Table of Contents

Plan Signature Page

DISTRICT STRATEGIC PLAN FOR 5 YEAR CYCLE: 2023/2024 TO 2028/2029

CHAIRPERSON, BOARD OF TRUSTEES

Wanda Hassler		
Printed Name	**Signature**	**Date**

SUPERINTENDENT

Dr. Timothy Newman		
Printed Name	**Signature**	**Date**

TITLE II COORDINATOR

Dr. LilKenya Jenkins		
Printed Name	**Signature**	**Date**

DISTRICT STRATEGIC PLAN COORDINATOR

Carlita King		
Printed Name	**Signature**	**Date**

DISTRICT READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kacy Keels		
Printed Name	**Signature**	**Date**

DISTRICT: DARLINGTON COUNTY

ADDRESS: 120 E. Smith Avenue, Darlington, South Carolina 29640

TELEPHONE: (843) 398-5100

SUPERINTENDENT'S EMAIL ADDRESS: timothy.newman@darlington.k12.sc.us

STRATEGIC PLAN COORDINATOR'S EMAIL ADDRESS: carlita.king@darlington.k12.sc.us

Assurances: The district strategic plan, or annual update of the district strategic plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

District Requested Strategic Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to *(SBE Regulation 43-26/)* (C) District and School Planning which states the following:

Upon request of a district board of trustees or its desigee, 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/

X **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.
I. Extension for initial District Strategic and School Renewal Plans *(SBE Regulation 43-261)*	
2. Teachers teaching more than 1500 minutes *(SBE Regulation 43-205)*	
3. Teachers teaching more than 4 preps *(SBE Regulation 43-205)*	
4. High School Principal over two schools or grades more than 9-12 *(SBE Regulation 43-205)*	
5. Other *(Include the SBE Regulation n11mber to be waived)*	
6. Other *(/11cl11de the SBE Regulation number to be waived)*	

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.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
Yes	**Academic Assistance, PreK-3** The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4-12** The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The 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	**Staff Development** 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	**Technology** 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.
No	**Innovation** The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	**Developmental Screening** 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	**Half-Day Child Development** 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	**Developmentally Appropriate Curriculum for PreK-3** 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	**Parenting and Family Literacy** 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	**Recruitment** 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	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** 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.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006-07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with 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.

Education and Economic Development Act Assurances for Districts
(S.C. Code Ann.§ *59-59-l0et seq.*)
The superintendent certifies that:

Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. *(Flexibility Provisos 1.26 and JA.14 suspends professional staffing ratios for 2017-18 in eligible districts.)*
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.

Read To Succeed Assurances (Act 284)
(S.C. Code Ann. § 59-155-180 *et seq.*)

Yes	**District Reading Plan** 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	**4K and 5K Readiness Assessment** The district ensures that a state identified readiness assessment for 4K and *SK* is administered to all students prior to the 45th day of school.
Yes	**Third Grade Retention** 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	**Reading Coaches** The district supports school based reading coaches in every elementary school.
Yes	**Interventions** The district provides interventions based on data for all students identified.
Yes	**Summer Reading Camps** The district offers summer reading camps for those students identified.

Gifted and Talented Assurances
(SBE Regulation 43-220)
Students Served
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).
No	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan
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.

Curriculum, Instruction, and Assessment
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:

Yes	Content, process, and product standards that exceed the state-adopted standards for all students and 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.

Programming Models and Time
The district:

Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming. summer programming. or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum **programming** minutes for the approved model of services.
No	**Innovative Model (SCDE approved)** Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.

Staffing Requirements
The district must:

Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. *(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)*
Yes	Provide planning times for Gifted and Talented teachers. The standard is 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.

Communication and Reporting Requirements

Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.

Provide comments on why any of the Gifted and Talented assurances above are **not met**:

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

Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

Yes	The district's Proficiency-Based System Plan: • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • 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; • 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; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request. • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.

Assurances and Terms and Conditions for State Awards
As the district superintendent of Darlington, 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 et seq. and § 8-13-100 *et seq.* (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2016)) if the amount of this award is $50,000 or more.

Terms and Conditions

Yes	**Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
NIA	**Non-awards/Termination** 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). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
NIA	**Reduction in Budgets and Negotiations** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
NIA	**Amendments to Grants** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	**Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.

Yes	**Submission of Expenditure Reports** Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May IS).

Yes	**Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.
Yes	**De-obligation of Funds** After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official de-obligation process with the SCDE.
Yes	**Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.
Yes	**Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed $25 per day for in-state travel and $32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-1Sedit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
Yes	**Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
Yes	**Reports** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
Yes	**Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

Yes	**Certification Regarding Suspension and Debarment**
	By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
	
	• Applicant and/or any of its principals, subgrantees, or subcontractors
	  • 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
	  • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
	• 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.

Yes	**Audits** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: • 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 0MB, who will review this amount every two years, has the option of revising the threshold upward. • 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).
Yes	**Records** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Stakeholder Involvement for 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.

	Position	Name
1.	Superintendent	Dr. Timothy Newman
2.	Board Member	Amanda Thompsen
3.	Principal	Corey Lewis
4.	Principal	Kristi Austin
5.	Principal	Eddie Shuler
6.	Principal	Stephania Lenard
7.	Assistant Principal	Tracy Miller
8.	Teacher	Jill Knight
9.	Teacher	Candace Parker
10.	District Level Administrator	Carlita King
11.	District Level Administrator	James Ford
12.	District Level Administrator	Dr. Ayesha Hunter
13.	Paraprofessional	Amy Lane
14.	Paraprofessional	Patrick Williams
15.	District Read To Succeed Literacy Leadership Team Lead	Jennifer Gribben
16.	School Improvement Council Member	Sarah Bull
17.	District Gifted and Talented Coordinator	Marisa Johnson
18.	District Federal Programs Coordinator	Dr. Lilkenya Jenkins
19.	Community Member/Business Partner	Joseph Sizemore
20.	Parent/Guardian	Sarah Bull
21.	Parent/Guardian	Amy Lane
22.	Parent/Guardian	Coretta Baily
23.	Consultant	Dr. Richard Schroeder

Mission and Vision Statement

Mission: Educate, empower, and **prepare all** for an ever-changing world.

Vision: The Darlington County Community will grow and prosper economically and culturally as the school district fosters an environment that produces well-educated, productive citizens.

Core Values and Beliefs

Core Values:

- **Integrity**: Striving always to do the right thing in the right way.
- **Honesty**: Having the courage and consideration to share the truth.
- **Respect**: Recognizing and appreciating the value of others.
- **Trust**: Believing in one another to do our best while maintaining confidentiality.
- **Accountability**: Accepting the responsibility for our actions.

Our Beliefs

We believe...

- Excellence is achievable and always worth the investment.
- Education is the shared responsibility of the home, school and community.
- All students can learn and perform at a higher level.
- The quality of a child's education depends on the quality of the teacher.
- All decisions are made in the best interest of the education, safety, and well-being of students to create successful schools and strong communities

Data Analysis, Goal Development, Performance Indicators

Three-year historical data of academic, discipline, and other relevant information was synthesized by the International Center for Leadership in Education. Additionally, qualitative interviews were conducted with stakeholders to uncover current successes and opportunities. The International Center for Leadership in Education also conducted focus groups based on the initial data collected. This data was triangulated and presented to the strategic planning team. The team analyzed the data and created themes during our initial meetings.

From the themes identified, four goals were established. Once the goals were written, the team identified potential objectives and action steps. Action steps aligned to each objective were carefully crafted to maximize staff, resources, and time to reach the goals. Key Performance Indicators were developed to ensure a system is created for measuring the success after the benchmark data was identified. Throughout the process, collaboration and stakeholder involvement was key to the plan's creation pathway toward implementation.

Goals

AREA 1: Student Success

Goal 1: We will empower all students with the skills and strategies to graduate prepared for college and/or a career through excellence in teaching and learning experiences.

AREA 2: Staff Excellence

Goal 2: We will empower our staff with the tools and resources needed to promote student success, be valued members of the DCSD family, and be collaborative members of the community.

AREA 3: Community Engagement

Goal 3: We will actively engage our community to support student success.

AREA 4: Resources and Operations

Goal 4: We will ensure all resources are aligned to create an environment that fosters success for all.

Needs Assessment Data

Directions: Provide needs assessment data including both formative and summative assessments used to gauge student learning, teacher and administrator quality, and school climate, **especially if any performance goals are using data not found in the State Report Card**. (Charts, graphs, or other formats of data may be used.)

Provide needs assessment data including both formative and summative assessments used to gauge student learning, teacher and administrator quality, and school climate. **Note:** Needs assessment data is not limited to State Report Card data. Districts and schools are encouraged to use data sources not found in the State Report Card. Data provided can be represented in the form of charts, graphs, etc.

Provide the link to your district or school's most recent State Report Card:

https://screportcards.com/overview/?q=eT0yMDIyJnQ9RCZzaWQ9MTYwMTAwMA

Visuals-Used in analysis.

Kindergarten Readiness Assessment

Percentage of Students enrolling in Kindergarten and Demonstrating readiness to learn

	Our District	Statewide
Overall	23.5%	36.0%
By Domains: (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)		
Social Foundation	41.2%	52.2%
Language and Literacy	22.3%	29.8%
Mathematics	18.6%	28.1%
Physical Well-Being	46.3%	51.5%

First and Second Grade Students on Track for Success in ELA and Math

	Our District		Statewide	
	%	N	%	N
Second grade students who are on track for success in English Language Arts at the third grade.	38.7%	600	51.9%	49894
Second grade students who are on track for success in Mathematics at the third grade.	44.3%	600	54.7%	49894
First grade students who are on track for success in English Language Arts at the second grade	41.3%	685	53.2%	49892
First grade students who are on track for success in Mathematics at the second grade	52.8%	685	58.8%	49892

Mathematics
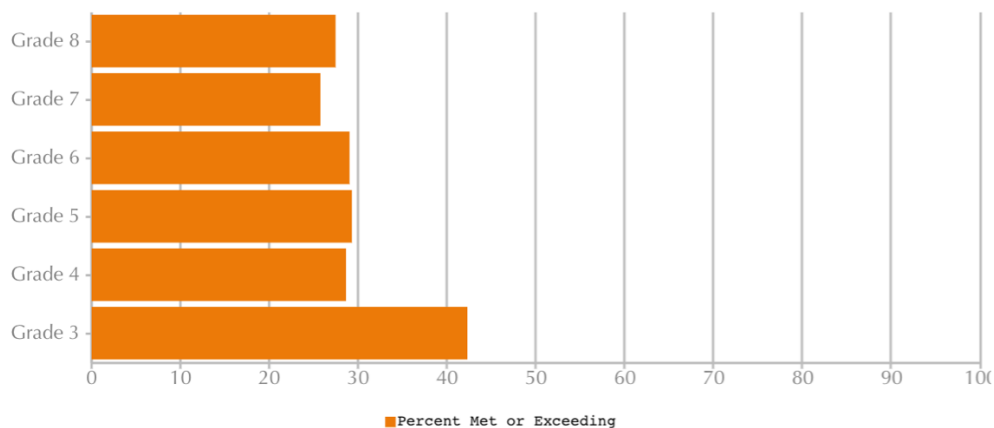
District Level Details

SC READY Performance by Grade Level
English Language Arts (Reading and Writing)

13

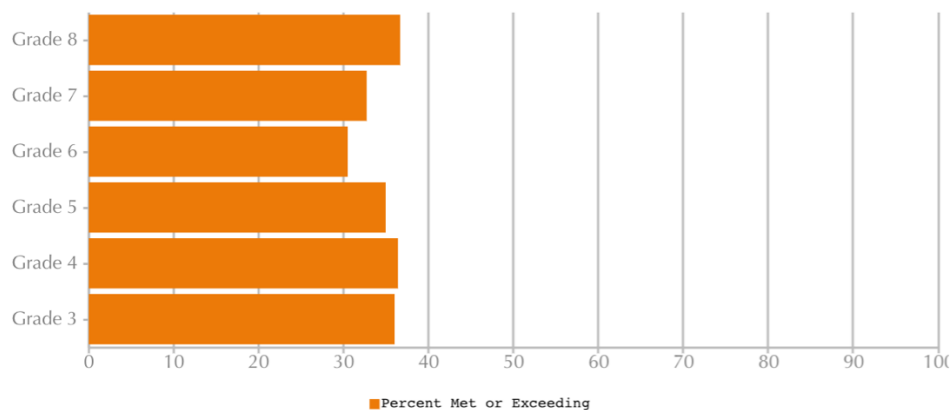# College and Career Readiness ⓘ

Students in the graduation cohort who are college OR career ready

District   68.1%   (402 / 590)

🔍 Details

State   65.8%   (38486 / 58486)

🔍 Details

Students in the graduation cohort who are college AND career ready

District   22.0%   (130 / 590)
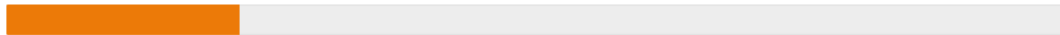
🔍 Details

State   29.0%   (16977 / 58486)
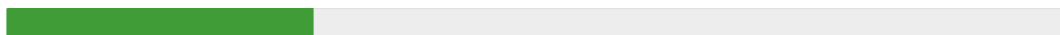
🔍 Details

Students in the graduation cohort who are college ready

District   22.2%   (131 / 590)
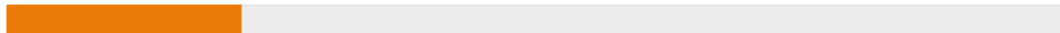
🔍 Details

State   32.0%   (18725 / 58486)
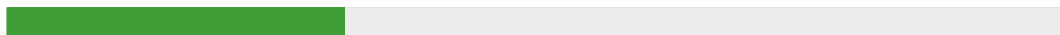
🔍 Details

Students in the graduation cohort who are career ready

District   68.0%   (401 / 590)

🔍 Details

State   62.8%   (36738 / 58486)

🔍 Details

Note: The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non graduates).

The ACT

Average ACT Score Achieved by Students : English, Math, Reading, Science, Composite of all four tests

Legend: ■ District ■ State

---

map GROWTH — Student Growth Summary Report

Aggregate by District

Term:	Spring 2022-2023
District:	Darlington School District

Norms Reference Data:	2020 and User Norms[1].
Growth Comparison Period:	Fall 2022 - Spring 2023
Weeks of Instruction:	Start - 1 (Fall 2022) ^
	End - 32 (Spring 2023) ^
Grouping:	None
Small Group Display:	No

Language Arts:
Reading

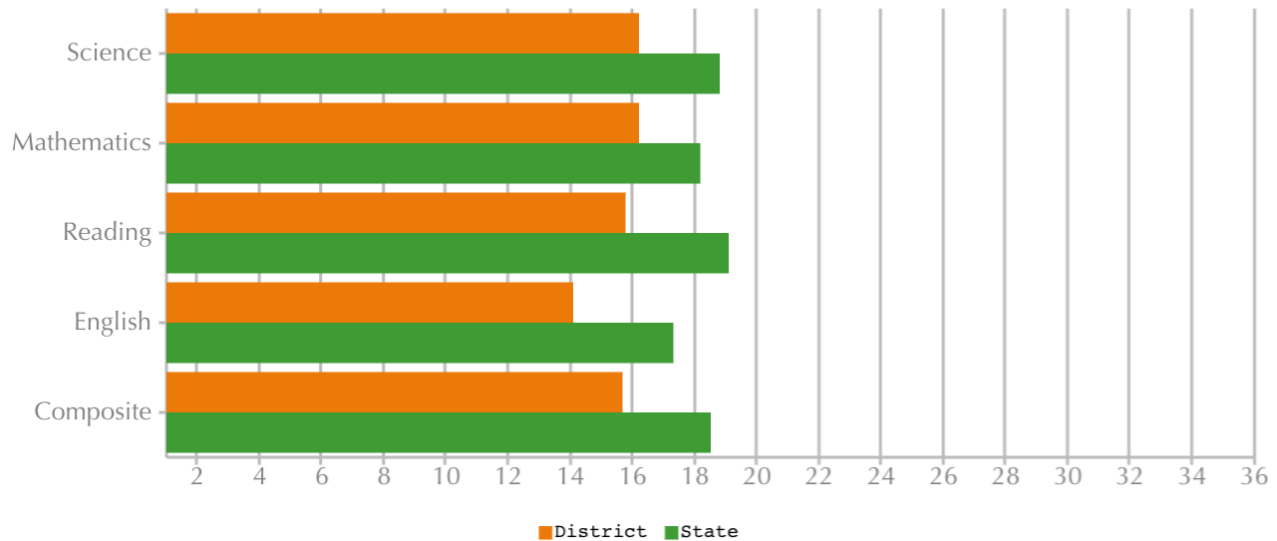| Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022 Mean RIT Score	Fall 2022 Standard Deviation	Fall 2022 Achievement Percentile	Spring 2023 Mean RIT Score	Spring 2023 Standard Deviation	Spring 2023 Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	504	136.3	8.7	61	157.3	12.8	79	21	0.5	18.1	1.08	86	504	324	64	64
1	629	153.6	10.9	49	170.5	12.7	44	17	0.4	17.6	-0.26	40	629	288	46	42
2	621	166.4	13.9	27	184.0	15.7	41	18	0.4	15.2	0.86	80	621	361	58	58
3	557	180.4	16.3	27	193.8	17.0	32	13	0.5	12.5	0.38	65	557	303	54	54
4	614	191.3	17.6	29	203.6	16.0	43	12	0.4	9.9	1.06	86	614	385	63	61
5	576	198.9	17.9	27	208.1	16.6	34	9	0.4	7.9	0.58	72	576	320	56	53
6	616	204.5	15.7	25	210.7	14.9	25	6	0.4	6.4	-0.11	45	616	299	49	46
7	647	206.7	16.9	18	213.4	16.4	24	7	0.4	5.2	0.76	78	647	355	55	54
8	652	212.3	17.0	26	219.1	15.2	37	7	0.4	4.6	1.01	84	652	403	62	59
9	277	206.1	17.8	10	212.9	17.2	18	7	0.8	3.6	1.47	93	277	175	63	61
10	65	196.4	23.0	1	204.8	21.0	1	8	1.7	3.6	2.65	99	65	39	60	56
11	29	210.6	18.4	6	214.7	15.7	11	4	2.4	1.9	0.92	82	29	14	48	47
12	13	196.5	24.6	1	210.0	14.5	8	14	4.5	-1.0	5.82	99	13	10	77	89

Language Arts: Reading

Legend: ■ Observed Growth   ♦ Grade-Level Norms Projected Growth

Student Growth Summary Report

GROWTH

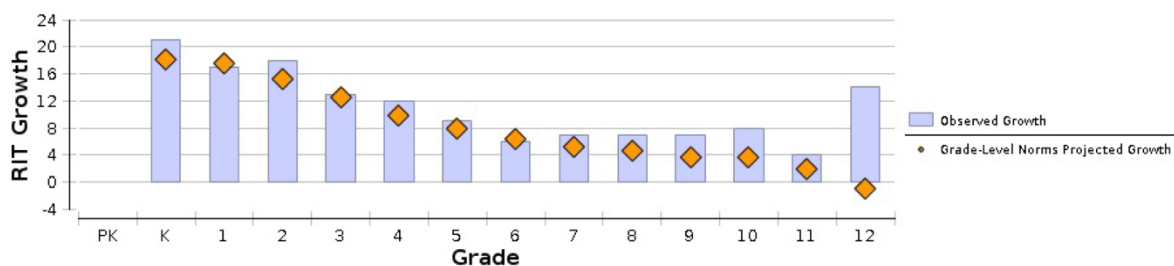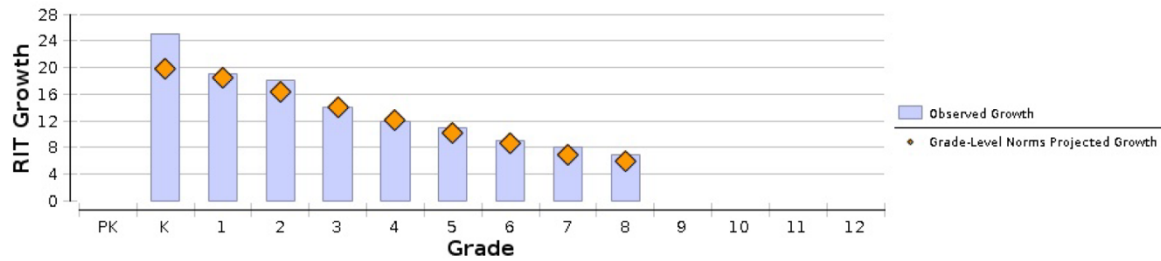**Aggregate by District**

Term: Spring 2022-2023
District: Darlington School District

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 1 (Fall 2022) ^
End - 32 (Spring 2023) ^
Grouping: None
Small Group Display: No

Math: Math K-12

| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Fall 2022 | | | Spring 2023 | | | | | Grade-Level Norms | | | Student Norms | | | |
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	503	136.7	9.6	45	162.1	13.1	83	25	0.5	19.9	2.27	99	503	382	76	79
1	628	157.6	11.8	48	176.7	13.3	52	19	0.3	18.5	0.22	59	628	335	53	51
2	622	169.9	12.6	29	187.5	12.4	38	18	0.3	16.3	0.50	69	622	364	59	57
3	553	183.2	14.0	27	197.5	14.7	29	14	0.3	14.1	0.09	54	553	276	50	47
4	610	195.0	14.4	31	206.6	14.6	30	12	0.3	12.1	-0.21	42	610	295	48	45
5	571	201.9	16.1	20	213.3	17.1	26	11	0.4	10.1	0.50	69	571	289	51	52
6	616	206.1	13.6	16	214.6	15.5	17	9	0.3	8.7	-0.07	47	616	310	50	49
7	644	211.1	16.2	17	218.9	18.1	20	8	0.3	6.9	0.38	65	644	364	57	54
8	656	217.8	16.9	25	224.4	18.1	28	7	0.4	6.0	0.24	60	656	345	53	50
9	0	**			**			**					**			
10	0	**			**			**					**			
11	0	**			**			**					**			
12	0	**			**			**					**			

Math: Math K-12

Legend: Observed Growth; Grade-Level Norms Projected Growth

Executive Summary Of Needs Assessment Data Findings

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

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

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

Student Achievement, including sub-groups
Early Childhood/Primary (PK–2):   As evidenced by the data: The district is lower than state averages in K readiness and 1-2 indicators.   To improve these outcomes, the district will implement specific, intentional strategies to address these needs as outlined in the district's action plans.   Our on-track status for Grades 1 and 2 also are behind state averages (10 to 11%).   Related to growth, our students in primary performed above national averages related to MAP in Reading and Math.
Elementary/Middle (3–8):   There is a continued need at the elementary and middle levels in the core content areas as evidenced by the number of students scoring below grade level. The district will implement specific, intentional strategies to address these needs as outlined in the district's action plans. Furthermore, data shows a need to increase attendance at both the elementary and middle school levels. To address the need for improved attendance, specific strategies are embedded in the district's action plans for student achievement as well as school climate. NWEA assessments were also examined, and the district noticed uneven levels of growth in all our schools/grades.   Most grade levels outperformed students nationally in Reading with more mixed results in Math. Our goal to have consistent growth for all students and groups of students is inconsistent.
High School (9–12):   Ensuring students are successful in their chosen pathway, whether college and/or career, continues to be a priority for all our students, however it is especially a priority at the high school level. The district data analysis indicates that our readiness levels are below average regarding our college ready percentages. We were 7% lower than the state average in College and Career Readiness, with the major difference coming from our college readiness scores. Our district was behind the state average in ACT performance, with a composite of 15.7 compared to the state composite of 18.5.   We will craft engagement and enrichment activities that broaden CTE pathways while enriching the academic growth of our high school students.
Teacher/Administrator Quality
We continue to examine teacher and administrator quality as a pathway toward our improvement.   Teachers and administrators have identified the need for differentiated professional learning, support using data, and activities that retain our staff members.   We have a small percentage of teachers not teaching in the certified area and seek to improve on teacher/administrator engagement.

School Climate
As we work to strengthen our communication to our various stakeholders, we also want to ensure we have welcoming and inviting atmospheres at all our schools as well as the district office. Our data shows high percentages of parents feeling their students are safe at school (95%).   In addition, our internal data shows our parents are satisfied with the school experience for their children.
Other (such as district and/or school priorities)
Our district has increased spending on instructional activities over the past year while needing a model for adoption of materials and a revised building/facilities/technology plan.   Our goal has been to maximize resource allocation in support of our students and our data shows that we current allocate 53% of our resources toward instruction.
Gifted and Talented *(District Level Only)*
Gifted and Talented has had steady academic growth in our district. One focus area as part of our analysis involved student access and time supported, as we seek to expand the % of our students receiving G and T support.

Performance Goals and Action Plans

Student Achievement 9-12

Goal 1 Performance Goal 1

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

(required)*   ☐ District Priority

Gifted and Talented Requires   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal   ☐ Gifted and Talented: Other

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.

The percentage of graduating seniors who are college and/or career ready will increase each year by at least 2%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s):   SC Report Card

  Baseline: 68.1 Spring 2022 Data

  2023 - 24 - Projected Data: 70.1
  2023 - 24 - Actual Data:

  2024 - 25 - Projected Data: 72.1
  2024 - 25 - Actual Data:

2025 - 26 - Projected Data: 74.1
2025 - 26 - Actual Data:

2026 - 27 - Projected Data: 76.1
2026 - 27 - Actual Data:

2027 -28-Projected Data: 78.1

Goal 1: Performance Goal #1

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #1 Implement a unified differentiated instructional model district wide to ensure a rigorous 9-12 curriculum that prepares all students for college and/or career readiness.					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Conduct needs assessment across the district, measuring levels of rigor and instructional framework.	6/1/23 to 6/30/24	Asst. Supt. For Curriculum and Instruction	$100,000	General Fund, Federal Funds	Report, data, etc.
2. Identify instructional models that blend with our programs and student needs.	8/1/23 to 8/1/24	Asst. Supt. For Curriculum and Instruction	N/A	N/A	Examples, Committee Notes, etc.
3. Continue ongoing Training/Implementation of the DCSD instructional model with principals, coaches, teachers.	8/2023-Ongoing	Instructional Team	$50,000	General Fund, Federal Funds	Classroom Observations, Agendas, Student Data
4. Install Instructional Data Teams cycles at the grade level, school, and district levels to ensure the teaching and learning of standards and analysis of assessment results.	8/2023	Instructional Team-Asst. Supt. For Curriculum and Instruction	N/A	N/A	PLC Meeting data and agendas, PD Agendas and sign in sheets
5. Continue to include STEM strategies in daily instruction planning and delivery.	8/2023-ongoing	Math/Science Coordinator, CATE Director, Instructional Team	$250,000	General Fund, Federal Funds, State CATE funds	Classroom observations, Lesson Plans, Student Data

ACTION PLAN FOR STRATEGY #1 Implement a unified differentiated instructional model district wide to ensure a rigorous 9-12 curriculum that prepares all students for college and/or career readiness.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Update district pacing guides, curriculum guides, common assessments, and provide teachers PD to use effectively.	8/2023-ongoing	Instructional Team-Asst. Supt. For Curriculum and Instruction	$30,000	General Fund, Federal Funds, State CATE funds	Classroom observations, Lesson Plans, Student Data
7. Continue to offer Literacy Coaches and Curriculum Teachers PD to help teachers in the PLC process.	8/2023-ongoing	Classroom observations, Lesson Plans, Student Data	$20,000	General Fund, Federal Funds	Agendas, sign-in sheets,
8. Monthly Media Specialists meetings that focus on literacy and ELA in the schools.	8/2023-ongoing	Instructional Coordinator/Team	N/A	N/A	Meeting agendas, student data, classroom observations
9. Daily differentiated instructional tasks and assignments will be assigned to students using Schoology.	8/2023-ongoing	Teachers, Coaches, Administrators	N/A	N/A	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes
10. Continue Academic Enhancement Program for additional after-school and summertime learning.	8/2023-ongoing	District administration, Principals, Teachers	$1,500,000	ESSER funds-need to find alternate after this school year	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes
11. Ongoing coaching for Read 180/Math 180 for Tier 2 and Tier 3 students.	8/2023-ongoing	Instructional Teachers, Academic Director	$13,000	General Fund, Federal Fund	Student Data, Intervention plans

ACTION PLAN FOR STRATEGY #1 Implement a unified differentiated instructional model district wide to ensure a rigorous 9-12 curriculum that prepares all students for college and/or career readiness.					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
12. Continue common district assessments/benchmarks (Performance Matters, MAP, Unit Curriculum assessments) to determine student progress.	8/2023-ongoing	Instructional Teachers, Academic Director	$150,000	General Fund, Federal Fund	Student data
13. Provide opportunities for school and district collaborative content area cohorts.	8/2023-ongoing	Instructional Team-Asst. Supt. For Curriculum and Instruction	N/A	N/A	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes

ACTION PLAN FOR STRATEGY #2 Provide multiple pathways for students to become college and/or career ready (CCR)					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Review offerings at different levels related to CCR	8/1/23-ongoing	District and School administration, Curriculum and Instruction Staff	N/A	N/A	Data collection, CCR Audit report, student data
2. Build a baseline of CCR offerings-pathways by grade level/school and create plan to	8/1/23 to 6/30/24	District and School administration, Curriculum and	N/A	N/A	CCR Report-Framework

ACTION PLAN FOR STRATEGY #2 Provide multiple pathways for students to become college and/or career ready (CCR)					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
add additional offerings by grade per year (June 30, 2024)		Instruction Staff, Teachers			
3. Explore profile of a graduate (24-25 School Year) • Conduct needs assessment with stakeholders-what is most important for graduates. • Adopt change to profile of a graduate for district	24-25 School Year	Curriculum and Instruction staff, School Administrators, Teachers, Students, Parents, Stakeholders	N/A	N/A	Final Profile of Graduate (revised)
4. Establish key checkpoints for all students at each grade level/profile of a graduate	24-25 School Year	School Administrators, Teachers, Counselors	N/A	N/A	Scope/sequence of CCR activities by grade level.
5. Expand and strengthen career and college advisement and exploration to offer more college/career awareness, exposure, and preparation activities to all students k-12[th]in efforts to better prepare students for success in their chosen pathway.	8/2023-ongoing	CATE Director, Principals, Counselors, Career Specialists, District Administration	N/A	N/A	Student CCR data, Survey data

ACTION PLAN FOR STRATEGY #2 Provide multiple pathways for students to become college and/or career ready (CCR)					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Continue to offer student paid Internship program (Key to Career)	8/2023-ongoing	Business Engagement Coordinator, Career Specialists, Counselors, Business Partners	N/A	N/A	Student Internship data, survey data
7. Expand the Ascend Program (8th graders) to include more student participation	8/2023-ongoing	Business Engagement Coordinator, Career Specialists, Counselors, Business partners	$15,000	General Fund	Student participation numbers, High School CCR data, surveys.
8. Enhance ACT/SAT level assessment items in the DCSD Curriculum Guides and Units.	8-2023-ongoing	District and School administration, Curriculum and Instruction Staff, Teachers	N/A	N/A	Student Data, Classroom observations, Lesson Plans

ACTION PLAN FOR STRATEGY #3 Ensure equitable access to rigorous standards-based instruction and standards-based assessment (with vertical alignment)

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct Assessment audit across the district.	8/2023	Curriculum and Instruction staff, School Administrators, Teachers, Students, Parents, Stakeholders	N/A	N/A	Assessment Report.
2. Create a Sub Committee to examine grading practices with the task of developing an assessment framework for the district.	Spring, 2024	Curriculum and Instruction staff, School Administrators, Teachers,	N/A	N/A	Sub Committee Notes
3. Create Assessment Framework.	6/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers,	N/A	N/A	Final Framework.
4. Implement Assessment Framework.	8/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers	N/A	N/A	Student data, Evidence in schools, MTSS use, etc.
5. Install revised collective efficacy framework across all schools.	8/2024-ongoing	Curriculum and Instruction staff, School	N/A	N/A	Student data, Evidence in schools, MTSS use, etc.

ACTION PLAN FOR STRATEGY #3 Ensure equitable access to rigorous standards-based instruction and standards-based assessment (with vertical alignment)					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
		Administrators, Teachers			

Student Achievement K-8

Goal 1 Performance Goal 2

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

(required)*   ☐ District Priority

Gifted and Talented Requires   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal   ☐ Gifted and Talented: Other

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.

Goal: 3-8 Student Achievement (English Language Arts)

By 2028, the percentage of students scoring meets or above will be 48% for 3rd grade, 48% for 4th grade, and 47% for 5th grade, 42% for 6th grade, 44% for 7th grade, and 48% for 8th grade as measured by the SCReady ELA state assessment.

Goal #1: Performance Goal #2

In In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based ELA curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct needs assessment across the district, measuring levels of rigor and instructional framework.	6/1/23 to 6/30/24	Asst. Supt. For Curriculum and Instruction	$100,000	General Fund, Federal Funds	Report, data, etc.
2. Identify instructional models that blend with our programs and student needs.	8/1/23 to 8/1/24	Asst. Supt. For Curriculum and Instruction	N/A	N/A	Examples, Committee Notes, etc.
3. Continue ongoing Training/Implementation of the DCSD instructional model with principals, coaches, teachers.	8/2023-Ongoing	Instructional Team	$50,000	General Fund, Federal Funds	Classroom Observations, Agendas, Student Data
4. Install Instructional Data Teams cycles at the grade level, school, and district levels to ensure the teaching and learning of standards and analysis of assessment results.	8/2023	Instructional Team-Asst. Supt. For Curriculum and Instruction	N/A	N/A	PLC Meeting data and agendas, PD Agendas and sign in sheets
5. Review offerings at different levels related to CCR	8/1/23-ongoing	District and School administration, Curriculum and Instruction Staff	N/A	N/A	Data collection, CCR Audit report, student data
6. Build a baseline of CCR offerings-pathways by grade	8/1/23 to 6/30/24	District and School	N/A	N/A	CCR Report-Framework

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based ELA curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
level/school and create plan to add additional offerings by grade per year (June 30, 2024)		administration, Curriculum and Instruction Staff, Teachers			
7. Establish key checkpoints for all students at each grade level/profile of a graduate	24-25 School Year	School Administrators, Teachers, Counselors	N/A	N/A	Scope/sequence of CCR activities by grade level.
8. Conduct Assessment audit across the district.	8/2023	Curriculum and Instruction staff, School Administrators, Teachers, Students, Parents, Stakeholders	N/A	N/A	Assessment Report.
9. Create a Sub Committee to examine grading practices with the task of developing an assessment framework for the district.	Spring, 2024	Curriculum and Instruction staff, School Administrators, Teachers,	N/A	N/A	Sub Committee Notes
10. Create Assessment Framework.	6/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers,	N/A	N/A	Final Framework.

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based ELA curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
11. Implement Assessment Framework.	8/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers	N/A	N/A	Student data, Evidence in schools, MTSS use, etc.
12. Install revised collective efficacy framework across all schools.	8/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers	N/A	N/A	Student data, Evidence in schools, MTSS use, etc.
13. Continue to offer Literacy Coaches and Curriculum Teachers PD to help teachers in the PLC process.	8/2023-ongoing	Classroom observations, Lesson Plans, Student Data	$20,000	General Fund, Federal Funds	Agendas, sign-in sheets,
14. Monthly Media Specialists meetings that focus on literacy and ELA in the schools.	8/2023-ongoing	Instructional Coordinator/Team	N/A	N/A	Meeting agendas, student data, classroom observations
15. Daily differentiated instructional tasks and assignments will be assigned to students using Schoology.	8/2023-ongoing	Teachers, Coaches, Administrators	N/A	N/A	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based ELA curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
16. Continue Academic Enhancement Program for additional after-school and summertime learning.	8/2023-ongoing	District administration, Principals, Teachers	$1,500,000	ESSER funds-need to find alternate after this school year	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes
17. Ongoing coaching for System 44 and Read 180 for Tier 2 and Tier 3 students.	8/2023-ongoing	Instructional Teachers, Academic Director	$13,000	General Fund, Federal Fund	Student Data, Intervention plans
18. Continue common district assessments/benchmarks (Performance Matters, MAP, Unit Curriculum assessments) to determine student progress.	8/2023-ongoing	Instructional Teachers, Academic Director	$150,000	General Fund, Federal Fund	Student data
19. Provide opportunities for school and district collaborative content area cohorts.	8/2023-ongoing	Instructional Team-Asst. Supt. For Curriculum and Instruction	N/A	N/A	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes
20. Continue to fund Reading Interventionists (k2 Reading Recovery will become Interventionists).	8/2023-ongoing	Assistant Superintendent for Curriculum and Instruction,	$80,000 per teacher	ESSER, Federal Funds, (need to transition	Student progress records and data, Monthly meeting agendas, student caseloads

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based ELA curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		CFO, Superintendent		from ESSER)	
21. Enhance school collaboration via Learning Rounds, classroom observations, grade/content level PLC's.	8-2023-ongoing	Curriculum and Instruction department, principals, teachers, Literacy Coaches	N/A	N/A	PLC notes, Learning Round schedules, Student data, Coaches meeting agendas,
22. Continue to use Instructional Technology systems (Exact Path, Reading Eggs, Study Island, MyOn, Progress Learning, Fast Forward) for interventions, acceleration, and select special education classrooms.	8/2023-ongoing	Teachers, Instructional Technology staff,	$200,000	General Fund, Federal Funds	Student formative data, MAP scores, SCReady scores, Unit test data
23. Provide PD for Literacy Coaches regarding Coaching Cycles.	2023-2024	Curriculum and Instruction department	$15,000	State Reading funds	PD agendas, Coaching cycle schedules,
24. Continue to utilize Student Learning Portfolios through Enrich.	8/2023-ongoing	Teachers, ELA Coordinator	$12,000	General Fund	Enrich records, Student data
25. Continue implementing small group instruction.	8/2023-ongoing	Teachers, Interventionists	N/A	N/A	Student data

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based ELA curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
26. Summer Reading Camp for students identified by SCReady and MAP.	8/2023-ongoing	Curriculum and Instruction department, Teachers	$300,000	State Reading Funds, Federal funds	Student formative data, MAP scores, SCReady scores
27. Continue with Individual Academic Intervention Plans for Tier 2 students	8/2023-ongoing	Curriculum and Instruction department, Interventionists, ESOL teachers, teachers	$13,000	Federal Funds	Student data, student intervention plans

Goal 1 Performance Goal 3

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

(* required)   ☐ District Priority

Gifted and Talented Requires   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal   ☐ Gifted and Talented: Other

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.

Goal: 3-8 Student Achievement (Math)

By 2027, the percentage of students scoring meets or above will be 54% for 3rd grade and 40% for 4th grade, 41% for 5th grade, 42% for 6th grade, 37% for 7th grade, and 38% for 8th grade as measured by the SCReady Math state assessment.

Goal #1: Performance Goal #3

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based Math curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct needs assessment across the district, measuring levels of rigor and instructional framework.	6/1/23 to 6/30/24	Asst. Supt. For Curriculum and Instruction	$100,000	General Fund, Federal Funds	Report, data, etc.
2. Identify instructional models that blend with our programs and student needs.	8/1/23 to 8/1/24	Asst. Supt. For Curriculum and Instruction	N/A	N/A	Examples, Committee Notes, etc.
3. Continue ongoing Training/Implementation of the DCSD instructional model with principals, coaches, teachers.	8/2023-Ongoing	Instructional Team	$50,000	General Fund, Federal Funds	Classroom Observations, Agendas, Student Data
4. Install Instructional Data Teams cycles at the grade level, school, and district levels to ensure the teaching and learning of standards and analysis of assessment results.	8/2023	Instructional Team-Asst. Supt. For Curriculum and Instruction	N/A	N/A	PLC Meeting data and agendas, PD Agendas and sign in sheets
5. Review offerings at different levels related to CCR	8/1/23-ongoing	District and School administration, Curriculum and Instruction Staff	N/A	N/A	Data collection, CCR Audit report, student data
6. Build a baseline of CCR offerings-pathways by grade	8/1/23 to 6/30/24	District and School administration,	N/A	N/A	CCR Report-Framework

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based Math curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
level/school and create plan to add additional offerings by grade per year (June 30, 2024)		Curriculum and Instruction Staff, Teachers			
7. Establish key checkpoints for all students at each grade level/profile of a graduate	24-25 School Year	School Administrators, Teachers, Counselors	N/A	N/A	Scope/sequence of CCR activities by grade level.
8. Conduct Assessment audit across the district.	8/2023	Curriculum and Instruction staff, School Administrators, Teachers, Students, Parents, Stakeholders	N/A	N/A	Assessment Report.
9. Create a Sub Committee to examine grading practices with the task of developing an assessment framework for the district.	Spring, 2024	Curriculum and Instruction staff, School Administrators, Teachers,	N/A	N/A	Sub Committee Notes
10. Create Assessment Framework.	6/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers,	N/A	N/A	Final Framework.

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based Math curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
11. Implement Assessment Framework.	8/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers	N/A	N/A	Student data, Evidence in schools, MTSS use, etc.
12. Update district pacing guides, curriculum guides, common assessments, and provide teachers Math PD to use effectively.	8/2023-ongoing	Instructional Team-Asst. Supt. For Curriculum and Instruction	$30,000	General Fund, Federal Funds, State CATE funds	Classroom observations, Lesson Plans, Student Data
13. Continue to offer Literacy Coaches and Curriculum Teachers PD to help teachers in the PLC process.	8/2023-ongoing	Classroom observations, Lesson Plans, Student Data	$20,000	General Fund, Federal Funds	Agendas, sign-in sheets,
14. Monthly Media Specialists meetings that focus on literacy and ELA in the schools.	8/2023-ongoing	Instructional Coordinator/Team	N/A	N/A	Meeting agendas, student data, classroom observations
15. Daily differentiated instructional tasks and assignments will be assigned to students using Schoology.	8/2023-ongoing	Teachers, Coaches, Administrators	N/A	N/A	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes
16. Continue Academic Enhancement Program for	8/2023-ongoing	District administration,	$1,500,000	ESSER funds-need to find alternate	Classroom observations, Student data, Lesson

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based Math curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
additional after-school and summertime learning.		Principals, Teachers		after this school year	plans, Assessments, Conference Notes
17. Ongoing coaching for Math 180 for Tier 2 and Tier 3 students.	8/2023-ongoing	Instructional Teachers, Academic Director	$13,000	General Fund, Federal Fund	Student Data, Intervention plans
18. Continue common district assessments/benchmarks (Performance Matters, MAP, Unit Curriculum assessments) to determine student progress.	8/2023-ongoing	Instructional Teachers, Academic Director	$150,000	General Fund, Federal Fund	Student data
19. Provide opportunities for school and district collaborative content area cohorts.	8/2023-ongoing	Instructional Team-Asst. Supt. For Curriculum and Instruction	N/A	N/A	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes
20. Continue to fund Math Interventionists (k2 Math Recovery will become Interventionists).	8/2023-ongoing	Assistant Superintendent for Curriculum and Instruction, CFO, Superintendent	$80,000 per teacher	ESSER, Federal Funds, (need to transition from ESSER)	Student progress records and data, Monthly meeting agendas, student caseloads
21. Enhance school collaboration via Learning Rounds, classroom observations, grade/content level PLC's.	8-2023-ongoing	Curriculum and Instruction department, principals,	N/A	N/A	PLC notes, Learning Round schedules, Student data, Coaches meeting agendas,

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based Math curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		teachers, Literacy Coaches			
22. Continue to use Instructional Technology systems (Exact Path, Reading Eggs, Study Island, Dream Box, MyOn, Progress Learning, Fast Forward) for interventions, acceleration, and select special education classrooms.	8/2023-ongoing	Teachers, Instructional Technology staff,	$200,000	General Fund, Federal Funds	Student formative data, MAP scores, SCReady scores, Unit test data
23. Provide PD for Literacy Coaches regarding Coaching Cycles.	2023-2024	Curriculum and Instruction department	$15,000	State Reading funds	PD agendas, Coaching cycle schedules,
24. Continue to utilize Student Learning Portfolios through Enrich.	8/2023-ongoing	Teachers, ELA Coordinator	$12,000	General Fund	Enrich records, Student data
25. Continue implementing small group instruction.	8/2023-ongoing	Teachers, Interventionists	N/A	N/A	Student data
26. Summer Reading Camp for students identified by SCReady and MAP.	8/2023-ongoing	Curriculum and Instruction department, Teachers	$300,000	State Reading Funds, Federal funds	Student formative data, MAP scores, SCReady scores

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based Math curriculum for students in grades 3-5 and 6-8 with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
27. Continue with Individual Academic Intervention Plans for Tier 2 students	8/2023-ongoing	Curriculum and Instruction department, Interventionists, ESOL teachers, teachers	$13,000	Federal Funds	Student data, student intervention plans

Goal 1 Performance Goal 4

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

(* required)   ☐ District Priority

Gifted and Talented Requires   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal   ☐ Gifted and Talented: Other

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.

We will increase the percentage of students meeting/exceeding NWEA growth expectations by 2% per year in Reading and Math.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s):   NWEA Reading and Math for K-12

Baseline: Baseline will be the 23-24 School year for NWEA growth targets.

2023 – 24 – Projected Data: Click or tap here to enter text.
2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: Click or tap here to enter text.
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: Click or tap here to enter text.
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: Click or tap here to enter text.
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: Click or tap here to enter text.
2027 – 28 – Actual Data: Click or tap here to enter text.

Action Plan for Goal #1 Performance Goal #4

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based curriculum for students in grades K-12, with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct needs assessment across the district, measuring levels of rigor and instructional framework.	6/1/23 to 6/30/24	Asst. Supt. For Curriculum and Instruction	$100,000	General Fund, Federal Funds	Report, data, etc.
2. Identify instructional models that blend with our programs and student needs.	8/1/23 to 8/1/24	Asst. Supt. For Curriculum and Instruction	N/A	N/A	Examples, Committee Notes, etc.
3. Continue ongoing Training/Implementation of the DCSD instructional model with principals, coaches, teachers.	8/2023-Ongoing	Instructional Team	$50,000	General Fund, Federal Funds	Classroom Observations, Agendas, Student Data
4. Install Instructional Data Teams cycles at the grade level, school, and district levels to ensure the teaching and learning of standards and analysis of assessment results.	8/2023	Instructional Team-Asst. Supt. For Curriculum and Instruction	N/A	N/A	PLC Meeting data and agendas, PD Agendas and sign in sheets
5. Review offerings at different levels related to CCR	8/1/23-ongoing	District and School administration, Curriculum and Instruction Staff	N/A	N/A	Data collection, CCR Audit report, student data
6. Build a baseline of CCR offerings-pathways by grade	8/1/23 to 6/30/24	District and School	N/A	N/A	CCR Report-Framework

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based curriculum for students in grades K-12, with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
level/school and create plan to add additional offerings by grade per year (June 30, 2024)		administration, Curriculum and Instruction Staff, Teachers			
7. Establish key checkpoints for all students at each grade level/profile of a graduate	24-25 School Year	School Administrators, Teachers, Counselors	N/A	N/A	Scope/sequence of CCR activities by grade level.
8. Conduct Assessment audit across the district.	8/2023	Curriculum and Instruction staff, School Administrators, Teachers, Students, Parents, Stakeholders	N/A	N/A	Assessment Report.
9. Create a Sub Committee to examine grading practices with the task of developing an assessment framework for the district.	Spring, 2024	Curriculum and Instruction staff, School Administrators, Teachers,	N/A	N/A	Sub Committee Notes
10. Create Assessment Framework.	6/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers,	N/A	N/A	Final Framework.

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based curriculum for students in grades K-12, with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
11. Implement Assessment Framework.	8/2024-ongoing	Curriculum and Instruction staff, School Administrators, Teachers	N/A	N/A	Student data, Evidence in schools, MTSS use, etc.
12. Update district pacing guides, curriculum guides, common assessments, and provide teachers PD to use effectively.	8/2023-ongoing	Instructional Team-Asst. Supt. For Curriculum and Instruction	$30,000	General Fund, Federal Funds, State CATE funds	Classroom observations, Lesson Plans, Student Data
13. Continue to offer Literacy Coaches and Curriculum Teachers PD to help teachers in the PLC process.	8/2023-ongoing	Classroom observations, Lesson Plans, Student Data	$20,000	General Fund, Federal Funds	Agendas, sign-in sheets,
14. Monthly Media Specialists meetings that focus on literacy and ELA in the schools.	8/2023-ongoing	Instructional Coordinator/Team	N/A	N/A	Meeting agendas, student data, classroom observations
15. Daily differentiated instructional tasks and assignments will be assigned to students using Schoology.	8/2023-ongoing	Teachers, Coaches, Administrators	N/A	N/A	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based curriculum for students in grades K-12, with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
16. Continue Academic Enhancement Program for additional after-school and summertime learning.	8/2023-ongoing	District administration, Principals, Teachers	$1,500,000	ESSER funds-need to find alternate after this school year	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes
17. Ongoing coaching for Math 180 for Tier 2 and Tier 3 students.	8/2023-ongoing	Instructional Teachers, Academic Director	$13,000	General Fund, Federal Fund	Student Data, Intervention plans
18. Continue common district assessments/benchmarks (Performance Matters, MAP, Unit Curriculum assessments) to determine student progress.	8/2023-ongoing	Instructional Teachers, Academic Director	$150,000	General Fund, Federal Fund	Student data
19. Provide opportunities for school and district collaborative content area cohorts.	8/2023-ongoing	Instructional Team-Asst. Supt. For Curriculum and Instruction	N/A	N/A	Classroom observations, Student data, Lesson plans, Assessments, Conference Notes
20. Continue to fund Reading Interventionists (k2 Reading Recovery will become Interventionists).	8/2023-ongoing	Assistant Superintendent for Curriculum and Instruction,	$80,000 per teacher	ESSER, Federal Funds, (need to transition	Student progress records and data, Monthly meeting agendas, student caseloads

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based curriculum for students in grades K-12, with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		CFO, Superintendent		from ESSER)	
21. Enhance school collaboration via Learning Rounds, classroom observations, grade/content level PLC's.	8-2023-ongoing	Curriculum and Instruction department, principals, teachers, Literacy Coaches	N/A	N/A	PLC notes, Learning Round schedules, Student data, Coaches meeting agendas,
22. Continue to use Instructional Technology systems (Exact Path, Reading Eggs, Study Island, MyOn, Progress Learning, Fast Forward) for interventions, acceleration, and select special education classrooms.	8/2023-ongoing	Teachers, Instructional Technology staff,	$200,000	General Fund, Federal Funds	Student formative data, MAP scores, SCReady scores, Unit test data
23. Provide PD for Literacy Coaches regarding Coaching Cycles.	2023-2024	Curriculum and Instruction department	$15,000	State Reading funds	PD agendas, Coaching cycle schedules,
24. Continue to utilize Student Learning Portfolios through Enrich.	8/2023-ongoing	Teachers, ELA Coordinator	$12,000	General Fund	Enrich records, Student data
25. Continue implementing small group instruction.	8/2023-ongoing	Teachers, Interventionists	N/A	N/A	Student data

ACTION PLAN FOR STRATEGY #1: Implement a rigorous standards-based curriculum for students in grades K-12, with emphasis on quality instruction, assessment, and professional development to ensure student success in their chosen pathway, whether college or career.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
26. Summer Reading Camp for students identified by SCReady and MAP.	8/2023-ongoing	Curriculum and Instruction department, Teachers	$300,000	State Reading Funds, Federal funds	Student formative data, MAP scores, SCReady scores
27. Continue with Individual Academic Intervention Plans for Tier 2 students	8/2023-ongoing	Curriculum and Instruction department, Interventionists, ESOL teachers, teachers	$13,000	Federal Funds	Student data, student intervention plans

Gifted and Talented

Goal 1 Performance Goal 5

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

(* required) ☐ District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☒ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

☒ Gifted and Talented: Other

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.

Our district will increase the percentage of students supported in Gifted and Talented programs 5% by 2028.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s):   District enrollment in Gifted and Talented.

Baseline: 15% of the students are identified as Gifted and Talented.

2023 – 24 – Projected Data: 16%
2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: Click or tap here to enter text.
2024 – 25 – Actual Data: 17%

2025 – 26 – Projected Data: 18%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 19%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 20%
2027 – 28 – Actual Data: Click or tap here to enter text.

Action Plan for Goal #1 Performance Goal #5

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY # 1: The district will provide more opportunities for GT students districtwide					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Conduct assessment/audit of Gifted and Talented selection criteria/support.	23-24 School Year	Curriculum and Instruction department, Gifted and Talented Coordinator	N/A	N/A	Audit results, new GT Implementations
2. Assess current Scope and Sequences to evaluate current GT curriculum.	8/2023-ongoing	Curriculum and Instruction department, Gifted and Talented Coordinator	N/A	N/A	Curriculum revisions, lesson plans
3. Introduce pull out supports for Elementary Gifted and Talented.	8/2024	Superintendent, Asst. Supt. For Curriculum and Instruction Gifted and Talented Coordinator	$350,000	General Fund	Program implementation, Increased GT students, Student contact hours
4. Research best practices for GT instruction in all core areas.	8/2023-ongoing	Curriculum and Instruction department, Gifted and Talented Coordinator Teachers	N/A	N/A	PD agendas and sign in sheets for teachers
5. Survey GT parents for input on how to improve services.	8/2023-ongoing	Gifted and Talented Coordinator			

Teacher/Administrator Quality

Goal 2 Performance Goal 1

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

(* required) ☐ District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

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.

Ensure staff our valued through focus on a positive workplace that engages the DCSD family, improving staff retention

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): District Teacher Retention Number

Baseline: 88%

2023 – 24 – Projected Data: 89%
2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: 91%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 92%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 93%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 95%
2027 – 28 – Actual Data: Click or tap here to enter text.

Action Plan for Goal #2 Performance Goal #1

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #1: The district will recruit and retain top talent					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use surveys to identify levels of job satisfaction throughout the district	8/2023 Ongoing	Executive Director for Human Resources, Director for Human Resources	$0	N/A	Survey results, PD for retention
2. Use exit survey to identify factors that contribute to resignations	8/2023 Ongoing	Executive Director for Human Resources, Director for Human Resources	$0	N/A	Number of staff/teacher resignations
3. Create Teacher Morale Action Plan	2024-2025	Executive Director for Human Resources, Director for Human Resources	$0	N/A	Action plan, lower teacher turnover
4. Convene a committee of stakeholders to identify and evaluate current recruitment strategies and resources.	2/2024	Executive Director for Human Resources, Director for Human Resources	$0	N/A	Committee meeting agendas, list of participants, new initiatives
5. Conduct survey to staff and community to determine who has an interest in becoming an educator.	11-2023	Executive Director for Human Resources, Director for Human Resources	$0	N/A	Survey, Survey results, potential candidate applications

ACTION PLAN FOR STRATEGY #1: The district will recruit and retain top talent					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Procure the services of staffing/recruitment firms.	8/2023-ongoing	Executive Director for Human Resources, Director for Human Resources	$12,000	General Fund	Teacher vacancies filled, Invoices
7. Create a district-wide recruitment team.	8/2023-ongoing	Executive Director for Human Resources, Director for Human Resources, Principals	$0	N/A	Meeting agendas, recruitment initiatives
8. Attend recruitment fairs and host on-site hiring events.	8/2023-ongoing	Executive Director for Human Resources, Director for Human Resources	$7500	General Fund	Recruitment Fair agendas, teacher hires from fairs and hiring event

GOAL 2 Performance Goal 2

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

(* required)   ☐ District Priority

Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal

☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

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.

Empower all staff through targeted and personalized professional development that enhances collaboration and expertise

---

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s):   Professional Development Survey: Improve the % of teachers/staff participating

Baseline: 90%

2023 – 24 – Projected Data: 92%
2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: 94%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 96%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 98%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 100%
2027 – 28 – Actual Data: Click or tap here to enter text.

Action Plan for Goal #2 Performance Goal #2

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #2: The district will provide relevant professional development opportunities					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use existing professional learning committee to map out year PD.	Ongoing	Assistant Superintendent for Curriculum and Instruction, Curriculum and Instruction Staff	$0	N/A	Committee meeting notes, sign in sheets
2. Establish district and school PD priorities and goals.	Ongoing	Assistant Superintendent for Curriculum and Instruction, Curriculum and Instruction Staff	$0	N/A	Annual district and school templates
3. Establish an audit of past PD practices.	2024-2025	Assistant Superintendent for Curriculum and Instruction, Curriculum and Instruction Staff	$0	N/A	Report of past and current PD
4. Align PD with instructional priorities/framework.	Ongoing	Assistant Superintendent for Curriculum and Instruction, Curriculum and Instruction Staff	$0	N/A	Current PD offerings, sign in sheets, Listing of PD opportunities
5. Create and Implement PD plan that includes targeted opportunities related to collaboration,	Ongoing	Assistant Superintendent for Curriculum and	$150,000	General Fund, Title 1, 1, 4	Current PD offerings, sign in sheets, Listing of PD opportunities

ACTION PLAN FOR STRATEGY #2: The district will provide relevant professional development opportunities					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
instructional effectiveness and a method for ensuring school PD is aligned to district goals.		Instruction, Curriculum and Instruction Staff			
6. Implement yearlong district-wide Science of Learning (Francis Marion) professional development.	2023-2024	Assistant Superintendent for Curriculum and Instruction, Curriculum and Instruction Staff, Principals	$85,000	Federal funds	Monthly agendas for principal and school PLC meetings.

Resources and Operations

GOAL 4 Performance Goal 1

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

(required)* ☒ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal ☐ Gifted and Talented: Other

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.

The district will strengthen external communications to support the district's vision and mission

---

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): Survey Data

Baseline: Click or tap here to enter text.

2023 – 24 – Projected Data: Click or tap here to enter text.
2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: Click or tap here to enter text.
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: Click or tap here to enter text.
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: Click or tap here to enter text.
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data:	Click or tap here to enter text.
2027 – 28 – Actual Data:	Click or tap here to enter text.

Action Plan for Goal #4 Performance Goal #1

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #1: Increase External Communications Contact					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Initiate External Communications Audit to acquire best practices.	2024-2025	Director of Communications	$25,000	General Fund	Audit Report and suggestions
2. Implement committee of stakeholders to gather current standing and review of communication plan and practices.	2023-ongoing	Director of Communications, Communications staff	$0	N/A	Additional external communication tasks
3. Review, evaluate current website and communications programs and procure new platform.	2023-2024	Director of Communications, Communications Staff, Communications Committee	$50,000 annually	General Fund	Committee results and feedback, RFP for new platform, implementation of new platform
4. Implement Parent Newsletter	2023-ongoing	Director of Communications, School personnel, district department personnel	$0	N/A	Newsletter sent out via social media and website.
5. Develop Parent and Stakeholder survey to assess satisfaction with district and school communications methods	2023-ongoing	Director of Communications, School personnel, district department personnel	$0	N/A	Surveys, Survey data

ACTION PLAN FOR STRATEGY #1: Increase External Communications Contact					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Work with schools to improve contact rates.	8/2023-ongoing	Director of Communications, School personnel,	$0	N/A	Parent surveys, survey data

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

(* required) ☒ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal ☐ Gifted and Talented: Other

Goal 4 Performance Goal 2
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.

The district will align financial resources with the mission and vision for student success by efficiently budgeting

---

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): District Annual Budget: Percent actual variance versus budget

Baseline: 2.5%

2023 – 24 – Projected Data: 2.5%
2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: 2.5%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 2.5%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 2.5%

2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 2.5%
2027 – 28 – Actual Data: Click or tap here to enter text.

Action Plan for Goal #4 Performance Goal #2

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #1: Systematically analyze and review facilities to support services for improved district outcomes.					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Steering Committee Established that will continuously review technological processes, procedures, software, and devices to determine necessary upgrades, needs, and timelines.	07/2023 to 06/2024	Instructional Leaders, and Lead Teachers			Technology Plan
2. Committee will review the findings of financial audits with the intention of creating processes and procedures for change.		Director of Federal Funds School Principals CFO			Meeting Agendas Sign-in Sheets Meeting Minutes
3. Revise/Adopt long range facilities plan that aligns to instructional outcomes for district	8/2023-ongoing	Operations Department, Finance Department, Superintendent			5-10 year Facilities Plan
4. Continue to develop budget process that ensures consistency and support across the district.	8/2023-ongoing	Board, District Administrators, School Administrators, Finance Department, Superintendent			Budget Document Audit Results

Goal #4 Performance Goal #2

ACTION PLAN FOR STRATEGY #2: Provide equitable access to resources throughout the district.					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Develop budgeting processes that ensure comparability.	8/2023-ongoing	Financial Leaders, Director of Federal Funds, School	Varied	Varied	Audit Results
2. Develop and refine processes that approves educational resources/software/etc.	8/2023-ongoing	Technology leaders, lead teachers, committee	Varied	Varied	Audit Results, List of Active Software, meeting minutes, etc.

Goal 4 Performance Goal 3

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

(* required)   ☒ District Priority

Gifted and Talented Requires   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal   ☐ Gifted and Talented: Other

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.

We will ensure all resources are aligned to create an environment that fosters success for all by ensuring we spend between 50 and 60% of our expenditures on instruction.

INTERIM PERFORMANCE GOAL: The district will maximize the percentage of funds to be spent on instructional efforts.

DATA Source(s):   SC Data Dashboard

Baseline: 53%

Action plan for Goal #4 Performance Goal #3

In the chart below, enter the action plan for implementing this strategy.

ACTION PLAN FOR STRATEGY #1: Systematically analyze and review facilities to support services for improved district outcomes.					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Steering Committee Established that will continuously review technological processes, procedures, software, and devices to determine necessary upgrades, needs, and timelines.	07/2023 to 06/2024	Instructional Leaders, and Lead Teachers			Technology Plan
2. Committee will review the findings of financial audits with the intention of creating processes and procedures for change.		Director of Federal Funds School Principals CFO			Meeting Agendas Sign-in Sheets Meeting Minutes
3. Revise/Adopt long range facilities plan that aligns to instructional outcomes for district		Operations			Facilities Plan
4.Develop budget process that ensures consistency and support across the district.	07/2024 to 06/2025	Cabinet			Budget Document Audit Results

ACTION PLAN FOR STRATEGY #2: Provide equitable access to resources throughout the district.					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Develop budgeting processes that ensure comparability.		Financial Leaders, Director of Federal Funds, School	Varied	Varied	Audit Results
2. Develop and refine processes that approves educational resources/software/etc.		Technology leaders, lead teachers, committee	Varied	Varied	Audit Results, List of Active Software, meeting minutes, etc.

ACTION PLAN FOR STRATEGY #3: Effectively and efficiently use district funds for instruction					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Audit school district general fund	ongoing	CFO	$50,000 annually	General Fund	Completed audit report and suggestions
2. Monitor school budgets monthly for usage	ongoing	CFO, Finance Staff, Principals	$0	N/A	Monthly Reports, quarterly adjustments
3. Audit accounts that vary by pupil counts annually	Ongoing	CFO, Finance Staff, Principals	$0	N/A	Monthly Reports
4. Meet annually with departments and schools to review budgets	Ongoing	CFO, Superintendent, Senior Leadership Team, Finance staff, Principals	$0	N/A	Budget meeting notes, board budget work sessions
5. Implement time keeping program and protocols for ensuring budgeted expenditures for classified employees	2023-2024	CFO, Executive Director for Human Resources, Department supervisors, Principals	$50,000	General Fund	Time clocks, weekly time reports, reconciliation reports

District GT Required Tables and Documents

GIFTED AND TALENTED REQUIRED TABLES

DIRECTIONS: As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

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**

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	X	X
The district utilizes trial placement (1 year conditional placement) for:	grades 1-2		
	grades 3-5	X	X
	grades 6-8		X
	grades 9-12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1-2		
	grades 3-5	X	X
	grades 6-8	X	X
	grades 9-12	X	X
The district utilizes a formal withdrawal policy for:	grades 1-2		
	grades 3-5	X	X
	grades 6-8	X	X
	grades 9-12	X	X

GIFTED AND TALENTED SCOPE AND SEQUENCE

A gifted and talented scope and sequence is utilized in the following grades for:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic			X	X	X	X	X	X	X	X	X	X	
Artistic			X	X	X	X	X	X	X	X	X	X	

Formal gifted and talented curriculum is utilized in the following grades for:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic				X	X	X	X	X	X	X		X	X
Artistic				X	X	X	X	X	X	X		X	X

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

| GRADE | MODEL | *Use approved abbreviations for curriculum* | CURRICULUM AREA | | | | |
			INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Integrated Curriculum	Curriculum Used		TDU	TDU	TDU	TDU
4		Curriculum Used		TDU	TDU	TDU	TDU
5		Curriculum Used		TDU	TDU	TDU	TDU
6		Curriculum Used		TDU	TDU	TDU	TDU
7		Curriculum Used		TDU	TDU	TDU	TDU
8		Curriculum Used		TDU	TDU	TDU	TDU
9		Curriculum Used		TDU	TDU	TDU	TDU
10		Curriculum Used		TDU	TDU	TDU	TDU
11		Curriculum Used		TDU	TDU	TDU	TDU
12		Curriculum Used		TDU	TDU	TDU	TDU

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used.· integrated curricular model (during school year & summer programming)

GRADE	*Use approved abbreviations for curriculum*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER *MEDIA ARTS*
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used		TDU	TDU	TDU	TDU	TDU
4	Curriculum Used		TDU	TDU	TDU	TDU	TDU
5	Curriculum Used		TDU	TDU	TDU	TDU	TDU
6	Curriculum Used		TDU	TDU	TDU	TDU	TDU
7	Curriculum Used		TDU	TDU	TDU	TDU	TDU
8	Curriculum Used		TDU	TDU	TDU	TDU	TDU
9	Curriculum Used		TDU	TDU	TDU	TDU	TDU
10	Curriculum Used		TDU	TDU	TDU	TDU	TDU
11	Curriculum Used		TDU	TDU	TDU	TDU	TDU
12	Curriculum Used		TDU	TDU	TDU	TDU	TDU

Gifted And Talented Screening And Identification Notification

Describe the ways in which the district notifies parents and community of its nomination and identification.
Parents of students in grades 2-11 are notified of the nomination and screening window through our information flyer that is uploaded on our district social media site, web page, school connects (phone call), Peach Jar (online flyer system), and distributed to individual teachers. Parents of students in grades 5-12 are notified of the artistic nomination and screening window through our district webpage, school connects (phone call), PeachJar (online flyer system), social media, and distributed to individual teachers. Students in grades 3-8 are notified the same way about our arts magnet programs at Thornwell School of the Arts and Hartsville Middle School Arts Magnet.

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.

Darlington County School District

Under regulation 43-220, the State Board of Education outlines specific procedures for identifying gifted and talented students. "Gifted and Talented students are those who are identified in grades three through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential." (24 S.C. Code Ann. Regs. 43-220.l(A)(I)

All Darlington County students in grade 2 will be screened for gifted and talented services. Students in grades 3-11 may also be referred for GT screening by administrators, parents, and teachers. If eligible, students in grades 3-11 can be retested. In order to be eligible for testing, they must have scored in the **70th national percentile or higher** on either test. You may check for your child's scores from the school counselor. The gifted and talented referral period for this year is **August 9-Septemher 2, 2022.**

What is the Gifted and Talented Program like in Darlington County?

The Gifted and Talented Program is an ELA, Math and Social Studies-based curriculum. The course work is designed to challenge the gifted child and encourage him or her to think and problem solve.

- In grades 3-5, students participate in GT ELA and Math.
- In grades 6-12, students participate in GT ELA, Math, Social Studies classes, and Honors & AP courses.

How can my child qualify for the Gifted and Talented Program?

The first way for your child to qualify for the gifted and talented program is by scoring a TOTAL score of 96% or above on a reasoning abilities test in Dimension A. This qualifies your child automatically. The second way your child may qualify for gifted and talented is by meeting the appropriate scoring in 2 of the 3 different dimensions. The dimensions are described as follows:

Dimension A: Reasoning Abilities

If your child does not automatically qualify, he/she must then meet the criteria in 2 different dimensions. Two qualifying scores in the same dimension do not count. In order to use Dimension A as one of the two qualifying dimensions, your child must score a 93% or higher in the National Age Percentile on any of the subtests or in the TOTAL category. The qualifying subtests are:

- Verbal/Linguistic
- Nonverbal
- Mathematical/Quantitative.

If your child scores 93% or higher in any one of the categories mentioned above, then he/she has met the criteria for Dimension A. Further screening is required to see if he or she has met the criteria in Dimension B or C.

In Darlington School District, the Cognitive Aptitude Test (CogAT) is used to measure reasoning abilities. The CogAT testing window for all students in the 2nd grade and students in grades 3- 11 who were referred will be from **October 11, 2022 to October 29, 2022.** Any child in grades 3-12 can be tested as long as they are eligible and an online screening referral form is submitted on or before **September 2, 2022**

Dimension B: Academic Achievement

In order to use Dimension B as one of the two qualifying dimensions, your child must:

- Score a 94% or higher in the National Age Percentile on the reading comprehension or

mathematical concepts/problem solving subtest/ Total mathematics. If your child scores 94% or higher on this test, he/she meets the criteria for Dimension B.

In Darlington County School District, the Iowa Test of Basic Skills (ITBS) is used to measure academic achievement. The ITBS testing window for all students in the 2nd grade and students in grades 3- 11 who were referred will be from **October 11, 2021 to October 29, 2022.** Any child in grades 3-12 can be tested as long as they are eligible and an online screening referral form is submitted on or before **September 9, 2022.**

Dimension C: Academic Performance

This dimension is based on your child's ability to perform. This dimension is measured by the Statewide Performance Task Assessment (PTA}. This dimension relies on the specific grade your child will be entering in the upcoming school year. The PTA test will be administered **February 22-March 11, 2023.**

In order to use Dimension C as one of the two qualifying dimensions, your child must:

- Score 16 or higher on the verbal or non- verbal portion of the test if he/she is entering grade 3.
- Score 18 or higher on the verbal or non- verbal portion of the test if he/she is entering grade 4.
- Score 16 or higher on the verbal or 22 or higher on the non-verbal portion of the test if he/she is entering grade 5.
- Score 18 or higher on the verbal or 25

or higher on the non-verbal portion of the test if he/she is entering grade 6.

The PTA is used to determine Dimension C criteria until the child is entering 7th grade or higher. Then, the overall yearly grade point average or GPA is used. An academic GPA of 3.75 or higher automatically qualifies a student in Dimension Conly.

Do parents have to sign anything in order for a child to be tested for the gifted and talented program?

Parental permission is not required to administer the gifted and talented assessment to students in the 2"dgrade. However, an online referral must be submitted for students in grades 3-11 before September 9, 2022 if they would like to be tested. Please check the district's webpage at www.darlington.k12.sc.us for the link to the referral application.

How do I find out my child's test scores?

Specific test scores are in your child's permanent records. For more information, feel free to contact the school's guidance counselor. Students who have been tested and qualify for gifted and talented will receive a letter during the summer of 2022.

How long will my child's test scores remain valid?

Qualifying test data cannot be more than 2 years old.

& *innovative programs*

For more information about the Gifted and Talented Program, please contact: Office of Arts & Innovative Programs 120 East Smith Ave. Darlington, SC 29532 **Phone: (843) 398-2242**

Fax:{843)398-2225

The Darlington County School District does not discriminate on the basis of age, race, color, national origin, gender, handicap or genetic information in the admission to, treatment in, or employment in its programs and activities.

rising 6th-12th Grade Students

COKER UNIVERSITY

P.L. & Belle Wolfe McCall School of **Visual & Performing Arts**

Art Summer Intensive

June 6-24

DANCE
GRAPHIC ARTS
INSTRUMENTAL MUSIC
MEDIA ARTS
THEATRE
VISUAL ARTS
VOCAL MUSIC
And much more!

THE ARTSUMMER INTENSIVE IS A COLLABORATION BETWEEN THE MCCALL SCHOOL OF VISUAL AND PERFORMING ARTS AND THE DARLINGTON COUNTY SCHOOL DISTRICT.

DARLINGTON COUNTY SCHOOL DISTRICT

Apply online:
www.bit.ly/dcsdartsummer
Office of Arts & Innovative Programs
Darlington County School District
marisa.johnson@darlington.k12.sc.us

82

Darlington
COUNTY SCHOOL DISTRICT

Referral Window for GT Testing 3ʳᵈ-11ᵗʰ Grade Students

Dear Parent(s):

The Darlington County School District's (DCSD) referral window for the 2023-2024 Gifted and Talented program opened Monday, Aug. 9, and closes Thursday, Sept. 9. If you would like your child screened for the Gifted and Talented program, you must complete the online screening referral form by Sept. 9. Every child is tested as a second grader. In order to be retested, your child must have scored in the 70th percentile or higher on the last administration of the approved tests for Gifted and Talented and currently be a DCSD student in the 3'd-11th grades.

DCSD will administer the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT) to second grade students and any other eligible grade-level students that have been referred for testing in October. The testing is a screening for placement in the district's Gifted and Talented program for the 2023-24 school year.

Testing will be administered in two areas: achievement and aptitude. Students who meet one-half of the criteria will be eligible to participate in the Performance Task Assessment in late February and March.

If parents would like their students in grades 3-11 to be retested, please visit the district's webpage at http://www.dcsdschools.org and complete the screening/testing referral form by Sept. 9. Your child's school will contact you if you are eligible to retest at a later date. The district will notify parents of a student who qualifies for Gifted and Talented by letter in the summer of 2023. If it is determined that your child is INELIGIBLE to be retested for the Gifted & Talented Program, an email will be sent to the email address you entered by the end of September.

If you have any questions or concerns, please contact your child's school counselor.
Sincerely,

Marisa M. Johnson
Arts and Innovative Programs Coordinator
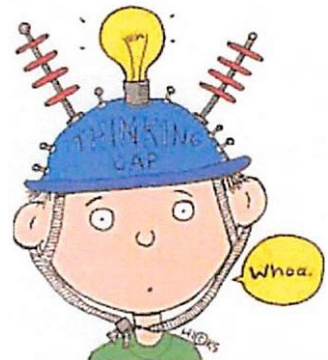
Purpose: To establish the board's vision and the basic structure for providing technology-delivered courses as an alternative means of instruction for students.

The district will utilize technology-delivered courses as part of its educational program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online or virtual learning courses operated through the district's program and/or the state-run virtual school program.

District courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K through 12.

Grades nine through 12

Students in grades nine through 12 may earn a maximum of 24 units of academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies/universities approved by the board.

A student may earn credit for a distance, online or virtual learning course under the following circumstances.

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended medical homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.
- The student must be enrolled in a school in the district and, if applicable, will take the course during the regular school day at the school site.

The school must receive an official record of the final grade before awarding credit toward graduation.

Application for courses

A student applying for permission to take a technology-delivered course must do the following.
Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online or virtual learning

environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology- delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations and signed student agreements.
- Adhere to attendance requirements of the district.

District review committee

The superintendent will establish a committee to review all technology-delivered courses prior to use by the district.

Evaluation

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards as well as student satisfaction. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-delivered course.

The school will pay the tuition fee for the course for students enrolled full time. The board will pay the fee for students who are permitted to take technology-delivered courses in alternative settings.

Students will have access to sufficient library media resources such as a "virtual library" available through the Wor1d Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in technology-delivered courses.

The district will not use distance, online or virtual education courses as the sole medium for instruction in any required subject area for students in grades K through eight

State run virtual education program

The state-run virtual education program offers public, private or home-schooled students access to technology-driven courses. These courses may be offered to district students for an initial unit of credit and for access to credit recovery programs under guidelines established by the state board of education.

The district will transcribe the student's final numeric grade to the student's permanent grade and transcript.

Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment.

Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program.

This virtual education program will not award a South Carolina high school diploma.
Cf. IHBG, IHBH

Adopted 3/11/02; Revised 6/10/08, 5/12/14, 2/9/15

JNDM*

Legal references:

S.C. Code, 1976, as amended:

Section 59-16-10, *et seq.* -South Carolina Virtual School Program.

State Board of Education Regulations:

R-43-248 - Virtual education program.

Darlington County School District

AR IJNDAA-R* Distance, Online And Virtual Education

Issued 2/15

State-run virtual education program

In order to participate in the state-run virtual education program, the district or a school will adhere to the following.

Sponsorship criteria

In order to become a sponsor, the district, school or homeschool parent/legal guardian must register with the virtual education program by meeting the following requirements.

- Have a program of studies that leads to a diploma.
- Comply with the policies governing online courses established by the virtual school program.
- Identify an individual within the school system who will advise the student regarding the courses he/she will need to earn a diploma.
- Identify an individual within the school system who **will** assist the student in resolving any technology issues that may arise.
- In-school students (in membership in a public school including medical homebound, home- placed and off-campus students, and students enrolled in an adult education program) must have approval from the school principal or his/her designee.
- Non-public school students (private school or home-school students) must have approval from the private school or homeschooling parent/legal guardian.
- Out-of-school students [those who have not officially withdrawn from a particular school and are entered in the student database as non-funded (includes expelled students)] or those who have not officially withdrawn from a particular private school must have approval from the superintendent. The district must allow credit to be recorded on an out-of-school student's transcript for a student to be approved to take a virtual education program course.
- A student who is taking a course for which an End-of-Course Examination Program (EOCEP) is required must take the test online in the district where the student resides. If an online testing location is unavailable, the district's test coordinator must find a location in a nearby district.

Student responsibilities

The student must secure approval to take a specific course from the sponsor.

The student must furnish his/her own computer or have access to one and have Internet access in order to take the virtual education program courses. The sponsor may provide these for the student.

The student must agree to abide by policies and expectations posted on the virtual education program's website, as well as indicate a willingness to abide by the acceptable use policy.

Applications for the program must be completed online. Upon approval, the student must contact his/her instructor within three days of the start of class.

Parental approval for a student to take a course with the virtual education program is required for a student 17 years of age or younger. The parent/legal guardian must also agree that the student will abide by the acceptable use policy.

Sponsor responsibilities

As a registered sponsor, the district or school must do the following.

- Verify that the student is a legal resident of the state of South Carolina before allowing enrollment in the virtual education program.
- Keep sponsor registration information up to date.
- Respond to a student's request to enroll in a virtual education program course.
- All nonpublic sponsors must contact the district test coordinator in the school district in which they reside to arrange for students to take the appropriate End-of- Course Examination Program (EOCEP) tests online.
- The district will determine whether it will charge nonpublic sponsors a fee for the administration of the EOCEP tests. If a fee is charged, it must be reasonable, directly related to the district's added costs for providing this testing and cannot exceed the fee established by the state board. If the district fails to reasonably accommodate nonpublic school students, it will not be eligible to participate in the virtual education program.
- Ensure that the final examination for each course is conducted in a proctored environment.
- Award the numeric grade and unit value to a student enrolled in a virtual education program course by recording it on the student's transcript in his/her permanent record in the same manner as with any other course the student takes.
- Report to the virtual education program the reason for a student's withdrawal from a course at the time the student withdraws.
- Provide all reports as required by state law and regulation.

Issued 5/12/14; Revised 2/9/15

Darlington County School District

89

District Site Identification of Summer School Programs
2023 District Summer School Program Sites Identification

District name: Darlington County School District   **District Summer School Contact:** **James Ford**

Contact's phone number: **843-398-5100**   **Contact's email address:** james.ford@darlington.k12.sc.us

☐ 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:
       • **Grade 1-8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
       • **Grade 9-12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	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
North Hartsville Elementary School	Carla Watford	carla.watford@darlington.k12.sc.us	Other/Read to Succeed	Yes	Elementary
Bay Road Elementary School	Jackee Lynn	jacqueline.lynn@darlington.k12.sc.us	Other	Yes	Elementary
Carolina Elementary School	Kathryn Abbott	kathryn.abbott@darlington.k12.sc.us	Other/Read lo Succeed	Yes	Elementary
Darlington High School	Cortney Gehrke	cortney.gehrke@darlington.k12.sc.us	Credit Recovery	Yes	High
Darlington Middle School	Eddie Shuler	eddie.shuler@darlington.k12.sc.us	Other	Yes	Middle
Hartsville High School	Corey Lewis	corey.lewis@darlington.k12.sc.us	Credit Recovery	Yes	High
Hartsville Middle School	Katrina James	katrina.james@darlington.k12.sc.us	Other	Yes	Middle
J. L. Cain Elementary School	Stephanie Bridges	stephanie.bridges@darlington.k12.sc.us	Other/Read lo Succeed	Yes	Elementary
Lamar High School	Marlon Thomas	marlon.thomas@darlington.k12.sc.us	Credit Recovery	Yes	High
Lamar-Spaulding Elementary School	Kristi Austin	kristi.austin@darlington.k12.sc.us	Other/Read lo Succeed	Yes	Elementary

Please upload this completed form as a PDF document into the Strategic Renewal Applicatio11 (as part of the District Strategic Plan) 110 later than April 30, 2023. If you have a11y questio11s, contact Barret Leviner at 803-734-3477 or by e-mail at hlevi11er@ed.sc.gov.

2023 District Summer School Program Sites Identification

District Name: Darlington County School District

District Summer School Contact: James Ford

Contact's Phone Number: **843-398-5100**

Contact's Email Address: james.ford@darlington.k12.sc.us

☐ 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:
      • **Grade 1-8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
      • **Grade 9-12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	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
Pate Elementary School	Shannon Fraser	shannon.fraser@darlington.k12.sc.us	Other	Yes	Elementary
Rosenwald Elementary-Middle School	Kimberly Mason	kimberly.mason@darlington.k12.sc.us	Other/Read lo Succeed	Yes	Elementary/Middle
Southside Early Childhood Center	Kathryn Abbott	kathryn.abbott@darlington.k12.sc.us	Other/Read lo Succeed	Yes	Elementary
Spaulding Middle School	Nicole Jones	chrissy.jones@darlington.k12.sc.us	Other	Yes	Middle
St. John's Elementary School	Kathy Atkinson	kathryn.atkinson@darlington.k12.sc.us	Other/Read lo Succeed	Yes	Elementary
Thornwell School for the Arts	Melinda Brown	melinda.brown@darlington.k12.sc.us	Other/Read IO Success	Yes	Elementary

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of tire District Strategic Plan) no later April 30th, 2023. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at blevi11e1@.ed.sc.gov.