

2019-2024 RICHLAND ONE STRATEGIC PLAN



RICHLAND ONE

ENGAGE • EDUCATE • EMPOWER

Dr. Craig Witherspoon
Superintendent





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2019-2024 Richland One Strategic Plan Steering Committee

Member	Title
Dr. Craig Witherspoon	Superintendent
Dr. Sherry Veasey	Chief of Staff
Dr. Sandra Brossard	Chief of Teaching & Learning
Angela Burns	Principal, Crayton Middle School
Dr. Traci Young-Cooper	Director of Strategic Partnership & Extended Day Programs
Delores Gilliard	Principal, St. Martin De Porres School
Dawn Duke	Teacher of the Year, Watkins Nance Elementary School
Inger Ferguson	Principal, Southeast Middle School
Dr. Quantina Haggwood	Executive Director of Early Childhood Education and Elementary Education
Kevin Hasinger	Principal, Satchel Ford Elementary School
Dr. Ericka Hursey	Principal, Lower Richland High School
Chovan Jennings	Executive Director of Secondary Education
Dr. Julia Kaczor	Coordinator of Advanced Academic Programs
Katie Fox	Senior Project Manager, Engenuity SC
Selina Lattimore	Principal, JP Thomas Elementary School
Dr. Sandra Lindsay-Brown	Director of Federal and State Programs
Ronnie Nowlin	Classified Employee of the Year; Eau Claire High School
Robert Smalls	Director of Student Support Services
Dr. Sarah Smith	Principal, Burton Pack Elementary School
Dr. John Dozier	Parent, Chief Diversity Office, University of South Carolina
Dr. Jennifer Coleman	Executive Director of Accountability, Assessment, Research & Evaluation

NEEDS ASSESSMENT FINDINGS

Richland School District One's Strategic Plan will focus on three core areas to increase student success; student achievement, teacher quality and school climate. The data supporting this need is presented below.

Student Achievement is the core of all work in Richland School District One. At the early childhood level, 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. 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. Being that 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. 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 reflects the need to strengthen foundational skills in K-2.

At the elementary and middle school level, Richland One students' assessment results in grades 3-8 fell below state performance in both 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 far less than half of the 4th grade students met or exceeded expectations on the state science assessment. Moreover, the gap on the performance of students on SC PASS in both science and social studies 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, the science and engineering practices, and authentic literacy integration. There is a need to improve social studies instruction through a focus on disciplinary literacy strategies that engage students in opportunities to read and write complex text. Both African-American males and students with disabilities continue to lag behind their peers in grades 3-8. Differentiation and inclusive practices are needed to address the individual and diverse needs of these students across all content areas.

At the high school level, while the gap between the graduation rates of the district and the state narrowed, the graduation rate showed a slight decline from the 2017 to the 2018 school year. Increasing the district's graduation rate is a priority. Of the students who graduated in 2018, just over half 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. In order 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 I, Algebra I, US History and the Constitution, and Biology. In order to have more students graduating on time who are college or career ready, greater emphasis must be placed on success in the application 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 is facing challenges retaining educators. A focus on these efforts will continue. Ensuring every student has a properly 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 in order 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 the student achievement arena. As expulsion numbers are decreasing, an increase in out-of-school suspension and in-school suspensions are being observed. Richland One will be utilizing a multi-tiered system of supports, as well as a student advocacy program in every school to continue the reduction of behavioral incidents.

In order 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 have teacher's assigned more than 4 preparations. The second waiver was to allow secondary teachers to teach more than 1500 minutes.

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.

Student Achievement, including sub-groups
<p><i>Early Childhood/Primary (PK-2):</i></p> <ul style="list-style-type: none">• 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.• 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.• Being that 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.• 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 reflects the need to strengthen foundational skills in K-2.
<p><i>Elementary/Middle (3-8):</i></p> <ul style="list-style-type: none">• Richland One students' assessment results in grades 3-8 fell below state performance in both 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 far less than half of the 4th grade students met or exceeded expectations on the state science assessment. Moreover, the gap on the performance of students on SC PASS in both science and social studies 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, the science and engineering practices, and authentic literacy integration. There is a need to

significantly improve social studies instruction through a focus on disciplinary literacy strategies that engage students in opportunities to read and write complex text.

- Both African-American males and students with disabilities continue to lag greatly behind their peers in grades 3-8. Differentiation and inclusive practices are needed to address the individual and diverse needs of these students across all content areas.

High School (9-12):

- While the gap between the graduation rates of the district and the state narrowed, the graduation rate showed a slight decline from the 2017 to the 2018 school year. Increasing the district's graduation rate is a priority. Of the students who graduated in 2018, just over half 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.
- In order 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 I, Algebra I, US History and the Constitution, and Biology. In order to have more students graduating on time who are college or career ready, greater emphasis must be placed on success in the application 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.

Teacher/Administrator Quality

- Based on the data reviewed, the district is facing many challenges recruiting and retaining educators. A focus on these efforts will continue.
- Ensuring every student has a properly 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. There is also difficulty recruiting teachers to high poverty schools.
- Quality, competency-based professional development must be designed in order 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"> As expulsion numbers are decreasing, an increase in out-of-school suspension and in-school suspensions are being observed. Richland One will be utilizing a multi-tiered system of supports, as well as a student advocacy program in every school to continue the reduction of behavioral incidents.
Gifted and Talented
<ul style="list-style-type: none"> Data show that African-American and ESOL subgroups, in particular, continue to be underrepresented in the district's Gifted and Talented programs at the elementary and secondary levels. The turnover rate of teachers negatively impacts the percentage of teachers who are highly skilled in teaching Advanced Academic Program classes.



MISSION, VISION, CORE VALUES, CORE PRIORITIES & ACTIONS FOR IMPROVEMENTS

Mission

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

Vision

Richland School District One, in collaboration with an engaged community, is committed to ensuring that each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

Core Values

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.

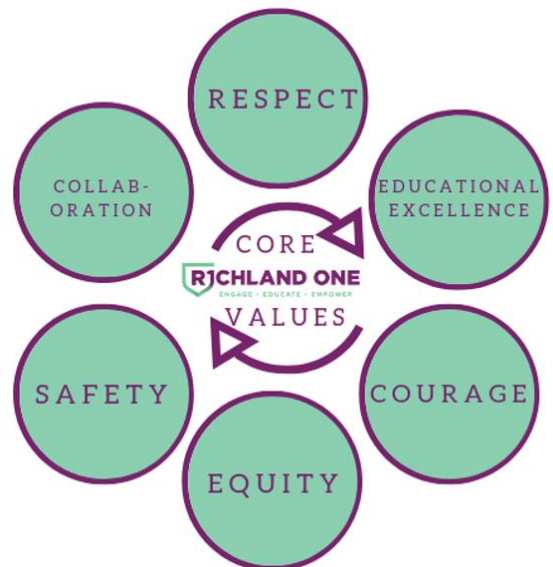
Equity – We are fair and just in providing opportunities for success for all.

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.

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

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



Core Priorities

1. Ensure equitable experiences that support educational excellence for all learners.
2. Employ a quality professional in all positions to ensure every student receives personalized opportunities for success.
3. Offer varied opportunities for families, stakeholders and community partners to be meaningfully engaged in supporting student success.
4. Provide a safe, secure, supportive learning environment for all students and employees.
5. Develop a long-range facility and technology plan to accommodate enrollment shifts as well as modernization of buildings to support learning and working efficiencies and innovation.

Actions for Improvement

(A high level plan to describe the execution of actions to accomplish core priorities.)

Deliver and implement a tiered system of interventions to provide students specific academic and behavioral supports to increase opportunities for success.

Ensure students are reading on grade level when promoted to third grade.

Develop and implement rigorous recruitment and retention processes.

Increase kindergarten readiness for potential students of Richland One.

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

Develop and execute organizational efficiencies by developing and implementing systems and processes to support the work of the district.

Richland One Strategic Planning Process

The Richland One Strategic Planning Process was developed and implemented from September 2018 through March 2019. 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 the employee survey. The timeline followed is below:

- 1. September 2018-** Selection of Steering Committee members, based on state requirements. Selection of focus groups based on obtaining a wide variety of stakeholder input.
- 2. October 2018-** Six Focus Groups were conducted by an outside consultant to examine; what was working well, what were the challenges we would face in the next 5 year and what could we improve? The Six Focus Groups are:
 - a. Board of Commissioners
 - b. Business Partners
 - c. Classified Employees of the Year
 - d. Parents/SIC/PTO
 - e. Teachers of the Year
 - f. Superintendent's Student Advisory Council
- 3. October 2018-December 2018-** Four Strategic Plan Steering Committee meetings held to review data, themes from focus groups to craft the Core Values, Critical Priorities and Actions for Improvement.
- 4. January 2019-** All Richland One staff were given an opportunity to provide feedback on the proposed core values, core priorities and actions for improvement. There were 1,241 employees who accessed the survey to provide feedback. The survey included open-ended items for employees to provide feedback on three specific areas: (a) Core Values; (b) Core Priorities; and (c) Actions for Improvements. Below is an example of the questions asked on the survey:

Core values guide the daily work and decisions of all employees of an organization. Please review the core values below that include a brief definition for each core value. As you review the core values consider the following.

- Determine if we omitted a value that would be included.*
- Is there language in the values or definitions that is troublesome?*
- Provide additional comments to support completion of the strategic plan.*

The 1,241 staff who completed the survey gave thorough feedback about the strategic plan, as well as provided praise for being given the opportunity to provide input. Changes were made to the proposed plan based on the responses.

5. **January 2019-** Strategic Plan Steering Committee reconvened to review feedback from staff survey, made modifications based on survey and then produced final proposed product for the Board of Commissioners.
6. **March 2019-** Submit Strategic Plan to Board of Commissioners for approval.
7. **April 2019-** Submit approved plan to the South Carolina State Department of Education.
8. **April 2019-** Launch to principals, schools and departments for summer planning.
9. **Start of School 2019-2020-** Launch to all stakeholders

Performance Goal Areas and Action Steps for the 2019-2024 Strategic Plan (Mandated by State)

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

PERFORMANCE GOAL 1:
Per SBE Regulation 43-261, 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.

 SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

By 2024, 80% of students in grades 3-8 will score approaches or above on the SC Ready ELA and Math assessments.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): SC Ready Data- ELA	65%	Projected ELA Data	68%	71%	74%	77%	80%
		Actual ELA Data	N/A	N/A	N/A	N/A	N/A
	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): SC Ready Data- MATH	58.7%	Projected Math Data	62.7%	65.7%	68.7%	71.7%	80%
		Actual Math Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR PERFORMANCE GOAL #1: By 2024, 80% of students in grades 3-8 will score approaches or above on the SC Ready ELA and Math assessments.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use a comprehensive assessment system that identifies and addresses specific needs to direct instructional implementation.	July 2019 and on-going	Chief of Teaching and Learning Executive Directors of Early Childhood and Elementary Education and Secondary Education; Directors of Early Childhood Education, Elementary Education, and Secondary Education	\$500,000	General, state and federal funding	Comprehensive assessment system that reflects the use of progress monitoring, diagnostic screening, formative assessment, and universal screening; professional development agendas and sign-in sheets, data reflecting use of assessment tools, modules to support implementation (when appropriate for use)
2. Strengthen core instruction by aligning curriculum that supports the instructional framework expectation for content areas and related arts.	July 2019 and on-going	Chief of Teaching and Learning Executive Directors of Early Childhood and Elementary Education and	\$1,000,000	General, state and federal funding	Curriculum documents that reflect alignment to instructional framework; survey results of teachers who have used the curriculum

ACTION PLAN FOR PERFORMANCE GOAL #1: By 2024, 80% of students in grades 3-8 will score approaches or above on the SC Ready ELA and Math assessments.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Secondary Education; Directors in Teaching & Learning			
3. Develop and implement a competency-based professional learning model that focuses on research-based best practices, as well as content-specific mastery essential in supporting student success.	July 2019 and on-going	Chief of Teaching and Learning Director of Office of Instructional Services Directors of Early Childhood Education, Elementary Education, Secondary Education	0	General, state and federal funding	Competencies that reflect expectations for content-specific knowledge and understanding; competencies that reflect expectations for understanding and use of processes to support classroom management and behaviors; clearly defined process for documenting mastery of competencies through micro-credentialing

Performance Goal Area:

☒ Student Achievement*
☐ District Priority

☐ Teacher/Administrator Quality*

☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

PERFORMANCE GOAL 2:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, 80% of students in grades 3-8 will score approaches or above (or met and exemplary) on the SC PASS science and social studies assessments.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): SC PASS Data- Science	61.4	Projected Science Data	64.4%	67.4%	70.4%	73.4%	80%
		Actual Science Data	N/A	N/A	N/A	N/A	N/A
	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): SC PASS Data- Social Studies	60.2	Projected Science Data	64.4%	67.4%	70.4%	73.4%	80%
		Actual Science Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR PERFORMANCE GOAL #2: By 2024, 80% of students in grades 3-8 will score approaches or above (or met and exemplary) on the SC PASS science and social studies assessments.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop inclusive practices where all students engage in general education and rigor of instruction in science and social studies.	July 2019 and on-going	Chief of Teaching and Learning Executive Directors of Early Childhood and Elementary Education and Secondary Education; Directors in Teaching and Learning	0	General, state and federal funding	Comparative data showing greater inclusion of students with special needs in general education classes; LRE data submitted to the SCDE
2. Develop and implement a competency-based professional learning model that focuses on research-based best practices, as well as content-specific mastery essential in supporting student success.	July 2019 and on-going	Chief of Teaching and Learning Executive Directors of Early Childhood and Elementary Education and Secondary Education;	0	General, state and federal funding	Competencies that reflect expectations for content-specific knowledge and understanding; competencies that reflect expectations for understanding and use of processes to support classroom management and behaviors; clearly defined process for

ACTION PLAN FOR PERFORMANCE GOAL #2: By 2024, 80% of students in grades 3-8 will score approaches or above (or met and exemplary) on the SC PASS science and social studies assessments.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Directors in Teaching and Learning			documenting mastery of competencies through micro-credentialing
3. Strengthen core instruction by aligning curriculum that supports core instructional framework expectations for science and social studies content areas and integrate related arts.	July 2019 and on-going	Chief of Teaching and Learning Executive Directors of Early Childhood and Elementary Education and Secondary Education; Directors in Teaching and Learning	\$500,000	General, state and federal funding	Curriculum documents that reflect alignment to instructional framework; survey results of teachers who have used the curriculum

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

<p>PERFORMANCE GOAL 3: <i>Per SBE Regulation 43-261, 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.</i></p> <p>SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>	<p>By 2024, 90% of students who are graduating with a high school diploma will demonstrate college- and/or career-readiness.</p>
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INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): Report Card CCR Indicator	57.6%	Projected Data	65%	70%	75%	80%	90%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR PERFORMANCE GOAL #3: By 2024, 90% of students who are graduating with a high school diploma will demonstrate college- and/or career-readiness.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Establish and implement an explicit process to enter, monitor, and report CCR data for each student.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Secondary Education and Accountability, Assessment, Research and Evaluation; Directors of Secondary Education and CATE	0	N/A	Process to enter, monitor, and report CCR data for each student that is clearly defined and easy to use
2. Develop and implement professional learning opportunities for all stakeholders on the requirements for students to meet college- and career-readiness indicators.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of	0	N/A	Professional learning opportunities documented in PLMS that supports understanding of college-

ACTION PLAN FOR PERFORMANCE GOAL #3: By 2024, 90% of students who are graduating with a high school diploma will demonstrate college- and/or career-readiness.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Secondary Education Directors of Secondary Education, CATE, Instructional Services, Federal and State Programs, Special Services			and career-readiness indicators.
3. Expand and communicate college- and career-ready opportunities to ensure students and parents are knowledgeable of and have equitable access to meet college- and career-readiness requirements.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Secondary Education	\$1,000,000	General, state and federal funds	Master Course Catalogs, IGP meeting documentation, expansion of college visits to support 1 st generation college students (in particular), information posted on district's website, parent

ACTION PLAN FOR PERFORMANCE GOAL #3: By 2024, 90% of students who are graduating with a high school diploma will demonstrate college- and/or career-readiness.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Directors of Secondary Education, CATE, Federal and State Programs, Special Services, and Student Support Services (School Counseling)			and family engagement specialists documentation

Performance Goal Area:

☒ Student Achievement*
☐ District Priority

☐ Teacher/Administrator Quality*

☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

PERFORMANCE GOAL 4:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, 85% of Richland One students will graduate within 4 years of entering 9th grade.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): SCDE graduation data file	78.1%	Projected Data	80%	81%	82%	84%	85%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR PERFORMANCE GOAL #4: By 2024, 85% of Richland One students will graduate within 4 years of entering 9 th grade.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Establish individual school goals towards meeting district graduation rate goal	July, 2018	Executive Director of Schools Principals	0	N/A	Identified as a goal for principal evaluation
2. Develop a systematic process to monitor graduation rate progress	July, 2018- On-going	Executive Director of Schools AARE	0	N/A	Required Graduation Rate Teams in place at each school
3. Establish quarterly District Graduation Rate Team meetings (Student Support Services, Counseling, SPED, Teaching & Learning)	Quarterly meetings (December, February and May, 2018-19)	Executive Director of Schools Principals	0	N/A	Scheduled quarterly meetings where school teams provide status updates and get input/next steps from district team
4. Hold regular meetings with identified students (and parents) to address concerns relative to on-time graduation status	Aligned to individual school graduation team meetings	Principals Graduation Rate Team members Social Workers	0	N/A	Documented meetings with updates and actions needed to address possible student needs

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

<p>PERFORMANCE GOAL 5: <i>Per SBE Regulation 43-261, 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 card. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</i></p>	<p>By 2024, 80% of students will pass the End of Course Examination Program assessment in English 1, Algebra 1, Biology 1 and US History.</p>
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INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (17-18)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): EOCEP data file	75.9%	Projected English 1 Data	76.9%	77.9%	78.9%	79%	80%
		Actual English 1 Data	N/A	N/A	N/A	N/A	N/A
	AVERAGE BASELINE (17-18)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): EOCEP data file	50.6%	Projected Algebra 1 Data	55.6%	60.6%	65.6%	70.6%	80%
		Actual Algebra 1 Data	N/A	N/A	N/A	N/A	N/A
	AVERAGE BASELINE (17-18)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): EOCEP data file	61.9%	Projected Biology 1 Data	65.9%	69.9%	73.9%	77.9%	80%
		Actual Biology 1 Data	N/A	N/A	N/A	N/A	N/A
	AVERAGE BASELINE (17-18)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): EOCEP data file	58.7%	Projected US History Data	62.7%	66.7%	70.7%	74.7%	80%
		Actual US History Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR PERFORMANCE GOAL #5: By 2024, 80% of students will pass the End of Course Examination Program assessment in English 1, Algebra 1, Biology 1 and US History.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide monthly professional learning opportunities for all EOCEP staff to include district and non-district staff collaboration.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Secondary Education Director of Secondary Education, Special Services, Federal and State Programs, Instructional Services	\$500,00	General and federal funding	Professional development sessions documented in PLMS Use of professional development strategies witnessed in classroom observations
2.Solicit results-proven instructors/tutors/interns to directly support students before school, after school, on Saturdays, and in the summer.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Secondary Education	\$1,000,000	General, state and federal funding	Lists of instructors/tutors/interns and supports they provide to students; analysis of student achievement data taking into consideration the interventions/supports

ACTION PLAN FOR PERFORMANCE GOAL #5: By 2024, 80% of students will pass the End of Course Examination Program assessment in English 1, Algebra 1, Biology 1 and US History.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Directors of Secondary Education, Federal and State Programs, and Special Services			they were provided and by whom
3. Provide targeted assistance for teachers needing additional support, to include mentors and strategic training.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Secondary Education Directors of Instructional Services and Secondary Education EDs of Schools	\$200,000	General and federal funding	

Performance Goal Area:

☐ Student Achievement*

☒ Teacher/Administrator Quality*

☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

☐ District Priority

(* required)

PERFORMANCE GOAL 6:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, Richland One will reduce the percent of teacher turnover to 7%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	13.9%	Projected Data	12.9%	11.9%	10.9%	9%	7%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR PERFORMANCE GOAL #6: By 2023-2024, Richland One will reduce the percent of teacher turnover to 12%.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. District will implement a new recruiting and hiring and onboarding system.	February/March 2019	Chief of Human Resources	\$130,000	General fund	Application system availability/active on the district's website
2. Offer recruitment and retention incentives to all staff	January 2019-ongoing	Chief of Human Resources	\$500,000	General and proviso fund	District incentives established and published flyer
3. Plan and attend recruitment events in and out of state	July 2019	Coordinator of Recruitment	\$15,000	General and proviso fund	Recruitment schedule developed
4. Provide sensitivity training for all faculty and staff	July 2019	Director of Certified Employment Services; Director of Classified	\$7,500	General fund	Training completed- sign in logs
5. Institute a robust mentoring and onboarding process for International Teachers	July 2019	Chief of Human Resources	\$50,000	General and proviso fund	Onboarding schedule, mentor assignments and plans

Performance Goal Area:

☐ Student Achievement*

☐ Teacher/Administrator Quality*

☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

☐ District Priority

(* required)

PERFORMANCE GOAL 7:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, Richland One will have student advocacy programs in 100% of our schools.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	N/A	Projected Data	25%	50%	75%	85%	100%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR PERFORMANCE GOAL #7: By 2023-2024, Richland One will have student advocacy programs in 100% of our schools.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Establish Student Advocacy Committee to review and advise implementation of school programs.	Feb. 2019-Mar. 2019	Lead Coordinator of Student Support Services Coordinator of Guidance Director of Student Support Services	Not Applicable	Not Applicable	Meeting sign in sheets, minutes, attendance at meetings
2. Request schools share exemplary examples of student advisory program components in place.	Feb. 2019-Mar.2019	Lead Coordinator of Student Support Services Coordinator of Guidance Director of Student Support Services	Not Applicable	Not Applicable	Document and compile exemplary practices on OneDrive for future sharing with other schools
3. Conduct Introductory Student Advocacy Committee Meeting where implementation plan will be reviewed.	Mar. 2019	Student Advocacy Committee Elem./Middle/High Administrator School Counselor Social Worker Teacher Support Staff Students	Not Applicable	Not Applicable	Agenda and minutes from meeting, as well as revisions made to the implementation plan.

ACTION PLAN FOR PERFORMANCE GOAL #7: By 2023-2024, Richland One will have student advocacy programs in 100% of our schools.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		University-level Counselor Educator			
4. Establish contacts of professional development exemplary opportunities for staff training.	Mar. 2019	Student Advocacy Committee	Not Applicable	Not Applicable	List of approved trainers to be used by schools.
5. Adopt and launch a district student advocacy model.	April 2019-May 2019	Student Advocacy Committee	\$10,000-\$15,000	Not Applicable	Final handbook and monitoring process for advocacy process.

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

<p>PERFORMANCE GOAL 8: <i>Per SBE Regulation 43-261, 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.</i></p> <p>SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>	<p>By 2024, the percentage of Richland One students in underrepresented subgroups qualifying as State Identified Gifted and Talented will increase from 5% to 25% at the elementary level.</p>
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INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): PowerSchool GT fields	5%	Projected Data	13%	17%	21%	23%	25%
		Actual Data					

ACTION PLAN FOR PERFORMANCE GOAL #8: By 2024, the percentage of Richland One students in underrepresented subgroups qualifying as State Identified Gifted and Talented will increase from 5% to 25% at the elementary level.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Ensure opportunities for GT endorsements and research-based strategies ensuring academic success of students.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Early Childhood and Elementary Education Directors of Early Childhood and Elementary Education AAP Coordinator	\$100,000	District and state	List of teachers GT endorsed; documentation of efforts to recruit more teachers to seek GT endorsement
2. Develop a system for recruitment of under-represented GT populations and utilize alternative assessments for identification of local students.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Early Childhood and	\$1,000,000	District and state	Documentation of meetings held with parents and students; comparative analyses of data showing underrepresented subgroups; evidence of use of alternative assessments for identification of local students

ACTION PLAN FOR PERFORMANCE GOAL #8: By 2024, the percentage of Richland One students in underrepresented subgroups qualifying as State Identified Gifted and Talented will increase from 5% to 25% at the elementary level.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Elementary Education Directors of Early Childhood and Elementary Education AAP Coordinator			
3. Provide K-2 advanced curricula and opportunities to expose students to more problem solving, critical thinking, and test preparation.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Early Childhood and Elementary Education Directors of Early Childhood and Elementary Education	\$100,000	District and state	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 opportunities

ACTION PLAN FOR PERFORMANCE GOAL #8: By 2024, the percentage of Richland One students in underrepresented subgroups qualifying as State Identified Gifted and Talented will increase from 5% to 25% at the elementary level.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		AAP Coordinator			

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

PERFORMANCE GOAL 9:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

2018

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): Advanced Placement Files	27.8%	Projected Data	32%	34%	36%	38%	40%
		Actual Data					
	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): AP % of students taking exams from data files	10%	Projected Data	12%	14%	16%	18%	20%
		Actual Data					

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): IB from Enrich	60%	Projected Data	62%	64%	66%	68%	70%
		Actual Data					
	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): IB % of students taking exams from Enrich	5.9%	Projected Data	7%	9%	11%	13%	15%
		Actual Data					
	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): Dual Credit Data- PowerSchool	TBD	Projected Data	TBD	TBD	TBD	TBD	TBD
		Actual Data					

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): % of students taking Dual Credit course- PowerSchool	17%	Projected Data	19%	22%	24%	26%	28%
		Actual Data					

ACTION PLAN FOR PERFORMANCE GOAL #9: By 2024, the percentage of African American male students passing advanced college placement assessments (AP, IB, and dual credit) will increase, while maintaining or increasing the percent of African American male students taking the exams.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide opportunities for teachers to receive the appropriate endorsement/training to teach advanced college placement courses.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Secondary Education Directors of Secondary Education and Elementary Education AAP Coordinator	\$125,000	General and state funding	List of appropriately endorsed teachers
2. Implement blended learning opportunities for students via distance and virtual education.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Secondary Education	0	General and state funding	Classroom observations; increased number of distance and virtual learning opportunities documented through MCC

ACTION PLAN FOR PERFORMANCE GOAL #9: By 2024, the percentage of African American male students passing advanced college placement assessments (AP, IB, and dual credit) will increase, while maintaining or increasing the percent of African American male students taking the exams.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Directors of Secondary Education and Elementary Education AAP Coordinator			
3. Communicate and implement the appropriate pathways to ensure student success (prerequisites, exploratory courses, projects, etc.).	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Secondary Education Directors of Secondary Education and CATE AAP Coordinator	0	General, state and federal funding	MCC reflecting pathways Letters to parents and information on website IGP documents

ACTION PLAN FOR PERFORMANCE GOAL #9: By 2024, the percentage of African American male students passing advanced college placement assessments (AP, IB, and dual credit) will increase, while maintaining or increasing the percent of African American male students taking the exams.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		School Guidance Coordinator			

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

PERFORMANCE GOAL 10:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, a multi-tiered system of intervention will be delivered and fully implemented in all Richland One schools in order to provide students specific academic and behavioral supports to increase opportunities for success.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):		Projected Data	25% of schools	50% of schools	75% of schools	All schools	All schools
MTSS Records	Pilot year	Actual Data					

ACTION PLAN FOR PERFORMANCE GOAL #10: By 2024, a multi-tiered system of intervention will be delivered and fully implemented in all Richland One schools. In order to provide students specific academic and behavioral supports to increase opportunities for success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. After a year of pilot implementation (2018-2019), the MTSS District Team will be redefine to best meet the needs of the students and schools.	1/19-6/19	Director of Student Support Services; MTSS Coordinator	0	N/A	Revised MTSS district team responsibilities, will be shared with all MTSS district team members.
2. After a year of pilot implementation (2018-2019), the MTSS Plan will be revisited and revised to best meet the needs of the students and schools.	6/19-7/19	Executive Directors of Schools, Coordinator of Guidance, Director of Secondary Education, MTSS Coordinator, Director of Elementary Education	0	N/A	Revised MTSS manual will be shared with all district and school staff. Changes will be implemented starting in the 2019-2020 school year.
3. Continue to refine and provide professional development to the district MTSS team, the school	6/19- ongoing	MTSS Coordinator	\$20,000	General fund	Documentation of all professional development

principals, the school MTSS chairs.					offerings and the number of people attending.
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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

PERFORMANCE GOAL 11:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, Richland One will have developed a long-range facilities and technology plan to accommodate enrollment shifts as well as modernization of buildings to support learning and working efficiencies and innovation.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	N/A	Projected Data					Plan completed and disseminated to stakeholders
		Actual Data					

ACTION PLAN FOR PERFORMANCE GOAL #11: By 2024, Richland One will have developed a long-range facilities and technology plan to accommodate enrollment shifts as well as modernization of buildings to support learning and working efficiencies and innovation.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop a comprehensive needs assessment of all facilities to address the following: safety, alignment of instructional practices and priorities, adequate space for various instructional programs, technology infrastructure, centralization of parent/family services, and expansion and growth for environmental shifts.	July 2019 – December 2019	Chief of Operations, Chief of Teaching and Learning, Executive Director of Facilities, Director of Learning Environments and Instructional Services	0	District	Comprehensive Needs Assessment that addresses all required particulars
2. Develop long- and short-range plans to address the identified facilities/learning environment needs based on the needs assessment results.	January 2020 – June 2020	Chief of Operations, Chief of Teaching and Learning, Executive Director of Facilities, Director of Learning	0	District	Long and short-range plans

		Environments and Instructional Services			
3. Develop a comprehensive technology plan to address the following: purchasing various devices, increasing wireless access, reducing technology restrictions to increase the use of available digital resources, increasing staff to support the use of technology.	July 2019 and on-going	Executive Director of Instructional Technology, Director of Learning Environments and Instructional Resources	0	District	Comprehensive Technology Plan that has been completed and that is updated annually

Performance Goal Area:
Schools, etc.)*

☐ Student Achievement*

☐ Teacher/Administrator Quality*

☒ School Climate (Parent Involvement, Safe and Healthy

(* 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

PERFORMANCE GOAL 12:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, a comprehensive support network for parents, families, community partners, and other stakeholders will be fully implemented in all Richland One schools.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): Implementation of model using the Joyce Epstein Framework of Six Types of Involvement.	Percentage of schools who have fully implemented the model.	Projected Data	58%	80%	92%	95%	100%
		Actual Data					

ACTION PLAN FOR PERFORMANCE GOAL #12: By 2024, a comprehensive, systematic, inclusive, informed support network for parents, families, community partners, and other stakeholders will be delivered and fully implemented in all Richland One schools in order to promote parent and family engagement and increase student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Each school will establish an NNPS Action Team for Partnerships (ATP).	August 2019-ongoing	School Leadership Team/ PFES's	0	0	NNPS Annual Review of Team Process
2. Each school will write a One Year Action Plan for Partnerships.	May 2019-ongoing	Action Team for Partnership	0	0	NNPS Starting Points; An inventory of Present Practices of School, Family, and Community Partnerships; Measure of School, Family and Community Partnerships; Annual Evaluation of Activities; and NNPS Annual Update
3. Provide ongoing training on the Joyce Epstein Framework of the Six Types of Involvement for school leaders, Action Teams, and Parent and Family Engagement Specialists.	May 2019-ongoing	District Coordinator, NNPS Staff, Assistant Director for the Center of Excellence to Prepare Teachers of Poverty.	\$50,000	General Fund	NNPS Evaluations Observations

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 13:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, 67% of students in Richland One will be ready for Kindergarten.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	36%	Projected ELA Data	45%	50%	55%	60%	67%
Kindergarten Readiness Assessment (KRA) Fall data		Actual ELA Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #13: By 2024, 67% of students in Richland One will be ready for Kindergarten.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create a collaborative system of support with local agencies to ensure access to early interventions and multi-generational support.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Early Childhood and Elementary Education Director of Early Childhood Education	0	N/A	Expanded list of co-collaborators and local agencies who are recognized as partners in supporting early interventions and multi-generational support
2. Expand and increase high-quality professional learning opportunities for local childcare providers.	July 2019 and on-going	Chief of Teaching and Learning Executive Director of Early Childhood and Elementary Education Director of Early Childhood Education	\$1,000,000	District, state, and federal funding; grants	Increased number of local childcare providers who have earned credentials; professional learning evaluations rating quality

ACTION PLAN FOR STRATEGY #13: By 2024, 67% of students in Richland One will be ready for Kindergarten.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Expand high-quality birth to 4 childcare options for Richland One families.	July 2021 and on-going	Chief of Teaching and Learning Executive Director of Early Childhood and Elementary Education Directors of Early Childhood Education and Office of Federal and State Programs	N/A	District, state, and federal funds; grants	Expanded list of birth to 4 childcare options where providers have been trained and credentialed; higher percentage of students entering kindergarten demonstrating kindergarten readiness