

Beaufort County School District

2020 District Strategic Plan

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Plan Information and Stakeholders

21st Century Graduate Profile

Plan Submission

- School does not utilize Cognia
- School utilizes Cognia
- ✓ District and all schools utilize Cognia

Phase of Plan

- Initial 5-year plan
- ✓ Update 1
- Update 2
- Update 3
- Update 4
- Update (due to Waiver)

District Plan Contact Information

Name: Dr. Mary Stratos
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Superintendent's Name

Dr. Frank Rodriguez

Board of Trustees Chairperson's Name

Dr. Christina Gwozdz

Date Plan Approved by the Board

April 7, 2020

Stakeholder Names

Superintendent:	Dr. Frank Rodriguez
Principals:	Melissa Vogt, Melissa Holland, Alvida Graham
Teachers:	Bernadette Hampton, Dannie Wilson, Leah Frazier, Georgia Haygood
Parent/Guardians:	Connie Poulin, Kashta Campbell, Amanda Walred
Community Members:	Catherine Forester, Lee Westbery, Lisa Musgrove, Joan Heyward
District Level Administrators:	Dr. Mary Stratos, Alice Walton, Tonya Crosby, Robert Oetting, Ashley Hutchison, Carmen Dillard, Geraldine Henderson, Karen Gilbert, Daniel Fallon, Lakinsha Swinton, Christine Robinson, Dr. Juliet White, Dr. N'kia Campbell
District R2S Literacy Leadership Team Lead:	Carmen Dillard
District R2S Literacy Leadership Team Member:	Melissa Murray
School Improvement Council Member(s):	Karen Gilbert, Andrea Ingle, Heather Bundy
District Gifted and Talented Coordinators:	Carmen Dillard (Academic), Heather Brabham (Artistic)
District Federal Programs Coordinators:	Terry Bennett, Denise Mattson
Other Stakeholders:	
School Board Members	Christina Gwozdz, Earl Campbell, Patricia Fidrich, Richard Geier, Cathy Robine
Students	Naomi Campbell, Nigel Poulin
SE Coordinators	Juliette Ewing, Amy Nelson, Rita Jaklitsch
Technology – Instruction	Jayne Grant, John Sullivan
Instructional Coordinators	Maelda Chalk, Ralph Lataille, Melissa Murray, Brooke Rowe
District Administrative Support	Ada McDonald, Jada Gray, Denise Hook, Stacy Cleveland
Bilingual Support	Maelda Chalk, Enid Carranza

Mission, Vision, Beliefs, and/or Values (optional)

Beliefs and goals

- Student Achievement
 - Equitable viable curriculum for all students
 - Multi-tiered system of supports (MTSS) to ensure all students are receiving the needed academic and emotional reinforcement
- Administrator/Teacher Quality
 - Building skill sets to meet the demands of learners
 - A human resources model for selection that builds upon the assets of the candidate to student needs
- School Climate
 - Developing foundational skills and systems that engage all participants in positive learning; inclusive of the school community and the community it serves
 - Providing access to a safe learning environment for all

Needs Assessment Data:

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Student Achievement

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 - [MAP \(Mean, 50thile and higher, Achievement Gap\) – 2018-2019, 2019-2020 \(to date\)](#)
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 - [MAP \(Mean, 50thile and higher, Achievement Gap, Projected Proficiency on SC Ready\) – 2018-2019, 2019-2020 \(to date\)](#)
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 - [2018-2019 ACCESS results](#)
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- [School Climate \(Refer to District Report Card below\)](#)
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Provide the link to your District's Report Card:

[District Report Card - https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RCZzaWQ9MDcwMTAwMA](https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RCZzaWQ9MDcwMTAwMA)

Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning.

Academic Achievement

Pre-K – 2nd Grade

Early Childhood Screenings

2018-2019 total number of age eligible children screened = 1205

2019-2020 total number of age eligible children screened = 1081 (to date)

Teaching Strategies GOLD (Pre-K) – 2018-2019 Results

Percentage of children meeting and/or exceeding expectations.

Social Emotional – 92%

Physical – 97%

Language – 85%

Cognitive - 88%

Literacy - 94%

Mathematics - 87%

Fountas and Pinnell – 2018-2019 Results - Beginning of School Year to End of School Year

Kindergarten –

- Average 4.6 levels growth
- 75% entered Kindergarten at Pre-A (below kindergarten level)
- 23% leave kindergarten below

First Grade –

- Average 4.9 levels growth (six levels of growth are expected)
- 51% entered first grade below grade level
- 37% leave first grade below

2nd Grade

- Average 3.4 levels growth (three levels of growth are expected)
- 45% entered second grade below grade level
- 26% leave second grade below

K-2 MAP Results

2018-2019

2019-2020 (through Winter)

Mean Score Data, % of Students Scoring at or Above the 50th Percentile, Achievement Gap for Math and Reading

2018 - 2019 MAP Mean Score Data									
		Mathematics				Reading			
		Fall 2018 Mean	Winter 2019 Mean	Spring 2019 Mean	Fall - Spring Change	Fall 2018 Mean	Winter 2019 Mean	Spring 2019 Mean	Fall - Spring Change
Grade	School Name								
Kindergarten	Beaufort County School District	136.2	149.8	163.9	27.7	138.7	149.7	160.7	22

	NWEA Norm	140	151.5	159.1	19.1	141	151.3	158.1	17.1
Grade 1	Beaufort County School District	162.3	173.7	185.4	23.1	161.3	169.6	177.7	16.4
	NWEA Norm	162.4	173.8	180.8	18.4	160.7	171.5	177.5	16.8
Grade 2	Beaufort County School District	175.1	183.8	191.3	16.2	172.3	180.3	187.4	15.1
	NWEA Norm	176.9	186.4	192.1	15.2	174.7	184.2	188.7	14

2019 - 2020 MAP Mean Score Data

Grade	School Name	Mathematics				Reading			
		Fall 2019 Mean	Winter 2020 Mean	Spring 2020 Mean	Fall - Winter Change	Fall 2019 Mean	Winter 2020 Mean	Spring 2020 Mean	Fall - Winter Change
Kindergarten	Beaufort County School District	136.9	150.3		13.4	139.1	150.2		11.1
	NWEA Norm	140.0	151.5	159.1	11.5	141.0	151.3	158.1	10.3
Grade 1	Beaufort County School District	162.2	173.8		11.6	160.9	169.3		8.4
	NWEA Norm	162.4	173.8	180.8	11.4	160.7	171.5	177.5	10.8
Grade 2	Beaufort County School District	175.5	184.1		8.6	172.5	180.4		7.9
	NWEA Norm	176.9	186.4	192.1	9.5	174.7	184.2	188.7	9.5

2018 - 2019 Percent of Students scoring At or Above the 50th Percentile MAP Data

Grade	School Name	Mathematics				Reading			
		Fall 2018	Winter 2019	Spring 2019	Fall - Spring Change	Fall 2018	Winter 2019	Spring 2019	Fall - Spring Change
Kindergarten	Beaufort County School District	35.5%	50.0%	67.8%	32.3%	38.8%	48.8%	61.3%	22.5%
Grade 1	Beaufort County School District	52.2%	59.7%	65.2%	13.0%	53.6%	49.2%	52.6%	-1.0%
Grade 2	Beaufort County School District	49.2%	51.2%	55.1%	5.9%	44.1%	46.8%	54.6%	10.5%

2019 - 2020 Percent of Students scoring At or Above the 50th Percentile MAP Data

Grade	School Name	Mathematics				Reading			
		Fall 2019	Winter 2020	Spring 2020	Fall - Winter Change	Fall 2019	Winter 2020	Spring 2020	Fall - Winter Change
Kindergarten	Beaufort County School District	42.8%	48.6%		5.8%	44.8%	44.0%		-0.8%
Grade 1	Beaufort County School District	57.7%	53.5%		-4.2%	57.4%	42.7%		-14.7%
Grade 2	Beaufort County School District	51.5%	45.7%		-5.8%	45.7%	46.1%		0.4%

2018-2019 MAP Results - Achievement Gap – Mathematics

Mathematics																					
Grade	School	All Students 2018 - 2019				African American Students 2018 - 2019				Limited English Proficient Students 2018 - 2019				Students in Poverty 2018 - 2019				Students with Disabilities 2018 - 2019			
		Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring

Kindergarten	Beaufort County	136.2	149.8	163.9	27.7	133.1	144.2	157.3	24.2	129.2	140.7	153.7	24.5	134.6	147.4	160.7	26.1	130.8	141.1	153.4	22.6
Grade 1	Beaufort County	162.3	173.7	185.4	23.1	156.9	168.6	178.3	21.4	151.5	161.5	173.5	22	159.2	170.7	181.6	22.4	152.3	163	175.8	23.5
Grade 2	Beaufort County	175.1	183.8	191.3	16.2	170.2	179.2	186.4	16.2	167.9	176	183.5	15.6	172.3	180.8	188.2	15.9	162	171.8	178.8	16.8

2018-2019 MAP Results - Achievement Gap – Reading

Reading																					
Grade	School	All Students 2018 – 2019				African American Students 2018 - 2019				Limited English Proficient Students 2018 - 2019				Students in Poverty 2018 - 2019				Students with Disabilities 2018 - 2019			
		Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring
Kindergarten	Beaufort County	138.7	149.7	160.7	22	137.4	146.1	155.8	18.4	132.6	142.3	151.6	19	137.5	147.7	158.2	20.7	135.2	143.4	152.3	17.1
Grade 1	Beaufort County	161.3	169.6	177.7	16.4	157.3	166	172.7	15.4	150.8	158.2	166.6	15.8	158.6	166.9	174.8	16.2	152.2	159.1	168	15.8
Grade 2	Beaufort County	172.3	180.3	187.4	15.1	168.6	176.4	183.6	15	163.3	169.8	176.1	12.8	169.3	176.8	183.8	14.5	159.4	166.1	172.7	13.3

2019-2020 MAP Results - Achievement Gap – Mathematics

Mathematics						
		All Students 2018 - 2019	African American Students 2018 - 2019	Limited English Proficient Students 2018 - 2019	Students in Poverty 2018 - 2019	Students with Disabilities 2018 - 2019

Grade	School	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring
Kindergarten	Beaufort County	136.9	150.3		13.4	132.8	144.7		11.9	129.4	141.9		12.5	134.5	147		12.5	133.1	143.5		10.4
Grade 1	Beaufort County	162.2	173.8		11.6	155.5	166.6		11.1	151.6	162.6		11	159.1	170.4		11.3	151.6	162.5		10.9
Grade 2	Beaufort County	175.5	184.1		8.6	171	178.9		7.9	167.9	176.2		8.3	173.2	181.2		8	168.3	175.3		7

2019-2020 MAP Results - Achievement Gap – Reading

Reading																					
Grade	School	All Students 2019 - 2020				African American Students 2019 - 2020				Limited English Proficient Students 2019 - 2020				Students in Poverty 2019 - 2020				Students with Disabilities 2019 - 2020			
		Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring
Kindergarten	Beaufort County	139.1	150.1		11	137.4	147		9.6	133.6	142.7		9.1	137.6	147.5		9.9	135.7	144.8		9.1
Grade 1	Beaufort County	160.9	169.3		8.4	155.6	163.6		8	151	158.4		7.4	157.8	166.2		8.4	152.5	158.2		5.7
Grade 2	Beaufort County	172.5	180.4		7.9	168.6	175.1		6.5	163.5	170.1		6.6	169.7	177.1		7.4	161.6	168.7		7.1

Grades 3-8

MAP Results

2018-2019

2019-2020 (through Winter)

Mean Score Data, % of Students Scoring at or Above the 50th Percentile, Achievement Gap for Math and Reading, Projected Proficiency (A/M/E), Projected Proficiency (M/E)

2018-2019 MAP Results – Mean Score

2018 - 2019 MAP Mean Score Data									
Grade School Name		Mathematics				Reading			
		Fall 2018 Mean	Winter 2019 Mean	Spring 2019 Mean	Fall - Spring Change	Fall 2018 Mean	Winter 2019 Mean	Spring 2019 Mean	Fall - Spring Change
Grade 3	Beaufort County School District	189.4	196.4	202.4	13	186.9	193	197.7	10.8
	NWEA Norm	190.4	198.2	203.4	13	188.3	195.6	198.6	10.3
Grade 4	Beaufort County School District	201.9	207.8	212.8	10.9	197.8	202.8	206.3	8.5
	NWEA Norm	201.9	208.7	213.5	11.6	198.2	203.6	205.9	7.7
Grade 5	Beaufort County School District	210.3	215.5	219.7	9.4	204.7	208.5	211.7	7
	NWEA Norm	211.4	217.2	221.4	10	205.7	209.8	211.8	6.1
Grade 6	Beaufort County School District	215.8	218.9	222.6	6.8	210.9	213.7	216.4	5.5
	NWEA Norm	217.6	222.1	225.3	7.7	211	214.2	215.8	4.8
Grade 7	Beaufort County School District	220.6	223.2	227.5	6.9	214.4	216.4	219.8	5.4
	NWEA Norm	222.6	226.1	228.6	6	214.4	216.9	218.2	3.8
Grade 8	Beaufort County School District	227.2	229.5	232.2	5	218.8	221.1	222.8	4
	NWEA Norm	226.3	229.1	230.9	4.6	217.2	219.1	220.1	2.9

2019-2020 MAP Results – Mean Score

2019 - 2020 MAP Mean Score Data									
GradeName School Name		Mathematics				Reading			
		Fall 2019 Mean	Winter 2020 Mean	Spring 2020 Mean	Fall - Winter Change	Fall 2019 Mean	Winter 2020 Mean	Spring 2020 Mean	Fall - Winter Change
Grade 3	Beaufort County School District	189.2	196.3		7.1	187.4	192.9		5.5
	NWEA Norm	190.4	198.2	203.4	7.8	188.3	195.6	198.6	7.3
Grade 4	Beaufort County School District	201.6	207.5		5.9	198.1	202.9		4.8
	NWEA Norm	201.9	208.7	213.5	6.8	198.2	203.6	205.9	5.4
Grade 5	Beaufort County School District	211.1	216.4		5.3	205.4	209.4		4.0
	NWEA Norm	211.4	217.2	221.4	5.8	205.7	209.8	211.8	4.1
Grade 6	Beaufort County School District	214.7	217.8		3.1	210.1	212.8		2.7
	NWEA Norm	217.6	222.1	225.3	4.5	211.0	214.2	215.8	3.2
Grade 7	Beaufort County School District	222.0	224.9		2.9	215.2	217.4		2.2
	NWEA Norm	222.6	226.1	228.6	3.5	214.4	216.9	218.2	2.5
Grade 8	Beaufort County School District	226.5	228.9		2.4	218.0	220.4		2.4
	NWEA Norm	226.3	229.1	230.9	2.8	217.2	219.1	220.1	1.9

2018-2019 MAP Results – Percent Scoring At or Above 50th Percentile
2018 - 2019 Percent of Students scoring At or Above the 50th Percentile MAP Data

Grade School Name		Mathematics				Reading			
		Fall 2018	Winter 2019	Spring 2019	Fall - Spring Change	Fall 2018	Winter 2019	Spring 2019	Fall - Spring Change
Grade 3	Beaufort County School District	49.5%	52.9%	53.8%	4.3%	48.6%	50.0%	56.2%	7.6%
Grade 4	Beaufort County School District	54.8%	56.4%	55.7%	0.9%	55.5%	55.7%	57.1%	1.6%
Grade 5	Beaufort County School District	49.3%	52.0%	50.2%	0.9%	53.1%	53.9%	56.0%	2.9%
Grade 6	Beaufort County School District	46.9%	45.7%	45.5%	-1.4%	55.4%	55.4%	57.4%	2.0%
Grade 7	Beaufort County School District	46.5%	44.7%	50.0%	3.5%	53.3%	53.7%	59.0%	5.7%
Grade 8	Beaufort County School District	51.0%	51.6%	52.1%	1.1%	56.6%	61.6%	61.8%	5.2%

2019-2020 MAP Results – Percent Scoring At or Above 50th Percentile
2019 - 2020 Percent of Students scoring At or Above the 50th Percentile MAP Data

Grade School Name		Mathematics				Reading			
		Fall 2019	Winter 2020	Spring 2020	Fall - Winter Change	Fall 2019	Winter 2020	Spring 2020	Fall - Winter Change
Grade 3	Beaufort County School District	51.5%	46.2%		-5.3%	55.8%	48.1%		-7.8%
Grade 4	Beaufort County School District	56.8%	51.3%		-5.5%	55.5%	54.0%		-1.5%
Grade 5	Beaufort County School District	56.4%	50.6%		-5.8%	58.4%	55.7%		-2.7%
Grade 6	Beaufort County School District	46.7%	42.4%		-4.3%	55.4%	50.3%		-5.1%
Grade 7	Beaufort County School District	52.6%	50.2%		-2.5%	60.0%	57.0%		-3.0%
Grade 8	Beaufort County School District	51.3%	50.0%		-1.4%	57.8%	59.0%		1.2%

2018-2019 MAP Results - Achievement Gap – Mathematics

Mathematics																					
Grade	School	All Students 2018 - 2019				African American Students 2018 - 2019				Limited English Proficient Students 2018 - 2019				Students in Poverty 2018 - 2019				Students with Disabilities 2018 - 2019			
		Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring
Grade 3	Beaufort County	189.4	196.4	202.4	13	182.6	190.1	194.7	12.1	183.5	190.9	195.6	12.1	185.8	192.9	198.6	12.8	177.7	183.5	189.2	11.5
Grade 4	Beaufort County	201.9	207.8	212.8	10.9	194.8	200.5	204.7	9.9	197.9	203.8	207.9	10	199	205.1	209.8	10.8	187.6	193.9	197.6	10
Grade 5	Beaufort County	210.3	215.5	219.7	9.4	202.5	207.6	211.4	8.9	202.9	207.6	209.6	6.7	206.7	211.6	216	9.3	193.3	198.7	203.1	9.8
Grade 6	Beaufort County	215.8	218.9	222.6	6.8	208.9	212	215.7	6.8	206.5	208.4	211.5	5	212	215.2	219.1	7.1	196.5	199.1	202.3	5.8
Grade 7	Beaufort County	220.6	223.2	227.5	6.9	212	214.9	218.1	6.1	210	211.4	216.3	6.3	215.5	218.3	222.8	7.3	198.5	201.6	205.6	7.1
Grade 8	Beaufort County	227.2	229.5	232.2	5	216.8	219.7	221.7	4.9	218.5	219.7	222.4	3.9	221.4	224.4	227.5	6.1	202.8	206.2	208.9	6.1

2019-2020 MAP Results - Achievement Gap – Mathematics

Mathematics																					
Grade	School	All Students 2018 - 2019				African American Students 2018 - 2019				Limited English Proficient Students 2018 - 2019				Students in Poverty 2018 - 2019				Students with Disabilities 2018 - 2019			
		Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring
Grade 3	Beaufort County	189.2	196.3		7.1	184.1	191.3		7.2	180.8	188.4		7.6	186.3	193.8		7.5	176.2	182.9		6.7
Grade 4	Beaufort County	201.6	207.5		5.9	194.5	200.7		6.2	194.4	201.1		6.7	198.1	204.2		6.1	188	194.2		6.2
Grade 5	Beaufort County	211.1	216.4		5.3	202.9	208		5.1	202	206.5		4.5	207.9	213.3		5.4	194.6	200.7		6.1
Grade 6	Beaufort County	214.7	217.8		3.1	207.5	210.1		2.6	204.7	206.9		2.2	211.5	214.4		2.9	196.6	198		1.4
Grade 7	Beaufort County	222	224.9		2.9	214.9	217.5		2.6	207.3	210.4		3.1	218.2	221.1		2.9	201.1	203.1		2
Grade 8	Beaufort County	226.5	228.9		2.4	218.2	220.3		2.1	213	216		3	221.3	223.7		2.4	203.9	206.4		2.5

2018-2019 MAP Results – Achievement Gap – Reading

Reading																					
Grade	School	All Students 2018 - 2019				African American Students 2018 - 2019				Limited English Proficient Students 2018 - 2019				Students in Poverty 2018 - 2019				Students with Disabilities 2018 - 2019			
		Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring
Grade 3	Beaufort County	186.9	193	197.7	10.8	180.2	186.3	191.3	11.1	179.3	184.7	187.9	8.6	182.4	188.9	193.6	11.2	171.2	176.3	179.2	8
Grade 4	Beaufort County	197.8	202.8	206.3	8.5	190.8	196	199.4	8.6	191.3	196.4	199.9	8.6	194.7	199.7	203.2	8.5	179.5	186.4	188.9	9.4
Grade 5	Beaufort County	204.7	208.5	211.7	7	198.4	202.6	205.9	7.5	194.6	199.4	201.8	7.2	200.8	205	208.5	7.7	184.8	190.8	193.3	8.5
Grade 6	Beaufort County	210.9	213.7	216.4	5.5	204.1	206.7	210.4	6.3	198.9	203	205.7	6.8	207.1	210.2	213.2	6.1	189.1	192.9	195.6	6.5
Grade 7	Beaufort County	214.4	216.4	219.8	5.4	206.6	208.8	213.1	6.5	203.7	205	208.9	5.2	209.8	211.9	216.2	6.4	192	194.6	200.9	8.9
Grade 8	Beaufort County	218.8	221.1	222.8	4	211.7	213.9	215.5	3.8	209.2	212.4	214.6	5.4	214.1	217	219.4	5.3	198.1	201.6	205.4	7.3

2019-2020 MAP Results - Achievement Gap – Reading

Reading																					
Grade	School	All Students 2019 - 2020				African American Students 2019 - 2020				Limited English Proficient Students 2019 - 2020				Students in Poverty 2019 - 2020				Students with Disabilities 2019 - 2020			
		Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring	Fall RIT	Winter RIT	Spring RIT	Fall to Spring
Grade 3	Beaufort County	187.4	192.9		5.5	182.7	187.7		5	177.2	182.1		4.9	184.1	189.6		5.5	170.6	175.1		4.5
Grade 4	Beaufort County	198.1	202.9		4.8	191.2	196.5		5.3	189.4	194.9		5.5	193.8	199.2		5.4	180	186.4		6.4
Grade 5	Beaufort County	205.4	209.4		4	198.3	203		4.7	194.5	198.9		4.4	202.1	206.6		4.5	187.2	192.8		5.6
Grade 6	Beaufort County	210.1	212.8		2.7	203.8	207.1		3.3	198.1	201.4		3.3	206.2	209.6		3.4	189	191.5		2.5
Grade 7	Beaufort County	215.2	217.4		2.2	209.3	211.4		2.1	200.3	203.5		3.2	211.8	214.7		2.9	192.4	197.1		4.7
Grade 8	Beaufort County	218	220.4		2.4	210.9	213.1		2.2	205.3	208.5		3.2	213.3	216.4		3.1	195.5	200.4		4.9

Projected Proficiency for SC Ready According to 2018-2019 MAP Results – Approaches/Meets/Exceeds

2018-2019 Grades 3 - 8 Projected Proficiency Approaches/Meets/Exceeds																					
Grade	School	All Students				African American				Limited English Proficient				Pupils in Poverty				Students With Disabilities			
		Approaches/Meets/Exceeds				Approaches/Meets/Exceeds				Approaches/Meets/Exceeds				Approaches/Meets/Exceeds				Approaches/Meets/Exceeds			
		Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter
Mathematics	Beaufort County	80.3	78.9	78.0	-2.3	65.1	63.6	61.2	-3.9	66.8	63.8	61.2	-5.6	74.0	72.7	71.8	-2.2	35.7	35.9	35.0	-0.7
Reading	Beaufort County	75.2	76.4	76.9	1.7	59.8	61.0	62.5	2.7	55.8	58.1	57.2	1.4	67.5	68.9	70.0	2.5	26.2	28.9	29.2	3.0

Projected Proficiency for SC Ready According to 2019-2020 MAP Results – Approaches/Meets/Exceed

2019-2020 Grades 3 - 8 Projected Proficiency Approaches/Meets/Exceeds																					
Grade	School	All Students				African American				Limited English Proficient				Pupils in Poverty				Students With Disabilities			
		Approaches/Meets/Exceeds				Approaches/Meets/Exceeds				Approaches/Meets/Exceeds				Approaches/Meets/Exceeds				Approaches/Meets/Exceeds			
		Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter
Mathematics	Beaufort County	81.2	78.1		-3.1	68.5	63.5		-4.9	62.1	58.0		-4.2	76.1	72.6		-3.5	39.9	35.9		-4.0
Reading	Beaufort County	77.1	75.6		-1.4	64.7	61.3		-3.4	53.5	52.4		-1.1	70.0	68.6		-1.4	28.0	29.2		1.2

Projected Proficiency for SC Ready According to 2018-2019 MAP Results – Meets/Exceeds

2018-2019 Grades 3 - 8 Projected Proficiency Meets/Exceeds																					
		All Students				African American				Limited English Proficient				Pupils in Poverty				Students With Disabilities			
		Meets/Exceeds				Meets/Exceeds				Meets/Exceeds				Meets/Exceeds				Meets/Exceeds			
Grade	School	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter
Mathematics	Beaufort County	43.9	44.6	43.4	-0.5	22.3	24.7	21.8	-0.5	23.8	25.0	23.8	0.0	32.9	33.7	33.0	0.1	10.9	11.1	10.8	-0.1
Reading	Beaufort County	35.6	36.7	39.3	3.7	17.5	18.1	19.9	2.4	11.9	12.4	15.1	3.2	23.7	25.4	28.5	4.8	5.6	7.2	7.4	1.8

Projected Proficiency for SC Ready According to 2019-2020 MAP Results – Meets/Exceeds

2019-2020 Grades 3 - 8 Projected Proficiency Meets/Exceeds																					
		All Students				African American				Limited English Proficient				Pupils in Poverty				Students With Disabilities			
		Meets/Exceeds				Meets/Exceeds				Meets/Exceeds				Meets/Exceeds				Meets/Exceeds			
Grade	School	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter	Fall	Winter	Spring	Fall to Winter
Mathematics	Beaufort County	45.2	43.4		-1.8	24.8	23.5		-1.3	22.8	21.7		-1.1	34.2	33.0		-1.2	11.7	11.4		-0.2
Reading	Beaufort County	37.2	35.8		-1.4	19.0	18.5		-0.6	12.8	11.5		-1.3	25.8	25.4		-0.5	7.2	6.2		1.0

Gifted/Talented Students**2018-2019 SC Ready Results – Grades 3-8**

Verbal - ELA Results from SC Ready					
Not Met	Approaching	Meets	Exceeds	% Exceeding	Total GT Identified (Verbal strength) Students
9	71	341	991	70.2%	1412

Non-Verbal - Math Results for Ready					
Not Met	Approaching	Meets	Exceeds	% Exceeding	Total GT Identified (Non-Verbal-strength) Students
25	165	513	991	58.5%	1694

2018-2019	Ethnicity				EL		SEI		SWD		Total Students
Number of 3 rd Grade Students Qualified for GT	B	H	W	O	EL	Non-EL	SEI	Non SEI	SWD	Non SWD	
Verbal	8	11	106	13	9	129	38	100	1	137	138
Non-Verbal	7	28	114	9	1	139	48	110	2	156	158

2019-2020 Students Identified											
All that Qualified	Ethnicity				EL		SEI		SWD		Total Students
	B	H	W	O	EL	Non-EL	SEI	Non-SEI	SWD	Non-SWD	
Verbal Only	3	4	33	4	3	41	12	32	3	41	44
Non-Verbal Only	4	14	56	13	13	74	26	61	5	82	87
Both Verbal & Non-Verbal	1	4	46	8	2	57	14	45	2	57	59
Total Students	8	22	135	25	18	172	52	138	10	180	190

[Fountas and Pinnell-Fall 2018 \(Gr. K-5\)](#)

All Student with Growth Data	Growth	B	H	W	O	EL	SWD	SEI
	All	50.5%	57.6%	62.7%	59.3%	56.1%	46.4%	54.6%
	K to 1	39.9%	55.0%	72.5%	57.8%	46.2%	36.8%	49.5%
	1 to 2	35.1%	38.5%	46.6%	46.7%	38.0%	24.6%	39.3%
	2 to 3	65.7%	73.0%	76.9%	78.2%	72.4%	62.8%	69.2%
	3 to 4	56.1%	68.5%	68.1%	66.7%	68.4%	57.1%	62.2%
	4 to 5	51.6%	52.2%	52.1%	50.0%	52.0%	41.3%	51.3%

All Student with Growth Data	Growth Avg by Grade		
	Grade	Avg	Target
	K to 1	4.360	4
	1 to 2	4.861	6
	2 to 3	3.623	3
	3 to 4	3.243	3
	4 to 5	2.657	3
	Avg All	3.713	3.800

2019 Extended Year Summer Reading Program (Summer Reading Camp)

<i>Spring 2019 to Fall 2019 MAP Results:</i>
<i>Number of EYSRP students who were assessed in spring and fall: 1,286</i>
417 students grew from spring to fall (3 points and above on RIT): (32.5%)
452 students maintained from spring to fall (3 point below, at, and above spring RIT score): (35.0%)
417 students regressed from spring to fall (3 points and below on RIT): (32.5%)
67.5% of the students assessed in spring and fall either maintained or grew from spring to fall.

<i>Spring/Summer 2019 to Fall 2019 Fountas and Pinnell (F&P) Results:</i>
<i>Number of EYSRP students who were assessed pre/post EYSRP and again in fall: 1,319</i>
770 students grew from spring/summer to fall (increased one or more text reading levels): (58.0%)
368 students maintained (no change in text reading level): (28.0%)
181 students regressed to a lower text level from spring/summer to fall: (14.0%)
86% of the students maintained or grew from spring/summer to fall.

*Of the 1138 students who maintained/grew according to F&P, 740 of them (65%) also maintained or grew

BCSD Strategic Plan Review Approved by SCDE

Grades 9-12**EOC Results****Fall 2018**

		#A	#B	#C	#D	#F	% C or Higher
Beaufort County School District	ALGEBRA 1	41	73	118	126	82	52.7%
	BIOLOGY 1	145	103	136	139	186	54.2%
	ENGLISH 1	66	110	152	134	62	62.6%
	U.S. HISTORY AND THE CONSTITUTION	61	106	124	169	289	38.9%
	Total	313	392	530	568	619	51.0%

Fall 2019

		#A	#B	#C	#D	#F	% C or Higher
Beaufort County School District	ALGEBRA 1	21	83	144	226	192	37.2%
	BIOLOGY 1	133	97	88	157	225	45.4%
	U.S. HISTORY AND THE CONSTITUTION	104	137	169	161	191	53.8%
	Total	258	317	401	544	608	45.9%

BCSD Strategic Plan Review/Approved

Beaufort County School District High School College and Career Readiness (CCR) Data

2018-2019

SC REPORT CARD Indicators (*OVERALL* College and Career Readiness Results)

DISTRICT-WIDE CCR DATA	2018-19
<i>INDICATOR</i>	<i>Raw Score % Score</i>
Diploma Earners who are college OR career ready	1209/1406 86.0%
Diploma Earners who are collage AND career ready	633/1406 45.0%
Diploma Earners who are college ready	654/1406 46.5%
Diploma Earners who are career ready	1188/1406 84.5%

College and Career Readiness Data

SC REPORT CARD Indicators (*COLLEGE* Readiness Results)

DISTRICT-WIDE CCR DATA	2018-19
<i>INDICATOR</i>	<i>Raw Score % Score</i>
Diploma Earners who are college ready	654/1406 46.5%
Diploma Earners who achieved an ACT composite score of 20 or higher	470/1406 33.4%
Diploma Earners who achieved an SAT score of 1020 or higher	436/1406 31.0%
Diploma Earners who earned an Advanced Placement (AP) score of three or higher	275/1406 19.6%
Diploma Earners who earned an International Baccalaureate (IB) sore of four or higher	90/1406 6.4%
Diploma Earners who completed six hours of dual credit course work with a grade of C or higher	270/1406 19.2%

SC REPORT CARD Indicators (CAREER** Readiness Results)**

DISTRICT-WIDE CCR DATA	
<i>INDICATOR</i>	2018-19 <i>Raw Score</i> <i>% Score</i>
Diploma Earners who are Career Ready	1188/1406 84.5%
Diploma Earners who are Career and Technical Completers WITH Industry Certification	252/1406 17.9%
Diploma Earners who Completed a State Approved Work-Based Learning Experience	101/1406 7.2%
Diploma Earners who Earned a Platinum, Gold, or Silver certificate on the Career Readiness Assessments	1033/1406 73.5%
Diploma Earners who took the ASVAB and scored 31 or higher	163/1406 11.6%

BCSD Strategic Plan Reviewed/Approved by SCPE

Additional 2018-19 High School College & Career Readiness Student Data - District
 Additional Information

	Our District	Change from Last Year
Number of seniors who have completed FAFSA forms	N/AV	N/A
Percent of seniors completing college applications	69.0	Up from 64.4
Percent of seniors eligible for LIFE scholarship	34.4	N/A
Percent of seniors eligible for Palmetto Fellows scholarship	6.8	N/A
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	61.7	Down from 66.0

Career and Technical Education (CTE)

	Number
Students enrolled in CTE courses	4608
CTE completers	717
Total students earning national or state credential	805

BCSD Strategic Plan

Additional Career & Technical Federal Reporting Data (2019 Data Not Yet Released from State)

Under Career & Technical Education (CTE) Perkins V legislation, states are required to report annually on the following core indicators of performance. The Perkins V accountability system evaluates the extent to which a state's CTE concentrators meet state-determined levels of performance across several secondary and postsecondary indicators of performance.

District	Perkins V Indicator for CTE Concentrators	2018				2017			
		NUM	DEN	%	SC Perf Goal (Perkins IV)	NUM	DEN	%	SC Perf Goal (Perkins IV)
Beaufort	1S1: Four-Year Graduation Rate	456	460	99.13	91.0	397	400	99.25	89.0
Beaufort	2S1: Academic Proficiency in Reading/Language Arts	349	430	81.16	68.0	316	375	84.27	80.0
Beaufort	2S2: Academic Proficiency in Mathematics	375	417	89.93	61.5	334	362	92.27	62.0
Beaufort	2S3: Academic Proficiency in Science**	382	444	86.04	N/A	341	382	89.27	N/A
Beaufort	3S1: Postsecondary Placement*	374	386	96.89	95.5	408	420	97.14	95.0
Beaufort	4S1: Non-traditional Program Enrollment	55	362	15.19	14.8	29	233	12.45	14.8
Beaufort	5S1: Attained Recognized Postsecondary Credential**	217	468	46.37	N/A	163	400	40.75	N/A

***Career and Technical Completer Graduates who were surveyed to determine if employed, OR in the military, OR continuing education in a post-secondary institution.**

****New for Perkins V Performance Indicators. SC DE to set Performance Goals.**

Dual Enrollment Students

Technical College of the Lowcountry - Fall 2017 (159 Total)

SCHOOL	# OF STUDENTS
Battery Creek High School	26
Beaufort High School	28
Bluffton High School	1
Hilton Head Island High School	2
May River High School	17
Whale Branch Early College High School	85

Technical College of the Lowcountry -- Spring 2018 (Total 224)

SCHOOL	# OF STUDENTS
Battery Creek High School	29
Beaufort High School	31
Bluffton High School	4
Hilton Head Island High School	43
May River High School	20
Whale Branch Early College High School	97

Technical College of the Lowcountry - Fall 2018 (Total 254)

SCHOOL	# OF STUDENTS
Battery Creek High School	45
Beaufort High School	73
Bluffton High School	4
Hilton Head Island High School	9
May River High School	29
Whale Branch Early College High School	94

Technical College of the Lowcountry - Spring 2019 (Total 502)

SCHOOL	# OF STUDENTS
Battery Creek High School	21
Beaufort High School	61
Bluffton High School	7
Hilton Head Island High School	45
May River High School	29
Whale Branch Early College High School	85

Technical College of the Lowcountry- Fall 2019 (Total 264)

SCHOOL	# OF STUDENTS ENROLLED
Battery Creek High School	48
Beaufort High School	54
Bluffton High School	11
Hilton Head Island High School	31
May River High School	36
Whale Branch Early College High School	84

**University of South Carolina Beaufort
Dual Enrollment Program**

University of South Carolina Beaufort SY 2017/2018

SCHOOL	Fall 2017	Spring 2018
Bluffton High School	24 Students	24 Students

Fall 2017 was the first year of the partnership with the University of South Carolina Beaufort.

The program was piloted with Bluffton High School.

University of South Carolina Beaufort Fall 2018

SCHOOL	# OF STUDENTS (Total 55)
Bluffton High School	25
May River High School	29
Whale Branch Early College High School	1

University of South Carolina Beaufort Spring 2019

SCHOOL	# OF STUDENTS (Total 117)
Bluffton High School	22
Hilton Head Island High School	1
May River High School	38
Whale Branch Early College High School	1

University of South Carolina Beaufort – Fall 2019

SCHOOL	# OF STUDENTS (Total 113)
Battery Creek High School	0
Beaufort High School	1
Bluffton High School	19
Hilton Head Island High School	23
May River High School	70
Whale Branch Early College High School	0

Advanced Placement Data

AP Course Enrollments 17-18 (Duplicated Count)		Count of Students Enrolled in AP Courses 17-18 (Distinct Count)								
School	Grand Total	School	A	B	H	I	M	P	W	Grand Total
Battery Creek High School	61	Battery Creek High	4	16	12	0	1	0	20	53
Beaufort High School	417	Beaufort High	9	25	15	1	15	3	202	270
Bluffton High School	510	Bluffton High	13	16	86		8		147	270
Hilton Head Island High School	203	Hilton Head Island High	6	7	33		3	1	146	196
May River High School	442	May River High	5	16	23		7	1	208	260
Grand Total	1633	Grand Total	37	80	169	1	34	5	723	1049
IB Course Enrollments 17-18 (Duplicated Count)		Count of Students Enrolled in IB Courses 17-18 (Distinct Count)								
School	Grand Total	School	A	B	H	I	M	P	W	Grand Total
Hilton Head Island High School	708	Hilton Head Island High School	5	7	44	0	4	1	180	241
Grand Total	708	Grand Total	5	7	44	0	4	1	180	241

AP Course Enrollments 18-19 (Duplicated Count)		Count of Students Enrolled in AP Courses 18-19 (Distinct Count)								
School	Grand Total	School	A	B	H	I	M	P	W	Grand Total
Battery Creek High School	84	Battery Creek High	2	12	15		3		30	62
Beaufort High School	499	Beaufort High	12	30	21	1	16	3	198	281
Bluffton High School	639	Bluffton High	9	23	82		5		179	298
Hilton Head Island High School	126	Hilton Head Island High	4	1	21		4	1	94	125
May River High School	446	May River High	3	19	32	1	8		192	255
Grand Total	1794	Grand Total	30	85	171	2	36	4	693	1021
IB Course Enrollments 18-19 (Duplicated Count)		Count of Students Enrolled in IB Courses 18-19 (Distinct Count)								
School	Grand Total	School	A	B	H	I	M	P	W	Grand Total
Hilton Head Island High School	595	Hilton Head Island High School	5	8	40	1	4	0	155	213
Grand Total	595	Grand Total	5	8	40	1	4	0	155	213

AP Course Enrollments 19-20 (S1) (Duplicated Count)		Count of Students Enrolled in AP Courses 19-20 (S1) (Distinct Count)								
School	Grand Total	School	A	B	H	I	M	P	W	Grand Total
Battery Creek High School	0	Battery Creek High								0
Beaufort High School	277	Beaufort High	11	16	10	0	6	1	113	157
Bluffton High School	306	Bluffton High	5	15	65	0	1	1	112	199
Hilton Head Island High School	46	Hilton Head Island High School	4	1	5	0	0	0	36	46
May River High School	241	May River High	1	7	16	7	0	0	113	144
Grand Total	870	Grand Total	21	39	96	0	14	2	374	546
IB Course Enrollments 19-20 (S1) (Duplicated Count)		Count of Students Enrolled in IB Courses (S1) 19-20 (Distinct Count)								
School	Grand Total	School	A	B	H	I	M	P	W	Grand Total
Hilton Head Island High School	577	Hilton Head Island High School	6	8	39	0	2	1	156	212
Grand Total	577	Grand Total	6	8	39	0	2	1	156	212

Other Data:

Beaufort Data Analysis Compiled Internally

- Achievement Gap Indicator/Index – At Risk Indicator/Index
 - Model based off state data to assess the school (SC Ready -Gr. 3-8)
 - Model includes Special Education
 - Green is lowest risk population; red is highest risk population

Demographic Group and Index Based on SC

Demo	Index
Black	-0.47597
Hispanic	-0.19506
White	0.33296
Other	0.20673
SWD	-0.88652
LEP	-0.17555
PIP	-0.29816

Average of Index by School

School	Average of Index
Coosa Elementary School	-0.054326225
Pritchardville Elementary School	-0.081144551
May River High School	-0.100581351
Okatie Elementary School	-0.112834444
River Ridge Academy	-0.142851134
Riverview Charter School	-0.143096815
HE McCracken Middle School	-0.168346506
Hilton Head Island High School	-0.196712006
Beaufort High School	-0.232328812

Bluffton High School	-0.273625967
Red Cedar Elementary School	-0.302678054
Bluffton Elementary School	-0.31518546
BCSD Average	-0.327784313
Hilton Head Island Elementary School	-0.341081257
Bluffton Middle School	-0.35436183
Hilton Head Island School for Creative Arts	-0.356966328
Hilton Head Island Middle School	-0.363401529
Port Royal Elementary School	-0.376401765
Broad River Elementary School	-0.410474122
Mossy Oaks Elementary School	-0.418690563
Beaufort Middle School	-0.418744323
Hilton Head Island Early Childhood Center	-0.423844301
Battery Creek High School	-0.482385221
Lady's Island Elementary School	-0.482669738
Lady's Island Middle School	-0.490995985
MC Riley Elementary School	-0.50646612
Beaufort Elementary School	-0.559769019
Robert Smalls International Academy	-0.560287584
Whale Branch Early College High School	-0.662034586
Joseph Shanklin Elementary School	-0.662636581
St. Helena Elementary School	-0.735374655
Whale Branch Elementary School	-0.789874923
Whale Branch Middle School	-0.793995722

Average by School Based on Ethnicity, Instructional Setting, English Proficiency, and Special Education

BCSD Average	-0.033910519	-0.08953626	-0.040100812	-0.164236722
School	Average of Ethnicity Index	Average of SWD Index	Average of Eng. Learners	Average of SEI Index
Battery Creek High School	-0.148933869	-0.122237697	-0.021620616	-0.189593039
Beaufort Elementary School	-0.162746397	-0.164450405	-0.005614606	-0.226957612
Beaufort High School	-0.011323445	-0.068574514	-0.008819498	-0.143611356
Beaufort Middle School	-0.077440339	-0.141278088	-0.006994024	-0.193031873
Bluffton Elementary School	0.032791115	-0.142579092	-0.054190532	-0.151206952
Bluffton High School	-0.0189391	-0.051713667	-0.069049667	-0.133923533
Bluffton Middle School	-0.020619149	-0.089891888	-0.07079289	-0.173057902
Broad River Elementary School	-0.126936735	-0.07236898	-0.024362041	-0.186806367
Coosa Elementary School	0.145991566	-0.087227871	-0.0035251	-0.109564819
HE McCracken Middle School	0.066926375	-0.064085783	-0.048069551	-0.123117547
Hilton Head Island Early Childhood Center	-0.070234704	-0.076259785	-0.082584005	-0.194765806
Hilton Head Island Elementary School	-0.023078085	-0.075005217	-0.077976381	-0.165021575
Hilton Head Island High School	0.055305656	-0.069954012	-0.057610435	-0.124453215
Hilton Head Island Middle School	-0.026339173	-0.083546387	-0.081800785	-0.171715183
Hilton Head Island School for the Creative Arts	-0.034369906	-0.08311125	-0.057328047	-0.182157125
Lady's Island Elementary School	-0.171420974	-0.073046592	-0.017094757	-0.221107416
Lady's Island Middle School	-0.165624288	-0.118094818	-0.012493522	-0.194783358
May River High School	0.09672922	-0.060500669	-0.03154032	-0.105269582
MC Riley Elementary School	-0.080608173	-0.118202667	-0.1025212	-0.20513408
Mossy Oaks Elementary School	-0.061702493	-0.125966649	-0.008000938	-0.223020483
Okatie Elementary School	0.124100419	-0.095647085	-0.018374799	-0.122912979
Port Royal Elementary School	-0.070100181	-0.076216652	-0.01826991	-0.211815023
Pritchardville Elementary School	0.142072404	-0.077665214	-0.034697382	-0.110854359

Red Cedar Elementary School	-0.007775797	-0.063769422	-0.0658622	-0.165270635
River Ridge Academy	0.105724597	-0.093866824	-0.03068437	-0.124024538
Riverview Charter School	0.060311679	-0.077586399	-0.006044763	-0.119777331
Robert Smalls International Academy	-0.192596424	-0.099299811	-0.033404251	-0.234987099
Joseph Shanklin Elementary School	-0.268071568	-0.113948586	-0.043774679	-0.236841748
St. Helena Elementary School	-0.367320057	-0.086614023	-0.014124713	-0.267315862
Whale Branch Early College High School	-0.356904161	-0.085280447	-0.007069128	-0.21278085
Whale Branch Elementary School	-0.352409538	-0.155871648	-0.009645604	-0.271948132
Whale Branch Middle	-0.388435921	-0.130592181	-0.011438102	-0.263529518

Higher Needs Schools Based on Subgroups

BCSD Average -0.033910519 BCSD Average -0.08953626 BCSD Average -0.040100812

School	Average of ethnicity	School	Average of InstrSetting	School	Average of Engl_Prof
Joseph Shanklin Elementary School	-0.268071568	Whale Branch Middle School	-0.130592181	Bluffton Middle School	-0.07079289
Whale Branch Elementary School	-0.352409538	Beaufort Middle School	-0.141278088	Hilton Head Island Elementary School	-0.077976381
Whale Branch Early College High School	-0.356904161	Bluffton Elementary School	-0.142579092	Hilton Head Middle School	-0.081800785
St. Helena Elementary School	-0.367320057	Whale Branch Elementary School	-0.155871648	Hilton Head Island Early Childhood Center	-0.082584005
Whale Branch Middle School	-0.388435921	Beaufort Elementary School	-0.164450405	MC Riley Elementary School	-0.1025212

Higher Needs Schools (Listed Above)	Areas - Highest Needs
Whale Branch Elementary School	Ethnicity, SPED, and PIP
Whale Branch Middle School	Ethnicity, SPED, and PIP
Joseph Shanklin Elementary School	Ethnicity and PIP

St. Helena Elementary School	Ethnicity and PIP
Whale Branch Early College High School	Ethnicity
Bluffton Middle School	LEP
Hilton Head Island Early Childhood Center	LEP
Hilton Head Island Elementary School	LEP
Hilton Head Island Middle School	LEP
MC Riley Elementary School	LEP
Robert Smalls International Academy	PIP
Beaufort Elementary School	SPED
Beaufort Middle School	SPED
Bluffton Elementary School	SPED

2018-2019 ACCESS Results

Count of State Student ID	19-20 ELL Level								Grand Total
	1	2	3	4	5	6	*CM	P1	
Tested School									
Battery Creek High School	9	11	21	20				2	63
Beaufort Elementary School	1	1	3						5
Beaufort High School	1	6	17	21	3			1	49
Beaufort Middle School		1	2	6				1	10
Bluffton Elementary School	22	16	43	46	11			11	149
Bluffton High School	24	28	89	143	41		4	7	336
Bluffton Middle School	19	19	84	81	4			16	223
Broad River Elementary School	15	11	13	19	3			3	64
Coosa Elementary School	3	3	1	4	1			1	13
H E McCracken Middle School	15	8	23	46	3			28	123
Hilton Head Island Early Childhood Center	36	11	15	21				10	93
Hilton Head Island Elementary School	18	38	117	86	18	1	3	28	309
Hilton Head Island High School	21	31	110	105	26	1	4	4	302

Hilton Head Island Middle School	10	21	125	100	2		1	33	292
Hilton Head Island School for the Creative Arts	13	16	58	52	7	1		27	174
Joseph S Shanklin Elementary School	14	12	12	7	2			4	51
Lady's Island Elementary School	3	2	6	5	3			1	20
Lady's Island Middle School	3	3	11	8	1			1	27
May River High School	6	9	62	67	24		1	13	182
MC Riley Elementary School	43	39	96	69	17	1		24	289
Mossy Oaks Elementary School	3	1	6	5				1	16
Okatie Elementary School	12	6	24	18	2			3	65
Port Royal Elementary School	3	3	8	4				1	19
Pritchardville Elementary School	13	12	38	37	6		2	16	124
Red Cedar Elementary School	25	17	61	52	8	1		22	186
River Ridge Academy	11	17	57	40	4			8	137
Riverview Charter School		1	3	3	1			2	10
Robert Smalls International Academy	12	18	30	28	3				91
St Helena Elementary School		1	2	3	2		6	1	15
Whale Branch Early College High School	4	2	1	5	1				13
Whale Branch Elementary School	4	6	6	2					18
Whale Branch Middle School		2	5	2					9
Grand Total	363	372	1149	1105	193	5	21	269	3477

*CM – Composite Missing

Students with ESOL Plans – January 2020 (Documentation from Enrich)

ESOL Accommodation Plans

School	# of ESOL Plans
Adult Education	1
Battery Creek High School	52
Beaufort Elementary School	10
Beaufort High School	48
Beaufort Middle School	11
Bluffton Elementary School	152
Bluffton High School	268
Bluffton Middle School	217
Broad River Elementary School	51
Coosa Elementary School	8
H.E. McCracken Middle School	123
Hilton Head Island Early Childhood Center	70
Hilton Head Island Elementary School	291
Hilton Head Island High School	326
Hilton Head Island Middle School	250
Hilton Head Island School for the Creative Arts	163
Joseph Shanklin Elementary School	67
Lady's Island Elementary School	23
Lady's Island Middle School	29
May River High School	179
MC Riley Elementary School	302
Mossy Oaks Elementary School	10
Okatie Elementary School	47
Port Royal Elementary School	14
Pritchardville Elementary School	97
Red Cedar Elementary School	167
River Ridge Academy	116
Riverview Charter School	12

Robert Smalls International Academy	7
St. Helena Elementary School	20
Whale Branch Early College High School	16
Whale Branch Elementary School	23
Whale Branch Middle School	13
Total	3183

BCSD Strategic Plan Reviewed/Approved by SCDE

Discipline Data

BCSD 180th day Discipline Data					
School Year	Expulsions	Total OSS	Total Students w/ OSS	Total ISS	Total Students w/ ISS
2016-2017	21	3,805	1903	7,128	2,851
2017-2018	21	4,286	2034	9,024	3,184
2018-2019	13	4,615	2260	12,712	3,899
2019-2020	13	2,137	1304	4,474	2,152

Students with Multi-Tiered System of Support (Rtl) Plans - January 2020 (Documentation from Enrich)

Domain	Tier 1	Tier 2	Tier 3
Behavior	197	183	80
Language Delay	25	6	0
Mathematics	348	330	88
Reading	427	816	327
Totals	927	1,335	495

School	Tier 1	Tier 2	Tier 3	Total
Battery Creek High School	2	9	7	18
Beaufort Elementary School	37	71	43	151
Beaufort High School	1	1	0	2
Beaufort Middle School	13	18	30	61
Bluffton Elementary School	11	28	2	41
Bluffton High School	3	1	0	4
Bluffton Middle School	63	81	0	144
Broad River Elementary School	4	53	11	68
Coosa Elementary School	88	27	4	119
HE McCracken Middle School	4	8	2	14
Hilton Head Island Early Childhood Center	0	1	3	4

Hilton Head Island Elementary School	11	141	27	179
Hilton Head Island High School	17	3	0	23
Hilton Head Island Middle School	1	0	1	2
Hilton Head School Island School for Creative Arts	68	37	16	121
Joseph Shanklin Elementary School	51	46	60	157
Lady's Island Elementary School	11	19	10	40
Lady's Island Middle School	2	74	6	82
May River High School	0	0	0	0
MC Riley Elementary School	63	64	11	138
Mossy Oaks Elementary School	36	33	17	86
Okatie Elementary School	21	58	10	89
Port Royal Elementary School	8	17	12	37
Pritchardville Elementary School	10	51	7	68
Red Cedar Elementary School	17	48	2	67
River Ridge Academy	73	103	36	212
Riverview Charter School	1	0	0	1
Robert Smalls International Academy	77	106	80	263
St. Helena Elementary School	82	54	45	181
Whale Branch Early College High School	0	31	0	31
Whale Branch Elementary School	142	66	49	257
Whale Branch Middle School	81	84	4	169
Total	998	1,336	495	2,829

Administrator/Teacher Quality

- Summary Staff Retention Data

Header Definitions

- # Budgeted – Number of positions budgeted for the current school year.
- # Resigned – Number of staff that resigned and did not return the next school year.
- # Retired – Number of staff that retired and did not return the next school year.
- # Terminated – Number of staff terminated for performance or discipline reasons and/or were not offered a contract renewal for the next school year.
- # Others – Number of staff that did not return due to other reasons such as disability, retirement, or deceased.
- # Retained - Number of staff that returned to the district for the next school year.
- # Budgeted – Number of positions budgeted for the next school year.
- Retention Rate – Percentage of staff retained in the district from the current school year.

2017-2018 SY Summary

1. In accordance with Performance Expectation (PE) 6.A.2.b the following retention data is provided.

SCHOOL LEVEL	# BUDGETED 2016-2017	NOT RETURNING FOR 2017-2018 SY				TOTAL	# RETAINED 2017-2018	# BUDGETED 2017-2018	RETENTION RATE
		# RESIGNED	# RETIRED	# TERMINATED	# OTHERS				
Administrative Staff	92.00	6.00	5.00			11.00	81.00	93.00	88.04%
Certified Staff	1716.30	267.00	47.00	6.00		320.00	1396.30	1713.83	81.36%
Classified Staff	618.90	89.00	29.00	11.00	1.00	130.00	488.90	650.03	78.99%

OVERALL TOTALS:	2427.20	362.00	81.00	17.00	1.00	461.00	1966.20	2456.86	81.01%
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RETENTION RATE =	# Retained 2017 - 2018	81.01%
	# Budgeted 2016 - 2017	

2018-2019 SY Summary

SCHOOL LEVEL	# BUDGETED	NOT RETURNING FOR 2018-2019 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2017-2018	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2018-2019	2018-2019	RATE
Administrative Staff	93.00	9.00	3.00			12.00	81.00	96.00	87.10%
Certified Staff	1713.83	237.00	53.00	7.00	2.00	299.00	1414.83	1727.60	82.55%
Classified Staff	650.03	151.00	19.00	17.00		187.00	463.03	666.03	71.23%
OVERALL TOTALS:	2456.86	397.00	75.00	24.00	2.00	498.00	1958.86	2489.63	79.73%

RETENTION RATE =	$\frac{\# \text{ Retained 2018 - 2019}}{\# \text{ Budgeted 2017 - 2018}}$	79.73%
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2019-2020 SY Summary (January 2020)

SCHOOL LEVEL	# BUDGETED	NOT RETURNING FOR 2019-2020 SY				TOTAL	# RETAINED	# BUDGETED	RETENTION
	2018-2019	# RESIGNED	# RETIRED	# TERMINATED	# OTHERS		2019-2020	2019-2020	RATE
Administrative Staff	96.00	13.00	2.00	1.00		16.00	80.00	96.00	83.33%
Certified Staff	1727.60	230.00	29.00	3.00	2.00	264.00	1463.60	1762.92	84.72%
Classified Staff	666.03	100.00	15.00	5.00		120.00	546.03	664.70	81.98%
OVERALL TOTALS:	2489.63	343.00	46.00	9.00	2.00	400.00	2089.63	2523.62	83.93%

RETENTION RATE =	$\frac{\# \text{ Retained 2019 - 2020}}{\# \text{ Budgeted 2018 - 2019}}$	83.93%
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[Teacher Retention Data by School](#)

2016-2017 Data (Not returning for 2017-2018)

SCHOOL	BUDGETED	NOT RETURNING FOR 2017-2018 SY				RETURNED	RETENTION
	2016-2017	TRANS OUT	RESIGNED	RETIRED	TERMINATED	2017-2018	RATE
Battery Creek High School	66.00	4.00	9.00	2.00		51.00	77.27%
Beaufort Elementary School	58.00	2.00	8.00	2.00		46.00	79.31%
Beaufort High School	92.50	3.00	13.00	2.00		74.50	80.54%
Bluffton Elementary School	54.90	5.00	6.00			43.90	79.96%
Bluffton High School	83.50	6.00	10.00	2.00		65.50	78.44%

Bluffton Middle School	55.50	6.00	12.00	1.00		36.50	65.77%	LOWEST
Beaufort Middle School	40.50	3.00	7.00	1.00		29.50	72.84%	
Broad River Elementary School	48.50	2.00	4.00			42.50	87.63%	
Coosa Elementary School	37.83	2.00	2.00	1.00		32.83	86.78%	
HE McCracken Middle School	54.00	7.00	5.00	1.00	1.00	40.00	74.07%	
Hilton Head Island Early Childhood Center	35.00	2.00	8.00	1.00		24.00	68.57%	
Hilton Head Island Elementary School	83.50	2.00	7.00	3.00		71.50	85.63%	
Hilton Head Island High School	87.50	4.00	11.00			72.50	82.86%	
Hilton Head Island Middle School	70.00	10.00	13.00	1.00		46.00	65.71%	
Hilton Head Island School for Creative Arts	62.80	2.00	7.00	4.00		49.80	79.30%	
Islands Academy	17.00	4.00	1.00			12.00	70.59%	HIGHEST
Joseph Shanklin Elementary School	40.50	2.00	3.00	3.00		32.50	80.25%	
Lady's Island Elementary School	34.83	5.00	6.00			23.83	68.42%	
Lady's Island Middle School	39.34		6.00	1.00		32.34	82.21%	
MC Riley Elementary School	68.00		3.00	1.00		64.00	94.12%	
May River High School	63.00	1.00	10.00			52.00	82.54%	
Mossy Oaks Elementary School	36.25	3.00	1.00	1.00		31.25	86.21%	
Okatie Elementary School	47.50	2.00	4.00			41.50	87.37%	
Port Royal Elementary School	25.40	2.00	3.00			20.40	80.31%	
Pritchardville Elementary School	57.50	6.00	9.00	1.00		41.50	72.17%	
Red Cedar Elementary School	60.00	2.00	7.00			51.00	85.00%	
River Ridge Academy	69.00	2.00	16.00		1.00	50.00	72.46%	
Robert Smalls International Academy	66.10	5.00	9.00	1.00		51.10	77.31%	
St. Helena Elementary School	41.50	4.00	6.00	2.00	2.00	27.50	66.27%	

Whale Branch Early College High School	37.25	2.00	6.00			29.25	78.52%
Whale Branch Elementary School	51.25	8.00	5.00			38.25	74.63%
Whale Branch Middle School	35.75	4.00	4.00	1.00		26.75	74.83%

TOTALS:	1720.20	112.00	221.00	32.00	4.00	1351.20	78.55%
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2017-2018

SCHOOL	BUDGETED	NOT RETURNING FOR 2018-2019 SY				RETURNED	RETENTION
	2017-2018	TRANS OUT	RESIGNED	RETIRED	TERMINATED	2018-2019	RATE
Battery Creek High School	64.00	2.00	15.00	4.00	3.00	40.00	62.50%
Beaufort Elementary School	54.50	4.00	9.00			41.50	76.15%
Beaufort High School	89.50	3.00	15.00	3.00		68.50	76.54%
Broad River Elementary School	59.50	2.00	16.00			41.50	69.75%
Bluffton High School	81.75		7.00	1.00		73.75	90.21%
Bluffton Middle School	56.75	2.00	7.00		1.00	46.75	82.38%
Beaufort Middle School	41.00	2.00	6.00	7.00		26.00	63.41%
Broad River Elementary School	47.00	5.00	6.00	1.00		35.00	74.47%
Coosa Elementary School	37.83	2.00		2.00		33.83	89.43%
HE McCracken Middle School	50.25	1.00	6.00	2.00		41.25	82.09%
Hilton Head Island Early Childhood Center	36.00		3.00	2.00		31.00	86.11%
Hilton Head Island Elementary School	81.00		8.00	5.00		68.00	83.95%
Hilton Head Island High School	88.50	3.00	6.00	2.00		77.50	87.57%
Hilton Head Island Middle School	71.50	3.00	11.00	2.00		55.50	77.62%
Hilton Head Island School for Creative Arts	62.50	3.00	6.00	2.00		51.50	82.40%
Islands Academy	17.00	3.00	2.00			12.00	70.59%

Joseph Shanklin Elementary School	36.00		5.00	1.00	1.00	29.00	80.56%
Lady's Island Elementary School	30.93	2.00	8.00	1.00		19.93	64.44%
Lady's Island Middle School	40.34	6.00	4.00	1.00		29.34	72.73%
MC Riley Elementary School	70.50	3.00	8.00	3.00		56.50	80.14%
May River High School	76.25	1.00	8.00			67.25	88.20%
Mossy Oaks Elementary School	35.75	3.00	4.00	2.00		26.75	74.83%
Okatie Elementary School	47.50	1.00	1.00			45.50	95.79%
Port Royal Elementary School	24.73		2.00			22.73	91.91%
Pritchardville Elementary School	59.00	1.00	9.00	1.00		48.00	81.36%
Red Cedar Elementary School	57.00		4.00			53.00	92.98%
River Ridge Academy	78.00	1.00	12.00	2.00	1.00	62.00	79.49%
Robert Smalls International Academy	63.60	7.00	17.00	1.00	1.00	37.60	59.12%
St. Helena Elementary School	40.50	1.00	12.00	2.00		25.50	62.96%
Whale Branch Early College High School	38.25	2.00	5.00	1.00		30.25	79.08%
Whale Branch Elementary School	48.25	7.00	7.00	1.00		33.25	68.91%
Whale Branch Middle School	32.75	7.00	4.00	3.00		18.75	57.25%
TOTALS:	1717.93	77.00	233.00	52.00	7.00	1348.93	78.52%

2018-2019

SCHOOL	BUDGETED	NOT RETURNING FOR 2019-2020 SY				RETURNED	RETENTION
	2018-2019	TRANS OUT	RESIGNED	RETIRED	TERMINATED	2019-2020	RATE
Battery Creek High School	65.00		8.00	2.00	2.00	53.00	81.54%
Beaufort Elementary School	53.50	2.00	5.00			46.50	86.92%
Beaufort High School	88.50	3.00	11.00	4.00		70.50	79.66%
Bluffton Elementary School	60.50	1.00	6.00			53.50	88.43%
Bluffton High School	84.75	3.00	7.00	2.00		72.75	85.84%
Bluffton Middle School	55.75	5.00	9.00			41.75	74.89%
Beaufort Middle School	38.60	2.00	11.00	2.00		23.60	61.14%

Broad River Elementary School	47.50	1.00	8.00	2.00		36.50	76.84%
Coosa Elementary School	37.83		2.00	4.00		31.83	84.14%
HE McCracken Middle School	54.25	4.00	5.00	1.00		44.25	81.57%
Hilton Head Island Early Childhood Center	35.00		2.00			33.00	94.29%
Hilton Head Island Elementary School	82.00	1.00	7.00	2.00		72.00	87.80%
Hilton Head Island High School	90.00	2.00	11.00	1.00		76.00	84.44%
Hilton Head Island Middle School	72.50	3.00	10.00	1.00		58.50	80.69%
Hilton Head Island School for Creative Arts	58.50	3.00	10.00	1.00		44.50	76.07%
Joseph Shanklin Elementary School	35.00	3.00	2.00	1.00		29.00	82.86%
Lady's Island Elementary School	30.33	1.00	7.00	1.00		21.33	70.33%
Lady's Island Middle School	40.34	3.00	6.00			31.34	77.69%
MC Riley Elementary School	70.50	2.00	8.00			60.50	85.82%
May River High School	83.75	4.00	13.00			66.75	79.70%
Mossy Oaks Elementary School	35.75	3.00	7.00	2.00		23.75	66.43%
Okatie Elementary School	47.50		5.00			42.50	89.47%
Port Royal Elementary School	25.00	1.00	3.00			21.00	84.00%
Pritchardville Elementary School	63.00	1.00	10.00	1.00		51.00	80.95%
Red Cedar Elementary School	57.00	2.00	3.00	1.00		51.00	89.47%
Right Choices Program	9.00	8.00	2.00			-1.00	-11.11%
River Ridge Academy	83.40	6.00	14.00			63.40	76.02%
Robert Smalls International Academy	62.50	6.00	10.00	1.00		45.50	72.80%
St. Helena Elementary School	38.50	4.00	7.00	1.00		26.50	68.83%
Whale Branch Early College High School	37.25	2.00	8.00			27.25	73.15%
Whale Branch Elementary School	48.25	7.00	9.00		1.00	31.25	64.77%
Whale Branch Middle School	31.75	2.00	7.00			22.75	71.65%

TOTALS:

1723.00

85.00

233.00

30.00

3.00

1372.00

79.63%

2018-2019 Comparison of Teacher Experience/Degree Level to Assessment Results

SchoolNm	Average Years of Experience	% of teachers with 5 or Less Years of Exp	Percent of Teachers with Advanced Degrees	SC READY ELA Percent Meets/ Exceeds	SC READY Math Percent Meets/ Exceeds	End of Course Algebra I Percent C or Higher	End of Course English I Percent C or Higher	End of Course Biology Percent C or Higher	End of Course U.S. History Percent C or Higher
Lady's Island Middle School	14	30%	67.6	36.6	35.8	92.5	95		
Beaufort High School	14	33%	62.7			31	50.6	51.3	53.4
Hilton Head Island High School	14	24%	68.7			54.5	63.2	55.9	54.3
Battery Creek High School	12	28%	68.8			36.6	45	48.1	33
Beaufort Elementary School*	15	33%	69.4	37.7	44.7				
Hilton Head Island Middle School	14	24%	69.1	46.1	43.4	93.6	100		
Broad River Elementary School*	14	24%	65.9	33.8	36.6				
Lady's Island Elementary*	12	7%	64	41.3	40				
Mossy Oaks Elementary School*	15	17%	66.7	42.3	46.7				
Port Royal Elementary School*	10	52%	57.1	38.9	49.5				
MC Riley Elementary School*	12	23%	63.1	38.2	56.5				
St. Helena Elementary School*	13	23%	73	24	31.7				
Joseph Shanklin Elementary School*	13	34%	78.8	32.4	37.9				
Whale Branch Elementary*	13	22%	64.3	20	22.8				
Bluffton Elementary School	11	40%	52.6	50.9	58				
Coosa Elementary School	14	24%	55.6	60	72.3				
HE Mcracken Middle School	15	25%	68	48.8	46.8	94.3	100		
Whale Branch Middle School*	13	32%	57.1	25.6	25.9	52			
Beaufort Middle School	13	31%	57.1	43	42.1	100	100		

Okatie Elementary School	13	18%	71.7	62.1	73.4				
Bluffton High School	14	19%	64.6			51.2	62.2	63.5	54.6
Hilton Head Island Early Childhood Center*	18	18%	53.1						
Hilton Head Island School for Creative Arts*	13	29%	69.1	46	50.1				
Hilton Head Island Elementary School*	15	13%	68.8	50.4	58.3				
Red Cedar Elementary School*	12	22%	56.4	52.6	60.6				
Bluffton Middle School	14	23%	58.5	45.2	44.5	100	100		
Whale Branch Early College High School*	13	24%	62.5			51.8	53.1	31.1	22.2
Pritchardville Elementary School	10	41%	52.5	59.9	69.7				
River Ridge Academy (PK - 5)	12	30%	56.1	58.1	59.9				
River Ridge Academy (Gr. 6-8)	-	-	56.1	61.6	54.7	100	100		
May River High School	11	38%	57.5			45.2	58	61.9	54.8
Robert Smalls International Academy (PK - 5)*	12	33%	56.1	16.3	32.6				
Robert Smalls International Academy (Gr. 6-8)*	12	-	56.1	32	25.5				
Riverview Charter School (K-5)	N/A		66.7	62.1	69.2				
Riverview Charter School (Gr. 6-8)	N/A		66.7	68	62	96.8			
Beaufort County Schools			63.4	45.6	48.1	55.7	62.3	54.5	48.5
Beaufort County Schools - Avg. for Title 1 Schools	13	27%							

New Principals and Change in School Leadership
(since 2014-2015 SY)

School	New to Principal Role (5 years or less)	Change in Leadership at School (Past 5 years)
<i>Elementary Schools N=17</i>		
Beaufort Elementary School		Yes
Bluffton Elementary School		Yes
Broad River Elementary School		
Coosa Elementary School	Yes	Yes

Hilton Head Island Early Childhood Center		
Hilton Head Island Elementary School	Yes	Yes
Hilton Head Island School for Creative Arts		
Joseph Shanklin Elementary School	Yes	Yes
Lady's Island Elementary School		
MC Riley Elementary School		
Mossy Oaks Elementary School	Yes	Yes
Okatie Elementary School		
Port Royal Elementary School		
Pritchardville Elementary School		
Red Cedar Elementary School		
St. Helena Elementary School	Yes	Yes
Whale Branch Elementary School	Yes	Yes

<i>Pre-K - 8 Schools</i>		
River Ridge Academy	Yes	N/A*
Robert Smalls International Aca		Yes

<i>Middle Schools N=6</i>		
Beaufort Middle School	Yes	Yes
Bluffton Middle School	Yes	Yes
HE McCracken Middle School	Yes	Yes
Hilton Head Island Middle School		Yes
Lady's Island Middle School	Yes	Yes
Whale Branch Middle School	Yes	Yes

<i>High Schools N=6</i>		
Battery Creek High School	Yes	Yes
Beaufort High School		Yes
Bluffton High School		Yes

Hilton Head Island High School	Yes	Yes
May River High School		N/A*
Whale Branch Early College High School		Yes

<i>Charter School N=1</i>		
Riverview Charter School		
Totals:	New to Principal Role (5 years or less)	Change in Leadership at School (Past 5 years)
<i>BCSD Schools N=32</i>	15/32 = 47%	20/30*=67%

*Schools are less than 5 years old

BCSD Strategic Plan Reviewed/Approved by SCDE

Listen and Learn Community Meetings

A total of 13 “Listen and Learn” sessions were conducted by Dr. Frank Rodriguez, the Beaufort County Superintendent, from July 18 to September 30, 2019 and served as the foundation for developing the District Strategic Plan. These sessions were open to all school and community stakeholders throughout different areas of Beaufort County to acquire feedback on areas of pride, areas that need improvement and how community and stakeholders can support the needs for improvement. According to a tally of the signatures on the sign-in sheets from the different meetings, a total of 521 stakeholders participated. Upon review of the feedback, the topics below came up as constant areas of focus at each of those sessions:

- Student Achievement
 - Equitable viable curriculum for all students
 - Multi-tiered system of supports (MTSS) to ensure all students are receiving the needed academic and emotional reinforcement
- Administrator/Teacher Quality
 - Building skill sets to meet demands of learners
 - A human resources model for selection that builds upon the assets of the candidate to student needs
- School Climate
 - Developing foundational skills and systems that engage all participants in positive learning; inclusive of the school community and the community it serves
 - Providing access to a safe learning environment for all

Executive Summary:

Early Childhood (Pre-K - 2)

At Beaufort County School District (BCSD), Pre-K is offered full day for qualifying students. The school district has a significant high-needs population inclusive of special needs; English Language Learners (ELL), and students of poverty. Given this, there is a continual need to provide early intervention as young as possible. Attempts continue to be made to expand Pre-K services to more students. During the 2018-2019 school year (SY), 1,205 Childfind development screenings took place for students ages 3-5. As of January 2020, there have been 1,081 screenings for the 2019-2020 SY. Additional budgetary alignment is being augmented to pursue the need for screening and offering services for students who are found to have a disability.

To better achieve learning for all students enrolled in Pre-K and Kindergarten, BCSD Early Childhood personnel believe that alignment between Pre-K and Kindergarten instruction needs to be further developed. For example, all students receive *Learning without Tears* instruction and play-based learning experiences in Pre-K. Continuing the practices of both of these through Kindergarten will provide better developmental support for Kindergarten students.

During the same period (2018-2019) as measured by Fountas and Pinnell (F&P), the following results were identified:

- The percentage of literacy proficiency of students entering Kindergarten was 75%
- Twenty-three percent (23%) of the kindergarten students finished the year below grade level
- The number of students not on grade level at the beginning of the first-grade year rose to 51%.
- From the end of 1st grade to the beginning of second grade, the number of students not on grade level increased from 37% to 45%.
- At the end of the second-grade year, the number of students not on grade level decreased last year to 26%.

In the past two years, phonics and phonemic instruction has been identified from the K-5 F&P measures as an area to further develop so that students in grades K-2 are provided with this important building block and foundation for the reading process. Six of the BCSDs elementary schools are now implementing the *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words* (SIPPS) program as part of Tier II and Tier III intervention. The goal is for all elementary schools to further incorporate phonics instruction as part of their literacy block.

During the 2019-2020 SY, a targeted Birth through 5th Grade Continuum of Children's Literacy Development in Early Reading and Writing was developed by the Director of Child Readiness and English Language Arts Coordinator. This continuum will be embedded in the district's goals to ensure an equitable and viable curriculum providing an aligned standards-based plan for curricular improvement incorporating:

- Early identification and intervention for children from birth to pre-kindergarten
- Balanced Literacy instructional strategies using components of the Reading/Writing Workshop model
- Continued intervention for students in grades Pre-K - 5 that provides explicit systematic reading instruction.
- Continued collaboration with community partners including Beaufort County Early Childhood Coalition, United Way of the Lowcountry, Beaufort County Public Library, and community volunteers

The following curricular improvements need to be further developed, based on student assessment data (Teaching Strategies Gold, F&P, MAP, informal assessment results) and teacher observations using the criteria of the SC 4.0 rubric:

- The South Carolina College and Career Readiness (SCCCR) Standards for ELA will be used to plan grade level instruction using grade level text and common instructional language in classrooms.
- All students will be instructed during guided reading in reading level appropriate word work.
- Eighteen schools have added whole group phonics instruction to Tier I and Tier II instruction.
- Learning Without Tears and Literacy Beginnings is being expanded from Pre-K (already implemented) to Kindergarten to build a continuum of learning.

To continually address early learning and literacy, Pre-K through 2nd grade teachers need to have explicit professional development to acquire the knowledge and expertise for teaching early childhood students how to read. Building these skill sets with Pre-K -2nd grade teachers needs to be a continued focus in professional learning. All early childhood teachers need to be trained in providing a developmentally appropriate, play-based environment to lay a groundwork of engagement and create an enthusiasm for learning. Teachers also need to have an in-depth understanding of the importance of knowing each student's background, abilities, and interests, providing opportunities for further development of those abilities and interests, and analyzing student data to pinpoint student instructional needs.

For students who need further support and assistance with developing proficient reading skills, BCSD continues to refine the Multi-Tiered System of Supports (MTSS) framework and processes to better align with the SC DOE framework

released June 2019. For the 2019-2020 SY, BCSD requested and was granted a waiver to allow additional time to select a SCDE approved universal screener that includes a screener for possible dyslexia for all kindergarten and 1st grade students. These approved universal screeners have been researched and analyzed by the BCSD Directors of Child Readiness and Elementary Education, and the English/Language Arts Coordinator. A decision will be made by the end of March from among the final four considerations. Once chosen, training on using the screener will be conducted with the screener being implemented with all Kindergarten and 1st grade students during the 2020-2021 SY.

To assist with early grades reading remediation, the Extended Year Summer Reading Program – EYSRP (Summer Reading Camp) has been offered to students in Kindergarten through 2nd grade in addition to those 3rd grade students who are required to attend based the Read to Succeed Law. While this practice has resulted in consistent growth of students attending the past three years and sustainable growth as indicated by 2018-2019 results, the budget for the Summer 2020 program has been reduced by approximately one-third. Additional funding resources are being sought to continue this early intervention in reading and to reduce the number of 3rd grade students reading below state standards according to the English/Language Arts results on SC Ready.

With our increasing population of English Language Learners (ELL), more teachers with expertise and training are needed to support students. While many teachers have received training in Sheltered Instruction Observation Protocol (SIOP) in schools where ELL student enrollment is typically high, there is recent movement of ELL students to school areas where those populations have not been as large in the past. Educators in these schools are in need of SIOP training, which is research-based and proven to be effective in assisting students with English language acquisition. The school district is partnering with the Citadel to provide SIOP training for teachers to increase their expertise in effectively instructing ELL students. There is also a lack of a unified ELL curriculum, and this needs to be developed with training provided to teachers.

In addition to literacy development, another district goal is to develop a continuum for algebra. Along with further review on instructional resources from the upcoming statewide textbook adoption for K-8, a holistic team of numeracy coaches, school administrators, and Instructional Services Department team members researched the state approved options that best match the SCCR Mathematics Standards, along with mathematical resources and materials the push algebraic thinking into earlier years. The alignment of instruction and resources with an equitable and viable curriculum needs to start as early as Pre-K through 2nd grade to meet the district goal of having all students algebra-ready by high school.

Elementary (Grades 3-8)

According to the BCSD 2018-2019 Report Card, SC Ready results, the overall percentage of students in grades 3-8 meeting and exceeding standards for both English/Language Arts (ELA) and Mathematics was in the mid to upper 40's. (45.5% - ELA and 48% Mathematics). To meet the targeted proficiency goal of 48% for ELA and 50% for Mathematics by the end of the 2020-2021 SY, a higher percentage of students meeting and exceeding is needed. The ELA results from grade 4 to grade 5 indicate a 10 percent drop from 50.8% to 40.8% of those students meeting and exceeding standards. Further development of incorporating ELA SCCR standards to plan grade level instruction using grade level text with common instructional language needs to be consistent across all grade levels. Based on a data review dated 11/29/2019 from the SCDE Office of Assessment, students need to better understand the question/answer relationship using strategies to analyze text when seeking evidence. To further meet the need to close the achievement gap in BCSD, continued emphasis needs to be placed on analyzing growth of sub-groups for both ELA and mathematics and implementing more effective standards-based instructional practices. This will be accomplished through analyzing assessment data, student work, and instructional practices (aligned to the South Carolina Teaching Standards [SCTS] 4.0 Rubric) through ongoing Professional Learning Community (PLC) meetings during the school year.

In mathematics, there is a 20% decline over the last five years from 58.7% in grade 3 to 38.8% in grade 8 of students meeting and exceeding standards. Additionally, the MAP 2018-2019 Mean Score Data results also indicate a decline in fall to spring in RIT ranging from 13 at grade 3 to 6.9 in grade 8. As of January 2020, the 2019-2020 Fall to Winter mean score data is also showing a similar pattern for the 2019-2020 SY. This trend is also evident in African American, Limited English Proficient, Students in Poverty, and Students with Disabilities (SWD) subgroups. The BCSD Director of Accountability reports this data by district level and individual schools three times a year. School leadership is expected to facilitate ongoing review of these results, frequently monitor instructional practices to ensure alignment to mathematical SCCR standards and the SCTS 4.0 Rubric and make the needed decisions for improved learning results. Based on the overall EOC results for Algebra 1, more focus is needed in earlier school years to prepare all BCSD students to be algebra ready for high school. Building upon prior mathematical skills, providing students with real-world opportunities to problem solve using more than one strategy, and expecting students to explain mathematical problem-solving process will help them learn at higher levels.

BCSD continues to refine the MTSS framework and processes to meet the differentiated needs of all students and align to the SC DOE framework released June 2019. To support students not meeting ELA and/or math proficiency as well as those scoring proficient who need further academic challenge, BCSD is establishing instructional practices through PLCs

using student evidence of learning, SCTC 4.0 Rubric, walk-through data, and unpacking the standards. The MTSS process needs to focus on effective Tier 1 differentiated instruction and intentional interventions to further support individual students based on academic and/or behavioral needs. Based on feedback from school-based MTSS teams (school administrators, school MTSS coordinators, school counselors, teachers, etc.) additional research of effective interventions, resources, and implementation of targeted interventions are needed to assist those students in need of more intense social/emotional and/or behavioral intervention and support.

Upon review of the MAP data pertaining to the achievement and projected proficiency and the BCSD data analysis of achievement gap areas and at-risk indicators, continued training is needed to address the specific needs of students with a disability SWD and ELL students. Training is underway on implementing inclusionary practices as a way of providing grade-level instruction supported by both the classroom and special education or ELL teacher. Three elementary schools and two middle schools have a significant number of SWD.

This past school year, five elementary schools and one middle school were identified as Additional Targeted Support and Intervention (ATSI) schools, with one or more subgroup of students performing at or below the 5th percentile of the highest performing Comprehensive Support and Improvement (CSI) school in the state. SWD was the identified subgroup for all BCSD ATSI schools.

With our increasing population of ELL students, more teachers with expertise and training are needed. The required ratio of ELL students to ELL teacher is 60:1. BCSD is not in compliance with this ratio due to a shortage of ELL teachers for the number of students who need to be served. While many classroom teachers have received training in Sheltered Instruction Observation Protocol (SIOP) in schools where ELL student enrollment is typically high (mostly southern Beaufort County), there is recent movement of more ELL students to school areas where those populations have not been as large in the past. Along with additional ELL teacher support, classroom teachers in these schools are in need of researched-based SIOP training to assist students in acquiring English language proficiency.

High School (Grades 9-12)

According to the SC School Report for Card for BCSD, End-of-Course (EOC) results for students scoring “C” or higher in English 1 and Algebra 1 slightly surpass the state results of 56.3% and 54.9% respectively. The district results for English 1 and Algebra 1 were 60.4% and 60.7% respectively. While the results in both of these courses exceed the state percentages, additional growth in these accountability areas will benefit the students as they continue with high school courses. When analyzing the EOC results by school, there are still significant numbers of students at most Beaufort County High Schools scoring below a “C” in English 1 and Algebra 1, as displayed in the [BCSD EOC Results](#) in the Needs Assessment section. To determine if current practices regarding EOC exams are contributing to possible gaps, further review is underway on the correlation between the grade level students are in when they take the EOC exam and appropriate access for higher level courses.

BCSD continues to refine the MTSS framework and processes to meet the differentiated needs of all students and better align with the SC DOE framework released June 2019. (Refer to the paragraph above in the Grades 3-8 Executive Summary pertaining to MTSS.)

Overall, the College and Career Readiness (CCR) indicators for related programs offered in BCSD have been successful with 86% of 2019 diploma earners achieving College OR Career Readiness. Based on 2018-2019 CCR data, areas of need include the number of diploma earners who are College AND Career Ready indicating a lower rate of 45%. 2019 Diploma Earners who are College Ready only are also lower at 46.5%.

A breakdown of the College Readiness indicators denotes a low percentage of students achieving the minimum scores on the ACT (33.4%) and/or SAT (31.0%). The next lowest indicator under College Readiness denoted 19.6% for diploma earners who met the score for Advanced Placement. The indicator for diploma earners achieving a four or higher on an International Baccalaureate (IB) score denoted the lowest percentage (6.4%) for college readiness. Additionally, diploma earners who completed six hours of dual credit coursework with a grade of C or higher achieved a rate of 19.2% indicating areas of need to address placement criteria for post-secondary. As mentioned in the paragraph above regarding EOC results, the review of EOC practices may determine if those practices are negatively impacting Advanced Placement.

While the graduation rate overall continues to improve over the past 5 years, the sub-group of SWD of 63.9% continues to be significantly lower than the total population of graduates of 86.9%. Continued attention needs to be given to all

subgroups to ensure students successfully graduate from high school and are college/career ready. The SC High School Credential will be a consideration for SWD.

Overall the district is seeking to develop student quality development, extend upon student post-secondary experiences and decrease the academic achievement gap as identified by the state accountability reporting categories. It is recognized that this goal will be an ongoing process, but it is the school systems responsibility to the students, teachers and community members to attain this.

Administrator/Teacher Quality

To meet the needs of the diverse student population in BCSD, administrators and teachers need to be proficient in dealing with the variety of educational needs based on state and local assessment data. These needs include:

- Early intervention for Pre-K-2nd grade students in the area of literacy and teaching students how to read
- Using standards-based instruction to teach students of varying backgrounds and abilities
- Implementing MTSS with fidelity across all grade levels
- Preparing all students to be College and Career Ready in accordance with the SC Profile of the Graduate
- Working with students of poverty

In the internal analysis of BCSD based on SC data used to assess schools, some schools have significant needs across all subgroup areas - ethnicity, SWD, ELL, and students of poverty. Administrators, teachers, and support staff require training and building of skill sets to effectively meet the demands of all learners based on the disaggregated assessment results of BCSD students. District level support for schools needs to align with each school's individual school renewal plan which is based on student learning needs and educator capacity-building needs. Alignment between District Strategic and School Renewal Plans of professional development plans, Title 1 plans (where applicable), and other plans needs to be monitored at the school and district level.

Intentional and purposeful professional development needs to build upon the assets of administrators and teachers that maximize student learning for all students and produce desired learning outcomes. Priorities for professional development relate to providing an equitable and viable curriculum for all students, implementing academic and behavior support through the MTSS process, and meeting the needs of diverse learners to close the achievement gap have been addressed in the student achievement data ([Pre-K – 2](#), [Grades 3-8](#), and [Grades 9-12](#)) in the Needs Assessment section.

In addition to continued learning support for veteran staff, administrators and teachers new to Beaufort County or new to their positions require continued support and training using a collaborative model with support from the Finance, Human Resources, and Instructional Services departments. Among the 32 Beaufort County schools, 47% have principals who have 5 years or less experience in this position, while 67% of schools have had a change in leadership in the past five years. Ongoing professional development in building leadership capacity is required to support school administrators as they meet the learning needs of their students, teachers, and staff. To address this, all administrators are receiving professional development by members of the Citadel faculty beginning the 2019-2020 SY.

As capacity is being developed, the Human Resources department continues to monitor recruitment and retention to fill high-need positions and match the best candidates to school/student needs as referenced in the Needs Assessment Data for Administrator/Teacher Quality. Retention is critical to provide sustainability in schools and consistent support for students and staff.

In the [Comparison of Teacher Experience/Degree Level to Assessment Results \(2018-2019\)](#), the average years of experience of teachers for both Title 1 and non-Title 1 schools is 13 years. Among the teachers with five or less years of teaching experience, 27% work in Title 1 schools, while 29% are in non-Title 1 schools. The difference in the percentage of teachers with advanced degrees between Title 1 and non-Title 1 schools is also nominal (60% versus 62% respectively.) However, comparison of SC Ready and EOC results to teacher experience and teachers with advanced degrees between Title 1 and Non-Title 1 schools does vary:

SC Ready ELA and Math							
Title 1 Schools				Non-Title 1 Schools			
ELA (3-5)		Math		ELA		Math	
36%		43%		49%		52%	
ELA (6-8)		Math (6-8)		ELA (6-8)		Math (6-8)	
29%		25.7%		50%		47%	
End of Course (EOC)							
Title 1 Schools				Non-Title 1 Schools			
Algebra 1	English 1	Biology	US History	Algebra 1	English 1	Biology	US History
51.9%	53.1% (WBECHS only)	31.1% (WBECHS only)	22.2% (WBECHS only)	74.6%	79.4%	56.4%	50%

Climate

Beginning July 18, 2019 through September 30, 2019, the Superintendent, Dr. Rodriguez, conducted the first round of Listen and Learn tours throughout Beaufort County. A total of 13 Listen and Learn meetings were at various locations to hear from BCSD stakeholders. The meetings provided input on what is going well, where improvements are needed, and ideas for stakeholders working together to make those improvements. As it relates to Climate, the following areas were recommended for continued focus and needed growth at most (if not all) of the 13 meeting locations:

- Engaging parents
- Providing parent education opportunities
- Promoting the involvement of volunteers and community members to support the education and growth of students
- Providing a safe learning environment through a viable Student Code of Conduct, which also includes MTSS
- Needed facilities renovations and improvement

Gifted and Talented

The baseline goals for the Gifted/Talented 5-Year Plan were established beginning with the 2017-2018 SY.

Goal 1: By the end of the 2023-2024 SY, the percentage of academically gifted and talented students scoring “Exceeds Expectations” on SC Ready will increase to a minimum of 80%. While 70.2% of academically gifted and talented students scored in the “Extending” range for ELA, the results for mathematics were a less favorable at 58.5%. As new math resources for the statewide adoption are explored, emphasis needs to be placed upon utilization of instructional practices that meet the academic needs of mathematically gifted and talented learners, along with professional development for teachers who instruct academically gifted and talented students..

Goal 2: From 2018-2019 to the end of the 2023-2024 SY, the number of academic and artistic state identified GT students from under-represented populations (African American, ELL students, poverty) will increase by a minimum of 2% each year.

Exposure to academically challenging instructional opportunities needs to be provided for students as young as kindergarten. Additionally, teacher training needs to include differentiating curriculum and instruction to meet the needs of high ability learners.

Performance Goal – Performance Expectations Correlation

The strategic plan is an integral and driving force for the school district. The following table identifies the relationship between the strategic plans, performance goals, and BCSD operational expectations.

	CISO	CISO	CISO	CISO	CISO	CISO	CISO	CISO	CISO	CAHRO	CAHRO	CISO	CISO	COO
	PE 1.1	PE 1.2	PE 1.3	PE 1.4	PE 1.5	PE 1.6	PE 1.9	PE 1.10	PE 1.11	PE 5.A.1	PE 5.A.2	PE 6.1	PE 6.7	PE 7.1
PGA														
SA 1.0	X	X	X		X	X		X	X					
SA 1.1	X	X	X	X	X	X	X	X	X					
SA 1.2	X	X	X	X	X			X	X		X			
SA 1.3	X	X	X	X	X	X	X	X	X		X			
SA 1.4	X		X		X	X	X	X	X				X	
SA 1.5	X	X	X		X	X	X		X					
TAQ 1.0	X			X					X	X	X			

TAQ 1.1		X		X	X	X		X	X	X	X		
TAQ 1.2	X	X	X	X	X	X	X	X	X			X	X
SC 1.0						X	X	X	X	X	X	X	X
GT 1.0	X	X	X	X	X			X	X		X		
GT 1.1	X	X	X	X	X	X	X	X	X		X	X	

Key:

PGA – Performance Goal Area	PE 1.1 – Annual Student Achievement
SA - Student Achievement	PE 1.2 – Professional Learning
TAQ - Teacher/Administrator Quality	PE 1.3 – Comprehensive Assessment System
SC - School Climate	PE 1.4 – Foster Technology Use
GT - Gifted and Talented	PE 1.5 – Continuous Improvement
	PE 1.6 – Engage Families
	PE 1.9 – Guidance Services
	PE 1.10 – Instructional Time
	PE 1.11 – Student Engagement
	PE 5.A.1 – Annual Recruiting/Retention Report
	PE 5.A.2 – Monthly HR Status Report
	PE 6.1 – Annual Student Services Report
	PE 6.7 – Distribute Discipline Policy
	PE 7.1 – Priorities for 8% Projects

Performance Goals, Interim Goal(s), Indicators of Implementation, Evidence-Based Research, Action Step Title, Action Step Description, Person(s) Responsible

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
Student Achievement (SA 1.0)	By the end of the 2023-2024 SY, a minimum of 60% of BCSD students beginning 2 nd grade will be reading on grade level.	By the end of the 2020-2021 SY, a minimum of 50% of students beginning 2 nd grade will be reading on grade level.	<ul style="list-style-type: none"> - Fountas and Pinnell (F&P) Levels - MAP results - Summer Reading Program growth - Lesson Plans showing evidence of phonics instruction - Teacher Observation documentation - Master Schedule - Alignment of federal funding and support and professional development plans to District and School Renewal plans 	<ul style="list-style-type: none"> - SCDE Website – Office of Early Learning and Literacy - Multi-Tiered Systems of Support (www.rti4success.org) 	Early Intervention and Reading Instruction	<ul style="list-style-type: none"> -Implement an Early Childhood unified Literacy and Math curriculum for Pre-K and K -Implement MTSS with fidelity providing strategic interventions that address specific needs for improving reading skills - Deploy Literacy Coaches to facilitate modeling Best Practices and 	<ul style="list-style-type: none"> Superintendent Division Chiefs Director of Child Readiness Director of Elementary Education English/ Language Arts Coordinator Principals Administrators School Counselors Literacy Coaches Certified & Classified personnel Community Stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
						facilitating Professional Learning Community (PLC) meetings - Provide continued training on the teaching of reading to young students -Incorporate WIDA curriculum, screening tests and standards for ELL students	
Student Achievement (SA 1.1)	By the end of the 2023-2024 SY, a minimum of 82% of students in Grades 3-8 will score Approaches, Meets, or	By the end of the 2020-2021 SY, a minimum of 76% of students in Grades 3-8 will score Approaches, Meets, or	Multi-Tiered Systems of Support (MTSS) District Task Force School-Based training -MTSS Fidelity Checklist -PLC Protocol	-Multi-Tiered Systems of Support (www.rti4success.org) -SC DOE Standards and Learning ELA and Math Resources	Instructional Practices to Support Student Learning	-Establish and support uniform MTSS protocol for team-initiated problem solving to include	Superintendent Division Chiefs Director of Child Readiness Director of Elementary Education English/ Language Arts Coordinator

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
	Exceeds Expectations on SC Ready in both ELA and Math.	Exceeds Expectations on SC Ready in both ELA and Math. Analysis of Actual vs. Projected Data Actual Data: 2019 ELA 73.2% Math 74.8% Projected Data: ELA 76% Math 76%	-Classroom/ Formative Assessments -My Learning Plan -F&P Levels -MAP Screening Test -Master Schedule -Alignment of federal funding and support and professional development plans to District and School Renewal plans -Reduction of achievement gap			instructional interventions based on student need - Communicate MTSS protocol on the school district website -Identify and implement a universal social and emotional screener to put systems in place to support academic growth - Collaboration between teacher, school counselor, social worker, and behavior	Principals Administrators Literacy Coaches Parent Coaches Certified & Classified personnel Community Stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
						management specialist (if applicable) to support students -Establish and support uniform professional learning community strategies to include student work samples -Provide Blended Learning opportunities -Ensure efficient utilization of student data projections toward proficiency -Increase number of SIOP (Sheltered	

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
						Instruction Observation Protocol) trained teachers in Pre-K-12 classrooms -Incorporate WIDA curriculum, screening tests and standards for ELL students -Continue Summer Reading Program model targeting at-risk readers -Provide parent education opportunities	
Student Achievement (SA 1.2)	By the end of the 2023-2024 SY, the achievement gap will be	By the end of the 2020-2021 SY, the achievement gap will be	Quarterly monitoring of student performance indicators: MAP	-Penn Graduation School of Education; Rethinking the Achievement Gap, Andy Porter.	Equity and Access	-Increase the number of advanced level coursework	Superintendent, Chief Officers, Directors, Coordinators, school

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
	reduced by a minimum of 8% when comparing subgroup performance (African American, Hispanic, ELL, SWD, PIP) to the all student group as measured by students scoring Meets or Exceeds on SC READY (ELA and Mathematics), C or higher on End of Course Exams (Algebra I, Biology, English II, US History), and meeting College or Career	reduced by a minimum of 2%.	test data: EOC performance; student grades; attendance; student discipline; Gifted & Talented screening; College and/or Career Readiness data points; and PSAT test results.	<ul style="list-style-type: none"> - Association of Curriculum and Development; Closing the Achievement Gap; Katie Haycock. - Social–Emotional Factors Affecting Achievement Outcomes Among Disadvantaged Students: Closing the Achievement Gap; Bronwyn Becker. 		<ul style="list-style-type: none"> at the middle school level -Increase Gifted and Talented screenings - Provide professional development for teachers in the areas of meeting the needs of all learners, classroom management, literacy, numeracy and inquiry -Align teacher grading practices with South Carolina standards -Utilize MTSS practices for identifying students that need 	administrators, teachers, school counselors, non-classified staff, and all community stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
	Readiness benchmarks.					strategic support -Effective monitoring of classroom instruction -Monitoring of all student achievement categories as defined in the interim goal indicators.	
Student Achievement (SA 1.3)	By the end of the 2023-2024 SY, a minimum of 62% (Algebra 1) and 69% (English 2) of students will score a "C" or higher on end-of-course assessments.	By the end of the 2020-2021 SY, a minimum of 57.7% (Algebra 1) and 64.3% (English 2) of students will score a "C" or higher on end-of-course assessments. Analysis of Actual vs.	-Advanced Level Certified Teachers -Alignment of Grading Practice Protocols -Enrich documentation -Master Schedules -Alignment of federal funding and support and professional development plans to District	-Multi-Tiered Systems of Support (www.rti4success.org) -SC DOE Standards and Learning ELA and Math Resources -National Association for Gifted Children -SC DOE Advanced Academic Programs	Instructional Practices to Support Student Learning	-Increase the number of advanced level certified teachers for middle school and high school classrooms -Align teacher grading practices with South Carolina standards	Superintendent Division Chiefs Directors Coordinators Principals Administrators School Counselors Literacy Coaches Certified & Classified personnel

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
		<p>Projected Data</p> <p>Actual Data: 2018-2019</p> <p>Algebra 1- 55.7%</p> <p>English 1 – 62.3</p> <p>Projected Data:</p> <p>Algebra 1 – 57.7%</p> <p>English 1 - N/A (due to EOC changing to English II)</p>	<p>and School Renewal plans</p> <p>-Reduction of achievement gap</p>			<p>-Utilize MTSS practices for identifying students that need strategic support high level students</p> <p>-Identify and implement a universal social and emotional screener to put systems in place to support academic growth</p> <p>-Incorporate WIDA curriculum, screening tests and standards for ELL students</p> <p>-Provide aligned professional learning in</p>	Community Stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
						EOC tested subjects	
Student Achievement (SA 1.4)	By the end of the 2023-2024 SY, BCSD will reach an on-time graduation rate of 91%.	By the end of the 2020-2021 SY, the on-time graduation rate for BCSD will increase from 86.9% to at least 88%. Analysis of Actual vs. Projected Data Actual: 2019 - 86.9% Projected: 88%	-Individual Graduation Plans -Enrich reports -PowerSchool reports -Master Schedules -Graduation reports for SWD	Multi-Tiered Systems of Support (www.rti4success.org)	Graduation Rate	-Monitor Individual Graduation Plans -Utilize MTSS practices for identifying students that need strategic support (academic and social/emotional) - Communicate course offerings and opportunities to students and families through the online course catalog and social media outlets -Establish a uniform	Superintendent Division Chiefs Directors Coordinators Principals Administrators School Counselors Literacy Coaches Certified & Classified personnel Community Stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
						registration process at all high schools -Increase the number of STEM diplomas through the integration of World Class Skills -Review student academic data and audit student transcripts -Use Edgenuity for Credit Recovery one semester after a student fails a course -Monitor student attendance -Evaluate systems that	

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
						provide options for students to include CTE and choice -Principal/ designee oversees graduation gatekeeper who is responsible for monitoring IGP, MTSS, and CCR at each school -Virtual learning that meets the needs of students	
Student Achievement (SA 1.5)	Beginning with the 2018-2019 SY, the percentage of BCSD graduating students who	At the end of the 2020-2021 SY, the percentage of BCSD graduating students who are	-Individual Growth Plans -College Freshman Report -College Summary Report	-SC DOE Career and Technical Education website -ASVAB Career Exploration website Armed Forces Information website -SAT Resource Library	College and Career Readiness and Support	-Provide resources to help students identify a career of interest and develop a	Superintendent Division Chiefs Directors Coordinators Principals Administrators School Counselors

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
	are post-secondary and/or career ready (college, military, or workforce) will increase by a minimum of 5% annually.	college and/or career ready will increase by 5% annually. Analysis of Actual vs. Projected Data Analysis of Actual vs. Projected Data Actual Data: 2019 45% Projected: 50%	-South Carolina Works -Student surveys -PowerSchool data and reports -Employer surveys -Personnel with certification to provide dual enrollment instruction -Assessment results -ASVAB testing calendars -State enlistment reports	-ACT Resources		plan toward graduation -Provide resources to assist students and parents in making choices for additional post-secondary training toward a 1, 2, or 4-year certificate and/or degree -Provide resources that are employer recognized to help students build a portfolio of stackable credentials -Provide resources for	Literacy Coaches Certified & Classified personnel Community Stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
						teachers and counselors to connect students with community resources, local business and industry, and other career related organizations -Implement CCR simulated software	

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence- Based Research	Action Step Title	Action Step Description	Person Responsible
Teacher/Administrator Quality (TAQ 1.0)	By end of SY 2023-2024 100% of licensed staff (teachers and administrators) will have had access to a	By the end of the 2020-2021 SY, 100% of district licensed staff (teachers and administrators) will have	-Submittal of SC Teacher and Administrator licensing requirements for employment.	-National Board for Certified Teachers Standards -State of South Carolina	Professional Learning	Ongoing professional learning opportunities will be communicated and/or provided at a district and/or school level to	Superintendent - Division Chiefs -Human Resources Department -Administrators -Teachers

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
	minimum of 25 hours per year professional development qualifying towards their relicensing.	received relicensing notification status requirements.	<ul style="list-style-type: none"> -My Learning Plan rosters of participants completing training --Induction training and mentoring for teachers new to BCSD -Alignment of professional development plans and Title 1 plans (if applicable) to District and School Renewal plans -Increased retention rate 	<ul style="list-style-type: none"> licensing requirements -Research by Linda Darling Hammond, NCTQ.org 		<ul style="list-style-type: none"> include but not limited to: - Read to Succeed -Gifted Endorsement/ Advanced Placement -English Language Learners -Students with Disabilities -Working with students from poverty and/or trauma -Driving effective instruction - Leadership model for effective learning and school climate - Cultural competency - Social Emotional needs of students/Jason Flatt Suicide Prevention 	- All staff seeking to increase their learning

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
Teacher/Administrator Quality (TAQ 1.1)	By the end of at 2023-2024 school and district leadership will obtain an overall satisfactory rating school climate of 85% as measured by a Teacher/Climate Turnover survey.	By the end of the 2020-2021 SY school personnel will have scored at or above a 70% satisfactory rating on school climate as measured by a Teacher/Climate Turnover survey.	<ul style="list-style-type: none"> - Annual administration of pre/post teacher/climate survey - Leadership coaching training as designated from teacher/climate survey - Development of My Learning Plan professional development for targeted areas as identified in annual survey results - 	<ul style="list-style-type: none"> - The Evidence is in: Happy Schools Boost Student Achievement, Tim Walker; National Association of Educators - How Positive School Climate Helps with Teacher Retention; Positive Behavioral Intervention & Supports - The Effects of Chronic Teacher Turnover on School Climate & Organization: Research Brief; ASCD 	Leadership Training/Coaching	<ul style="list-style-type: none"> -Provide ongoing professional learning sessions for district and school administrators that align to quality leadership and the needs of the school -Provide ongoing mentoring and training for principals who have served in the principal role three years or less -Annual administration of pre and post teacher/climate survey - Integration of survey feedback -Monitoring of survey initiatives -Reflective practice on survey initiatives and 	Superintendent Senior Leadership Experts in field/ Consultants Certified personnel Community Stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
						necessary changes.	
Teacher/Administrator Quality (TAQ 1.2)	By the end of the 2023-2024 SY, obtain a retention rate of 88% for induction teachers measured by retention rate indicators.	By the end of the 2020-2021 SY, a minimum ration of 85% retention rate of induction teachers will be attained.	Evidence of hiring practice and employment vacancies	- Urban Institute National Center for Analysis of Longitudinal Data in Education Research	Induction Teacher Retention	- Build teacher/leadership relationships targeted at effective instructional practices, collaborative learning & leadership, building of stake holders Pre and post teacher/admin climate survey - Comparison of data and response to define coaching model targeted at building leadership capacity and teacher retention.	Superintendent Division Chiefs Directors Coordinators School Leadership Certified Personnel Community Stakeholders
School Climate (SC 1.0)	By the 2023-2024 SY, the student levels of engagement in schools according to the SC School	By the end of the 2020-2021 SY, the student levels of engagement in schools according to the	-Student conferences and surveys -Student products -Assessment results	SCDE Website: -Personalized Learning -Trauma-Informed	Student Engagement and Support	-Further develop Personalized Learning opportunities for students -Provide professional	Superintendent Division Chiefs Directors Coordinators Principals Administrators

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
	Report Card for BCSD will increase to a minimum of 68%.	<p>SC School Report Card for BCSD will increase from 58.7% to a minimum of 62%.</p> <p>Analysis of Actual vs. Projected Data</p> <p>Actual Data: 2019 58.7% Projected Data: 62%</p>	<p>-Attendance data</p> <p>-Discipline data</p> <p>-Action on overarching areas from Listen and Learn tour feedback</p> <p>-Parent education and engagement opportunities aligned to Title 1 plans (applicable schools)</p>	<p>Schools Resources</p> <p>-Ruby Payne resources on poverty</p>		<p>learning opportunities that supports school programmatic choice</p> <p>-Provide training that develops a better understanding for working with students of poverty and possible trauma</p> <p>-Maintain a teacher/student ratio that allows for a quality learning environment</p> <p>-Provide opportunities for parent and community education and engagement (i.e. Pre-K Traveling School Bus, parent education nights)</p> <p>-Continue to renovate and improve school</p>	<p>School Counselors Literacy Coaches</p> <p>Certified & Classified personnel</p> <p>Community Stakeholders</p>

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
						buildings and grounds ensuring safety and conducive learning environments	

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
Gifted/Talented (GT 1.0)	By the end of the 2023-2024 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 80%.	By the end of the 2020-2021 SY, the percentage of academically gifted and talented students scoring "Exceeds Expectations" on SC Ready will increase to a minimum of 73% for ELA and 63% for Math.	<ul style="list-style-type: none"> -SCDE Professional Learning sessions with GT Best Practices training -GT Endorsement classes -My Learning Plan -Classroom observations -Assessment results -Master Schedule 	<ul style="list-style-type: none"> -National Association for Gifted Children (NAGC) website - Teacher Preparation Standards for Gifted and Talented -SCDE Website for Advanced Academic Program and GT Best Practices Manual 	Educator collaboration about effective instructional practices that support and enhance the education of GT and High Ability students	-Utilize instructional resources and processes conducive to GT/High Ability Learners that develop creative and innovative thinking, critical thinking, research and communication skills, problem-solving skills, and allow for transfer of these across	<ul style="list-style-type: none"> Superintendent Division Chiefs Directors Coordinators Principals Administrators School Counselors Literacy Coaches Certified & Classified personnel Community Stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
		<p>Analysis of Actual vs. Projected Data</p> <p>Actual Data: 2019 70.2% - ELA 58.5% - Math</p> <p>Projected Data: 73% - ELA 63% - Math</p>				<p>other disciplines.</p> <ul style="list-style-type: none"> -Determine what learning students have already mastered to differentiate instruction for new learning. -Ensure vertical alignment of curriculum -Provide student opportunities for leadership, collaboration, and career explorations -Offer challenging academic sessions for students at Sea Island School for the Arts and Academics (SISA2) each summer. 	

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
						-Monitor instruction and services for GT students to ensure they are being served in their area(s) of giftedness.	
Gifted/Talented (GT 1.1)	From 2018-2019 to the end of the 2023-2024 SY, increase the number of academic and artistic state identified GT students from under-represented populations (African American, ELL students, poverty) by a minimum of 2% each year.	By the end of the 2020-2021 SY, increase the number of academic and artistic state identified GT students from under-represented populations (African American, ELL students, poverty) by a minimum of 2% from the 2018-2019 SY. Actual Data: 2018-2019 Results	-Results indicating more identification of students from underrepresented populations from Artistic GT auditions and academic assessments and screeners used for GT identification -SC Ready assessment results -School and community events and/or performances highlighting	-National Association for Gifted Children (NAGC) website - Teacher Preparation Standards for Gifted and Talented -SCDE Website for Advanced Academic Program and GT Best Practices Manual	Developing learning opportunities to promote talent development	-Allocate funding for learning opportunities in K-2 that that incorporates experiential learning to develop leadership, cultural recognition and a growth mindset -Use a strengths-based approach to determine instruction that promotes academic and	Superintendent Division Chiefs Directors Coordinators Principals Administrators School Counselors Literacy Coaches Certified & Classified personnel Community Stakeholders

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
		<p>(According to Form A submitted on 6/27/2019)</p> <p>Academic Eligible</p> <p>White 304 (70%)</p> <p>Black 29 (7%)</p> <p>Other 102 (23%)</p> <p>Total - 435</p> <p>Artistic Eligible</p> <p>White 41 (59%)</p> <p>Black 14 (20%)</p> <p>Other 15 (21%)</p> <p>Total - 70</p> <p>Projected Data:</p> <p>Academic Eligible - (Spring 2020 SC Ready assessment</p>	student talent and ability			<p>artistic talent development.</p> <p>-Continue to offer GT endorsement for all K-8 classroom and fine arts teachers</p> <p>-Provide continued training to classroom teachers, fine arts teachers, school counselors, and administrators about the social/emotional needs and characteristics of GT/High Ability students</p> <p>-Continue to promote a STEM/ STEAM focus at all BCSD schools</p>	

Performance Goal Area	Performance Goal	Interim Goal	Indicators of Implementation	Evidence-Based Research	Action Step Title	Action Step Description	Person Responsible
		will not be administered.). Artistic Eligible - (Artistic data is based on results of winter 2020 auditions and will be reported on Form A submitted June 2020.) Black - a minimum of 22% eligible Other - a minimum of 23% eligible				-Research the possibility of local identification of students who display high-ability potential	

Gifted and Talented Required Tables

Policies and Practices	Grade Level	Academic	Artistic
The district utilizes state identification of gifted and talented students for:	1-2		
	3-5	x	x
	6-8	x	x
	9-12		
The district utilizes trial placement (1 year conditional placement) for:	1-2		

	3-5	x	x
	6-8	x	x
	9-12		
The district utilizes a local identification process (local criteria rubric) for:	1-2		
	3-5		
	6-8		
	9-12		
The district utilizes a formal withdrawal policy for:	1-2		
	3-5	x	x
	6-8	x	x
	9-12		

Gifted and Talented Scope and Sequence

		K	1	2	3	4	5	6	7	8	9	10	11	12
A gifted and talented scope and sequence is utilized in the following grades for:	Academic				x	x	x	x	x	x				
	Artistic													
Formal gifted and talented curriculum is utilized in the following grades for:	Academic				x	x	x	x	x	x				
	Artistic													

Gifted and Talented Grades of Academic Service

Grade	Model	Use approved abbreviations for curriculum*	Interdisciplinary	ELA	Math	Science	Social Studies
K							
1							
2							

3	Pullout, Special Class			Balanced Literacy, W&M, JGB, JL, WordMasters	MMM		
4	Pullout, Special Class			Balanced Literacy, W&M, JGB, JL, WordMasters	MMM		
5	Pullout, Special Class			Balanced Literacy, W&M, JGB, JL, WordMasters	MMM		
6	Special Class			Balanced Literacy, W&M, WordMasters, Adv. Text Resources	Adv. Text Resources	Adv. Text Resources	Adv. Text Resources
7	Special Class			Balanced Literacy, W&M, WordMasters, Adv. Text Resources	Adv. Text Resources	Adv. Text Resources	Adv. Text Resources
8	Special Class			Balanced Literacy, W&M, WordMasters, Adv. Text Resources	Adv. Text Resources	Adv. Text Resources	Adv. Text Resources

9				Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources
10				Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources
11				Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources
12				Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources	Adv./Honors Resources

* William and Mary W&M
 Junior Great Books JGB
 Jacob's Ladder JL
 Mentoring Math. Minds MMM

Gifted and Talented Grades of Artistic Service

Grade	Use approved abbreviations for curriculum*	Interdisciplinary	Dance	Music	Theater	Visual Arts	Other
K							
1							
2							
3							
4		Differentiated Instruction					
5		Differentiated Instruction					
6		Differentiated Instruction					
7		Differentiated Instruction					

8		Differentiated Instruction					
9		Differentiated Instruction					
10		Differentiated Instruction					
11		Differentiated Instruction					
12		Differentiated Instruction					

Describe the ways in which the district notifies parents and community of its nomination and identification.

Each elementary and middle school has a Gifted/Talented lead who provides information about the Gifted/Talented (GT) program, services, and testing for their school stakeholders. Additionally, the BCSD website has information for parents and the community about GT nomination and identification at http://beaufortschools.ss10.sharpschool.com/departments/instructional_services/gifted_and_talented. The school district has also published a parent brochure in English and Spanish about the Gifted/Talented program.

Proficiency-Based System

The following information regarding Proficiency Based System section for 2018-2019:

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.

BCSD is committed to providing a variety of learning opportunities for students. Virtual learning courses are proficiency-based courses that provide a way for motivated students to meet graduation requirements, resolve scheduling conflicts, and participate in courses that are not available at their home schools. By participating in virtual courses, students gain exposure to online learning environments that enhance 21st century skills while learning necessary content. With an increase of virtual and blended learning opportunities in colleges, universities, and businesses, Beaufort County is preparing its students for the paths they will cross in the future. In some circumstances, high school students can also participate in virtual learning opportunities to recover credits for failed courses.

2. Which schools within the district are involved?

All students enrolled in middle and high school in BCSD have the opportunity to participate in online and proficiency-based courses; however, there are strict guidelines for participation. These schools include:

- Battery Creek High School
- Beaufort High School
- Bluffton High School
- Hilton Island High School
- May River High School
- Whale Branch Early College High School
- Beaufort Middle School
- Bluffton Middle School
- H.E. McCracken Middle School
- Lady's Island Middle School
- Whale Branch Middle School
- River Ridge Academy
- Robert Smalls International Academy

3. How will the district determine which schools are eligible to participate in a proficiency-based course? Is there an appeal process:

Students who desire to participate in proficiency-based courses must be recommended by the school counselor and approved by the school principal. The following are some characteristics students should have to be a successful online learner:

- Time management skills and discipline to complete projects by deadlines
- Motivation to read, write, and participate fully in class activities
- Time to devote a minimum 5 hours/week for a one credit course
- Possesses basic computer/Internet skills
- Consistent access to a reliable computer and internet
- Ability to maintain login and password information

In the event that a student is not approved for a proficiency-based course, students and/or parents may appeal. All appeals will be forwarded to the district's Instructional Services Department for review.

4. What content/vendor will be used for initial credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?

BCSD only approves online and virtual programs through the South Carolina Virtual School and internally through Curriculum provided by South Carolina's Virtual School Franchise, Edgenuity and/or teacher created via Google Classroom. All courses are aligned to the South Carolina state

standards and the course pacing guide. To ensure accountability, all courses are reviewed by a certified teacher in that content area. Many teachers elect to use Edgenuity's curriculum and coursework for initial credit courses, while others choose to create their own coursework and administer through Google Classroom. For students needing to participate in Credit Recovery, we only use Edgenuity curriculum and coursework. Teachers have the option to use their own content or Edgenuity's curriculum to provide content recovery.

In 2018, BCSD did an extensive software evaluation and selected Edgenuity to provide courses and content to facilitate online and blended learning. The school district made the decision to continue with Edgenuity for 2019-2022 because of the extensive work teachers and district content coordinators have done to align Edgenuity units to district curriculum maps in Rubicon Atlas. In the Fall of 2020, BCSD will also partner with the State Department of Education to be a franchise of the South Carolina Virtual School. Through the franchise, BCSD students will take courses using curriculum provided by the SC Virtual School and taught by the district's own teachers.

5. Will the district's proficiency system be used for advanced coursework for transfer students, scheduling conflicts, homebound, or other areas of concern?

In special circumstances such as transfer students, scheduling conflicts, homebound students, and other areas of concern (residential treatment facility, incarceration, etc.), principals can approve virtual proficiency-based course work. The process for this starts with a student request and is followed by a school counselor recommendation and concludes with a principal approval.

6. Please provide the link to the system's proficiency-based system plan.

<http://bit.ly/326HJqw>

7. How will this plan address the individual needs of students as they work toward earning a high-school diploma, moving into the workforce, and/or attending college?

Students will receive guidance from the school counselor during the annual review of the Individual Graduation Plan (IGP) regarding coursework options to include online programs as well as post-secondary plans. The parent/guardian is included in the IGP annual review as mandated by the EEDA Act of 2005.

8. What methods will the district use to check that students earning credit through online proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?

In order for a student to be enrolled in a proficiency-based course, students must meet the district prerequisites outlined in the course catalog. Content area teachers are responsible for monitoring academic progress to ensure skills and knowledge are being assessed adequately throughout the course. Teachers will enter all grades in PowerTeacher GradeBook. Students and parents must monitor grades in virtual classes using the Parent Portal link on the district website. Parents may contact the school data specialist for more information about Parent Portal. Grades will be displayed on the student progress report as well as the quarter report cards. Active communication between the teachers, students, and parents is strongly encouraged. Teachers will check email regularly and respond to students and parents promptly.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?

When a struggling student is faced with a proficiency-based course, the teacher will provide additional one-on-one assistance and actively monitor academic progress. Students who have an IEP or 504 plan receive additional assistance as outlined in their plan. In addition, the teacher will meet as needed with the IEP or 504 team to provide additional intervention.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?

BCSD defines content recovery as a course-specific, skill-based learning opportunity for students who need to recover a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved the teacher.

Classroom teachers are responsible for facilitating content recovery within their classrooms using teacher-created lessons and/or district provided resources and software (i.e. Edgenuity, USA Test Prep, Discovery Education, etc.). Since content recovery occurs during the student's enrollment in the course, conclusion of the content recovery units should occur as close to the end of the course as possible. Upon successful completion of all assigned work, the teacher factor in the recovered content into the final grade.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?

The district's proficiency based plan is analyzed and evaluated annually by a team of stakeholders to include school administrators, teachers, instructional coaches, and members of Instructional Services. The team reviews policies and procedures, course enrollments, pass/failure data, and software usage to evaluate the effectiveness and make recommendations for future guidelines.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.

The school counselors communicate proficiency-based course information with parents in various forms including Individual Graduation Plan annual review, school website and social media outlets, newsletters, emails, and automated phone messages.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?

BCSD encourages all certified teachers to maximize each student's growth and individual success through differentiated instruction in all courses. Teachers facilitating virtual, proficiency-based courses have the ability to customize and individualize each course to meet the needs of the students and assist in the learning process.

14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.

Each proficiency-based course is facilitated and validated by a certified content-area teacher who is responsible for course sequence, course assignments, and assessments. District content coordinators also review online course work to ensure instruction and assessments meet academic standards.

15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.

Each proficiency based course is facilitated and validated by a certified content-area teacher who is responsible for course sequence, course assignments, and assessments.

Identification of Summer School Program Sites (TBD due to School Closures from COVID-19))

Name of Site for Summer School Program	Name of Site Administrator	E-mail Address of Site Administrator	Purpose of Summer School Program	Meets SBE Reg. 43-240: Summer School Program Criteria	Grade Level
TBD	TBD	TBD	TBD		

Assurances:

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
Response: Yes, No, N/A	
	Academic Assistance, PreK-3
Yes	The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Yes	Academic Assistance, Grades 4-12
	The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
Yes	Staff Development
	The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	Technology
	The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
Yes	Innovation
	The district funds innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration
	The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
Yes	Developmental Screening
	The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

Yes	Half-Day Child Development
	The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
Yes	Developmentally Appropriate Curriculum for PreK-3
	The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy
	The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
Yes	Recruitment
	The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
	The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.
Students Health and Fitness Act Assurance	
(S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006-07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with S.C. Code Ann. § 59-10-330, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan, pursuant to S.C. Code Ann. § 59-20-60.
Education and Economic Development Act Assurances for Districts	
(S.C. Code Ann. § 59-59-10 et seq.)	
The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios.)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the thirteen duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an Individual Graduation Plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major.)
Yes	Each high school in the district is organized around a minimum of three of the sixteen national career clusters.

Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk for dropping out of school actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work, or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances	
(S.C. Code Ann. § 59-155-180 et seq.)	
Yes	District Reading Plan
	The district has a reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment
	The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention
	The district provides support to ensure any students who are not reading on grade level by the completion of third grade are provided with an instructional program based upon each student's needs as determined by local and state formative and summative assessment data. Furthermore, the district will provide intervention services-including summer reading camps-to reduce the number of students needing retention at the beginning of the following school year.
Yes	Reading Coaches
	The district supports school based reading coaches in every elementary school.
Yes	Interventions
	The district provides interventions based on data for all identified students.
Yes	Summer Reading Camps
	The district offers summer reading camps for identified students.
Gifted and Talented	

Gifted and Talented Assurances	
(SBE Regulation 43-220)	
The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3-5).
Yes	Academically gifted and talented students in middle school (grades 6-8).
Yes	Academically gifted and talented students in high school (grades 9-12).
Yes	Artistically gifted and talented students in elementary school (grades 3-5).
Yes	Artistically gifted and talented students in middle school (grades 6-8).
Yes	Artistically gifted and talented students in high school (grades 9-12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).
Academically and Artistically Gifted and Talented Plan	
The district's comprehensive plan is aligned and coordinated with a continuum of services that addresses the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the plan:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met;
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students, and provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;

Yes	Confluent approaches incorporating acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies;
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services;
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services;
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Innovative Model (SCDE Approved)	
N/A	Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirement	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. (A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)
Yes	Provide planning times for Gifted and Talented teachers. The standard is two hundred fifty minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training and guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and interpret student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements:	

Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented Assurances above are not met: (N/A)	
District Proficiency-Based System Assurances	
(SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy.
Yes	The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.
The district's Proficiency-Based System plan:	
Yes	Explains how the needs assessment substantiates the district's Proficiency-Based System;
Yes	Describes the subject area course procedures for the high school proficiency-based credits the district will implement;
Yes	Provides a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught;
Yes	Provides documentation that proves each course, and all proficiency assessments for direct instruction, are aligned to the State-adopted subject area academic standards for the current year;
Yes	Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required;
Yes	Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.

Yes	Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.
Terms and Conditions for State Awards Assurances	
As the district superintendent, I certify that this applicant:	
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award, and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and budget line item, and can differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, if any, regardless of the type of funds that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records, prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act [S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2016)].
Terms and Conditions	

Yes Yes	Completeness of Proposal
	All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
Yes	Non-awards/Termination
	The SCDE reserves the right to reject any and all applications and refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
Yes Yes	Reduction in Budgets and Negotiations
	The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
Yes	Amendments to Grants
	Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	Use of Grant Funds
	Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
Yes	Submission of Expenditure Reports
	Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).
Yes	Obligation of Grant Funds

	Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty days after the end of the grant period.
Yes	Deobligation of Funds
	After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
Yes	Documentation
	The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims".
Yes	Travel Costs
	Travel costs, if allowed under this solicitation, must not exceed the limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of this document). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
Yes	Honoraria
	Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
Yes	Reports
	The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
Yes	Copyright
	The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
Certification Regarding Suspension and Debarment:	

By submitting an application, the applicant certifies, to the best of his/her knowledge and belief, the applicant and/or any of its principals, subgrantees, or subcontractors:	
Yes	Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; has committed a violation of federal or state antitrust statutes relating to the submission of offers; participated in the commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property;
Yes	Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above;
Yes	Has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Audits:	
Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:	
Yes	The applicant acknowledges and understands that entities expending \$750,000 or more in federal during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
Yes	The applicant acknowledges and understands that entities expending less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
	Records
Yes	The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Waiver (if applicable) for the following:

	District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation	

Related Documents:

- GT Identification Screening Notification (from website and in GT Brochures for Parents)
- Academic Calendar for the next SY
- District Policy for Credit Recovery – BCSD Virtual School Manual
- BCSD Listen and Learn Tours
- BCSD District Strategic Plan – Stakeholder Review Forums