

# 2024-2029 RICHLAND ONE STRATEGIC PLAN



**RICHLAND ONE**

ENGAGE • EDUCATE • EMPOWER

**Dr. Craig Witherspoon**  
*Superintendent*





## District Strategic Plan Signature Page

**Strategic Plan for 5 Year Cycle: 2023/24 to 2028/29**

<b>District:</b>	Richland 1
<b>SIDN:</b>	4001
<b>Plan Submission:</b>	4-23-24
<b>Address 1:</b>	1616 Richland Street
<b>Address 2:</b>	
<b>City:</b>	Columbia, SC
<b>Zip Code:</b>	29201
<b>District Plan Contact Person:</b>	Dr. Carol Miner
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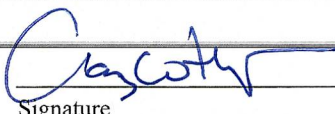

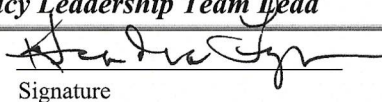
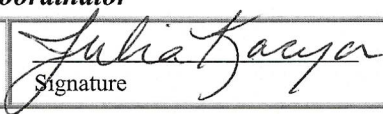
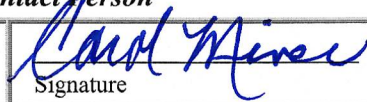
### Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. § 59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. § 59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. § 59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. § 59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
Dr. Craig Witherspoon		4-23-24
Printed Name	Signature	Date
<b><i>Chairperson, District Board of Trustees</i></b>		
Rev. Dr. Aaron Bishop		4-23-24
Printed Name	Signature	Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
Dr. Kendra Lynn		4-23-24
Printed Name	Signature	Date
<b><i>District Gifted and Talented Coordinator</i></b>		
Dr. Julia Kaczor		4-23-24
Printed Name	Signature	Date
<b><i>District Strategic Planning Contact Person</i></b>		
Dr. Carol Miner		4-23-24
Printed Name	Signature	Date

**RICHLAND SCHOOL DISTRICT ONE**  
**DISTRICT STRATEGIC PLAN 2024-2029**

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**2024-2029 Richland One Strategic Plan Steering Committee**

<b>Member</b>	<b>Title</b>
Dr. Craig Witherspoon	Superintendent
Dr. Sherry Veasey	Chief of Staff
Dr. Eunice Williams	Chief of Teaching and Learning
Dr. Traci Young Cooper	Director of Strategic Partnerships & Extended Day Programs
Inger Ferguson	Executive Director of Schools
Dr. Kevin Hasinger	Executive Director of Secondary Education
Dionne Sturdivant	Executive Director of Elementary Education
Dr. Carol Miner	Executive Director of Accountability, Assessment, Research & Evaluation
Dr. Candice Coppock	Executive Director of IT
Kavon Barger	Teacher of the Year 2023-2024
Ciera Bing	Director of Budget Services
Bob Grant	Chief Operations Officer
Shenequa Coles	Director of Student Support Services
Joya Gregg	Employee Relations Coordinator
Cheslyn Jackson	Classified Employee of the Year 2023-2024
Tammy Driffin	Parent

## **Richland One Strategic Planning Process**

The Richland One Strategic Planning Process was developed and implemented from September 2023 through April 2024. A timeline was developed and followed to ensure data was reviewed and considered when developing the proposed Strategic Plan. Studer Education assisted with facilitating the focus groups, Steering Committee meetings and surveys. The timeline is below:

### **September 2023**

Selection of Steering Committee members, based on state requirements and initial kick-off meeting held. Selection of focus groups based on obtaining a wide variety of stakeholder input.

### **October 2023**

Ten Focus Groups were conducted by an outside consultant to examine what was working well, what could we improve, and what the future might require from Richland One Schools. The Focus Groups included:

- Business, Faith-Based, and Community Partners
- Classified Employees, Leaders, Teachers
- Parents
- High School Students

### **November 2023**

All students, employees, and parents/ caregivers were invited to provide feedback on their experiences with the district through an anonymous, online survey. Survey participants included:

- 7,332 students
- 1,050 parents and caregivers
- 1,011 employees

### **November 2023-February 2024**

Four Strategic Plan Steering Committee meetings were held to review survey and other data as well as themes from focus groups to align vision, mission, values, goals, and actions.

### **February 2024**

The Board of School Commissioners received an update on the planning process and provided their input on draft plan recommendations which the Steering Committee used to revise the draft plan.

### **March 2024**

Submit Strategic Plan to The Board of Commissioners for approval.

### **April 2024**

Submit approved plan to the South Carolina State Department of Education. Launch to principals, schools and departments for summer planning.

### **August 2024**

Launch plan to all stakeholders at Back to School Convocation.

## **OUR MISSION**

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

## **OUR VISION**

Richland School District One, in collaboration with an engaged community, is committed to ensuring that all learners achieve their potential in a safe, caring, academically challenging, and diverse learning environment that will develop productive citizens for a changing world.

## **CORE VALUES**

*The district's core values are:*

**Collaboration** – We believe everyone has a role to play in promoting student success, so we will embrace the diversity of our stakeholders by building an inclusive community to accomplish our goals.

**Compassion** – We respect all people by offering care and compassion with integrity.

**Courage** – We make bold decisions and take informed and thoughtful actions to meet present and future challenges.

**Equity** – We are fair and just in providing opportunities for success for all.

**Excellence** – We provide excellent educational experiences that ensure expanded opportunities for learners and prosperity for our community.

**Safety** – We provide a culture and environment of emotional, intellectual, cyber, and physical safety.

## **CORE PRIORITIES**

*The district's core priorities are:*

Ensure equitable experiences that support educational excellence for all learners.

Recruit and retain quality professionals in all positions to ensure every student receives personalized opportunities for success.

Communicate effectively and efficiently to ensure collaboration and engagement that supports student success with families and community partners.

Address and support the social-emotional well-being of students and staff to ensure a productive learning and working environment.

Provide and maintain high-quality facilities, technology, and resources to support efficiencies and innovation.

### **ACTIONS FOR IMPROVEMENT**

*The district's actions for improvement are:*

We will continue the tiered system of interventions and support (MTSS) to provide students with specific academic and behavioral supports to increase opportunities for success.

Ensure students are reading at a grade level when promoted to third grade.

Expand, increase, and continue implementing rigorous recruitment and retention processes.

Increase kindergarten readiness for potential students of Richland One.

Provide opportunities for all Richland One graduates to be considered college or career ready as defined by the Profile of a South Carolina Graduate.

We will continue to implement systems and processes to support the district's work and achieve organizational efficiencies.

## NEEDS ASSESSMENT FINDINGS

The upcoming Richland School District One's five-year Strategic Plan is a crucial step towards enhancing student success. It will concentrate on three key areas - student achievement, teacher quality, and school climate. The data provided below underscores the necessity for this plan.

Student Achievement, the cornerstone of our efforts, begins at the early childhood level. The results of our K-2 literacy and math assessments underscore the urgent need for standards-based instruction, targeted intervention, and literacy integration across all content areas. These findings also highlight the transformative potential of high-quality, job-embedded professional learning that focuses on the reading process and reading interventions in grades K-2. With over 60% of Richland One students not demonstrating kindergarten readiness upon entering school, expanding access to high-quality early childhood education and early interventions becomes imperative for us all. The number and percentage of students in grade 3 who were initially identified for and eventually required summer school intervention to avoid third-grade retention further underscores the need to fortify foundational skills in K-2.

At the elementary and middle school levels, Richland One students' grades 3-8 assessment results fell below state performance in ELA and math. These results demonstrate a need to focus on standards-based instruction, targeted intervention, and literacy integration across all content areas. Data reveals that less than half of the fourth-grade students met or exceeded expectations on the state science assessment (33.7%). Moreover, the gap in students' performance on SC READY in science indicates a need for intervention. There is a need to improve science instruction through an increased focus on research- and evidence-based science instructional practices, science and engineering practices, and authentic literacy integration. African-American males and students with disabilities continue to lag behind their peers in grades 3-8 with meet and exceed percentages of less than 27% and 10%, respectively. Differentiation and inclusive practices are needed to address these students' individual and diverse needs across all content areas.

At the high school level, while the district graduation rate has maintained a three-year trend of exceeding the state, the district received its highest graduation rating in the 2022 school year with 86% and then a drop for the 2023 rate to 81.8% (now -2% less than state).

Increasing the district's graduation rate is a priority. Of the students who graduated in 2023, just over half (55.8%) were college or career ready. There is a need to ensure students receive adequate, immediate support, as necessary, to keep them on track for graduation upon entering ninth grade. This would include the implementation of practices and resources geared specifically to meet the needs of a diverse student population. To be college or career ready, students must have a solid academic foundation. EOCEP results in the district continued to fall below state results in English 2 (-10.6%), Algebra I (-11.6%), US History and the Constitution (-14.6%), and Biology (-16.8%). To have more students graduating on time who are college or career ready, greater emphasis must be placed on success in applying literacy and numeracy skills, as well as critical and creative thinking, inquiry, and reasoning, particularly in the African-American male and students with disabilities subgroups.



Richland One is focused on *teacher quality*. Based on the data reviewed, the district and the nation face challenges in retaining educators. We will continue to focus on these efforts. Ensuring every student has a certified teacher from the first day of class is one of our highest district priorities.

Teacher retention in high-poverty schools is an ongoing problem.

Quality, competency-based professional development must be designed to increase growth based on student achievement and observations. A competency-based approach to professional development will increase the likelihood that employees' strengths will be maximized and all weaknesses will be addressed, thus positively impacting student achievement.

Richland One recognizes that *school climate* is essential for success in student achievement. As expulsion numbers are decreasing, an increase in out-of-school suspensions and in-school suspensions is being observed. Richland One will utilize a multi-tiered system of support and a student advocacy program in every school to continue reducing behavioral incidents.

To accomplish our mission, Richland School District One has requested and was granted multiple waivers by the South Carolina State Board of Education. The first waiver granted was to allow Richland School District One to assign teachers more than four preparations. The second waiver allowed secondary teachers to teach more than 1500 minutes. For this new plan, we request a waiver of the above-mentioned waivers and a waiver for Carnegie Unit Seat Time and Certified Teachers.

## **EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS**

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas. Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

**Directions:** In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

<b>Student Achievement, including sub-groups</b>
<p><b><i>Early Childhood/Primary (PK-2):</i></b></p> <ul style="list-style-type: none"><li>• Results of our K-2 literacy and math assessments show evidence of a need to focus intensively on standards-based instruction, targeted intervention, and literacy integration across all content areas. Fall 2023 KRA data reveals that 60.1% of students are not demonstrating readiness. First-graders and second-graders not on track for success in math are 33.5% and 42.9%, respectively, and in English, 42.1% and 48.6%, respectively.</li><li>• These results also indicate a need for high-quality, job-embedded professional learning that focuses on the reading process and reading interventions in grades K-2.</li><li>• Since over 60% of Richland One students do not demonstrate kindergarten readiness upon entering school, there is a need to expand access to high-quality early childhood education and early interventions.</li><li>• The number and percentage of grade 3 students who were initially identified for and eventually required summer school intervention to avoid third-grade retention reflect the need to strengthen foundational skills in K-2.</li></ul>
<p><b><i>Elementary/Middle (3-8):</i></b></p> <ul style="list-style-type: none"><li>• Richland One students' grades 3-8 assessment results fell below state performance in ELA and math. These results demonstrate a need to focus on standards-based instruction, targeted intervention, and literacy integration across all content areas.</li><li>• Data reveals that far less than half of the fourth-grade students met or exceeded expectations on the state science assessment (33.7%). Moreover, the gap in students' performance on SC READY in science indicates a need for intervention. There is a need to significantly improve science instruction through an increased focus on research- and evidence-based science instructional practices, science and engineering practices, and authentic literacy integration.</li><li>• African-American males and students with disabilities continue to lag greatly behind their peers in grades 3-8 with meet and exceed percentages of less than 27% and 10%, respectively. Differentiation and inclusive practices are needed to address these students' individual and diverse needs across all content areas.</li></ul>

**High School (9-12):**

- At the high school level, the gap between the district and state graduation rates narrowed. The district received its highest graduation rating in the 2022 school year, 86%, and then dropped to 81.8% for the 2023 rate (now -2% less than the-state).
- Increasing the district's graduation rate is a priority. Of the students who graduated in 2023, just over half were college or career-ready (55.8%). There is a need to ensure students receive adequate, immediate support, as necessary, to keep them on track for graduation upon entering ninth grade. This would include the implementation of practices and resources geared specifically to meet the needs of a diverse student population. For students to be college or career-ready, they must have a solid academic foundation. EOCEP results in the district continued to fall below state results in English 2 (-10.6%), Algebra I (-11.6%), US History and the Constitution (-14.6%), and Biology (-16.8%). To have more students graduating on time who are college or career ready, greater emphasis must be placed on success in the application of literacy and numeracy skills, as well as critical and creative thinking, inquiry, and reasoning, particularly in African-American males and students with disabilities subgroups.
- For students to be college or career-ready, they must have a solid academic foundation. EOCEP results in the district continued to fall below state results in English 2, Algebra I, US History and the Constitution, and Biology. To have more students graduating on time who are college or career ready, greater emphasis must be placed on success in applying literacy and numeracy skills, as well as critical and creative thinking, inquiry, and reasoning, particularly in African-American males and students with disabilities subgroups.

**Teacher/Administrator Quality**

- Based on the data reviewed, the district faces many challenges in recruiting and retaining educators. A focus on these efforts will continue.
- Ensuring every student has a certified teacher from the first day of class is one of our highest district priorities.
- Teacher retention in high-poverty schools is an ongoing problem. The percentage of teachers returning from the previous year from 2023 dropped roughly 5% to 77.5%. There is also difficulty recruiting teachers to high-poverty schools. The percentage of teacher vacancies for more than nine weeks experienced an increase in 2023, up from 1.9% to 4.9%.
- Quality, competency-based professional development must be designed to increase growth based on student achievement and observations. A competency-based approach to professional development will increase the likelihood that employees' strengths will be maximized and all weaknesses will be addressed, thus positively impacting student achievement.

School Climate
<ul style="list-style-type: none"> <li>• As expulsion numbers decrease, an increase in out-of-school and in-school suspensions are being observed. Richland One will be utilizing a multi-tiered system of support and a student advocacy program in every school to continue reducing behavioral incidents.</li> <li>• An emphasis on Chronic Absenteeism will be evaluated and addressed at each school. Our 2024 135-day District Chronic Absenteeism rate was 27.63.</li> </ul>
Other (such as district and/or school priorities)
<ul style="list-style-type: none"> <li>• The district needs facility and technological upgrades. A new facilities study and technology plan will be developed.</li> </ul>
Gifted and Talented ( <i>District Level Only</i> )
<ul style="list-style-type: none"> <li>• The district has seen an increase in the percentage of students served by Gifted and Talented programs (16.2%, up from 15.7%). However, data show that African-American and MLL subgroups, in particular, continue to be underrepresented in the district's Gifted and Talented programs at the elementary and secondary levels.</li> <li>• Teacher turnover negatively impacts the percentage of teachers who are highly skilled in teaching Advanced Academic Program classes.</li> </ul>

# **STUDENT ACHIEVEMENT (TEACHING AND LEARNING) GOALS AND STRATEGIES**



**Performance Goal Area:**  
etc.)\* (\* required)

☒ **Student Achievement\***  
☐ District Priority

☐ Teacher/Administrator Quality\*

☐ School Climate (Parent Involvement, Safe and Healthy Schools,

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

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**PERFORMANCE GOAL #1:**

**By 2029, the percentage of students served in Richland One's pre-kindergarten program (3K and 4K) demonstrating readiness for kindergarten as by the Kindergarten Readiness Assessment (KRA) will increase from 40% to 67%.**

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): **South Carolina Kindergarten Readiness Assessment (KRA)**

Baseline: **40%**

2024 - 25 – Projected Data: **46%**

2024 - 25 – Actual Data: **TBD**

2025 – 26 – Projected Data: **51%**

2025 – 26 – Actual Data: **TBD**

2026 – 27 – Projected Data: **56%**

2026 – 27 – Actual Data: **TBD**

2027 – 28 – Projected Data: **61%**

2027 – 28 – Actual Data: **TBD**

2028 – 29 – Projected Data: **67%**

2028 – 29 – Actual Data: **TBD**

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**ACTION PLAN FOR STRATEGY #1: By 2029, the percentage of students served in Richland One’s pre-kindergarten program (3K and 4K) demonstrating readiness for kindergarten as by the Kindergarten Readiness Assessment (KRA) will increase from 40% to 67%.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Strengthen core instruction and intervention using Richland One curriculum guides and support documents in 3K and 4K classrooms through collaborative practices and coaching cycles.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Director of Early Childhood Education  Executive Directors of Schools	\$0	N/A	Updated curriculum guides and instructional frameworks; New guides for incoming ELA and Math standards; Survey results of teachers who have used the curriculum appropriately to design instructional experiences; professional learning agendas and attendance rosters for relevant training
2. Increase the percentage of birth-to-five families participating in authentic engagements, focused parenting, and conditions for school success through collaborative community partnerships.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Director of Early Childhood Education  Director of Federal and State Program	TBD	General Fund, Title I, Title II, Title IV	Updated 0-5 curriculum (Teaching Strategies Curriculum); Number of families served/engaged in programming; Professional Learning agendas; Attendance rosters; Thrive Richland documentation; List of active community partners
3. Expand and enhance early behavior and academic interventions for birth-to-five children through appropriate SEL (Conscious Discipline) and evidence-based curricula practices.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education	TBD	General Fund, Title I	Professional Learning agendas; Curriculum documents; Walkthrough tools; Intervention data sets; Behavioral/academic referrals

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Director of Early Childhood Education			

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

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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## PERFORMANCE GOAL #2:

**By 2029, the percentage of students in grades 3-8 scoring meets/exceeds on the SC Ready ELA, Math, and Science assessments will increase from:**

- **43.4% to 60% in ELA**
- **29% to 45% in Math**
- **33.6% to 45% in science**

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): **SC Ready ELA, Math, and Science Assessments, SC School Report Card**

Baseline: **43.4% in ELA, 29% in Math, and 30.6% in science**

2024 - 25– Projected Data: **46% in ELA, 32% in Math, and 34% in science**

2024 - 25– Actual Data: **TBD**

2025 - 26– Projected Data: **49% in ELA, 35% in Math, and 37% in science**

2025 - 26– Actual Data: **TBD**

2026 - 27– Projected Data: **53% in ELA, 38% in Math, and 40% in science**

2026 - 27– Actual Data: **TBD**

2027 - 28– Projected Data: **57% in ELA, 42% in Math, and 43% in science**

2027 - 28– Actual Data: **TBD**

2028 - 29– Projected Data: **60% in ELA, 45% in Math, and 45% in science**

2028 - 29– Actual Data: **TBD**

**ACTION PLAN FOR STRATEGY #1: By 2029, the percentage of students in grades 3-8 scoring meets/exceeds on the SC Ready ELA, Math, and Science assessments will increase from: 43.4% to 60% in ELA 29% to 45% in Math 30.6% to 45% in science.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize a comprehensive assessment system that identifies the mastery of state standards among students to guide and assist instructional planning.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Executive Director of Secondary Education  Executive Director of AARE  Director of Elementary Education  Director of Secondary Education  Executive Directors of Schools	\$1.3 million	General Fund	Comprehensive assessment system that reflects the use of progress monitoring, diagnostic screening, formative assessment, and universal screening – all focused-on student growth and mastery of the state standards; professional learning agendas and attendance rosters demonstrating universal teacher training on data reflecting the use of assessment tools to drive instructional decision-making.
2. Implement Professional Learning Communities (PLCs) within all schools focused on using relevant data to drive instructional decision-making and problem-solving.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Executive Director of Secondary Education  Director of Early Childhood Education	\$0	N/A	Richland PLC Toolkit; Documentation of PLC schedules throughout district; PLC monitoring; agendas and attendance rosters of professional learning focused on the implementation of effective PLCs



ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Director of Elementary Education  Director of Secondary Education  Director of Instructional Services  Executive Directors of Schools			
3. Strengthen core instruction and intervention using Richland One curriculum guides and support documents, aligning standardized and differentiated curriculum that supports the instructional expectations and frameworks for all content areas.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Executive Director of Secondary Education  Director of Early Childhood Education  Director of Elementary Education  Director of Secondary Education  Executive Directors of Schools	TBD	General Fund, Title I, State Designated School Funds	Updated curriculum guides and instructional frameworks; New guides for incoming ELA and Math standards; Survey results of teachers who have used the curriculum appropriately to design instructional experiences; professional learning agendas and attendance rosters for relevant training

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>4. Continue to develop and expand professional learning opportunities that focus on research-based, high-yield best practices and strategies, as well as content-specific mastery essential in supporting student success, for our administrators, curriculum resource teachers, and teachers.</p>	<p>July 2024 and ongoing</p>	<p>Chief of Teaching and Learning</p> <p>Executive Director of Early Childhood and Elementary Education</p> <p>Executive Director of Secondary Education</p> <p>Director of Early Childhood Education</p> <p>Director of Elementary Education</p> <p>Director of Secondary Education</p> <p>Director of Instructional Services</p> <p>Executive Directors of Schools</p>	<p>TBD</p>	<p>General Fund, Title I, Title II, Title IV, State Designated School Funds</p>	<p>Competencies that reflect district-wide instructional expectations, content-specific knowledge among educators, disciplinary literacy approaches, and the improvement of clarity and engagement in the classroom. in hopes of developing assessment-capable learners</p>
<p>5. Continue to expand inclusive instructional practices with an intentional focus on ensuring students are in their least restrictive environment, have access to rigorous general education curriculum, and are supported by collaboration between regular and special education teachers.</p>	<p>July 2024 and ongoing</p>	<p>Chief of Teaching and Learning</p> <p>Executive Director of Early Childhood and Elementary Education</p> <p>Executive Director of Secondary Education</p>	<p>TBD</p>	<p>General Fund, Title I, Title II, Title III, Title IV, State Designated School Funds</p>	<p>Comparative data showing greater inclusion of students with special needs into general education classrooms; LRE data submitted to the SCDE</p>

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Director of Early Childhood Education  Director of Elementary Education  Director of Secondary Education  Director of Special Services  Coordinator of Multilingual Learners Program  Executive Directors of Schools			

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

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

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### PERFORMANCE GOAL #3:

**By 2029, 75% of students who are graduating with a high school diploma will demonstrate college or career readiness.**

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): **SC School Report Card**

Baseline: **55.8%**

2024 - 25– Projected Data: **60%**

2024 - 25– Actual Data: **TBD**

2025 - 26– Projected Data: **64%**

2025 - 26– Actual Data: **TBD**

2026 - 27– Projected Data: **68%**

2026 - 27– Actual Data: **TBD**

2027 – 28 – Projected Data: **72%**

2027 – 28 – Actual Data: **TBD**

2028 – 29 – Projected Data: **75%**

2028 – 29 – Actual Data: **TBD**

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**ACTION PLAN FOR STRATEGY #1: By 2029, 75% of students who are graduating with a high school diploma will demonstrate college or career readiness.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Continue to improve and streamline explicit processes and procedures for entering, monitoring, and reporting college and/or career readiness data for each student.	July 2024 and ongoing	Chief of Teaching and Learning Executive Director of Secondary Education Director of Career and Technical Education Executive Director of AARE Executive Directors of Schools	\$0	N/A	Clearly defined process for entering, monitoring, and reporting college- and career-ready data for each student that is clearly defined as a qualifier in any manner
2. Develop and implement professional learning opportunities for all stakeholders on the requirements for students to meet college and career readiness indicators.	July 2024 and ongoing	Chief of Teaching and Learning Executive Director of Secondary Education Director of Career and Technical Education Coordinator of Instructional Services Executive Directors of Schools	TBD	General Fund, Title I, Title II, Title IV, Perkins	Professional learning opportunities documented in PLMS that support the understanding of college- and career-readiness indicators
3. Continue a widespread advertising and awareness campaign to better	July 2024 and ongoing	Executive Director of Secondary Education	\$150,000.00	General Fund, Perkins	Master course catalogue; IGP meeting documentation;



ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
communicate the college and career readiness opportunities in our district to students and parents.		Director of Career and Technical Education  Executive Directors of Schools			expansion of college visits to support first-generation college students (in particular); information posted on district's website; use of social media, billboards, local news outlet coverage to promote initiatives and pathways; collaboration with family engagement specialist to ensure community understanding.
4. Continue to expand career pathway and elective course access to all students equitably to build on students' career-related interests and talents.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Secondary Education  Director of Career and Technical Education  Executive Directors of Schools	TBD	General Fund, Perkins	Develop locally board-approved courses in new career-related areas such as, but not limited to: golf management, real estate, cybersecurity, animation, and game design.

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

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

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#### **PERFORMANCE GOAL #4:**

**By 2029, 86.8% of students will graduate within four years of entering 9<sup>th</sup> grade.**

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): **SC School Report Card**

Baseline: **81.8%**

2024 - 25– Projected Data: **82.8%**

2024 - 25– Actual Data: **TBD**

2025 - 26– Projected Data: **83.8%**

2025 - 26– Actual Data: **TBD**

2026 - 27– Projected Data: **84.8%**

2026 - 27– Actual Data: **TBD**

2027 – 28 – Projected Data: **85.8%**

2027 – 28 – Actual Data: **TBD**

2028 – 29 – Projected Data: **86.8%**

2028 – 29 – Actual Data: **TBD**

**ACTION PLAN FOR STRATEGY #1: By 2029, 90% of students will graduate within four years of entering 9th grade.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Continue to set individual school goals towards meeting the district graduation rate goal.	July 2024 and ongoing	Executive Directors of Schools Executive Director of Secondary Education Executive Director of AARE Director of Student Support Services	\$0	N/A	Identified as a goal or high school principal evaluations
2. Maintain a systemic process to monitor graduation rate progress at the individual school and district levels.	July 2024 and ongoing	Executive Directors of Schools Executive Director of Secondary Education Executive Director of AARE Director of Student Support Services	\$0	N/A	Documentation of school-based graduation rate team formation and meetings
3. Continue to hold quarterly district graduation rate meetings in collaboration with all high schools, secondary alternative schools, Student Support Services, Special Services, and Teaching and Learning.	July 2024 and ongoing	Executive Directors of Schools Executive Director of Secondary Education Executive Director of AARE Director of Student Support Services	\$0	N/A	Scheduled quarterly meetings in which schools' teams provide status updates and get input/next steps from various district teams and departments

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Continue to hold regular meetings with identified at-risk students (and parents) to address concerns relative to on-time graduation status.	July 2024 and ongoing	Executive Directors of Schools Executive Director of Secondary Education Executive Director of AARE Director of Student Support Services	\$0	N/A	Documentation of meetings with updates and actions needed to address possible student needs and graduation scenarios

*To add a row, go to the last box and press the tab button*

**Performance Goal Area:**

etc.)\* (\* required)

☒ **Student Achievement\***

☐ District Priority

☐ Teacher/Administrator Quality\*

☐ School Climate (Parent Involvement, Safe and Healthy Schools,

*Gifted and Talented Requires*

*1 Academic Goal and 1 Additional*

*Goal*    ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

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**PERFORMANCE GOAL #5:**

**By 2029, the percentage of middle and high students passing end-of-course exams will increase from:**

- **58% to 70% in Algebra 1**
- **40.6% to 55% in Biology**
- **76.3% to 85% in English 2**
- **42.6% to 55% in US History**

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): **SC EOCEP Assessments, SC School Report Card**

Baseline:            **58% in Algebra, 40.6% in Biology, 76.3% in English 2, 42.6% in US History**

2024 - 25– Projected Data: **61% in Algebra, 43% in Biology, 79% in English 2, 44% in US History**

2024 - 25– Actual Data:    **TBD**

2025 - 26– Projected Data: **64% in Algebra, 46% in Biology, 80% in English 2, 47% in US History**

2025 - 26– Actual Data:    **TBD**

2026 - 27– Projected Data: **66% in Algebra, 49% in Biology, 82% in English 2, 50% in US History**

2026 - 27– Actual Data:    **TBD**

2027 – 28 – Projected Data: **68% in Algebra, 52% in Biology, 84% in English 2, 52% in US History**

2027 – 28 – Actual Data:    **TBD**

2028 – 29 – Projected Data: **70% in Algebra, 55% in Biology, 85% in English 2, 55% in US History**

2028 – 29 – Actual Data:    **TBD**

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**ACTION PLAN FOR STRATEGY #1: By 2029, the percentage of middle and high students passing end-of-course exams will increase from: 58% to 70% in Algebra 1 40.6% to 55% in Biology 76.3% to 85% in English 2 42.6% to 55% in US History.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide monthly professional learning opportunities for all EOCEP teachers, Curriculum Resource Teachers, and administrators on curriculum updates, testing program shifts, and best practices related to student success.	July 2024 and ongoing	Chief of Teaching and Learning Executive Director of Secondary Education Director of Secondary Education Executive Directors of Schools	TBD	General Fund	MS Teams videos and transcripts of monthly virtual support sessions led by secondary curriculum consultants; agendas and attendance rosters from API/CRT and Leadership team meetings
2. Utilize a comprehensive assessment system that identifies the mastery of state standards among students to guide and assist instructional planning.	July 2024 and ongoing	Chief of Teaching and Learning Executive Director of Early Childhood and Elementary Education Executive Director of Secondary Education Executive Director of AARE Director of Elementary Education Director of Secondary Education Executive Directors of Schools	\$1.3 million	General Fund	Comprehensive assessment system that reflects the use of progress monitoring, diagnostic screening, formative assessment, and universal screening – all focused on student growth and mastery of the state standards; professional learning agendas and attendance rosters demonstrating universal teacher training on data reflecting the use of assessment tools to drive instructional decision-making

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Implement Professional Learning Communities (PLCs) within all schools focused on using relevant data to drive instructional decision-making and problem-solving.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Executive Director of Secondary Education  Director of Early Childhood Education  Director of Elementary Education  Director of Secondary Education  Director of Instructional Services  Executive Directors of Schools	TBD	General Fund, Title I, Title II, Title IV, State Designated School Funds	Richland PLC Toolkit; Documentation of PLC schedules throughout district; PLC monitoring; agendas and attendance rosters of professional learning focused on the implementation of effective PLCs
4. Strengthen core instruction and intervention using Richland One curriculum guides and support documents, aligning standardized and differentiated curriculum that supports the instructional expectations and frameworks for all content areas.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Executive Director of Secondary Education	TBD	General Fund, Title I, State Designated School Funds	Updated curriculum guides and instructional frameworks; New guides for incoming ELA and Math standards; Survey results of teachers who have used the curriculum appropriately to design instructional experiences; professional learning agendas and attendance rosters for relevant training

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Director of Early Childhood Education  Director of Elementary Education  Director of Secondary Education  Executive Directors of Schools			
5. Continue to develop and expand professional learning opportunities that focus on research-based, high-yield best practices and strategies, as well as content-specific mastery essential in supporting student success.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Executive Director of Secondary Education  Director of Early Childhood Education  Director of Elementary Education  Director of Secondary Education  Director of Instructional Services  Executive Directors of Schools	TBD	General Fund, Title I, Title II, Title IV, State Designated School Funds	Competencies that reflect district-wide instructional expectations, content-specific knowledge among educators, disciplinary literacy approaches, and the improvement of clarity and engagement in the classroom in hopes of developing assessment-capable learners



ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>6. Continue to expand inclusive instructional practices with an intentional focus on ensuring students are in their least restrictive environment, have access to rigorous general education curriculum, and are supported by collaboration between regular and special education teachers.</p>	<p>July 2024 and ongoing</p>	<p>Chief of Teaching and Learning</p> <p>Executive Director of Early Childhood and Elementary Education</p> <p>Executive Director of Secondary Education</p> <p>Director of Early Childhood Education</p> <p>Director of Elementary Education</p> <p>Director of Secondary Education</p> <p>Director of Special Services</p> <p>Coordinator of Multilingual Learners Program</p> <p>Executive Directors of Schools</p>	<p>TBD</p>	<p>General Fund, Title I, Title II, Title III, Title IV</p>	<p>Comparative data showing greater inclusion of students with special needs into general education classrooms; LRE data submitted to the SCDE</p>

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**Performance Goal Area:**  
etc.)\* (\* required)

- ☐ Student Achievement\*    ☐ Teacher/Administrator Quality\*    ☐ School Climate (Parent Involvement, Safe and Healthy Schools,  
☐ District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

- ☒ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

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### PERFORMANCE GOAL #6:

**By 2029, dual enrollment students who earn a “C” or better in their respective courses will increase from 79.4% to 84.4%.**

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): **Dual Enrollment Course Reports, SC School Report Card**

Baseline: **79.4%**  
2024 - 25– Projected Data: **80.4%**  
2024 - 25– Actual Data: **TBD**

2025 - 26– Projected Data: **81.4%**  
2025 - 26– Actual Data: **TBD**

2026 - 27– Projected Data: **82.4%**  
2026 - 27– Actual Data: **TBD**

2027 – 28 – Projected Data: **83.4%**  
2027 – 28 – Actual Data: **TBD**

2028 – 29 – Projected Data: **84.4%**  
2028 – 29 – Actual Data: **TBD**

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**ACTION PLAN FOR STRATEGY #1: By 2029, dual enrollment students who earn a “C” or better in their respective courses will increase from 79.4% to 84.4%.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to expand opportunities for students to have access to advanced curriculum through local identification strategies and waivers.	July 2024 and ongoing	Chief of Teaching and Learning Executive Director of Secondary Education Executive Director of Early Childhood and Elementary Education Coordinator of Advanced Academic Programs Executive Directors of Schools	\$0	N/A	Comparative data demonstrate a steady increase in dual-credit courses taught throughout Richland One; comparative data demonstrating an annual increase in the percentage of dual-credit takers receiving a “C” or higher
2. Establish school-based goals for dual-enrollment offerings, as well as student success as measured by earning a “C” in their respective courses.	July 2024 and ongoing	Chief of Teaching and Learning Executive Director of Secondary Education Director of Secondary Education Coordinator of Advanced Academic Programs Executive Directors of Schools	\$1.2 million	General Fund	Documentation of school-based goals on the increase of dual-enrollment offerings with an emphasis on students earning a “C” or higher.
3. Identify and support a district team liaison to collaborate and plan with	July 2024 and ongoing	Chief of Teaching and Learning	\$0	N/A	Clear communication between the Coordinator of Advanced Academic

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
local schools, colleges, and universities.		Executive Director of Secondary Education Director of Secondary Education Coordinator of Advanced Academic Programs Executive Directors of Schools			Programs, school-based liaisons, and staff at MTC, USC, and other colleges/universities

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**Performance Goal Area:**  
etc.)\* (\* required)

- ☐ Student Achievement\*    ☐ Teacher/Administrator Quality\*    ☐ School Climate (Parent Involvement, Safe and Healthy Schools,  
☐ District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

- ☒ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

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### PERFORMANCE GOAL #7:

**By 2029, the percentage of students identified as gifted and talented among underrepresented subgroups will increase from 41% to 55%, better mirroring Richland One's diverse demographics.**

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): **District and State Gifted Report**

Baseline:            **41%**

2024 - 25– Projected Data: **44%**

2024 - 25– Actual Data:    **TBD**

2025 - 26– Projected Data: **47%**

2025 - 26– Actual Data:    **TBD**

2026 - 27– Projected Data: **50%**

2026 - 27– Actual Data:    **TBD**

2027 – 28 – Projected Data: **53%**

2027 – 28 – Actual Data:    **TBD**

2028 – 29 - Projected Data: **55%**

2028 – 29 – Actual Data:    **TBD**

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**ACTION PLAN FOR STRATEGY #1: By 2029, 80% of surveyed Richland One families will feel they have become partners in their child’s education by engaging in effective two-way communication and parent education sessions that support student success.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to offer and encourage opportunities for teachers to acquire the South Carolina Gifted and Talented Endorsement.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Secondary Education  Executive Director of Early Childhood and Elementary Education  Coordinator of Advanced Academic Programs	TBD	General Fund, Title II, Title IV	Documentation of teachers that are Gifted and Talented endorsed; documentation of solicitation to teachers encouraging Gifted and Talented endorsement
2. Continue to expand opportunities for students to have access to advanced curriculum through local identification strategies and waivers.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Secondary Education  Executive Director of Early Childhood and Elementary Education  Coordinator of Advanced Academic Programs  Executive Directors of Schools	\$0	N/A	Evidence of data analysis in search of students that are nearing local identification as Gifted and Talented; principal use of waivers; use of school-based recommendations

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Implement Brain Boosters (advanced curricula) in grades K-2 to provide additional opportunities for early childhood students exposure to critical thinking, complex problem-solving, and cognitive test preparation.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Director of Early Childhood Education  Coordinator of Advanced Academic Program  Executive Directors of Schools			Documentation of Brain Booster implementation; K-2 advanced curricula and lists of opportunities executed to expose students to problem-solving, critical thinking, and test preparation; data regarding students who participated in such activities
4. Continue to develop and expand professional learning opportunities for our gifted and talented teachers that focus on research-based, high-yield best practices and strategies essential for developing gifted and talented students.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Early Childhood and Elementary Education  Executive Director of Secondary Education  Director of Early Childhood Education  Director of Elementary Education  Director of Secondary Education  Director of Instructional Services	TBD	General Fund, Title I, Title II, Title IV	Agendas and attendance rosters for professional learning experiences specifically targeted at gifted and talented instructors

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Coordinator of Advanced Academic Programs			
5. Continue to offer robust Einstein and Einstein 2.0 summer programs for targeted students in support of developing their cognitive and academic capacity as it relates to gifted and talented identification.	July 2024 and ongoing	Chief of Teaching and Learning Executive Director of Early Childhood and Elementary Education Executive Director of Secondary Education Director of Early Childhood Education Director of Extended Day Programs Coordinator of Advanced Academic Programs Executive Directors of Schools	\$1.8 million	General Fund, Title IV	Title IV plan; evidence of summer programs, student attendance, and curricular experiences

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**Performance Goal Area:**  
etc.)\* (\* required)

- ☐ Student Achievement\*    ☐ Teacher/Administrator Quality\*  
☐ District Priority

☒ School Climate (Parent Involvement, Safe and Healthy Schools,

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

- ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

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**PERFORMANCE GOAL #8:**

**By 2029, 80% of surveyed Richland One families will feel they have become partners in their child's education by engaging in effective two-way communication and parent education sessions that support student success.**

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): **Created Survey and Talking Points Program**

Baseline: Click or tap here to enter text.

2024 - 25– Projected Data:

2024 - 25– Actual Data: **TBD**

2025 - 26– Projected Data:

2025 - 26– Actual Data: **TBD**

2026 - 27– Projected Data:

2026 - 27– Actual Data: **TBD**

2027 – 28 – Projected Data:

2027 – 28 – Actual Data: **TBD**

2028 – 29 - Projected Data

2028 – 29 – Actual Data: **TBD**

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**ACTION PLAN FOR STRATEGY #1: By 2029, 80% of surveyed Richland One families will feel they have become partners in their child’s education by engaging in effective two-way communication and parent education sessions that support student success.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Maintain a family engagement specialist and National Network of Partnerships with Schools (NNPS) team at each school site.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Secondary Education  Director of Federal and State Programs  Coordinator of State and Federal Programs – Family Engagement Specialists	TBD	General Fund, Title I	Evidence of family engagement specialists being funded and assigned to every school in Richland One; documentation of NNPS teams in each school in Richland One
2. Continue to develop a differentiated family engagement plan (NNPS) at each school site based on their unique community and school needs.	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Secondary Education  Director of Federal and State Programs  Coordinator of State and Federal Programs – Family Engagement Specialists	\$0	N/A	Plan development and submissions through NNPS and SIC
3. Enhance efforts to provide ongoing training to family front-facing personnel to ensure parent and family engagement frameworks and best practices are implemented with fidelity	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Secondary Education  Director of Federal and State Programs	TBD	General Fund, Title I, Title II, Title IV	Agendas and attendance rosters for professional learning opportunities focused on ensuring parent and family engagement frameworks and best practices are implemented with fidelity

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Coordinator of State and Federal Programs – Family Engagement Specialists			
4. Maintain and manage a two-way communication platform that all schools will use to unify all communications (mass communication, classroom posts, and one-to-one messaging).	July 2024 and ongoing	Chief of Teaching and Learning  Executive Director of Secondary Education  Executive Director of Communications  Director of Federal and State Programs  Coordinator of State and Federal Programs – Family Engagement Specialists	TBD	General Fund, Title I	Documentation of communication via School Messenger.

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# **DISTRICT PRIORITY GOAL AND STRATEGIES**

**Performance Goal Area:**  
etc.)\* (\* required)

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

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

- ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

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### PERFORMANCE GOAL 9:

**By 2029, Richland One will complete long-range plans for facilities and technology and begin timely implementation of modernization and upgrades as outlined in the plan.**

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): Facilities Study, Long-Range Facility Plan, Long-Range Technology Plan

Baseline: The last Facilities Study was completed in 2017; Previous State Technology Plan is approved through 2024

2024 - 25– Projected Data:

2024 - 25– Actual Data:

2025 - 26– Projected Data: Completed Facilities Study; Completed Long-Range Technology Plan

2025 - 26– Actual Data:

2026 - 27– Projected Data: Completed Facilities Study; Completed Long-Range Facility Plan – evidence of implementation; Completed Long-Range Technology Plan – evidence of implementation

2026 - 27– Actual Data:

2027 – 28 – Projected Data: Completed Facilities Study; Completed Long-Range Facility Plan – evidence of implementation; Completed Long-Range Technology Plan – evidence of implementation

2027 – 28 – Actual Data:

2028 – 29 – Projected Data: Completed Facilities Study; Completed Long-Range Facility Plan – evidence of implementation; Completed Long-Range Technology Plan – evidence of implementation

2028 – 29 – Actual Data:

**STRATEGY #1:** Implement a long-range facility construction, renovation, and maintenance plan to modernize all facilities

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct a facilities study plan with a professional firm.	August – December 2024	Operations Team	\$500,000	Capital Projects	RFP solicitation, Contract with vendor, completed study
2. Create replacement cycle plan for all systems based on facilities study results.	January – December 2025	Operations Team	\$100,000	Capital Projects	Completed Replacement Cycle Plan
3. Complete Demographic Study.	Fall 2024	AARE			Completed Study
4. Maintain Capital Asset Planning Tool to monitor replacements/costs.	2024-2029	Operations Team	\$300,000	General Fund or Capital Projects	Active use of Capital Asset Planning Tool

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**STRATEGY #2:** Implement funding strategies that will allow the district fund upgrades and modernization.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement funding strategies that will allow upgrades and modernization of facilities.	2024-2029	Board of School Commissioners	Unknown until facilities study is complete	General Funds, Capital Funds, Bond Referendum Funds	Funds are allocated to projects for completion

**STRATEGY #3:** Develop and implement a long-range technology equipment plan for students, staff and facilities

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Develop and implement a long-range technology plan for students, staff and facilities after conducting a needs assessment of technology equipment and creating replacement cycles for technology equipment and systems to support equipment.	2024-2029	IT Team	Unknown until needs assessment is complete.	General Funds, Capital Funds, Bond Referendum Funds	Completed needs assessment, completed long-range plan, updated technology in use

**STRATEGY #4:** Develop and implement a long-range furniture replacement plan for all schools

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Develop and implement a long-range furniture replacement plan for all schools after conducting a needs assessment and creating a replacement cycle plan	2024-2029	Teaching and Learning Team and Operations	Unknown until needs assessment is complete	General Funds, Capital Funds, Bond Referendum Funds	Completed needs assessment, long-range replacement plan, replacement furniture in schools for use

# **SCHOOL CLIMATE (STUDENT SERVICES) GOALS AND STRATEGIES**



**Performance Goal Area:**  
etc.)\* (\* required)

- ☐ Student Achievement\*    ☐ Teacher/Administrator Quality\*  
☐ District Priority

☒ School Climate (Parent Involvement, Safe and Healthy Schools,

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

- ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

**PERFORMANCE GOAL 10:**

**By 2029, the district's chronic absenteeism rate will be below or at the state level of 22.5%.**

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	Average Baseline		2024 – 25	2025 – 26	2026 – 27	2027 – 28	2028 – 29
Data Source: Power School	29.8	Projected Chronic Absentee	28.5	26.5	24.5	22.5	20.5
		Actual Chronic Absentee					

**STRATEGY #1: By 2029, the district's chronic absenteeism rate will be below or at the state level.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize PreK-12 curriculum with lessons that include transformative SEL (Social Emotional Learning) development while supporting students' mental well-being and achievement.	August 2024-2029	Director of Intervention Services Director of Student Support Services Multi-Tiered Systems of Supports Coordinator School Counseling Services Coordinator Social Work Services Coordinator	\$15,000	School Counseling and School Social Work Services	Programmatic Data Reports Lesson samples, agendas and sign-in sheets (planning meetings, sessions, training)
2. Implement a high quality, fidelity-driven, multi-tiered systems of support will be maintained in all Richland One schools to provide students with specific academic, behavioral, and social/emotional support to increase opportunities for student success.	August 2024-2029	Director of Intervention Services Multi-Tiered Systems of Support Coordinator Executive Director of Teaching and Learning	\$340,000 \$20,000- Professional Development for school staff, building administrators, MTSS school teams \$250,000 Annual software subscriptions- (Enrich, RTI, ABE/Scholarship) \$70,600	General Fund Title 4	Schools' MTSS Plans, Agendas, sign-in sheets, PLMS course registration, PD evaluation sheets, completed school visitation checklists; MTSS/Vendor training and meeting records, record of conference Schools Attendance Plans

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Continuously develop and improve the consistency of the Student Advocacy program across all schools	August 2024-2029	Director of Intervention Services Director of Student Support Services Multi-Tiered Systems of Supports Coordinator School Counseling Services Coordinator Social Work Services Coordinator	\$10,000.00	General Fund	Meeting and PD documentation (sign in sheets, minutes, and agenda) Record of school visits
4. Implement a comprehensive Student Mentoring Program at each school in the district that is structured to empower, inspire, and encourage students to achieve their full potential. The program will be designed to improve student academic performance, to teach problem solving techniques, to strengthen perceptions of self and school, to reduce disciplinary referrals and absenteeism and to build resilient, competent, and confident youth.	August 2024 – 2029	Dropout Prevention and Mentoring Services, Coordinator School Principal and Mentor Liaison	\$810,000 \$55,000-PD for Mentor Liaisons \$191,000-Regular Mentor Meetings \$374,000-support for students (activities, field studies) \$130,000- Parent Sessions \$60,000-Monitoring of Mentor Programs in each school	General Fund	Training documentation Mentor Program operational schedule documentation from each school Mentor Activities calendar, Mentor meeting agendas, Services Project Logs, Agendas for youth summits and/or conferences Parent/Guardian Meeting/Workshop Agendas, Parent sign-in Sheets, Parent/Guardian Evaluation Form Progress reports from teachers, Mentor Liaison portfolio of activities, Principal Program Evaluation Survey

**Performance Goal Area:**  
etc.)\* (\* required)

- ☐ Student Achievement\*    ☐ Teacher/Administrator Quality\*  
☐ District Priority

☒ School Climate (Parent Involvement, Safe and Healthy Schools,

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

- ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

## PERFORMANCE GOAL 11:

**By 2029 the District's Community Engagement Focus will increase the number of advocacy, volunteerism, partnership and philanthropy efforts by 10%.**

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	Average Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Data Source: District Records	District Ombudsman	TBD					
	Actual						
Data Source: District Records	Number of Community Partners	439					
	Actual						
Data Source: Military	Purple Heart District Status	YES					
	Actual						

**STRATEGY #1: By 2029 the District’s Community Engagement Focus will increase the number of advocacy, volunteerism, partnership and philanthropy efforts by 10%.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize the District’s Ombudsman as a resource addressing parental and stakeholder concerns and challenges, averting crisis, assisting with navigating through the district’s system, and collecting stakeholder input and feedback	Spring 2024 – Fall 2024	District Administration District Ombudsman	\$100,000 annually (Director Position) w/base salary, fringes and benefits  \$TBD (Administrative Assistant Position) w/base salary, fringes and benefits	General Fund	Resolutions of concerns brought to this office
2. Develop and provide access to all schools/department heads an annual, partnership inventory: 1) Quantifying school and District-level partnerships, and 2) Monitoring partnership sustainability, retention and attrition	Spring 2024	Director of Strategic Partnerships and Extended Day Programs  Administrators/Principals	\$500	General Fund	Active system-wide Partnership Inventory

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Improve clarity and communication with the external community, and increase community engagement of opportunities for school involvement by ensuring all schools have an identified Partnership and Volunteer Coordinator (RE: garnering faith-based, for-profit, not-for-profit, military, etc. partnerships)	Spring 2024 – Spring 2025	District Administration  Office of Extended Day Programs and Strategic Partnerships	\$500	General Fund	Posted listing of all Schools and their corresponding Partnership and Volunteer Coordinators
4. Ensure Military-Connected Families and MLL Families have supportive, District- and school-level, identified points-of-contact advocates	Spring 2024 - Spring 2025	District Administration  Title One Office  ESOL/MLL Office  Office of Extended Day Programs and Strategic Partnerships	\$20,000	General Fund	Continue sponsoring the District's Purple Star Military Support Office and ESOL/MLL Welcome Center hosting quarterly support sessions with families in collaboration with the Title One Family and Engagement Specialists and Office of Extended Day Programs/Strategic Partnerships

*To add a row, go to the last box and press the tab button*

# **TEACHER/ADMINISTRATOR QUALITY GOALS AND STRATEGIES**

**Performance Goal Area:**  
etc.)\* (\* required)

- ☐ Student Achievement\*  
☐ District Priority

☒ **Teacher/Administrator Quality\***

☐ School Climate (Parent Involvement, Safe and Healthy Schools,

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

- ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional  
☐ Gifted and Talented: Other

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## **PERFORMANCE GOAL 12:**

***By 2029, Richland One will reduce the percent of teacher turnover to 12%.***

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): Click or tap here to enter text.

Baseline: ***As of January 2024 – 16.4% turnover rate***

2024 - 25– Projected Data: ***15.9%***

2024 - 25– Actual Data: Click or tap here to enter text.

2025 - 26– Projected Data: ***14.9%***

2025 - 26– Actual Data: Click or tap here to enter text.

2026 - 27– Projected Data: ***13.9%***

2026 - 27– Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: ***12.9%***

2027 – 28 – Actual Data: Click or tap here to enter text.

2028 – 29 – Projected Data: ***12%***

2028 – 29 – Actual Data: Click or tap here to enter text.

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**STRATEGY #1: Recruit and retain a quality professional in all positions to ensure every student receives personalized opportunities for success.**

<b>In the chart below, enter the action plan for implementing this strategy. ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Plan and attend recruitment events in and out of state.	July 2024 - Ongoing	Coordinator of Recruitment	\$20,000	General Fund	Recruitment scheduled developed
2. Utilize a variety of formats to host recruitment events.	July 2024 - Ongoing	Coordinator of Recruitment	\$20,000	General Fund	Recruitment events using various formats publicized
3. Continue the plan that uses a variety of resources to enhance the hiring process, communication, and onboarding for recruitment and retention.	July 2024 - Ongoing	Chief of Human Resources	\$0	N/A	Publish plan/standard operating procedures for processes of various tasks/functions to district hiring managers and employees.
4. Continue to offer recruitment and retention incentives to staff.	July 2024 - Ongoing	Chief of Human Resources	\$2,000,000	General Fund	District incentives published
5. The district will implement alternative routes to teacher certification to enhance retention and recruitment.	July 2024- Ongoing	Director of Certified Employment Services	\$75,000	General Fund	Publish alternative routes to teacher certification re
6. Provide professional development and support to leaders and employees to increase employee resiliency through leadership professional development focus.	July 2024 - Ongoing	Chief of Human Resources Executive Directors of Schools Teaching & Learning	\$200,000	General Fund	Training completed – attendance records Teacher Forum Teacher Think Tank Superintendent’s Classified Advisory Group

In the chart below, enter the action plan for implementing this strategy. ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Continue partnerships with local colleges/universities to ensure readiness and success of teacher candidates for recruitment and retention.	July 2024 – Ongoing	Director of Certified Employment Services	\$0	General Fund	Teacher feedback from partnering colleges/universities regarding readiness and retention.  USC Carolina CAP