PURPOSE AND DIRECTION

QUALITY INDICATORS

1. Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success.
2. Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning.
3. Use system-wide strategies to listen to and communicate with stakeholders.
4. Communicate expectations and results for student learning and goals for improvement to all stakeholders.
5. Commit to a student-centered culture based on shared values and beliefs regarding teaching and learning. Support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build climate and culture to support the district's mission and vision.

ACTION TEAM WORK PROCESSES

COMMUNITY

Indicator 1: Engage in a comprehensive process to review, revise and communicate that our purpose is to create student success.	
1.1.1	Host cluster School Improvement Council meetings.
1.1.2	Host an annual district-wide School Improvement Council meeting.
1.1.3	Host Board of Education community meetings.

Indicator 2: Foster collaboration with community stakeholders and use their knowledge, skills and resources to support student learning.	
1.2.1	Actively recruit volunteers within the community.
1.2.2	Advertise volunteer opportunities and resources.
1.2.3	Identify a person within each school to serve as volunteer coordinator.
1.2.4	Develop relationships with business partners.
1.2.5	Streamline the approval process for volunteers and reduce waiting periods.

Indicator 3: Use system-wide strategies to listen to and communicate with stakeholders.	
1.3.1	Develop forthright, genuine relationships with public opinion influencers.
1.3.2	Hold Board of Education meetings in clusters through a rotating schedule.
1.3.3	Host twice-yearly "Superintendent town hall meetings" in each high school attendance area.
1.3.4	Establish and publicize a speakers bureau available to service organizations.
1.3.5	Build confidence among stakeholders that a capable leadership team is in place.

Indicator 4: Communicate expectations and results for student learning and goals for improvement to all stakeholders.	
1.4.1	Use a variety of methods to disseminate information to parents and stakeholders.
1.4.2	Share best-practice strategies among schools for using newsletters.
1.4.3	Establish top five objectives for the district and set measurables for evaluating success or failure.

STUDENTS & STAFF	**Indicator 5:** **Commit to a student- centered culture based on shared values and beliefs regarding teaching and learning; support challenging, equitable educational programs and learning experiences for all students. Each school will develop a shared set of values and beliefs and build a climate and culture that supports the district's mission and vision.**	
	1.5.1	Student leaders share information, expectations, values and beliefs regarding teaching and learning with their peers.
	1.5.2	Student leaders meet with administrative teams (district-level administrative staff) to share values and receive district-wide information to share with their peers.
	1.5.3	Include classified and certified staff in the sharing process.
	1.5.4	Address students' overall sense of well-being – physical, social and emotional.

RESOURCES AND SUPPORT SYSTEMS

QUALITY INDICATORS
1. Recruit, employ and mentor qualified professional staff capable of fulfilling assigned roles and responsibilities.
2. Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience).
3. Ensure that all staff participate in a continuous program of professional development.
4. Provide and assign sufficient staff to meet the vision and purpose of each school.
5. Budget sufficient resources to support educational programs and implement plans for improvement.
6. Monitor all financial transactions through a recognized, regularly audited accounting system.
7. Equitably maintain the district's sites, facilities, services and equipment to provide an environment that is safe and orderly for all occupants.
8. Provide technology infrastructure to supports schools' teaching, learning and operational needs.
9. Develop and keep current a written security and crisis management plan with appropriate training for stakeholders.
10. Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning.
11. Provide appropriate support for students with special needs.
12. Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.

ACTION TEAM WORK PROCESSES

HUMAN RESOURCES	**Indicator 1:** **Recruit, employ and mentor qualified professional staff capable of fulfilling assigned roles and responsibilities.**	
	2.1.1	Investigate and balance staff benefit packages by comparing to local, regional and national packages.
	2.1.2	Develop or adopt programs and practices to improve the performance and retention rates of highly qualified staff.
	2.1.3	Improve five-year staff retention rates.

HUMAN RESOURCES

Indicator 2: Assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience).

2.2.1	Maintain equitable staff experience levels at the individual school level throughout the district.

Indicator 3: Ensure that all staff participate in a continuous program of professional development.

2.3.1	Align professional development with goals for student achievement, individual staff needs and published teacher evaluation standards.
2.3.2	Establish an ongoing system of tracking, monitoring, assessing and analyzing the effectiveness of professional development programs.
2.3.3	Create a supportive and fulfilling work environment with conditions that support professional development time.

Indicator 4: Provide and assign sufficient staff to meet the vision and purpose of each school.

2.4.1	Monitor staff-student ratios at individual schools and compare to changes in student achievement. Adjust ratios as needed to improve student achievement.

RESOURCES

Indicator 5: Budget sufficient resources to support educational programs and to implement plans for improvement.

2.5.1	Ensure that funds/resources support programs that are state and federally mandated as well as programs that current research have demonstrated to be effective in fostering student achievement and engagement.
2.5.2	Develop a long-range programming plan, including funding sources, to use in developing all new programming.

Indicator 6: Monitor all financial transactions through a recognized, regularly audited accounting system.

2.6.1	Maintain qualified employees on staff with professional certifications.
2.6.2	Utilize in-house and independent accounting professionals to develop regular reports with a focus on transparency.

Indicator 7: Equitably maintain the district's sites, facilities, services and equipment to provide an environment that is safe and orderly for all occupants.

2.7.1	Develop, establish and maintain short- and long-term planning processes for facilities construction, energy use, and technology systems and their maintenance.
2.7.2	Balance decisions based on facilities, capital resources and instructional programming needs.

I.T. & SECURITY

Indicator 8: Provide a technology infrastructure that supports schools' teaching, learning and operational needs.

2.8.1	Provide technology equipment to students on an equitable basis.
2.8.2	Train teachers on technology equipment, software and applications available in the classroom.
2.8.3	Provide resources needed to maintain existing technology equipment.

Indicator 9: Develop and keep current a written security and crisis management plan with appropriate training for stakeholders.

2.9.1	Regularly review existing plans, equipment and security measures with in-house staff and independent personnel trained in law enforcement.
2.9.2	Update and maintain relationships with local emergency management services.
2.9.3	Conduct ongoing training and monitoring of staff in emergency management procedures.

NEEDS & GUIDANCE

Indicator 10: Ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral and educational and career planning.

2.10.1	Base guidance services' procedures and staff-student ratios on state and nationally recognized standards.
2.10.2	Involve guidance services in classroom instruction to address differences in culture, values and lifestyles.
2.10.3	Educate parents, school staff and students about guidance services and outside resources.
2.10.4	Monitor parent, school staff, student and guidance counselor satisfaction with guidance services and administration.
2.10.5	Establish meeting student needs for guidance services as the primary mission. Other functions, such as administration and testing services, shall be addressed only after students' guidance services needs have been met.

Indicator 11: Provide appropriate support for students with special needs.

2.11.1	Improve special needs graduation rates with a focus on job readiness and other post-secondary opportunities.
2.11.2	Support programs to identify students with special needs, and expand opportunities for special education students
2.11.3	Educate parents, school staff and students about services available for special needs students, including gifted and talented, and the criteria to access those services.
2.11.4	Monitor parent, school staff and student satisfaction levels with services for students with special needs.
2.11.5	Ensure appropriate training for staff who work with special needs students, including gifted and talented.

NEEDS & GUIDANCE	**Indicator 12: Provide services that support the counseling, assessment, referral, educational and career planning needs of all students.**	
	2.12.1	Annually update individual graduation plans for all students in grades 8-12.
	2.12.2	Increase the percentage of students graduating from high school "on time" in four years.
	2.12.3	Begin career planning in middle school.
	2.12.4	Develop programs that allow teachers to merge student career plans into instruction.
	2.12.5	Annually decrease the percentage of students receiving in-school suspension, out-of-school suspension and expulsion.

TEACHING AND ASSESSING FOR STUDENT LEARNING

QUALITY INDICATORS

1. Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.
2. Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills.
3. Allocate and protect instructional time to support student learning.
4. Provide for articulation and alignment among all levels of schools.
5. Implement interventions to help students meet expectations for learning.
6. Provide comprehensive information and media services that support curricular and instructional programs.
7. Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program.
8. Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning.
9. Teachers will implement schools' Instructional processes in support of student learning.
10. Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning.
11. Engage families in meaningful ways in their children's educations and keep them informed of their children's learning progress.
12. Gather, analyze and use data and research in making curricular and instructional choices.
13. Monitor school climate and take appropriate steps to ensure that it is conducive to student learning.
14. Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice.
15. School leaders will monitor and support the improvement of instructional practices to ensure student success.
16. Ensure grading and reporting practices on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses.

TEACHING

Indicator 1: Provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	
3.1.1	Ensure that the curriculum in each grade level or course provides students with the opportunity to develop knowledge, thinking and life skills so that they may be successful at the next level.

Indicator 2: Promote active engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills.	
3.2.1	Ensure the implementation and application of instructional practices that require active student engagement and higher-order thinking.

Indicator 3: Allocate and protect instructional time to support student learning.	
3.3.1	Ensure that district-wide procedures are in place to maximize instructional time.

Indicator 4: Provide for articulation and alignment among all levels of schools.	
3.4.1	Implement rigorous, organized PK-12 curricula consistently across all grade levels and courses to meet the needs of all learners. Curricula will appropriately support personalized student transitions across grade levels and school sites.

Indicator 5: Implement interventions to help students meet expectations for student learning.	
3.5.1	Anticipate, design and employ interventions that support student academic growth and development and that address the needs of learners at all ability levels.

Indicator 6: Provide comprehensive information and media services that support the curricular and instructional programs.	
3.6.1	Integrate, align and support information and media services across all grade levels, and which support courses that prepare 21st Century learners for a global society and career marketplace.

Indicator 7: Ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive collection of materials that supports the curricular and instructional program.	
3.7.1	Ensure instructional and technological resources are current, accessible and replenished in alignment with required curricular and instructional programs.

Indicator 8: Teachers will participate in collaborative learning communities and other professional learning to improve instruction and student learning.	
3.8.1	Establish professional learning communities within schools and across grade levels and courses to ensure teacher collaboration to increase student achievement.

TEACHING	**Indicator 9: Teachers will implement schools' Instructional processes in support of student learning.**
		3.9.1	Ensure the use of research-based teaching and learning strategies to engage PK-12 students in rigorous and relevant learning.
	Indicator 10: Ensure that mentoring, coaching and induction programs support instructional improvement consistent with schools' values and beliefs about teaching and learning.
		3.10.1	Implement coaching, mentoring and induction programs that consistently support quality instruction that is aligned with schools' values and beliefs about teaching and learning.
	Indicator 11: Engage families in meaningful ways in their children's educations and keep them informed of their children's learning progress.
		3.11.1	Regularly communicate with families regarding their children's learning. Provide meaningful opportunities for families to participate actively in their children's educations.

ASSESSING	**Indicator 12: Gather, analyze and use data and research in making curricular and instructional choices.**
		3.12.1	Establish a systematic, collaborative process to ensure that teachers have opportunities to analyze and use student assessment data to inform instructional and curricular decisions.
	Indicator 13: Monitor school climate and take appropriate steps to ensure that it is conducive to student learning.
		3.13.1	Ensure an environment that supports the academic, physical, social, emotional and cultural safety of all students that allows learners to maximize their potential.
	Indicator 14: Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and examinations of professional practice.
		3.14.1	Regularly review curriculum, instruction and assessment with the expectation that modifications will be based on best practices and multiple sources of data.
	Indicator 15: School leaders will monitor and support the improvement of instructional practices to ensure student success.
		3.15.1	Ensure best practices in instruction to positively impact student achievement.
	Indicator 16: Ensure grading and reporting practices on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses.
		3.16.1	Establish and maintain consistent grading and reporting practices across grade levels and courses that reflect clearly defined criteria and the attainment of content knowledge and skills.

DOCUMENTING & USING RESULTS FOR CONTINUOUS IMPROVEMENT

QUALITY INDICATORS
1. Establish performance measures for student learning that yield information that is reliable, valid and free of bias.
2. Develop and implement a comprehensive assessment system for assessing progress toward meeting expectations for student learning.
3. Use student assessment data to improve teaching and learning processes. Survey teachers to determine needs to assessments and academic audits.
4. Conduct a systematic analysis of instructional and organizational effectiveness and use the results to improve student performance.
5. Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner.
6. Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness.
7. Demonstrate verifiable growth in student performance using formal and informal assessments.
8. Maintain a secure, accurate and complete student records system in accordance with state and federal regulations.

ACTION TEAM WORK PROCESSES

ASSESSMENTS & MEASUREMENTS

Indicator 1: Establish performance measures for student learning that yield information that is reliable, valid and free of bias.	
4.1.1	Use PASS, MAP, EOC, on-time high school graduation rate, HSAP, Lexile Levels, ACT/SAT and ESEA Waiver Scores – all of which are reliable, valid and free of bias – to monitor student achievement.
4.1.2	Develop data teams to analyze data at district, cluster and school levels to identify strengths, weaknesses and action plans.
4.1.3	Analyze performance measures and growth measures together, with consideration given to the performance of student demographic categories within schools.

Indicator 2: Develop and implement a comprehensive assessment system for assessing progress toward meeting expectations for student learning.	
4.2.1	Continue to administer MAP testing.
4.2.2	Administer South Carolina's state standards assessments.
4.2.3	Continue to administer a district-wide technology proficiency assessment.
4.2.4	Develop and Implement school-wide common assessments (benchmarks) in science, social studies and writing.

Indicator 3: Use student assessment data to improve teaching and learning processes. Survey teachers to determine needs to assessments and academic audits.	
4.3.1	Survey teachers to determine their needs for professional development related to understanding and using data and academic audits.
4.3.2	Use survey results to provide professional development that helps classroom teachers understand and use assessment data.
4.3.3	Ensure that instructional coaches or other designees (i.e., district subject coordinators) meet with teachers on a regular basis to discuss assessment data and its use for driving instruction.
4.3.4	Use multiple sources of data to make accurate and effective decisions on instruction.

ANALYSIS & DISSEMINATION

Indicator 4: Conduct a systematic analysis of instructional and organizational effectiveness and use the results to improve student performance.

4.4.1	Use student assessment data to evaluate instructional and organizational effectiveness.
4.4.2	Document community involvement, including parents, businesses, and faith-based, charitable and civic organizations.
4.4.3	Evaluate the effectiveness of community involvement quantitatively and qualitatively.

Indicator 5: Communicate and explain the results of student performance and school effectiveness to all stakeholders in a timely manner.

4.5.1	Continue to produce an annual "Community Report" that details academic performance, financial efficiencies, budgetary challenges and student demographics. Make reports available in multiple languages.
4.5.2	Continue to develop annual informational brochures for each school in the district containing pertinent information, including student testing performance, to be available in multiple languages.
4.5.3	Hold informational meetings for parents and other stakeholders to discuss the results and meaning of student performance on standardized tests.

Indicator 6: Use expanded comparison and trend data of student performance from comparable schools in evaluating effectiveness.

4.6.1	Use PASS, MAP, EOC, on-time high school graduation rates, HSAP, Lexile Levels, ACT/SAT, and ESEA waiver scores to compare changes in school performance locally, statewide and nationally.
4.6.2	Compare South Carolina schools and districts using performance and growth measures, together with comparison of student demographic categories within schools.
4.6.3	Upon implementation of South Carolina's state standards assessments, compare local data with schools and districts similar to ours.

Indicator 7: Demonstrate verifiable growth in student performance using formal and informal assessments.

4.7.1	Maintain current formal assessments through the use of MAP, PASS and writing benchmarks.
4.7.2	Develop a district-wide database of common formative assessments by grade level and subject area.

Indicator 8: Maintain a secure, accurate and complete student records system in accordance with state and federal regulations.

4.8.1	Continue to use the current records management systems of PowerSchool and Testview.
4.8.2	Establish a process of accountability for student data management.
4.8.3	Ensure that data is entered correctly and in a timely manner.

GOVERNANCE AND LEADERSHIP

QUALITY INDICATORS

1. The Board of Education will establish policies and support practices that ensure effective administration of the district.
2. The Board of Education will operate responsibly and function effectively.
3. The Board of Education will ensure that district and school leaders have the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
4. The Board of Education will conduct itself in a manner consistent with the district's beliefs, purpose and direction.
5. The Board of Education will advocate for the development and support of adequate financial resources.
6. Leadership and staff will foster a culture consistent with the district's beliefs, mission and vision.
7. Leadership and staff will engage stakeholders effectively in support of the district's mission and vision.
8. Leadership and staff will establish supervision and evaluation processes that result in improved professional practice and student success.
9. Leadership and staff will ensure compliance with applicable local, state and federal laws, policies and regulations.
10. Leadership and staff will employ a system that provides accurate analysis and thorough review of student performance and school effectiveness.
11. Leadership and staff will provide teachers and students with opportunities to lead.

ACTION TEAM WORK PROCESSES

BOARD OF EDUCATION		
	Indicator 1: The Board of Education will establish policies and support practices that ensure effective administration of the district.	
	5.1.1	Develop written policies that ensure a balance between proper controls and effective support of staff to ensure accountability for student and staff performance.
	Indicator 2: The Board of Education will operate responsibly and function effectively.	
	5.2.1	Maintain internal oversight, authorization and ethical leadership controls to ensure that services are provided effectively and assets safeguarded.
	5.2.2	Structure policy approval process so that each board member must carefully review and understand the controls, policies and procedures presented for ratification to ensure accountability for student and staff performance.
	5.2.3	Establish at least one annual professional development for Board members to enhance their abilities to advocate for students.
	Indicator 3: The Board of Education will ensure that district and school leaders have the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	
	5.3.1	Establish clear policies that define "autonomy" for school leaders, making it clear what each level of staff is responsible for doing to improve student achievement and classroom instruction.
	5.3.2	Monitor and measure the achievement of established goals and provide the resources and support for staff to effectively manage day-to-day operations of the district and its schools to ensure accountability for district resources.
	5.3.3	Observe school environments through annual visits to all schools by all Board members so that they can make informed, student-centered decisions.

BOARD OF EDUCATION

Indicator 4: The Board of Education will conduct itself in a manner consistent with the district's beliefs, purpose and direction.

5.4.1	Use professional ethics standards to guide Board members' conduct to achieve a unity of purpose and ensure a quality education to each student.
5.4.2	Create a positive organizational culture by working with the Superintendent and working together to adhere to the district's mission, vision and core beliefs to enhance student learning.

Indicator 5: Board of Education will advocate for the development and support of adequate financial resources.

5.5.1	Align instructional initiatives, budgets and other district and school plans with one another and support the Strategic Plan and Board policies to improve student achievement.
5.5.2	Establish policies that drive efficiency and effectiveness to improve district office functions to better support schools.
5.5.3	Seek alternative sources of funding and grants to supplement classroom needs.
5.5.4	Advocate with legislators to develop sound education policies that benefit student learning.

LEADERSHIP & STAFF

Indicator 6: Leadership and staff will foster a culture consistent with the district's beliefs, mission and vision.

5.6.1	Use communication links to parents and stakeholders to support individual academic growth of students.
5.6.2	Promote involvement by the community to create a culture of support for schools.

Indicator 7: Leadership and staff will engage stakeholders effectively in support of the district's mission and vision.

5.7.1	Provide opportunities for stakeholders to volunteer, give feedback and contribute to schools to provide a sense of investment in the schools and community.
5.7.2	Foster and increase business partnerships, advisory councils and forums to assist with practical student learning inside and outside the classroom.

Indicator 8: Leadership and staff will establish supervision and evaluation processes that result in improved professional practice and student success.

5.8.1	Research and provide professional development to improve professional practice and student success.
5.8.2	Use ongoing teacher evaluation processes to measure classroom effectiveness.

Indicator 9: Leadership and staff will ensure compliance with applicable local, state and federal laws, policies and regulations.

5.9.1	Designate specific offices responsible for informing the Board and staff of changes in statutes and regulations, and for assisting with appropriate inspections to ensure compliance.
5.9.2	Maintain a dedicated phone line and/or email address to ensure that non-compliance will be investigated.

LEADERSHIP & STAFF	**Indicator 10: Leadership and staff will employ a system provides accurate analysis and thorough review of student performance and school effectiveness.**

5.10.1	Provide a system for accurate analysis and review of student performance and school effectiveness that is guided by sound policies and practices.
5.10.2	Use uniform guidelines and standards that support student achievement goals and ensure consistent measurement.
5.10.3	Provide a balance between structure and flexibility that acknowledges and addresses the variety of ways in which students learn.
5.10.4	Improve student academic performance and educator effectiveness.
5.10.5	Use technology to help students reach their academic goals and prepare them for a technology-rich future.

Indicator 11: Leadership and staff will provide teachers and students with opportunities to lead.	
5.11.1	Develop opportunities for teachers to assume shared and distributed leadership roles to provide personal development and assist with student development.
5.11.2	Encourage and foster professional growth to prepare staff and students for future roles beyond the school district.
5.11.3	Encourage students to develop authentic and meaningful leadership roles in order to prepare them for college and/or careers after graduation.