

History Log

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
10/20/2021 10:45:02 AM	Barret Leviner	Status changed to 'LEA Strategic Plan Reviewed/Approved by SCDE District Plan Contact'.	S
10/1/2021 3:35:43 PM	Richard O'Malley	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
10/1/2021 3:24:15 PM	Michelle McBride	Status changed to 'LEA Strategic Plan Completed'.	S
10/1/2021 11:36:11 AM	Barret Leviner	Status changed to 'LEA Strategic Plan Returned by SCDE District Plan Contact'.	S
9/29/2021 4:59:58 PM	Richard O'Malley	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
9/29/2021 12:47:50 PM	Michelle McBride	Status changed to 'LEA Strategic Plan Completed'.	S
9/10/2021 8:27:43 AM	Barret Leviner	Status changed to 'LEA Strategic Plan Returned by SCDE District Plan Contact'.	S
4/22/2021 3:49:04	Richard O'Malley	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S

PM			
4/22/2021 3:47:54 PM	Michelle McBride	Status changed to 'LEA Strategic Plan Completed'.	S
3/10/2021 10:52:21 AM	Michelle McBride	Status changed to 'LEA Strategic Plan Started'.	S
2/16/2021 12:20:03 PM	GEMS Administrator	Status changed to 'LEA Strategic Plan Not Started'.	S

LEA Strategic Plan Information

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21st Century Graduate Profile

*** Plan Submission**

- School does not utilize Cognia
- School utilizes Cognia
- District and all district 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**

Michelle McBride

*** Phone**

8439426201

*** Email**

michelle.mcbride@fsd1.org


*** Superintendent's Name**

Richard O'Malley

*** Board of Trustees Chairperson's Name**

S. Porter Stewart, II

*** Date of Plan Approval by the Board**

04/15/2021 

Stakeholders and Mission and Vision

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

Stakeholder Names

Superintendent

Name	* Richard O'Malley
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Principal

Name	* Debbie Cribb
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Teacher

Name	* Lisa Raison
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Parent/Guardian

Name	* Casie Mims
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Community Member

Name	* Les Echols
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District Level Administrators

Name	* Gregory Hall
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Name	* Michelle McBride
Name	* Brian Denny
Name	* Susan Rhodes
Name	* Kim Kinley-Howard
Name	* Donna Cook
Name	* Katrina Rouse

District Read to Succeed Literacy Leadership Team Lead

Name	* Kim Kinley Howard
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District Read to Succeed Literacy Leadership Team Member

Name	* Jennifer Heilbronn
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School Improvement Council Member(s)

Name	* N/A
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District Gifted and Talented Coordinator

Name	* Shannon McGurn
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District Federal Programs Coordinator

Name	* Lisa Suggs
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Other Stakeholders

Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

Needs Assessment Data

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent District Report Card**

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RCZzaWQ9MjEwMTA>

2018-2019 <https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RCZzaWQ9MjEwMTAwMA>

2019-20 data was not available due to the cancellation of Spring 2020 testing during the COVID19 pandemic.

https://florence.linkit.com/Content/HtmlModules/Reporting/linkit_ns.php/

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

Executive Summary of Needs Assessment Data

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Cards for Districts and Schools

In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

2020 District Report Card Data

32.1% of students enrolled in Florence One schools demonstrated readiness to learn based on the results of the Kindergarten Readiness Assessment (KRA).

This is inclusive of the following domains:

- Social Foundation - 44.7%
- Language and Literacy - 26.8%
- Mathematics - 25.4%

- Physical Well-Being - 46.6%

* Elementary/Middle (3-8)

2019 District Report Card Data

On 2019 ELA SC Ready, 44.5% of Florence One students scored met or exceeded.

The data below show the percentage of students scoring met or exceeded for each category on SC Ready ELA:

- ELA 3: 48.7% of all Florence One students; 14.3% of disabled students; 29.6% of Black or African American; 34.2% of students in poverty
- ELA 4: 51.7% of all Florence One students; 11.4% of disabled students; 22.9% of Black or African American; 26.1% of students in poverty
- ELA 5: 37.4% of all Florence One students; 7.4% of disabled students; 18.9% of Black or African American; 20.3% of students in poverty
- ELA 6: 43.1% of all Florence One students; 6.8% of disabled students; 20.2% of Black or African American; 23.9% of students in poverty
- ELA 7: 44.0% of all Florence One students; 3.9% of disabled students; 17.3% of Black or African American; 18.9% of students in poverty
- ELA 8: 43.7% of all Florence One students; 6.5% of disabled students; 22.7% of Black or African American; 22.9% of students in poverty

On 2019 Math SC Ready, 37.4% of Florence One students scored met or exceeded.

The data below show the percentage of students scoring met or exceeded for each category on SC Ready Math:

- Math 3: 53.3% of all Florence One students
- Math 4: 43.5% of all Florence One students
- Math 5: 38.4% of all Florence One students
- Math 6: 41.7% of all Florence One students
- Math 7: 25.6% of all Florence One students
- Math 8: 25.4% of all Florence One students

On 2019 Science PASS, 49% of Florence One students scored met or exceeded.

The data below show the percentage of students scoring met or exceeded for each category on SC Science PASS:

- Science PASS 4: 48.1% of all Florence One students
- Science PASS 6: 49.3% of all Florence One students
- Science PASS 8: 50.1% of all Florence One students

2019-20 data was not available due to the cancellation of Spring 2020 testing during the COVID19 pandemic.

* High School (9-12)

The data below show the percentage of all Florence One students scoring C or higher for each category on SC End of Course (EOC) testing:

2019 District Report Card Data

- English 1: 53.4%, compared to state average of 56.3%
- Algebra 1: 45.6%, compared to state average of 54.9%
- Biology: 44.5%, compared to state average of 54.4%

- US History and the Constitution: 40.3%, compared to state average of 47.7%

The average composite ACT score achieved by Florence One students is 17.3, compared to the state average of 18.6.

- English: 16.1, compared to the state average of 17.5
- Reading: 18, compared to the state average of 19
- Math: 17.0, compared to the state average of 18.5
- Science 17.6, compared to the state average of 18.7

The average ACT score achieved by Florence One students in Writing is 5.3, compared to the state average of 5.7.

The average composite SAT score achieved by Florence One students is 1008, compared to the state average of 1064

- Percent of Florence One students tested: 56.3%, compared to the state average of 57.2%
- Average evidence-based reading and writing score for Florence One students: 506 compared to the state average of 521
- Average math score for Florence One students: 477, compared to the state average of 500

Results for Advanced Placement (AP) and International Baccalaureate (IB) examinations:

- AP: 54.0% of students scored passing (3 or higher)
- IB: 66.9% of students scored passing (4 or higher)

Dual Enrollment

- Number of students enrolled in Dual Enrollment courses: 341
- Percent of students enrolled in Dual Enrollment courses: 17.0%
- Percent of 11th/12th grade students who completed six hours of dual credit coursework with a grade of C or higher: 50.4%

The on-time graduation rate for Florence One students is 83.7%, which exceeds the state rate of 81.1%

2020 District Report Card Data

The average composite ACT score achieved by Florence One students is 16.7, compared to the state average of 18.1.

- English: 15.1, compared to the state average of 16.9
- Reading: 17.3, compared to the state average of 18.7
- Math: 16.8, compared to the state average of 18
- Science 17.2, compared to the state average of 18.4

The average ACT score achieved by Florence One students in Writing is 5.1, compared to the state average of 5.6.

The average composite SAT score achieved by Florence One students is 981, compared to the state average of 1019

- Percent of Florence One students tested: 51.8%, compared to the state average of 56.3%

Results for Advanced Placement (AP) and International Baccalaureate (IB) examinations:

Dual Enrollment

- Number of students enrolled in Dual Enrollment courses: 722
- Percent of students enrolled in Dual Enrollment courses: 36.4%
- Percent of 11th/12th grade students who completed six hours of dual credit coursework with a grade of C or higher: 83.0%

The on-time graduation rate for Florence One students is 83.7%, which exceeds the state rate of 81.1%

2020 District School Report Card Data

The on-time graduation rate for Florence One students is 86.1%, which exceeds the state rate of 82.2%

* Teacher/Administrator Quality

2019 District Report Card Data

- 59.8% of Florence One teachers have advanced degrees, down from 60.7%
- Prime instructional time in Florence One was 90.5%, up from 88.5%
- District survey of teachers indicated a need for professional learning opportunities in the following three areas:

1. Blended learning
2. Google applications/Google classroom/Implementing technology across the curriculum
3. HMH Into Reading Version 2 Training K-5
4. Edgenuity Training 6-12

School Climate

- Based on the SC report card survey, only 85.5% of teachers, 70.9% of students, and 84.3% of parents are satisfied with learning environment.
- Based on the SC report card survey, only 83.7% of teachers, 73.6% of students, and 81.2% of parents are satisfied with social and physical environment.
- Based on the SC report card survey, only 76.0% of teachers, 79.2% of students, and 71.5% of parents are satisfied with school-home relations.

2019-20 data was not available due to the cancellation of Spring 2020 testing during the COVID19 pandemic.

* School Climate

2019 School Report Card Data

School Climate

- Based on the SC report card survey, only 85.5% of teachers, 70.9% of students, and 84.3% of parents are satisfied with learning environment.
- Based on the SC report card survey, only 83.7% of teachers, 73.6% of students, and 81.2% of parents are satisfied with social and physical environment.
- Based on the SC report card survey, only 76.0% of teachers, 79.2% of students, and 71.5% of parents are satisfied with school-home relations.

2019-20 data was not available due to the cancellation of Spring 2020 testing during the COVID19 pandemic.

Other (such as district priorities)

* Gifted and Talented

Average Baseline 2016-2017: 658 students served by GT Teachers.
Average Baseline 2017-2018: 683 students served by GT Teachers.
Average Baseline 2018-2019: 704 students served by GT Teachers,
Average Baseline 2019-2020 720 students served by GT Teachers.
Average Baseline 2020-2021 694 students served by GT Teachers

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Plan Items

1 Student Achievement*

Performance Goal:

By 2023-24, the percentage of Florence 1 students scoring met or exceeds each year on SC Ready ELA and Math will increase by 5% and on SCPASS Science and Social Studies by 3% as determined by the SC Report Card, inclusive of the identified subgroups. By 2023-24, the percentage of students scoring met or exceeds on the SC Ready ELA will increase from 35.10% to 60.1%. By 2023-24, the percentage of students scoring met or exceeds on the SC Ready Math will increase from 35.60% to 60.6%. By 2023-24, the percentage of students scoring met or exceeds on the Science SCPASS will increase from 46.4% to 61.4% By 2023-24, the percentage of students scoring met or exceeds on the Social Studies SCPASS will increase from 64.3% to 79.3%

PM 1.1 By 2021-22 the percentage of students scoring met or exceeds on SC Ready ELA will increase from 35.1% to 40.1%. By 2021-22 the percentage of students scoring met or exceeds on SC Ready Math will increase from 35.6% to 40.6%. By 2021-22 the percentage of students scoring met or exceeds on SC PASS Science will increase from 46.4% to 49.4%. By 2021-22 the percentage of students scoring met or exceeds on SC PASS Social Studies will increase from 64.3% to 67.3%.

Analysis of Actual vs. Projected Data:

No Data Due to COVID 19. Using the same interim goal for next year.

S 1.1.1 SC Ready ELA and Math scores, SCPASS Science and Social Studies scores, LinkIt scores, district benchmark tests, STAR data, pulse checks, small group instruction, Tiers I, II, and III (3rd grade), ELEOT observation form, Classroom Observation Form (COF), Student Engagement Inventory (SEI), teacher lesson plans, agendas and sign-in sheets

Evidence-Based Research:

Using Evidenced Based Interventions and Practices: A Process Guide for Improvement (SCDE)
<https://ed.sc.gov/districts-schools/school-improvement/school-improvement-programs/using-evidence-based-interventions-practices-a-process-guide-for-improvement/> Professional development in a culture of inquiry: PDS teachers identify the benefits of professional learning communities

<https://www.sciencedirect.com/science/article/pii/S0742051X0500003X> Learning Policy Institute - Research Brief
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf The Culture of Professional Learning Communities and Connections to Improve Teacher Efficacy and Support Student Learning
<https://www.tandfonline.com/doi/abs/10.1080/10632913.2015.970096>

AS 1.1.1.1 Using student performance data to guide instruction and professional learning opportunities

Action Step:

1. Analyze data from SC Ready ELA and Math as well as SCPASS Science and Social Studies to determine focus areas, areas of strengths, and targeted professional learning to be offered. 2. Use pulse checks to monitor pacing with district curriculum alignment document. 3. Monitor classroom ongoing use of predictable structures. 4. Create, implement, and monitor an ongoing formative assessment system (Linkit, Benchmarks, STAR) 5. Schedule regular meeting with instructional coaches, literacy coaches and leads to evaluate student progress and determine additional interventions as needed.

Person Responsible:

District Instructional Team

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

3/25/2022

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Primary and Intermediate Renaissance	\$100,000.00

AS 1.1.1.2 Orton-Gillingham training

Action Step:

Train all K5 - 3rd grade teachers, including SPED and EL teachers to use Orton-Gillingham strategies in their instruction. This training includes the following approaches: 1. The nature of the dyslexic learner 2. Understanding the neurobiology of reading 3. Understanding of reading development from decoding to reading for knowledge 4. The OG Approach: principles and knowledge of lesson plan design 5. Knowledge of the history and structure of the language 6. Knowledge of the basic assessment measures 7. Intensive supervised practicum

Person Responsible:

Brian Denny, Michelle McBride, Jennifer Heilbronn

Estimated Begin Date:

1/7/2019

Estimated Completion Date:

3/25/2022

Funding Application	Grant	Notes	Amount
Title II Part A	Title II Part A	IDEA funds	\$350,000.00

2 Student Achievement*

Performance Goal:

By 2023-24, the percentage of Florence One students scoring C or higher each year on SCEOCP will increase by 5% for Algebra 1, English 1, Biology, and US History and the Constitution as determined by the SC Report Card, inclusive of the identified subgroups. By 2023-24, the percentage of students scoring scoring C or higher on the SCEOCP English 1 will increase from 48.2% to 73.2%. By 2023-24, the percentage of students scoring scoring C or higher on the SCEOCP Algebra 1 will increase from 49.3% to 74.3%. By 2023-24, the percentage of students scoring scoring C or higher on the SCEOCP Biology will increase from 53.5% to 78.5% By 2023-24, the percentage of students scoring scoring C or higher on the SCEOCP US History and the Constitution will increase from 43.1% to 68.1%

PM 2.1 By 2021-22, the percentage of students scoring C or better on SCEOCP English 1 will increase from 48.2% to 53.2%. By 2021-22, the percentage of students scoring C or better on SCEOCP Algebra 1 will increase from 49.3% to

54.3%. By 2021-22, the percentage of students scoring C or better on SCEOCP Biology will increase from 53.2% to 58.5%. By 2021-22, the percentage of students scoring C or better on SCEOCP US History and the Constitution will increase from 48.1% to 48.12%.

Analysis of Actual vs. Projected Data:

No Data Due to COVID 19. Using the same interim goal for next year.

§ 2.1.1 SCEOCP scores in English 1, Algebra 1, Biology, and US History and the Constitution, LinkIt scores, district benchmark tests, pulse checks, ELEOT observation forms, teacher lesson plans, agendas and sign-in sheets

Evidence-Based Research:

Using Evidenced Based Interventions and Practices: A Process Guide for Improvement (SCDE)

<https://ed.sc.gov/districts-schools/school-improvement/school-improvement-programs/using-evidence-based-interventions-practices-a-process-guide-for-improvement/> Professional development in a culture of inquiry: PDS teachers identify the benefits of professional learning communities

<https://www.sciencedirect.com/science/article/pii/S0742051X0500003X> Learning Policy Institute - Research Brief

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf The Culture of Professional Learning Communities and Connections to Improve Teacher Efficacy and Support Student Learning

<https://www.tandfonline.com/doi/abs/10.1080/10632913.2015.970096>

AS 2.1.1.1 Using student performance data to guide instruction and professional learning opportunities

Action Step:

1. Analyze data from SCEOCP English 1, Algebra 1, Biology, and US History and the Constitution to determine focus areas, areas of strengths, and targeted professional learning to be offered.
2. Use pulse checks to monitor pacing with district curriculum alignment document.
3. Monitor classroom ongoing use of predictable structures.
4. Create, implement, and monitor an ongoing formative assessment system (LinkIt, Benchmarks).
5. Schedule regular meetings with department heads, school instructional teams, and teachers to evaluate student progress and determine additional interventions as needed.

Person Responsible:

District Instructional Team

Estimated Begin Date:

8/1/2018
Estimated Completion Date:
3/25/2022

3 Teacher/Administrator Quality*

Performance Goal:

By 2023-24, the percentage of teachers trained on blended learning, Google applications/Google classroom/Implementing technology across the curriculum, and new content area instructional materials will increase by 5% at each site each year.

PM 3.1 By 2021-22, the percentage of teachers trained on blended learning, Google applications/Google classroom/Implementing technology across the curriculum, and new content area instructional materials will increase by 5% at each site.

Analysis of Actual vs. Projected Data:

No Data Due to COVID 19. Using the same interim goal next year.

S 3.1.1 Agendas and sign-in sheets, surveys

Evidence-Based Research:

<http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/The-Basics-of-Blended-Instruction.aspx> <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>
<https://5a03f68e230384a218e0-938ec019df699e606c950a5614b999bd.ssl.cf2.rackcdn.com/MSDF-Blended-Learning-Report-May-2014.pdf>

AS 3.1.1.1 Kiker training

Action Step:

Kiker Learning is a Google for Education Partner for professional development delivering educational technology solutions designed for educators focused on student success. Using face to face, hybrid, and online models, Kiker focuses on meeting the needs of learners with inquiry-based blended PD, product and process differentiation, and learner-centered customization. Topics include: 1. G Suite for

Education and Chromebook Training 2. eLearning Architecture, Curriculum Migration, and Online Learning Solutions 3. Social Media and Digital Leadership 4. 1:1 Design and Sustainability 5. Global Connections and Collaboration

Person Responsible:

Richard O'Malley, Jennifer Heilbronn, Kyle Jones, Technology Team

Estimated Begin Date:

2/25/2019

Estimated Completion Date:

4/30/2020

AS 3.1.1.2 Discovery Science Techbook Training

Action Step:

Built on the 5E model, Science Techbook provides exciting multimedia, virtual activities and hands-on labs with model lessons, STEM project starters, and standard-aligned assessments. Science Techbook training will be provided for all K5-5th grade science teachers.

Person Responsible:

Susan Rhodes, Kyle Jones, Technology Team

Estimated Begin Date:

12/1/2018

Estimated Completion Date:

4/30/2020

AS 3.1.1.3 Google Classroom training

Action Step:

District technology teams will provide multiple Google Classroom trainings for teachers at all sites.

Person Responsible:

Kyle Jones, District Technology Team

Estimated Begin Date:

8/15/2018

Estimated Completion Date:

4/30/2020

AS 3.1.1.4 New instructional materials training for core content areas.

Action Step:

1. New textbooks for all high school math courses purchased and math teachers trained. Ongoing training as needed. 2. New textbooks for K-5 math will be purchased. Training will be provided. 3. Training for Discovery Education Science Techbook for K-5 teachers. 4. Training for 6-8 Science textbook. 5. Training for new textbooks in chemistry, physics, physical science, and anatomy & physiology will be purchased. Training will be provided. 6. Training for additional core content textbooks as they are adopted and/or purchased.

Person Responsible:

District Instructional Team

Estimated Begin Date:

8/1/2018

Estimated Completion Date:

4/30/2020

4 School Climate*

Performance Goal:

By 2023-24, the percentage of teachers, students, and parents satisfied with school-home relations will increase by 2% each year for each stakeholder group; teachers from 76.0% to 86.0%, students from 81.3% to 91.3%, and parents from 72.7% to 82.7%. By 2023-24, the percentage of teachers, students, and parents satisfied with the learning environment will increase by 2% each year for each stakeholder group; teachers from 83.2% to 93.2%, students from 75.0% to 85.0%, and parents from 85.3% to 95.3%.

PM 4.1 By 2021-22, the percentage of teachers, students, and parents satisfied with school-home relations will increase for each stakeholder group; teachers from 76.0% to 78.0%, students from 81.3% to 83.3%, and parents from

72.7% to 74.7%. By 2019-20, the percentage of teachers, students, and parents satisfied with the learning environment will increase for each stakeholder group; teachers from 83.2% to 85.2%, students from 75.0% to 77.0%, and parents from 85.3% to 87.3

Analysis of Actual vs. Projected Data:

No Data Due to COVID 19. Using the same interim goal next year.

S 4.1.1 Before and After pictures of facilities, inventory lists, PowerSchool enrollment data, High School Course Catalog, "60 Seconds in F1S" YouTube clips, school newsletters, agendas and sign-in sheets, participant lists

Evidence-Based Research:

School Climate Brief: Building a Positive School Climate Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap <https://learningpolicyinstitute.org/product/essa-equity-promise-climate-brief> Do School Facilities Affect Academic Outcomes? <https://files.eric.ed.gov/fulltext/ED470979.pdf> School Facilities and Student Performance <https://www.winnetka36.org/sites/default/files/School%20Facilities%20%26%20Student%20Performance.pdf> The Home-School Team: An Emphasis on Parent Involvement <https://www.edutopia.org/home-school-team>

AS 4.1.1.1 Improving Facilities

Action Step:

\$600,000 has been committed for building improvements such as updating the bathroom facilities at several schools, replacing carpeting, painting, and other needs.

Person Responsible:

Richard O'Malley, F1S Building and Grounds department, Principals

Estimated Begin Date:

5/1/2019

Estimated Completion Date:

4/30/2020

AS 4.1.1.2 1:1 Initiative

Action Step:

1. All students in grades 2-12 will be issued Chromebooks. 2. Teachers will receive training in blended learning, Google Classroom, and Google Suite.

Person Responsible:

Richard O'Malley, Jennifer Heilbronn, Kyle Jones, Technology Team

Estimated Begin Date:

11/1/2018

Estimated Completion Date:

3/25/2022

AS 4.1.1.3 Increasing and expanding AP and STEM course options

Action Step:

The following AP courses will be added: AP Environmental Science, AP Comparative Government & Politics, AP Psychology, AP Computer Science The following AP courses will be expanded to additional schools: AP Biology, AP European History, AP US History, AP Human Geography, US Government and Politics The following STEM courses will be added to the district course offerings: SREB Clean Energy Systems, PLTW Biomedical Innovations, PLTW Cybersecurity, FAA Drone Certification program

Person Responsible:

District Instructional Team, Chris Rogers

Estimated Begin Date:

1/1/2019

Estimated Completion Date:

6/12/2020

5 Gifted and Talented: Academic* (District Plans Only)

Performance Goal:

By 2022, the number of state identified GT academic students being served by GT teachers in grades 3-6 will increase 9% through STAR testing and local identification measures as compared to the number served in 2017.

PM 5.1 By 2019-20, the number of state identified GT academic students being served by GT teachers in grades 3-6 will increase to 706 (7.2%) through STAR testing and local identification measures as compared to the number served in 2017.

Analysis of Actual vs. Projected Data:

N/A

S 5.1.1 rosters of REACH students, enrollment data from PowerSchool, email correspondence, meeting notes, local identification rubric, referral form, GIFT export and excel charts

Evidence-Based Research:

National Center for Research on Gifted Education <https://ncrge.uconn.edu/> Why are Gifted Programs Needed? <https://www.nagc.org/resources-publications/gifted-education-practices/why-are-gifted-programs-needed>

AS 5.1.1.1 Updating identification process of GT students

Action Step:

1. Meeting with Superintendent about local identification.
2. Regional consultation
3. Follow up meeting
4. Local identification PLO.
5. Talent development PLO.
6. Increase referrals
7. Data analysis

Person Responsible:

Shannon McGurn, Brian Denny, SDE GT consultant, Richard O'Malley

Estimated Begin Date:

9/1/2018

Estimated Completion Date:

4/30/2020

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Gifted and Talented Policies and Practices

Policies and Practices	Grade Level	Academic	Artistic
The district utilizes state identification of gifted and talented students for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9-12	<input type="checkbox"/>	<input type="checkbox"/>
The district utilizes trial placement (1 year conditional placement) for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input type="checkbox"/>	<input type="checkbox"/>
	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district utilizes a local identification process (local criteria rubric) for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district utilizes a formal withdrawal policy for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9-12	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Artistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		K	1	2	3	4	5	6	7	8	9	10	11	12
Formal gifted and talented curriculum is utilized in the following grades for:	Academic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Artistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gifted and Talented Grades of Academic Service

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

3	Pull Out	Curriculum Used	TDU-Programming	JLL1; TDU-French	M33N; TDU-Calculations	TDU-Scientific Method	WMAE
4	Pull Out	Curriculum Used	TDU-Geometrocity	WMwebs; TDU w/ Interact-Myths	M34A; TDU-Stats, Manor House	TDU-Measurement	InterAct Spanish Galleon
5	Pull Out	Curriculum Used	TDU- Stock Market	WMwebs; TDU w/ Prufrock	M36G; MI61:TDU-Data	TDU- Water Chemistry	InterAct-Ancient Greece
6	Pull Out/ Special Classes	Curriculum Used	TDU-Bridges Drafting and Designing	WMwebs, MTBP, MTMH, MTP	TDU-Finance; Fraction Speed	TDU Body Shop	TDU w/ components of WMRR
7	Special Classes	Curriculum Used		7th-8th Grade ELA	7th grade + Prealgebra		
8	Special Classes	Curriculum Used		English 1	Algebra 1		
9	Special Classes	Curriculum Used		English 2	Geometry		
10	Special Classes	Curriculum Used		English 3	Algebra 2		
11	Special Classes	Curriculum Used		English 4	Precalculus		
12	Special Classes	Curriculum Used		AP English	Calculus		

Gifted and Talented Grades of Artistic Services


Model Used:

Grade	Use approved abbreviations for curriculum	Interdisciplinary	Dance	Music	Theatre	Visual Arts	Other
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used						
4	Curriculum Used					TDU	
5	Curriculum Used					TDU	
6	Curriculum Used					TDU	
7	Curriculum Used			TDU		TDU	
8	Curriculum Used			TDU		TDU	
9	Curriculum Used			TDU			
10	Curriculum Used			TDU			
11	Curriculum Used			TDU			
12	Curriculum Used			TDU			

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

Parents are notified of nomination/identification through a parent letter distributed with students' final report cards. This information letter is also on display during registration at each elementary school.

Documents

Type	Document Template	Document/Link
GT Identification Screening Notification [Upload between 1 and 4 document(s)]	N/A	 REACH

* All Gifted and Talented information has been completed on this page.

Proficiency-Based System

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

Not Applicable

Identification of Summer School Program Sites

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

No Summer School Program Sites

Directions

- 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
- 2) SBE Reg. 43-240: Summer School Program Criteria
 - A) Answer "Yes" if the Summer School Program meets the following SBE Reg. 43-240 criteria:
 - i) Grades 1-8 students are required to attend the Summer School Program in order to be promoted to the next grade level.
 - ii) Grades 9-12 students are awarded high school credit.

Site Information

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
* North Vista Elementary	* Sharon Dixon	* sdixon@fsd1.org	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Savannah Grove Elementary	* Latonya Yates-Ford	* lford@fsd1.org	* Read to Succeed ▼	* Yes ▼	* Elem. ▼

* South Florence High School	* Shand Josey	* sjosey@fsd1.org	* Initial HS Credit ▼	* Yes ▼	* High ▼
* West Florence High School	* Matthew Dowdell	* mdowdell@fsd1.org	* Initial HS Credit ▼	* Yes ▼	* High ▼
* Wilson High School	* Eric Robinson	* eric.robinson@fsd1.org	* Initial HS Credit ▼	* Yes ▼	* High ▼
* Southside Middle School	* Jeffery Gaines	* jgaines@fsd1.org	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼

Assurances

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))**

<p>* <input type="button" value="Yes"/> ▼</p>	<p>Academic Assistance, PreK-3</p> <p>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).</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Academic Assistance, Grades 4-12</p> <p>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).</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Parent Involvement</p> <p>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.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Staff Development</p>

	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.
* <input type="text" value="Yes"/> ▼	Technology
	The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* <input type="text" value="Yes"/> ▼	Innovation
	The district funds innovative activities to improve student learning and accelerate the performance of all students.
* <input type="text" value="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.
* <input type="text" value="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.
* <input type="text" value="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.
* <input type="text" value="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.
* <input type="button" value="Yes"/> ▼	<p>Parenting and Family Literacy</p> <p>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.</p>
* <input type="button" value="Yes"/> ▼	<p>Recruitment</p> <p>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.</p>
* <input type="button" value="Yes"/> ▼	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

**Students Health and Fitness Act Assurance
(S.C. Code Ann. § 59-10-330)**

* <input type="button" value="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.
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**Education and Economic Development Act Assurances for Districts
(S.C. Code Ann. § 59-59-10 et seq.)**

The superintendent certifies that:

* <input type="button" value="Yes"/> ▼	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
* <input type="button" value="Yes"/> ▼	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
* <input type="button" value="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.)
* <input type="button" value="Yes"/> ▼	Each middle and high school in the district employs certified career development facilitators who perform the thirteen duties specified in the EEDA legislation.
* <input type="button" value="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.
* <input type="button" value="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).

* <input type="text" value="Yes"/> ▼	All tenth grade students in the district have chosen a career major (Students may change their major if they desire to do so).
* <input type="text" value="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.)
* <input type="text" value="Yes"/> ▼	Each high school in the district is organized around a minimum of three of the sixteen national career clusters.
* <input type="text" value="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.
* <input type="text" value="Yes"/> ▼	Each high school in the district has implemented High Schools That Work, or another state-approved comprehensive reform model.
* <input type="text" value="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.
* <input type="text" value="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.)**

* <input type="text" value="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.
* <input type="text" value="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.
* <input type="button" value="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.
* <input type="button" value="Yes"/> ▼	Reading Coaches The district supports school based reading coaches in every elementary school.
* <input type="button" value="Yes"/> ▼	Interventions The district provides interventions based on data for all identified students.
* <input type="button" value="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:	
* <input type="button" value="Yes"/> ▼	Academically gifted and talented students in elementary school (grades 3-5).
* <input type="button" value="Yes"/> ▼	Academically gifted and talented students in middle school (grades 6-8).
* <input type="button" value="Yes"/> ▼	Academically gifted and talented students in high school (grades 9-12).

* <input type="button" value="Yes"/> ▼	Artistically gifted and talented students in elementary school (grades 3-5).
* <input type="button" value="Yes"/> ▼	Artistically gifted and talented students in middle school (grades 6-8).
* <input type="button" value="Yes"/> ▼	Artistically gifted and talented students in high school (grades 9-12).
* <input type="button" value="No"/> ▼	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:	
* <input type="button" value="Yes"/> ▼	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
* <input type="button" value="Yes"/> ▼	Support services that facilitate student learning and personalized education;
* <input type="button" value="Yes"/> ▼	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
* <input type="button" value="Yes"/> ▼	Classroom ratios that foster positive results;
* <input type="button" value="Yes"/> ▼	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met;
* <input type="button" value="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:	
* <input type="button" value="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;

* <input type="text" value="Yes"/>	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
* <input type="text" value="Yes"/>	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
* <input type="text" value="Yes"/>	Confluent approaches incorporating acceleration and enrichment;
* <input type="text" value="Yes"/>	Opportunities for the critical consumption, use, and creation of information using available technologies;
* <input type="text" value="Yes"/>	Evaluation of student performance and programming effectiveness.

Programming Models and Time

The district:	
* <input type="text" value="Yes"/>	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services;
* <input type="text" value="Yes"/>	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services;
* <input type="text" value="Yes"/>	Meets or surpasses the minimum programming minutes for the approved model of services.

Innovative Model (SCDE approved)

* <input type="text" value="N/A"/>	Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
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Staffing Requirement

The district must:	

* <input type="text" value="Yes"/> ▼	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
* <input type="text" value="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.)
* <input type="text" value="Yes"/> ▼	Provide planning times for Gifted and Talented teachers. The standard is two hundred fifty minutes a week or the appropriate grade-level equivalent.
* <input type="text" value="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.
* <input type="text" value="Yes"/> ▼	Provide training and guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
* <input type="text" value="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

* <input type="text" value="Yes"/> ▼	The district provides all parents/guardians with effective, written notice of the gifted and talented programming, screening/referral procedures, and eligibility requirements.
* <input type="text" value="Yes"/> ▼	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
* <input type="text" value="Yes"/> ▼	The district annually submits Form A Reports signed PDF.
* <input type="text" value="Yes"/> ▼	The district annually submits Form A Reports Excel file.
* <input type="text" value="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:

**District Proficiency-Based System Assurances
(SBE Regulation 43-234)**

* <input type="text" value="Yes"/>	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy.
* <input type="text" value="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:	
* <input type="text" value="Yes"/>	Explains how the needs assessment substantiates the district's Proficiency-Based System;
* <input type="text" value="Yes"/>	Describes the subject area course procedures for the high school proficiency-based credits the district will implement;
* <input type="text" value="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;
* <input type="text" value="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;
* <input type="text" value="Yes"/>	Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required;
* <input type="text" value="Yes"/>	Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
* <input type="text" value="Yes"/>	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
* <input type="text" value="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.

* <input type="text" value="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.
* <input type="text" value="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)].
* <input type="text" value="Yes"/>	Will comply with the Drug Free Workplace Act [S.C. Code Ann. § 44-107-10 et seq. (Supp. 2016)] if the amount of this award is \$50,000 or more.

Terms and Conditions

* <input type="text" value="Yes"/>	<p>Completeness of Proposal</p> <p>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.</p>
* <input type="text" value="Yes"/>	<p>Non-awards/Termination</p> <p>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.</p>
* <input type="text" value="Yes"/>	<p>Reduction in Budgets and Negotiations</p>

	<p>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.</p>
* <input type="button" value="Yes"/> ▼	<p>Amendments to Grants</p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
* <input type="button" value="Yes"/> ▼	<p>Use of Grant Funds</p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
* <input type="button" value="Yes"/> ▼	<p>Submission of Expenditure Reports</p> <p>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).</p>
* <input type="button" value="Yes"/> ▼	<p>Obligation of Grant Funds</p> <p>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.</p>
* <input type="button" value="Yes"/> ▼	<p>Deobligation of Funds</p> <p>After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
* <input type="button" value="Yes"/> ▼	<p>Documentation</p>

	<p>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 "<u>Guidelines for Retaining Documentation to Support Expenditure Claims</u>".</p>
* <input type="button" value="Yes"/> ▼	<p>Travel Costs</p> <p>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 <u>document</u>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
* <input type="button" value="Yes"/> ▼	<p>Honoraria</p> <p>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.</p>
* <input type="button" value="Yes"/> ▼	<p>Reports</p> <p>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.</p>
* <input type="button" value="Yes"/> ▼	<p>Copyright</p> <p>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.</p>

Certification Regarding Suspension and Debarment

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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:

* <input type="button" value="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;
* <input type="button" value="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;
* <input type="button" value="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:

* <input type="button" value="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.
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* <input type="button" value="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).
* <input type="button" value="Yes"/> ▼	Records 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

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

Not Applicable

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan."




All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:


<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

	District Wavier 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

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

Required Documents		
Type	Document Template	Document/Link
GT Identification Screening Notification [Upload between 1 and 4 document(s)]	N/A	 REACH
2020–21 District Academic Calendar [Upload 1 document(s)]	N/A	 20-21 F1S Calendar
District Policy for Credit Recovery [Upload 1 document(s)]	N/A	 Credit Recovery Policy

Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	 21-22 F1S Calendar

Checklist

2101 - Florence Public School District One (2101) Public District - FY 2022 - LEA Strategic Plan - Rev 0

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/> 1. Plan Information and Stakeholders	Approved ▼	Karen Cook	9/8/2021 2:20:08 PM
1. Strategic Plan Information is correct and acceptable.			
2. Stakeholder listing is appropriate.			
<input type="checkbox"/> 2. Needs Assessment	Approved ▼	Barret Leviner	10/6/2021 10:21:47 AM
1. Link is correct.			
2. Executive Summary content is clear and acceptable.			
<input type="checkbox"/> 3. Performance Goals, Interim Performance Goals, Indicators of Implementation and Action Steps	Approved ▼	Karen Cook	9/8/2021 2:31:03 PM
1. All required performance goal areas have been addressed.			
2. Goals are complete and appropriate.			
3. Goals contain all necessary parts.			
4. Action steps contain complete information and are clear and appropriate.			
<input type="checkbox"/> 4. Read to Succeed	Not Applicable ▼	Karen Cook	9/8/2021 2:31:03 PM
1. Responses are clear, complete and appropriate.			
2. Responses are complete, clear and appropriate.			

<input type="checkbox"/> 5. Gifted and Talented Required Tables	Not Applicable ▼	Karen Cook	9/8/2021 2:31:03 PM
1. Responses are complete, thorough and appropriate			
<input type="checkbox"/> 6. Proficiency-Based System	Not Applicable ▼	Karen Cook	9/8/2021 2:31:03 PM
1. Responses are complete, clear and appropriate.			
<input type="checkbox"/> 7. Identification of Summer School Program Sites	Approved ▼	Karen Cook	9/8/2021 2:31:04 PM
1. Responses are clear, thorough and appropriate.			
<input type="checkbox"/> 8. Assurances	Approved ▼	Karen Cook	9/8/2021 2:31:04 PM
1. Responses are appropriate.			
<input type="checkbox"/> 9. Waiver	Not Applicable ▼	Karen Cook	9/8/2021 2:31:04 PM
1. Waiver documentation correct, if applicable.			
<input type="checkbox"/> 10. Related Documents	Approved ▼	Karen Cook	9/8/2021 2:31:04 PM
1. Any uploaded documents are correct and appropriate.			