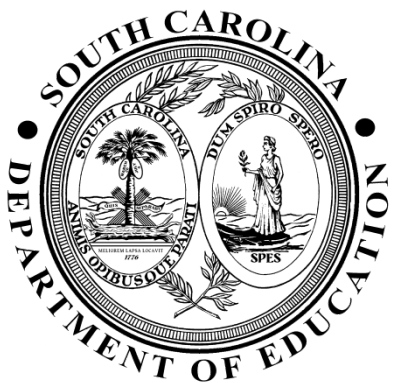
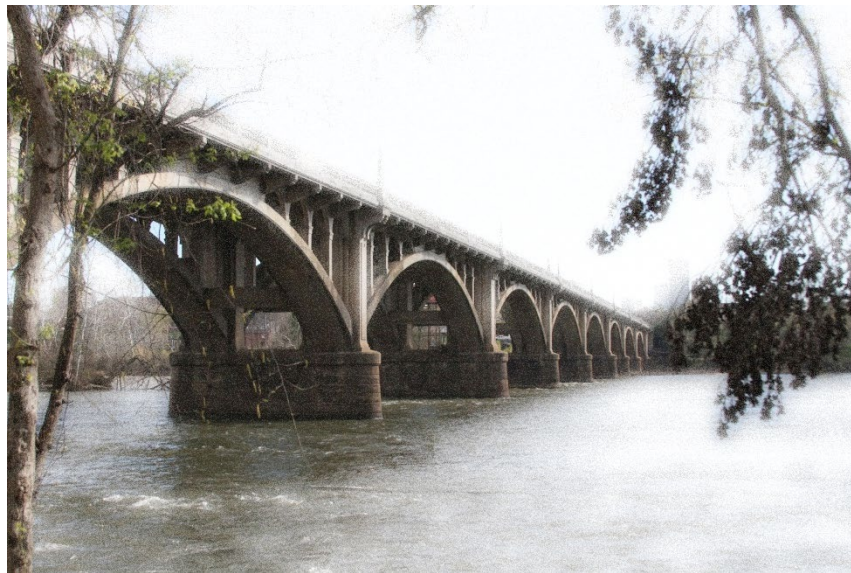




Building the Bridge

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Strategic Plans and Federal Programs - Part 1

Nicole Ivery
Consolidated Oversight and Monitoring
ESSA Academy, March 2022

Molly M. Spearman – State Superintendent of Education

One Plan: Conception

- Federal Programs and State Programs require an LEA and/or a school plan.
- These plans generally include with some variation:
 - comprehensive needs assessment,
 - performance goals,
 - strategies and action plans,
 - evaluation of the strategies,
 - evidence of stakeholder input,
 - funding application, and
 - assurances
- Inconsistent due dates
 - Statutory
 - Regulatory
 - Program-specific



Create One System That:

- will consolidate the planning and application process to reduce duplication of information and effort for schools and districts;
- will be a single plan in one application for the school and district to be the basis for state and federal programs;
- will allow for greater depth of emphasis on planning and accountability in a single application; and
- will reduce the administrative burden placed on the districts and SCDE when concentrating on plans

Current DSSR Collaboration



Future Expectations



Coming Soon: GovGrants

- Replaces:
 - GEMS
 - Strategic Renewal Application
 - Title 1 Crate
 - GAPS
- GovGrants is currently in development

More info on GovGrants will come from the SCDE leadership team.

Avoid Misalignment: Create a Strong Foundation Now



- New opportunity for meaningful plans
- Avoid hit or miss approvals
- Use the plan to steer goals at the school and district level

Strategic Plan Terminology

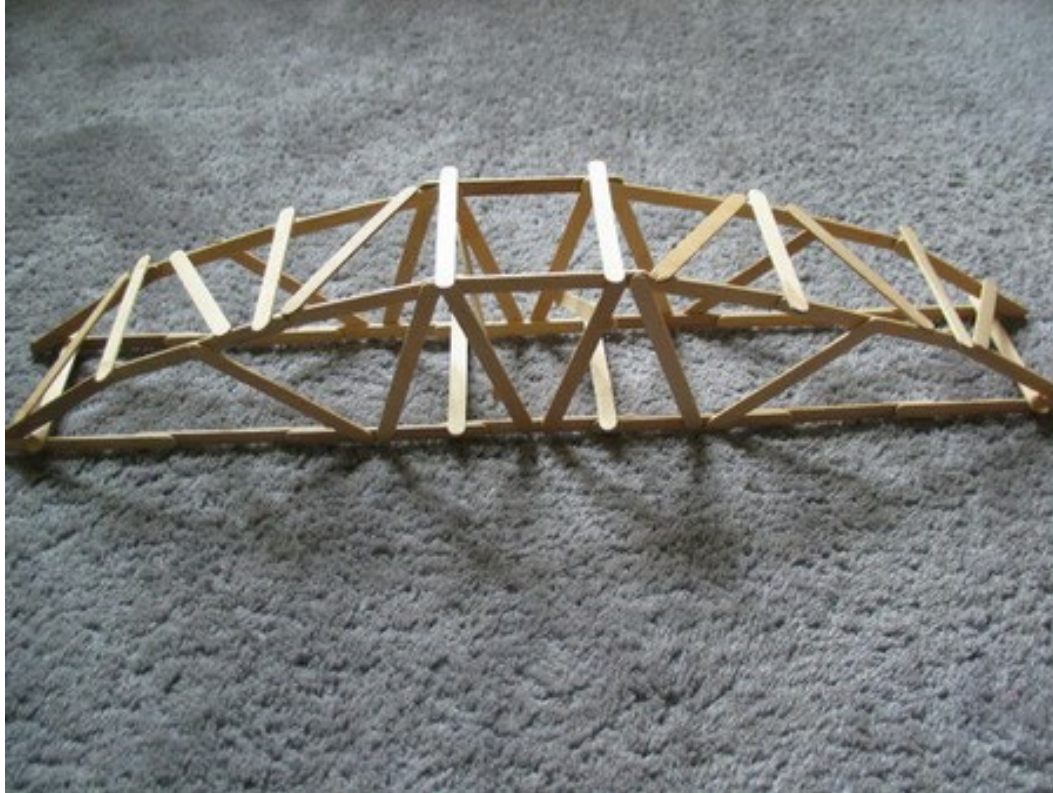
All plans have a five-year cycle. A district can unilaterally initialize a new year plan any time before the five-year period.

The first year of the 5-year cycle is the **Initial** Plan. Submitted to SCDE by April 30th.

The yearly plan other than the Initial, is an **Update**. Also submitted by April 30th.

A **Revision** is an amendment to an Initial or Update because of SCDE feedback or LEA discretion.

A **Waiver** is a SBE exemption that allows a district and/or school(s) flexibility when a regulation interferes with an approved district strategic or school renewal plan.



Construction Workers Needed!

Just as one person should not build a bridge; one person must not write the district or school renewal plan!!!

Stakeholders listed in the plan must actually be involved in the plan's creation or revisions.

Head Start Rep

Parents

SIC

Superintendent

University Partners

Private School Rep

Paraprofessionals

Community Members

Board Chair

Teachers

School R2S Member

Strategic Plan Coordinator

Read to Succeed
Coordinator



Data as the Foundation

The needs assessment provides focus for planning teams to set priorities for the plan. It will **identify targeted areas of discrepancy between the desired performance levels and the current status** as indicated by available data. The plan must address discrepancies in:

- (1) achievement
- (2) achievement by subgroups
- (3) graduation rates
- (4) attendance
- (5) discipline
- (6) teacher/administrator quality and professional growth
- (7) other priority areas

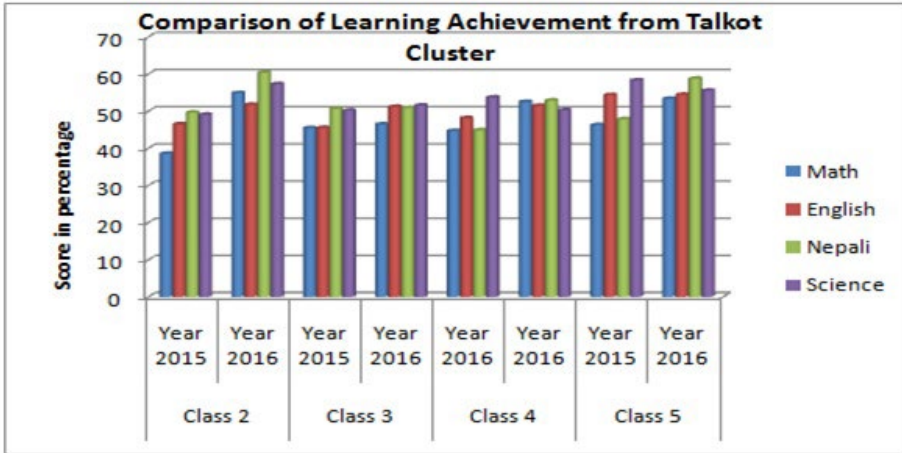
Data

- Provide a **link to the Report Card** by selecting the appropriate Report Card page from the SC School Report Card page and copy/paste the address in the first text box

In 2021, US Department of Education waived federal accountability requirements and granted flexibility with administering assessments.

- Data does not have to include every piece of available research; add only the items to be discussed in the plan.
- Create additional statistics based on data at the school or district level.
 - Survey teachers/staff/students
 - Use district level assessments

Data Formats



Connecting the Data to the Executive Summary of the Needs Assessment

- This area is the most problematic for many plans.
- After evaluating the data, the Executive Summary of the Needs Assessment (ESNA) identifies areas of concern in Student Achievement, Teacher/Administrator Quality, and School Climate.
- There must be data supporting the statements in the ESNA either from the report card or optional data added into the plan.
- There must be a need: Statistics of 95%-100% generally demonstrates competence, not discrepancies.
- Use the needs identified in the Title I Comprehensive Needs Assessment and turn them into the Executive Summary of the Needs Assessment.

ESNA Exemplars: Student Achievement

- Reading, writing, and math continue to be areas of weakness in the middle grades as evidenced by the data. The school will implement a series of strategies to address these deficiencies.
- Student performance continues to be a priority for improvement in our high schools. Overall SAT and ACT composite scores improved over a three-year period; however, the scores are below the expectations set in the last school renewal plan cycle.

ESNA Exemplars: Teacher/Administrator Quality

Covid has taken an emotional toll on the well-being of our teachers and staff, as evidenced in the school wellness surveys. The school will engage in a number of steps detailed in the Action Plans aimed to increase teacher and staff well-being.

ESNA Exemplars: School Climate

The data confirms what the district and school administrators suspected to be true. Bullying has increased three-fold since the beginning of the pandemic at every school level. A safe environment is paramount in order for learning to take place. Those interventions will include specific practices with defined activities, policies, and initiatives; broad strategies, approaches, and best practices; as well as evidence-based programs and those with promising evidence. We will select only those interventions that meet our students' needs and provide the necessary supports to ensure successful implementation.

Performance Goals

- Stakeholders gathered ✓
- Data evaluated ✓
- Needs identified ✓
- Performance Goals
 - past, present, and future snapshots

Performance Goals

Schools

Each school must complete at least one goal for:

- Student Achievement
- Teacher/Administrator Quality
- School Climate

Districts

Each district must complete at least one goal for:

- Student Achievement
- Teacher/Administrator Quality
- School Climate
- Gifted and Talented Academic
- Gifted and Talented (Other/Artistic/Social Emotional)

Performance Goals

- Performance Goals are written with five-year objectives.
- Performance Goals must be SMART Goals (Specific, Measurable, Attainable, Realistic, and Time-Based).
- Any baseline goal at 100% is not considered a “need,” and other areas of concern should be the focus.
- Turn the Title I Needs into Performance Goals.

Performance Goal Exemplars

- By 2025-26, 60% of 3rd graders will score “Meets or Exceeds” on the SC Ready ELA and Math as measured by Winter and Spring MAP scores and SC Report Card scores.
- Reduce class size for 4th and 5th grades to 18:1 by 2024-25.
- Provide all teachers with 3 additional professional development opportunities per school year by 2025.
- Provide all teachers with additional instructional resources (manipulatives and applications) to increase rigor and student achievement on standardized tests by spring 2025.

Interim Performance Goals

- Interim Goals move the district/school closer to the ultimate five-year goal.
- Explain what will be achieved in the upcoming school year.
- A one-year projected goal

Interim Performance Goal Exemplar

By June 2027, the school will increase the percentage of students passing the English 2 EOCEP exam from 58.0 % to 75%.

Data Source: EOCEP ELA II Exam (School Report Card)

Baseline: 58%

Projected Data:

22/23: 61.4%

23/24: 64.8%

24/25: 68.2%

25/26: 71.6%

26/27: 75%

Actual data:

22/23: 59.8%

23/24: 65.2%

24/25:

25/26:

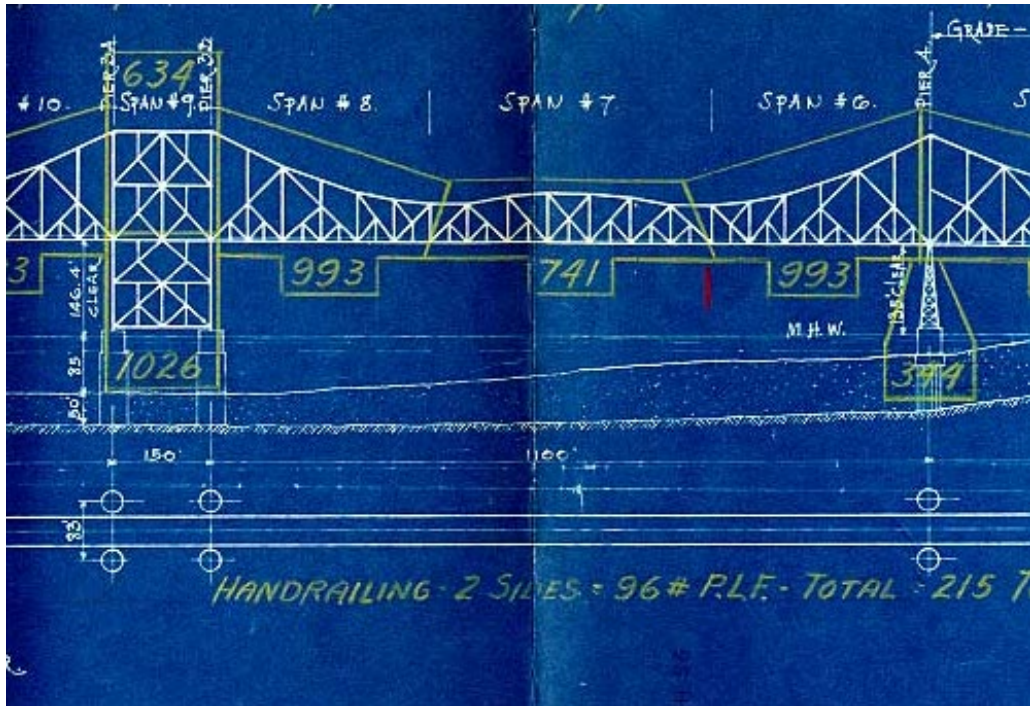
26/27:

Action Plans

- Stakeholders gathered ✓
- Data evaluated ✓
- Needs identified ✓
- Smart goals created ✓
- Five-year goals projected ✓
- Interim goals predicted ✓
- How to solve the problem?



Action Plans (Blueprints)



Action plans are designed to organize the steps that will be taken to ensure the goal's achievement.

Action Plans

Action plans provide details regarding the implementation of each data-driven strategy. They consist of:

- Strategies
- Action Steps
- Timeline
- Persons Responsible
- Estimated Cost
- Funding Sources
- Indicators of Implementation

Action Plans: Strategies

Strategies are scientifically-based education research and best practices designed to meet the performance and interim performance goals.

- Evidence-based research as best practices

By June 2027, the school will increase the percentage of students passing the English 2 EOCEP exam from 58.0 % to 75%.

Data Source: EOCEP ELA II Exam (School Report Card)

Baseline: 58%

Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
58%	Projected	61.4%	64.8%	68.2%	71.65	75%
	Actual					

Strategy:

Increase subgroup performance in students of color

(Whiting, G. W., & Ford, D. Y. (2009). Multicultural Issues: Black Students and Advanced Placement Classes: Summary, Concerns, and Recommendations. (1), 23-26. <https://doi.org/10.4219/qct-2009-840>)
(Aiken County)

Action Plan: Action Steps

Action Steps are the processes used to fully implement the strategies.

- Provide professional development on learner profiles, progressions, instructional delivery, intervention strategies, and assessment practices
- Attend conferences on writing programs
- Develop rubrics, prompts, and evaluation instruments
- Conduct quarterly writing assessments

By June 2027, the school will increase the percentage of students passing the English 2 EOCEP exam from 58.0 % to 75%.

Data Source: EOCEP ELA II Exam (School Report Card)

Baseline: 58%

Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
58%	Projected	61.4%	64.8%	68.2%	71.65	75%
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Strategy:

Increase subgroup performance in students of color

(Whiting, G. W., & Ford, D. Y. (2009). *Multicultural Issues: Black Students and Advanced Placement Classes: Summary, Concerns, and Recommendations*. (1), 23-26. <https://doi.org/10.4219/qct-2009-840>)

Action Steps:

1. Schedule students of color for more rigorous ELA coursework
2. Professional development for English teachers focusing on assessments
3. Coordinate ELA curriculum at middle and high school levels
4. Implement extra help for all students with grades below a “C”

Action Plan: Timeline

- The timeline should either have a start and end date or be continuous/ongoing.
- Dates must fall within the current strategic plan cycle.
- This can be as specific as needed, just make sure to adjust as appropriate.

2022-2025

Fall 2023

Ongoing

June 2022

Action Plan: Persons Responsible

Named persons/positions are ultimately accountable for seeing that a particular strategy is implemented. Assignments should be spread among various levels of leadership.

- Edward Rochester, Assistant Principal for Instruction
- Instructional Coaches
- School Leadership Team
- Grace Poole, Blanche Ingram, Bertha Mason, St. John Rivers, English Department Chairs
- Jane Eyre, English Teacher

Action Plan: Estimated Cost and Funding Sources

Stakeholders must identify costs and funding sources for initiatives. Educational budgets come with monetary and programmatic restrictions so this process must be more substantive than a “wish list.”

NOTE: GovGrants will have financial reporting features.

Indicators of Implementation

Identify specific pieces of evidence that show progress towards achieving your goal.

- Notes
- Agenda
- Meeting minutes
- Project
- Observation logs
- MAP scores
- Benchmark test scores
- Completed text-dependent analyses
- English 2 EOCEP scores

Collaboration Between Offices for District Plan

- Federal Programs Staff
- Proficiency-Based Education Plan Application and current Credit Recovery Policy
- Gifted and Talented Required Tables
- Read to Succeed Plan
- Summer School Program Site Identification
- 2022-23 District Calendar
- Waiver, if applicable

Waivers

The State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

- Just stating that a waiver is needed is not sufficient.
- The regulation must be burdensome to an existing performance goal.

Most waivers are valid for the length of the district or school plan.

Waiver Exemplar: SBE Regulation 43-205

43-205(3)(b) A teacher must not be permitted to teach more than 1,500 minutes per week.

Performance Goals:

- By the year 2021, 90% of students who complete their first year at ACE will be certified in both CPR and OSHA.
- In addition, 85% of all ACE completers will pass a program specific industry certification.

Justification:

Students in our LLR programs (such as Nail Tech, Cosmetology and Barbering) are required to meet contact hour requirements to be eligible to sit for state licensure tests. In Cosmetology and Barbering, students need to accumulate 1000 contact hours over two years under a licensed professional. To meet the state guideline in this areas and to assure students are eligible to take the test, teachers are needed to teach over 1,500 minutes per week. *(BJ ACE School Renewal Plan)*

Strategic Plan Pitfalls

- Underestimating the timeframe for DSSR due dates
- Not engaging with appropriate stakeholders in formulating and updating the plan
- Not understanding DSSR terminology
- Not identifying a need as the basis of the plan
- Failure to make the appropriate correlations
- Disregarding the importance of planning

District Contacts

Ann Bogan		Karen Cook		Nicole Ivery		Greg King		Vacant*		Barret Leviner
Abbeville		Aiken		Greenwood 50		Allendale		Anderson 1		Anderson 3
Beaufort 80		Barnwell ??		Greenwood 51		Anderson 2		Anderson 80		Anderson 81
Calhoun		Barnwell 45		Greenwood 52		Anderson 4		Beaufort		Charleston
Clarendon 2		Barnwell 80		Greenwood 80		Anderson 5		Berkeley		Cherokee
Clarendon 4		Cl at Erskine		Horry		Bamberg ??		Chesterfield		Chester
Clarendon 80		Dillon 3		Lee		Dorchester 2		Florence 2		Fairfield
Colleton		Dillon 4		Orangeburg		Dorchester 4		Florence 5		Florence 1
Darlington		Dillon 80		Orangeburg 80		Dorchester 80		Laurens 55		Jasper
Georgetown		Florence 3		Richland 2		Edgefield		Laurens 56		Lexington 5
Greenville		Palmetto Unified		Spartanburg 2		Hampton		Lexington 1		McCormick
Lancaster		Saluda		Spartanburg 4		Kershaw		Lexington 2		Spartanburg 3
Marlboro		SCPCSD		Spartanburg 82		Oconee		Lexington 3		Spartanburg 5
Newberry		Spartanburg 1		Sumter		Pickens		Lexington 4		Spartanburg 6
York 2		Spartanburg 80		Union		Richland 1		Marion		Spartanburg 7
York 3				Williamsburg		York 1		Spartanburg 81		DJJ
SCSDB								York 4		

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