

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Create a safe, orderly and supportive environment by increasing respondents perception of school climate, safety, and satisfaction with the learning environment by 3% per year on state and local surveys and decreasing by 3% the number of Out-Of-School (OSS) suspensions.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Survey Data Overall Perception of School Climate	5.51	Projected Data: 5.7	5.8	6.0	6.2	6.4
State Survey Data Teacher Perceptions of Safety	6.46	Projected Data: 6.7	6.9	7.1	7.3	7.5
Student Perceptions of Safety	4.87	Projected Data: 5.9	5.2	5.3	5.5	5.6
Percent satisfied with learning environment - Teachers	86.9%	Projected Data: 89.5	92.2	95	97.8	100
Percent satisfied with learning environment - Parents	75.8%	Projected Data: 77.3	79.6	82	84.4	86.9
Percent satisfied with learning environment - Students	83.7%	Projected Data: 86.2	88.8	91.5	94.2	97
Students with Out-Of-School Suspensions	457	Projected Data: 443.29	429.99	417.09	404.58	392.44

Action Plan

Strategy #1: Increase and improve satisfaction through increased and improved communication with staff, families, and the community.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Improve communications with staff, families, and community members through the creation of a communication plan.	August - Ongoing	Public Relations Director Leadership Teams (School & District) Principals	\$0	n/a	Plan
2. Implement new district and school websites.	January to Ongoing	Public Relations Director Instructional Technology Director Principals Web Service Teams Leadership Teams (School & District)	\$10,000	Local Funds	Websites
3. Use Social Media Platforms for communication.	July - Ongoing	Superintendent Public Relations Director Instructional Technology Director Principals Web Service Teams Leadership Teams (School & District)	\$0	n/a	Social Media Platform Documentation of Posts Analytics
4. Increase two way communication by implementing school and district level surveys of staff, families, and the community using some similar questions and survey tools as the state survey.	2023 - ongoing	School and District Leadership Teams	\$0	n/a	Surveys Survey Results

Strategy #2: Increase and improve satisfaction through improved school environments as evidenced by improved student behavior.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Social Emotional training for staff through the implementation of Conscious Discipline district wide.	July - Ongoing	Office of Special Projects Curriculum Directors Principals Leadership Teams (School & District) Instructional Coaches	TBD	ESSER	PD Sign In Sheets Agendas PLC Agendas
2. Provide Conscious Discipline training to all staff based on their level of previous training and need.	August to Ongoing	Superintendent Office of Special Projects Curriculum Directors Principals Leadership Teams (School & District) Instructional Coaches	TBD	ESSER	Sign In Sheets Agendas Needs Surveys
3. Continue the implementation of ABE for Behavior Documentation.	August to ongoing	Superintendent Office of Special Projects Curriculum Directors Principals Assistant Principals Leadership Teams (School & District) Instructional Coaches	\$11,000	Local Funds	ABE Records Incident Management Records
4. Increase student support through providing a full time guidance counselor at every school.	Summer 2023	Superintendent Human Resources Principals	Addition of 3 staff	As funding allows	Personnel Records

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2026, HCSD will improve attendance rates through an annual 3% decrease in Chronic Absenteeism rates.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Chronic Absenteeism Rate	28.83%	Projected Data: 27.9%	27.12%	26.31%	25.5%	24.7%

Action Plan

Strategy #1: Increase learning opportunities for students identified as at-risk.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and paraprofessional in the lab with them)	Fall - Ongoing	Principal Curriculum Director Guidance	TBD	\$ Local State Grant	Acellus Course Completions
2. Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic and poor attendance in the following years.	June 2023	Principal Curriculum Director Instructional Coach	\$200,000	State ESSER Grant	20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Documentation of a Min. of 100 hours each summer
3. Host after-school/after-hour support services for students in the areas of reading & math.	Fall 2022-Spring 2023	Curriculum Directors Principals After School Coordinator Federal Coordinator	\$308,000	ESSER Grant	After School Attendance Records
4. Operate on a full 5 days a week face-to-face schedule.	Fall 2021-ongoing	Superintendent Curriculum Directors Principals	Budgeted Funds	General Funds	District Learning Plan, District Calendar
5. Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant learning lag. (Grades 9-12)	Fall 2021-ongoing	Principal Curriculum Director Instructional Coach	\$450,000 Local	ESSER	Employment of 2 additional teachers at middle school for the next 3 years. Master

		Guidance			Schedule (MS/HS)
6. Implement a modified school calendar with "intersession" days at the end of the 1st, 2nd, and 3rd 9 weeks. Intersession days will provide targeted intense intervention by certified teachers to identified at-risk students.	Fall 2022 - Ongoing	Grants Director Curriculum Director District and School Leadership Teams	\$37.50 per hour for teachers \$20 per hour for bus drivers and paraprofessionals Cost depended on the number of staff needed for the number of identified students.	ESSER	Attendance Logs School Calendars Expenditures

Strategy #2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years.	Fall - Ongoing	Student Services Director Instructional Technology / PowerSchool director Attendance Coordinator Principals Guidance Counselors, Attendance Clerks, Assistant Principals	\$0	n/a	Plans
2. Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance.	Fall to Ongoing	Student Services Director Attendance Coordinator Principals Guidance Counselors, Attendance Clerks, Assistant Principals	\$0	n/a	Attendance Data Meeting Data Attendance Communications

3. Create public relations communications to stress the importance of attendance and the potential consequences of truancy and chronic absenteeism.	Fall 2023 - Ongoing	Student Services Director Attendance Coordinator Principals Guidance Counselors, Attendance Clerks, Assistant Principals	n/a	n/a	Public Relations Flyers, messages, and website information
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3 percentage points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3 percentage points in order to be on-track to meet state target goal in 2026.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Students in Grade 3 Scoring Does not Meet Expectations on SC Ready ELA	26.9%	Projected Data: 29.9	32.9	35.9	38.9	41.9
Students in Grade 3 Scoring Does not Meet Expectations on SC Ready Math	34.1%	Projected Data: 37.1	40.1	43.1	46.1	49.1
SC Ready English Met or Exceeding	37.9%	Projected Data: 40.9	43.9	46.9	49.9	52.9
SC Ready Mathematics Met or Exceeding	32.2%	Projected Data: 35.2	38.2	41.2	44.2	47.2

Action Plan

Strategy #1: Collect and respond to assessment data on an ongoing basis.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop a plan for collecting, analyzing, and interpreting longitudinal data in order to identify gaps and areas of weakness.	Summer 2021-Spring 2023	Curriculum Directors Accountability Director Principals District Leadership Team School Leadership Teams	\$314,140	State ESSER Federal	MTSS Enrich Database, MTSS Progress Monitoring Assessment Calendar, LEAP Days, Rally Tool
2. Implement ongoing data team meetings to identify targeted areas for improvement including curricular needs, coaching cycles, & professional development.	Fall 2022-Ongoing	Curriculum Directors Accountability Principals District and School Leadership Teams	\$0	n/a	PLC Agendas, LT Agendas, Professional Development Calendar, SCTS 4.0 Rubric/Observation Results
3. Conduct a district curriculum audit to determine fiscally responsible use of funds and identify & purchase supplemental resources as needed. (Phase 1: ELA Grades K-2/ Phase 2: Grades 3-5)	Annually	District Curriculum Review Team	n/a	n/a	Regional Educational Laboratory (REI) Rubric, What Works Clearinghouse, Curriculum Framework Purchased Curriculum

Strategy #2: Increase the content knowledge of district teachers in ELA & Math.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide in-house Early Literacy (EL) training in an effort to increase the foundational reading knowledge base of K-2 teachers by completing the coursework. Our district goal is to have all K-2 teachers complete the EL training by 2025.	Fall 2021-Summer 2025	Curriculum Director Principals Reading Recovery Teacher Leader	\$225,000	Federal	Course Completion Records
2. Increase the number of teachers receiving R2S endorsement by providing PD opportunities & monitoring progress toward completion. (Goal 25 additional teachers)	Fall 2021-Summer 2025	Curriculum Directors Principals Reading Coaches Reading Recovery Teacher Leader	\$2550	Local State ESSER Federal	Course Completion
3. Implement a systematic approach to teaching mathematics across grade levels including implementation of the SCCCR Mathematical Process Standards to develop a conceptual understanding of mathematical content and the application of mathematical skills.	Fall 2021-Summer 2025	Curriculum Director Instructional Coach	\$0	n/a	Lesson Plans, Pacing Guides, Curriculum Map
4. Expand the math, science, and STEM district professional development opportunities for teachers.	Fall 2021-Summer 2025	Curriculum Directors S2TEM Center of Lowcountry OSP Director Federal Coordinator	\$30,000	Federal Grant	PD Attendance Records
5. Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction. (Phase 1: Heinemann/Palmetto Literacy Specialist/Instructional Coaches/Curriculum Director/Fundamentals of Reading-Phonological Awareness/Phonics support)	Summer 2021-Summer 2025	Curriculum Directors Principals Reading Coach Palmetto Literacy Specialist Contracted PD OSP Director Federal Coordinator	\$75,000	ESSER Federal Funds	PD Attendance Records, Pacing Guides

6. Develop and utilize a standards-based reporting system for grades K-1 with a focus on student mastery of the priority standards in reading & math.	Summer 2023- Summer 2024	Curriculum Director Principals Reading Coach PowerSchool / Instructional Technology Director	\$20,000	ESSER Funds	Implemented Reporting System
7. Purchase and implement a supplemental systematic research-based Phonemic Awareness/Phonics curriculum for grades K-2/3-5.	Fall 2022 - Ongoing	Curriculum Director Principals Leadership Teams Reading / Instructional Coach	\$24,500	State ESSER	PD Sign in Sheets

Strategy #3: Design instructional schedules to allow for optimal learning time. (Leadership/Learning/Resource Capacity)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a grade-specific learning framework for ELA & Math instruction based on research based practices outlining specific instructional time expectations. (i.e. Recommendations from Institute of Education Sciences)	Fall 2021- ongoing	Curriculum Director Principals	\$0	n/a	Master Schedule, Instructional Block, Regional Educational Laboratory
2. Develop a master schedule that includes a designated intervention/enrichment time beyond the instructional block.	Fall 2021- ongoing	Principals Leadership Teams	\$0	n/a	Master Schedule, Instructional Block
3. Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.	Fall 2021- ongoing	Superintendent Curriculum Directors Principals Leadership Teams	Maintain Current Funding to Continue having Reading Coaches and/or Instructional Coaches in each school	n/a	Master Schedule, Instructional Block, PLC schedule, Collaboration schedule, Instructional Coach/ Reading Coach schedules

4. Conduct a schedule audit to examine time allotted for literacy and math instruction in classrooms and examine the amount of time students are actively engaged in each structure/routine.	Fall 2022-ongoing	Principals Leadership Teams Reading / Instructional Coach Curriculum Directors	\$0	n/a	Walk-through observations (COF), student engagement observations, schedules
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Strategy #4: Design a district curriculum framework to ensure instructional programs are rigorous, research-based, & implemented with fidelity to create systemic change.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement an instructional framework with expectations regarding curriculum in response to each tier.	Summer 2022-Ongoing	Curriculum Director Principals Instructional Coaches	\$0	n/a	Curriculum Framework, Curriculum Audit
2. Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.	Summer 2021-ongoing	Curriculum Directors Instructional Technology Principals Instructional Coaches	\$0	n/a	PD Sign In Sheets Lessons
3. Conduct an instructional audit with regards to teaching, mastery of standards, & use of curriculum resources.	Fall 2022	Curriculum Directors Principals Instructional Coaches	\$20,000	Local State	Outside auditors (DataWorks)

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2026, HCSD will decrease the percentage of at-students in grades K-12 scoring in Tier 3 as evidenced by iReady Reading and Math data by 3 percentage points yearly.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
ELA End of the Year Diagnostic Results	28%	Projected Data: 28	25	22	19	16
Math End of the Year Diagnostic Results	26%	Projected Data: 26	23	20	17	14

Action Plan

Strategy #1: Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Employ a MTSS coach to ensure the MTSS practices are implemented with fidelity district-wide.	Fall 2023-ongoing (When Staffing Allows)	Superintendent Curriculum Directors Human Resources Office Special Projects Federal Coordinator	\$225,000	ESSER	MTSS Coach
2. Define the interventions to be utilized at each tier within the MTSS framework and provide teachers with professional development on the implementation of research-based instructional practices.	Fall 2022-ongoing	Curriculum Directors Reading / Instructional Coaches	\$30,000	ESSER	PD Sign-in Sheets, MTSS Framework
3. Analyze data from Rally Tool and from iReady to identify individual student needs and performance projections.	Ongoing	Curriculum Directors Principals Instructional / Reading Coaches Teachers	\$0	n/a	Data
4. Provide ongoing professional learning to strengthen and support Multi-tiered Systems of Support through PLCs at the school level and monthly leadership meetings at the district level.	Ongoing	Curriculum Director Principals Instructional Leaders	n/a	n/a	Meeting Minutes Sign-in Sheets MTSS documentation
Strategy #2: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning for identified "at-risk" students (Time, Focus, Type).					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7-8)	ongoing	Superintendent Human Resources Principals Curriculum Directors Instructional Coaches Guidance	\$450,000	Local State ESSER	Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS)
2. Provide interventionists at each elementary school to serve students in both ELA and math daily beyond their instructional block.	Fall 2023-ongoing (Hiring will occur as qualified interventionists can be found)	Superintendent Human Resources Curriculum Director Office Special Projects Federal Programs Instructional Coaches Guidance	\$1,350,000	Local State Federal Grants	MTSS database, employment of 6 interventionists for next 3years
3. Build intervention service times into the school-wide schedule so students are receiving services outside their instructional blocks.	Fall 2023-ongoing	Principal Curriculum Directors Instructional Coaches Guidance	\$0	n/a	Master Schedule, Instructional Block, Intervention Schedules
4. Assign mentors to at risk students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support. District SELCurriculum (K-12)	Fall 2021-ongoing	Curriculum Directors Principal Instructional Coaches Guidance	\$0	n/a	Conscious Discipline PD, Attendance Records, Grades
5. Invest in additional intervention curriculums for both ELA & math to address specific learning tiers. (ie. LLI-Tier 2, Phonics/Phonemic Awareness- Tier 2 & Tier 3, Reading Recovery- Tier 3, EL services-Tier 2)	Fall 2021-ongoing	Curriculum Directors Principal Instructional Coaches	\$25,000	Local ESSER	MTSS Framework
6. Implement with fidelity Personalized Learning through iReady with the support of ongoing PD.	Fall 2022 - ongoing	Curriculum Director Principals Instructional Leaders	\$151,055.43	ESSER	iReady Data Meeting Agendas Professional Development Data

		iReady Support / Professional Learning Team			
7. Implement an additional Supplemental Math Curriculum to increase student achievement in identified schools and grade levels: Hampton Elementary, Estill Middle, and North District Middle grades 4-8.	Fall 2023 - ongoing	Math Teachers Curriculum Director Principals Instructional Leaders	\$8625	ESSER	Intervention Cycle Documentation Master Schedule PLC Documentation Lesson Plans
8. Implement an additional intervention / enrichment / prevention block in all elementary schools.	2023 - ongoing	Principals	n/a	n/a	Master Schedule MTSS Implementation Plans
9. Implement and academic support period / block to focus on academics, targeted intervention, attendance, engagement, & behavior	Fall 2023 - ongoing	Principals Teachers Staff Instructional Leaders	n/a	n/a	Master Schedule MTSS Documents PLC Documentation

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	Expand Educational Opportunities Academic and Vocational -Increase the number of students, by 3% annually meeting the on time graduation rate and increasing by 3 percentage points those who score a level 3 or higher on the WIN College and Career Readiness Exam.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
4 Year Graduation Rate	81.6	Projected Data: 84	86.6	89.2	91.8	94.6
WIN Reading	50%	Projected Data: 50	53	56	59	62
WIN Math	38%	Projected Data: 38	41	44	47	50

Action Plan

Strategy #1: Provide a clear plan for graduation for all students through the IGP process and identify and provide additional support to students who are at risk for dropout.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use the IGP process to identify student needs and develop a plan to better support and assess each student's progress toward graduation.	Ongoing	Curriculum Directors Leadership Teams Principal Instructional Coaches Guidance	TBD	State ESSER Federal	Needs Assessment Plan Additional Staff as Needed
2. Develop a plan to provide additional support / mentors for high risk students in order to increase school engagement district wide. Provide a staff led advisory program and other programs that enable all students to have one or more adults who serve as a mentor/advocate for the student, such as daily or weekly advisory, school wide support, and mentoring programs. support.	Ongoing	Leadership Teams Principal Instructional Coaches Guidance	#0	n/a	Plan, Documentation of Support, & Graduation Rate
3. Investigate alternative paths to graduation such as night school, virtual learning, school within a school models, accelerated learning.	Spring 2023	Curriculum Director Leadership Teams Principal Instructional Coaches Guidance	\$0	n/a	Results of Investigation
4. Increase Career and Technology courses including specific core courses of study for students who are on a career and technology track. For example, a Business English focused on practical career based writing to replace a regular English credit.	Ongoing	CATE Director Curriculum Directors Leadership Teams Principal	\$0	n/a	Course Offerings Additional Staff as Needed

		Instructional Coaches			
5. Implement the use of WIN Courseware practice for all 11th grade students during Advisory Period and for identified 12th grade students during Intersession days.	2023 - 2024	High School Leadership Curriculum Director	n/a	n/a	Master Schedule Identified Students for Intersession Days Class / Course Rosters

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2026, HCSD will increase the percentage of students scoring a C or higher on the state End of Course (EOC) assessment by 3% points in English 2 and by 5% points in Algebra 1.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Algebra 1	35%	Projected Data: 40%	45%	50%	55%	60%
English 2	53%	Projected Data: 56%	59%	62%	65%	68%

Action Plan

Strategy #1: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning for identified "at-risk" students at the secondary level.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create an Academic Support Local Board Approved class to provided targeted 9th grades supplemental support in Reading and Math based on their 8th grade SC Ready scores.	2023 - ongoing	Principal Instructional Coach Classroom Teacher	n/a	n/a	Lesson Plans Course Completion Class Rosters Formative Assessment Scores
2. Target identified at-risk students for semester long Foundations Course prior to the semester of their EOC classes in order to strengthen foundational skills.	2022 - ongoing	Principal Instructional Coach Classroom Teacher	n/a	n/a	Class Rosters Lesson Plans Diagnostic Testing
3. Create an Advisory Block with targeted class rosters based on identified student needs including but not limited to identified missing skills, honors level placements, SAT or ACT preparation needs, etc.	2023 - ongoing	Principal Instructional Coach Classroom Teacher	n/a	n/a	Class Rosters Data identifying student needs Diagnostic Surveys
4. Create a Missing Assignment Study Hall (MASH) to be held during the Advisory and Lunch Periods for students who have missed an in class assignment during the previous week. Students identified as needing to make up an assignment will have a working lunch during the MASH study hall. MASH holds the students accountable for completing all assignments. "Taking a Zero" and not doing the work is no longer an option.	2023 - ongoing	Principal Instructional Coach Classroom Teacher	n/a	n/a	MASH Records
Strategy #2: Design a framework to ensure instructional programs, especially those related to End of Course Exams, are rigorous, research-based, and implemented with fidelity to create systemic change.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Identify and schedule EOC classes with highly qualified instructors.	2023 - ongoing	Human Resources Principals School Counselors Instructional Coaches	n/a	n/a	Master Schedule Teacher Credentials EOC Scores SC Lead Evaluations
2. In order to improve Tier 1 instruction, provide supplemental Curriculum Supports such as Progress Learning and iReady.	2022 - Ongoing	Principal Instructional Coach Classroom Teacher	\$16,000	Federal Programs ESSER	Lesson Plans Data from Supplemental Supports

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Leadership Capacity: By 2026, HCSD will provide ongoing professional development for progress monitoring and intensive targeted intervention in both Reading and Math in grades K-12 to improve outcomes for at-risk students and increase by 3 percentage points the percentage of Tier 1 on grade level students by increasing teacher / administrator knowledge of data driven instruction, targeted intervention support, and to increase teacher / administrator quality.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
iReady EOY Reading Tier 1	43%	Projected Data: 43%	46%	49%	52%	55%
iReady EOY Math Tier 1	37%	Projected Data: 37%	40%	43%	46%	49%

Action Plan

Strategy #1: Create a system of continuous improvement and continuous professional learning.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a plan to ensure the achievement of the district purpose, beliefs, expectations and communication of those expectations to all stakeholders.	July - Ongoing	Superintendent, Leadership Team, Public Information, Accountability	\$0	n/a	Plan
2. Support schools in developing a plan for strategic improvement through weekly PLC meetings at all schools.	July - Ongoing	Superintendent, Principals, Curriculum, District and School Leadership Teams, Accountability	\$0	n/a	PLC Meeting Documentation
3. Create a plan for strategic data gathering to support a system of continuous improvement to include school and district data teams.	July - Ongoing	Superintendent, Principals, Curriculum, District and School Leadership Teams, Accountability	\$0	n/a	Plan, School Data Teams, School and District Data
4. Develop a strategic organizational leadership structure to define roles and responsibilities.	July - Ongoing	Superintendent, Assistant Superintendent, School Board	\$0	n/a	Leadership Organizational Chart to include roles and responsibilities

5. Identify and hire quality Administrators and Instructional Coaches to support a system of coaching, evaluation, and support in order to provide a systematic approach to instructional improvement.	July - Ongoing	Human Resources, Superintendent, School Board	To Be Determined Based on Salary Scales	Local Funds State Funds Federal Funds	Administrators Instructional Coaches
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Strategy #2: Implement an intensive professional learning program to strengthen teachers understanding of and implementation of targeted intervention in both Reading and Math in grades K-12 to improve outcomes for at-risk students by increasing teacher / administrator knowledge of data driven instruction, targeted intervention support, and to increase teacher / administrator quality.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement a vetted targeted intervention and progress monitoring supplemental curriculum and assessment to improve our teacher and administrator quality in the area of Multi-Tiered Systems of Support	2022 - ongoing	Curriculum Director Principals Instructional Leaders Teachers		ESSER	
2. Implement a Suite of Support that includes 35 days of district level support which included at least 4 district wide PD sessions per grade band and an additional 3 school level visits and 4 administrative leadership sessions.	2022 - ongoing	Curriculum Director Principals Instructional Leaders Teachers		ESSER	PLC Documentation iReady Data Professional Learning SignIn Sheets
3. Implement with fidelity iReady personalized learning software, tools for instruction, next steps for intervention instruction, classroom based standards instructional lessons, progress monitoring and formative diagnostic assessments 3 times per year.	Fall 2022 - ongoing	Curriculum Director Principals Instructional Leaders Teachers		ESSER	iReady data

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Resource Capacity - Build the teachers and administrator quality by hiring highly qualified teachers and decreasing by 3% the percentage of teachers teaching with an out-of-field permit and decreasing by 3% the percentage of inexperienced teachers.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of Out of Field Teachers - State Report Card	25.7%	Projected Data: 25.7%	24.9%	24.18%	23.45%	22.74%
Percentage of Inexperienced Teachers	34.1%	Projected Data: 34.1%	33.07%	32.08%	31.12%	30.18%

Action Plan

Strategy #1: Build resource capacity through recruitment, hiring, and retaining qualified staff and providing staff with quality professional learning through PLCs.

<p style="text-align: center;">Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p style="text-align: center;">Timeline Start/End Dates</p>	<p style="text-align: center;">People Responsible</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">Indicators of Implementation</p>
<p>1. Implement the district plan for strategic data gathering to support a system of continuous improvement (see Leadership Capacity).</p>	<p>July - Ongoing</p>	<p>Superintendent Principals Curriculum Directors District and School Leadership Teams Accountability</p>	<p>\$0</p>	<p>n/a</p>	<p>Plan Outcomes</p>
<p>2. Host Recruitment Fairs, create a variety of advertisements to include billboards, commercials (radio and television), newspapers, etc.</p>	<p>2022 - ongoing</p>	<p>Human Resources</p>	<p>\$6000</p>	<p>CERRA</p>	<p>Advertisements Hiring Number of Filled and Unfilled Positions</p>
<p>3. Offer incentives for recruiting and retaining qualified staff.</p>	<p>2022 - ongoing</p>	<p>Human Resources</p>	<p>TBD annually \$1000 retention bonus \$5000 sign on bonus</p>	<p>General Funds / CERRA</p>	<p>Bonuses Filled and Unfilled Positions</p>

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	To increase teacher administrator quality, HCSD is participating in LETRS training for all PreK – Third grade teachers, interventionists, instructional coaches, and principals to provide intensive two year professional development to increase their knowledge of best practices as evidenced by an increase in student achievement in Phonological Awareness and Phonics with a 3 percentage point increase in student scoring on grade level or above on diagnostic tests in iReady in grades K and 1.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
K - Phonological Awareness	28%	Projected Data:				
1st - Phonological Awareness	15%	Projected Data:				
K - Phonics	22	Projected Data:				
1st - Phonics	14%	Projected Data:				

Action Plan

Strategy #1: Implement an intensive professional learning program to strengthen the knowledge and understanding of teachers in the Foundations of Reading.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. All PK - 3rd grade certified teachers, interventionists, instructional coaches and administrators will participate in a 2 year intensive professional development training focused on the Science of Reading.	2022 - 2024	Curriculum Director Principals Instructional Coaches Interventionists Certified Teachers	\$34,000	ESSER Palmetto Literacy Project Schools were Funded by the SCDE	Pre / Post Assessment Score Certificates of Completion Read to Succeed Credits