# STUDENTS ARE THE HEART OF OUR WORK!

Charleston County School District

# Strategic Plan

Charleston > Students are the heart of our work!
County SCHOOL DISTRICT

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# The Imperative for Change

Charleston County School District, the second largest district in South Carolina, serves more than 50,000 students in 85 schools and several specialized programs. CCSD is a unique blend of urban, suburban, and rural schools and spans 1,000 square miles of coastal lands called the Low Country. Charleston itself is the oldest and largest city in South Carolina and has been recognized nationally and internationally for its rich arts culture, its cuisine, its fashion, and its historic buildings and museums. Charleston's musical history includes musicians from a variety of genres, and its Gullah population continues to have a strong influence on the language, customs, cuisine, religion, and music in Charleston, particularly in the development of jazz throughout our nation. The area's national influence on music includes *Porgy and Bess*, originating and set in Charleston and considered the great American opera. Dock Street Theatre was the first building in our country devoted exclusively to theatrical performances. In addition, Spoleto Festival USA, one of the country's major performing arts festivals, takes places over seventeen days each spring and features recognized and new artists in dance, theatre, classical music, jazz, and opera. All of these elements make Charleston both a major tourist destination and a significant arts destination.

Charleston is also home to growing medical, business, industry, and technology sectors. The Port of Charleston is one of the nation's largest ports, and Charleston has become a center for information technology careers and entrepreneurship with the Charleston Digital Harbor. A primary medical center for the Southeast, Charleston County's postsecondary institutions include the Medical University of South Carolina, the College of Charleston, the Citadel, Charleston Southern University, and Trident Technical College. These abundant opportunities and resources along with the attraction of world class arts, restaurants, beaches and rivers, a variety of sports teams, and a host of entertainment venues have led to a population boom and to recognitions including rankings as # 1 visitor destination in the U.S., #1 "Best City in the US" and #2 "Best City in the World" by *Travel and Leisure*, one of the top 5 "Best City to Start a Business Right Now" by *Inc. Magazine*, one of the top ten fastest growing cities for software and internet/technology growth, and 4th of best mid-size U.S. metropolitan areas for jobs in 2017.

However, in spite of the rich talents and plentiful opportunities in Charleston County, we face a mounting imperative for our system of public education to ensure that all of our students can access these opportunities. We must address the wide achievement gap for our students and schools with the greatest needs; we must provide equitable access to programs and schools that prepare our students for success; we must ensure that our programs and instructional models prepare our students for 21st century local and global job markets and opportunities. Most important, we must put student learning and well being first in every decision we make. We must make students the heart of our work.

## STUDENTS ARE THE HEART OF OUR WORK!

# Charleston County School District Strategic Plan

**Our Mission**  To educate and support every child in achieving college, career, and citizenship readiness

**Our Vision**  CCSD is a premier school system in which
- every child is supported in and out of school,
- every child succeeds academically,
- every child graduates from high school prepared for employment in the modern workforce or credential completion or postsecondary degree, and
- every student, teacher, principal, and staff member is valued and respected with the opportunity to learn every day.

**Our Values**
- SERVICE - We are selfless in support of our students and each other.
- INTEGRITY - We honor truthfulness, fairness, consistency, and transparency.
- INCLUSIVENESS - We treat each other with dignity and mutual respect.
- EQUITY - We target resources, support, and attention where the need is greatest.
- COLLABORATION - We are stronger when we work together on behalf of every child.
- EXCELLENCE - We make decisions that are student-centered, data-informed, and evidence-based.

## Our Commitments

- We will place students at the center of all that we do; indeed, they will be the heart of the transformed system.
- We will significantly improve the support that we provide to our principals and teachers.
- Our people are our most important asset. We will implement a best-in-class system for attracting, developing, and retaining top talent.
- We will redesign our systems and processes to be highly effective in a student-centered environment.
- We will create and nurture a supportive and inclusive learning culture.
- We will adopt a proactive communications approach, eagerly seeking input and clearly and transparently sharing information in a variety of ways to all internal and external stakeholders.
- We will establish measures and means for regularly assessing progress on all fronts with clearly identified targets to guide decisions.

## Our Goals

**Goal 1**   Maximize academic achievement to ensure every student is career, college, and citizenship ready.

**Goal 2**   Provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills.

**Goal 3**   Ensure a safe, supportive, and inclusive environment for every student and adult in the system.

**Goal 4**   Implement a pipeline that recruits, supports, retains, and rewards talented teachers, principals, and staff for every school.

**Goal 5**   Align resources to address student needs.

**Goal 6**   Engage in continuous progress processes to create system effectiveness in meeting student needs.

**Goal 7**   Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student.

**Goal 8**   Address local priorities to provide system wide equity.

| Goals | Focus Areas | Impacts |
|---|---|---|
| **Goal 1:** Maximize academic achievement to ensure every student is career, college, and citizenship ready. | • Literacy<br>• Numeracy<br>• Personalized Learning<br>• Early Childhood | • Increased percentage of students making at least one year's growth on NWEA MAP reading and math<br>• Increased percentage of students scoring Meets or Exceeds on SC College and Career Ready Assessment (ELA and Math)<br>• Increased percentage of students scoring Met or Exemplary on SC PASS Science and SC Pass Social Studies<br>• Increased percentage of students who meet the college/career readiness benchmarks on ACT, SAT, Accuplacer, or ASVAB<br>• Increased percentage of students who graduate on time |
| **Goal 2:** Provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills. | • Dual Credit<br>• Problem- and Project-Based Learning<br>• The Arts<br>• World Languages<br>• STEM and STEAM<br>• Career and Technology Education<br>• Computer Science | • Increased number of students completing dual credit courses<br>• Increased percentage of students earning ACT WorkKeys NCRC<br>• Implementation of problem- and project-based learning model(s)<br>• Increased number of students participating in STEM/STEAM<br>• Increased number of career and technology program completers<br>• Increased number of students participating in computer science<br>• Increased number of students completing work-based learning experiences<br>• Increased and equitably distributed fine arts offerings<br>• Increased and equitably distributed world languages offerings |
| **Goal 3:** Ensure a safe, supportive, and inclusive environment for every student and adult in the system. | • Safe, Inclusive Learning Environments<br>• Least Restrictive Learning Environments<br>• Cultural Competence<br>• English Speakers of Other Languages<br>• Equitable Access<br>• Classroom Management<br>• Virtual Learning<br>• Health and Wellness | • Increased student attendance<br>• Decreased student discipline referrals<br>• Increased student satisfaction as measured by SC DOE survey and other surveys<br>• Increased achievement for ESOL students<br>• Increased achievement for students with disabilities<br>• Increased access to health and wellness services |
| **Goal 4:** Implement a pipeline that recruits, supports, retains, and rewards talented teachers, principals, and staff for every school. | • Recruiting and Retaining Teachers<br>• Recruiting Leaders<br>• Co-Teaching<br>• Supporting Diversity<br>• Developing and Supporting Principals<br>• Developing and Supporting Teachers<br>• Supporting New Teachers | • Increased percentage of classrooms and schools staffed effectively<br>• Increased retention of teachers<br>• Increased diversity of district and school staff<br>• Increased number and variety of professional growth experiences<br>• Increased administrator and teacher satisfaction as measured by SC DOE survey and other surveys |

| Goals | Focus Areas | Impacts |
|---|---|---|
| **Goal 5:**<br>Align resources to address student needs. | • Budget<br>• Operations and Facilities<br>• Policies<br>• Board Effectiveness<br>• Legislation | • Budget and allocations process aligned and completed on time<br>• Completion of projects on time and within budget<br>• Increased meal participation<br>• On-time bus arrival<br>• Increased PM/TM ratio<br>• Increased percentage of schools completing fire and emergency drills<br>• EUI reduction<br>• Board workshops, data reviews, and established indicators |
| **Goal 6:**<br>Engage in continuous progress processes to create system effectiveness in meeting student needs. | • Student Progress<br>• System Progress | • Dashboards for district, schools, and students<br>• District and school data teams<br>• Increased participation of parents and families in student data conferences<br>• AdvancEd accreditation for district |
| **Goal 7:**<br>Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student. | • Stakeholder Involvement<br>• Parent Engagement<br>• Strategic Planning<br>• Communication | • Increased stakeholder satisfaction as measured by SC DOE surveys and stakeholder cabinet feedback<br>• Increased parent involvement<br>• Aligned and widely communicated goals, strategies, and actions<br>• Increased variety of communications to stakeholders |
| **Goal 8:**<br>Address local priorities to ensure system equity. | • District 1<br>• District 2<br>• District 3<br>• District 4<br>• District 9<br>• District 10<br>• District 20<br>• District 23 | • Increased equitable local access to programs and schools providing enhanced college, career, and citizenship readiness<br>• Increased stakeholder satisfaction |

# Goals, Strategies, Actions, and Impacts

## Goal 1

### Maximize academic achievement to ensure every student is career, college, and citizenship ready.

#### FOCUS AREAS

• Literacy    • Numeracy    • Personalized Learning    • Early Childhood

| Strategies | Actions | Impacts |
|---|---|---|
| 1. Provide effective professional development, learning opportunities, and coaching for district staff, administrators, and teachers.<br>2. Ensure all schools have appropriate resources and tools to implement best practices.<br>3. Pilot research-based and innovative instructional models and resources to improve student learning.<br>4. Use assessment data and evidence to provide targeted support to students. | 1. Implement and support best practices in the development of literacy skills in all content areas for all students.<br>2. Implement and support best practices in the development of numeracy skills in all content areas for all students.<br>3. Implement and support personalized learning models to differentiate instruction and accelerate student achievement and engagement.<br>4. Implement and support best practices in early childhood education. | • Increased percentage of students making at least one year's growth on NWEA MAP reading and math<br>• Increased percentage of students scoring Meets or Exceeds on SC College and Career Ready Assessment (English Language Arts and Math)<br>• Increased percentage of students scoring Met or Exemplary on SC PASS Science and SC Pass Social Studies<br>• Increased percentage of students who meet the college/career readiness benchmarks on ACT, SAT, Accuplacer, or ASVAB<br>• Increased percentage of students who graduate on time |

# Goal 2
## Provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills.

### FOCUS AREAS

• Dual Credit  • Problem- and Project-Based Learning  • The Arts  • World Languages  • STEM and STEAM  • Career and Technology Education  • Computer Science

| Strategies | Actions | Impacts |
|---|---|---|
| 1. Develop enhanced, innovative opportunities for students to learn through authentic experiences.<br><br>2. Enhance student awareness, readiness, and skills in a broad range of career options to ensure students are prepared for current careers and job markets.<br><br>3. Promote college readiness and college-level course options.<br><br>4. Foster opportunities for students to develop global and cultural awareness through expanded fine arts and world languages programs. | 1. Increase opportunities for and success in high school concurrent dual credit coursework.<br><br>2. Increase opportunities for authentic learning experiences, including problem and project-based and STEM/STEAM activities and programs.<br><br>3. Provide enhanced and equitable opportunities for K-12 fine arts.<br><br>4. Provide enhanced and equitable opportunities for K-12 world languages.<br><br>5. Increase equitable access to career and technology education opportunities and deliver high quality career and technology education programs.<br><br>6. Increase opportunities for and access to computer science education. | • Increased number of students successfully completing dual credit courses<br><br>• Increased percentage of students earning ACT WorkKeys NCRC (Silver, Gold, or Platinum)<br><br>• Implementation of problem- and project-based learning model(s)<br><br>• Increased number of students participating in STEM/STEAM courses, programs, and/or activities<br><br>• Increased number of career and technology program completers<br><br>• Increased number of students successfully completing AP Computer Science and participating in computer science courses, programs, and activities<br><br>• Increased number of students completing work-based learning experiences, including shadowing, internships, and apprenticeships<br><br>• Increased and equitably distributed fine arts offerings<br><br>• Increased and equitably distributed world languages offerings |

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# Goal 3

## Ensure a safe, supportive, and inclusive environment for every student and adult in the system.

### FOCUS AREAS

• Safe, Inclusive Learning Environments   • Least Restrictive Learning Environments   • Cultural Competence   • English Speakers of Other Languages
• Equitable Access   • Classroom Management   • Virtual Learning   • Health and Wellness

| Strategies | Actions | Impacts |
|---|---|---|
| 1. Enhance the capacity of district and school staff to nurture and support all learners and their learning.<br>2. Promote high expectations for all students.<br>3. Support all students in achieving high expectations.<br>4. Expand learning opportunities beyond the traditional school day and setting.<br>5. Enhance student and employee health and wellness. | 1. Provide safe and inclusive learning environments for all students and adults.<br>2. Ensure students with disabilities learn in least restrictive environments.<br>3. Develop cultural competence in district staff, administrators, teachers, and school staff.<br>4. Provide effective support for students and families who are English Speakers of Other Languages.<br>5. Enhance opportunities for gifted students and provide equitable access to specialized schools and programs of study.<br>6. Ensure schools and classrooms are managed effectively.<br>7. Establish enhanced virtual learning opportunities.<br>8. Promote activities and partnerships that support the health and wellness of students and employees. | • Increased student attendance<br>• Decreased student discipline referrals<br>• Increased student satisfaction as measured by SC DOE survey and other surveys<br>• Increased English language proficiency and achievement for ESOL students<br>• Increased achievement for students with disabilities<br>• Increased access to health and wellness services |

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## Goal 4

### Recruit, support, retain, and reward talented teachers, principals, and staff for every school.

#### FOCUS AREAS

• Recruiting and Retaining Teachers   • Recruiting Leaders   • Co-Teaching   • Supporting Diversity
• Developing and Supporting Principals   • Developing and Supporting Teachers   • Supporting New Teachers

| Strategies | Actions | Impacts |
|---|---|---|
| 1. Implement effective, innovative processes and practices to recruit and retain talent throughout the system.<br>2. Increase opportunities and expand options for district and school staff to grow professionally.<br>3. Develop business, community, and postsecondary partnerships to increase staff effectiveness and retention.<br>4. Use data and evidence to evaluate effectiveness. | 1. Enhance recruitment and retention of teachers.<br>2. Develop innovative mentoring programs to support teacher retention and effectiveness.<br>3. Implement co-teaching models for increased student achievement and teacher retention.<br>4. Implement effective onboarding processes.<br>5. Increase diversity of district and school staff.<br>6. Develop a leadership pipeline.<br>7. Provide professional growth, support, and leadership experiences for all staff members.<br>8. Provide professional growth, support, and leadership experiences for administrators.<br>9. Provide professional growth, support, and leadership experiences for teachers. | • Increased percentage of classrooms and schools staffed effectively<br>• Increased retention of teachers<br>• Increased diversity of district and school staff<br>• Increased number and variety of professional growth experiences<br>• Increased administrator and teacher satisfaction as measured by SC DOE survey and other surveys |

# Goal 5
## Align resources to address student needs.

### FOCUS AREAS

• Budget    • Operation and Facilities    • Policies    • Board Effectiveness    • Legislation

| Strategies | Actions | Impacts |
|---|---|---|
| 1. Support all staff in understanding district priorities for student learning and well being.<br><br>2. Allocate financial and human resources based on the needs of students.<br><br>3. Ensure all elements of the system, including Board processes and policies, effectively support student learning. | 1. Align the budget to address student needs.<br><br>2. Align operations and facilities to address student needs.<br><br>3. Establish processes to ensure policies consistently protect, support, and ensure autonomy of leadership for effective management.<br><br>4. Target areas for and conduct Board development.<br><br>5. Target areas for and work with the Legislative Delegation. | • Budget and allocations process aligned and completed on time<br>• Completion of projects on time and within budget<br>• Increased meal participation<br>• On-time bus arrival<br>• Increased PM/TM ratio<br>• Percentage of schools completing fire and emergency drills<br>• EUI reduction<br>• Board workshops, data reviews, and established indicators |

## Goal 6

### Engage in continuous progress processes to create system effectiveness in meeting student needs.

**FOCUS AREAS**

• Student Progress    • System Progress

| Strategies | Actions | Impacts |
|---|---|---|
| 1. Support district and school staff in using appropriate data and evidence effectively to improve student college, career, and citizenship readiness.<br>2. Develop system wide continuous progress processes and measures to improve college, career, and citizenship readiness for all students. | 1. Plan and implement school data teams to measure, communicate, and continuously improve student progress.<br>2. Measure, communicate, and continuously improve system progress. | • Dashboards for district, schools, and students<br>• District and school data teams<br>• Increased participation of parents and families in student data conferences<br>• AdvancEd accreditation for district |

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# Goal 7

## Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student.

### FOCUS AREAS

• Stakeholder Involvement   • Parent Engagement   • Strategic Planning   • Communication

| Strategies | Actions | Impacts |
|---|---|---|
| 1. Ensure effectiveness of communication processes and practices.<br>2. Build the capacity of district and school staff to engage parents and families in support of student learning and well being.<br>3. Strengthen external business, civic, community, and faith partnerships and engagement in support of student learning and well being.<br>4. Implement and monitor progress of strategies and actions. | 1. Conduct regular stakeholder cabinet meetings and community sessions.<br>2. Engage parents in classroom, school, and district activities and groups.<br>3. Implement action teams to carry out and communicate strategic planning and progress.<br>4. Provide enhanced communication of district and school progress through effective media relations. | • Increased stakeholder participation and engagement<br>• Increased parent participation<br>• Increased parent and stakeholder satisfaction as measured by SC DOE survey and other surveys |

# Goal 8

## Address local priorities to provide system wide equity.

### FOCUS AREAS

• District 1 • District 2 • District 3 • District 4 • District 9 • District 10 • District 20 • District 23

| Strategies | Actions | Impacts |
|---|---|---|
| 1. Ensure local stakeholder involvement in the development of constituent district goals and priorities.<br><br>2. Support local priorities in providing equitable opportunities for college, career, and citizenship readiness for all students. | 1. **District 20:** Implement enhanced opportunities including implementation of the New Tech model and feeder pattern options.<br><br>2. **District 4:** Implement a comprehensive K-12 feeder pattern plan for North Charleston, using community stakeholder input to make recommendations regarding programs, organization of schools, attendance lines, career and technology center, and growth.<br><br>3. **District 9:** Implement plan for diverse, community-supported feeder pattern schools.<br><br>4. **Districts 3, 10, and 23:** Implement enhanced early childhood and college and career readiness opportunities.<br><br>5. **Districts 1 and 2:** Support new schools; develop feeder pattern plan. | • Increase in equitable local access to programs and schools providing enhanced college, career, and citizenship preparation<br><br>• Increased stakeholder satisfaction |

# Action Plans

On the following pages are action plans with steps developed by action teams composed of district and school staff members, business and community partners, and parents and families of our Charleston County School District students. All of these plans are subject to approval by the Board of Trustees as well as to overall annual budget priorities and constraints. As action teams continue to meet and as progress is reported quarterly and annually, these plans may be adjusted to ensure we achieve our vision of college, career, and citizenship readiness for every student.

# Action Plans for Focus Areas

## Goal 1

### Maximize academic achievement to ensure every student is career, college, and citizenship ready.

### FOCUS AREAS

• **Literacy**   • **Numeracy**   • **Personalized Learning**   • **Early Childhood**

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Provide effective professional development, resources, and targeted support to implement best practices in the development of literacy skills in all content areas for all students. | 1. Implement systematic and explicit phonics instruction in pilot sites, confirm efficacy, and scale effective models.<br>2. Monitor implementation of English Language Arts curriculum guides to assure fidelity and continue to develop and provide standards-based instructional resources to teachers.<br>3. Assess status of classroom libraries and provide additional books where the need is greatest.<br>4. Provide systematic professional development with a focus on high-yield strategies in literacy via literacy coaches and department chairpersons. Monitor for coaching effectiveness and value added.<br>5. Utilize a consistent research-based coaching model across the district.<br>6. Align intervention services and provide additional resources and interventionist allocations where the need is greatest.<br>7. Utilize proficiency and growth data to target school literacy support.<br>8. Add additional growth measures at both the primary (K-2) and high school levels as needed.<br>9. Provide students reading below proficiency in grades K-12 with opportunities for extended learning time. Monitor for growth and adjust as needed. | Increased reading growth and proficiency K-12 as evidenced by formative and summative assessment data<br><br>Increase in rigor leading to the development of critical thinking skills<br><br>Implementation of high-yield instructional practices in literacy across all content areas<br><br>Consistency of literacy instructional practice across the district<br><br>Assessment results that drive instructional decision making | Phonics expansion cost - $19,000 per school x 34 = $646,000<br><br>Continued instructional resource development-$60,000 per year<br><br>Classroom library cost= $500-$1,200 per library<br><br>Intervention Kit- $3,000-$5,000 per kit<br><br>Certified interventionist- Annual Base Salary = $36,069 + Benefits; Annual Top Talent Base Salary = $40,00 + Benefits |

Action Plans for Focus Areas – **Goal 1** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| | 10. Develop an elementary school lab site to serve as a model for best practices in literacy for administrators, coaches, and teachers.<br>11. Strengthen home communication through the Parent Literacy Support website and parent support sessions. | Decrease in the need for reading intervention services<br><br>Equity and access to literacy materials, resources, and support services<br><br>Improved school-parent relationships and increased parental support | Content PD for coaches- $40,000 per year<br><br>Coach Model Training= $4,000 per year (initial training per coach); $24,000 per year for 45 coaches (3 boost sessions for returning coaches)<br><br>ES Lab Site- $79,200<br><br>K-2 Assessment= $1-$5 per student K-2<br><br>Expanded learning time (5 Week Summer Camp)= $700-$1,200 per student; After School=$26 per hour |
| Provide effective professional development, resources, and targeted support to implement best practices in the development of numeracy skills in all content areas for all students. | 1. Provide professional development and materials and monitor progress in numeracy instruction in pilot sites; scale effective models. Engage experts in the field to increase student success in math.<br>2. Monitor implementation of math curriculum guides.<br>3. Provide professional development in and monitor the use of high-yield strategies in numeracy.<br>4. Provide professional development in using formative assessment.<br>5. Provide professional development in using data and evidence to provide targeted instruction in numeracy.<br>6. Establish feeder pattern vertical articulation teams to improve vertical articulation and align content and assessments.<br>7. Implement district and school level continuous progress processes that support numeracy achievement in all classrooms.<br>8. Partner with higher education institutions to align expectations for and provide professional development in numeracy. | Increased reading growth and proficiency K-12 as evidenced by formative and summative assessment data<br><br>Increased number of teachers implementing high-yield strategies in numeracy<br><br>Return on Investment for the pilot curriculum and intervention<br><br>Reduced need for remediation<br><br>Increased number of students enrolled in an Algebra-based course higher than Algebra 2 (Precalculus Algebra 3, Physics, etc.) .<br><br>Increased mathematical literacy of students<br><br>Review, revision, and vertical articulation for the math curriculum units and assessments | Resources, materials, and professional development to increase student success in math<br><br>Purchase of curriculum (yearly)<br><br>Project lead (1)<br><br>Job-embedded coaches for math pilot schools (11)<br><br>K-5 math interventionist (11)<br><br>Contracted professional learning<br><br>8 Title One secondary math instructional coaches<br><br>Math job-embedded instructional coach support for middle schools |

Action Plans for Focus Areas – **Goal 1** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Implement personalized learning models to differentiate instruction and accelerate student achievement and engagement. | 1. Provide professional learning to participating schools and designated teachers across the district as they implement personalized learning (PL) to increase student achievement.<br>   a. 15 schools/programs in pilot year<br>   b. Additional 14 schools/programs per year in Years 2-5 for a total of 71 PL schools<br>2. Provide job-embedded coaching support to participating schools and designated teachers across the district as they implement personalized learning and adaptive digital content to increase student achievement.<br>   a. 15 instructional coaches for direct support of schools and teachers<br>3. Provide, support, and monitor use of adaptive digital content in English Language Arts and math in all schools.<br>4. For participating non 1:1 schools, provide student mobile devices for instruction and access to digital content.<br>5. Expand digital content to other content areas as available. | Increased percentage of students meeting MAP growth targets in pilot personalized/blended learning schools<br><br>Increased percentage of students in pilot personalized/blended learning schools reporting higher levels of engagement<br><br>Personalization of learning in literacy and numeracy for each student | Project lead<br><br>Job-embedded instructional Coaches<br><br>Additional IT support technicians<br><br>Digital content coordinator<br><br>Contracted professional learning for approximately 15 schools in pilot year and 14 additional schools each year for years 2-5 |
| Provide effective professional development, resources, and targeted support to implement best practices in early childhood education. | 1. Focus intently on social-emotional curriculum and practices (Creative Curriculum, Second Step, Center for Social Emotional Foundation for Early Learning, etc.).<br>2. Progress monitor and provide intensive mentoring/coaching to classrooms that are below benchmark in readiness indicators as determined by the SC Profile of the Ready Kindergartner and SC Early Learning Standards: Emotional and Social Development, Literacy and Language Development, Mathematical Thinking, Physical Development, Approaches to Learning and Inquiry.<br>3. Offer researched-based professional development and strategies designed to increase outcomes in content areas.<br>4. Provide personnel so students and their families receive the services (such as parenting, mental health, physical health and nutrition, etc.) that promote kindergarten readiness.<br>5. Identify exemplary model early childhood classrooms for leadership training and visitation by novice teachers and teachers who need additional support.<br>6. Define and communicate the meaning of Kindergarten Readiness to internal and external stakeholders. | Increased percentage of kindergarten students who demonstrate readiness in reading for 1st grade<br><br>Increased percentage of students scoring above the 40th percentile on NWEA MAP (math)<br><br>Well-rounded students that can problem solve and have the coping skills necessary to be successful in kindergarten and beyond<br><br>Consistent use of effective instructional practices that results in "closing the achievement gap"<br><br>Decreased suspensions, expulsions, and truancy in K-12<br><br>Increased participation in gifted and talented programs | 2 Early Childhood certified coaches ($83,000 each)= $166,000<br><br>Family service specialist = $80,000 |

# Goal 2

## Provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills.

### FOCUS AREAS

• Dual Credit  • Problem- and Project-Based Learning  • The Arts  • World Languages  • STEM and STEAM  • Career and Technology Education  • Computer Science

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Increase opportunities for and success in high school concurrent dual credit coursework. | 1. Plan and implement an Early College High School (ECHS), including recruitment of teachers and students.<br>2. Partner with higher education institutions to align expectations for and provide professional development in college readiness.<br>3. Develop and support program for current 9th grade CCSD student cohort at Trident Technical College's Palmer (TTC's) Campus. In year two, expand the ECHS model by adding 100 9th-grade students and another cohort of new teachers.<br>4. Ensure success for 9th grade Early College students. Provide support for all 10th grade Early College students by providing Accuplacer preparation, EOCT support, and the Advancement Via Individual Determination (AVID) model.<br>5. Recruit AVID tutors.<br>6. Encourage community involvement driven by the parent association.<br>7. Align 8th grade Individual Graduation Plan (IGP) with high school and postsecondary goals.<br>8. Develop a degree plan with a detailed course sequence all for 10th grade students.<br>9. Pilot 3-5 dual credit academies with dedicated administrator in existing high schools.<br>10. Provide AVID for all dual credit academies. | Increased number of students attaining College and Career Readiness as defined by the state accountability model<br><br>Increased number of students who graduate from CCSD prepared for success in career pathways | Yearly dual credit class tuition<br><br>Chromebooks for new students<br><br>Furniture for new classrooms<br><br>4-5 additional faculty members<br><br>AVID training for additional faculty<br><br>Dual credit academies at base high schools<br><br>Facility planning for ECHS |

Action Plans for Focus Areas – **Goal 2** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| | 11. In year three, expand the ECHS model by adding 100 9th-grade students and another cohort of new teachers. <br><br> 12. Ensure success for all students: <br> • 9th - Accuplacer preparation combined with rigorous instruction in EOC courses <br> • 10th - Degree plan with a detailed course sequence all for 10th grade students and/or targeted Accuplacer preparation to avoid the need for remedial courses at TTC <br> • 11th - Monitoring of success in dual credit courses and continued support through the AVID model <br><br> 13. Expand to 5-8 dual credit academies with a dedicated administrator in existing high schools. <br><br> 14. Provide AVID for all dual credit academies. <br><br> 15. In year four, expand the ECHS model by adding 100 9th-grade students, and another cohort of new teachers. <br><br> 16. Evaluate 4-year progress of first cohort of Early College students. Implement additional supports based on evaluation. <br><br> 17. Refine dual credit academies in existing high schools. <br><br> 18. Ensure success for all students: <br> • 9th - Accuplacer preparation combined with rigorous instruction in EOC courses <br> • 10th - Degree plan with a detailed course sequence all for 10th grade students and/or targeted Accuplacer preparation to avoid the need for remedial courses at TTC <br> • 11th - Monitoring of success in dual credit courses and continued support through the AVID model <br> • 12th - Continued supports from 11th grade and support for college application process or career guidance <br> • Continued dual credit academies with a dedicated administrator in existing high schools <br> • Continued success of Early College High School <br> • Exploration of standalone facility for ECHS | | |

Action Plans for Focus Areas – **Goal 2** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Increase opportunities for problem- and project-based learning experiences. | 1. Implement New Tech Network project- and problem-based learning model in pilot site.<br>2. Provide ongoing coaching and district support for New Tech implementation.<br>3. Evaluate impacts of other project- and problem-based learning initiatives and scale effective practices.<br>4. Expand New Tech model to additional feeder pattern middle school site.<br>5. Expand New Tech model to additional elementary feeder pattern elementary school site.<br>6. Evaluate impacts of New Tech model to determine additional sites for implementation. | Increased student achievement<br><br>Increased student performance on measures of college readiness (ACT, SAT, Accuplacer, etc.)<br><br>Increased student participation in community- and work-based projects<br><br>Increased parent and community stakeholder engagement and satisfaction | Travel and conference fees for New Tech Network Annual Conference for professional development<br><br>Travel to regional professional development and convenings<br><br>New Tech Network in-kind support for grant implementation and fee for ECHO platform in pilot sites<br><br>(Primary funding to support New Tech Network provided through ECMC Foundation grant) |
| Provide enhanced and equitable opportunities for K-12 fine arts. | 1. Establish a district fine arts team to include a fine arts coordinator, fine arts assistant coordinator, and fine arts administrative assistant).<br>2. Invite stakeholders (including teacher leaders representing each arts area and grade level band) to develop a 3-5 year phase-in plan for comprehensive K-12 fine arts program of studies that provides equitable access and closes opportunity gaps.<br>3. Establish a per pupil formula for materials and supplies for fine arts classes.<br>4. Implement professional development for all arts teachers. (Drama and dance teachers are the first priority. Band, choral and orchestra teachers are the second priority. Visual arts and general music teachers are the third priority.)<br>5. Provide mentoring and networking opportunities for arts teachers. As part of this process, establish regular opportunities for district master teachers to work with and support other district teachers.<br>6. Provide opportunities for arts teachers to attend regional and national conferences.<br>7. Provide arts integration professional development for English, math, science, and social studies content area classroom teachers.<br>8. Collaborate with arts-based community partners who have a solid infrastructure and successful model already in place. Arrange for community partners to work directly with the district's Fine Arts staff and Offices of Teacher Effectiveness and Curriculum and Instruction. Arrange for interface directly with administrators and teachers.<br>9. Increase effectiveness and integrity of district-identified arts and/or Science-Technology-Engineering-Arts-Mathematics (STEAM) infused programs in schools by identifying benchmarks for best practice, analyzing areas of each program's strength/weakness, and providing necessary support. | Increased equity and access to fine arts opportunities<br><br>Enhanced use of community resources and support<br><br>Increased stakeholder engagement and involvement<br><br>Increased student attendance<br><br>Increased student engagement<br><br>Increased student skills in arts career pathways<br><br>Increased teacher retention of fine arts teachers<br><br>Increased use of best practice strategies in arts instruction<br><br>Increased use of best practice strategies, particularly for ESOL students, special education students, and students living in poverty<br><br>Increased equitable access to diverse cultural resources and arts experiences | $250,000/yr. (includes salaries and benefits for fine arts team)<br><br>$20,000 per year (plus teacher release time) for PD<br><br>Release time for mentor teachers<br><br>$50,000/yr to fund 1/3 of arts teachers to attend conferences<br><br>$25,000 for arts integration PD<br><br>$250,000/ yr. To partnering with community organizations (results in cost savings for the district in partnering with an organization that provides human and material resources without overhead/salary costs)<br><br>$20,000 per year for support costs (for benchmarks and support for STEAM and arts-infused programs; spearheaded by district fine arts team and supported/implemented by arts-based mentors and consultants) |

Action Plans for Focus Areas – **Goal 2** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Provide enhanced and equitable opportunities for K-12 world languages. | 1. Develop a 3-5 year phase-in plan for comprehensive and equitable K-12 world languages.<br>2. Develop a 8-12 world languages curriculum, including exploratory world languages offerings for K-7.<br>3. Develop a plan to offer language study in K-7.<br>4. Provide proficiency testing via Avant Assessment.<br>5. Develop and implement a menu of program offerings in middle schools (Spanish, French, German, Latin, Mandarin, ASL, coding, etc.) to provide foundational knowledge.<br>6. Implement partnerships with business via CATE Department for 9-12 world languages offerings.<br>7. Increase exchange programs and other international study opportunities.<br>8. Develop and implement professional learning opportunities. | Community awareness and plan for excellence in programs<br><br>Consistent curricula with high expectations for teachers and students<br><br>Increased number of students enrolled in elementary world language programs<br><br>Increased number of students with independent proficiency levels (via Avant Assessment) for colleges and businesses for the Seal of Biliteracy<br><br>Increased stakeholder engagement through partnerships with international companies and collaboration with business partners | Teacher stipends for curriculum development ($40/per hour per teacher for 12 teachers/4 days)<br><br>Full-time, itinerant, college adjunct staff<br><br>$80,000 for AVANT<br><br>Speakers and current CCSD teachers<br><br>Webinars from ACTFL |
| Develop enhanced and equitable STEM and STEAM opportunities. | 1. Provide professional development in and monitor implementation of high-yield strategies for science instruction.<br>2. Implement feeder pattern offerings for N. Charleston Science-Technology-Engineering-Mathematics (STEM) initiative (elementary, middle, secondary, post-secondary, and community)<br>3. Provide training in and support implementation of digital programs, such as DIscovery Ed or Vernier Lab Quest, that expand and differentiate learning opportunities in science.<br>4. Establish and use district data teams to identify and monitor progress in science. | Increased student achievement in science<br><br>Increased student engagement | PD in high-yield strategies<br><br>STEM feeder pattern offerings, teachers, and district coordinator for N. Charleston initiative<br><br>Digital content |

Action Plans for Focus Areas – **Goal 2** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Increase equitable access to career and technology education opportunities and deliver high quality career and technology education programs. | 1. Develop a long-range comprehensive CCSD Career and Technology Education (CATE) plan with input from community and postsecondary stakeholders.<br>2. Provide rigorous and relevant academic, technical, and employability knowledge, skills, and abilities for a wide variety of high-skill, high-wage, and high-demand careers.<br>3. Create a formal, structured work-based learning program linked to the CTE program of studies by building partnerships with learning community stakeholders.<br>4. Ensure that every student receives comprehensive career guidance that leads to a personalized program of study.<br>5. Initiate and deliver high quality STEM programs in the Liberty Hill neighborhood schools to provide all students with a rigorous and relevant academic and technical education.<br>6. Plan, prepare, coordinate, and execute high-impact instructional programs for the North Charleston and West Ashley Centers of Advanced Studies.<br>7. Deploy career specialists to support K-12 college, career, and citizenship readiness via Individual Graduation Plans, career exploration opportunities, and career pathway education. | Increased student achievement in measures of college, career, and citizenship readiness<br><br>Increased student demonstration of 21st century knowledge, skills, and abilities<br><br>Increased equitable access to CTE opportunities<br><br>Increased student advanced career and workforce preparation<br><br>Implementation of innovative CTE programs<br><br>Increased STEM diversity, proficiency, and interest<br><br>Increased CTE concentrators and completers<br><br>Increased numbers of students with industry certifications/credentials<br><br>Improved and expanded CTE professional development opportunities<br><br>Increased extended learning opportunities and work-based learning experiences<br><br>Increased number of business partnerships | Resources, equipment, technology, and materials for new and/or additional CTE program offerings<br><br>Additional CTE instructors for new programs or expansions of additional programs<br><br>Professional development and work-based learning experiences for CTE instructors |
| Increase equitable access to computer science through district framework and pathways. | 1. Develop a K-12 phase-in plan for computer science framework and pathways for the district.<br>2. Conduct a district wide needs assessment for computer science/digital literacy.<br>3. Implement K-8 computer science standards.<br>4. Develop a district framework of standards for computer science for grades K-5, 6-8, and 9-12.<br>5. Integrate 9-12 computer science classes with other career and technology program goals. | Increased number of students successfully completing AP Computer Science<br><br>Increased student digital literacy<br><br>Increased numbers of students prepared for careers and postsecondary opportunities in computer science | Stipends for teachers and staff to develop framework and curriculum<br><br>PD and support from experts in the field |

# Goal 3

## Ensure a safe, supportive, and inclusive environment for every student and adult in the system.

### FOCUS AREAS

• Safe, Inclusive Learning Environments   • Least Restrictive Learning Environments   • Cultural Competence   • English Speakers of Other Languages
• Equitable Access   • Classroom Management   • Virtual Learning   • Health and Wellness

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Provide safe and inclusive learning environments for all students and adults. | 1. Analyze discipline data for disproportionality and develop strategies for addressing any gaps that exist.<br>2. Support Multi-tiered System of Supports (MTSS) behavior framework at schools through weekly/monthly coaching.<br>3. Provide MTSS behavior resources for all stakeholders.<br>4. Provide and monitor additional support, such as parent advocates, social workers, mental health counselors, and/or school climate coaches, at schools with high needs.<br>5. Provide targeted and/or personalized professional development based on data and school requests.<br>6. Provide professional development and coaching in Restorative Practices, Overcoming Obstacles, or Second Step in pilot sites.<br>7. Continue implementation and coaching in Multi-tiered System of Supports (MTSS).<br>8. Provide training to administrators and teachers on the revised Progressive Discipline Plan and Code of Conduct.<br>9. Provide schools with strategies to improve attendance across CCSD and monitor progress.<br>10. Provide a continuum of alternative choices for students Kindergarten to 21. | More robust infrastructure for data based decision making and resource allocation<br><br>Increased capacity for schools to be able to provide supports for all students and families<br><br>Increased responsiveness to teacher and staff needs for professional learning<br><br>Increased opportunities for adult practices that are supportive, instructional, and focused on keeping students in school and in their least restrictive environment<br><br>Increased opportunities for students to experience school success | School Climate Coaches (MTSS/PBIS/SEL) - increase to total of 10: $700,000 (7 previously funded, 3 newly funded)<br><br>Second Step Materials: $150,000<br><br>Restorative Practice Training: $50,000<br><br>PBIS Training: $40,000<br><br>Social Workers, increase to 8: $480,000 (6 previously funded)<br><br>Global Mental Health Contract (DMH and MUSC):$500,000<br><br>Addition of SEL coordinator: $75,000 |

Action Plans for Focus Areas – **Goal 3** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Ensure students with disabilities learn in least restrictive environments. | 1. Develop a framework and curriculum for strategic, targeted, and intensive needs of students with disabilities.<br>2. Provide professional development to general education and special education teachers in order to implement effective teaching strategies to ensure the least restrictive environment for students with disabilities.<br>3. Purchase and implement assessment system and curriculum for students with disabilities.<br>4. Develop EC teacher leader groups in order to build capacity of teacher leaders in schools to expand the ability to meet the needs of all schools.<br>5. Provide continued professional development opportunities to administrators, teachers, and families in the areas of special education law and provision of services to students with disabilities. | Increased fidelity of implementation by teachers (general and special education) of effective instructional practices aligned to assessments<br><br>Increased number of students with disabilities who meet and exceed achievement and growth expectations<br><br>Reduction in the number of complaints from families of students with disabilities<br><br>Reduction in number of referrals and suspensions for students with disabilities<br><br>Increased number of students served with evidence-based practices in least restrictive environments<br><br>Increased intense embedded professional development for teachers | ~$300,000 for additional staff by 2021<br><br>(other supports funded with IDEA federal grant and MFS supplemental grant) |
| Develop cultural competence in district staff, administrators, teachers, and school staff. | 1. Provide professional development at the school and district level to build cultural competence.<br>2. Establish a cultural competence task force.<br>3. Develop partnerships to support the Gullah Geechee initiative.<br>4. Evaluate classrooms to assess effectiveness in cultural competence.<br>5. Evaluate cultural biases in textbooks and teaching materials.<br>6. Provide culturally relevant curricula, textbooks, and other resources and materials to schools.<br>7. Develop and provide professional development on addressing controversial issues and questions.<br>8. Provide professional development and opportunities for safe conversations with administrators, teachers, and staff in schools with a focus on effective implementation. | Increased student achievement<br><br>Increased student engagement<br><br>Decreased number of referrals and suspensions<br><br>Increased student and teacher access to culturally relevant curriculum, textbooks, resources, and materials<br><br>Increased stakeholder satisfaction as measured by SC DOE surveys | PD materials and resources; PD opportunities from experts in the field<br><br>Stipends for teachers and others to evaluate cultural biases in teaching materials<br><br>Cost of culturally relevant curricula, textbooks, resources, and materials |

Action Plans for Focus Areas – **Goal 3** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Provide support for students and families who are English Speakers of Other Languages. | 1. Implement district and school ESOL programs.<br>2. Provide bilingual parent support by creating opportunities for translation services and other supports.<br>3. Establish staffing ratios for ESOL teachers based on state requirements.<br>4. Provide enhanced professional development,certification, and coaching for classroom teachers.<br>5. Expand summer opportunities for ESOL students.<br>6. Establish a parenting program tailored to Hispanic parents.<br>7. Pilot bilingual/dual language immersion programs.<br>8. Pilot additional programs (e.g., Heritage program, SLICE program, welcome center for families of ESOL students, bridge programs, programs for young adult English language learners, etc.)<br>9. Support linguistically diverse learners through initiatives such as culturally responsive teaching. | Increased English language proficiency of students<br><br>Increased graduation rate for ESOL students<br><br>Increased student engagement as measured through attendance, discipline referrals, and SC DOE survey<br><br>Federal and state requirements for service met<br><br>Increased parent satisfaction and involvement<br><br>Increased teacher skills and satisfaction in working with ESOL students and families<br><br>Accelerated student achievement supported through extended learning opportunities | $880,000 /year |
| Enhance opportunities for gifted students and provide equitable access to specialized schools and programs of study. | 1. Implement the South Carolina Honors Framework and best practices to differentiate and personalize gifted instruction.<br>2. Revise magnet/choice purpose, structure, and application process to increase student diversity.<br>3. Engage experts in the field to evaluate current practices and support implementation of practices to increase student enrollment and success in Advanced Placement courses, particularly students traditionally underserved in AP courses.<br>4. Implement preparatory programs and strategies, including AVID, to provide more equitable access and opportunity to specialized programs.<br>5. Partner with higher education institutions to align expectations for and provide professional development in gifted education.<br>6. Provide professional development for teachers in SCCCR and AP standards. | Increased access to and success in high level academic opportunities for all CCSD students<br><br>Equitable access across the district to rigorous courses and programs of study<br><br>Increased number of students enrolled in advanced course work such as AP courses<br><br>Increased number of traditionally underserved students enrolled in advanced course work such as AP courses<br><br>Increased student performance on measures of college readiness, including AP coursework, SAT, ACT, and other measures | Evaluation, support, and PD from experts in the field<br><br>TBD based on allocations, GOF, budget, and Title II funding as available<br><br>Experts in the field to increase access= $70,000 |

Action Plans for Focus Areas – **Goal 3** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Ensure schools and classrooms are managed effectively. | 1. Explore and pilot effective instructional or classroom management models, such as Responsive Teaching.<br>2. Provide teachers and administrators with opportunities to visit schools implementing effective classroom management models.<br>3. Develop, provide professional development, and implement strategies to allow teachers to personalize curriculum for student and to provide a variety of opportunities to make instruction and assessment more interactive, inclusive, and engaging.<br>4. Develop expectations for schools for implementing organizations such as student government which invite student voice and involvement.<br>5. Develop, provide professional development, and implement school-based forums and listening sessions for scholars. | Increased student achievement<br><br>Increased student demonstration of skills in collaboration, participation, communication, critical thinking, and other 21st century skills<br><br>Improved student perceptions of learning environment and relationships with peers and teachers as measured by SC DOE survey<br><br>Improved teacher and parent perceptions of learning environment as measured by SC DOE survey<br><br>Increased variety of assessments and measures of student learning<br><br>Improved stakeholder perceptions and engagement<br><br>Decrease in discipline incidents and suspensions | $217,962.00 (3 PBIS/school climate coaches to train and support teachers and administrators) |
| Establish enhanced virtual learning opportunities. | 1. Conduct needs assessment and findings from 17-18.<br>2. Identify thought partners and explore models for success and opportunities for improvement.<br>3. Offer 5 core classes (semester schedule) to small groups of students.<br>4. Expand online learning and virtual opportunities.<br>5. Build teacher capacity and expand professional adult learning to model efforts.<br>6. Identify an ongoing funding source to support the virtual opportunities.<br>7. Determine the capacity to provide these opportunities.<br>8. Support and build online infrastructure and hosted presence.<br>9. Move online courses towards competency based.<br>10. Ensure proper staffing and identify ongoing funding.,<br>11. Conduct program evaluation. Make modifications based on evaluation.<br>12. Continue and increase staff development.<br>13. Engage state and local funding for sustainability. | Increased graduation rate<br><br>Increased student access to extended learning opportunities<br><br>Increased student access to course offerings<br><br>Increased student achievement<br><br>Increased student achievement by students who face issues that potentially lead to inability to complete coursework in regular setting (homebound, long-term illness, independent status, family transience, etc.) | Experts in field to develop and launch district virtual learning options ($25,000/ year)<br><br>$80,000 (online course development)<br><br>$80K per teacher to support virtual courses<br><br>Additional funding as required by content outsourcing and contracting with external provider contracted external provider based on scope |

Action Plans for Focus Areas – **Goal 3** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---------|-------------|---------|------|
| Promote activities and partnerships that support the health and wellness of students and employees. | 1. Ensure that each school has a wellness program to implement activities that promote life skills for improving overall health.<br>2. Coordinate Procurement Department work with vendors and schools to ensure that all foods and beverages available on campus are nutritionally sound and meet or exceed the minimum standards (These standards and requirements are set by USDA and apply to all school stores, vending, frequent fundraisers, and Nutrition Services.)<br>3. Provide all students the opportunity for physical activity during every school day.<br>4. Utilize data collected on students' fitness measurements to develop curriculum that will improve individual student fitness and knowledge of the impact of fitness on health.<br>5. Employ a District Employee Wellness Coordinator and a School Wellness Coordinator. | Improved attendance for students and staff<br><br>Improved educational outcomes<br><br>Decreased cost to district | $259,000 |

## Goal 4

### Recruit, support, retain, and reward talented teachers, principals, and staff for every school.

### FOCUS AREAS

• Recruiting and Retaining Teachers  • Recruiting Leaders  • Co-Teaching  • Supporting Diversity
• Developing and Supporting Principals  • Developing and Supporting Teachers  • Supporting New Teachers

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Enhance recruitment and retention of teachers. | 1. Implement a pay increase (higher salary) for all teachers. <br> 2. Provide financial assistance for "growing our own" (student loans) with student cohorts to address high needs areas, including math, science, media, Spanish, and ESOL. <br> 3. Provide bonus for teachers who successfully complete 3 years in the same Title I or high needs school. (Bonus money will be awarded every 3 years.) <br> 4. Ensure strong, consistent building leadership and retention of teachers through development of a strong school culture (i.e., Capturing Kids' Hearts, professional development for school leaders on relationship building, school climate surveys, exit interviews, etc.). <br> 5. Provide resources for teachers, including discounted child care, housing, health and wellness, etc. <br> 6. Provide learning and support opportunities for teachers, including Summer Residency. | Increased student achievement <br><br> Increased classrooms staffed with effective teachers <br><br> Increased teacher retention <br><br> Increased teacher satisfaction as measured by SC DOE and other surveys <br><br> Increased teacher attendance and fewer leaves of absence by teachers | Beginning teacher salary at $40,000 and increase of 2% every year <br><br> Stipend from CCSD and college/university partners <br><br> Stipend from CCSD |

Action Plans for Focus Areas – **Goal 4** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Develop a leadership pipeline. | 1. Develop "Lead Charleston," strategies to recruit, train, and support excellent school leaders.<br>2. Implement "Lead Charleston" with a career development path to partner and train assistant principals with effective principals.<br>3. Design sustained, systemic professional development pathways.<br>4. Offer peer shadowing experiences in diverse environments.<br>5. Develop and implement peer cohorts based on individual professional development needs.<br>6. Provide paid internships to cohort members participating in CCSD leadership partnership with The Citadel.<br>7. Implement programs such as Milwaukee's "Schools That Can" program.<br>8. Offer regular leadership information sessions to teachers with administration degrees and those interested in pursuing administration degrees.<br>9. Create instructional leadership teams at every school to allow teachers to serve on an administrative team to gain experience in projects and other special assignments.<br>10. Develop a tiered system of incentives for teachers structured to compensate them as they take on leadership roles in their school, giving effective teachers the opportunity to remain in the classroom while serving as school leaders and receiving financial compensation.<br>11. Design a program to enable teachers to job share with other teachers, allowing them to teach half of the time and act in an administrative role the other half of the time.<br>12. Implement listening sessions with staff, parents, and community members. | Increased student achievement<br><br>Increased retention of administrators and teachers<br><br>Increase in effective administrators in all schools<br><br>Increase in effectiveness of assistant principals<br><br>Increased administrator and teacher satisfaction through<br><br>Well-defined path and next steps for growth and development<br><br>Increased opportunities for internal career ladders<br><br>Retention of effective leaders through recognition and mentorship opportunities | Stipends and substitutes for peer shadowing and professional development<br><br>Salaries for paid internships<br><br>Teacher incentives<br><br>Allocations for job-sharing pilots |
| Implement co-teaching models for increased student achievement. | 1. Pilot co-teaching models in high-need elementary schools.<br>2. Provide professional development for co-teachers.<br>3. Evaluate student achievement in co-teaching model.<br>4. Identify experts in the area of co-teaching.<br>5. Identify specific schools and scaffold the roll-out of co-teaching.<br>6. Provide training for administrators and expectations that administrators will model co-teaching/co-presenting for teachers with their administrative staff. | Increased student achievement<br><br>Increased opportunity to address student learning styles and needs<br><br>Increased focus closely on individual student learning<br><br>Increased teacher and student satisfaction and engagement as measured by SC DOE survey | $700,000 + per year |

Charleston > Students are the heart of our work!
County SCHOOL DISTRICT

Action Plans for Focus Areas – **Goal 4** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| | 7. Set student achievement goals.<br>8. Provide additional stipends/training for co-teachers.<br>9. Provide time for co-planning and hire full-time sub to provide additional planning time.<br>10. Scale the model. Provide "train-the-trainer" professional development.<br>11. Collect and evaluate student performance data.<br>12. Conduct a conference or summit with the theme of best practices for co-teaching.<br>13. Pilot co-teaching models in high-need elementary schools.<br>14. Provide professional development for co-teachers.<br>15. Evaluate student achievement in co-teaching model.<br>16. Work with local colleges to prepare field students and student interns to work with veteran teachers to initiate the co-teaching process in their classrooms. | Opportunities for objective observations and data collection.<br><br>Increased use of best practice strategies such as flexible grouping and small group skill instruction<br><br>Increased student agency in learning | |
| Increase diversity of district and school staff. | 1. Develop and expand strategies to recruit and retain a diverse, learner-ready teaching staff.<br>2. Implement and establish tailored strategies for recruitment and retention opportunities of minority populations represented in the Charleston Community.<br>3. Develop and implement Home Grown (internal system/strategies for educator preparation focused on grades 5-12 to establish a career pipeline for recruitment and retention of local applicants).<br>4. Develop a structured system for extended induction and aligned professional development support for diverse staff.<br>5. Establish consistent review, monitoring and effectiveness feedback processes in collaboration with community stakeholder groups. | Increased diversity of district and school staff<br><br>Improved internal and external stakeholder perceptions<br><br>Expanded partnerships and initiatives at targeted institutions<br><br>Tailored support and professional development of induction teachers<br><br>Establishment of referral process with incentives<br><br>Consistent use of available data to assess the effectiveness of recruitment and retention initiatives<br><br>Implementation of diverse workforce team for networking, feedback, monitoring of recruitment strategies. | Recruitment activities and publications<br><br>Materials, resources, and supplies for activities to expand partnerships<br><br>Incentives for referral process<br><br>Materials, resources, and supplies for Home Grown program<br><br>Professional development for extended induction |

Action Plans for Focus Areas – **Goal 4** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Ensure excellent data- informed and evidence-based continuous progress principal coaching systems. | 1. Design sustained, systemic, evidence-based professional development pathways.<br>2. Identify and quantify impact of principal activities that distract principals from their primary role of leading learners.<br>3. Provide hands-on learning experiences, such as job shadowing in diversified settings, for principals and assistant principals.<br>4. Develop and implement peer cohorts based on individual professional development needs.<br>5. Implement listening sessions with staff, parents, and community members.<br>6. As part of designing these initiatives, quantify, to the degree possible, the desired impacts to support measuring progress and overall impact. | Effective principals in all schools<br>Increased retention of effective principals<br>Increased principal performance as measured by student achievement, school culture, teacher retention, and stakeholder satisfaction | Professional development, conferences, Institutes, etc.<br>Materials and supplies for peer cohort meetings<br>Coaching model for professional development |
| Provide professional growth, support, and leadership experiences for teachers. | 1. Develop effective coaching structures and models to support teachers, including FTEs for learning specialists.<br>2. Assist schools in prioritizing professional development plans based on student success rates and school and district program needs.<br>3. Analyze school's annual professional development plan submissions to coordinate district support.<br>4. Expand opportunities for annual professional growth for teachers to include micro-credentials and teacher-led sessions.<br>5. Coordinate with community partners to host a teacher empowerment event. | Strengthened instructional practice of all teachers<br>Increased teacher retention<br>Strengthened teacher networks<br>Strengthened teacher morale and satisfaction as measured by SC DOE and other surveys<br>Expanded opportunities for teacher growth and development | 10 additional FTEs each year for coaching model<br>Professional learning center<br>Financial resources for professional learning if Title II ends |
| Support novice teachers, particularly in those schools of greatest need, through partnerships with master teachers. | 1. Continue pilot 2017 Summer Residency Program in the summer of 2018.<br>  a. Implement larger scale of program or expand summer residency by opening up student enrollment to neighboring schools (e.g., Charleston Progressive and Memminger) and adding a week to the program.<br>  b. Identify (early) novice educators for observations and professional development.<br>  c. Build in time for year-long check-in between master educators and novice teachers for continued collaboration and support.<br>  d. Identify students for participation in program. To increase student participation, hold parent information night that includes dinner at chosen site. | Increased student achievement<br>Decreased summer learning loss for students<br>Increased number of novice teachers enrolled in residency program<br>Increased retention of novice teachers in schools of greatest need | Master and novice teacher participant stipends<br>Professional learning and program resources (facility use, lunch and snacks for students, classroom materials, etc.)<br>Support staff stipends<br>Substitute coverage for master and novice teachers |

Action Plans for Focus Areas – **Goal 4** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| | 2. Evaluate success of novice teachers throughout the duration of the program.<br><br>  a. Monitor retention rates of novice teachers each school year the program is implemented.<br><br>  b. Continue to administer surveys to novice teachers and corresponding master teachers as a means to monitor and self-monitor reflection and growth.<br><br>  c. Encourage master teachers' participation in referral process for emerging teachers.<br><br>  d. Provide ongoing feedback for emerging educators throughout the school year.<br><br>  e. Use data from surveys, evaluations, observations, and student achievement measurements to provide additional professional development for all involved educators.<br><br>3. Expand Summer Residency Program with eventual goal of year-round lab school setting (2018-2022).<br><br>  a. Continue to add weeks to summer program; extend to fall program; extend to year-round program at chosen site.<br><br>  b. Consider expansion to additional sites (middle and high schools).<br><br>  c. Consider expansion beyond District 20 (e.g., North Charleston, John's Island, and so on).<br><br>  d. Consider multi-age groups.<br><br>  e. Monitor first, second, third, etc., cohorts of novice teachers for retention and student success.<br><br>  f. Bring back emerging educators in professional learning cohorts or other capacity.<br><br>  g. Using data from program success, begin year-round residency school by teachers for teachers. (Participating teachers' input and direction will be foundational in planning and implementing program.)<br><br>  h. Monitor success of program and compare to schools not participating in co-teaching (master teachers with novice teachers) models. | Increased use of best practice strategies by novice teachers, including implementing blended learning, accessing data to personalize student instruction and creating a classroom environment which values and uses student input to enhance learning outcomes<br><br>Continued support, growth, and development to increase new teacher effectiveness and retention in high-poverty schools.<br><br>Increased number of teachers and students participating in the program<br><br>Improved satisfaction for novice and master teachers<br><br>Personalized learning goals for novice teachers<br><br>Increased parent satisfaction<br><br>Increased opportunities for teacher leadership | Bus Transportation<br><br>Funding for parent dinner<br><br>Program manager(s)<br><br>EDEP for teachers involved in planning<br><br>Ongoing professional development needs<br><br>Facilities Cost at School Site<br><br>Staffing needs |

# Goal 5
## Align resources to address student needs.

### FOCUS AREAS

• Budget    • Operation and Facilities    • Policies    • Board Effectiveness    • Legislation

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Align the budget to address student needs. | 1. Develop 2017-18 budget.<br>2. Develop 5-year budget plan.<br>3. Develop multi-year revenue projections.<br>4. Align budget requests and the approval process with strategies designed to improve student performance.<br>5. Complete an internal audit to contribute to the overall risk management of the district. | Increased system effectiveness (staffing, operations, facilities, etc.) | Materials, resources, and publications related to budget development |
| Align operations and facilities to address student needs. | Complete a Phase V Capital Programs Master Plan (2023-2027)<br>1. Develop project statement of work. (November, 2017)<br>2. Develop preliminary design format. (January, 2018)<br>3. Draft master plan. (September, 2018)<br>4. Review by leadership team. (December, 2018).<br>5. Draft master plan, revision 1. (January, 2019)<br>6. Review with constituent districts and public. (October, 2019)<br>7. Draft master plan, revision 2. (November, 2019)<br>8. Review with municipalities. (January, 2020)<br>9. Draft master plan, revision 3. (February, 2020)<br>10. Review with Board of Trustees. (March, 2020)<br>11. Finalize master plan. (April, 2020) | Successful sales tax referendum in November 2020 to ensure that providing and maintaining facilities to meet life safety, growth, and programmatic needs through capital construction, maintenance, and information technology<br><br>Projects completed on time and within budget | Plan cost:$25,000<br><br>Sales Tax Revenues: projected $600M |

Action Plans for Focus Areas – **Goal 5** … *continued*

| Actions | Action Steps | Impacts | Cost |
|---------|-------------|---------|------|
| Establish processes to ensure policies consistently protect, support, and ensure autonomy of leadership for effective management. | 1. Establish policy revision parameters and protocols.<br>2. Clarify board and staff roles, responsibilities, and rules of engagement.<br>3. Identify timeline for addressing remaining sections of policy manual by December, 2017.<br>4. Create process for involving stakeholder cabinets in pertinent policy considerations prior to board adoption.<br>5. Evaluate board and staff fidelity to established protocols.<br>6. Complete policy review and revisions by December 15, 2017.<br>7. Produce draft of completed CCSD Board policy document.<br>8. Elicit stakeholder input and develop user-friendly policy format, access and retrieval features<br>9. Establish timeline for 3-year comprehensive policy review process with protocol for considering requested revisions that fall outside established review cycle.<br>10. Create FY18 process for quarterly evaluation of fidelity of policy implementation over coming 12 months.<br>11. Provide training for board members regarding policy access, retrieval, and adherence.<br>12. Provide training for stakeholder groups regarding policy access, retrieval.<br>13. Evaluate fidelity of board and administration compliance with policy requirements.<br>14. Remind all parties of roles with respect to personnel, finance, instructional policies in FY18 decision making.<br>15. Involve stakeholder groups in evaluating fidelity of policy implementation. | Increased clarity of board and staff roles, responsibilities, and rules of engagement<br><br>Revised policy manual<br><br>Increased fidelity to established protocols by board and staff<br><br>3-year comprehensive review process<br><br>Implementation of board training<br><br>Board and administration compliance with policy<br><br>Stakeholder satisfaction with fidelity of policy implementation | Cost to develop user-friendly policy format, access, and retrieval system<br><br>Training for board members<br><br>Materials, resources, and publications for Board |
| Target areas for Board development. | 1. Develop a culture of inclusive excellence, including areas of need, goals, and strategies.<br>2. Establish workshops for Board related to data and goal-setting options.<br>3. Establish stakeholder cabinets to work with data experts to set goals, establish metrics, and make recommendations to the Board.<br>4. Establish data protocols for year-end reviews of student metrics, strategic plan progress, and constituent board reports.<br>5. Engage experts to support the Board and superintendent in establishing indicators for self-reflection regarding effectiveness of superintendent leadership team and Board.<br>6. Establish priorities and involve stakeholder cabinets in developing and analyzing indicators related to priorities. | Implementation of stakeholder cabinets<br><br>Established data protocols for reviews of student metrics, strategic plan progress, and constituent board reports<br><br>Indicators for self-reflection regarding effectiveness of superintendent leadership team and Board<br><br>Indicators of impact for priorities | Experts in the field for professional development for Board and superintendent<br><br>Experts in the field for data protocols |
| Target areas for work with the Legislative Delegation. | 1. Engage Board, district staff, and stakeholder cabinets in identifying target areas for work with Legislative Delegation.<br>2. Establish priorities, including Act 388 funding limitations and Board compensation.<br>3. Conduct regular sessions with the Legislative Delegation to address and anticipate target areas. | Identified target areas and priorities for work with Legislative Delegation<br><br>Sessions with Legislative Delegation | Supplies or meetings costs related to engagement of stakeholders and Legislative Delegation |

# Goal 6

## Engage in continuous progress processes to create system effectiveness in meeting student needs.

### FOCUS AREAS

• Student Progress  • System Progress

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Plan and implement school data teams to measure, communicate, and continuously improve student progress. | 1. Identify assessment tools that reflect all dimensions of the learner.<br>2. Develop a structure and process for collecting and analyzing data.<br>3. Support all stakeholders at identified pilot schools in understanding student learning data.<br>4. Create and implement a roll-out plan that sets aside time for data retreats.<br>5. Develop tools for data retreats that hold the team accountable for specific and measurable actions addressing identified needs.<br>6. Identify and scale year-2 successes.<br>7. Collaborate with and include students in understanding and taking action based on data reviews and conferences.<br>8. Develop and implement a process for evaluating assessment tools.<br>9. Identify pockets of excellence to share training and resources across the district.<br>10. Monitor fidelity of implementation and equity within and across schools. | Increased student achievement<br><br>Useful and accurate data on student proficiency, growth, and social/emotional factors<br><br>Increased teacher expertise (professional development and collaboration in data "deep dives" and using data to solve specific challenges)<br><br>Increased student success (data retreats and "train the trainer" models) | Professional development in data "deep dives": $25,000 ($5,000/yr x 5 years)<br><br>Support at pilot sites: $198,000 ($4,500/pilot school/yr x 11 schools x 4 years)<br><br>Data retreats: $64,000 ($4,000/PD x 4 PDs/yr x 4 yrs) |
| Measure, communicate, and continuously improve system progress and processes. | 1. Provide professional development about AdvancEd accreditation to district leadership team.<br>2. Develop and implement a timeline of key actions and responsibilities.<br>3. Provide professional development to district and school leaders to ensure clarity of roles and responsibilities.<br>4. Develop and implement a communication plan about the accreditation process.<br>5. Involve district, school, family, and community stakeholders in surveys and collections of evidence.<br>6. Provide listening and learning sessions in constituent district areas to ensure clarity of purpose and process.<br>7. Involve stakeholder cabinets in providing feedback and carrying out roles and responsibilities.<br>8. Facilitate AdvancEd site visit in the fall of 2018.<br>9. Develop and implement continuous progress strategies based on feedback from site visit. | Increased clarity of district and school purpose and progress<br><br>Increased engagement of stakeholders in district continuous progress | Professional development and fees associated with AdvancEd process<br><br>Travel for leadership team to AdvancEd |

## Goal 7

### Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student.

#### FOCUS AREAS

• Stakeholder Involvement   • Parent Engagement   • Strategic Planning   • Communication

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| Increase stakeholder involvement. | 1. Implement student, parent, classified staff, teacher, principal, and business/community cabinets.<br>2. Address stakeholder priorities and establish effective communication of district goals and progress. | Increased stakeholder satisfaction as measured by SC DOE survey<br><br>Increased stakeholder engagement<br><br>Increased stakeholder and community understanding of district goals and progress | Materials and supplies for stakeholder cabinet meetings<br><br>Advertising and publications for stakeholder cabinet meetings |
| Engage parents in classroom, school, and district activities and groups. | 1. Define parent involvement for all schools.<br>  a. Identify that communication is key between administrators/teachers and parents and includes more than in-person appearances.<br>  b. Ensure at least one conference per year using a communication method that works for all parties involved.<br>2. Create a welcoming environment for all parents and school stakeholders.<br>  a. Recognize schools for excellent hospitality and support of parents.<br>  b. Establish district expectations for at least one trained, supportive person in the reception area at all times.<br>3. Provide principals with strategies to inform and enhance parent involvement.<br>4. Ensure language representation at each school for interpreters during full school day and at parenting events. (Pilot at schools with a high percentage of Hispanic families.)<br>5. Establish parent advocates to represent those parents who carry out their parental responsibilities but are unable to attend school events. Provide a parent advocate or liaison at every Title I school. | Increase in the number of parents attending conferences<br><br>Increase in the number of parents visiting schools<br><br>Improved parent perceptions and engagement as measured by the SC DOE survey and parent participation in school and district events and meetings<br><br>Reduction in complaints about lack of hospitality or support<br><br>Clear expectations for school administrators<br><br>Increased participation of Hispanic families<br><br>Increase in active, compliant, and representative School Improvement Councils | Professional development and training for school administrators<br><br>Training for School Improvement Council members<br><br>Parent advocates and/or liaisons (Title I)<br><br>Interpreters at pilot schools |

Action Plans for Focus Areas – **Goal 7** ... *continued*

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| | 6. Ensure that each school has an established, compliant School Improvement Council.<br>  a. Establish community/neighborhood representation that makes up the school body.<br>  b. Ensure diverse membership.<br>7. Establish a district volunteer recognition program.<br>8. Build a parent network to expand student support (i.e., a neighbor or grandparent who can attend school events on behalf of the parent when the parent is unable to attend). | | |
| Implement action teams to carry out and communicate strategic planning and progress. | 1. Present action team plans from strategic planning groups to Board of Trustees for approval.<br>2. Establish budget and allocations priorities.<br>3. Develop budget and allocations proposals for 2018-19 budget.<br>4. Align action teams responsibilities with AdvancEd accreditation process.<br>5. Establish quarterly reporting and accountability cycle with action team leaders and district leaders.<br>6. Develop work plans based on action plans. Establish roles and responsibilities for quarterly accountability cycle.<br>7. Establish quarterly reporting cycle for Board of Trustees.<br>8. Evaluate progress and adjust action steps based on data about progress.<br>9. Provide regular stakeholder communication about progress and allow for regular stakeholder input. | Improved performance in strategic focus areas (student achievement, student opportunities for college and career readiness, stakeholder perception, etc.)<br><br>Transparent communication of goals and progress<br><br>Improved stakeholder perceptions as measured by SCDOE survey and stakeholder cabinet feedback<br><br>Regular communication and accountability through action teams | Activities, publications, and resources for strategic planning and action team meetings and communications about progress |
| Provide enhanced communication of district and school progress. | 1. Proactively enforce, train, communicate, and facilitate suggestions related to the digital media hierarchy listed below.<br>  a. A school is required to have a website manager held responsible for regularly updating content along with maintaining an aesthetically pleasing design following general rules related to formatting.<br>  b. All schools will maintain a Facebook page that will cross link with their website and Twitter accounts. Administrators will follow district guidelines.<br>  c. All high schools and middle schools will be encouraged to use Twitter as a third source of information to convey messages related to goals, achievements, and unique ideas.<br>  d. A small stipend ($500/year) might be provided to ensure site managers have some level of compensation for their time.<br>2. Work extensively with each individual school to develop a comprehensive communication plan that is unique to each school's needs.<br>3. Identify appropriate platform(s), strategies, or methods for each school. | Effective and efficient school management of external media<br><br>Improved stakeholder and public perception as measured through SC DOE and other surveys and feedback<br><br>Communication approaches that mirror technological advances<br><br>Direct communication that allows for instantaneous feedback<br><br>Increased district support for a variety of school communication strategies | $32,500 ($500 X 65 schools) |

## Goal 8
### Address local priorities to provide system wide equity.

**FOCUS AREAS**

• District 1   • District 2   • District 3   • District 4   • District 9   • District 10   • District 20   • District 23

| Actions | Action Steps | Impacts | Cost |
|---|---|---|---|
| 1. **District 20:** Implement enhanced opportunities including implementation of the New Tech model and feeder pattern options.<br><br>2. **District 4:** Implement a comprehensive K-12 feeder pattern plan for N. Charleston, using community stakeholder input to make recommendations regarding programs, organization of schools, attendance lines, career and technology center, and growth.<br><br>3. **District 9:** Implement plan for diverse, community-supported feeder pattern schools.<br><br>4. **Districts 3, 10, and 23:** Implement enhanced early childhood and college and career readiness opportunities.<br><br>5. **Districts 1 and 2:** Support new schools; develop feeder pattern plan. | The following steps apply for all constituent districts.<br><br>1. Determine lead for district visioning, planning, and implementation.<br><br>2. Determine cross-functional district team, including members from Learning Service, Strategy and Communications, Operations, Finance, and Human Resources.<br><br>3. Conduct structured campaign to solicit stakeholder input, including recommendations for program options, feeder pattern organization, enhanced student opportunities, etc.<br><br>4. Using recommendations, develop a comprehensive timeline and budget.<br><br>5. Following Board approval or amendments, develop implementation work plan. | Increased stakeholder satisfaction as measured by SCDOE and other surveys<br><br>Increased local options and opportunities for students | Materials, resources, and publications for community meetings<br><br>New or enhanced programs or opportunities |

# Notes

# Notes

With deep gratitude for the many community, school, and district individuals and groups
who have contributed their expertise, time, and ideas in the strategic planning process

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