

(Revised September 2000 for new district strategic/accountability plans OR annual updates to be submitted by November 15, 2000)

**SOUTH CAROLINA DEPARTMENT OF EDUCATION
WORKING GUIDE B**

DEVELOPING A DISTRICT STRATEGIC/ACCOUNTABILITY PLAN OR ANNUAL UPDATE BY NOVEMBER 15, 2000

Background and Timelines

The South Carolina Education Accountability Act of 1998 (EAA) required each local board of trustees to establish a district performance-based accountability system by August 1, 1999. By November 15, 1999, each district incorporated its accountability system into its strategic plan or annual update.

Districts submitting new five-year strategic/accountability plans to the State Department of Education in November 1999 also submitted new five-year school renewal plans at the same time.¹ Each of these districts will send to the Department an annual update of the district strategic/accountability plan **by November 15, 2000**. Local boards of trustees review annual updates of school renewal plans.

Each district that completed an annual update/accountability plan for November 1999 will submit to the Department a new district strategic/accountability plan and new school renewal plans for each of the district's schools **by November 15, 2000**. Plans for these districts and schools will be for *four* years only.

All districts will be on the same submission schedule **by November 15, 2004**. Every South Carolina school district will submit to the Department a new five-year district strategic/accountability plan and new five-year school renewal plans in November 2004.

All plans submitted to the Department (new district strategic/accountability plans, new school renewal plans, and annual updates of district strategic/accountability plans) are subject to Department review. New district strategic/accountability plans and new school renewal plans for non-deregulated schools also will undergo peer review.

This working guide provides guidance in the development of a district strategic/accountability plan OR annual update. Items in this working guide represent a selection and reorganization of provisions in the Early Childhood Development and Academic Assistance Act of 1993 (Act 135), the EAA, the regulations for Act 135 (R43-261: "District and School Comprehensive Planning"), and the accountability

¹New district and school plans for Bamberg One, Chesterfield, Florence Two, Florence Three, Jasper, Lexington Two, and Marlboro were due by November 15, 1999. New plans for the remaining 79 districts and their schools are due by November 15, 2000. Early submission is allowed, and a number of districts and their schools have exercised this option.

system implementation guidelines that are based on the EAA ("Guidelines for the District Performance-Based Accountability System for School Year 1998-99"). A combined plan may be developed by any number of methods, *provided that it contains the required strategic planning components of Act 135 and the required accountability components of the EAA*. The conceptual framework presented here, if fully utilized, addresses these necessary components.

Although the EAA specifically requires only the creation of district performance-based accountability systems, school renewal plans by design should be coordinated with the district's plan and should incorporate elements of the district's accountability system. The Department has created an adaptation of *Working Guide B* for use in developing school renewal plans. The revised working guide for schools is titled *Working Guide C: Developing a School Renewal Plan with Accountability Elements by November 15, 2000*.² Scoring guides, used by Department staff and peer reviewers, are available for both *Working Guide B* and *Working Guide C*. District and school personnel have found the scoring guides to be useful as a "self-study" to ensure the presence in their plans of all required components.

The district strategic planning coordinator should submit to the Department a new district plan *at the same time as* new school renewal plans for all schools in the district are submitted. New district strategic/accountability plans, new school renewal plans, and district annual updates of plans should be sent to:

South Carolina Department of Education
Office of School Quality – Room 700A
1429 Senate Street
Columbia, South Carolina 29201

²Another working guide has been created for use by SACS-accredited schools that choose to submit their SACS school improvement plans in lieu of school renewal plans. The format that must be used for such a submission is titled *Working Guide D: Format for Submittal of Southern Association of Colleges and Schools School Improvement Plans to the South Carolina Department of Education in Lieu of School Renewal Plans*.

STRATEGIC/ACCOUNTABILITY PLAN FOR YEARS 2000-2005

STRATEGIC/ACCOUNTABILITY ANNUAL UPDATE FOR YEAR _____

Colleton County

SCHOOL DISTRICT

Assurance

The district's strategic/accountability plan, or annual update of the strategic/accountability plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA). {S.C. Code of Laws 59-18-1300, 59-139-10}

Chairperson, Board of Trustees

Evon Robinson		November 15, 2000
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Printed Name

Signature

Date

Superintendent

Gwendolyn Smith		November 15, 2000
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Printed Name

Signature

Date

District Contact Person:

Please list the district contact person for strategic planning/accountability:

NAME: Cynthia Gant

ADDRESS: Colleton County Schools

P.O. Box 290

Walterboro SC 29488

TELEPHONE: (843) 549-1105

E-MAIL ADDRESS: cgant@mail.colleton.k12.sc.us

STAKEHOLDER INVOLVEMENT

All appropriate stakeholders--including at least one representative from each of the following groups: School Improvement Councils, principals, parents, teachers, and community members--are to be involved in the development and annual review and revision of the district strategic/accountability plan. Please list the positions and names of persons who were involved in the development of the strategic/accountability plan or annual update. There must be a participant for each numbered category.

	<i>POSITION:</i>	<i>NAME:</i>	
1.	SUPERINTENDENT	Gwendolyn Smith	
2.	ASSOCIATE SUPERINTENDENT	W. Thomas Lohr	
3.	ASSISTANT SUPERINTENDENT	Roslyn Tracy	
4.	ASSISTANT SUPERINTENDENT	Charles Gale	
5.	DIRECTOR OF PERSONNEL	Cynthia Gant	
6.	DISTRICT EMPLOYEES	Floyd Buckner Larry Colson Willie Davis Sandra Goff Burley Hickman Sonia Inabinett	Glenn Nixon Dottie Smoak Christine Stroble Catherine Turner Cliff Warren Rachel Williams Carolyn Wynn Becky Evans Brigitta Clark
7.	BOARD MEMBERS	Evon Robinson P.A. Pournelle	
8.	STUDENT	Larry Varn	
9.	COMMUNITY MEMBERS	Chris Bickley Zane Brown Peyton Crosby Wallace Dean Lizzie Kinloch Steve Watson Stencil White Landis Williams	

LEARNER STANDARDS

Please list the district's learner standards (expectations for students):

- Revise curriculum for Mathematics – grades K-12
- Revise curriculum for science/health – grades K-12
- Revise curriculum for social studies – grades K-12
- Revise curriculum for foreign languages – grades K-12
- Revise curriculum for special areas (art, music, physical education) – grades K-12
- Utilize best practice strategies in developing instructional strategies
- Implement a pilot program for lead teachers in the elementary, middle and high schools
- Develop a criterion referenced assessment/accountability system in the areas of English/ Language Arts, Mathematics, Science and Social Studies
- Revise the district's technology plan
- Assess the effectiveness of the implementation of Tech Prep and School to Work Programs
- Develop and implement benchmarking strategies to improve student achievement in English/Language Arts, Mathematics, Science and Social Studies
- Develop curriculum for gifted and talented programs

NEEDS ASSESSMENT

Please list the findings of the district's needs assessment. The needs assessment should identify priority areas of discrepancy between the desired learner standards and the current status as indicated by available data.

All priority areas of discrepancy should be addressed in the district's performance goals. Please state and reference by page number the district's performance goal that addresses each of these priorities.

PERFORMANCE GOALS

Strategic Planning Format and Requirements

Because the focus of both Act 135 and the EAA is academic improvement, **the district's strategic/accountability plan or annual update must have performance goals that directly address desired and measurable improvements in student academic performance.** This is not to say that the district cannot have performance goals for other areas, but the academic goals must be paramount.

Pages 8-10 of this working guide provide a format that can be duplicated to list specific performance and interim performance goals to reflect, ideally, desired student academic improvement; objectives/strategies to meet the goals; activities/action plans to implement the objectives/strategies; timelines for progress; evaluation measures; evaluation of the success of the goals/objectives/strategies/activities based on a comparison of baseline data with current data; and an indication of whether a particular goal/objective/strategy/activity is to be continued, modified, or terminated, with reasons for such action. With each successive "level" in a goal hierarchy (objectives, strategies, activities, and action plans) comes greater specificity in actions that the district will take to achieve the desired goal.

Districts should repeat the hierarchy on pages 8-10 for each of its performance goals. Furthermore, for each performance goal and interim performance goal, multiple objectives, strategies, activities, or action plans may be necessary. Thus, the appropriate boxes should be duplicated as needed. It is not necessary to include all of these "levels" in the hierarchy for each performance goal. The various terms have been included here because they occur in state statutes and in conventional strategic planning methodologies.

Act 135 emphasizes the use of strategies/activities found to be effective in research and requires a focus on the prevention of academic problems. Act 135 components that must be addressed in strategic/accountability plans and annual updates include

- ◆ Academic Assistance, PreK-3
- ◆ Academic Assistance, Grades 4-12
- ◆ Recruitment
- ◆ Collaboration
- ◆ Developmental Screening
- ◆ Half-Day Child Development
- ◆ Parenting and Family Literacy
- ◆ Best Practices in Grades K-3
- ◆ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
- ◆ Developmentally Appropriate Curriculum for PreK-3
- ◆ Innovation
- ◆ Staff Development
- ◆ Parental Involvement

On pages 11-17 of this working guide are spaces for districts to provide details of these required Act 135 components. Included on these pages are descriptions of the information to be provided, along with indications of the grade levels that normally would be expected to operate such programs.

Pages 18-19 of this working guide provide instructions for reporting the district's efforts with regard to other initiatives that currently use the district strategic/accountability plan and annual updates as their reporting vehicles: The School-to-Work Transition Act of 1994 (STW), English as a Second Language (ESL), Goals 2000 Planning/Implementation Grants, and District Technology Plan.

Integrating EAA Components into the Strategic Planning Format

The State Board of Education's "Guidelines for the District Performance-Based Accountability System for School Year 1998-99" delineate required elements of a district accountability system. Some or all of the requirements can be satisfied through specification of strategies, activities, action plans, etc. for the district's performance goals. The *action plan*, in particular, can provide accountability details such as time frame, resources, and responsibility. Note that the action plan box (which appears in the performance goal hierarchy on page 9 of this document and is expanded on page 10) may be considered as an accountability component of the Act 135 district strategic plan. The action plan can contain necessary supporting information for how objectives or strategies will be addressed by detailing actions to be taken, timelines, estimated costs, persons responsible, and professional development activities.

For any accountability provisions not fully addressed in the district's performance goal hierarchies (including related strategies, activities, action plans, evaluation measures and processes, etc.), it will be necessary for the district to provide separate descriptions to state how each provision will be, or is being, addressed. For these provisions, the district should answer the following questions: (1) How will this provision be addressed?/How is this provision being addressed?, (2) When will it be initiated?/When was it initiated?, (3) What resources are needed?, and (4) Who will be, or is, primarily accountable for its implementation? These descriptions can be provided on pages 20-33 of this working guide.

The information for the necessary accountability provisions listed on pages 20-33 includes the legal citations enclosed in braces (for example, {59-18-100}) while references to the accountability guidelines are enclosed in brackets (for example, [B(8)(a)]). The district should examine each of the accountability provisions on pages 20-33. If a provision is appropriately addressed in the district's performance goal hierarchies, a clear reference should be made to indicate such. For example, for an action plan that includes details regarding the provision of additional local assistance to low-performing schools, a notation such as "#2 of Additional Accountability Provisions" could be made in the margin beside the action plan box to indicate that the referenced accountability provision (#2 on page 20 of this working guide) has been fully addressed in the action plan. Other districts have chosen to provide references on pages 20-33 to the appropriate strategies, activities, action plans, etc. where a particular accountability provision is addressed. For accountability provisions not fully addressed in the performance goal hierarchies, the district should answer the four questions.

With the passage of time, it is anticipated that more and more of the accountability provisions will be integrated into the district's performance goal hierarchies and that the answers to the four questions will be provided through the specified strategies, activities, actions plans, etc. for the district's performance goals. Clear references between the performance goal hierarchies and the appropriate accountability provisions will eliminate the need to answer the four questions for each accountability provision. Therefore, as time passes, fewer and fewer accountability provisions will need to be addressed separately. Ultimately, complete integration is anticipated.

The unique requirements of Accountability Provision #3, which begins on page 21, can be approached in a different manner. Provision #3 with subparts (a)-(n) on pages 21-28 deals with the establishment of local policies and procedures to address various accountability elements. In answering the question regarding how each accountability element will be, or is being, addressed, the district could reference by number and source their particular written policy or procedure (for example, "Policy BAA of the *Board Policy Manual*" or "Procedure A5 of the *Curriculum Division Operating Procedures*"). It is not necessary for the district to include copies of the policies and procedures in their strategic/accountability plan or annual update being submitted to the State Department of Education. Once written policies and procedures have been implemented for each of subparts (a)-(n) of #3 **and the supporting information (the answers to the four questions for each subpart) has been provided** to the Department, the district will have satisfied the requirement of #3 and will not need to continue reporting on #3 to the Department.

- STRATEGIC/ACCOUNTABILITY PLAN FOR YEARS _____
- STRATEGIC/ACCOUNTABILITY ANNUAL UPDATE FOR YEAR _____

SCHOOL DISTRICT

PERFORMANCE GOAL 1		TIMELINE
OVERALL MEASURE(S): Baseline Data Current Data Year 1 Year 2 Year 3 Year 4		
STATUS Continue, Modify (How?), or Terminate		

INTERIM PERFORMANCE GOAL 1.1		TIMELINE
MEASURABLE RESULTS Compare baseline and current data		
STATUS Continue Modify – How? Terminate		

OBJECTIVE 1.1.1		TIMELINE
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MEASURABLE RESULTS Compare baseline and current data	
STATUS Continue Modify –How? Terminate	

STRATEGY 1.1.1.1		TIMELINE
MEASURABLE RESULTS Compare baseline and current data		
STATUS Continue Modify – How? Terminate		

ACTIVITY 1.1.1.1.1		TIMELINE
MEASURABLE RESULTS Compare baseline and current data		
STATUS Continue Modify – How? Terminate		

ACTION PLAN

With respect to objectives and/or strategies, action plans should reflect

- how the objective or strategy will be addressed
- timelines
- estimated costs
- person(s) responsible
- professional development activities

*SEE AN EXAMPLE OF AN EXPANDED
ACTION PLAN LAYOUT ON THE NEXT PAGE*

Performance Goal _____

Interim Performance Goal _____

Objective _____

Strategy _____

Activity _____

Action Plan

Action	Timeline	Estimated Cost	Person(s) Responsible	Supporting Professional Development

PROGRAM DESCRIPTIONS

Describe the following programs (listed on pages 11-19) as they operate in the district. What progress has been made, what is the current status, and what are the district's long-range plans for the programs? Definitions, examples, and program applicability by grade level are indicated.

Academic Assistance, PreK-3 Special efforts to assist children who demonstrate a need for extra or alternative instructional attention. After-school homework help centers, individual tutoring, and group remediation are examples of such efforts.

Description of academic assistance, PreK-3:

The students who are performing below grade level receive academic assistance. The elementary schools provide the following: computer assisted instruction, Reading Recovery, small group remediation, reduced student/teacher ratio, accelerated reader, Reading Renaissance, volunteer tutoring during school hours, summer school and extended year Reading Recovery. Parents are provided appropriate communication to assist their children at home.

Academic Assistance, Grades 4-12 Special efforts to assist children who demonstrate a need for extra or alternative instructional attention. After-school homework help centers, individual tutoring, and group remediation are examples of such efforts.

Description of academic assistance, grades 4-12:

There are a variety of strategies being employed across the district to assist students demonstrating a need for extra and /or alternative instruction. Elementary schools report providing the accelerated reader program, Failure Free Reading Program, individual and small group tutoring and computer assisted instruction for students performing below grade level. The middle schools are providing extensive after school programs through the District's Twenty-First Century Community Learning Center's and the Communities in Schools grants. Each middle school site is running after school programs Monday – Thursday each week for the entire school year with a primary focus on assisting students in the areas of English Language Arts and mathematics. Our high schools report that they are providing special classes for academic assistance, computer assisted instruction and after school tutoring for students experiencing academic difficulties.

Recruitment Special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0-5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

Description of recruitment efforts:

We use several methods or avenues of recruitment to secure parents and their children to participate in our program. We provide hospital packets to all babies born in our local hospital. These packets provide information that is beneficial to new parents. We follow up this initial contact, mailing a letter to each new parent, congratulating him or her on the birth of their new baby. We also held a new parents drop in at our office. Additionally, we secured referrals from the Department of Social Services, Dept. of Juvenile Justice, and other local agencies. The teachers, guidance counselors, and principals from our school district refer student's parents to our program. Recruitment is also done through our workshops and through "word of mouth."

Collaboration with health and human services agencies. Collaboration is appropriate at all grade levels. Some agencies that have been listed in plans include county health departments, social services departments, mental health departments, First Steps, and the family court system.

Description of collaboration efforts and agency names:

Through collaboration between Colleton County and the Head Start program, a transition is provided for the children and their parents to ensure a favorable entrance into the public school setting. The district collaborates with DSS to ensure that all students have appropriate insurance coverage. DSS also takes recommendations from the schools concerning child abuse and neglect. The district collaborates with mental health and works through the family court system on truancy. The school district has excellent participation on the county's First Steps Initiative Partnership Board.

Developmental Screening ensures the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Description of developmental screening process:

Our Parenting Family Literacy Program uses the Denver II as our developmental screening instrument. The Denver II is administered to all the children enrolled in our Parents As Teachers home visit component. All children in our home visit component are given at the appropriate level of the Denver II at the correct time.

The PreK Program administers the Brigance Screening to age eligible students seeking entrance into the PreK program. Hearing, vision and speech screenings are provided. The students are ranked according to a set of criteria, the neediest children are accepted in the program.

Half-Day Child Development Half-day child development programs for **four-year-olds** (some districts fund full-day programs) usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools. Report the number of sessions, the number of children served, and describe the programs' curriculum and long-range goals.

Description of program:

Number of sessions (report half and full-day sessions): 11 half-day sessions, one full-day session

Total number of children served: 201

Describe the programs' curriculum: The PreK program implements the High Scope Curriculum. The children plan their learning, do or interact with the learning in small groups or individual, then come back to group time to review what they did and learned that day.

Describe the programs' long-range goals: Colleton County's long-range goal is to serve all needy four-year-old children and have them score-ready to succeed in school.

Parenting and Family Literacy to include parenting activities and improvement of parents' educational level for parents of at-risk 0-5 year olds. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits. Describe the program's key features.

Description of parenting and family literacy program:

Parenting: Home visits comprise a core element of our program. Through home visits the program is able to make a positive impact on the parents and the child(ren). The parent educator provides information regarding child development and parenting. The activities engaged in by the child addresses his/her physical, social, language and intellectual development. We provide ongoing parenting classes for mothers involved with our local Department of Social Services. We also provide weekly parenting classes for the ladies involved in our local Alcohol and Drug Abuse rehab program, Crossroads. Fresh Start, a teen parenting program, provides our participants the opportunity to meet twice monthly to engage in PACT time in a structured environment. We also work on issues specifically related to teen parents. We provide workshops at our local schools that deal with parenting issues and education.

Family Literacy: Our program does not have the four components in place as outlined by a true family literacy model.

Best Practices in Grades K-3 "Best practices" generally refers to curricular and instructional approaches that are known to be effective in the K-3 setting.

Description of best practices in grades K-3:

The dominant programs used in K-3 are Creative Curriculum and the 4-Blocks Literacy Program. Building Blocks is primarily used at the kindergarten level. Developmentally appropriate strategies are emphasized. Math programs engage in highly active learning instruction. Technology – all schools have access to the Internet. The Reading Recovery program has been in the district for several years to serve the lowest 20% of our first graders.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The intention of this component is to ensure as much program effectiveness as possible by developing a district-wide coordinated effort among all programs. Act 135 initiatives should be coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Describe how the district coordinates programs:

Early childhood and Parenting Family Literacy activities are coordinated with Head Start, Title I and First Steps. The Department of Special Services coordinates the developmental screenings.

The district coordinates academic assistance with our Title VI funding for reduced class size and our program for disabled students.

Developmentally Appropriate Curriculum for PreK-3 Student maturation level should be highly correlated with the curriculum's scope and sequence. Instructional practice should accommodate individual differences in maturation level, and should take into account the student's social and cultural context.

Describe key components of the district's developmentally appropriate curriculum for grades PreK-3:

The program for four-year-olds is the High Scope curriculum. The components include teachers and children sharing control in the learning environment. Creative Curriculum Building Blocks and the Project Approach programs are used mainly in kindergarten. In grades 1-3, Reading Recovery, differentiated instructional strategies in math and early literacy are incorporated as an instructional component. Active learning is also encouraged through the use of science kits.

Innovation The State provides "innovation" funds to all districts. Each district plan must include an innovation component designed to improve student learning and accelerate the performance of all students. Describe district-wide innovative projects.

Description of innovation:

Innovation funds were used to provide intervention strategies for students who scored below basic on PACT in grades 3-8. After School and summer programs are provided for these students

Staff Development is a key component of Act 135 and the EAA. A district's staff development program should reflect provisions of Act 135 and the EAA, including the *South Carolina Professional Development Standards*, and should demonstrate a relationship to the district and school goals for the improvement of student academic performance. Describe district-wide staff development.

Description of staff development initiative:

During the five year period, the following areas will be addressed:

1. Continuation of ADEPT induction program, TEAM Mentor, and GBE Training.
2. On going multi-level technology training.
3. Training in teaching and assessing new state standards.
4. Continuation of Cunningham 4 Blocks Reading Training.
5. Continuation of Reading Recovery Training.
6. Potential school administrators program.

Parental Involvement Please complete the following items with appropriate descriptions of district or school plans and activities. Some districts and schools may have existing programs that can be listed, while others may have to develop new or additional programs. For example, programs might include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parental involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

Description of parental involvement programs and evaluation (preK-12, all schools and districts):

Goal(s) and/or objective(s) that relate to parental involvement:

Parents will show increased involvement by 25% increase at attendance in Parent Nights, Academic Plans Conferences and overall participation in schools activities.

Parental involvement strategies and/or activities that are designed to influence attainment of the above goal(s) and/or objective(s):

Counselors at each school will assist with parent conferences

Parent resource libraries will be make available at all school

Parent counseling will be made available in individual/group settings

The District provides Adult Ed. Programs for parents

Each school will have a parent volunteer program

Parenting & Family Literacy Program is available for teenage students who are parents of children 0-5

PTO programs are in place at each school in the district

Each school will communicate with parents outlining any upcoming school activities and events

How will the goal(s) and/or objective(s) be evaluated?

Evaluation will include attendance records. PTO and volunteer participation will be used to assess growth.

Baseline data:

Parent surveys and attendance data will be used.

Results of the annual evaluation:

Goals will be evaluated annually and revised as necessary.

The School-to-Work Transition Act of 1994 (STW) STW applies to grades K-12. Regulations state that specific STW programs must be in effect for grades 6-12, and STW concepts should be part of the developmentally appropriate curriculum K-12. Please describe the district's STW program and report in new district strategic/accountability plans the results of the latest program quality review that was conducted by the district STW advisory committee.

Description of program:

School to Work activities are present at each level. Elementary students are made aware of careers through classroom and guidance activities. Middle School students experience Career Fairs. Middle School students have mentors and opportunities to shadow. Additionally, high school students are able to serve as apprentices. Counselors coordinate these activities at all levels. Leadership activities through participation in student council, postal programs, and other clubs/organizations.

English as a Second Language (ESL) State the number of students in the district in need of an ESL program, state the number of students served in the ESL program, and briefly describe program components. If the district has no ESL students, describe the district's plan to accommodate such students should the need arise.

Description of program:

Number of students in need: The number of students in need as of November 1, 2000 are as follows:
Four (4) Hispanic students: Kindergarten – Male (1) Grade One – Female Grade Seven – Female (1) Grade Eight – Male (1)
One (1) Chinese student: Grade Nine – Female (1)

Number of students served: All students are receiving some type of tutoring services.

Description of program components: The tutoring services are being provided by non-certified individuals with varied knowledge in the specific languages. Four individuals are providing services. Two tutors speak Spanish fluently, while the remaining tutors have some basic knowledge in Spanish (1 tutor) and Chinese (1 tutor).

Goals 2000 Planning/Implementation Grants State whether the district received a Goals 2000 grant for the previous school year. If a grant was received, state whether the funds were spent according to guidelines. Describe how the district used its funds during the past year.

Description of program:

Colleton County School District did not receive a Goals 2000 grant during the 1999-2000 school year.

District Technology Plan State whether there is a district technology plan for which funds have been allocated. Describe key features of the district's plan for improving teaching and learning through the use of technology.

Description of program:

Colleton County School District has a District Technology Plan that is updated annually. Our plan emphasizes training, staying abreast of current technology and utilization of available resources. The Technology Center maintains a state of the art computer lab to accommodate technology training through staff development, professional development and graduate course offerings. Emphasis is placed on installing the latest technology to all classrooms, schools and offices to provide better access to the Internet and District WAN. Equipping each classroom in the district with an Internet capable computer has been a priority. Teachers are encouraged to utilize available resources such as the Internet, DISCUS, Infotrac, SCETV, Lightspan, Follet and district E-mail. These resources are provided to assist with research and communication. The Technology Center established and maintains the District's World Wide Web Site. This site is used to provide information and resources to students, staff and parents.

ADDITIONAL ACCOUNTABILITY PROVISIONS

Please see the instructions on pages 6-7 for completing this section. With the passage of time, more of these accountability provisions will be integrated into the district's complete performance goal information (with references made to indicate such), and few, if any, of these accountability provisions will need to be addressed separately.

1. The district performance-based accountability system stimulates constant improvement in the process of teaching and learning. {59-18-1300, 59-18-110(3)} [A, C(2)]

A. How will this provision be addressed?/How is this provision being addressed?

The district performance-based accountability plan stimulates improvement in the process of teaching and learning by developing and implementing standards based district curriculum and assessments. Each performance goal in the plan is measurable and addresses improving teaching and learning.

B. When will it be initiated?/When was it initiated?

Improving the process of teaching and learning is an ongoing process in Colleton County School District. The implementation of the specific goals outlined in the district's Strategic Plan will be implemented from 2000-2005.

C. What resources are needed?

District personnel, local, state and federal funds will help to finance the constant improvement in the process of teaching and learning. Teacher's and district administrator's time is a major resource that is needed.

D. Who will be, or is, primarily accountable for its implementation?

District office staff, the principal, teachers and parents will be primarily responsible for additional assistance for students whose performance show little or no improvement.

<p>2. The district performance-based accountability system targets additional local assistance for a school when its students' performance is low or shows little improvement. {59-18-1300, 59-18-110(3)} [A, C(2)]</p>
<p>A. How will this provision be addressed?/How is this provision being addressed? When a school's performance is low, or shows little improvement, the principal, teachers and district office personnel will analyze the areas of weaknesses and outline the steps necessary to improve student performance. Additional assistance will be provided after school for middle school students and during the summer for all identified students.</p> <p>B. When will it be initiated?/When was it initiated? Beginning with the 1999-2000 school year, extended day and extended year programs were being provided for students whose academic performance was below grade.</p> <p>D. What resources are needed?</p> <p>E. District personnel, local, state and federal funds will be used to help target additional local assistance for a school when it's student performance is low or shows little improvement.</p> <p>D. Who will be, or is, primarily accountable for its implementation? District office staff, the principal, teachers and parents will be primarily responsible for additional assistance for students whose performance show little or no improvement.</p>

Please see the special instructions for #3 on page 7.

<p>3. The district has local policies or procedures to address the accountability elements listed in a-n below:</p> <p>a. Acceptance of responsibility for improving student performance and taking actions to improve classroom practice and school performance by the local school board, administrators, teachers, parents, students, and the local community. {59-18-100} [B(8)(a)]</p>
<p>A. How will this provision be addressed?/How is this provision being addressed? Colleton County School District Policy IHE, Promotion, Retention and IHAC Parent Conferences address academic plans which relate to improving student performance and taking action to improve classroom practice and school performance.</p> <p>B. When will it be initiated?/When was it initiated? This policy was initiated during the following times: IHE (1999) IHAC (1995)</p> <p>C. What resources are needed? Teachers, school, and district administrators' time as well as district funds for analyzing performance, teacher staff development and materials will be needed.</p> <p>D. Who will be, or is, primarily accountable for its implementation? School and district level administrators and board members will be accountable for implementation of this policy.</p>

b. Assurances that accountability system components are student oriented, performance-based measures to maximize student learning. {59-18-1300} [B(8)(b)]

A. How will this provision be addressed?/How is this provision being addressed?

To maximize student learning, the district will develop standards based curriculum, provide staff development for teachers, develop academic plans for students and conduct parent conferences. Additionally, members of the community will be involved in strategic planning.

B. When will it be initiated?/When was it initiated?

The initiation date for goals in the Performance Accountability Plan developed for Colleton County School District, was the fall of 2000.

C. What resources are needed?

Federal, state, and local funds will be required to develop and implement the performance goals in the district's strategic plan. Approximately 85% of the district's budget will be used to support instruction of students.

D. Who will be, or is, primarily accountable for its implementation?

All district stakeholders, students, parents, teachers, administrators, school board members and the community will be responsible for implementation of the performance goals in the district's strategic plan are clearly stated.

Please see the special instructions for #3 on page 7.

3., *Continued.* The district has local policies or procedures to address the accountability elements listed below:

c. Identification and provision of resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance. {59-18-110(4)} [B(8)(c)]

A. How will this provision be addressed?/How is this provision being addressed?

The district's strategic plan contains strategies designed to help the district achieve the performance goals. All strategies will be evaluated annually. Measures used for evaluation will include the development of curriculum, district assessments, and teacher surveys. Results of the evaluations will be used to determine whether the strategies should be continued, modified or terminated.

B. When will it be initiated?/When was it initiated?

This evaluation process will begin during the 2000-2001 school year.

C. What resources are needed?

Local, state, and federal funds will be used to finance implementation of the strategies in the district's strategic accountability plan. Teachers, school and district administrators' time will be devoted to the implementation of the strategies in the district's strategic plan.

D. Who will be, or is, primarily accountable for its implementation?

District personnel, including the Assistant Superintendents for Elementary and Secondary Instruction, the Director of Technology, school administrators, and teachers will be responsible for the evaluation of the strategies in the district strategic plan.

d. Alignment of state and local criteria for performance standards, assessments, accreditation, reports to the public, school rewards, and targeted assistance, to push schools and students to higher performance. {59-18-110(1)} [B(8)(d), C(3)]

A. How will this provision be addressed?/How is this provision being addressed?

The district performance based accountability plan stimulates improvements in the process of teaching and learning by developing and implementing a standard's based district curriculum, and assessments. Each performance goal is designed to improve teaching and learning.

B. When will it be initiated?/When was it initiated?

Aligning state and local criteria for performance standards and assessments, as well as pushing schools and students to higher performance, is an ongoing process in Colleton County. The implementation of the specific goals outlined in the district's strategic plan, will be implemented during the 2000-2001 school year.

C. What resources are needed?

District personnel, local, state, and federal funds will be used to target additional local assistance for a school when its students performance is low or shows little improvement.

D. Who will be, or is, primarily accountable for its implementation?

District office staff, principals, teachers and parents will be primarily responsible for additional assistance for students whose performance shows little or no improvement.

Please see the special instructions for #3 on page 7.

3., *Continued.* The district has local policies or procedures to address the accountability elements listed below:

e. Alignment of local curriculum standards, instructional materials, and assessments with both grade-specific curriculum standards and assessments adopted by the State Board of Education. {59-18-110(1)} [B(8)(e), C(3)]

A. How will this provision be addressed?/How is this provision being addressed?

The district performance based accountability plan includes strategies for the development of grade specific curriculum, standards and assessments. Both the grade specific curriculum and assessments will be aligned to the state curriculum.

B. When will it be initiated?/When was it initiated?

Development of grade specific curriculum standards and assessments will begin in January 2001.

C. What resources are needed?

District personnel, local, state and federal funds will be used to develop grade specific curriculum and assessments which address the state standards.

D. Who will be, or is, primarily accountable for its implementation?

The district office personnel and school personnel will be primarily responsible for developing the curriculum and assessments.

f. Local instructional materials which reflect the substance and level of performance outlined in the grade-specific curriculum standards adopted by the State Board of Education. {59-18-1300, 59-18-700} [B(8)(f)]

A. How will this provision be addressed?/How is this provision being addressed?

Instructional materials designed to facilitate teaching and learning will be incorporated into the curriculum. These materials will be correlated to the grade specific curriculum and designed to enhance student performance.

B. When will it be initiated?/When was it initiated?

The use of instructional materials designed to facilitate teaching the grade specific curriculum, will be initiated during the 2001-2002 school year.

C. What resources are needed?

District personnel, local, state and federal funds will be used to purchase instructional materials.

D. Who will be, or is, primarily accountable for its implementation?

District office staff, the principal and teachers will be primarily responsible.

Please see the special instructions for #3 on page 7.

3., *Continued.* The district has local policies or procedures to address the accountability elements listed below:

g. Professional staff development planned for faculty and designed in areas needing improvement based on each school's improvement plan. Staff development focused directly on student academic achievement and linked to the district's curriculum standards, instruction, instructional materials, programs and assessments. Staff development activities based on the ADEPT Performance Dimensions for teachers and noted in district strategic plans and school renewal plans.³ {59-18-110(5)} [B(8)(g)]

A. How will this provision be addressed?/How is this provision being addressed?

1. Funds are allotted to the districts and schools annually.
2. Committees of master teachers will develop grade specific curriculum aligned to the state standards and develop appropriate assessments.
3. Teacher training for the purpose of implementing the curriculum, the assessments and strategies for improving student's scores on PACT is required.
4. Courses to train ADEPT mentors, and evaluators, as well as orientation for those being evaluated are offered.
5. Teacher training based on research of successful practices to address differences in student achievement is required.

B. When will it be initiated?/When was it initiated?

1. Committees consisting of lead teachers will align curriculum and will be initiated in January 2001.
2. Teacher training will be initiated immediately after each curriculum has been developed.
3. Individual school staff development is ongoing. Results of the PACT test will influence future directions.

C. What resources are needed?

1. Funds are required for teacher stipends.
2. Instructional materials to assist teachers in implementing standards-based curriculum are required.
3. Accurate information from the State Department of Education accompanied by technical assistance in preparing for state testing is required.

D. Who will be, or is, primarily accountable for its implementation?

The Assistant Superintendents for Instruction and principals are primarily accountable for implementation.

³These staff development activities should be stated in strategic plans/accountability systems, annual updates/accountability systems, and in school renewal plans and annual updates.

Please see the special instructions for #3 on page 7.

3., *Continued.* The district has local policies or procedures to address the accountability elements listed below:

h. Professional development plans (with annual updates) for all school administrators to support their individual growth and district and school needs (defined by the district's strategic plan and each school's renewal plan), with consequences for non-compliance. Professional development plans using the Principals' Evaluation Program Criteria and Standards. {59-24-30} [B(8)(h)]

- A. How will this provision be addressed?/How is this provision being addressed?
The provisions for administrator professional development plans will be addressed through a goals based system. The superintendent will approve and monitor the plans for each district administrator and principal. Other administrator's plans will be approved and monitored by the school principals.
- B. When will it be initiated?/When was it initiated?
The plan was initiated in the fall of 2000.
- C. What resources are needed?
 - 1. Access to district strategic plan and school renewal plans.
 - 2. Resources required by specific goals in an individual's plan.
- D. Who will be, or is, primarily accountable for its implementation?
The superintendent and those who directly supervise other administrators are responsible.

i. Active involvement by principals in the selection, discipline, and dismissal of personnel in their particular schools, with consequences for non-compliance. {59-18-1300} [B(8)(i)]

A. How will this provision be addressed?/How is this provision being addressed?

1. District regulation GBC/GBD Certified Personnel Recruitment, Application and Hiring will be implemented.
2. District teacher and administrator evaluation systems including ADEPT will be utilized.
3. The district will adhere to the South Carolina Employment and Dismissal Act.

B. When will it be initiated?/When was it initiated?

1. The regulation was updated March 1995. The procedures outlined in this regulation are currently in effect.
2. The ADEPT system was implemented during the 1998-1999 school year.

C. What resources are needed?

Access and orientation/training related to evaluation, regulations and legal requirements are necessary.

D. Who will be, or is, primarily accountable for its implementation?

The Board of Trustees, the Superintendent, principals and the Director of Personnel are primarily responsible.

Please see the special instructions for #3 on page 7.

3., *Continued.* The district has local policies or procedures to address the accountability elements listed below:

j. Utilization of funds received pursuant to the “Palmetto Gold and Silver Awards Program” of the EAA to improve or maintain exceptional performance of students. {59-18-1100(4)} [B(8)(j)]

- A. How will this provision be addressed?/How is this provision being addressed?
Funds from the Palmetto Gold and Silver Awards Programs will be used to improve or maintain exceptional performance according to the school established strategic plan.
- B. When will it be initiated?/When was it initiated?
The plan will be initiated during the 2000-2001 school year.
- C. What resources are needed?
Resources needed to utilize funds received pursuant to the Palmetto Gold and Silver Awards Program will include teachers, school administrators, and district finance officer for determining the most appropriate expenditure of these funds.
- D. Who will be, or is, primarily accountable for its implementation?
The school principal is primarily responsible for determination of utilization of these funds.

k. Furnishing of school report cards to parents by November 15, 2001, and annually thereafter; publishing the report cards in at least one South Carolina daily newspaper in the area within ninety days of receipt from the Department of Education; and providing parents with the school improvement reports. {59-18-900(E), 59-18-930, 59-18-1300} [B(8)(k)]

A. How will this provision be addressed?/How is this provision being addressed?

Annual school report cards will be provided to parents and published in the local papers in Walterboro within ninety days of receipt from the Department of Education. Each school will provide parents a copy of their school's School Improvement Report.

B. When will it be initiated?/When was it initiated?

Sending parents the Annual School Report Card will be initiated by November 15, 2001. The Colleton County School District currently sends copies of the School Improvement Report from each school.

C. What resources are needed?

Funds for printing, postage and the cost of the newspaper space are required.

D. Who will be, or is, primarily accountable for its implementation?

District and building level administrators will be responsible for providing these reports.

Please see the special instructions for #3 on page 7.

3., *Continued.* The district has local policies or procedures to address the accountability elements listed below:

1. Reporting results of individual student academic achievement to parents. {59-18-370} [B(8)(I)]

A. How will this provision be addressed?/How is this provision being addressed?

1. Individual student report cards will be sent every nine (9) weeks, with interim reports being sent every 4 1/2 weeks in grades K-12.
2. Standardized test results, including PACT tests, will be reported.
3. Annual teacher/parent conferences for all students will be conducted each fall.
4. Additional conferences for students with academic assistance plans will be held as needed.

B. When will it be initiated?/When was it initiated?

1. Report cards, interim reports and conferences for all students are in progress.
2. PACT results will be given to parents as soon as they become available.

C. What resources are needed?

District level assistance with interpretation of test reporting results is needed.

D. Who will be, or is, primarily accountable for its implementation?

1. Principals and teachers are primarily responsible for report cards, interim reports and conferences.
2. The Director of Testing is primarily responsible for the distribution and interpretation of standardized test results.
3. The Assistant Superintendent of Secondary Instruction will be responsible for standardized test results.

m. Offering and using the results of state-funded PSAT or PLAN tests for tenth graders. {59-18-350} [B(8)(m)]

A. How will this provision be addressed?/How is this provision being addressed?

The state funded the administration of the PSAT for all tenth graders, and the district will fund the administration of PLAN for all tenth grade students. The summary of answers from both tests will be used as a measure for curricular issues. These results are used to make modifications to course curricula. Individual student scores are available to teachers as part of test data information.

B. When will it be initiated?/When was it initiated?

The provision for PSAT was implemented in 1998. The provision for administering the PLAN was implemented during the fall of 2000.

C. What resources are needed?

Teaching staff to administer the test, with time taken from the regular school day. Colleton County School District pays for all tenth grade students to take the PLAN in addition to the PSAT.

D. Who will be, or is, primarily accountable for its implementation?

The Assistant Superintendent for Secondary Instruction and high school principals are primarily responsible for the implementation of this provision.

Please see the special instructions for #3 on page 7.

3., *Continued.* The district has local policies to address the accountability elements listed below:

n. Creation of policies for individual student academic plans for students performing below grade level in grades 3-8, to include policies for academic conferences and district level reviews of student progress. {59-18-500(A)&(E)} [B(8)(n)]

A. How will this provision be addressed?/How is this provision being addressed?

Colleton County School District Policy **IHE**: Promotion Retention and Acceleration of Students **IHE-B**: Parent, Student and Teacher conferences and **IHA-D**: Addresses individual student academic plans for students performing below grade level in grades 3-8 and parent conferences.

B. When will it be initiated?/When was it initiated?

The policies were included in **IHE (1999) IHE-B (1995) IHA-D (1995)**

C. What resources are needed?

Teachers developed the plans and conducted the conferences.

D. Who will be, or is, primarily accountable for its implementation?

School and district level administrators will be responsible for implementing the policy.

<p>4. The district performance-based accountability system includes an analysis of progress for students with individualized academic plans using the number of students retained at each grade level, number of students on probation, the number retained after being on probation, and the number removed from probation. {59-18-500(E)&(F)} [C(4)]</p>
<p>A. How will this provision be addressed?/How is this provision being addressed? This provision will be addressed by the collection and analysis of the appropriate data elements.</p> <p>B. When will it be initiated?/When was it initiated? The data collection was initiated in July, 1999.</p> <p>C. What resources are needed? The following resources have been utilized: state and local test results, student individual academic plans, and the student database at each school.</p> <p>D. Who will be, or is, primarily accountable for its implementation? The Director of Testing will be responsible for data collection and analysis. The Assistant Superintendent of Instruction will be responsible for analyzing the data.</p>

5. The district performance-based accountability system includes an analysis of the results of the PSAT or PLAN tests: {59-18-350} [C(5)]
a. To assess and identify curriculum areas that need to be strengthened and reinforced.
b. To assess students' strengths and weaknesses in order to provide needed academic assistance
c. To provide guidance to students and parents in planning for post-secondary experiences.
A. How will this provision be addressed?/How is this provision being addressed? Individual and district PSAT and PLAN results will be analyzed. The Assistant Superintendent for Secondary Instruction will analyze these results. The middle school and high school counselors will analyze and interpret individual student PSAT and PLAN results for parents and students. Counselors will challenge students to take rigorous courses, which will prepare them for the PSAT/SAT, PLAN/ACT, as well as post secondary experiences. The curriculum will be assessed to determine modifications and revisions necessary to improve student performance in identified areas.
B. When will it be initiated?/When was it initiated? Counselors will interpret, PSAT/PLAN test results for students and parents and provide guidance to parents and students in planning post secondary experiences.
C. What resources are needed? Secondary counselors and the Assistant Superintendent of Secondary Instruction will be needed to analyze the results.
D. Who will be, or is, primarily accountable for its implementation? The Assistant Superintendent of Secondary Instruction will be responsible for analyzing the PSAT and PLAN results. The middle school and high school counselors will be primarily accountable for analyzing the PSAT and PLAN results.

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|---|
| <p>6. The district performance-based accountability system includes school and district level analysis and evaluation of student academic achievement, student academic improvement, and other data at the school and district level. These elements are aligned with the district's performance goals, objectives, and strategies. {59-18-110(6), 59-18-1300} [C(6)]</p> |
| <p>A. How will this provision be addressed?/How is this provision being addressed? The Assistant Superintendent of Secondary Instruction will analyze and evaluate student achievement, student academic improvement and other data at the school and district level. After an analysis of the data, the district performance goals, objectives and strategies will be adjusted as needed.</p> <p>B. When will it be initiated?/When was it initiated? This will be initiated during the 2000-2001 school year.</p> <p>C. What resources are needed?. The Assistant Superintendent of Secondary Instruction's salary.</p> <p>D. Who will be, or is, primarily accountable for its implementation? The Assistant Superintendent of Secondary Instruction will be primarily responsible for school and district level analysis of data related to student achievement</p> |

7. The district performance-based accountability system includes school and district level analysis and evaluation of data elements such as those listed below, along with any other locally-selected data elements. These data elements may include, but are not limited to: {59-18-110(6), 59-18-1300} [C(6)]
a. Number and percentage of students who meet the expectations of state school readiness disaggregated by gender, race, and free and reduced-price lunch using the readiness measures for grades 1 and 2 developed by the State Department of Education.
b. Number and percentage of students who meet standards based assessments on PACT in English/language arts, math, science, social studies, and the exit exam, disaggregated by gender, race, and free and reduced-price lunch.
c. Number and percentage of students whose performance has improved based on longitudinally-matched student data disaggregated by gender, race, and free and reduced-price lunch.
d. Percentage of students scoring 3 or above on Advanced Placement exams.
e. Number and percentage of students promoted and retained at each grade level.
f. Number and percentage of students who graduate from high school as defined in Sections 59-39-100 (State High School Diploma) and 59-39-105 (STAR Diploma) of the 1976 Code.
g. Dropout rates for grades 7-8 and 9-12.
h. Number and percentage of students absent in excess of 10 days.
i. Enrollment in applied academic courses and percentage of Tech Prep graduates obtaining employment in their occupational field.
j. Number and percentage of graduates who are employed, enrolled in postsecondary programs, or enlisted in the military using the latest available data.
k. Number and percentage of classrooms within a district or school with a class size of 15 to 1 or less in grades 1-3. Number and percentage of classes in a district or school with fewer students than the maximum allowed, grades K and 4-12.
l. Number and percentage of Level I, II, and III incidents (R43-279: "Minimum Standards of Student Conduct and Disciplinary Enforcement Procedures...").
m. Average number of days teachers and administrators are absent for reasons classified as personal leave or short-term sick leave.
n. Number and percentage of teachers holding a Master's degree or above.
o. Number and percentage of classes taught by out-of-field teachers.
p. Number and percentage of teachers, administrators, and staff who receive satisfactory annual evaluations based on the state's evaluation system.
q. Number, percentage, and attendance of school improvement council members by membership categories.
r. Evaluation of survey results from parents, teachers and students.

See Attachments

7. a-r, *Continued.*

- A. How will this provision be addressed?/How is this provision being addressed?
This provision will be addressed by the collection of the data specific to each area.
- B. When will it be initiated?/When was it initiated?
The data collection was initiated in July, 1999.
- C. What resources are needed?
Resources such as state and local test results, teacher evaluations, Osiris database, District Incident Reports, personnel data and surveys that include parents, teachers, and students, will be used.
- D. Who will be, or is, primarily accountable for its implementation?
The Assistant Superintendent of Secondary Instruction will be responsible for the data collection and analysis.

8. The district performance-based accountability system uses data elements such as those stated in #7 above: {59-18-110, 59-18-900(E)} [A, B(8), C]

a. To identify strengths and weaknesses in student academic performance (to include performance by subject, by grade, and by subgroup).

b. To identify factors which positively or negatively influence student academic performance.

- A. How will this provision be addressed?/How is this provision being addressed?
This provision will be addressed by the collection and analysis of the appropriate data specific to each area.
- B. When will it be initiated?/When was it initiated?
The data collection was initiated in July, 2000.
- C. What resources are needed?
1. Standardized test item analysis will be used.
 2. Salaries for district personnel.
- D. Who will be, or is, primarily accountable for its implementation?
The Assistant Superintendent for Secondary Instruction will be responsible for data collection and analysis.

9. Adjustments are made in the district's and schools' curriculum and instruction, and in other areas, based on the analysis and evaluation of data elements such as those stated in #7 above. {59-18-110(6)} [C(6)]

A. How will this provision be addressed?/How is this provision being addressed?

Students' academic performance on National and State Standardized Test are analyzed by grade and subject. District office personnel, principals, and teachers will review the test results and look for areas of strengths and weaknesses. When student performance indicates a weakness in a particular area, the curriculum will be reviewed and modified as needed and/or staff development will be provided for teachers to improve their teaching.

B. When will it be initiated?/When was it initiated?

This was initiated in the fall of 1999.

C. What resources are needed?

Resources needed for this activity will include district office and school personnel, as well as district test results.

D. Who will be, or is, primarily accountable for its implementation?

District office personnel and principals will be primarily accountable for implementation.

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