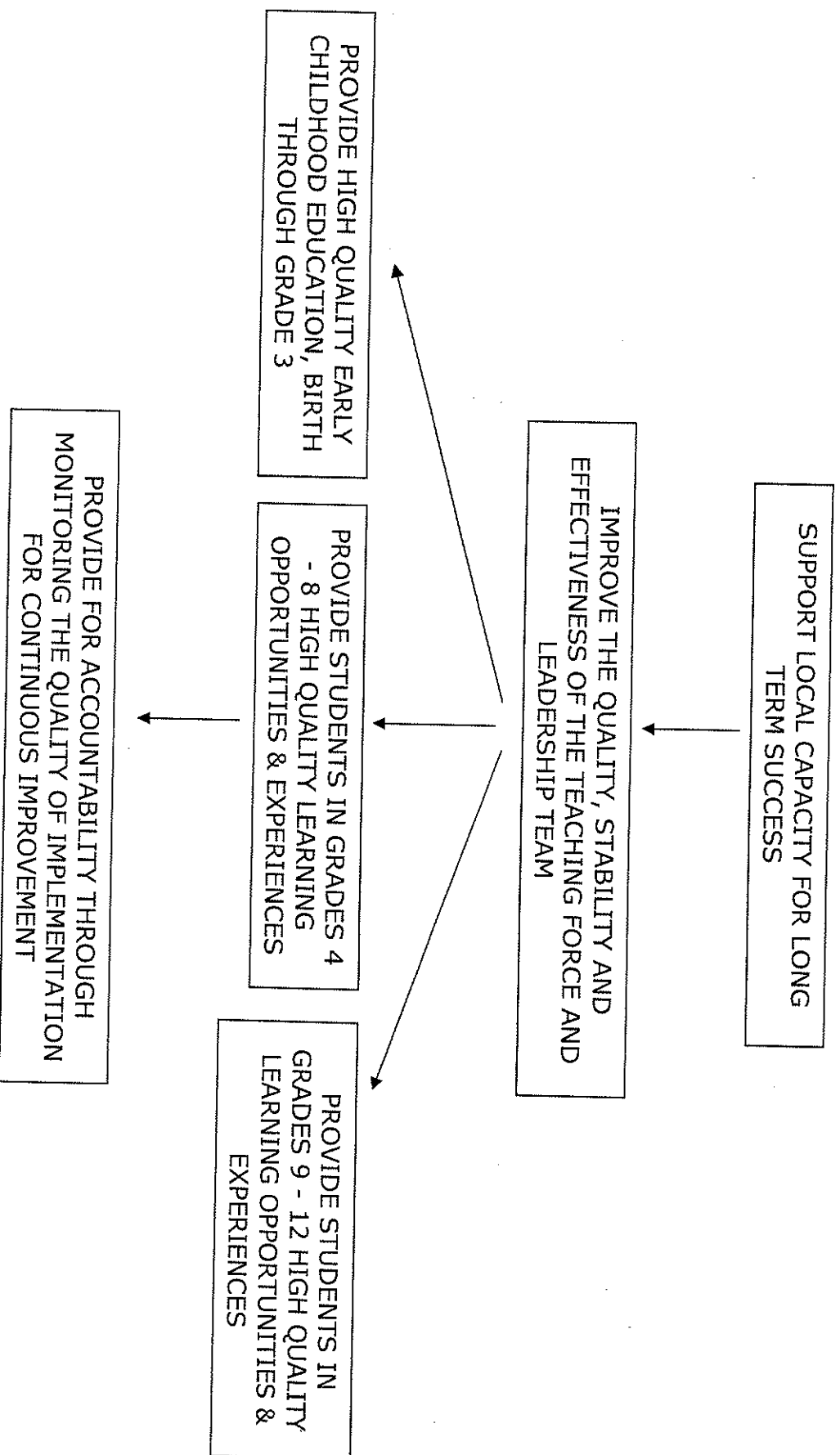


# FRAMEWORK FOR ABBEVILLE REMEDY



This comprehensive list of educational initiatives and needed changes, if fully implemented and funded, is designed to meet the charge given to the House Education Policy Review and Reform Task Force. These initiatives, opportunities, and strategies are designed to provide each child in South Carolina, including those in the Plaintiff Districts, an education that enables them to become productive citizens equipped with the world class knowledge, skills, and life and career characteristics described in the Profile of the South Carolina Graduate developed by Transform SC. To succeed, a special focus on our low-wealth, rural schools across our state is essential. Many of our recommendations provide answers to questions posed to the Task Force, and it is our sincere hope that you will rely on this document to guide further discussions and frame solutions. To implement these initiatives, the State must first determine the cost of each initiative's cost and needed support so that it can match resources to those costs and needs. To ensure consistent and reliable funding over time, it is hoped that funding will be placed in an escrow account for ongoing needs and future success. In no event will these initiatives be successful and offer adequate educational opportunities without sufficient and consistent funding over time.

#### **Support Local Capacity for Long Term Success**

- Provide a structure for sustained collaboration among community and district leaders
- Promote the value of education through engagement and collaboration
- Provide a robust transportation system for schools
- Provide safe and optimal facilities for learning

#### **Improve the Quality, Stability and Effectiveness of the Teaching Force and Leadership Team**

- Raise standards for preparation and entry into the profession
- Recruit and train teachers and leaders specifically to work in the Plaintiff Districts and work with children of poverty
- Allow for fair but quick and humane ways to disengage teachers who are not or cannot be effective in teaching children of poverty to high standards
- Sustain district superintendent leadership over time for continuity
- Provide effective professional learning supported by proven strategies and objective measurements of effectiveness
- Develop working conditions and compensation packages that attract and retain effective teachers and leaders in the Plaintiff Districts

#### **Provide High Quality Early Childhood Education, Birth through Grade Three**

- Improve the quality of child care and early learning programs for young people in the Plaintiff Districts
- Provide for optimum child health and development
- Partner with families through proven family outreach and inclusion programs
- Expand learning time through after-school and summer experiences
- Support improved teaching and learning of reading and math, including reading and math coaches and tailored professional development at the school site

#### **Provide Students in Grades 4 Through 8 High Quality Learning Opportunities and Experiences**

- Provide high quality learning experiences both in the classroom and externally
- Increase opportunities for career exploration to better understand their interests, talents and potential goals, and expose them to career and educational opportunities to realize their goals, and assist students and their parents in developing individual study plans for middle, high school, and beyond
- Support interdisciplinary teams of teachers to provide students access to a set of challenging real-world project assignments that require them to use literacy, math, science, and the arts, and engineering ways of thinking and technology
- Implement consistent student discipline practices that do not detract from learning time
- Expand learning time through after-school and summer experiences
- Partner with families through effective family outreach and inclusion programs

#### **Provide Students in Grades 9 Through 12 High Quality Learning Opportunities and Experiences**

- Increase local capacity to improve high school curriculum and instruction
- Support opportunities for teachers to collaborate to design classroom assignments and assessments that are aligned to college and career readiness standards, and actively engage students in learning
- Expand opportunities for students to choose accelerated programming, dual enrollment, Early College programming, advanced industry credentials, or substantial credit toward an associate's degree or post-secondary certificate while earning a high school diploma
- Partner with families through proven family outreach and inclusion programs
- Expand learning time through after-school and summer experiences

#### **Provide for Accountability Through Monitoring the Quality of Implementation for Continuous Improvement**

- Monitor and measure educational outputs at each grade level to ensure continuous improvement
- Improve the quality of data and access to meaningful understanding and use of data
- Measure the effectiveness of each initiative over multi-year evaluations
- Evaluate professional learning both objectively by student outputs and through teacher and leadership observations
- Evaluate the effectiveness of State agencies' implementation by annual performance reviews