average	At-Risk
Honea Path Middle	Average	At-Risk
Wright Elementary	Excellent	Good

**DISTRICT AND SCHOOL
2009 REPORT CARD
INFORMATION**

Location	Absolute Rating	Improvement Rating
District	Average	At-Risk
Belton-Honea Path High School	Average	Below Average
Belton Elementary	Excellent	Good
Belton Middle	Good	Good
Marshall Primary	Excellent	Good
Honea Path Elementary	Average	Average
Honea Path Middle	Average	Average
Wright Elementary	Excellent	Excellent

**DISTRICT AND SCHOOL
2010 REPORT CARD
INFORMATION**

Location	Absolute Rating	Improvement Rating
District	Good	Excellent
Belton-Honea Path High School	Good	At-Risk
Belton Elementary	Excellent	Excellent
Belton Middle	Excellent	Excellent
Marshall Primary	Excellent	Excellent
Honea Path Elementary	Good	Average
Honea Path Middle	Excellent	Excellent
Wright Elementary	Excellent	Excellent

**DISTRICT AND SCHOOL
2011 REPORT CARD
INFORMATION**

Location	Absolute Rating	Improvement Rating
District	Good	At-Risk
Belton-Honea Path High School	Good	At-Risk
Belton Elementary	Excellent	Excellent
Belton Middle	Good	Good
Marshall Primary	Excellent	Good
Honea Path Elementary	Good	Average
Honea Path Middle	Good	Average
Wright Elementary	Excellent	Excellent

**DISTRICT AND SCHOOL
2012 REPORT CARD
INFORMATION**

Location	Absolute Rating	Improvement Rating
District	Excellent	Excellent
Belton-Honea Path High School	Excellent	Excellent
Belton Elementary	Excellent	Excellent
Belton Middle	Good	Excellent
Marshall Primary	Excellent	Good
Honea Path Elementary	Excellent	Excellent
Honea Path Middle	Excellent	Excellent
Wright Elementary	Excellent	Excellent

**DISTRICT AND SCHOOL
2013 REPORT CARD
INFORMATION**

Location	Absolute Rating	Improvement Rating
District	Excellent	Excellent
Belton-Honea Path High School	Excellent	Good
Belton Elementary	Excellent	Excellent
Belton Middle	Good	Average
Marshall Primary	Average	At-Risk
Honea Path Elementary	Good	Average
Honea Path Middle	Excellent	Excellent
Wright Elementary	Excellent	Good

The Vision of Anderson School District Two:

Respecting the Past. . .

Embracing the Future. . .

Opening the World. . .

MISSION STATEMENT

Our Anderson School District Two mission, in partnership with the total community, is to develop the potential that exists in every student to meet the needs of a changing world.

BELIEFS

We believe:

- student achievement, emotional well-being, and social development are our top priorities.
- excellence in education is a partnership bridging students, home, school, and community.
- instruction must be current, engaging, challenging, and equally accessible to all students.
- a rigorous standards-based curriculum and specialized programs are foundations for success.
- competence in technology is critical for equal access to communication, information, and enhancing instruction.
- all learners achieve their maximum potential in a safe, respectful, and supportive environment that recognizes, values, and accommodates unique abilities and interests.
- an effective educational system anticipates, plans, and acts in response to a changing world.

DISTRICT STRATEGIC PLAN FOR 2010-2015

DATE: April 2014

Performance Goal Area(s):

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

PERFORMANCE GOAL 1 A: (Student Achievement)
(desired result of student learning)

By 2015, the average percentage of our students in kindergarten, first and second grades scoring at benchmark on DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be 73.4%.

INTERIM PERFORMANCE GOAL:

The average percentage of our students in kindergarten, first, and second grades scoring at benchmark on DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be based on annual targets listed below.

DATA SOURCE(S): School level DIBELS reports

OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	61.4%	Target	63.4%	65.4%	67.4%	69.4%	71.4%	73.4%
	Actual	62.8%	61.2%	N/A (Now using Fountas and Pinnell Benchmark Assessment.)				

* Represents projections of improvement

PERFORMANCE GOAL 1 B: (Student Achievement)
(desired result of student learning)

By 2015, the average percentage of our students in grades one and two scoring met or above on the District Achievement Test in the four core content areas will be 85%.

INTERIM PERFORMANCE GOAL:

The average percentage of our students in grades one and two scoring met or above on the District Achievement Test in the four core content areas will be based on annual targets listed below.

DATA SOURCE(S): District Achievement Test (Core Areas: ELA, Math, Science, Social Studies)

OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	81.6%	Target	82.2%	82.8%	83.4%	84.0%	84.6%	85.2%
	Actual	89.7%	90.6%	87.8%	85.4%			

* Represents projections of improvement

ACTION PLAN					EVALUATION
Strategy 1.1: Support effective early childhood classroom instruction through professional development.					
Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	Timeline Start/ End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed Yes/No Continue Modify/Modified Date
1.1.1 Provide teachers, support staff and administrators with professional development opportunities in teaching strategies and assessment and inclusion support through courses, conferences, workshops, school visits, book studies, and other staff development opportunities.	August 2010/ June 2015	Jan Bratcher, Lana Major, Denise McCurry, Kim Clardy, Principals	\$42,000.00	Title II, PDSI, K-5, Title I, IDEA, First Steps, Family Literacy	Continue
1.1.2 Continue and expand utilization of technology to impact student achievement and engagement (i.e. Waterford, Promethean boards, Successmaker, etc.)	August 2010/ June 2015	Susan Shirley, Kim Clardy, Media Specialists, Principals	\$10,000.00	E2T2, General Funds	Continue
1.1.3 Expand the opportunities of reading instructional teachers to support general/special education teachers in implementing reading best practices	August 2010/ June 2015	Lana Major, Bonnie Knight, Principals	\$2,000.00	Title I, K-5, PDSI, Title II, ADEPT	Continue
1.1.4 Provide instructional support to enhance teachers' content knowledge, best practices, and development and usage of educational resources	August 2010/ June 2015	Lana Major, Denise McCurry, Kim Clardy, Principals, Content Consultants (Winona Lowe, Dan Boudah, Patti Smith)	\$4,500.00	Title I, Family Literacy, First Steps, IDEA, PDSI, Title II, ADEPT, K-5	Continue

ACTION PLAN					EVALUATION
Strategy 1.2: Implement effective instructional practices, programs, and assessment strategies in early childhood.					
Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	Timeline Start/ End Date	Person(s) Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed Yes/No Continue Modify/Modified Date
1.2.1 Identify and implement research-based best practices, programs and interventions to meet identified needs of students (i.e. Waterford, Sopris West, vertical and horizontal collaboration on instruction and assessments, Fountas and Pinnell Benchmarking, LLI, etc.	August 2010/ June 2015	Lana Major, Principals, Reading Teachers (Jan Lance, Melanie Kennedy, Pam Wright), Teachers	\$30,000.00	Title I, K-5, General Funds	Continue
1.2.2 Revise and update pacing guides, curriculum notebooks and benchmark assessments aligned to state standards Common Core State Standards.	August 2010/ June 2015	Lana Major, Content Consultants (Winona Lowe, Dan Boudah, Patti Smith), Teachers	\$5,500.00	K-5, General Funds, Title II	Continue (Added USA Test Prep 3-12)
1.2.3 Emphasize a structured approach to lesson planning, assessment planning, and observational feedback (i.e. using state support resources) and Common Core resources	August 2010/ June 2015	Bonnie Knight, Lana Major, Denise McCurry, Kim Clardy, Content Consultants (Winona Lowe, Dan Boudah, Patti Smith), Principals	\$2,500.00	K-5, General Funds, Title II, PDSI	Continue
1.2.4 Implement support strategies for students to improve achievement (i.e. after school program, mentoring program, PBIS, differentiation, character education, service learning,	August 2010/ June 2015	Lana Major, Jan Bratcher, Kim Clardy, After School Director (Patsy Martin), On-Site After School Leads (Heather Fallaw,	\$156,000.00	21 st Century Community Learning Center Grants, IDEA, Title I, Learn and Serve	Continue

etc.)		Jason Dickerson), Principals, Teachers			
1.2.5 Concentrate on minimizing instructional gaps in curriculum/achievement as well as in subgroup achievement (i.e., ELA, African American students, special education students, etc.)	August 2010/ June 2015	Jan Bratcher, Lana Major, Denise McCurry, Kim Clardy, Principals	Funding Identified Through Strategy 1.2.4	Title I, IDEA, First Steps, Family Literacy, General Funds, 21 st Century Community Learning Center Grants	Continue
1.2.6 Focus on data driven discussion/decision-making (i.e. TestView, A-V Process- test analysis {district and benchmark}, subgroups, Response to Intervention, DIBELS , Fountas and Pinnell Benchmark Assessment, DRA, classroom assessments, PBIS, SWIS, etc.)	August 2010/ June 2015	Jan Bratcher, Lana Major, Denise McCurry, Kim Clardy, School Instructional Leadership Teams, Principals	\$500.00	Title I, IDEA, General Funds	Continue
1.2.7 Identify and serve the most at-risk 4-year- old students for 4K programs in order to promote early literacy and school readiness	August 2010/ June 2015	Jan Bratcher, Lana Major, Connie Lowe, Susan Trapnell, Allison Strickland, Susan Cox	\$170,000.00	Family Literacy, First Steps, Early Childhood Program 4K, General Funds	Continue
1.2.8 Provide parenting support through resources and workshops to address identified needs (i.e. literacy workshops/resources, technology workshops, job fairs, etc.)	August 2009/ June 2015	Jan Bratcher, Lana Major, Connie Lowe, Allison Strickland, Principals, Patsy Martin-After-School Director, Tracy Johnson (ESOL), Teachers	\$5,000.00	Title I, Family Literacy, First Steps, Title III, 21 st Century Community Learning Center Grant	Continue

ACTION PLAN	EVALUATION
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DISTRICT STRATEGIC PLAN FOR 2010-2015
DATE: April 2014
Performance Goal Area:
 Student Achievement (Elementary/Middle Healthy Schools, etc.)
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL 2 A: (desired result of student learning) By 2015, the average percentage of our students in grades three through eight scoring met or above on PASS (Palmetto Assessment of State Standards) in ELA will be 85%.

INTERIM PERFORMANCE GOAL: The average percentage of our students in grades three through eight scoring met or above on PASS (Palmetto Assessment of State Standards) in ELA will be based on annual targets listed below.

DATA SOURCE(S): PASS (Palmetto Assessment of State Standards)

OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	82.9%	Target	83.25%	83.6%	83.95%	84.3%	84.65%	85%
		Actual	85.2%	81.4%	82.7%	85.0%		

* Represents projections of improvement

PERFORMANCE GOAL 2 B: (desired result of student learning) By 2015, the average percentage of our students in grades three through eight scoring met or above on PASS (Palmetto Assessment of State Standards) in the four core content areas will be 84%.

INTERIM PERFORMANCE GOAL: The average percentage of our students in grades three through eight scoring met or above on PASS (Palmetto Assessment of State Standards) in the four core content areas will be based on annual targets listed below.

DATA SOURCE(S): PASS (Palmetto Assessment of State Standards)

OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	80.7%	Target	81.25%	81.8%	82.35%	82.9%	83.45%	84%
		Actual	83.7%	80.8%	83.2%	83.9%		

* Represents projections of improvement

Strategy 2.1: Support effective elementary and middle school classroom instruction through professional development.

<p>Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)</p>	<p>Timeline Start/ End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)</p>	<p>Monitor Completed Yes/No Continue Modify/Modified Date</p>
<p>2.1.1 Provide teachers, support staff and administrators with professional development opportunities in teaching strategies and assessment and inclusion support through courses, conferences, workshops, school visits, book studies, and other staff development opportunities.</p>	<p>August 2010/ June 2015</p>	<p>Jan Bratcher, Bonnie Knight, Lana Major, Denise McCurry, Kim Clardy, Principals</p>	<p>\$75,000.00</p>	<p>Title II, PDSI, K-5, 6-8, Title I, IDEA, WebbCraft Grant, general funds, EEDA Grant</p>	<p>Continue</p>
<p>2.1.2 Continue and expand utilization of technology to impact student achievement and engagement</p>	<p>August 2010/ June 2015</p>	<p>Susan Shirley, Kim Clardy, Jan Bratcher, Media Specialists, Principals</p>	<p>\$15,000.00</p>	<p>E2T2, General Funds, Title I, PDSI</p>	<p>Continue</p>
<p>2.1.3 Expand the opportunities of reading instructional teachers to support general/special education teachers in implementing reading best practices across all content areas (SIM strategies, Xtreme Reading)</p>	<p>August 2010/ June 2015</p>	<p>Bonnie Knight, Lana Major, Kim Clardy, Jan Bratcher, Principals, CLC Consultants (Winona Lowe, Dan Boudah, Tara Grover)</p>	<p>\$20,000.00</p>	<p>IDEA Competitive Grants, Title I, Title II, K-5, 6-8 Enhancement, IDEA ARRA, WebbCraft Grants, General Funds, EEDA Grant</p>	<p>Continue</p>
<p>2.1.4 Provide instructional support to enhance teachers' content knowledge, best practices, and development of educational resources {i.e. Content Literacy Continuum (3-8)}</p>	<p>August 2010/ June 2015</p>	<p>Bonnie Knight, Lana Major, Denise McCurry, Kim Clardy, Principals, Content Consultants (Winona Lowe, Dan Boudah, Patti Smith) CLC Consultants (Winona Lowe, Dan Boudah, Tara Grover)</p>	<p>\$40,000.00</p>	<p>IDEA Competitive Grants, Title I, 6-8 Enhancement, K-5, General Funds, IDEA ARRA, WebbCraft Grants, EEDA Grant</p>	<p>Continue</p>

ACTION PLAN					EVALUATION
Strategy 2.2: Implement effective instructional practices, programs, and assessment strategies in elementary and middle grades.					
Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	Timeline Start/ End Date	Person(s) Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed Yes/No Continue Modify/Modified Date
2.2.1 Identify and implement research-based best practices, programs and interventions to meet identified needs of students (i.e. Content Literacy Continuum {CLC}, SRA, Read Well, Ignite Learning, vertical and horizontal collaboration on instruction and assessments, LLI {Social Studies, Science, Math}, etc.)	August 2010/ June 2015	Bonnie Knight, Lana Major, Jan Bratcher, Principals, Reading Teachers (Lorena Newton, Melanie Kennedy, Jennie Smith, Martsney Williams, Pam Wright), Teachers Winona Lowe	\$30,000.00	Title I, IDEA Competitive Grants, K-5, 6-8 Enhancement, General Funds, WebbCraft Grants, EEDA Grant	Continue
2.2.2 Revise and update pacing guides, curriculum notebooks and benchmark assessments aligned to state standards and Common Core State Standards.	August 2010/ June 2015	Bonnie Knight, Lana Major, Content Consultants (Winona Lowe, Dr. Dan Boudah, Dr. Patti Smith), Teachers	\$15,500.00	K-5, 6-8, General Funds, Title II	Continue (Added USATestPrep)
2.2.3 Emphasize a structured approach to lesson planning, assessment planning, and observational feedback (i.e. using state support resources) and Common Core resources	August 2010/ June 2015	Bonnie Knight, Lana Major, Denise McCurry, Content Consultants (Winona Lowe, Dr. Dan Boudah, Dr. Patti Smith), Principals	\$20,500.00	K-5, 6-8, General Funds, Title II, PDSI, Title I	Continue
2.2.4 Implement support strategies for students to improve achievement (i.e. after school program, mentoring program, PBIS, etc.)	August 2010/ June 2015	After School Director (Patsy Martin), On-Site After School Leads (Heather Fallaw, Diane Bowen, Patti Barrett, Judi Mancini, Kim McCoy), Teachers	\$263,000.00	21 st Century Community Learning Center Grants, IDEA, Title I, Learn and Serve	Continue
2.2.5 Increase services to students through EEDA mandates	August 2010/ June 2015	Bonnie Knight, Career Facilitators (Gale Clinkscales, Demika Patterson)	\$100,000.00	WebbCraft Family Foundation, EEDA Funding, 6-8 Awareness Funds, General Funds,	Continue

				EEDA Grant	
2.2.6 Concentrate on transition from school to school (i.e. primary to elementary, elementary to middle, middle to high)	August 2010/ June 2015	Bonnie Knight, Lana Major, Kim Clardy, Principals	\$1,800.00	Title I, local school funds	Continue
2.2.7 Concentrate on minimizing instructional gaps in curriculum/achievement as well as in AYP subgroup achievement (i.e. math, African American {ELA/SS}, etc.)	August 2010/ June 2015	Jan Bratcher, Bonnie Knight, Lana Major, Denise McCurry, Kim Clardy, Principals	Funding Identified Through Strategy 2.2.4	Title I, IDEA, General Funds, 21 st CCLC	Continue
2.2.8 Focus on data driven decisions to meet district requirements and goals; as well as, state and national academic goals (i.e. TestView, test analysis {state and benchmark }, subgroups, SWIS, etc.)	August 2010/ June 2015	Jan Bratcher, Bonnie Knight, Lana Major, Kim Clardy, Denise McCurry, School Instructional Leadership Teams, Principals, Teachers	\$3,500.00	Title I, IDEA, General Funds	Continue

DISTRICT STRATEGIC PLAN FOR 2010-2015		DATE: April 2014						
Performance Goal Area:								
<input checked="" type="checkbox"/> Student Achievement (High etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)								
PERFORMANCE GOAL 3: (desired result of student learning)	By 2015, the average percentage of students passing End of Course Tests (EOC) will be 77%.							
INTERIM PERFORMANCE GOAL:	The average percentage of students passing End of Course Tests (EOC) will be based on annual targets listed below.							
DATA SOURCE(S):	State End of Course Tests (EOC) English I, Algebra I/Math Tech II, Physical Science (Biology), US History							
OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	71.4%	Target	72.33%	73.26%	74.19%	75.12%	76.05%	77%
		Actual	68.7%	66.5%	78.65%	74.03%		
* Represents projections of improvement								

ACTION PLAN					EVALUATION
Strategy 3.1: Support effective high school classroom instruction through professional development.					
Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	Timeline Start/ End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed Yes/No Continue Modify/Modified Date
3.1.1 Provide teachers, support staff and administrators with professional development opportunities in teaching strategies and assessment and inclusion support through courses, conferences, workshops, school visits, book studies, Common Core Staff Development, vertical and horizontal collaboration	August 2010/ June 2015	Bonnie Knight, Denise McCurry, Kim Clardy, Lester McCall and Mandy Reinert, Tara Grover, Winona Lowe, Dan Boudah, Jeb Fisher	\$40,000.00	Title II, PDSI, Perkins Funds, IDEA, EEDA Grant, General Funds	Continue

and other staff development opportunities.					
3.1.2 Continue and expand utilization of technology to impact student achievement and engagement, ActivExpression, Promethean Board (i.e. APEX)	August 2010/ June 2015	Susan Shirley, Heidi Pruitt, Frank Dominquez, Mandy Reinert	\$50,000.00	E2T2, Perkins Grant, General Funds, PDSI, IDEA ARRA	Continue
3.1.3 Expand the opportunities of reading instructional teachers to support classroom teachers in implementing reading best practices across all content areas	August 2010/ June 2015	Bonnie Knight, Kim Clardy, Denise McCurry, Lester McCall, Mandy Reinert, Winona Lowe, Dan Boudah, Tara Grover	\$17,500.00	IDEA Competitive Grants , General Funds, IDEA ARRA , WebbCraft Grant	Continue
3.1.4 Provide instructional support to enhance teachers' content knowledge, best practices, and development of educational resources (i.e. Content Literacy Continuum)	August 2010/ June 2015	Bonnie Knight, Denise McCurry, Kim Clardy, Lester McCall, Mandy Reinert, Content Consultants (Winona Lowe, Dan Boudah, Winona Lowe) School Instructional Leadership Team	\$30,000.00	IDEA Competitive Grants , General Funds, IDEA ARRA , WebbCraft Grant, EEDA Grant	Continue

ACTION PLAN					EVALUATION
Strategy 3.2: Implement effective instructional practices, programs, and assessment strategies in high school grades.					
<u>Activity</u> (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	<u>Timeline</u> Start/ End Date	<u>Person(s)</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding Source</u> (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	<u>Monitor</u> Completed Yes/No Continue Modify/Modified Date
3.2.1 Identify and implement research-based best practices, programs and interventions to meet identified needs	August 2010/ June 2015	Bonnie Knight, Lester McCall, Mandy Reinert, Reading Teachers (Tara	\$40,000.00	IDEA Competitive Grants , American Recovery and	Continue

of students (i.e. Content Literacy Continuum {CLC}, Ignite Learning, APEX (UNIT RECOVERY/CREDIT RECOVERY), Virtual Schools, Team9Reach, Family Literacy, Service Learning, etc.)		Grover), Teachers, Team9Reach Teacher (Anggie Acker), Glenn Stevens, Allison Strickland		Reinvestment Act (ARRA) , Family Literacy, Service Learning, General Funds, WebbCraft Grants, PDSI, EEDA Grant	
3.2.2 Revise and update pacing guides, curriculum notebooks and benchmark assessments aligned to state standards and Common Core State Standards; Develop instructional units using the Content Literacy Continuum strategies (FRAMES, Unit Organizers, Content Mastery, etc.)	August 2010/ June 2015	Bonnie Knight, Mandy Reinert, Department Chairs, Content Consultants (Winona Lowe, Dan Boudah), Teachers, CLC Teams	\$12,000.00	General Funds, Title II	Continue (Added USATestPrep)
3.2.3 Emphasize a structured approach to lesson planning, assessment planning, and observational feedback (ie. Using state developed resources in planning and Common Core State Standards resources)	August 2010/ June 2015	Bonnie Knight, Denise McCurry, Content Consultants (Winona Lowe, Dan Boudah), Lester McCall, Mandy Reinert, Chris Moore, Matthew Schult	\$2,000.00	General Funds, Title II, PDSI	Continue
3.2.4 Implement support strategies for students to improve achievement and to develop goals (i.e. tutorial, APEX (Unit Recovery/CREDIT RECOVERY), Virtual Schools, Team9Reach, mentoring program, PBIS, Larry Mills SAT/ACT workshop, PSAT/PLAN testing, Family Literacy, Service Learning, materials and resources, etc.)	August 2010/ June 2015	Teachers, Lab Managers, Guidance Department, Anggie Acker, Mandy Reinert, PBIS team, Lester McCall, Lester McCall, Matthew Schult, Chris Moore, Allison Strickland, Tonya Locke	Funding Identified Through Strategy 3.2.1	IDEA Competitive Grants, American Recovery and Reinvestment Act (ARRA) , Family Literacy, Service Learning, General Funds, EEDA Grant	Continue
3.2.5 Increase services to students through EEDA mandates	August 2010/ June 2015	Bonnie Knight, Career Facilitator (Tonya Locke), Guidance counselors (Laura Snead, Wendy Bobo, Eric Vallecillo)	\$40,000.00	EEDA Funds, At-Risk Grant, General Funds, WebbCraft Family Foundation Grant	Continue
3.2.6 Concentrate on transition from middle to high school	August 2010/ June 2015	BHP Administration (Lester McCall, Mandy Reinert, Matthew Schult,	\$1,200.00	Local school funds	Continue

		Chris Moore) Guidance Dept. (Laura Snead, Wendy Bobo, Eric Vallecillo, Tonya Locke), Middle School Principals (Josh Burton, Matt Schult), Middle School Guidance Counselors (Melissa Bigby, Melissa Dudkin, Special Education Teachers			
3.2.7 Concentrate on minimizing instructional gaps in curriculum/achievement as well as in AYP subgroup achievement through vertical and horizontal collaboration and inclusion support (i.e., ELA, African American students, special education students, etc.)	August 2010/ June 2015	Jan Bratcher, Bonnie Knight, Denise McCurry, Kim Clardy, BHP Administration (Lester McCall, Mandy Reinert, Matthew Schult, Chris Moore)	Funding Identified Through Strategy 3.2.1	IDEA Competitive Grants, American Recovery and Reinvestment Act (ARRA) , Family Literacy, Service Learning, General Funds	Continue
3.2.8 Focus on data driven decisions to meet district requirements and goals; as well as, state and national academic goals (i.e. TestView, A-V Process- test analysis {state and benchmark}, subgroups, etc.)	August 2010/ June 2015	Jan Bratcher, Bonnie Knight, Denise McCurry, Kim Clardy, BHP Administration (Lester McCall, Mandy Reinert, Matthew Schult, Chris Moore)	\$1,800.00	IDEA, General Funds	Continue
3.2.9 Develop and implement a Graduation/Dropout Prevention Plan outlining responsibilities for: Administrators, Guidance Counselors, Teachers, Students and Parents, Family Literacy Liaisons	August 2010/ June 2015	BHP Administration (Lester McCall, Mandy Reinert, Matthew Schult, Chris Moore) Guidance Dept. (Laura Snead, Wendy Bobo, Eric Vallecillo, Tonya Locke), Teachers, Family Literacy Liaisons (Jan Bratcher, Connie Lowe, Allison Strickland)	\$500.00	Local School Funds	Continue
3.2.10 Implement BHP A-V Plan of Instructional Processes	August 2008/ June 2015	BHP Administration (Lester McCall, Mandy Reinert, Matthew Schult,	N/A		Continue

		Chris Moore) Guidance Dept. (Laura Snead, Wendy Bobo, Eric Vallecillo, Tonya Locke), Teachers			
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DISTRICT STRATEGIC PLAN FOR 2010-2015

DATE: April 2014

Performance Goal Area(s):

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

**PERFORMANCE GOAL 4:
(Student Achievement)**
(desired result of student learning)

Annually, teachers will participate in high quality professional development that focuses on increasing teachers' expertise in using engaging instructional strategies, motivating learners, and creating quality assessments aligned to district goals as evidenced by professional development days on the state report card.

INTERIM PERFORMANCE GOAL:

Teachers will participate in high quality professional development that focuses on increasing teachers' expertise in using engaging instructional strategies, motivating learners, and creating quality assessments aligned to district goals as evidenced by professional development days on the state report card. Annual targets are listed below.

DATA SOURCE(S): State report card

OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	17.6 Days	Target	19.5 Days	19.5 Days	19.5 Days	19.5 Days	19.5 Days	19.5 Days
	Actual	15.0 Days	11.3 Days	19.2 Days	16.9 Days			

* Represents projections

ACTION PLAN					EVALUATION
Strategy 4.1: Support effective classroom instruction through professional development opportunities.					
Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	Timeline Start/ End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed Yes/No Continue Modify/Modified Date
4.1.1 Provide teachers, support staff and administrators with professional development opportunities in teaching strategies and assessment through: <ul style="list-style-type: none"> ▪ Courses ▪ Conferences ▪ Workshops ▪ School visits ▪ Book studies ▪ Technology 	August 2010/ June 2015	Jan Bratcher, Lana Major, Denise McCurry, Kim Clardy, Principals, Susan Shirley, Media Specialists, Content Consultants (Winona Lowe, Dan Boudah, Patti Smith), Instructors, Tina Pateracki	See Strategies 1.1, 2.1 and 3.1	Title 1, Title II, PDSI, K-5, 6-8, IDEA, First Steps, Family Literacy, E2T2, IDEA ARRA, IDEA Competitive Grants, General Funds	Continued

DISTRICT STRATEGIC PLAN FOR 2010-2015

DATE: April 2014

Performance Goal Area:

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

PERFORMANCE GOAL 5A:
(desired result of student learning) Through 2015, the average student attendance for the district will remain at or above 95.3%.

INTERIM PERFORMANCE GOAL: The average student attendance for the district will be based on annual targets listed below.

DATA SOURCE(S): State report card

OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	95.8%	Target	95.3%	95.3%	95.3%	95.3%	95.3%	95.3%
	Actual	97.0%	95.6%	96.2%	96.1%			

* Represents projections of improvement

PERFORMANCE GOAL 5 B:
(desired result of student learning) By 2015, the average teacher attendance for the district will increase to 98%.

INTERIM PERFORMANCE GOAL: The average teacher attendance for the district will be based on annual targets listed below.

DATA SOURCE(S):

OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	94.6%	Target	95.17%	95.74%	96.31%	96.88%	97.45%	98%
	Actual	95.8%	96.2%	95.4%	97.8%			

* Represents projections of improvement

PERFORMANCE GOAL 5 C: (desired result of student learning)	By 2015, 100% of schools in Anderson District Two will implement all six National Standards of Parent/Family Involvement to nurture family-friendly schools for success.							
INTERIM PERFORMANCE GOAL:	By 2011-2012, 100% of schools in Anderson District Two will implement a minimum of two National Standards of Parent/Family Involvement to nurture family-friendly schools for success.							
DATA SOURCE(S):	A-W Monitoring Process (Bi-annual principal evaluation/documentation review)							
OVERALL MEASURES:	Baseline 2008-2009		2009-2010*	2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*
	No Baseline Given	Target	Study Framework	2 standards	4 standards	6 standards	6 standards	6 standards
	No Baseline Given	Actual	Study Framework	2 standards	4 Standards	6 standards		
* Represents projections of improvement								

ACTION PLAN					EVALUATION
Strategy 5.1: Implement Joyce L. Epstein's Framework of Six Types of Parent/Family Involvement.					
Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	Timeline Start/ End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed Yes/No Continue Modify/Modified Date
5.1.1 Build the knowledge-base of stakeholders by studying Joyce Epstein's book <u>School, Family, and Community Partnerships</u> and the six national standards.	Spring/Summer 2010	Jan Bratcher, Kim Clardy, Allison Strickland, Connie Lowe, Bonnie Knight, Lana Major, Denise McCurry, Mandy Reinert, Principals, Assistant Principals, Teachers	\$0	General Funds	Continue
5.1.2 Expand parent/family involvement programs to help all families establish environments to support children as students. <ul style="list-style-type: none"> ▪ Provide "baby packets" for newborns in our district. ▪ Provide 4K support packets for 4-year olds in our district. ▪ Provide parent education and training opportunities. ▪ Utilize results of Community Survey to provide involvement opportunities 	August 2010/ June 2015	Jan Bratcher, Connie Lowe, Allison Strickland, Guidance Counselors, Principals, School Staff	\$6,000.00	First Steps, Family Literacy, Title I, 21 st CCLC	Continue
5.1.3 Utilize effective forms of home/school communications about school programs and children's progress <ul style="list-style-type: none"> ▪ E-chalk/Teacher Websites ▪ Parent Portal (PowerSchool) ▪ School Websites/Newsletters 	August 2010/ June 2015	Principals, Teachers, Media Specialists, Jan Bratcher	\$38,000.00	E-Rate, Title I, General Fund, Local School Funds	Continue

<ul style="list-style-type: none"> ▪ Marquees ▪ Parent Conferences ▪ Quarterly Newsletters ▪ School Messenger 					
5.1.4 Recruit and organize parent volunteers and support at all levels	August 2010/ June 2015	Dawn Busa, Principals	\$2,500.00	General Funds	Continue
5.1.5 Assist families in helping students with curriculum-related activities, decisions and future planning <ul style="list-style-type: none"> ▪ Provide information on skills required in all subject ▪ Provide opportunities for parent/guardian participation in setting student goals ▪ Provide after-school support services at designated sites ▪ Provide mentoring support for at-risk students ▪ Provide Family Literacy services ▪ Provide special education services and support ▪ Conduct IGP Conferences ▪ Career Days 	August 2010/ June 2015	Jan Bratcher, Allison Strickland, Connie Lowe, Kim Clardy, Denise McCurry, Principals, Guidance Counselors, Teachers, Patsy Martin, Career Development Facilitators	Funding Identified Through Strategy 5.1	General Funds, First Steps, Family Literacy, Title I, 21 st CCLC, E-Rate, Local School Funds	Continue
5.1.6 Integrate resources and services from the community to strengthen school programs and family practices to enhance student learning and development.	August 2010/ June 2015	Bonnie Knight, Lana Major, Jan Bratcher, Patsy Martin, Betsy Chapman, Jerri Lynn Sharpe	N/A		Continue

ACTION PLAN					EVALUATION
Strategy 5.2: Focus on improving/sustaining student and teacher attendance.					
Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	Timeline Start/ End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed Yes/No Continue Modify/Modified Date
5.2.1 Implement strategies which contribute to high attendance rates for students <ul style="list-style-type: none"> ▪ Collaboration with Cindy Pruitt (Truancy Officer) ▪ Create Intervention Plans with parents and students ▪ Create school incentive plans ▪ Use engaging instructional strategies to encourage participation and attendance ▪ Encourage teachers to creatively engage lowest achieving students ▪ Utilize Family Literacy services and support (Teen moms) ▪ Provide a focused effort to reduce suspensions/expulsions and classroom disruptions (PBIS) ▪ Provide expanding learning opportunities for students (i.e. virtual learning, unit recovery/credit recovery) ▪ Provide resource officer and mental health support 		Jan Bratcher, Allison Strickland, Connie Lowe, Principals, Assistant Principals, Teachers, Cindy Pruitt, Guidance Counselors, Resource Officer (Officer Weymouth)	\$70,000.00	General Funds, Local School Funds, Family Literacy, IDEA ARRA	Continue

<p>5.2.2 Provide services to students in career awareness, exploration and planning.</p>	<p>August 2010/ June 2015</p>	<p>Guidance Counselors, Career Facilitators</p>	<p>Funding Identified Through Strategies 2.2.5 and 3.2.5</p>	<p>EEDA Funds, WebbCraft Family Foundation, 6-8 Awareness Funds, At-Risk Grant, General Funds, Local School Funds</p>	<p>Continue</p>
<p>5.2.3 Implement strategies which contribute to high attendance rates for faculty and staff.</p> <ul style="list-style-type: none"> ▪ Set a monthly attendance goal for each school. ▪ Make faculty and staff aware of attendance trends, for each school, during monthly faculty meetings ▪ Implement an incentive plan to encourage attendance ▪ Provide resources and support to teachers and staff so that standards can be implement effectively ▪ Acknowledging teachers with perfect attendance through various measures 	<p>August 2010/ June 2015</p>	<p>School Administration</p>	<p>Funding Identified Through School Renewal Plans</p>	<p>Local School Funds</p>	<p>Continue</p>