

# CHARLESTON ACHIEVING EXCELLENCE

## Action Design

Elementary, Middle, and High School  
Strategic Plans  
2008-2011

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## CHARLESTON ACHIEVING EXCELLENCE ACTION DESIGN

***“In every conversation and at every turn, the message is not that we’re going to be a great District, but that we are a great District.”***

### INTRODUCTION

The Charleston County School District (CCSD) is committed to providing a dynamic system of challenging educational choices designed to increase student achievement and close the gap among groups in order to prepare all students to compete in a global economy and make a positive contribution to our community and nation.

Our goals are to:

- Move More Children to Proficient and Advanced Levels on Standardized Tests
- Close the Achievement Gap Between Groups
- Increase High School Graduation Rates for All Students

Excellence at each level of schooling (elementary, middle, and high) is critical to the accomplishment of our goals. We recognize the unique characteristics, challenges, and opportunities of each school and respect and encourage the school level leadership of Principals, teachers, School Improvement Councils, and Neighborhood Planning Teams. However, we are committed to operating a system of schools where proven strategies and techniques are evident in every classroom. To this end, we have created Action Designs for Elementary, Middle, and High Schools that outline essential strategies and practices associated with improved student achievement. These plans are structured within our Core Values and provide the blueprint for our accountability system.

Core Values: Results - Access - Partnerships:

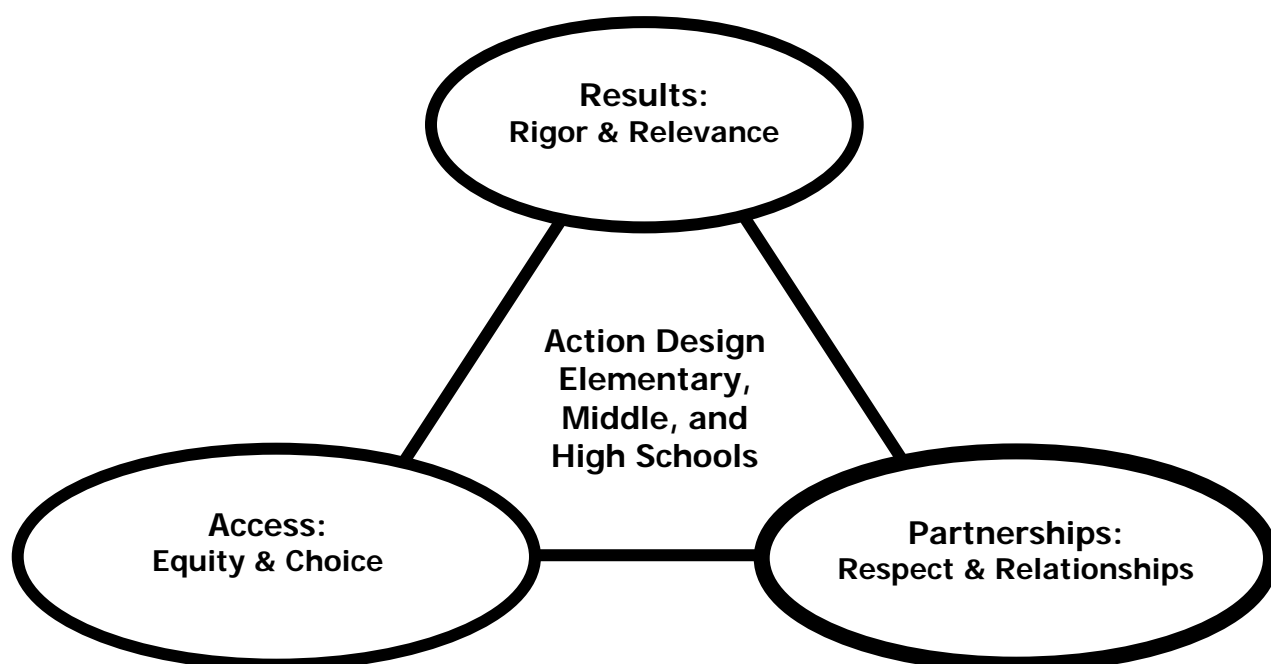
- Core Value I is to Focus on Results by increasing the Rigor of instruction and challenging all students to achieve high levels. Weighted resources may be needed to bring consistent results. Improved results also require attention to Relevance. Specifically, course offerings and instruction need to be connected to both student life and to future post-secondary career goals.



- Core Value II is to establish Access and Equity by providing all students with opportunities to receive effective instruction, enrichment, and advanced courses. By creating a portfolio of school types, families will be given the Choice to select an educational setting that best meets student learning needs and interests.
- Core Value III articulates the importance of Partnerships in making our goals a reality. We will increasingly seek to strengthen our productive partnerships with volunteers, parents, communities of faith, public agencies, the business community, elected officials, and institutions of higher learning. Effective partnerships are built on a foundation of Respect and trust. Our culture must respect and value diversity, collaboration and the viewpoints of all stakeholders.

Action Design Strategies:

The role of the District is to set accountability standards and provide the resources and supports to enable schools to realize our District goals. Through our Action Designs, CCSD also outlines a set of “essential strategies” that are linked to improved student outcomes. The victory is in the classroom. Each strategy that is noted herein was identified as a key enabler of instructional effectiveness.





### Accountability:

CCSD recognizes that in a large, diverse school district, there must be a balance between school autonomy and central control. We will continue to focus on measurable results. "Earned autonomy" is available to those schools that consistently demonstrate academic success against external standards (State and Federal). Continued "autonomy" will be linked to continual improvement.

The Action Designs articulate the strategies all schools are expected to implement. Leadership and the effective implementation of these essential strategies form the basis of our performance evaluation system. Principals, District staff, and all CCSD personnel are accountable for implementing, assessing, adapting, and modifying the Action Designs in order to produce improved results in student achievement.



# CHARLESTON ACHIEVING EXCELLENCE

## MISSION

The mission of the Charleston County School District (CCSD), a dynamic system of challenging educational choices, is to increase student achievement and close the gap between groups in order to prepare all students to compete in a global economy and make a positive contribution to our community and nation.

## GOALS

- Move More Children to Proficient and Advanced Levels on Standardized Tests
- Close the Achievement Gap Between Groups
- Increase High School Graduation Rates

## THEORY OF ACTION

If we improve instructional effectiveness by increasing the rigor and relevance of the content, the skill and knowledge teachers bring to the teaching of the content, and the level of students' active learning of the content, then we will increase achievement for all students and close the achievement gap.

## CORE VALUES

### I. Results: Rigor & Relevance

#### What Will Our Results Look Like?:

Increased Achievement for All Groups of Students  
Closed Achievement Gaps  
Improved Graduation Rates  
Closed Suspension Gaps  
Increased Attendance Rates of Staff and Students  
High Teacher Retention  
Common Culture of High Expectations for Students and Staff



### How Can Our Results be Measured?:

- Develop and Use Common Classroom Assessments
- Track Benchmark Test Results (MAP Scores)
- Measure Student Growth towards Proficiency
- Conduct Frequent Classroom Observations
- Measure Graduation Rates by Subgroup
- Track Rates of Enrollment in Post-Secondary Education
- Assess Teacher Retention Rates
- Monitor Suspension Rates by Race and Gender
- Track Enrollment Figures from Year to Year
- Monitor Attendance Rates of Staff and Students
- Survey Stakeholders

## **II. Access: Equity & Choice**

### What Will Access Look Like?:

- Clean and Orderly Environments Conducive to Quality Instruction for All Students
- High Quality Teachers and Administrators in All Schools
- Up-to-date 21<sup>st</sup> Century Technology that Teachers Know How to Use
- Choice Options Providing Parents and Students with Opportunities for Education that Matches Individual Student Skills, Interests, and Talents

### How Can Equity be Measured?:

- Decrease Variability among Schools for Student Achievement
- Decrease Variability among Schools for Student Discipline Referrals
- Decrease Variability among Schools for Student Graduation Rates
- Decrease Variability among Schools for Teacher Demographics
- Increase Diversity in Student Enrollment at Schools

## **III. Partnerships: Respect & Relationships**

### What Will Our Partnerships Look Like?:

- Community, Staff, and Students Valuing Diversity of All Stakeholders
- Trust and Collaboration Evident in All Interactions
- Public and Private Partnerships as Integral Components of CCSD's Portfolio
- Business Leaders Helping to Provide Relevant Coursework
- Interagency Collaboration Used to Improve Outcomes for Students



Internal Recognition of Accomplishments and Successes  
Inclusion and Evident Appreciation of Knowledge and Skills of Others  
Active Listening Characterizing Meetings, Conferences, and Classrooms  
CCSD Empowering All Stakeholders

How Can Our Relationships be Measured?:

Survey Stakeholders  
Create Focus Groups of Stakeholders  
Monitor Discipline Referrals  
Track Requests and Complaints from Parents, Staff, and Community  
Measure Teacher Retention Rates  
Track and Compare Nature of Media Reports  
Monitor Opportunities for All to be Included  
Assess Attendance Rates of Staff and Students



# Elementary School Action Design Plan

Terri Nichols  
Associate Superintendent  
East Cooper & Peninsula Learning Communities

Mary Reynolds  
Interim Associate Superintendent  
Ashley River Learning Community

Dr. Vashti Washington  
Associate Superintendent  
Cooper River Learning Community



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### A. Instructional Effectiveness

1. Program Essentials:
  - a. Teachers will follow 2008 Coherent Curriculum in four content areas.
  - b. Teachers will use Power Standards; Essential Vocabulary (SDE).
  - c. Teachers will ensure that instruction is differentiated to meet the needs of students.
  - d. Each school will adhere to specific time requirements for each subject area:
    - ELA - 120 minutes daily
    - Math - 90 minutes daily
    - Science - K-2: 120 minutes weekly  
3-5: 200 minutes weekly
    - Social Studies
      - K-2: 120 minutes weekly
      - 3-5: 200 minutes weekly
    - Health - 75 minutes per week for 36 weeks  
(Integration of content areas are required)
    - PE - 90 minutes per week of physical education taught by a certified PE teacher.
      - 60 minutes per week of physical activity taught by any certified teacher.
  - e. Each school will follow a Balanced Literacy Framework.
  - f. Each school will follow a Balanced Numeracy Program.
  - g. Students will be required to read and respond to a minimum of 25 books annually.
  - h. Students with disabilities will be included in regular classes and school activities whenever appropriate.
  - i. Students with disabilities should have access to the general education curriculum and related support materials.
  - j. Technology will be utilized by teachers and students to expand and enhance learning.
  - k. Fifth grade teachers will participate in annual articulation with middle school teachers.



2. Supervision and Supports:

Principals, Assistant Principals, and Department Chairs are expected to visit classrooms on a daily basis. It is expected that Principals will:

- a. Observe continuing contract teachers not less than two times per year (40-60 minute observations) and provide feedback.
- b. Observe STEP II and potentially non-renewable teachers no less than four times per year and provide feedback (40-60 minute observations).
- c. Observe all Induction and PACE teachers not less than six times per year (40-60 minute observations) and provide feedback.
- d. Complete written follow-through for all walk-through observations that are included on the instructional timelogs.
- e. Support articulation with middle schools annually.
- f. Ensure that access to appropriate materials, programs and supplies is provided to students with disabilities and English language learners.
- g. Assign a schedule of observation responsibilities to each Assistant Principal.

It is expected that all instructional observations be entered into the electronic log with comments on a monthly basis. Instructional Supervision Time Logs will be monitored by the Associate Superintendent and Chief Academic Officer.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### B. Student Support Programs

1. Program Essentials:
  - a. Students who are not yet proficient academically and behaviorally are assigned extra support. Examples of extra support include after-school tutoring, Reading Recovery, and small group interventions.
  - b. Each school will have an operational CORE Team in place.
  - c. Additional tutoring and academic support programs will be integrated into after-school programs.
  
2. Supervision and Supports:
  - a. CORE Team schedules and reports are monitored monthly by the Principal.
  - b. The Principal ensures that the Leadership Team maintains current rosters of students receiving academic and behavioral support.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### C. Assessment & Accountability

#### 1. Program Essentials:

- a. For 2008-2009 all incoming kindergarten students will be screened using either Dominie or Dibels.
- b. Each school will administer MAP testing three times per year (two times with approval of Associate Superintendent).
- c. All students will have well-developed data goals (i.e., MAP, reading goals) that will include individual data conferences.
- d. Each school will have a well-organized and visible data review system.
- e. Each school will administer preschool assessments for grades CD-K and primary assessments for 1<sup>st</sup> and 2<sup>nd</sup> grades.
- f. Each school will administer a quarterly Write Traits assessment, scored by the teacher, and sent home with quarterly report cards.
- g. All schools will create common assessments and use the district item bank.
- h. The Principal will use virtual comparison group reports to hold teachers accountable for student performance.

#### 2. Supervision and Supports:

- a. The Principal will monitor and ensure that all benchmark assessments are completed within scheduled timelines.
- b. The Principal will utilize data for student/class/school-wide instructional planning and goal setting.
- c. The Principal will use data to engage teachers in discussions regarding instructional practices and decisions.
- d. The Principal will ensure all teachers new to CCSD receive professional development in Write Traits.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### D. Teacher Supports/Professional Development (Instructional Effectiveness)

#### 1. Program Essentials:

- a. Each school will have a Teacher Curriculum Team (TCT).
- b. Each school will have programs to support novice, marginal and emerging teachers.
- c. Each school will implement yearly professional development plans aligned to school and district priorities utilizing data.
- d. Each school will participate in mandated district-sponsored professional growth activities.
- e. Each Induction Teacher will be assigned a mentor.
- f. Each school will provide differentiated support for second and third year teachers.
- g. All non-administrative certified staff will complete teacher technology proficiency requirements as mandated by Proviso 1.25.

#### 2. Supervision and Supports:

- a. The Principal will ensure that TCTs meet on a weekly basis by collecting agendas and minutes.
- b. The Principal will ensure that all new, marginal and emerging teachers are provided with mentors and more frequent observations and feedback (see Core Value I, A).
- c. The Principal will submit school-wide professional development plans to the Associate Superintendent for approval.
- d. The Principal will contact the learning community academic support team and central office for additional teacher support.
- e. Instructional Resource Teachers and Lead Teachers will support the instructional program.
- f. Teachers are expected to participate in peer observations.
- g. Teachers will participate in cross-school observations where appropriate.
- h. The Principal and supervisors will ensure professional development is available to support technology proficiency.



## Core Value II.

# ACCESS: EQUITY AND CHOICE

### A. Enrichment

1. Program Essentials:
  - a. Each school must offer enrichment and acceleration programs (i.e., expanded cultural arts) for all students during the school day.
  - b. Each school must use differentiation and flexible grouping to offer programs for all students.
  
2. Supervision and Supports:
  - a. The Principal will provide a list of all programs offered and will list offerings on the school website, in newsletters and other forms of communication.
  - b. The Principal will seek to expand enrichment opportunities.
  - c. It is expected that Principals will:
    - 1) Observe continuing contract teachers not less than two times per year (40-60 minute observations) and provide feedback.
    - 2) Observe STEP II and potentially non-renewable teachers no less than four times per year and provide feedback (40-60 minute observations).
    - 3) Observe all Induction and PACE teachers not less than six times per year (40-60 minute observations) and provide feedback.
    - 4) Complete written follow-through for all walk-through observations.
  - d. It is expected that all instructional observations be entered into the electronic log with comments on a monthly basis. Instructional observations will be monitored by the Associate Superintendent and Chief Academic Officer.



## Core Value II.

# ACCESS: EQUITY AND CHOICE

### B. Student Recognition, Activities, and Exploration

1. Program Essentials:
  - a. Each school is expected to encourage all students to participate in one or more extra curricular or co-curricular activity (i.e., participation in school news program, safety patrol, greeters).
  - b. Each school will have an operational student government (council) program.
  - c. Each school will provide programs to recognize and celebrate a variety of student achievements.
  - d. Each school will participate in outside competitions (i.e., school and county spelling bees, science fairs, essay contests).
  - e. Each school will work with CCSD staff and art partners to ensure that every child has access to quality arts programs in each of the arts disciplines.
  
2. Supervision and Supports:
  - a. The Principal will use the Leadership Team to develop extra curricular and co-curricular, student government and recognition programs. The Leadership Team will maintain list of these programs.
  - b. The Principal will ensure recognition programs for improvement as well as absolute achievement.



# Core Value III. PARTNERSHIPS: RESPECT AND RELATIONSHIPS

## A. School Climate/Positive Behavior

1. Program Essentials:
  - a. Each school will have a school-wide progressive discipline plan.
  - b. Each school will have a CORE Team that utilizes data to support the discipline plan and to design appropriate interventions.
  - c. Each school will utilize Positive Behavior Interventions and Supports (PBIS).
  - d. Each school will follow protocol for customer service (60 second rule).
  - e. Each school will promote a positive school climate by treating all individuals with respect.
  - f. Each school will provide programs to celebrate adult achievement.
  - g. Each school will provide whole class, small group and individual guidance.
  - h. The Principal will model positive respectful interactions with all students, staff, parents and community members.
  - i. The Principal will provide diversity training for all staff.
  - j. Each school will provide anti-bullying and sexual harassment programs (including cyber).
  
2. Supervision and Supports:
  - a. The Principal and Leadership Team will ensure that a current school-wide discipline plan is in place and is utilized to inform instruction.
  - b. The Principal and Leadership Team will ensure that PBIS and prevention strategies are in place.
  - c. The Principal and Leadership Team will ensure that all customers are treated with respect and recognized for their accomplishments.
  - d. The Principal will attend and ensure the involvement of faculty in PBIS training.
  - e. The Principal will hold staff accountable for following the 60 second rule.
  - f. The Principal will review lesson plans and all materials utilized by guidance to teach anti-bullying and sexual harassment.



# Core Value III. PARTNERSHIPS: RESPECT AND RELATIONSHIPS

## B. Partnerships

### 1. Program Essentials:

- a. Each school will have an operational School Improvement Council (SIC).
- b. Each school will have active business partnerships and volunteer initiatives including mentoring and tutoring programs.
- c. Each school will have operational parent-teacher organizations.
- d. Each school will have partnerships with city, county and community agencies to expand and extend services to all children.
- e. Each school will participate in the Principal for a Day initiative.
- f. Each school will work with arts partners to provide quality arts residencies, field experiences and performance opportunities for students.

### 2. Supervision and Supports:

- a. The Principal will submit monthly calendar of meetings to include SIC, parent-teacher organizations, business partners, etc.
- b. The Principal will seek and form private and public partnerships.
- c. The Principal will actively participate on the SIC and the parent-teacher organizations.
- d. The Principal will creatively develop opportunities to increase parent participation in school activities.
- e. The Principal will keep parents informed through parent newsletters, frequent use of ParentLink, maintaining an updated school website and making himself/herself available to parents whenever possible.



# Middle School Action Design Plan

Patricia Yandle  
Associate Superintendent  
Middle School Learning Community



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### A. Instructional Effectiveness

#### 1. Program Essentials:

- a. Teachers will follow 2008 Coherent Curriculum in four content areas.
- b. Teachers will utilize SDE Power Standards; Essential Vocabulary (SDE).
- c. Teachers will ensure that instruction is differentiated to meet the needs of students.
- d. Each school will protect instruction by avoiding classroom interruptions throughout the school day.
- e. Each school will adhere to specific time requirements for each subject area:
  - ELA\* - 100 minutes daily
  - Math - 60 minutes daily
  - Science - 50-60 minutes daily/ 250-300 minutes weekly
  - Social Studies - 50-60 minutes daily / 250-300 minutes weekly
  - Health - Grade 6: 75 minutes for 36 weeks (45 hours)
  - Grade 7-8: 250 minutes for 9 wks (37.5 hours)
  - P.E./Art/Music, Strings, or Band - 250-300 minutes each for 9 weeks (37.5 hours).
- f. Students will be required to read and respond to a minimum of 25 books annually.
- g. Each school will create and follow a Literacy Plan.
- h. Each school will create and follow a Numeracy Plan.
- i. Each school will be organized into interdisciplinary teams of teachers, sharing common planning time and a common group of students to the greatest extent possible.
- j. Students with disabilities will be included in regular classes and school activities whenever appropriate.
- k. Students with disabilities will have access to the general education curriculum and related support materials.
- l. Student work will be posted in classrooms and hallways.
- m. Students will be taught and expected to utilize Cornell note-taking strategies.
- n. Technology will be utilized by teachers and students to expand and enhance learning.



- o. Teachers will participate in annual articulation with elementary and high school teachers.

\*This time period is intended for instruction by a certificated ELA teacher. Additional time for reading and writing included in other subject areas does not meet this requirement.

2. Supervision and Supports:

Principals, Assistant Principals, and Department Chairs are expected to visit classrooms on a daily basis. It is expected that Principals will:

- a. Observe continuing contract teachers no less than two times per year (40-60 minute observations) and provide feedback.
- b. Observe STEP II and potentially non-renewable teachers no less than four times per year and provide feedback (40-60 minute observations).
- c. Observe all Induction and PACE teachers not less than six times per year (40-60 minute observations) and provide feedback.
- d. Complete written follow-through for all walk-through observations that are included on the instructional timelogs.
- e. Support articulation with elementary and high schools annually.
- f. Ensure that access to appropriate materials, programs and supplies is provided to students with disabilities and English language learners.
- g. Assign a schedule of observation responsibilities to each Assistant Principal.
- h. Support ongoing and annual articulation with the Middle School Learning Community (MSLC) Support Team.
- i. Work with the MSLC Support Team to access Professional Development on instructional technology.
- j. Create a master schedule and hire teachers in a manner which will provide the opportunity for teachers to be organized in teams to the greatest extent possible.

Principals will train all clerical staff regarding the appropriate use of the intercom and when it is allowable to interrupt instruction.

It is expected that all instructional observations lasting 15 minutes or more will be entered into the electronic log with comments on a monthly basis. Instructional observations will be monitored by the Associate Superintendent and Chief Academic Officer.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### B. Student Support Programs

#### 1. Program Essentials:

- a. Students who are not yet proficient academically or behaviorally are assigned extra support.
- b. Each school will have an operational CORE Team in place.
- c. Each school will have a regularly-scheduled, structured Advisor-Advisee program for all students.
- d. Guidance counselors will provide a variety of programs for classroom guidance and small group guidance.
- e. Each school will utilize ARAS data to determine appropriate interventions for targeted students.
- f. Each school will provide an annual opportunity for 5<sup>th</sup> graders to visit their feeder middle schools.
- g. Each school will prepare summer reading lists annually for all students and will create a plan for student accountability regarding summer reading requirements.
- h. Each school will assist students in the completion of career inventories and the Individualized Graduation Plans (IGPs) as required by EEDA.

#### 2. Supervision and Supports:

- a. CORE Team agendas, actions, and progress reviews are monitored monthly by Principals.
- b. The Principal creates a master schedule which includes time for Advisor-Advisee programs.
- c. The Principal ensures the ongoing use of ARAS data.
- d. The Principal reviews guidance counselor activity logs monthly and provides feedback.
- e. The Principal puts in place a variety of academic and behavioral interventions to meet the needs of all students. Additionally, the Principal reviews effectiveness of all interventions quarterly.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### C. Assessment & Accountability

#### 1. Program Essentials:

- a. Each school will administer MAP testing three times per year (two times with approval of Associate Superintendent).
- b. All students will have well-developed data goals (i.e., MAP, reading goals, etc) that will include individual data conferences.
- c. Each school will have a well-organized and visible data review system.
- d. Each school will administer a quarterly Write Traits assessment, scored by different content area teachers each quarter and sent home with report cards.
- e. Each school will utilize student-led parent conferences.
- f. All schools will create common assessments and utilize the district item bank when appropriate.

#### 2. Supervision and Supports:

- a. The Principal will monitor and ensure that all benchmark assessments are completed within scheduled timelines.
- b. The Principal will ensure that all available data is utilized for student/class/ school-wide instructional planning and goal setting.
- c. The Principal will use data to engage teachers in discussions regarding instructional practices and decisions.
- d. The Principal will ensure all teachers new to CCSD receive Professional Development in Write Traits.
- e. The MSLC Support Team will provide Professional Development for all teachers in student-led conferences and the creation and use of common assessments.
- f. The Principal will regularly review common assessments and provide feedback.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### D. Teacher Supports/Professional Development (Instructional Effectiveness)

#### 1. Program Essentials:

- a. Each school will have programs to support novice, marginal and emerging teachers.
- b. Teachers are expected to participate in peer observations.
- c. Teachers are expected to conduct cross-school observations when appropriate.
- d. Teachers are expected to plan together regularly in small learning communities or Teacher Curriculum Teams (TCTs).
- e. Each school will provide differentiated support for second and third year teachers.
- f. Each school will implement yearly professional development plans aligned to school and district priorities utilizing available data.
- g. All education professionals are expected to continually grow and learn new strategies to increase student achievement.
- h. All non-administrative certified staff will complete teacher technology proficiency requirements as mandated by Proviso 1.25.

#### 2. Supervision and Supports:

- a. The Principal will ensure that all new, marginal and emerging teachers are provided with mentors and more frequent observations and feedback.
- b. The Principal will assign a mentor/buddy teacher to each Induction teacher and teachers new to the building and will establish written expectations for and will monitor the support provided by mentors.
- c. The Principal will provide release time for teachers to conduct peer observations and cross-school observations.
- d. Principals will ensure the master schedule supports common planning time in small learning communities and will review agendas and minutes monthly.
- e. The Principal and the MSLC Support Team will provide yearly professional development opportunities aligned to school and district priorities.



- f. The Principal will submit school-wide professional development plans to the Associate Superintendent for approval.
- g. The Principal and supervisors will ensure professional development is available to support technology proficiency.



## Core Value II.

# ACCESS: EQUITY AND CHOICE

### A. Enrichment

#### 1. Program Essentials:

- a. Each school must offer enrichment and acceleration programs, including MGAP for overage 7<sup>th</sup> graders. One MGAP program may serve students from multiple schools.
- b. Each school will provide the opportunity for eligible students to take Algebra I.
- c. Each school will have a Flex period built into school day schedules (open for but not limited to: RIT instruction, Literacy focus, clubs).
- d. Each school will design a College Access program that creates a climate of college for all.

#### 2. Supervision and Supports:

- a. The Principal will create a master schedule that includes a regularly-scheduled Flex period.
- b. The MSLC Support Team will provide Principals with information regarding instructional software effectiveness and appropriate target audience.
- c. The Principal will provide a list of all enrichment and acceleration programs and names of students enrolled in each to the Associate Superintendent.
- d. The MSLC Learning Specialist and the MSLC Math Instructional Coordinators will work with the CCSD Math Specialist and a committee of middle school math teachers to determine eligibility criteria for Algebra I enrollment.
- e. The MSLC Support Team will work with the Gifted & Talented office to create a list of college access resources and activities Principals can implement.
- f. The Principal will monitor the effectiveness of enrichment and acceleration programs quarterly and make adjustments or request assistance as needed.



## Core Value II.

# ACCESS: EQUITY AND CHOICE

### B. Student Recognition, Activities, and Exploration

1. Program Essentials:

- a. Each school will have a functional student government.
- b. Each school will provide regularly-scheduled time within the school day and after-school for clubs and activities.
- c. Each school will participate in MSLC Academic Bowl intramurals and other academic contests such as Quest, Science Fair, Spelling Bee, etc.
- d. Each school will provide a variety of exploratory classes.
- e. Each school will create and host programs to recognize and celebrate student achievements, including improvement in academic and non-academic performance.
- f. Each school will work with CCSD staff and art partners to ensure that every child has access to quality arts programs in each of the arts disciplines.

2. Supervision and Supports:

- a. The Principal will facilitate the creation of extracurricular opportunities, student government, and recognition programs with the school's Leadership Team.
- b. The Principal will create a master schedule that affords all students the opportunity to enroll in a variety of exploratory classes and to participate in clubs.
- c. The Principal will identify one teacher per grade level to sponsor an Academic Bowl Team.
- d. The Principal will identify a student government sponsor and will meet with student government leaders on a regular basis.
- e. The Principal will submit a list of club and activity sponsors to the Associate Superintendent.
- f. The MSLC Support Team will coordinate Academic Bowl intramurals.



# Core Value III. PARTNERSHIPS: RESPECT AND RELATIONSHIPS

## A. School Climate/Positive Behavior

### 1. Program Essentials:

- a. Each school will have a school-wide progressive discipline plan that is shared with all faculty, students and parents.
- b. Each school will have a CORE Team that utilizes data to support the discipline plan and to design appropriate interventions.
- c. Each school will utilize the Positive Behavior Interventions and Support (PBIS).
- d. Each school will follow protocol for customer service (60 second rule).
- e. Each school will promote positive school climate by treating all individuals with respect.
- f. Each school will provide programs and opportunities to celebrate adult achievements.
- g. Each school will provide anti-bullying and sexual harassment programs (including cyber).
- h. Each school will work with arts partners to provide quality arts residencies, field experiences, and performance opportunities for students.

### 2. Supervision and Supports:

- a. The Principal will ensure that all adults and students are following the strategies of PBIS.
- b. The Principal and Leadership Team will review the school-wide discipline plan annually and will teach its contents to faculty, students and parents.
- c. The MSLC Support Team will provide continuous coaching, feedback and assistance in the implementation of PBIS.
- d. The Principal will review lesson plans and all materials utilized by guidance to teach anti-bullying and sexual harassment.
- e. The Principal and Leadership Team will create periodic programs to celebrate adult achievements.



- f. The Principal will review school climate results with all faculty members annually and will facilitate the creation of solutions for areas of concern.
- g. The Principal will submit a memo to the Associate Superintendent outlining the concerns noted in the school climate surveys and strategies to address those concerns.



# Core Value III. PARTNERSHIPS: RESPECT AND RELATIONSHIPS

## B. Partnerships

### 1. Program Essentials:

- a. Each school will have an operational School Improvement Council (SIC).
- b. Each school will have active business partnerships and volunteer initiatives.
- c. Each school will have operational parent-teacher organizations.
- d. Each school will create partnerships with community agencies when needed.
- e. Each school will participate in the Principal for a Day initiative.
- f. Each school will recognize and value the importance of parents as partners.

### 2. Supervision and Supports:

- a. The Principal will submit a year-long meeting matrix to include SIC, parent-teacher organizations, business partner meetings and others to the Associate Superintendent.
- b. The Principal will keep parents informed through parent newsletters, frequent use of ParentLink, maintaining an updated school website and making himself/herself available to parents whenever possible.



# High School Action Design Plan

Lou Martin  
Associate Superintendent  
High School Learning Community



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### A. Instructional Effectiveness

#### 1. Program Essentials:

##### Instructional Effectiveness

- a. The Coherent Curriculum will be followed in all courses for which it has been developed. Those courses are:
  - Algebra I
  - Applied Biology I High School
  - Applied Biology II High School
  - CP Honors Biology High School
  - CP Physical Science High School
  - Economics
  - English I
  - English II
  - English III
  - English IV
  - Global Studies 1
  - Global Studies 2
  - Government
  - Honors Physical Science High School
  - US History and Constitution
- b. State competencies which reflect national and professional industry standards will be utilized in all career and technology education classes.
- c. All high schools will implement the High Schools That Work (HSTW) model.
- d. Each school will implement a program of studies to provide optimal opportunities for students to fulfill requirements of a career pathway based on an Individualized Graduation Plan (IGP) developed with the assistance of a counselor and parent or student advocate.
- e. High school schedules will meet state requirements for the awarding of Carnegie units.
- f. Common course syllabi which reflect the recommendations of HSTW will be developed collaboratively for all EOC during the 2008-2009 school year. (see letter g)



- g. Common course syllabi which reflect the recommendations of HSTW will be developed collaboratively and used in all courses by the end of 2009-2010. Each syllabus will have the following components:
- **Course Description:** a clear, three- or four-sentence description that describes the aim of the course, its place within the program of study, major topics covered, the length of the course, and any prerequisites.
  - **Instructional Philosophy:** a description of how the teacher organizes the classroom for student learning, what the teacher expects of students in terms of participation, and the major instructional strategies the teacher will use.
  - **Power Standards and Course Goals:** a list of standards which are considered most essential: those which endure, those which have leverage, and those which represent pre-requisite skills/standards essential for the next level.
  - **Major Assessments and Grading Practices:** an explanation of the types of major assessments that will be used to determine whether or not students have mastered the content and the skills being taught; this section also contains a clear explanation of how grades will be derived.
  - **Major Course Assignments and Projects:** a listing of any major course assignments and projects in which students will demonstrate what they are learning, which will require a significant amount of time to complete, and will require students to exhibit strong time management and organizational skills OR those assignments/projects that are an integral part of the everyday expectations of the course, such as the expectation that students keep a reflection log each day.
  - **Recommended and Required Readings:** a listing of the teacher's expectation for specific books or other materials students will be required to read and a listing of recommended readings which support the content of the course; this component allows the teacher to communicate the value of reading within the content areas.
  - **Extra Help Opportunities:** a listing of specified times and opportunities that the teacher and others will be available to offer additional support; this section is for any student who may need additional assistance or instruction at any point in order to be successful in the course.
- h. Instructional strategies which engage and provide for the differentiated needs of students will be used in the delivery of all curricula.
- i. Each school will develop and implement balanced Literacy and Numeracy Plans.



- j. Students with disabilities will be included in regular classes and school activities whenever appropriate.
- k. Students with disabilities should have access to the general curriculum and related support materials.
- l. Technology will be utilized by teachers and students to expand and enhance learning.

## 2. Supervision and Supports:

Principals, Assistant Principals, and Department Chairs are expected to visit classrooms on a daily basis. It is expected that Principals will:

- a. Observe continuing contract teachers not less than two times per year (40-60 minute observations) and provide feedback.
- b. Observe STEP II and potentially non-renewable teachers no less than four times per year and provide feedback (40-60 minute observations).
- c. Observe all Induction and PACE teachers not less than six times per year (40-60 minute observations) and provide feedback.
- d. Support articulation with middle schools annually.
- e. Ensure that access to appropriate materials, programs and supplies is provided to students with disabilities and English language learners.
- f. Assign a list of classroom observation responsibilities to each Assistant Principal.
- g. Electronically record all administrative observations at least 15 minutes in length in the Instructional Supervision Time Log with comments from the observer.
- h. Establish SMART goals for the successful implementation of prioritized key practices of the HSTW model.
- i. Monitor student IGPs to ensure completion and compliance with EEDA guidelines. The Principal may delegate this responsibility to an administrative designee.
- j. Review the master schedule to ensure compliance with state requirements for graduation and EEDA requirements.

It is expected that all instructional observations lasting 15 minutes or more will be entered into the electronic log with comments on a monthly basis. Instructional Supervision Time Logs will be monitored by the Associate Superintendent and Chief Academic Officer.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### B. Student Support Programs

1. Program Essentials:
  - a. Each school will have an operational CORE Team that supports student needs during their high school experience.
  - b. Each school will implement an Advisor-Advisee program designed, at least in part, to provide students with appropriate academic supports to be successful.
  - c. Each school will implement academic assistance programs such as HSAP support, CORE Team, freshman focus, targeted instruction sections, tutoring programs, credit recovery programs, and homework centers. These programs will be implemented to ensure that students who need additional support in order to master content are afforded every opportunity to do so.
  - d. Each school will implement an inviting and supportive comprehensive guidance program geared toward student advocacy and college/career counseling. The counseling program must address all state standards.
  
2. Supervision and Supports:
  - a. All high school counselors will achieve CDF certification.
  - b. All high school counselors will receive in-service training on college access procedures for students of all abilities.
  - c. Each counseling department will maintain data for development and review of IGPs, career counseling, and student advocacy initiatives.
  - d. Each school will implement an approved ninth grade transition model, such as Ninth Grade Academy.
  - e. Each school will implement a credit recovery program, such as APEX online, alternative schools, twilight programs, or a model approved by the Associate Superintendent.
  - f. The Principal will develop a schedule to facilitate Advisor-Advisee programs.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### C. Assessment & Accountability

#### 1. Program Essentials:

- a. Each school will use Data Central to maintain accurate graduation rate student records.
- b. Each school will administer MAP testing three times per year (two times with approval of Associate Superintendent).
- c. Each school will maintain an updated data wall which reflects the school's performance on indicators related to student achievement and indicators which impact success, such as attendance, referrals, and parental contacts.
- d. Each school will utilize common benchmark assessments to ensure rigor and alignment to standards.
- e. Teacher Curriculum Teams (TCT) will analyze data and student work to plan instruction and identify their own learning needs.

#### 2. Supervision and Supports:

- a. Teachers must use RIT band results following each MAP assessment to conference with individual students in the development of individual achievement goals.
- b. Graduation rate denominator records must be current and accurate at all times and must be monitored by the Principal or his designee.
- c. Each school must maintain accurate attendance data and provide documentation of viable efforts to account for student absenteeism.
- d. Teachers will be engaged in item analysis of assessments, including but not limited to common benchmark assessments, MAP testing, and state assessments.
- e. The Principal will assign appropriate staff to monitor graduation rate data and report directly to the Principal.
- f. The Principal will assign appropriate staff to identify and monitor failing students and to report the results directly to the Principal.



# Core Value I.

## RESULTS: RIGOR AND RELEVANCE

### D. Teacher Supports/Professional Development (Instructional Effectiveness)

#### 1. Program Essentials:

- a. Each school will have a TCT.
- b. Each school will have programs to support novice, marginal and emerging teachers.
- c. Each school will implement yearly professional development plans aligned to school and district priorities utilizing data.
- d. Each school will participate in mandated district-sponsored professional growth activities.
- e. The professional development plan for each school must reflect a variety of adult learner strategies, including but not limited to peer observations, demonstration classrooms, and focus study groups.
- f. Each induction teacher will be assigned a mentor.
- g. Each school will provide differentiated support for second and third year teachers.
- h. All non-administrative certified staff will complete teacher technology proficiency requirements as mandated by Proviso 1.25.

#### 2. Supervision and Supports:

- a. The Principal or Principal's designee will meet weekly with department chairs to review observations, instructional calendars, and data specific to each department.
- b. Minutes of all TCT minutes will be maintained by subject area department chairs and submitted to the Principal or the Principal's designee.
- c. The Principal will be provided with all meaningful feedback regarding the quality of classroom and adherence to standards.
- d. Subject area department chairs will provide both content and instructional support for teachers.
- e. Teachers are expected to participate in peer observations in content areas and in other discipline areas.
- f. The Principal will adhere to district requirements of the instructional supervision process.
- g. The Principal and supervisors will ensure professional development is available to support technology proficiency.



## Core Value II.

# ACCESS: EQUITY AND CHOICE

### A. Enrichment

#### 1. Program Essentials:

- a. Each school will provide opportunities for students to engage in rigorous instruction through college-preparatory, honors, Advanced Placement, distance learning, postsecondary, and/or dual credit courses.
- b. Each school will develop and implement programs to extend the school year or school day for the benefit of students who need additional time and assistance to be successful.
- c. Each school will utilize technology to support instruction through programs such as South Carolina Virtual School and APEX Online.
- d. The Springboard Program will be initiated in all grade 9 English and mathematics classes to provide students with college access information and to increase critical thinking and problem-solving skills.

#### 2. Supervision and Supports:

- a. The Principal will ensure transportation is provided for students seeking dual credit and career training at postsecondary institutions.
- b. The Principal will develop a master schedules that reflect increased opportunities for student access to honors and Advanced Placement courses.
- c. The Principal will work with leadership to expand opportunities for career clusters that will be robust and expansive in nature.



## Core Value II.

# ACCESS: EQUITY AND CHOICE

### B. Student Recognition, Activities, and Exploration

#### 1. Program Essentials:

- a. High school programs of study must include a variety of elective options for student selection.
- b. Students are encouraged to participate in one or more extra-curricular and co-curricular activities, including intramural activities.
- c. Each high school will have an active and representative Student Government Association that will interact meaningfully with building administration.
- d. Each school will provide programs to recognize and celebrate a variety of student achievements.
- e. Each school will participate in outside competitions (i.e., academic competitions, science competitions, essay contests).
- f. Each school will work with CCSD staff and art partners to ensure that every child has access to quality arts programs in each of the arts disciplines.

#### 2. Supervision and Supports:

- a. The Principal will allocate available resources to establish an intramural program in addition to a competitive high school athletic program.
- b. Guidance counselors will actively encourage students to participate in extra-curricular activities and will appropriately document student meetings with students.
- c. Principals will ensure the representation process for Student Government is reflective of the school population.
- d. Each high school program will include student recognition.
- e. Each high school program will include college access programs.
- f. The Principal will ensure all female athletic programs have equal resources and support as compared to the male athletic programs.
- g. The Principal will ensure all female students have equal access to opportunities to participate in athletic programs.
- h. The Principal will allocate building resources appropriately to support comprehensive music, arts, and humanities programs.



# Core Value III. PARTNERSHIPS: RESPECT AND RELATIONSHIPS

## A. School Climate/Positive Behavior

### 1. Program Essentials:

- a. Each school will have a school-wide progressive discipline plan.
- b. Each school will have a CORE Team that uses data to support the discipline plan and to design appropriate interventions.
- c. Each school will utilize Positive Behavior Interventions and Supports (PBIS).
- d. Each school will follow protocol for customer service (60 second rule).
- e. Each school will promote a positive school climate by treating all individuals with respect.
- f. Each school will provide programs to celebrate adult achievement.
- g. Each school will provide whole class, small group and individual guidance.
- h. The Principal will model positive respectful interactions with all students, staff, parents and community.
- i. The Principal will provide diversity training for all staff.
- j. Each school will provide anti-bullying and sexual harassment programs (including cyber).

### 2. Supervision and Supports:

- a. The Principal and Leadership Team will ensure that a current school-wide discipline plan is in place and is utilized to inform instruction.
- b. The Principal and Leadership Team will ensure that PBIS and prevention strategies are in place.
- c. The Principal and Leadership Team will ensure that all customers are treated with respect and recognized for their accomplishments.
- d. The Principal will attend and ensure the involvement of faculty in PBIS training.
- e. The Principal will hold staff accountable for following the 60 second rule.
- f. The Principal will review lesson plans and all materials utilized by guidance to teach anti-bullying and sexual harassment.



# Core Value III. PARTNERSHIPS: RESPECT AND RELATIONSHIPS

## B. Partnerships

### 1. Program Essentials:

- a. Each school will have an operational School Improvement Council (SIC).
- b. Each school will have active business partnerships and volunteer initiatives including mentoring and tutoring programs.
- c. Each school will have operational parent-teacher organizations.
- d. Each school will have partnerships with city, county and community agencies to expand and extend services to all children.
- e. Each school will participate in the Principal for a Day initiative.
- f. Each high school will develop collaborative relationships with local colleges and universities to provide meaningful dual credit opportunities for students.
- g. Each school will work with arts partners to provide quality arts residencies, field experiences, and performance opportunities for students.

### 2. Supervision and Supports:

- a. The Principal will submit monthly calendar of meetings to include School Improvement Council (SIC), parent-teacher organizations, business partners, etc.
- b. The Principal will seek and form private and public partnerships.
- c. The Principal will actively participate on the SIC and the parent-teacher organizations.
- d. The Principal will creatively develop opportunities to increase parent participation in school activities.
- e. The Principal will keep parents informed through parent newsletters, frequent use of ParentLink, maintaining an updated school website and making himself/herself available to parents whenever possible.