

## District Strategic Plan Signature Page

**Strategic Plan for 5 Year Cycle: 2018/19 to 2022/23**  
**Upcoming School Year: 2019/20**

<b>District:</b>	Kershaw
<b>SIDN:</b>	2801
<b>Plan Submission:</b>	School utilizes AdvancED
<b>Address 1:</b>	2029 West Dekalb Street
<b>Address 2:</b>	
<b>City:</b>	Camden, SC
<b>Zip Code:</b>	29020-2093
<b>District Plan Contact Person:</b>	Dr. Alisa Taylor
<b>District Plan Contact Phone:</b>	8034328416
<b>District Plan E-mail Address:</b>	alisa.taylor@kcsdsschools.net

### Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Dr. Shane Robbins</u> Printed Name	_____ Signature	_____ Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Dr. James Smith</u> Printed Name	_____ Signature	_____ Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Ms. Pam Whitehead</u> Printed Name	_____ Signature	_____ Date
<b><i>District Gifted and Talented Coordinator</i></b>		
<u>Dr. Alisa Taylor</u> Printed Name	_____ Signature	_____ Date
<b><i>District Strategic Planning Contact Person</i></b>		
<u>Dr. Alisa Taylor</u> Printed Name	_____ Signature	_____ Date

## Assurances for District Strategic Plan

Assurances checked below, along with the signature page signed by the superintendent, attest that the district complies with all applicable regulatory and statutory requirements listed.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	<b>Staff Development</b> The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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	<b>Technology</b> The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	<b>Innovation</b> The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	<b>Developmental Screening</b> The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	<b>Half-Day Child Development</b> The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	<b>Developmentally Appropriate Curriculum for PreK–3</b> The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
Yes	<b>Parenting and Family Literacy</b> The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	<b>Recruitment</b> The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of 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): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
<b>Students Health and Fitness Act Assurance</b> (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 Section 59-10-310, 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 required pursuant to Section 59-20-60.
<b>Education and Economic Development Act Assurances for Districts</b> (S.C. Code Ann. § 59-59-10 <i>et seq.</i> ) 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. ( <i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i> )
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 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 16 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 of dropping out 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.
<b>Read To Succeed Assurances (Act 284)</b> (S.C. Code Ann. § 59-155-180 <i>et seq.</i> )	
Yes	<b>District Reading Plan</b> The district has a district 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	<b>4K and 5K Readiness Assessment</b> 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	<b>Third Grade Retention</b> The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students’ needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Gifted and Talented Assurances</b> (SBE Regulation 43-220) <b>Students Served</b> 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).
Yes	Academically gifted and talented students in grades 1 and 2 (optional).

<b>Academically and Artistically Gifted and Talented Plan</b>	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
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; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
<b>Curriculum, Instruction, and Assessment</b>	
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 that 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 approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
<b>Programming Models and Time</b>	
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, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Yes	<b>Innovative Model (SCDE approved)</b> Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
<b>Staffing Requirements</b>	
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. <i>(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.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 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/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 to interpret and to evaluate student data in such a way as to insure appropriate student placement.
<b>Communication and Reporting Requirements</b>	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
N/A	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 <b>not met</b> :	
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
<b>District Proficiency-Based System</b>	
(SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> <li>The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.</li> </ul>



Yes	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> <li>• Explains how the needs assessment substantiates the district's Proficiency-Based System;</li> <li>• Describes the subject area course procedures for the high school proficiency-based credits the district will implement;</li> <li>• Proffers 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;</li> <li>• Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year;</li> <li>• Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and</li> <li>• Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.</li> </ul>
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> <li>• Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.</li> </ul>

#### Assurances and Terms and Conditions for State Awards

As the district superintendent of Kershaw, 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 nonstate 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 by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, 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 also 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 <i>et seq.</i> and § 8-13-100 <i>et seq.</i> (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 <i>et seq.</i> (Supp. 2016)) if the amount of this award is \$50,000 or more.

#### Terms and Conditions

Yes	<p><b>Completeness of Proposal</b></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>
Yes	<p><b>Non-awards/Termination</b></p> <p>The SCDE reserves the right to reject any and all applications and to 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).</p> <p>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.</p> <p>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>
Yes	<p><b>Reduction in Budgets and Negotiations</b></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>
Yes	<p><b>Amendments to Grants</b></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>
Yes	<p><b>Use of Grant Funds</b></p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p><b>Submission of Expenditure Reports</b></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>

Yes	<p><b>Obligation of Grant Funds</b></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 (30) days after the end of the grant period.</p>
Yes	<p><b>Deobligation of Funds</b></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>
Yes	<p><b>Documentation</b></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 "Guidelines for Retaining Documentation to Support Expenditure Claims," available at <a href="http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/">http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/</a>.</p>
Yes	<p><b>Travel Costs</b></p> <p>Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (<a href="http://www.gsa.gov">www.gsa.gov</a>) 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 the document at <a href="http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf">http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf</a>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p><b>Honoraria</b></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>
Yes	<p><b>Reports</b></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>
Yes	<p><b>Copyright</b></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>
Yes	<p><b>Certification Regarding Suspension and Debarment</b></p> <p>By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> <li>• Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> <li>• 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; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and</li> <li>• are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.</li> </ul> </li> <li>• Applicant 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.</li> </ul>
Yes	<p><b>Audits</b></p> <p>Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> <li>• Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards 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.</li> <li>• Entities expending less than \$750,000 in federal awards: Entities that expend 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).</li> </ul>
Yes	<p><b>Records</b></p> <p>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.</p>

## Stakeholder Involvement for District Strategic Plan

List the name of persons who were involved in the development of the District Strategic Plan.  
A participant for each numbered position is required.

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Dr. Shane Robbins
2.	<b>Principal</b>	Mrs. Carol Przybyla
3.	<b>Teacher</b>	Miss Kennedy Spangler
4.	<b>Parent/Guardian</b>	Mrs. Greta McAvoy
5.	<b>Community Member</b>	Ms. Sue Adams
6.	<b>Private School Representative</b>	Mr. John Moncure
7.	<b>District Level Administrator</b>	Mr. Lavoy Carter
8.	<b>Paraprofessional</b>	Mrs. Donna Driggers
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Ms. Pam Whitehead
10.	<b>School Improvement Council Member</b>	Mrs. Laura Gunter
11.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Mrs. Sara Fakoury
12.	<b>District Gifted and Talented Coordinator</b>	Dr. Alisa Taylor
13.	<b>District Federal Programs Coordinator</b>	Mr. Tim Hopkins
	<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) <b>** Must include the District Literacy Leadership Team for Read to Succeed</b>	

## District Requested Strategic Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

*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/>



**Not Applicable**

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans ( <i>SBE Regulation 43-261</i> )	
2. Teachers teaching more than 1500 minutes ( <i>SBE Regulation 43-205</i> )	
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

## District Strategic Plan Signature Page

**Strategic Plan for 5 Year Cycle: 2018/19 to 2022/23**  
**Upcoming School Year: 2019/20**

<b>District:</b>	Kershaw
<b>SIDN:</b>	2801
<b>Plan Submission:</b>	School utilizes AdvancED
<b>Address 1:</b>	2029 West Dekalb Street
<b>Address 2:</b>	
<b>City:</b>	Camden, SC
<b>Zip Code:</b>	29020-2093
<b>District Plan Contact Person:</b>	Dr. Alisa Taylor
<b>District Plan Contact Phone:</b>	8034328416
<b>District Plan E-mail Address:</b>	alisa.taylor@kcsdschools.net

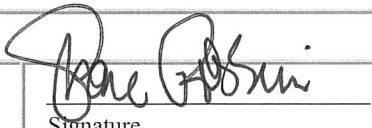
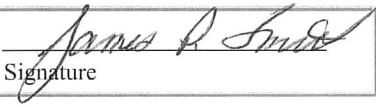
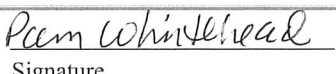
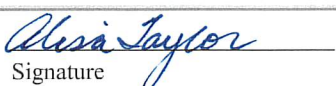
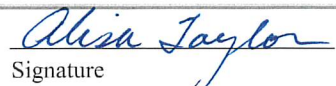
### Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Dr. Shane Robbins</u> Printed Name	 Signature	<u>4/23/19</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Dr. James Smith</u> Printed Name	 Signature	<u>4/23-2019</u> Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Ms. Pam Whitehead</u> Printed Name	 Signature	<u>4-23-2019</u> Date
<b><i>District Gifted and Talented Coordinator</i></b>		
<u>Dr. Alisa Taylor</u> Printed Name	 Signature	<u>4-23-2019</u> Date
<b><i>District Strategic Planning Contact Person</i></b>		
<u>Dr. Alisa Taylor</u> Printed Name	 Signature	<u>4-23-2019</u> Date

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# **MISSION, VISION, VALUES, AND BELIEFS**

## **Belief Statements**

All children can learn, and our schools must assist them in reaching their full potential.

A rigorous and comprehensive quality education is essential for all students.

Our community is strengthened by respecting, celebrating, and utilizing its diversity.

Successful schools have a positive impact on our community.

All stakeholders — families, schools, and community — play a vital role in the education process.

Our quality schools are led by highly motivated and nurturing staff.

Our schools are committed to continuous growth in academic achievement and development of character, personal responsibility, and productive citizenship.

Our children's achievement is best measured by a variety of assessments, skills, and experiences.

Utilizing technology is essential for college and career readiness.

A safe, healthy, and nurturing environment is essential for positive growth and development.

Our schools are committed to developing academic skills and employability characteristics for college and career readiness.

Life and career characteristics such as Integrity, self-direction, global perspective, perseverance, work ethic and interpersonal skills must be emphasized, modeled and expected.

Our schools strive to develop self-sufficient and intrinsically motivated, creative thinkers and problem solvers.

## **VISION**

The Kershaw County School District will empower and challenge all students to become productive members of a globally dynamic society.

## **MISSION**

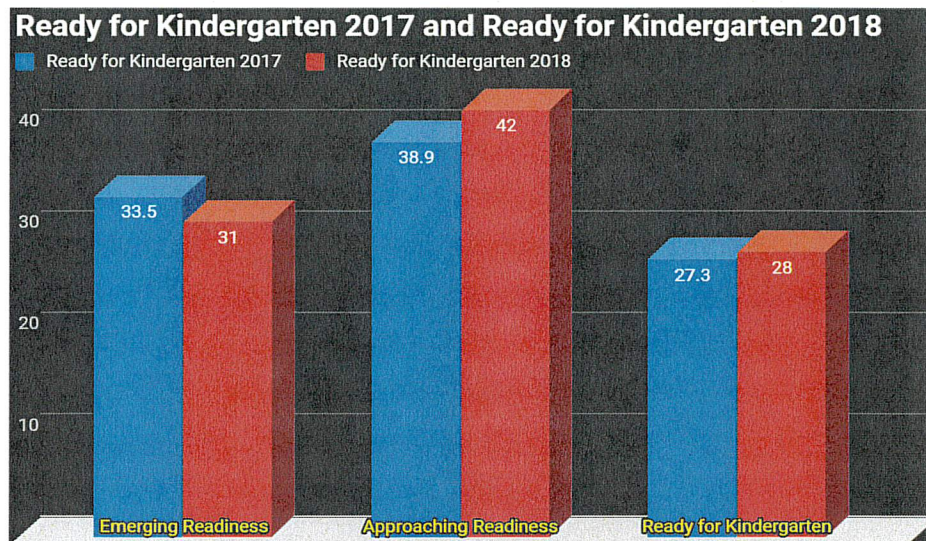
Our mission is to educate all students for success.



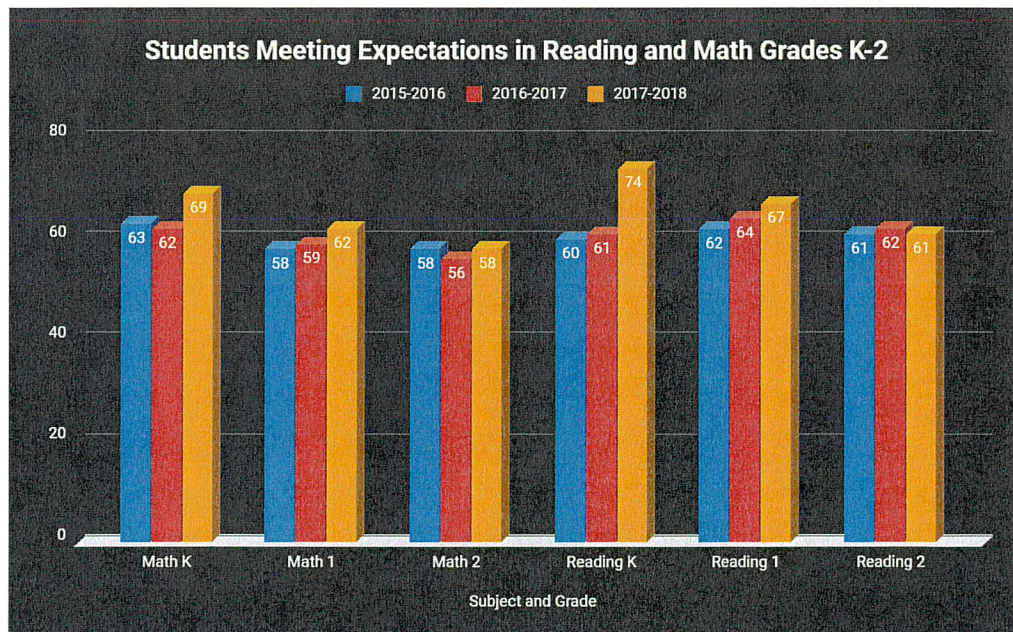
## NEEDS ASSESSMENT DATA

The State of South Carolina report card for the Kershaw County School District is located at the link below.  
<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=D&d=2801&s=000>

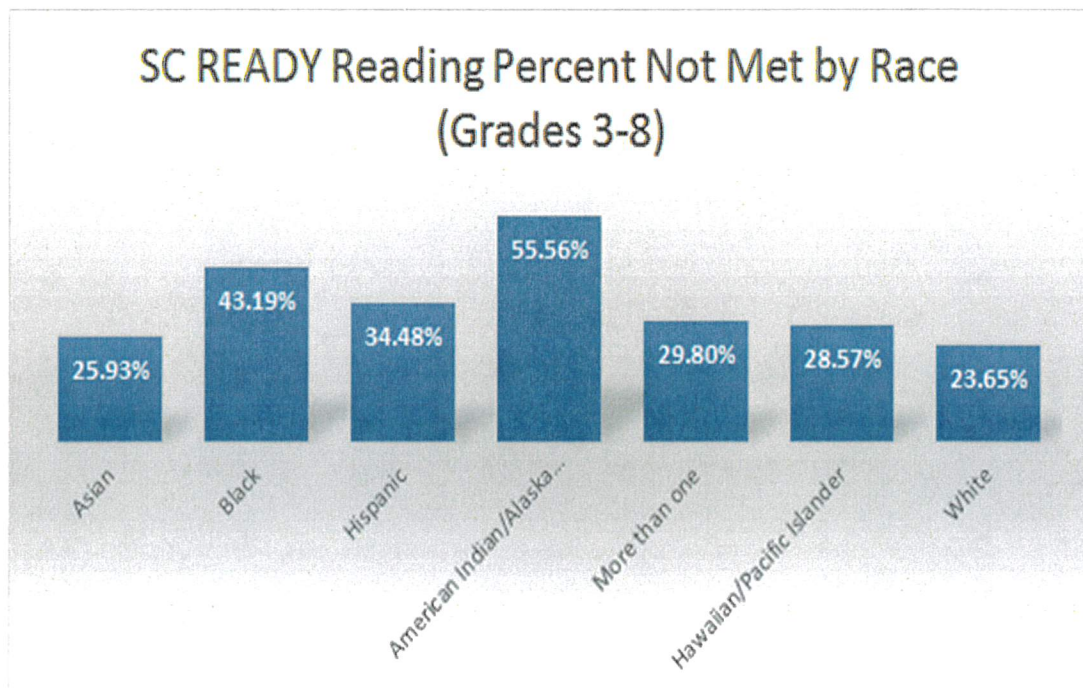
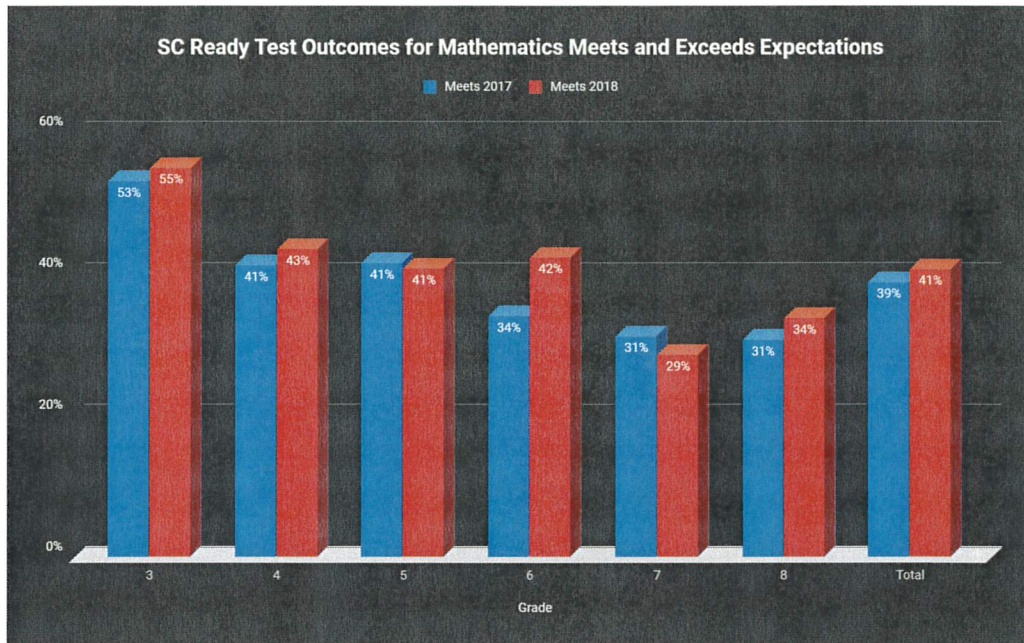
### Readiness for Kindergarten as measured by the SC Readiness Assessment

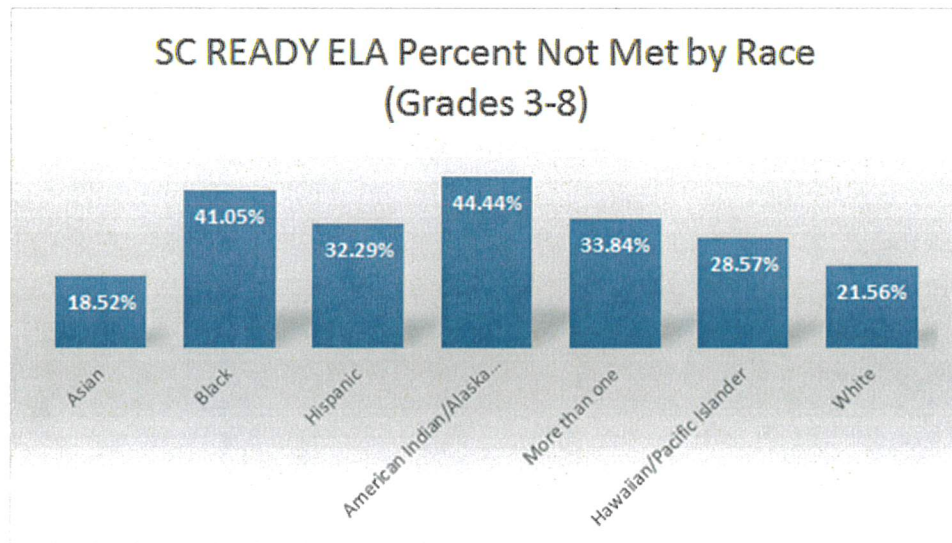
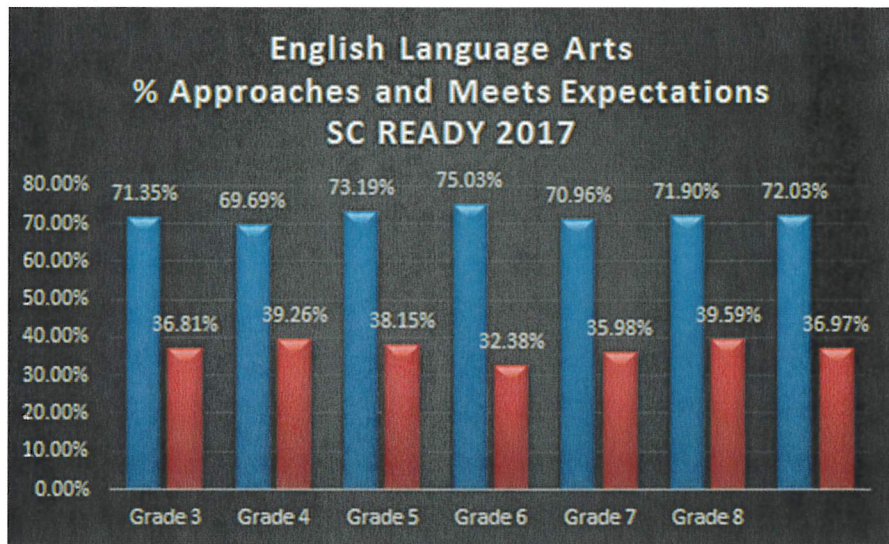


### Measures of Academic Progress(MAP) Test Data Percentage of Students Performing on Grade Level

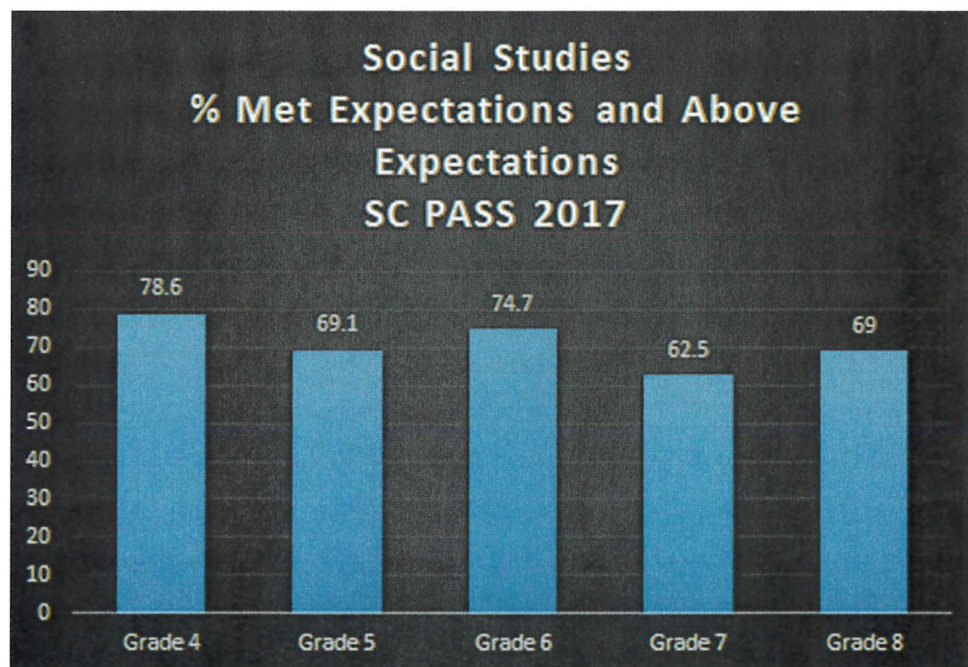
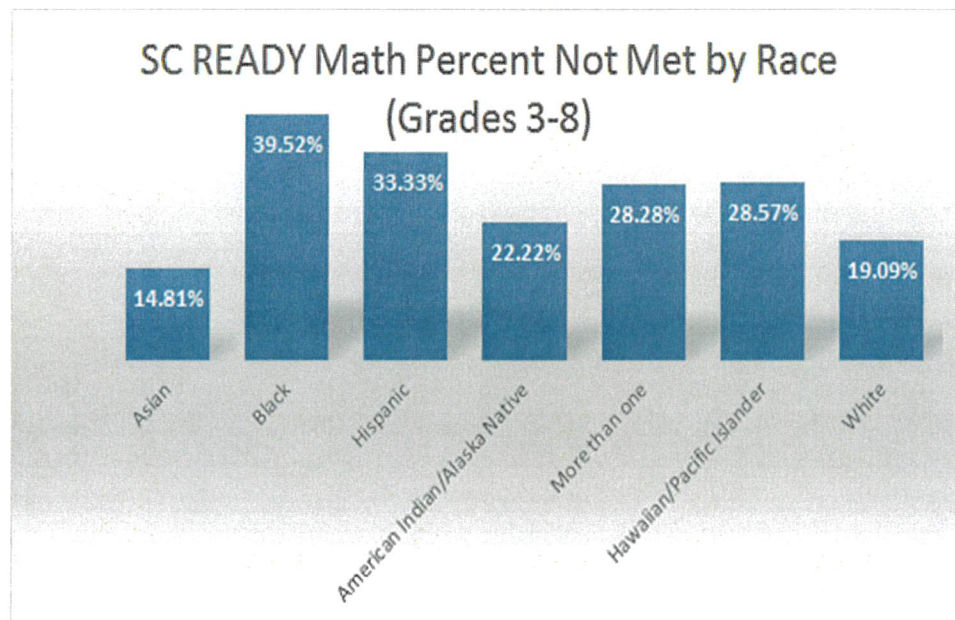




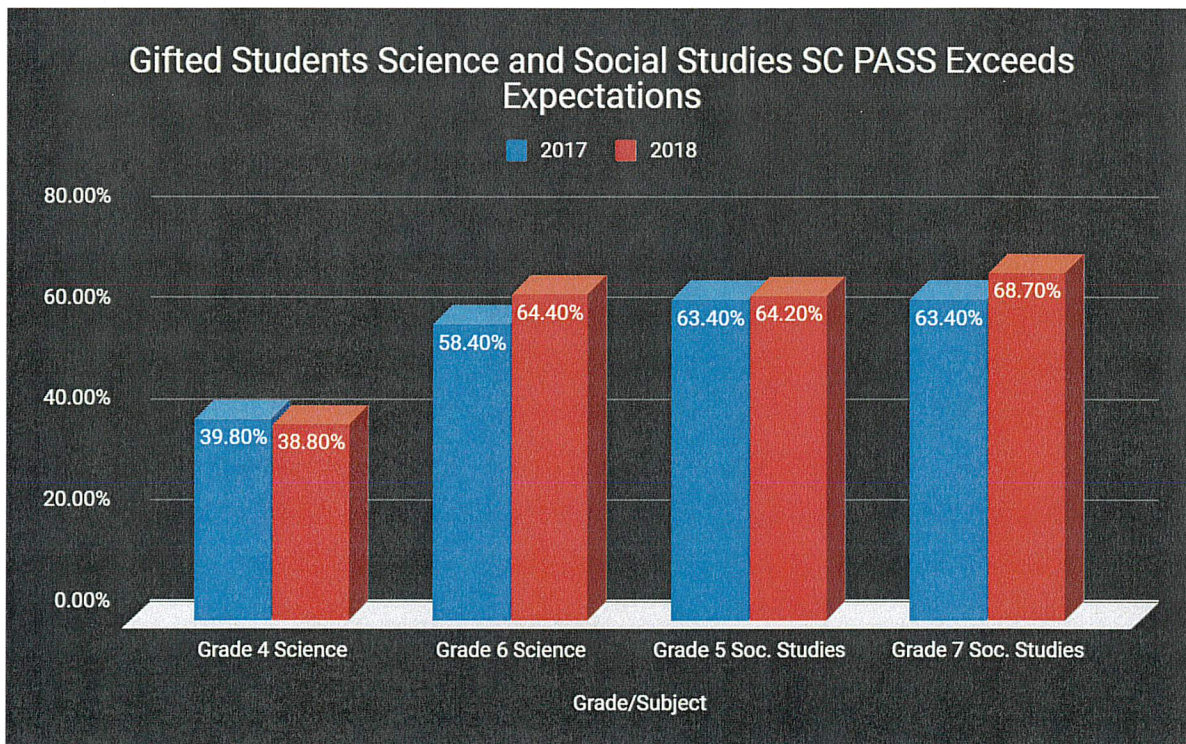
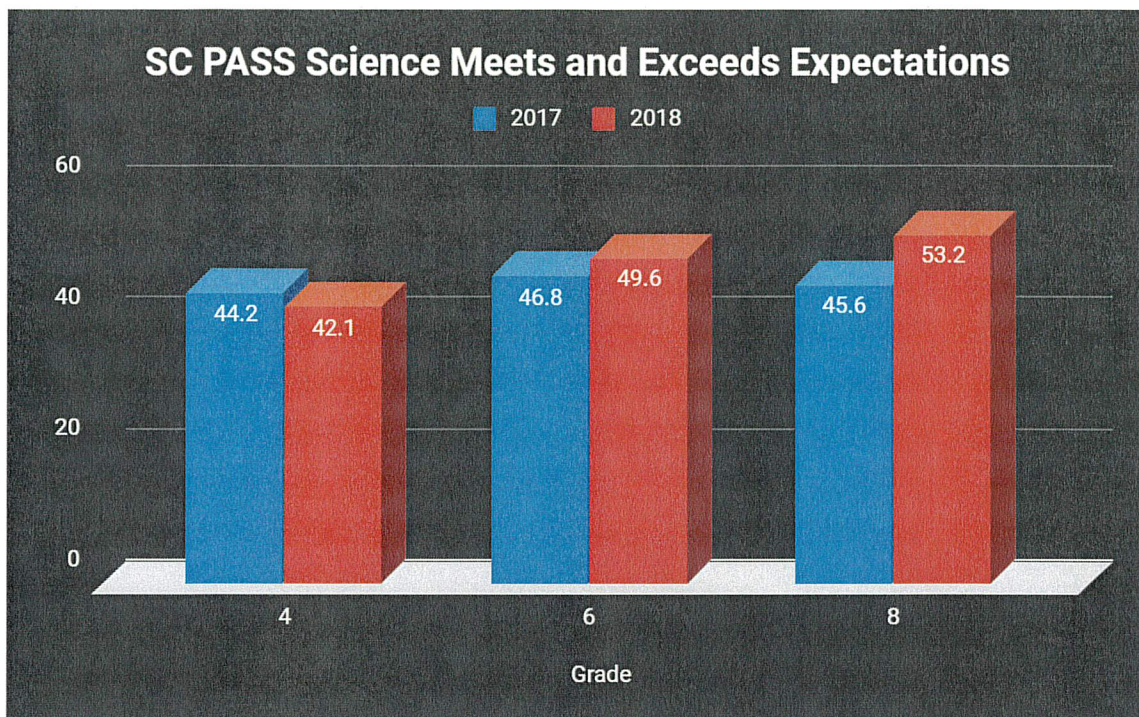






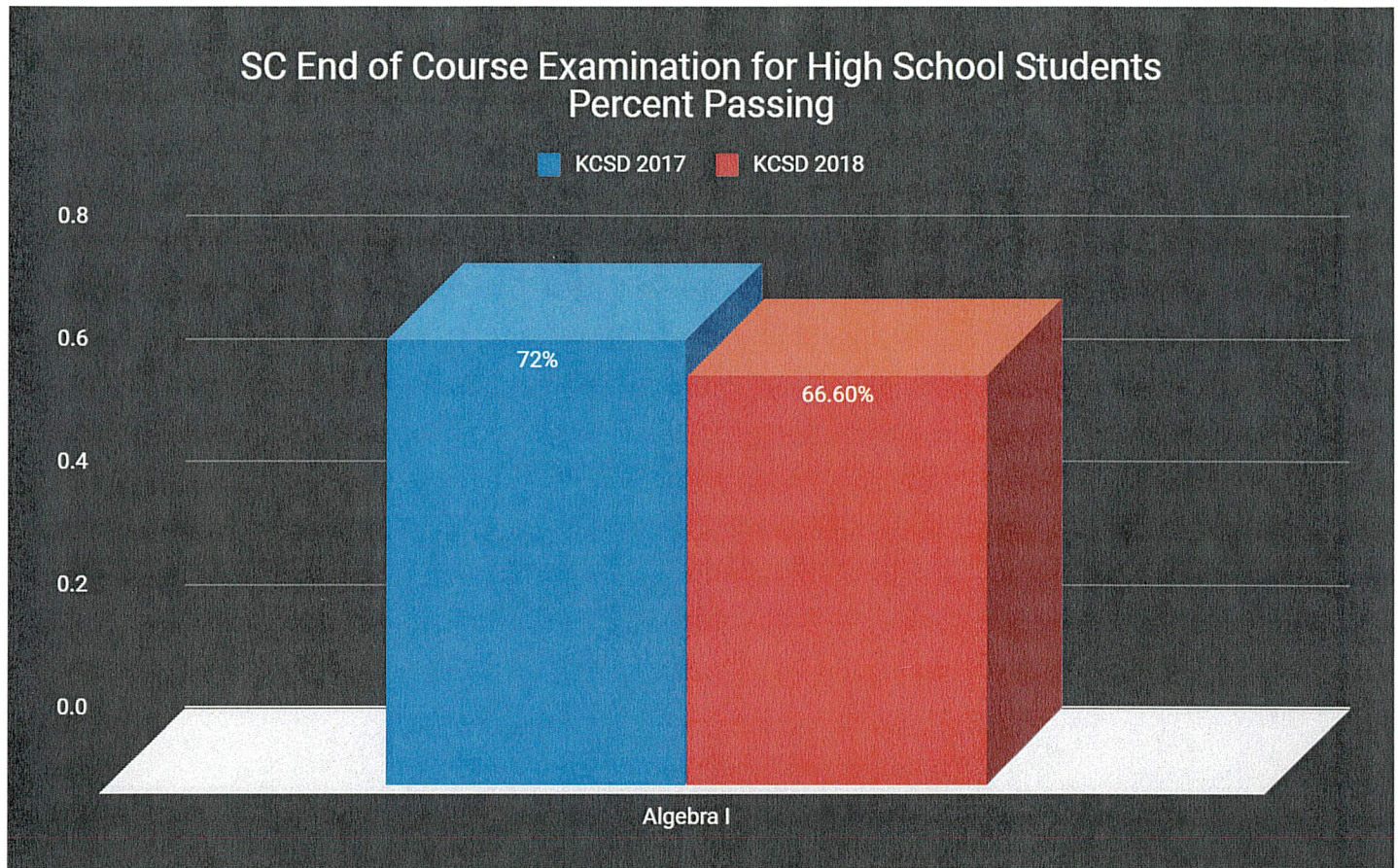




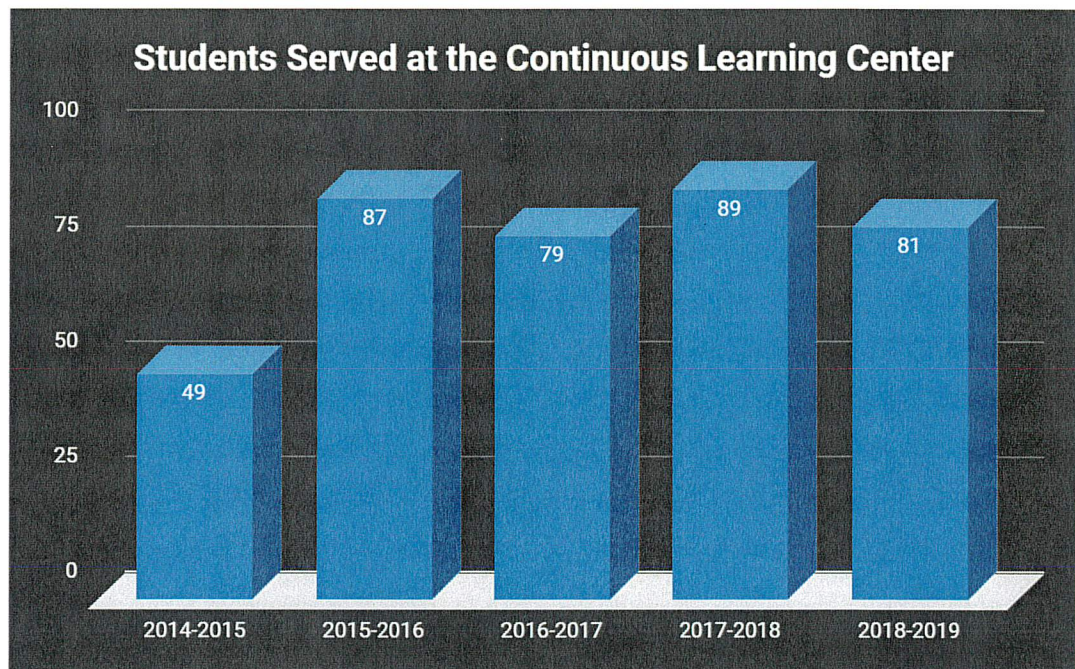
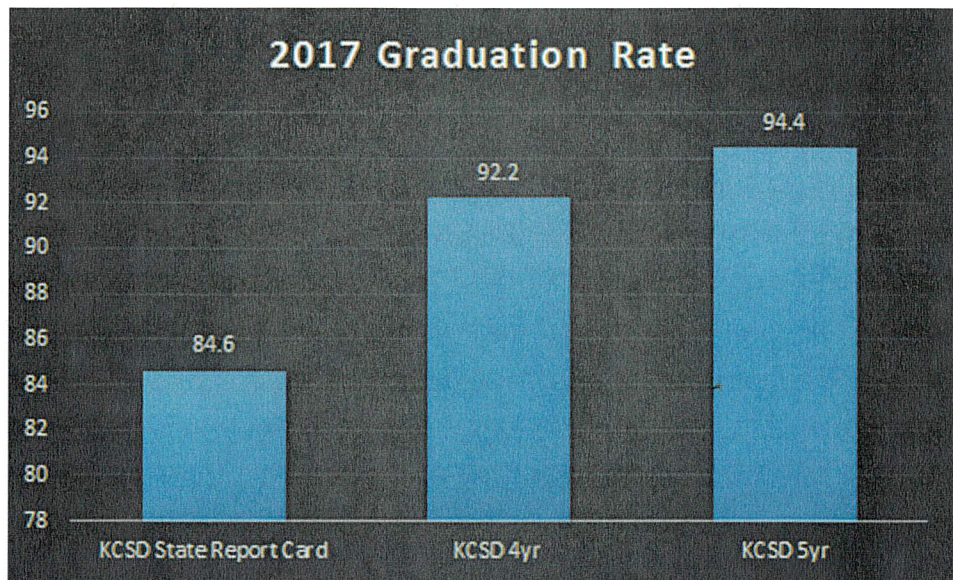


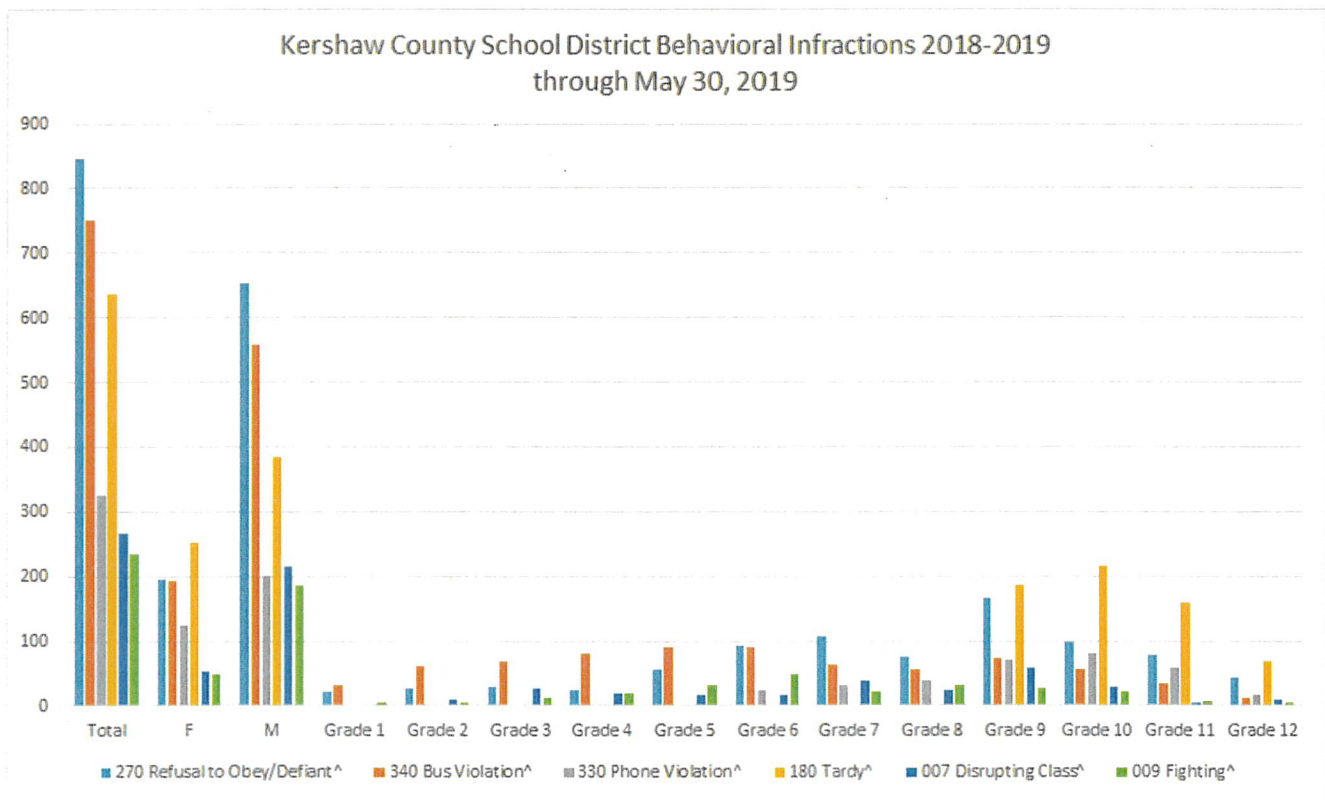
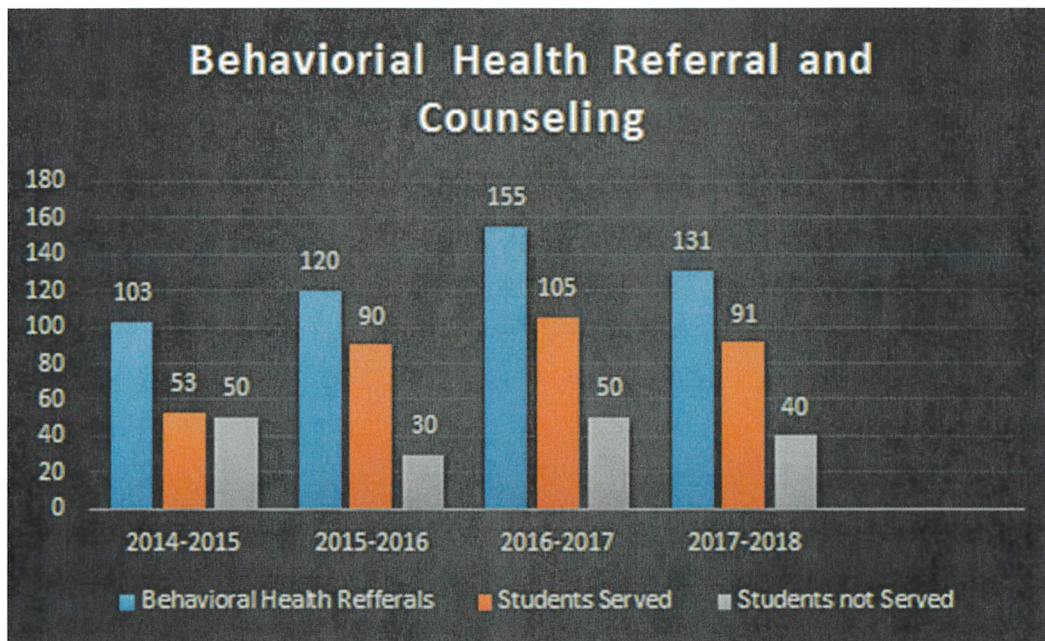


## Kershaw County School District End of Course Exams Percentage Passed 2018



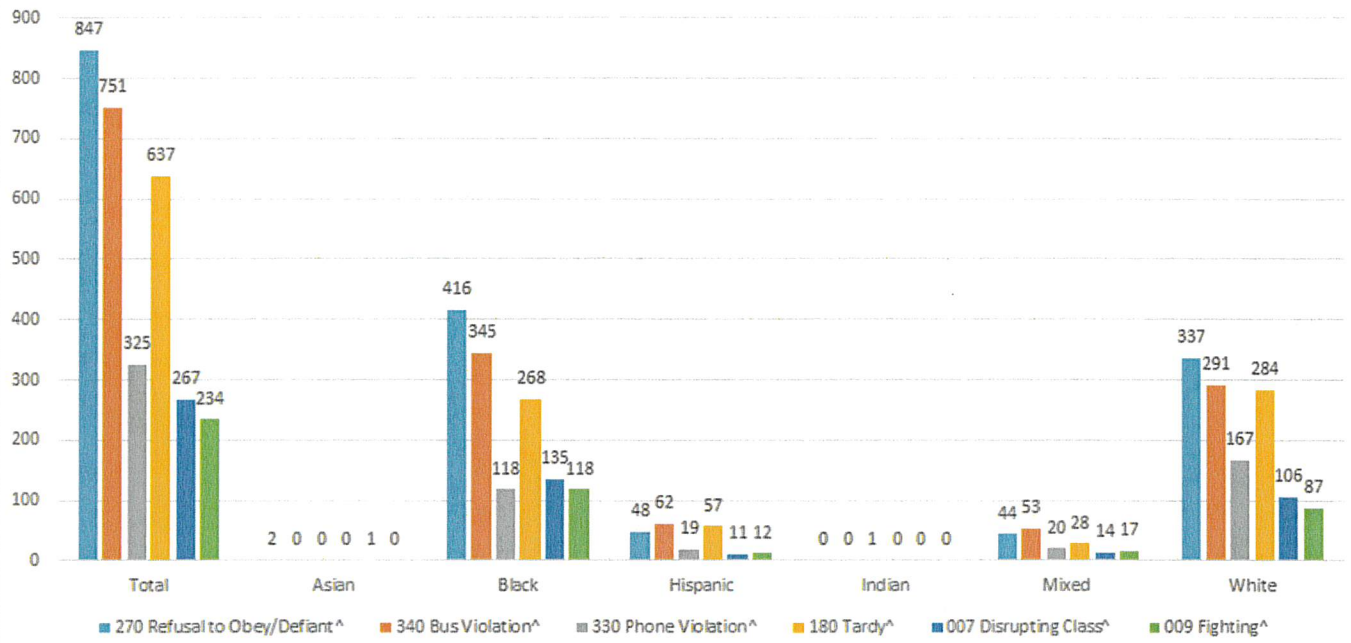








# Kershaw County School District Behavioral Infractions 2019 by Race



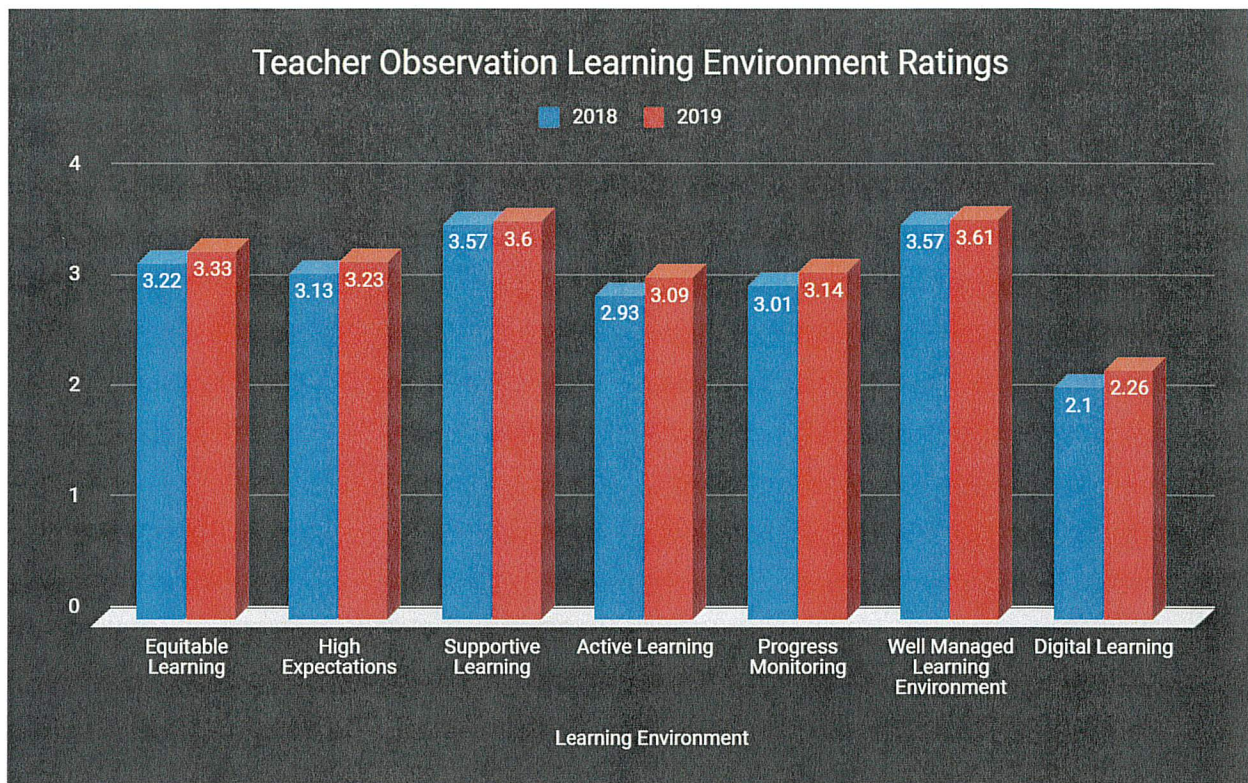


## District Level Leadership and Culture Survey- December 2017

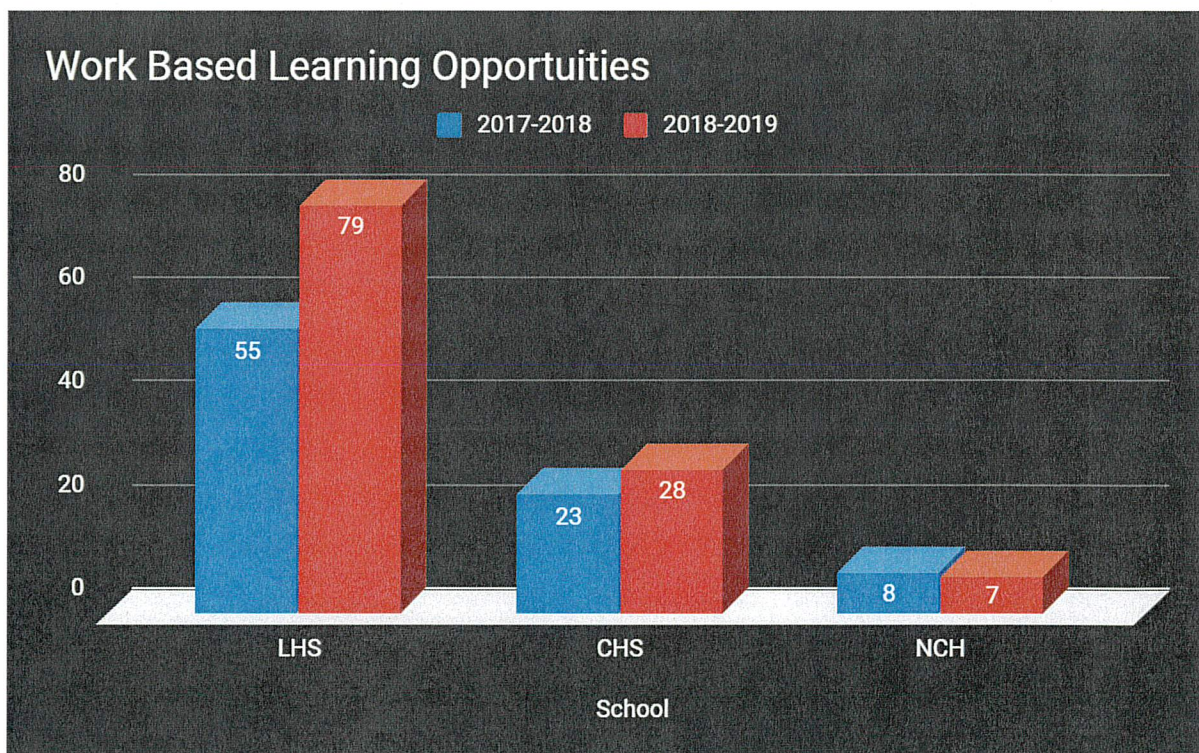
*Principals and district office staff completed the survey with items rated on a scale of 1-4 with 4 being strongly agree.*

Question	Average Score 2017	Average Score 2018
Leaders identify and base decisions on goals	2.6	3.0
People are recognized and rewarded	2.5	3.0
Senior leaders walk the walk	2.9	3.0
Senior leaders are colleagues	3.1	3.1
Leaders accept responsibility	2.8	3.1
Support for innovation	2.6	3.2
Information is public	3.1	2.8
There is clarity of roles	3.5	2.8
Support is adequate	3.1	2.8
Processes are clearly defined	2.7	2.6
Teamwork is encouraged	2.6	3.0





## College and Career Ready Work-Based Learning Opportunities 2017-2018





## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Student Achievement, including sub-groups
<p>Early Childhood/Primary (PK–2):</p> <p>Based on the results of the data from our 4K, 5k, 1st, and 2nd grade assessments, we are concerned about the preparation of our early childhood students as well as our curriculum programs and initiatives to address kindergarten readiness. (see charts 1 and 2)</p>
<p>Elementary/Middle (3–8):</p> <p>In the core content areas 70% or more of students are approaching or meeting expectations. However, science scores on the SC PASS for grades 4-8 are lower than scores in the other core content areas with 50% or more of students not meeting expectations.</p> <p>We are concerned about the percentage of minority students not meeting expectations in reading and mathematics and about our lack of specific initiatives for this group of students.</p>
<p><b>High School (9–12):</b></p> <p>We are concerned that State performance on the End of Course test for Algebra 1 exceeded KCSD performance by 2.4 percentage points.</p> <p>With the new Diploma Pathways legislation implementation beginning in 2018, we are concerned about the low numbers of work-based and internship opportunities for high school students. Work based learning opportunities for special education students and for career and technology education students need to be increased for career opportunities after high school.</p>
Teacher/Administrator Quality
<p><i>In the areas of</i> Recognition of Employees, Support for Innovation, Modeling Teamwork, Identification of Goals, Clearly defining Processes, and Basing decisions on stated goals a leadership survey indicated that district administrators scored below a score of 3 or a 4 point scale.</p> <p>Almost 700 observations of teachers indicate that digital learning or the effective use of classroom technology is not occurring on a frequent basis in our classrooms. Both the use of technology as a resource and as a collaborative problem solving tool are areas that earned low ratings.</p>
School Climate
<p>Even though we have seen fewer office referrals and out of school suspensions over the past five years due to alternative strategies for addressing behavioral infractions, we have increasing numbers of students who are referred for behavioral health counseling. Specifically, these are students who are suffering from depression, social difficulties, anger related issues, impulsivity and other mental health concerns.</p>
Other (such as district and/or school priorities)
<p>Teacher retention and recruitment are concerns even though our retention rate in 2016-2017 was 90.4%. The previous year the rate was 90.8%. This year, we are losing a larger number of teachers to retirement and filling positions in some certificate areas has proven difficult.</p>

<b>Performance Goal Area:</b>	<input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <input type="checkbox"/> District Priority (* required)
<b>PERFORMANCE GOAL:</b> <i>Per SBE Regulation 43-261, 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.</i>  SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	<b>By 2023, the number of kindergarten students demonstrating readiness will increase to 52% as measured by the SC Kindergarten Readiness Assessment.</b>

<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b> South Carolina Kindergarten Readiness Assessment	27% of new kindergarten students demonstrate readiness	<b>Projected Data</b>	<b>32%</b>	<b>37%</b>	<b>42%</b>	<b>47%</b>	<b>52%</b>
		<b>Actual Data</b>	28%				

ACTION PLAN FOR STRATEGY #1: Implement a new 4K curriculum					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train teachers to use the Big Day for 4K.	August 2018	Coordinator for Early Childhood	\$3000	Fund 340	Teacher Surveys Student Portfolios
2. Utilize benchmark assessments every two weeks	August 2018-June 2023	Coordinator for Early Childhood	\$1000	Fund 340	Benchmark Outcomes
3.Update pacing guides for 4 year old kindergarten to include 180 day plans	Summer 2018	Coordinator for Early Childhood	\$2000	Fund 340	Electronic Pacing Guides and 180 day plans
4.Hold department meetings to analyze data and adjust instruction if needed every 2 weeks following benchmark tests.	2018-2023	Principals	No additional cost		Meeting Minutes and action plans

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<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <input type="checkbox"/> District Priority (* required)	
<b>PERFORMANCE GOAL:</b> <i>Per SBE Regulation 43-261, 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.</i>  SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2022-2023 school year, the percentage of students in kindergarten through second grade who are reading and performing math on grade level as indicated by NWEA MAP scores will increase by 25 percentage points.

INTERIM PERFORMANCE GOAL: Meet annual targets below.							
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b> Measures of Academic Progress Scores	Math K-62 Math 1-59 Math 2-56 Reading K-61 Reading 1-64 Reading 2-62	<b>Projected Data</b>	Math K-67 Math 1-64 Math 2-61 Reading K-66 Reading 1-69 Reading 2-67	Math K-72 Math 1-69 Math 2-66 Reading K-72 Reading 1-74 Reading 2-72	Math K-77 Math 1-74 Math 2-72 Reading K-77 Reading 1-79 Reading 2-77	Math K-82 Math 1-79 Math 2-77 Reading K-82 Reading 1-84 Reading 2-82	Math K-87 Math 1-84 Math 2-82 Reading K-87 Reading 1-89 Reading 2-87
		<b>Actual Data</b>	Math K- Math 1- Math 2- Reading K- Reading 1- Reading 2-  N/A	Math K- Math 1- Math 2- Reading K- Reading 1- Reading 2-	Math K- Math 1- Math 2- Reading K- Reading 1- Reading 2-	Math K- Math 1- Math 2- Reading K- Reading 1- Reading 2-	Math K- Math 1- Math 2- Reading K- Reading 1- Reading 2-

ACTION PLAN FOR STRATEGY #1: Implement Reader's/Writer's Workshop					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Create a committee to plan professional development and assess needed resources and materials	2018-2023	Executive Director for k-12 Instruction	\$2000	General Fund	Professional Development Plan
2.Train teachers	2018-2023	Reading Coaches	\$3000	General Fund	Training Rosters
3. Assess students every two weeks	2018-2023	Teachers	N/A	N/A	Test Results
4. Hold department meetings every two weeks	2018-2023	Teachers	N/A	N/A	Meeting Minutes

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<b>ACTION PLAN FOR STRATEGY #2: Focus math instruction on strategies to increase number sense and concepts and generalizations.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Create a committee of math teachers with each school represented to revisit the district pacing guides and 180 day plans.	2018-2023	Math Coordinator	\$5000.00	Title II	180 day plans
2.Determine the need for professional development and resources.	2018-2023	Math teachers and Coordinator	\$2000	General Fund	List of needs
3. Train Teachers in the K-5 Numeracy Leadership	2018-2019	Consultant and Coordinator	\$2500	General Fund	Training Certificates
4.Assess students every two weeks	2018-2023	Teachers and Principals	N/A	N/A	Assessment Results
5. Hold departmental meetings every two weeks	2018-2023	Teachers and Principals	N/A	N/A	Meeting Minutes

*To add a row, go to the last box and press the tab button.*



**Performance Goal Area:**

Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*

☒ Student Achievement\*☐ Teacher/Administrator Quality\*☐ School☐ District Priority

(\* required)

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, 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.*

SMART goal must include:

WHO will do WHAT, as

measured by HOW and WHEN.

**By the end of the 2023 school year, student performance on the Algebra I End of Course Test will improve by 2 percentage points each year.**

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b> EOC test data for Algebra I	72.3	<b>Projected Data</b>	74.3	76.3	78.3	80.3	82.3
		<b>Actual Data</b>	N/A				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATIO N
1. Professional Development on Usage of Benchmark Testing Data	2018-2020	Coordinator	\$5000	Professional Development funds	Training Certificates
2. Target students at-risk for failing EOC's using Benchmark Data	2018-2023	Principals and Teachers	N/A	N/A	Meeting minutes
3. Align in-class tests to EOC tests	2018-2023	Teachers and Coordinator	N/A	N/A	EOC scores
4. Provide staff development on the use of Algebra Nation	2018-2019	Instructional Technology Coordinator	N/A	N/A	Teacher sign-in sheets

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <input type="checkbox"/> District Priority (* required)	
<b>PERFORMANCE GOAL:</b> <i>Per SBE Regulation 43-261, 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.</i>  SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	<b>By 2023, increase the math performance in grades 3-8 by 10 percentage points or by 2 percentage points a year as measured by the SC Ready Assessment..</b>

<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b> SC Ready 2017	Grade 3-53 4-41 5-41 6-.34 7- 31 8-30	<b>Projected Data</b>	3-55 4-43 5-43 6-.36 7-33 8-32	3-57 4-45 5-45 6-.38 7-35 8-34	3-59 4-47 5-47 6-40 7-37 8-36	3-61 4-49 5-49 6-41 7-39 8-38	3-63 4-51 5-51 6-43 7-41 8-40
		<b>Actual Data</b>	N/A				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Create a committee of math teachers at each grade level to revisit and update the district pacing guides and 180 day plans.	2018-2020	Executive Director for Instruction	\$5000	General Fund	Completed Plans
2.Determine the need for professional development and resources.	2018-2019	teachers and principals	N/A	N/A	List of needed resources and professional development
3. Train Teachers is best practices and provide examples of exemplary lessons;	2018-2023	Math Coordinator	\$2000	General Fund	Exemplary videos
4.Assess student progress every two weeks in grade level team meetings	2018-2023	teachers and principals	N/A	N/A	meeting minutes
5.Hold departmental meetings every two weeks	2018-2023	Principal	N/A	N/A	meeting minutes

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate  
(Parent Involvement, Safe and Healthy Schools, etc.)\* ☐ District Priority  
(\* required)

**PERFORMANCE GOAL:**  
*Per SBE Regulation 43-261, 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.*

SMART goal must include:  
WHO will do WHAT, as  
measured by HOW and  
WHEN.

**By 2023, SC PASS Scores in grades 4-8 science will increase by 25 percentage points.**

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>	Grade 4-44.2	<b>Projected Data</b>	Grade 4-45 5-48 6-51 7- 51 8-50	Grade 4-.50 5-53 6-56 7-56 8-55	Grade 4-55 5-58 6-61 7-61 8-60	Grade 4-60 5-63 6-66 7-66 8-65	Grade 4-65 5-68 6-71 7-76 8-70
SC PASS Science	6-46.8 7- 46.2 8-45.6	<b>Actual Data</b>	Grade 4- N/A 5- 6- 7- 8-	Grade 4 5- 6- 7- 8-	Grade 4- 5- 6- 7- 8-	Grade 4- 5- 6- 7- 8-	Grade 4- 5- 6- 7- 8-



<b>ACTION PLAN FOR STRATEGY #1: Enhance teacher resources and supports for science instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Form grade level teams for science to revise the district pacing guides and 180 day plans for science.	Fall 2018	Executive Director for Instruction	\$5000	General Fund	Completed Plans
2. Utilize Augmented Reality Hardware for engagement and enhanced comprehension	2018-2023	Coordinator for Instructional Technology and Teachers	\$207,000	General Fund	Simulations for Parents
3. Implement lab simulation software	2018-2023	Coordinator for Instructional Technology and Teachers	60,000	General Fund	Student Projects
4. Professional Development on best practices for science instruction.	2018-2023	Coordinator for Professional Development	\$10,000	PD Funds	Classroom Observations

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<b>Performance Goal Area:</b> (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)	<input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate <input type="checkbox"/> District Priority
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<b>PERFORMANCE GOAL:</b> <i>Per SBE Regulation 43-261, 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.</i>  SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2023, district administrative leadership will improve as indicated by a .2 increase in survey results in the areas of:  Recognition of Employees  Support for Innovation  Modeling Teamwork  Basing decisions on stated goals
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INTERIM PERFORMANCE GOAL: Meet annual targets below.							
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>	1. Recognition of Employees 2.5	<b>Projected Data</b>	1. 2.7	1. 2.9	1. 3.1	1. 3.3	1. 3.5
			2. 2.8	2. 3.0	2. 3.2	2. 3.5	2. 3.7
	2. Support for Innovation 2.6		3. 2.8	3. 3.0	3. 3.2	3. 3.5	3. 3.7
			4. 2.8	4. 3.0	4. 3.2	4. 3.5	4. 3.7
	3. Modeling Teamwork 2.6		5. 2.9	5. 3.1	5. 3.3	5. 3.5	5. 3.7
			6. 2.8	6. 3.0	6. 3.2	6. 3.4	6. 3.6
	4. Identification of Goals 2.6	<b>Actual Data</b>	1. 3.0	1.	1.	1.	1.
			2. 3.2	2.	2.	2.	2.
	5. Clearly defining Processes 2.7		3. 3.0	3.	3.	3.	3.
			4. 3.0	4.	4.	4.	4.
	6. Basing decisions on stated goals 2.6		5. 2.6	5.	5.	5.	5.
			6. 3.0	6.	6.	6.	6.

ACTION PLAN FOR STRATEGY #1: Identify district and department goals.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Determine what the "Big Ideas" are by revisiting the Mission/Vision/Values	July 1, 2018 - October 31, 2018	Director of Professional Learning, Superintendent	no cost	none needed	Revised district goals and department goals
2.Develop standing committees around those "Big Ideas" that include all district staff	November 1, 2018 - December 31, 2018	Director of Professional Development	no cost	N/A	Meeting Minutes
3.Conduct a retreat for all district staff to inculcate the "Big Ideas" into our everyday work and to facilitate teamwork among offices	July 2019	Director of Professional Learning	\$10,000	PD Funds	Action Plan
4.Hold quarterly meetings with representatives of all departments	July 1, 2019 - June 30, 2023	Superintendent	N/A	N/A	Meeting Minutes
5.Hold monthly departmental staff meetings	July 1, 2019 - June 30, 2023	Department Directors	N/A	N/A	Meeting Minutes

*To add a row, go to the last box and press the tab button.*



<b>ACTION PLAN FOR STRATEGY #2: Research and develop an employee recognition system that is planned, consistent, and does not detract from employee morale.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Recognize employee birthdays	July 1, 2018 - June 30, 2022	Superintendent	\$300.00	General Fund	Survey Results
2.Create a virtual, anonymous suggestion box for employees to share ideas for enhancing the office culture	July 1, 2018 - June 30, 2022	Communications Director	N/A	N/A	Responses
3.Organize Office Culture Committee with representation from all offices and all levels of personnel	January 1, 2019 - March 30, 2019	Director of Professional Learning	N/A	N/A	Meeting Minutes
4.Visit other school districts and isolate best practices	July 1, 2018 - December 31, 2018	Director of Professional Learning	\$1500	PD Funds	List of Best Practices
5.Organize and staff a Health and Wellness Committee	January 1, 2019 - March 30, 2019	Director of Human Resources	\$1200	Local PD Funds	Establishment of a recognition system and evidence of staff being recognized on a consistent basis.
6.Conduct an annual staff survey	June 30, 2018 - June 30, 2022	Director of Professional Learning	N/A	N/A	Survey Results

To add a row, go to the last box and press the tab button.

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <input type="checkbox"/> District Priority (* required)	
<b>PERFORMANCE GOAL:</b> <i>Per SBE Regulation 43-261, 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.</i>  SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2023 school year, the numbers of middle and high school students referred to the Continuous Learning Center due to behavioral health challenges will be reduced by 10%.

<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below..							
	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b> CLC Referral Records	89	<b>Projected Data</b>	87	85	83	81	79
		<b>Actual Data</b>	81				

<b>ACTION PLAN FOR STRATEGY #1: Develop and implement a program for parents.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELIN E (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTAT ION</b>
1.Train staff for parenting program.	2018-2019	program administrator	10,000	At Risk Funds	certification of trainees
2.Identify potential student/parent participants for parenting program	2018-2019	school level administrator	0	N/A	roster of students/parents identified for program

3. Implementation of parenting classes	2019-2024	trained staff	\$6000	At Risk Funds	number of families meeting criteria for discharge
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<b>ACTION PLAN FOR STRATEGY #2: The Kershaw County School District will develop an alternative placement for third-fifth grade students who are at-risk for social, emotional, and behavioral health concerns.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.secure teacher and classroom assistant positions	2019-2024	program administrator	85,000/year	General Fund	Teacher and assistant hired
2. Purchase classroom and program supplies	2019-2023	Program administrator	\$1000	At Risk Funds	classroom and program materials purchased
3.develop screening procedure to identify potential students	2018-2019	program administrator	0	N/A	implementation of screening procedures
4.successful transition to school	2019-2024	committee	0	N/A	increase percentage of students who successfully return to school
5.secure staff for K-2 alternative education program	2019-2024	program administrator	60,000/year	General Fund	decrease percentage of students referred to 3rd-5th grade alternative education program

*To add a row, go to the last box and press the tab button.*

<b>Performance Goal Area:</b> <span style="margin-left: 20px;"><input checked="" type="checkbox"/> Student Achievement*</span> <span style="margin-left: 20px;"><input type="checkbox"/> Teacher/Administrator Quality*</span> <span style="margin-left: 20px;"><input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*</span> <span style="margin-left: 20px;"><input type="checkbox"/> District Priority</span> <div style="text-align: center; margin-top: 5px;">(* required)</div>	
<b>PERFORMANCE GOAL:</b> <i>Per SBE Regulation 43-261, 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.</i>  SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	<b>By 2023 internships, apprenticeships, and work-based learning opportunities will increase by 20% for all high school students to include students working on the South Carolina High School Credential.</b>

<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b> PowerSchool	CHS-23 NCH-8 LHS-55	<b>Projected Data</b>	28 13 60	30 15 62	32 17 64	34 19 66	36 21 68
		<b>Actual Data</b>	28 7 79				



ACTION PLAN FOR STRATEGY #1: Increase the number of available internships, apprenticeships and work based learning opportunities for high school students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Hire a .5 Coordinator to develop relationships with community businesses and to arrange opportunities for students.	2018-2023	Director at ATEC and Special Education Director	\$60,000	General Fund	Opportunities for Students

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <input checked="" type="checkbox"/> District Priority (* required)	
<b>PERFORMANCE GOAL:</b> <i>Per SBE Regulation 43-261, 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.</i>  SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	<b>By the end of the 2023 school year, teacher retention will remain at 90% or higher as indicated on the SC State Report Card for the Kershaw County School District.</b>

INTERIM PERFORMANCE GOAL: Meet annual targets below.							
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SC State Report Card for Kershaw County	90.4%	Projected Data	90%	90%	90%	90%	90%
		Actual Data	95.3				



ACTION PLAN FOR STRATEGY #1: Recruit and retain teachers.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Expand recruitment program by increasing the number of visits to colleges and universities with teacher education programs by 10% and identifying innovative methods for recruiting.	2018-2023	Assistant Supt. for Human Resources	\$10,000	Title II	New Hires
2.HR will distribute data to 100% of all employees who discontinue employment from Kershaw County School District. All employees who leave will be invited to respond to an exit survey which will ask questions regarding reasons for their impending departure. Candidates will also have the opportunity to share their reasons, face-to-face with HR for discontinuing employment with the district. Data collected will be analyzed and used to set additional retention goals.	2018-2023	Assistant Supt. for Human Resources	N/A	N/A	Survey Results
3.Design and implement a personnel marketing campaign	2018-2023	Assistant Supt. for Human Resources	N/A	Title II	Marketing Products

**Performance Goal Area:** ☐ Student Achievement\* ☒ Teacher/Administrator Quality\* ☐ School Climate  
(Parent Involvement, Safe and Healthy Schools, etc.)\* ☐ District Priority  
(\* required)

**PERFORMANCE GOAL:**  
*Per SBE Regulation 43-261, 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.*

SMART goal must include:  
WHO will do WHAT, as measured  
by HOW and WHEN.

**By the end of the 2023 school year, the elect rating for district teacher observations in the areas of digital technology will increase by 1 on a four point scale.**

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>	2.1	<b>Projected Data</b>	2.3	2.5	2.7	2.9	3.1
AdvancEd elect		<b>Actual Data</b>	2.26				

ACTION PLAN FOR STRATEGY #1: Professional Development					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development for all teachers on the use of technology for communication, collaboration, critical thinking, and creation	2018-2023	Coordinator for Instructional Technology	\$250,000.00	Technology Professional Development Fund	Higher level observation scores. Student Artifacts
2. Strengthen faculty's knowledge of Digital Citizenship curriculum Online repository of differentiated instructional technology courses/opportunities (such as Edviation)  Build online forum to discuss and inform instruction in the classroom (Internal District collaborative knowledge share)  Strengthen use of technology for	2018-2023	Coordinator for Instructional Technology	\$20,000	General Fund	Certificates for trained staff  Video Library  Online community  Record of Digital Badges

differentiated instructional strategies and learning styles. For staff, a tiered system of digital badges indicating professional growth in technology with incentives.					
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Kershaw County School District  
Gifted and Talented Goals

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <input type="checkbox"/> District Priority (* required)	
<b>PERFORMANCE GOAL:</b> <i>Per SBE Regulation 43-261, 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.</i>  SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2023 school year, the percentage of gifted students scoring exemplary in grades 4-7 in the area of science as measured by the SC PASS test will increase by 10 percentage points.

<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below..							
	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s)</b> : SC PASS	Grade 4-39.8 Grade 5-52.9 Grade 6-58.4 Grade 7-58.2	<b>Projected Data</b>	Gr. 4-41.8 Gr.5 -54.9 Gr. 6-60.4 Gr. 7-60.2	43.8 56.9 62.4 62.2	45.8 47.8 64.4 64.2	47.8 49.8 66.4 66.2	49.8 51.8 68.4 68.2
		<b>Actual Data</b>	N/A				



ACTION PLAN FOR STRATEGY #1: Revise the gifted special class curriculum in the area of science.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Review Project Lead the Way and William and Mary Units to select those aligned with grade level curriculum	2018-2019	Gifted Coordinator and Teachers of Gifted Students	5,000.00	General Fund	Pacing Guide
2. Create and administer informal benchmark assessments for science standards for each grade level	2019-2023	Coordinator and Teachers	0	N/A	Assessment results

**Performance Goal Area:**      ☒ Student Achievement\*    ☐ Teacher/Administrator Quality\*    ☐ School Climate  
(Parent Involvement, Safe and Healthy Schools, etc.)\*    ☐ District Priority  
(\* required)

**PERFORMANCE GOAL:**  
*Per SBE Regulation 43-261, 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.*

SMART goal must include:  
WHO will do WHAT, as measured  
by HOW and WHEN.

By the end of the 2023 school year, the percentage of gifted students scoring exemplary in grades 4-7 in the area of social studies as measured by the SC PASS tests will increase by 10 percentage points.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below..

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s) :</b> SC PASS	Grade 4-51.7 Grade 5-63.4 Grade 6-51.6 Grade 7-63.4	<b>Projected Data</b>	Gr. 4-53.7 Gr.5 -65.4 Gr. 6-53.6 Gr. 7-65.4	55.7 67.4 55.6 67.4	57.4 69.4 57.6 69.4	59.4 70.4 59.6 71.4	61.4 72.4 61.6 73.4
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: Revise the gifted special class curriculum in the area of social studies.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Review William and Mary Units to select those aligned with grade level curriculum	2018-2019	Gifted Coordinator and Teachers of Gifted Students	5,000.00	General Fund	Pacing Guide
2. Create and administer informal benchmark assessments for social studies standards for each grade level	2019-2023	Coordinator and Teachers	0	N/A	Assessment results



**KERSHAW COUNTY SCHOOL DISTRICT  
GIFTED AND TALENTED REQUIRED TABLES**

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

**DISTRICT:**

**GT INFORMATION FOR SCHOOL YEAR:**

## GIFTED AND TALENTED POLICIES AND PRACTICES

**Directions:** Place an X for an affirmative response in columns marked Academic and Artistic.

		ACADEMIC	ARTISITIC
The district utilizes state identification of gifted and talented students for:	grades 1-2		
	grades 3-5	X	X
	grades 6-8	X	X
	grades 9-12		
The district utilizes trial placement (1 year conditional placement) for:	grades 1-2		
	grades 3-5		
	grades 6-8		
	grades 9-12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1-2		
	grades 3-5		
	grades 6-8		
	grades 9-12		
The district utilizes a formal withdrawal policy for:	grades 1-2		
	grades 3-5	X	
	grades 6-8	X	
	grades 9-12		

**DISTRICT:**

**INFORMATION FOR SCHOOL YEAR:**

**GIFTED AND TALENTED SCOPE AND SEQUENCE**

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



DISTRICT:

INFORMATION FOR SCHOOL YEAR:

# GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Special Class	WMWM WMDI WMAE	X			X	X
4	Special Class	WMWF WMWD WMII	X			X	X
5	Special Class	WMAA WMEC WMBN WMUP	X			X	X
6	Special Class	Research Unit PLTW-STEM	X			X	X
7	Special Class	PLTW-STEM	X			X	X
8		Curriculum Used					
9		Curriculum Used					
10		Curriculum Used					

11		Curriculum Used					
12		Curriculum Used					

DISTRICT:

INFORMATION FOR SCHOOL YEAR:

DISTRICT:

INFORMATION FOR SCHOOL YEAR:

## GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: \_\_\_\_\_

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	SC 2017 Performing Arts Standards	X	X	X	X	X	
4	SC 2017 Performing Arts Standards	X	X	X	X	X	
5	SC 2017 Performing Arts Standards	X	X	X	X	X	
6	SC 2017 Performing Arts Standards	X	X	X	X	X	
7	SC 2017 Performing Arts Standards	X	X	X	X	X	
8	Curriculum Used						

9	Curriculum Used						
10	Curriculum Used						
11	Curriculum Used						
12	Curriculum Used						

**DISTRICT:**

**INFORMATION FOR SCHOOL YEAR:**

### **GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION**

Describe the ways in which the district notifies parents and community of its nomination and identification.
The district posts guidelines for gifted eligibility on the district website. Letters are sent to parents regarding eligibility. Please see attached.

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.

# Kershaw County School District

## Eligibility Criteria for Placement in the Academically Gifted Program

A student must meet the criteria in two of the three dimensions below to qualify for the gifted program.

Student Grade Level	Dimension A Aptitude	Dimension B Achievement Test	Dimension C Academic Performance
Rising 3 <sup>rd</sup> Grade Students (current 2 <sup>nd</sup> grade students)	A score of 96% (national age percentile) on CoGAT results in automatic placement without dimension B or C requirement  Score on CogAT- administered to all state 2 <sup>nd</sup> graders in the fall must be 93% on verbal, non-verbal, or composite.  Score on Raven's test is 93% or	MAP test score of 94%tile in reading comprehension or mathematical problem solving/concepts  or  Score of 94%tile on Iowa Test of Basic Skills in reading or math	STAR performance tasks (spring)  Score of 16 or better on the verbal or non-verbal portions.
Rising 4 <sup>th</sup> Grade Students (current 3 <sup>rd</sup> grade students)	Raven's score of 93%tile for referred students  A score of 93%tile (national age percentile) composite	Qualifying SC State Standardized Test Score in Reading or in Math  MAP (or other nationally norm-referenced test) score of 94%tile in reading comprehension or mathematical problem solving	STAR Performance Tasks (Spring) score of 18 on verbal or non-verbal portions
Rising 5 <sup>th</sup> Grade Students (current 4 <sup>th</sup> grade students)	Raven score of 93%tile for referred students  A score of 93%tile (national age percentile) composite	Qualifying SC State Standardized Test Score in Reading or in Math  MAP (or other nationally norm-referenced test) score of 94%tile in reading comprehension or mathematical problem solving	STAR Performance Tasks (Spring) score of 16 on verbal or 22 on non-verbal portions
Rising 6 <sup>th</sup> Grade Students (Current 5 <sup>th</sup> grade students)	Raven score of 93%tile for referred students  A score of 93%tile (national age percentile) composite	Qualifying SC State Standardized Test Score in Reading or in Math  MAP (or other nationally norm-referenced test) score of 94%tile in reading comprehension or mathematical problem solving	STAR Performance Tasks (Spring) score of 18 on verbal or 25 on non-verbal portions  3.75 final Grade Point Average in core courses using a 4 point scale. GPA is used only for rising 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> graders
Rising 7 <sup>th</sup> and 8 <sup>th</sup> Grade Students (current 6 <sup>th</sup> and 7 <sup>th</sup> grade students)	Raven score of 93%tile for referred students  A score of 93%tile (national age percentile) composite	Qualifying SC State Standardized Test Score in Reading or in Math  MAP (or other nationally norm-referenced test) score of 94%tile in reading comprehension or mathematical problem solving	3.75 final Grade Point Average in core courses using a 4 point scale. GPA is used only for rising 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> graders





## Gifted Education

[Home](#) > [Departments](#) Gifted Education

- ▶ [Home](#)
- ▶ [District Staff](#)
- ▶ [Program Teachers](#)
- ▶ [Photo Gallery](#)

### Gifted Education

Programs for gifted students in Kershaw County aim to develop advanced thinkers, creative producers and independent learners. Programs for the academically gifted include gifted classes for grades 3-7 and Honors Level and Advanced Placement Courses for grades 8-12. Artistically gifted students may participate in the Arts Arising in grades 3-6.

### Handbooks & Resources

- [Eligibility Criteria for Gifted and Talented Program Placement](#)
- [Arts Arising Program](#)

### Frequently Asked Questions

#### How does a child qualify as a gifted learner?

Gifted and talented students may be found within any racial, ethnic, or socio-economic group; within any nationality; within both genders; and within populations with disabilities. Identification is a multi-step process which consists of referral, screening, and assessment of eligibility. South Carolina has mandated three dimensions of giftedness as criteria for placement in the academically gifted program. Students must meet two of three dimensions: aptitude, achievement, and performance.



February 8, 2019

To the Parent/Guardian of:

Your child recently took screening tests used to identify students for placement in the academically gifted program. Students are eligible for this program by meeting the criteria in two of the three dimensions as defined by the State of South Carolina. Your child has met the criteria in one of the three dimensions and is eligible to participate in the South Carolina Performance Task Assessment at his or her school during the testing window of February 19, 2019, through March 4, 2019.

Verbal and nonverbal tasks will be administered to each qualifying student on separate days and are approximately 90 minutes per session. When taking the Performance Tasks Assessment, students participate in a series of lessons. In each lesson, the test administrator presents a skill to the group. Students interact with the test administrator with questions and responses, including a practice problem. Then students work independently on a task that assesses how students process and use the demonstrated skill.

Students are encouraged to respond to all tasks. Please note that some of the skills and tasks may be at a higher level than those presented during regular classroom instruction. This is in keeping with the purpose of the Performance Tasks Assessment to identify students who will benefit from advanced curriculum and instruction.

Responses are scored with a point-scale rubric. There is a separate score for the verbal and nonverbal tasks. Student results are due back to the district in June, 2019. We will send your child's scores as soon as we receive them. If you have questions, please contact your school's guidance counselor, principal or feel free to call or email me.

Sincerely,

Alisa Taylor  
Asst. Supt. for Student Support Services  
803-432-8416 Ext: 1258  
alisa.taylor@kcsd.schools.net



April 12, 2018

Dear Parent/Legal Guardian:

We are pleased to invite \_\_\_\_\_ participate in the 2018 Arts Arising program in the area of \_\_\_\_\_.

Please read carefully the following information to decide whether you will enroll your child in this summer program. After you read the following information, please fill out the attached sheet and send to the Fine Arts Center no later than Friday, May 4, 2018.

- The dates for the 3<sup>rd</sup> grade program are Monday, June 4, through Tuesday, June 19, from 8:30 a.m. - 3:30 p.m. Your child must attend the program all 12 days. Cost is \$50.
- Fourth and fifth grade students will attend Monday, June 4, through Thursday, June 28, 2018, from 8:30 a.m. - 3:30 p.m. Cost is \$50. Your child must attend the program all 19 days. In addition, your child must be present at the Arts Arising Final Showcase to be held June 28, 2018, at 6:00 p.m. at the Fine Arts Center – Wood Auditorium
- There is a fee of \$50 to cover lunch and supplies. However, no student will be excluded from the program because of lack of finances. Limited financial aid is available. To secure your child a position in the program, a \$30 deposit must be received at the Fine Arts Center no later than Friday, May 4, 2018. Please make checks payable to the Fine Arts Center. Payment of the balance of tuition is due at the Fine Arts Center on or before Monday, May 14, 2018. *Please do not send cash payments by mail.*
- A parent or guardian of each child must attend an **orientation session Monday, May 14, 2018**, at 6 p.m. at the Fine Arts Center, 810 Lytleton Street, Camden

In order for your child to attend Arts Arising, you must complete and return the attached sheet and your \$30 deposit by Friday, May 4, 2018, to the Fine Arts Center.

Sincerely yours,

Executive Director for Instructional Support  
Kershaw County School District  
803-432-8416 ex: 1258



**SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

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# **District Proficiency-Based System Plan Evaluation**

Office of Federal and State Accountability  
South Carolina Department of Education  
1429 Senate Street, Room 501  
Columbia, South Carolina 29201



The district has an approved Proficiency-Based System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate the district's plan by answering the questions below.

School District: Kershaw County School District

Name: Mr. Timothy L. Hopkins

Title/Position: Assistant Superintendent for Curriculum and Assessment

Email Address: timothy.hopkins@kcsdschools.net

Phone Number: 803-432-8416

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.

Kershaw County School District met its goal/needs in proficiency-based learning by providing students with real-time academic instruction utilizing APEX Learning. Apex Learning provided us with a system based learning program that allowed us to supplement our traditional methods of instruction. Students were able to meet desired academic goals through content recovery and credit recovery.

2. Please list the specific courses students took.

- |              |                   |                |                  |
|--------------|-------------------|----------------|------------------|
| a. English 1 | a. Algebra 1      | a. Biology 1   | a. World History |
| b. English 3 | b. Algebra 2      | b. Chemistry 1 | b. US History    |
| c. English 4 | c. Prob and Stats |                |                  |
|              | d. Math 6, 7, 8   |                |                  |

3. Please provide the number of students who took a course, and how many students successfully completed it.

Number of Courses - 813

Number of Completers - 2579

4. Please list the South Carolina properly certified teachers who were assigned to the above students.

North Central High School	Mr. Andy Johnson
Lugoff-Elgin High School	Mrs. Theresa McManus
Camden High School	Mr. James Sims

5. Please have the properly certified content area teachers provide examples of how they directly assisted struggling students. Examples include manipulating or differentiating on-line curriculum to accommodate the student's learning modalities, providing tutoring, exchanging emails to discuss lessons, etc.

The teachers all provided differentiation based upon the students' needs, while providing tutoring when necessary. Extensive collaboration with the subject area teachers also contributed to the success of our program.

6. Provide examples of how schools used content-recovery (best practices or alternative methods of instruction) for low performing students in danger of failing a course.

Students were allowed to attend school early in the morning or stay late in the afternoon to recover lost content. Also, students could continue to recover content during lunch, recess, or time between classes.

7. Please attach any revisions or updates to your existing proficiency-based system plan.

The only change to our existing proficiency-based system is that we will switch from APEX Learning to a new learning platform called Edmentum for the 2019-2020 school year.

## 2019 District Summer School Program Site Identification

District Name: Kershaw County District Summer School Contact: Tim Hopkins

Contact's Phone Number: 803-432-8416 EXT. 1233 Contact's Email Address: tim.hopkins@kcsdschools.net

☐ **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 Regulation 43-240: Summer School Program Criteria**
    - a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
      - **Grades 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level.
      - **Grades 9–12** students are awarded high school credit.

Name of Physical Sites for Summer School Program	Name of Site Administrator	E-mail Address Administrator	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Camden High School	Lesley Corner	Lesley.corner@kcsdschools.net	Initial HS Credit	Yes	High
Lugoff Elgin High School	Jeff Caraway	Jeffrey.caraway@kcsdschools.net	Initial HS Credit	Yes	High
North Central High School	Rose Montgomery	Rose.montgomery@kcsdschools.net	Initial HS Credit	Yes	High
Dobys Mill Elementary	Pam Whitehead	pam.whitehead@kcsdschools.net	Read to Succeed	Yes	Elementary
Jackson Elementary	Pam Whitehead	pam.whitehead@kcsdschools.net	Read to Succeed	Yes	Elementary
Midway Elementary	Pam Whitehead	pam.whitehead@kcsdschools.net	Read to Succeed	Yes	Elementary
Lugoff Middle School	Pam Whitehead	pam.whitehead@kcsdschools.net	Read to Succeed	Yes	Middle

*Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2019. If you have any questions, contact Lynn Hammond at 803-734-8320 or by e-mail at [lhammond@ed.sc.gov](mailto:lhammond@ed.sc.gov).*