

# District Strategic Plan Table of Contents

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## District Strategic Plan Signature Page

### Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27

<b>District:</b>	Orangeburg
<b>SIDN:</b>	3809
<b>Plan Submission:</b>	School utilizes Cognia
<b>Address 1:</b>	102 Founder's Court
<b>Address 2:</b>	
<b>City:</b>	Orangeburg, SC
<b>Zip Code:</b>	29118-2087
<b>District Plan Contact Person:</b>	Dr. Jesse Washington
<b>District Plan Contact Phone:</b>	8035335454
<b>District Plan E-mail Address:</b>	jesse.washington@ocsdsc.org

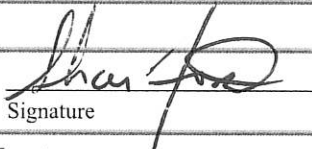
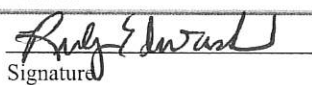
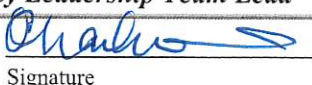
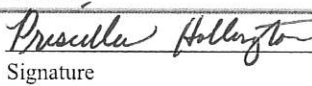
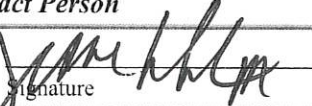
#### Required Signature Page

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

#### Assurances for the District Strategic Plans

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

#### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Dr. Shawn Foster</u> Printed Name	 Signature	<u>4/28/22</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Chair Ruby Edwards</u> Printed Name	 Signature	<u>4/28/22</u> Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Dr. Charlene Stokes</u> Printed Name	 Signature	<u>4/28/22</u> Date
<b><i>District Gifted and Talented Coordinator</i></b>		
<u>Priscilla Hollington</u> Printed Name	 Signature	<u>4-28-22</u> Date
<b><i>District Strategic Planning Contact Person</i></b>		
<u>Dr. Jesse Washington</u> Printed Name	 Signature	<u>4-28-22</u> Date

## Assurances for District Strategic Plan

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	<b>Academic Assistance, Grades 4–12</b> The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	<b>Parent Involvement</b> The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	<b>Staff Development</b> The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	<b>Technology</b> The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	<b>Innovation</b> The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	<b>Developmental Screening</b> The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
No	<b>Half-Day Child Development</b> The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	<b>Developmentally Appropriate Curriculum for PreK–3</b> The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
Yes	<b>Parenting and Family Literacy</b> The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	<b>Recruitment</b> The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
<b>Students Health and Fitness Act Assurance</b> (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district’s wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district’s strategic plan required pursuant to Section 59-20-60.
<b>Education and Economic Development Act Assurances for Districts</b> (S.C. Code Ann. § 59-59-10 <i>et seq.</i> ) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. ( <i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i> )
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
<b>Read To Succeed Assurances (Act 284)</b> (S.C. Code Ann. § 59-155-180 <i>et seq.</i> )	
Yes	<b>District Reading Plan</b> The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	<b>4K and 5K Readiness Assessment</b> The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	<b>Third Grade Retention</b> The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students’ needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Gifted and Talented Assurances</b> (SBE Regulation 43-220) <b>Students Served</b> The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

<b>Academically and Artistically Gifted and Talented Plan</b>	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
<b>Curriculum, Instruction, and Assessment</b>	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
<b>Programming Models and Time</b>	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	<b>Innovative Model (SCDE approved)</b> Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
<b>Staffing Requirements</b>	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
<b>Communication and Reporting Requirements</b>	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
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 <b>not met</b> :	
<b>District Proficiency-Based System</b> (SBE Regulation 43-234)	
N/A	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> <li>The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.</li> </ul>

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

**Assurances and Terms and Conditions for State Awards**

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

Yes	<p><b>Obligation of Grant Funds</b> Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.</p>
Yes	<p><b>Deobligation of Funds</b> After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
Yes	<p><b>Documentation</b> The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at <a href="http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/">http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/</a>.</p>
Yes	<p><b>Travel Costs</b> Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (<a href="http://www.gsa.gov">www.gsa.gov</a>) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at <a href="http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf">http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf</a>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p><b>Honoraria</b> Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
Yes	<p><b>Reports</b> The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
Yes	<p><b>Copyright</b> The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p><b>Certification Regarding Suspension and Debarment</b> By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> <li>• Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> <li>• are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and</li> <li>• are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.</li> </ul> </li> <li>• Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.</li> </ul>
Yes	<p><b>Audits</b> Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> <li>• Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.</li> <li>• Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).</li> </ul>
Yes	<p><b>Records</b> The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

## Stakeholder Involvement for District Strategic Plan

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

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Dr. Shawn Foster
2.	<b>Principal</b>	Dr. Sharon Hampton
3.	<b>Teacher</b>	Desiree Lewis
4.	<b>Parent/Guardian</b>	Hayward Jean
5.	<b>Community Member</b>	Gregg Robinson
6.	<b>Private School Representative</b>	Bonnie Bizzell
7.	<b>District Level Administrator</b>	Dr. Wanda McMichael
8.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Dr. Charlene Stokes
9.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Dr. Veronica Scott
10.	<b>School Improvement Council Member</b>	Faith Arthur
11.	<b>District Gifted and Talented Coordinator</b>	Priscilla Hollington
12.	<b>District Federal Programs Coordinator</b>	Sharon Wilson
<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed		
	<b>Principal</b>	Stevn Preast
	<b>Principal</b>	Rahim El-Amin
	<b>Principal</b>	Richard Leonard
	<b>Principal</b>	Robert Hemby
	<b>Principal</b>	Steve Williams
	<b>Principal</b>	Glenda Westbury
	<b>Teacher</b>	Kelly Hayden
	<b>Teacher</b>	Jacqueline Sanders
	<b>Teacher</b>	Kara Horoski
	<b>Teacher</b>	Monica Daniels-Glover
	<b>Community Member</b>	Kenneth Middleton
	<b>District Level Administrator</b>	Dr. Wanda McMichal
	<b>Paraprofessional</b>	Michael Holloway
	<b>Paraprofessional</b>	Brenda Gadson
	<b>Paraprofessional</b>	Rachel Wilson
	<b>Board Member</b>	Ruby Edwards



<b>BOARD MEMBER</b>	<b>ADDRESS</b>
<b>Assistant Principal</b>	Allysha Ramcharan
<b>Student</b>	Damon Kearse
<b>Student</b>	Jada Jones
<b>Student</b>	Karrlen Waymers

## District Requested Strategic Plan Waiver

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

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

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

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

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



## Orangeburg County School District

### MISSION

The mission of Orangeburg County School District, the catalyst of innovation and excellence, is to ensure all students discover and develop their person, purpose and platform through high-quality educational experiences distinguished by

- a culture of collaboration, equity and inclusion
- a creative learning environment with inspiring opportunities
- a commitment to nurture the academic, physical, social and emotional well-being of all

### BELIEFS

We believe that ...

- honoring individuality through respect and empathy empowers and promotes acceptance, which builds family and community.
- effective communication is key to understanding others.
- purpose is the core of existence.
- moral values shape who we are.
- a servant's heart encompasses love that is manifested in action and deed toward self and mankind.
- freedom is an inherent right.
- time is life's most valuable asset.
- growth mindset is necessary to adapt and embrace change.

## GOALS

- We will sustain a culture that ensures collaboration, equity and inclusion.
- We will provide high-quality and engaging opportunities through academics, arts, athletics and activities.
- We will recruit, train, and retain highly effective faculty and staff.
- We will ensure stakeholders' voices are heard and honored in our school system.
- We will provide high-quality, state-of-the-art facilities for our students and community.

After years of discussion, Orangeburg County's three school districts became the single Orangeburg County School District in 2019. What was Orangeburg School District 3, District 4, and District 5, merged and officially became ONE on July 1, 2019.

The return to face-to-face instruction following the unprecedented school closures and hybrid model utilized during the 2020-21 school year our students have made some gains and there are some areas of opportunity. In reviewing the SC Ready/PASS from 2018-2019 (prior to Covid-19 and as three separate districts), 2020-2021 (as ONE district), MAP Data, Graduation Rate, End of Course data and Career Ready – Work Certifications, areas were identified as needed improvement across elementary and middle school in both ELA and Math. There were areas of opportunity identified at the high school level as well. To address these concerns, the district has adopted a research based curriculum for both ELA and Math (Wit & Wisdom and Eureka Math). Additionally, the district provides ongoing professional development for teachers to appropriately and successfully implement the curriculum.

Support is provided for the high school teachers across content areas however some observable gaps do exist. The district has implemented case benchmarks that are given three times a year at the elementary, middle and high school level. In an effort to track data and provide feedback to teachers, data trackers have been implemented at all levels as well. This affords an opportunity for professional development sessions with school leaders and teachers. During these sessions teachers learn how to read data, understand where students are and strategies to move them. The data trackers require school leaders and teachers to look at standardized assessments, MAP Data, case benchmarks and quarterly grades. At the high school level, the data trackers require school leaders and teachers to track students to determine if they are progressing appropriately for graduation, SAT, ACT, dual enrollment course completion, CTE completer status, Work-Base learning participation and career readiness assessment data. In addition to assisting school leaders and teachers with understanding data, the district has implemented data coaches for teachers. Data coaches meet with teachers once a month to review data and assist in informing instruction. OCSD also uses MAP Projected Proficiency to give the district an indication as to how our elementary and middle school students will perform on SC Ready/PASS. This assessment gives teachers and administrators an opportunity for intervention on behalf of the students.

Based on longitudinal data analysis (KRA 2019-32.68 %, 2020 -18.86 %, 2021-25.04%) a need to address early literacy foundational skills was identified. Therefore, the implementation of Letterland and Waterford was initiated to address the learning needs of deficits. Letterland is a multisensory, systematic approach to teaching reading, writing and spelling to students. The approach teaches students the basics of word formation and is based on scientific research and knowledge of how children learn best. Waterford Upstart is an evidence based program that provides PreK-2<sup>nd</sup> grade students access to the highest form of academic support in their early learning years at no cost to participants, personalized family education and coaching, a new computer and internet if needed, and adaptive educational software.

A partnership with the South Carolina Governors' School for Science and Math (GSSM) affords STEM based acceleration opportunities to secondary students. Additional acceleration for our students to gain access to College and Career Readiness opportunities are available through a partnership with the local technical school, Orangeburg Calhoun Technical College.

Students had access to additional learning opportunities to address learning gaps during Extended Learning Saturdays and during the school day.

A collaboration with the National Institute for Excellence in Teaching (NIET) helped develop sustainable systems for school improvement, teacher and leader development, rubric and observation and comprehensive reform. Teacher quality is the single biggest in-school factor for student success. Collaborating with NIET focused our work on educator effectiveness grounded in proven principles.

## Climate

Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated. The safety of our students and staff is a top priority and we ensure that we have a comprehensive safety plan in place at each school site and district facility, which includes metal detectors and clear book bags. Students that need nutritional support are provided weekly supplemental meals for the weekend.

In an effort to increase teacher retention, our district developed several initiatives to recognize and celebrate our staff. Incentives to enhance staff morale and retention include providing our Teacher and Classified Staff of the Year with a forum to represent the employees they represent, highlighting new teachers and classified staff with school, district, and community with recognition as Rookie of the Month at school board meetings, celebrating and recognizing our certified and classified employees with our annual retirement celebration, and providing new employees with a good foundation entering employment with the district by providing a new employee orientation to introduce district procedures and processes.

During the COVID crisis staff worked above and beyond their traditional work caseload including weekends, virtually and after school to ensure students received access to them and instruction. In an effort to extend appreciation, all staff received gas and workday incentives as well as a wellness day to recoup some of their efforts and time.

As a new consolidated district, it is important to let each school community feel valued, supported, and celebrated. As a result, the district established several opportunities to partner with and engage our staff, community, and business partners in community-based events throughout the year. Events provided involved community Save the Children (STC) community engagement and summit events, community food distribution events, parent liaison school events, food pantries, business partnerships, local college and university partnerships, and several other events to support the district's growth and vision.

## Data Analysis

SCREADY/SC PASS: The last year of valid and reliable SCREADY/SCPASS data was received during the 2018-2019 school year. This was prior to the consolidation of Orangeburg 3, Orangeburg 4, and Orangeburg 5.

### SC READY ELA

School	Grade 3			Grade 4			Grade 5		
	2018	2019	Difference	2018	2019	Difference	2018	2019	Difference
Bethune-Bowman Elementary	25	16.0	↓ -9.0	10.9	40.7	↑ 29.8	16.3	4.4	↓ -11.9
Brookdale Elementary	23.4	38.5	↑ 15.1	39.1	42.9	↑ 3.8	12.5	19.1	↑ 6.6
Dover Elementary	31.1	31.0	↓ -0.1	29.1	32.1	↑ 3.0	11.6	24.5	↑ 12.9
Edisto Elementary	25.7	36.5	↑ 10.8	19.5	36.6	↑ 17.1	27.6	18.1	↓ -9.5
Elloree Elementary	13.6	13.2	↓ -0.4	23.4	48.8	↑ 25.4	20.4	23.9	↑ 3.5
Holly Hill Elementary	14.8	27.8	↑ 13.0	30.1	33.3	↑ 3.2	32.8	35.7	↑ 2.9
Hunter-Kinard-Tyler Elementary	18.6	41.7	↑ 23.1	17.4	21.4	↑ 4.0	16.7	12.2	↓ -4.5
Lockett Elementary	54.3	54.8	↑ 0.5	57.5	65.1	↑ 7.6	35.8	51.2	↑ 15.4
Marshall Elementary	37.2	27.8	↓ -9.4	28.6	37.0	↑ 8.4	20.2	26.7	↑ 6.5
Mellichamp Elementary	20.2	11.2	↓ -9.0	20.7	25.2	↑ 4.5	9.7	15.9	↑ 6.2
Sheridan Elementary	37.8	31.4	↓ -6.4	30.5	41.9	↑ 11.4	15.9	29.7	↑ 13.8
St. James-Gaillard Elementary	32	44.9	↑ 12.9	33.3	38.3	↑ 5.0	7.7	26.8	↑ 19.1
Vance-Providence Elementary	26.1	21.6	↓ -4.5	14.3	31.3	↑ 17.0	10.6	17.1	↑ 6.5
Whittaker Elementary	25	15.1	↓ -9.9	27.2	32.5	↑ 5.3	28.6	18.3	↓ -10.3
County	27.4	29.0	↑ 1.6	26.1	36.4	↑ 10.3	20.8	22.7	↑ 1.9

School	Grade 6			Grade 7			Grade 8		
	2018	2019	Difference	2018	2019	Difference	2018	2019	Difference
Bethune-Bowman Middle/High	14.3	6.0	↓ -8.3	11.4	15.4	↑ 4.0	11.4	22.7	↑ 11.3
Branchville High	42	35.1	↓ -6.9	39.1	43.5	↑ 4.4	41.8	48.8	↑ 7.0
Carver Edisto Middle	28.1	27.0	↓ -1.1	18.1	28.3	↑ 10.2	23.8	24.8	↑ 1.0
Elloree Elementary	18.2	29.2	↑ 11.0	38.6	29.3	↓ -9.3	28.2	47.5	↑ 19.3
Holly Hill-Roberts Middle	12.5	16.5	↑ 4.0	11	19.9	↑ 8.9	12.8	17.8	↑ 5.0
Hunter-Kinard-Tyler High	14.3	23.8	↑ 9.5	5.6	12.5	↑ 6.9	13.8	34.8	↑ 21.0
North Middle/High	18.8	10.9	↓ -7.9	20.5	20.0	↓ -0.5	7.3	25.6	↑ 18.3
Robert E. Howard Middle	17.5	13.5	↓ -4.0	18.9	14.5	↓ -4.4	20	24.3	↑ 4.3
William J. Clark Middle	31.9	27.2	↓ -4.7	20.6	26.3	↑ 5.7	23.1	23.0	↓ -0.1
County	23.4	22.1	↓ -1.3	19	23.3	↑ 4.3	20.9	25.5	↑ 4.6

**SC READY Math**

Schools	Grade 3			Grade 4			Grade 5		
	2018	2019	Difference	2018	2019	Difference	2018	2019	Difference
Bethune-Bowman Elementary	30.8	22.0	↓ -8.8	42.2	48.1	↑ 5.9	48.8	24.4	↓ -24.4
Brookdale Elementary	36.2	42.3	↑ 6.1	46.5	38.8	↓ -7.7	23.3	23.4	↑ 0.1
Dover Elementary	36.1	35.7	↓ -0.4	23.6	23.2	↓ -0.4	13.6	22.4	↑ 8.8
Edisto Elementary	49.5	57.9	↑ 8.4	27	31.7	↑ 4.7	29	33.2	↑ 4.2
Elloree Elementary	24.4	26.3	↑ 1.9	4.3	62.8	↑ 58.5	12.2	28.3	↑ 16.1
Holly Hill Elementary	30.9	41.0	↑ 10.1	27.8	28.8	↑ 1.0	18	24.3	↑ 6.3
Hunter-Kinard-Tyler Elementary	37.2	66.7	↑ 29.5	30.4	31.0	↑ 0.6	27.8	28.6	↑ 0.8
Lockett Elementary	54.3	71.4	↑ 17.1	67.5	72.1	↑ 4.6	54.7	72.1	↑ 17.4
Marshall Elementary	41.5	36.1	↓ -5.4	19.7	30.3	↑ 10.6	24.8	24.4	↓ -0.4
Mellichamp Elementary	38.6	40.4	↑ 1.8	28	35.7	↑ 7.7	14.4	21.3	↑ 6.9
Sheridan Elementary	46.3	25.6	↓ -20.7	23.2	33.8	↑ 10.6	19.2	36.0	↑ 16.8
St. James-Gaillard Elementary	20	40.0	↑ 20.0	43.1	38.3	↓ -4.8	10.3	33.9	↑ 23.6
Vance-Providence Elementary	21.7	18.9	↓ -2.8	11.6	29.2	↑ 17.6	4.3	19.5	↑ 15.2
Whittaker Elementary	39.5	34.2	↓ -5.3	18.7	7.5	↓ -11.2	22.6	15.9	↓ -6.7
County	38.9	41.0	↑ 2.1	27.3	33.9	↑ 6.6	23.6	28.5	↑ 4.9


























Schools	Grade 6			Grade 7			Grade 8		
	2018	2019	Difference	2018	2019	Difference	2018	2019	Difference
Bethune-Bowman Middle/High	17.5	9.8	↓ -7.7	9.1	7.7	↓ -1.4	15.9	15.9	↔ 0.0
Branchville High	64	54.4	↓ -9.6	45.7	37.0	↓ -8.7	21.8	25.6	↑ 3.8
Carver Edisto Middle	38.5	29.0	↓ -9.5	16.3	22.8	↑ 6.5	31	15.8	↓ -15.2
Elloree Elementary	15.9	25.0	↑ 9.1	13.6	4.9	↓ -8.7	12.8	17.5	↑ 4.7
Holly Hill-Roberts Middle	13.2	8.7	↓ -4.5	7.1	7.9	↑ 0.8	5.7	12.5	↑ 6.8
Hunter-Kinard-Tyler High	20	35.7	↑ 15.7	2.8	5.0	↑ 2.2	17.2	8.7	↓ -8.5
North Middle/High	15.6	8.7	↓ -6.9	13.6	10.0	↓ -3.6	2.4	7.7	↑ 5.3
Robert E. Howard Middle	10.4	8.4	↓ -2.0	4.2	5.8	↑ 1.6	7.6	5.7	↓ -1.9
William J. Clark Middle	33.3	27.5	↓ -5.8	8.9	12.9	↑ 4.0	17.2	9.9	↓ -7.3
County	26.1	22.2	↓ -3.9	11.3	13.0	↑ 1.7	16.1	12.1	↓ -4.0

SCPASS- Science

School	Grade	2018						2019					Difference 18 vs. 19	
		SciN	DNM	A	M	E	Passing 2018	sciN	D	A	M	E		Passing 2019
<b>County</b>	<b>4</b>	<b>1039</b>	<b>36.49</b>	<b>32.65</b>	<b>21.96</b>	<b>8.959</b>	<b>30.9</b>	<b>1041</b>	<b>37.0</b>	<b>24.8</b>	<b>25.0</b>	<b>13.3</b>	<b>38.2</b>	<b>7.3</b>
Bethune-Bowman Elementary	4	45	40	44.4	13.3	2.2	15.6	54	33.3	31.5	25.9	9.3	35.2	19.6
Brookdale Elementary	4	43	46.5	25.6	23.3	4.7	27.9	49	32.7	38.8	18.4	10.2	28.6	0.7
Dover Elementary	4	55	41.8	32.7	18.2	7.3	25.5	56	51.8	14.3	26.8	7.1	33.9	8.4
Edisto Elementary	4	200	40	30.5	23.5	6	29.5	205	36.6	20.0	24.4	19.0	43.4	13.9
Elloree Elementary	4	47	31.9	46.8	17	4.3	21.3	43	20.9	16.3	25.6	37.2	62.8	41.5
Holly Hill Elementary	4	72	45.8	30.6	15.3	8.3	23.6	66	40.9	39.4	19.7	0.0	19.7	-3.9
Hunter-Kinard-Tyler Elementary	4	46	45.7	23.9	23.9	6.5	30.4	42	42.9	28.6	21.4	7.1	28.6	-1.8
Lockett Elementary	4	40	7.5	20	30	42.5	72.5	43	9.3	16.3	27.9	46.5	74.4	1.9
Marshall Elementary	4	132	39.4	28	19.7	12.9	32.6	119	47.9	19.3	22.7	10.1	32.8	0.2
Mellichamp Elementary	4	93	37.6	37.6	18.3	6.5	24.7	115	48.7	20.9	21.7	8.7	30.4	5.7
Sheridan Elementary	4	82	42.7	20.7	30.5	6.1	36.6	74	36.5	20.3	31.1	12.2	43.2	6.6
St. James-Gaillard Elementary	4	51	29.4	45.1	23.5	2	25.5	47	40.4	29.8	25.5	4.3	29.8	4.3
Vance-Providence Elementary	4	43	18.6	48.8	23.3	9.3	32.6	48	35.4	31.3	20.8	12.5	33.3	0.7
Whittaker Elementary	4	90	23.3	36.7	25.6	14.4	40	80	16.3	37.5	37.5	8.8	46.3	6.3
<b>County</b>	<b>6</b>	<b>955</b>	<b>47.94</b>	<b>24.7</b>	<b>15.42</b>	<b>11.92</b>	<b>27.3</b>	<b>996</b>	<b>49.5</b>	<b>22.7</b>	<b>18.3</b>	<b>9.5</b>	<b>27.8</b>	<b>0.5</b>
Bethune-Bowman Middle/High	6	63	52.4	25.4	14.3	7.9	22.2	51	49.0	17.6	27.5	5.9	33.3	11.1
Branchville High	6	50	18	28	20	34	54	57	24.6	21.1	29.8	24.6	54.4	0.4
Carver Edisto Middle	6	192	38.5	26	14.1	21.4	35.4	201	35.8	19.9	26.4	17.9	44.3	8.9
Elloree Elementary	6	44	43.2	40.9	11.4	4.5	15.9	48	52.1	20.8	20.8	6.3	27.1	11.2
Holly Hill-Roberts Middle	6	152	58.6	21.1	15.1	5.3	20.4	138	54.3	27.5	13.8	4.3	18.1	-2.3
Hunter-Kinard-Tyler High	6	35	57.1	25.7	14.3	2.9	17.1	42	38.1	28.6	19.0	14.3	33.3	16.2
North Middle/High	6	32	68.8	12.5	6.3	12.5	18.8	46	63.0	26.1	8.7	2.2	10.9	-7.9
Robert E. Howard Middle	6	155	61.3	23.9	12.3	2.6	14.8	155	72.3	16.1	9.7	1.9	11.6	-3.2
William J. Clark Middle	6	232	41.8	24.1	20.3	13.8	34.1	258	48.4	26.4	16.3	8.9	25.2	-8.9
<b>County</b>	<b>8</b>	<b>838</b>	<b>42.13</b>	<b>33.51</b>	<b>18.36</b>	<b>6.0</b>	<b>24.3</b>	<b>870</b>	<b>50.1</b>	<b>29.0</b>	<b>15.9</b>	<b>5.1</b>	<b>20.9</b>	<b>-3.4</b>
Bethune-Bowman Middle/High	8	44	50	31.8	18.2		18.2	44	50.0	31.8	9.1	9.1	18.2	0.0
Branchville High	8	55	29.1	32.7	36.4	1.8	38.2	43	23.3	27.9	34.9	14.0	48.8	10.6
Carver Edisto Middle	8	168	26.8	39.9	26.8	6.5	33.3	166	39.2	33.1	19.3	8.4	27.7	-5.6
Elloree Elementary	8	40	57.5	20	15	7.5	22.5	40	35.0	40.0	22.5	2.5	25.0	2.5
Holly Hill-Roberts Middle	8	141	58.2	29.8	9.2	2.8	12.1	152	60.5	30.3	7.2	2.0	9.2	-2.9
Hunter-Kinard-Tyler High	8	29	41.4	37.9	17.2	3.4	20.7	23	52.2	17.4	26.1	4.3	30.4	9.7
North Middle/High	8	41	53.7	36.6	7.3	2.4	9.8	39	53.8	23.1	15.4	7.7	23.1	13.3
Robert E. Howard Middle	8	105	55.2	32.4	10.5	1.9	12.4	140	63.6	23.6	11.4	1.4	12.9	0.5
William J. Clark Middle	8	215	34	33.5	20	12.6	32.6	223	49.8	28.3	17.5	4.5	22.0	-10.6



SCPASS- Social Studies

School	Grade	2018					2019					Difference 18 vs. 19	
		SocN	Not Met	Meets	Exceeds	Passing 2018	socN	Not Met	Meets	Exceeds	Passing 2019		
<b>County</b>	<b>5</b>	<b>1011</b>	<b>51.2</b>	<b>35.3</b>	<b>13.5</b>	<b>48.8</b>	<b>1019</b>	<b>47.6</b>	<b>35.2</b>	<b>17.2</b>	<b>52.4</b>		<b>3.6</b>
Bethune-Bowman Elementary	5	43	60.5	37.2	2.3	39.5	45	80.0	15.6	4.4	20.0		-19.5
Brookdale Elementary	5	43	72.1	20.9	7	27.9	47	57.4	29.8	12.8	42.6		14.7
Dover Elementary	5	44	59.1	34.1	6.8	40.9	49	14.3	63.3	22.4	85.7		44.8
Edisto Elementary	5	213	45.1	43.7	11.3	54.9	193	52.8	40.9	6.2	47.2		-7.7
Elloree Elementary	5	49	53.1	36.7	10.2	46.9	46	39.1	32.6	28.3	60.9		14.0
Holly Hill Elementary	5	61	54.1	29.5	16.4	45.9	70	32.9	38.6	28.6	67.1		21.2
Hunter-Kinard-Tyler Elementary	5	36	66.7	25	8.3	33.3	49	63.3	32.7	4.1	36.7		3.4
Lockett Elementary	5	53	28.3	45.3	26.4	71.7	43	18.6	46.5	34.9	81.4		9.7
Marshall Elementary	5	117	62.4	26.5	11.1	37.6	134	56.7	20.1	23.1	43.3		5.7
Mellichamp Elementary	5	104	64.4	32.7	2.9	35.6	89	39.3	42.7	18.0	60.7		25.1
Sheridan Elementary	5	78	30.8	39.7	29.5	69.2	75	53.3	37.3	9.3	46.7		-22.5
St. James-Gaillard Elementary	5	39	53.8	46.2		46.2	56	41.1	33.9	25.0	58.9		12.7
Vance-Providence Elementary	5	47	68.1	31.9		31.9	41	75.6	22.0	2.4	24.4		-7.5
Whittaker Elementary	5	84	28.6	31	40.5	71.4	82	34.1	35.4	30.5	65.9		-5.5
<b>County</b>	<b>7</b>	<b>892</b>	<b>50.7</b>	<b>31.9</b>	<b>17.5</b>	<b>49.4</b>	<b>918</b>	<b>57.2</b>	<b>27.7</b>	<b>15.1</b>	<b>42.8</b>		<b>-6.6</b>
Bethune-Bowman Middle/High	7	44	75	22.7	2.3	25	65	69.2	26.2	4.6	30.8		5.8
Branchville High	7	46	23.9	34.8	41.3	76.1	46	26.1	41.3	32.6	73.9		-2.2
Carver Edisto Middle	7	166	30.7	33.7	35.5	69.3	182	34.6	34.1	31.3	65.4		-3.9
Elloree Elementary	7	44	43.2	52.3	4.5	56.8	40	57.5	32.5	10.0	42.5		-14.3
Holly Hill-Roberts Middle	7	154	63	29.2	7.8	37	151	71.5	24.5	4.0	28.5		-8.5
Hunter-Kinard-Tyler High	7	36	66.7	25	8.3	33.3	40	57.5	37.5	5.0	42.5		9.2
North Middle/High	7	44	54.5	29.5	15.9	45.5	30	63.3	30.0	6.7	36.7		-8.8
Robert E. Howard Middle	7	144	69.4	25.7	4.9	30.6	139	84.2	13.7	2.2	15.8		-14.8
William J. Clark Middle	7	214	43.5	35	21.5	56.5	225	51.1	28.0	20.9	48.9		-7.6

**SCREADY 2020-2021- ELA**

Grade/School	Does Not Meet		Approaching		Not Met		Meets		Exceeds		Met		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>3</b>	<b>88</b>	<b>56.4%</b>	<b>40</b>	<b>25.6%</b>	<b>128</b>	<b>82.1%</b>	<b>22</b>	<b>14.1%</b>	<b>6</b>	<b>3.8%</b>	<b>28</b>	<b>17.9%</b>	<b>156</b>	<b>100.00%</b>
Bethune-Bowman Elementary	2	66.7%	1	33.3%	3	100.0%		0.0%		0.0%		0.0%	3	100.00%
Brookdale Elementary	1	25.0%	1	25.0%	2	50.0%	1	25.0%	1	25.0%	2	50.0%	4	100.00%
Dover Elementary	4	40.0%	3	30.0%	7	70.0%	2	20.0%	1	10.0%	3	30.0%	10	100.00%
Edisto Elementary	35	61.4%	14	24.6%	49	86.0%	5	8.8%	3	5.3%	8	14.0%	57	100.00%
Ellore Elementary	1	50.0%	1	50.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
Holly Hill Elementary School	1	16.7%	2	33.3%	3	50.0%	3	50.0%		0.0%	3	50.0%	6	100.00%
Hunter-Kinard-Tyler Elementary	1	20.0%	3	60.0%	4	80.0%	1	20.0%		0.0%	1	20.0%	5	100.00%
Lockett Elementary	8	47.1%	6	35.3%	14	82.4%	3	17.6%		0.0%	3	17.6%	17	100.00%
Marshall Elementary		0.0%	1	50.0%	1	50.0%	1	50.0%		0.0%	1	50.0%	2	100.00%
Mellichamp Elementary	5	83.3%	1	16.7%	6	100.0%		0.0%		0.0%		0.0%	6	100.00%
Sheridan Elementary	22	75.9%	5	17.2%	27	93.1%	2	6.9%		0.0%	2	6.9%	29	100.00%
St. James-Gaillard Elementary	4	50.0%	1	12.5%	5	62.5%	3	37.5%		0.0%	3	37.5%	8	100.00%
Vance-Providence Elementary	3	60.0%	1	20.0%	4	80.0%	1	20.0%		0.0%	1	20.0%	5	100.00%
Whittaker Elementary	1	50.0%		0.0%	1	50.0%		0.0%	1	50.0%	1	50.0%	2	100.00%
<b>4</b>	<b>89</b>	<b>46.4%</b>	<b>41</b>	<b>21.4%</b>	<b>130</b>	<b>67.7%</b>	<b>35</b>	<b>18.2%</b>	<b>27</b>	<b>14.1%</b>	<b>62</b>	<b>32.3%</b>	<b>192</b>	<b>100.00%</b>
Bethune-Bowman Elementary	1	50.0%	1	50.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
Brookdale Elementary		0.0%	3	37.5%	3	37.5%	2	25.0%	3	37.5%	5	62.5%	8	100.00%
Dover Elementary	5	38.5%	5	38.5%	10	76.9%	2	15.4%	1	7.7%	3	23.1%	13	100.00%
Edisto Elementary	36	56.3%	13	20.3%	49	76.6%	5	7.8%	10	15.6%	15	23.4%	64	100.00%
Ellore Elementary	2	100.0%		0.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
Holly Hill Elementary School	8	50.0%	2	12.5%	10	62.5%	5	31.3%	1	6.3%	6	37.5%	16	100.00%
Hunter-Kinard-Tyler Elementary	3	100.0%		0.0%	3	100.0%		0.0%		0.0%		0.0%	3	100.00%
Lockett Elementary	3	21.4%	2	14.3%	5	35.7%	4	28.6%	5	35.7%	9	64.3%	14	100.00%
Marshall Elementary	3	42.9%		0.0%	3	42.9%	2	28.6%	2	28.6%	4	57.1%	7	100.00%
Mellichamp Elementary	4	33.3%	3	25.0%	7	58.3%	4	33.3%	1	8.3%	5	41.7%	12	100.00%
Sheridan Elementary	14	58.3%	6	25.0%	20	83.3%	3	12.5%	1	4.2%	4	16.7%	24	100.00%
St. James-Gaillard Elementary	4	28.6%	2	14.3%	6	42.9%	6	42.9%	2	14.3%	8	57.1%	14	100.00%
Vance-Providence Elementary	1	20.0%	3	60.0%	4	80.0%		0.0%	1	20.0%	1	20.0%	5	100.00%
Whittaker Elementary	5	62.5%	1	12.5%	6	75.0%	2	25.0%		0.0%	2	25.0%	8	100.00%
<b>5</b>	<b>76</b>	<b>39.2%</b>	<b>76</b>	<b>39.2%</b>	<b>152</b>	<b>78.4%</b>	<b>30</b>	<b>15.5%</b>	<b>12</b>	<b>6.2%</b>	<b>42</b>	<b>21.6%</b>	<b>194</b>	<b>100.00%</b>
Bethune-Bowman Elementary	3	60.0%	2	40.0%	5	100.0%		0.0%		0.0%		0.0%	5	100.00%
Brookdale Elementary	3	37.5%	1	12.5%	4	50.0%	3	37.5%	1	12.5%	4	50.0%	8	100.00%
Dover Elementary	5	45.5%	5	45.5%	10	90.9%	1	9.1%		0.0%	1	9.1%	11	100.00%
Edisto Elementary	29	35.8%	37	45.7%	66	81.5%	9	11.1%	6	7.4%	15	18.5%	81	100.00%
Ellore Elementary		0.0%	1	100.0%	1	100.0%		0.0%		0.0%		0.0%	1	100.00%
Holly Hill Elementary School	1	16.7%	2	33.3%	3	50.0%	2	33.3%	1	16.7%	3	50.0%	6	100.00%
Lockett Elementary	6	30.0%	7	35.0%	13	65.0%	6	30.0%	1	5.0%	7	35.0%	20	100.00%
Marshall Elementary	3	75.0%		0.0%	3	75.0%	1	25.0%		0.0%	1	25.0%	4	100.00%
Mellichamp Elementary	1	50.0%	1	50.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
Sheridan Elementary	20	46.5%	13	30.2%	33	76.7%	7	16.3%	3	7.0%	10	23.3%	43	100.00%
St. James-Gaillard Elementary	1	33.3%	2	66.7%	3	100.0%		0.0%		0.0%		0.0%	3	100.00%
Vance-Providence Elementary	4	40.0%	5	50.0%	9	90.0%	1	10.0%		0.0%	1	10.0%	10	100.00%

Grade/School	Does Not Meet		Approaching		Not Met		Meets		Exceeds		Met		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>6</b>	<b>53</b>	<b>41.4%</b>	<b>50</b>	<b>39.1%</b>	<b>103</b>	<b>80.5%</b>	<b>19</b>	<b>14.8%</b>	<b>6</b>	<b>4.7%</b>	<b>25</b>	<b>19.5%</b>	<b>128</b>	<b>100.00%</b>
Bethune-Bowman Middle/High	1	20.0%	2	40.0%	3	60.0%	1	20.0%	1	20.0%	2	40.0%	5	100.00%
Carver Edisto Middle	17	39.5%	19	44.2%	36	83.7%	7	16.3%		0.0%	7	16.3%	43	100.00%
Ellore Elementary	2	40.0%	2	40.0%	4	80.0%	1	20.0%		0.0%	1	20.0%	5	100.00%
Holly Hill-Roberts Middle	6	35.3%	6	35.3%	12	70.6%	3	17.6%	2	11.8%	5	29.4%	17	100.00%
Hunter-Kinard-Tyler High		0.0%		0.0%		0.0%	1	100.0%		0.0%	1	100.0%	1	100.00%
North Middle/High	13	52.0%	9	36.0%	22	88.0%	3	12.0%		0.0%	3	12.0%	25	100.00%
Robert E. Howard Middle	3	37.5%	5	62.5%	8	100.0%		0.0%		0.0%		0.0%	8	100.00%
William J. Clark Middle	11	45.8%	7	29.2%	18	75.0%	3	12.5%	3	12.5%	6	25.0%	24	100.00%
<b>7</b>	<b>61</b>	<b>49.6%</b>	<b>32</b>	<b>26.0%</b>	<b>93</b>	<b>75.6%</b>	<b>17</b>	<b>13.8%</b>	<b>13</b>	<b>10.6%</b>	<b>30</b>	<b>24.4%</b>	<b>123</b>	<b>100.00%</b>
Bethune-Bowman Middle/High	4	100.0%		0.0%	4	100.0%		0.0%		0.0%		0.0%	4	100.00%
Carver Edisto Middle	16	53.3%	9	30.0%	25	83.3%	2	6.7%	3	10.0%	5	16.7%	30	100.00%
Ellore Elementary	6	60.0%	2	20.0%	8	80.0%	2	20.0%		0.0%	2	20.0%	10	100.00%
Holly Hill-Roberts Middle	7	46.7%	5	33.3%	12	80.0%	1	6.7%	2	13.3%	3	20.0%	15	100.00%
North Middle/High	6	33.3%	7	38.9%	13	72.2%	3	16.7%	2	11.1%	5	27.8%	18	100.00%
Robert E. Howard Middle	5	50.0%	3	30.0%	8	80.0%	2	20.0%		0.0%	2	20.0%	10	100.00%
William J. Clark Middle	17	47.2%	6	16.7%	23	63.9%	7	19.4%	6	16.7%	13	36.1%	36	100.00%
<b>8</b>	<b>33</b>	<b>37.1%</b>	<b>34</b>	<b>38.2%</b>	<b>67</b>	<b>75.3%</b>	<b>22</b>	<b>24.7%</b>		<b>0.0%</b>	<b>22</b>	<b>24.7%</b>	<b>89</b>	<b>100.00%</b>
Bethune-Bowman Middle/High	1	33.3%	2	66.7%	3	100.0%		0.0%		0.0%		0.0%	3	100.00%
Carver Edisto Middle	11	34.4%	12	37.5%	23	71.9%	9	28.1%		0.0%	9	28.1%	32	100.00%
Ellore Elementary		0.0%	2	66.7%	2	66.7%	1	33.3%		0.0%	1	33.3%	3	100.00%
Holly Hill-Roberts Middle	5	45.5%	5	45.5%	10	90.9%	1	9.1%		0.0%	1	9.1%	11	100.00%
North Middle/High	5	50.0%	3	30.0%	8	80.0%	2	20.0%		0.0%	2	20.0%	10	100.00%
Robert E. Howard Middle	1	33.3%	1	33.3%	2	66.7%	1	33.3%		0.0%	1	33.3%	3	100.00%
William J. Clark Middle	10	37.0%	9	33.3%	19	70.4%	8	29.6%		0.0%	8	29.6%	27	100.00%
<b>Grand Total</b>	<b>400</b>	<b>45.4%</b>	<b>273</b>	<b>31.0%</b>	<b>673</b>	<b>76.3%</b>	<b>145</b>	<b>16.4%</b>	<b>64</b>	<b>7.3%</b>	<b>209</b>	<b>23.7%</b>	<b>882</b>	<b>100.00%</b>

## SCREADY 2020-2021- Math

Grade/School	Does Not Meet		Approaches		Not Met		Meets		Exceeds		Met		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>3</b>	<b>110</b>	<b>69.6%</b>	<b>27</b>	<b>17.1%</b>	<b>137</b>	<b>86.7%</b>	<b>17</b>	<b>10.8%</b>	<b>4</b>	<b>2.5%</b>	<b>21</b>	<b>13.3%</b>	<b>158</b>	<b>100.00%</b>
Bethune-Bowman Elementary	3	100.0%		0.0%	3	100.0%		0.0%		0.0%		0.0%	3	100.00%
Brookdale Elementary	1	25.0%		0.0%	1	25.0%	1	25.0%	2	50.0%	3	75.0%	4	100.00%
Dover Elementary	6	60.0%	1	10.0%	7	70.0%	2	20.0%	1	10.0%	3	30.0%	10	100.00%
Edisto Elementary	38	65.5%	11	19.0%	49	84.5%	8	13.8%	1	1.7%	9	15.5%	58	100.00%
Elloree Elementary	1	50.0%	1	50.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
Holly Hill Elementary School	3	50.0%	2	33.3%	5	83.3%	1	16.7%		0.0%	1	16.7%	6	100.00%
Hunter-Kinard-Tyler Elementary	2	40.0%	3	60.0%	5	100.0%		0.0%		0.0%		0.0%	5	100.00%
Lockett Elementary	9	52.9%	4	23.5%	13	76.5%	4	23.5%		0.0%	4	23.5%	17	100.00%
Marshall Elementary	1	50.0%	1	50.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
Mellichamp Elementary	5	83.3%	1	16.7%	6	100.0%		0.0%		0.0%		0.0%	6	100.00%
Sheridan Elementary	28	93.3%	1	3.3%	29	96.7%	1	3.3%		0.0%	1	3.3%	30	100.00%
St. James-Gaillard Elementary	7	87.5%	1	12.5%	8	100.0%		0.0%		0.0%		0.0%	8	100.00%
Vance-Providence Elementary	5	100.0%		0.0%	5	100.0%		0.0%		0.0%		0.0%	5	100.00%
Whittaker Elementary	1	50.0%	1	50.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
<b>4</b>	<b>122</b>	<b>63.5%</b>	<b>39</b>	<b>20.3%</b>	<b>161</b>	<b>83.9%</b>	<b>22</b>	<b>11.5%</b>	<b>9</b>	<b>4.7%</b>	<b>31</b>	<b>16.1%</b>	<b>192</b>	<b>100.00%</b>
Bethune-Bowman Elementary	1	50.0%	1	50.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
Brookdale Elementary	3	42.9%	1	14.3%	4	57.1%	3	42.9%		0.0%	3	42.9%	7	100.00%
Dover Elementary	8	66.7%	2	16.7%	10	83.3%	2	16.7%		0.0%	2	16.7%	12	100.00%
Edisto Elementary	41	61.2%	14	20.9%	55	82.1%	10	14.9%	2	3.0%	12	17.9%	67	100.00%
Holly Hill Elementary School	9	56.3%	4	25.0%	13	81.3%	2	12.5%	1	6.3%	3	18.8%	16	100.00%
Hunter-Kinard-Tyler Elementary	2	66.7%	1	33.3%	3	100.0%		0.0%		0.0%		0.0%	3	100.00%
Lockett Elementary	5	35.7%	3	21.4%	8	57.1%	2	14.3%	4	28.6%	6	42.9%	14	100.00%
Marshall Elementary	4	57.1%	3	42.9%	7	100.0%		0.0%		0.0%		0.0%	7	100.00%
Mellichamp Elementary	5	41.7%	4	33.3%	9	75.0%	1	8.3%	2	16.7%	3	25.0%	12	100.00%
Sheridan Elementary	22	91.7%	2	8.3%	24	100.0%		0.0%		0.0%		0.0%	24	100.00%
St. James-Gaillard Elementary	11	73.3%	4	26.7%	15	100.0%		0.0%		0.0%		0.0%	15	100.00%
Vance-Providence Elementary	4	80.0%		0.0%	4	80.0%	1	20.0%		0.0%	1	20.0%	5	100.00%
Whittaker Elementary	7	87.5%		0.0%	7	87.5%	1	12.5%		0.0%	1	12.5%	8	100.00%
<b>5</b>	<b>109</b>	<b>57.4%</b>	<b>50</b>	<b>26.3%</b>	<b>159</b>	<b>83.7%</b>	<b>23</b>	<b>12.1%</b>	<b>8</b>	<b>4.2%</b>	<b>31</b>	<b>16.3%</b>	<b>190</b>	<b>100.00%</b>
Bethune-Bowman Elementary	4	100.0%		0.0%	4	100.0%		0.0%		0.0%		0.0%	4	100.00%
Brookdale Elementary	2	25.0%	5	62.5%	7	87.5%	1	12.5%		0.0%	1	12.5%	8	100.00%
Dover Elementary	6	66.7%	2	22.2%	8	88.9%	1	11.1%		0.0%	1	11.1%	9	100.00%
Edisto Elementary	46	57.5%	21	26.3%	67	83.8%	9	11.3%	4	5.0%	13	16.3%	80	100.00%
Elloree Elementary		0.0%	1	100.0%	1	100.0%		0.0%		0.0%		0.0%	1	100.00%
Holly Hill Elementary School	1	16.7%	3	50.0%	4	66.7%	2	33.3%		0.0%	2	33.3%	6	100.00%
Lockett Elementary	7	35.0%	9	45.0%	16	80.0%	2	10.0%	2	10.0%	4	20.0%	20	100.00%
Marshall Elementary	3	75.0%		0.0%	3	75.0%	1	25.0%		0.0%	1	25.0%	4	100.00%
Mellichamp Elementary	1	50.0%		0.0%	1	50.0%	1	50.0%		0.0%	1	50.0%	2	100.00%
Sheridan Elementary	29	67.4%	7	16.3%	36	83.7%	5	11.6%	2	4.7%	7	16.3%	43	100.00%
St. James-Gaillard Elementary	2	66.7%		0.0%	2	66.7%	1	33.3%		0.0%	1	33.3%	3	100.00%
Vance-Providence Elementary	8	80.0%	2	20.0%	10	100.0%		0.0%		0.0%		0.0%	10	100.00%

Grade/School	Does Not Meet		Approaches		Not Met		Meets		Exceeds		Met		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>6</b>	<b>76</b>	<b>60.3%</b>	<b>39</b>	<b>31.0%</b>	<b>115</b>	<b>91.3%</b>	<b>8</b>	<b>6.3%</b>	<b>3</b>	<b>2.4%</b>	<b>11</b>	<b>8.7%</b>	<b>126</b>	<b>100.00%</b>
Bethune-Bowman Middle/High	1	20.0%	3	60.0%	4	80.0%	1	20.0%		0.0%	1	20.0%	5	100.00%
Carver Edisto Middle	28	70.0%	7	17.5%	35	87.5%	5	12.5%		0.0%	5	12.5%	40	100.00%
Elloree Elementary	2	40.0%	3	60.0%	5	100.0%		0.0%		0.0%		0.0%	5	100.00%
Holly Hill-Roberts Middle	8	50.0%	7	43.8%	15	93.8%		0.0%	1	6.3%	1	6.3%	16	100.00%
Hunter-Kinard-Tyler High		0.0%		0.0%		0.0%	1	100.0%		0.0%	1	100.0%	1	100.00%
North Middle/High	14	63.6%	8	36.4%	22	100.0%		0.0%		0.0%		0.0%	22	100.00%
Robert E. Howard Middle	5	62.5%	3	37.5%	8	100.0%		0.0%		0.0%		0.0%	8	100.00%
William J. Clark Middle	18	62.1%	8	27.6%	26	89.7%	1	3.4%	2	6.9%	3	10.3%	29	100.00%
<b>7</b>	<b>74</b>	<b>61.2%</b>	<b>34</b>	<b>28.1%</b>	<b>108</b>	<b>89.3%</b>	<b>8</b>	<b>6.6%</b>	<b>5</b>	<b>4.1%</b>	<b>13</b>	<b>10.7%</b>	<b>121</b>	<b>100.00%</b>
Bethune-Bowman Middle/High	4	100.0%		0.0%	4	100.0%		0.0%		0.0%		0.0%	4	100.00%
Carver Edisto Middle	19	63.3%	8	26.7%	27	90.0%	3	10.0%		0.0%	3	10.0%	30	100.00%
Elloree Elementary	5	62.5%	2	25.0%	7	87.5%	1	12.5%		0.0%	1	12.5%	8	100.00%
Holly Hill-Roberts Middle	7	58.3%	4	33.3%	11	91.7%	1	8.3%		0.0%	1	8.3%	12	100.00%
North Middle/High	9	50.0%	6	33.3%	15	83.3%	2	11.1%	1	5.6%	3	16.7%	18	100.00%
Robert E. Howard Middle	8	80.0%	2	20.0%	10	100.0%		0.0%		0.0%		0.0%	10	100.00%
William J. Clark Middle	22	56.4%	12	30.8%	34	87.2%	1	2.6%	4	10.3%	5	12.8%	39	100.00%
<b>8</b>	<b>59</b>	<b>67.0%</b>	<b>24</b>	<b>27.3%</b>	<b>83</b>	<b>94.3%</b>	<b>3</b>	<b>3.4%</b>	<b>2</b>	<b>2.3%</b>	<b>5</b>	<b>5.7%</b>	<b>88</b>	<b>100.00%</b>
Bethune-Bowman Middle/High	3	75.0%	1	25.0%	4	100.0%		0.0%		0.0%		0.0%	4	100.00%
Carver Edisto Middle	17	54.8%	10	32.3%	27	87.1%	2	6.5%	2	6.5%	4	12.9%	31	100.00%
Elloree Elementary	3	100.0%		0.0%	3	100.0%		0.0%		0.0%		0.0%	3	100.00%
Holly Hill-Roberts Middle	6	60.0%	4	40.0%	10	100.0%		0.0%		0.0%		0.0%	10	100.00%
North Middle/High	9	90.0%	1	10.0%	10	100.0%		0.0%		0.0%		0.0%	10	100.00%
Robert E. Howard Middle	3	75.0%	1	25.0%	4	100.0%		0.0%		0.0%		0.0%	4	100.00%
William J. Clark Middle	18	69.2%	7	26.9%	25	96.2%	1	3.8%		0.0%	1	3.8%	26	100.00%
<b>Grand Total</b>	<b>550</b>	<b>62.9%</b>	<b>213</b>	<b>24.3%</b>	<b>763</b>	<b>87.2%</b>	<b>81</b>	<b>9.3%</b>	<b>31</b>	<b>3.5%</b>	<b>112</b>	<b>12.8%</b>	<b>875</b>	<b>100.00%</b>

**SCPASS 2020-21-Science**

Grade/School	Does Not Meet		Approaches		Not Met		Meets		Exceeds		Met		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>4</b>	<b>82</b>	<b>46.6%</b>	<b>45</b>	<b>25.6%</b>	<b>127</b>	<b>72.2%</b>	<b>37</b>	<b>21.0%</b>	<b>12</b>	<b>6.8%</b>	<b>49</b>	<b>27.8%</b>	<b>176</b>	<b>100.00%</b>
Bethune-Bowman Elementary	2	100.0%		0.0%	2	100.0%		0.0%		0.0%		0.0%	2	100.00%
Brookdale Elementary	2	28.6%	3	42.9%	5	71.4%	1	14.3%	1	14.3%	2	28.6%	7	100.00%
Dover Elementary	3	50.0%	1	16.7%	4	66.7%	2	33.3%		0.0%	2	33.3%	6	100.00%
Edisto Elementary	30	50.0%	11	18.3%	41	68.3%	13	21.7%	6	10.0%	19	31.7%	60	100.00%
Holly Hill Elementary School	9	56.3%	6	37.5%	15	93.8%		0.0%	1	6.3%	1	6.3%	16	100.00%
Hunter-Kinard-Tyler Elementary	3	100.0%		0.0%	3	100.0%		0.0%		0.0%		0.0%	3	100.00%
Lockett Elementary	3	21.4%	4	28.6%	7	50.0%	5	35.7%	2	14.3%	7	50.0%	14	100.00%
Marshall Elementary	3	42.9%	2	28.6%	5	71.4%	2	28.6%		0.0%	2	28.6%	7	100.00%
Mellichamp Elementary	3	27.3%	3	27.3%	6	54.5%	4	36.4%	1	9.1%	5	45.5%	11	100.00%
Sheridan Elementary	14	60.9%	6	26.1%	20	87.0%	3	13.0%		0.0%	3	13.0%	23	100.00%
St. James-Gaillard Elementary	3	21.4%	6	42.9%	9	64.3%	5	35.7%		0.0%	5	35.7%	14	100.00%
Vance-Providence Elementary	2	40.0%	2	40.0%	4	80.0%		0.0%	1	20.0%	1	20.0%	5	100.00%
Whittaker Elementary	5	62.5%	1	12.5%	6	75.0%	2	25.0%		0.0%	2	25.0%	8	100.00%
<b>6</b>	<b>73</b>	<b>57.5%</b>	<b>20</b>	<b>15.7%</b>	<b>93</b>	<b>73.2%</b>	<b>26</b>	<b>20.5%</b>	<b>8</b>	<b>6.3%</b>	<b>34</b>	<b>26.8%</b>	<b>127</b>	<b>100.00%</b>
Bethune-Bowman Middle/High	2	33.3%	1	16.7%	3	50.0%	2	33.3%	1	16.7%	3	50.0%	6	100.00%
Carver Edisto Middle	22	53.7%	5	12.2%	27	65.9%	11	26.8%	3	7.3%	14	34.1%	41	100.00%
Elloree Elementary	2	40.0%	2	40.0%	4	80.0%	1	20.0%		0.0%	1	20.0%	5	100.00%
Holly Hill-Roberts Middle	9	52.9%	2	11.8%	11	64.7%	4	23.5%	2	11.8%	6	35.3%	17	100.00%
Hunter-Kinard-Tyler High		0.0%		0.0%		0.0%	1	100.0%		0.0%	1	100.0%	1	100.00%
North Middle/High	17	73.9%	5	21.7%	22	95.7%	1	4.3%		0.0%	1	4.3%	23	100.00%
Robert E. Howard Middle	4	57.1%	2	28.6%	6	85.7%	1	14.3%		0.0%	1	14.3%	7	100.00%
William J. Clark Middle	17	63.0%	3	11.1%	20	74.1%	5	18.5%	2	7.4%	7	25.9%	27	100.00%
<b>Grand Total</b>	<b>155</b>	<b>51.2%</b>	<b>65</b>	<b>21.5%</b>	<b>220</b>	<b>72.6%</b>	<b>63</b>	<b>20.8%</b>	<b>20</b>	<b>6.6%</b>	<b>83</b>	<b>27.4%</b>	<b>303</b>	<b>100.00%</b>

**EOCEP 2020-21**

Subject/School	A		B		C		D		F		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Algebra 1</b>	<b>1</b>	<b>0.38%</b>	<b>3</b>	<b>1.15%</b>	<b>14</b>	<b>5.34%</b>	<b>57</b>	<b>21.76%</b>	<b>187</b>	<b>71.37%</b>	<b>262</b>	<b>100%</b>
Bethune-Bowman Middle/High		0.00%	1	5.56%		0.00%	2	11.11%	15	83.33%	18	100%
Branchville High		0.00%	1	3.33%	6	20.00%	7	23.33%	16	53.33%	30	100%
Carver Edisto Middle	1	7.14%		0.00%	3	21.43%	7	50.00%	3	21.43%	14	100%
Edisto High		0.00%		0.00%		0.00%	11	25.58%	32	74.42%	43	100%
Elloree Elementary		0.00%		0.00%		0.00%		0.00%	2	100%	2	100%
Holly Hill-Roberts Middle		0.00%	1	50.00%		0.00%	1	50.00%		0.00%	2	100%
Lake Marion High School and Technology C		0.00%		0.00%	1	2.33%	10	23.26%	32	74.42%	43	100%
North Middle/High		0.00%		0.00%		0.00%	2	9.52%	19	90.48%	21	100%
Orangeburg Wilkinson High		0.00%		0.00%	3	3.57%	16	19.05%	65	77.38%	84	100%
William J. Clark Middle		0.00%		0.00%	1	20.00%	1	20.00%	3	60.00%	5	100%
<b>Biology</b>	<b>5</b>	<b>1.71%</b>	<b>11</b>	<b>3.77%</b>	<b>17</b>	<b>5.82%</b>	<b>54</b>	<b>18.49%</b>	<b>205</b>	<b>70.21%</b>	<b>292</b>	<b>100%</b>
Bethune-Bowman Middle/High		0.00%	1	5.56%		0.00%	2	11.11%	15	83.33%	18	100%
Branchville High	2	6.67%	3	10.00%	1	3.33%	7	23.33%	17	56.67%	30	100%
Edisto High		0.00%	3	5.17%	7	12.07%	9	15.52%	39	67.24%	58	100%
Hunter-Kinard-Tyler High		0.00%		0.00%		0.00%		0.00%	1	100%	1	100%
Lake Marion High School and Technology C	1	2.63%		0.00%	1	2.63%	9	23.68%	27	71.05%	38	100%
North Middle/High		0.00%	1	3.57%		0.00%	3	10.71%	24	85.71%	28	100%
OCSD5 High School for Health Professions	1	4.00%	3	12.00%	5	20.00%	6	24.00%	10	40.00%	25	100%
Orangeburg Wilkinson High	1	1.06%		0.00%	3	3.19%	18	19.15%	72	76.60%	94	100%
<b>English 1</b>		<b>0.00%</b>		<b>0.00%</b>		<b>0.00%</b>		<b>0.00%</b>	<b>4</b>	<b>100%</b>	<b>4</b>	<b>100%</b>
Edisto High		0.00%		0.00%		0.00%		0.00%	1	100%	1	100%
Orangeburg Wilkinson High		0.00%		0.00%		0.00%		0.00%	3	100%	3	100%
<b>English 2</b>	<b>27</b>	<b>8.23%</b>	<b>59</b>	<b>17.99%</b>	<b>66</b>	<b>20.12%</b>	<b>78</b>	<b>23.78%</b>	<b>98</b>	<b>29.88%</b>	<b>328</b>	<b>100%</b>
Bethune-Bowman Middle/High	5	15.15%	5	15.15%	6	18.18%	10	30.30%	7	21.21%	33	100%
Branchville High	7	20.00%	9	25.71%	6	17.14%	7	20.00%	6	17.14%	35	100%
Edisto High	4	6.06%	12	18.18%	15	22.73%	14	21.21%	21	31.82%	66	100%
Lake Marion High School and Technology C	1	4.76%	3	14.29%	6	28.57%	5	23.81%	6	28.57%	21	100%
North Middle/High		0.00%	4	14.81%	3	11.11%	9	33.33%	11	40.74%	27	100%
OCSD5 High School for Health Professions	6	18.75%	13	40.63%	11	34.38%	1	3.13%	1	3.13%	32	100%
Orangeburg Wilkinson High	4	3.51%	13	11.40%	19	16.67%	32	28.07%	46	40.35%	114	100%
<b>US History</b>	<b>1</b>	<b>0.42%</b>	<b>6</b>	<b>2.54%</b>	<b>16</b>	<b>6.78%</b>	<b>41</b>	<b>17.37%</b>	<b>172</b>	<b>72.88%</b>	<b>236</b>	<b>100%</b>
Bethune-Bowman Middle/High		0.00%		0.00%	2	10.00%	4	20.00%	14	70.00%	20	100%
Branchville High		0.00%	2	9.09%	1	4.55%	5	22.73%	14	63.64%	22	100%
Edisto High		0.00%		0.00%	6	11.32%	8	15.09%	39	73.58%	53	100%
Hunter-Kinard-Tyler High		0.00%		0.00%		0.00%		0.00%	1	100%	1	100%
Lake Marion High School and Technology C	1	4.35%	2	8.70%	4	17.39%	7	30.43%	9	39.13%	23	100%
North Middle/High		0.00%		0.00%	1	6.25%	1	6.25%	14	87.50%	16	100%
OCSD5 High School for Health Professions		0.00%	2	6.45%	1	3.23%	7	22.58%	21	67.74%	31	100%
Orangeburg Wilkinson High		0.00%		0.00%	1	1.43%	9	12.86%	60	85.71%	70	100%
<b>Grand Total</b>	<b>34</b>	<b>3.03%</b>	<b>79</b>	<b>7.04%</b>	<b>113</b>	<b>10.07%</b>	<b>230</b>	<b>20.50%</b>	<b>666</b>	<b>59.36%</b>	<b>1122</b>	<b>100%</b>

### Career Ready- Read to Work Certificates- % of Students

School	2018					2019					2021				
	Number	Bronze	Silver	Gold	Platinum	Number	Bronze	Silver	Gold	Platinum	Number	Bronze	Silver	Gold	Platinum
Bethune-Bowman Middle High	52	30.8	48.1	1.9	0	41	41.5	24.4	4.9	0	36	36.1	27.8	0	0
Branchville High	40	30	42.5	5	0	53	24.5	56.6	1.9	0	49	20.4	57.1	4.1	0
Edisto High	166	27.7	44	3	0.6	129	27.9	45.7	9.3	0.8	103	26.2	36.9	2.9	0
Hunter-Kinard-Tyler High	34	38.2	26.5	0	0	37	45.9	27	0	2.7	36	36.1	25	0	0
Lake Marion High School And Technology Center	165	32.1	35.8	3	0	145	34.5	34.5	4.8	0.7	89	23.6	39.3	1.1	0
North Middle High	27	18.5	70.4	0	3.7	49	34.7	30.6	4.1	2	26	38.5	26.9	3.8	0
High School For Health Professions	91	35.2	46.2	3.3	1.1	79	30.4	46.8	7.6	0	83	31.3	49.4	7.2	1.2
Orangeburg Wilkinson High	195	28.2	39	2.1	0	187	26.7	32.6	1.6	0	128	37.5	29.7	0	0
County	770	30.1	41.6	2.6	0.4	720	31.1	37.8	4.6	0.6	550	30.5	37.5	2.4	0.2

### MAP Strand Analysis- Reading

Grade K	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Principles of Reading	163.6	163.7	157.3	133.2	143.2	149.8
Reading: Literacy and Informational Text	173.4	170.4	162.7	137.3	144.4	151.9	
Vocabulary	172.3	172.2	163	136.1	143.1	151.8	
Writing	169.5	168.2	161.3	135.8	143.8	150.6	

Grade 1	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Principles of Reading	168.2	168.3	164.8	145.1	153.4	161
Reading: Literacy and Informational Text	175.1	173.5	169.3	149.7	156.3	162.9	
Vocabulary	175.2	173.3	168.6	149.1	155.6	162.7	
Writing	173.5	173.4	168.5	147.9	155.2	161.4	

Grade 2	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	LT: Meaning and Context	187.8	183.4	181.3	164.9	170.2	175.2
LT: Language, Craft, Structure	187.8	183.6	181.8	167	172.3	176.6	
IT: Meaning and Context	188.1	184.4	180.8	164.8	171.5	177.4	
IT: Language, Craft, Structure	187.3	182.8	178.1	156.9	166	172.6	
V: Determine, Clarify Word Meaning	189.1	185.5	181	161.6	167.8	173.5	



	<b>Strands</b>	<b>Fall 2020</b>	<b>Winter 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2021</b>	<b>Spring 2022</b>
Grade 3	LT: Meaning and Context	183.6	185.5	186.2	175.1	180.8	185.1
	LT: Language, Craft, Structure	184.1	185.5	185.7	176.7	181.5	185
	IT: Meaning and Context	184.7	186.3	184.4	175.7	181.5	185.3
	IT: Language, Craft, Structure	183.1	185	184.5	172.2	179.4	184.1
	V: Determine, Clarify Word Meaning	185.5	187	186.6	175	180.5	184.5

	<b>Strands</b>	<b>Fall 2020</b>	<b>Winter 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2021</b>	<b>Spring 2022</b>
Grade 4	LT: Meaning and Context	191.1	192.6	193.3	185.4	191.1	192.5
	LT: Language, Craft, Structure	190.7	192.8	193.5	185.6	191.5	192.7
	IT: Meaning and Context	190.6	193	192.1	185.3	190.8	192.5
	IT: Language, Craft, Structure	190.9	193.1	192.9	184.3	190.1	192.2
	V: Determine, Clarify Word Meaning	193.5	195.2	195.5	185.4	191.5	193.3

	<b>Strands</b>	<b>Fall 2020</b>	<b>Winter 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2021</b>	<b>Spring 2022</b>
Grade 5	LT: Meaning and Context	197.2	197.4	198.8	193.1	199.4	200.7
	LT: Language, Craft, Structure	198.2	198.3	199	193.5	198.7	200.5
	IT: Meaning and Context	196.9	197.2	197.7	192.4	198.9	200.2
	IT: Language, Craft, Structure	198.5	198.4	198.4	192.3	199	200.8
	V: Determine, Clarify Word Meaning	200	200.1	200.3	194.2	199.5	201

	<b>Strands</b>	<b>Fall 2020</b>	<b>Winter 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2021</b>	<b>Spring 2022</b>
Grade 6	LT: Meaning and Context	204.1	202.4	203.4	200	202.4	201.8
	LT: Language, Craft, Structure	205.4	204.6	204.6	199.7	202.6	202.9
	IT: Meaning and Context	204.1	202.6	202.6	199.3	202.2	202.1
	IT: Language, Craft, Structure	203.6	203	204.8	199.4	202.5	202.4
	V: Determine, Clarify Word Meaning	205.6	205.6	206.2	200.7	204.6	204.1

	<b>Strands</b>	<b>Fall 2020</b>	<b>Winter 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2021</b>	<b>Spring 2022</b>
Grade 7	LT: Meaning and Context	204.1	203.5	202.2	203	205.7	205.7
	LT: Language, Craft, Structure	206.4	205.6	204.5	204.1	206.6	207.1
	IT: Meaning and Context	204.4	203.3	202.6	202.8	205.6	205.9
	IT: Language, Craft, Structure	204.2	204.4	203.8	204.3	206	206.3
	V: Determine, Clarify Word Meaning	207.4	207.7	207.7	205.6	208.3	208.5

	<b>Strands</b>	<b>Fall 2020</b>	<b>Winter 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2021</b>	<b>Spring 2022</b>
Grade 8	LT: Meaning and Context	208.6	207.8	208.9	204.8	206.2	206.9
	LT: Language, Craft, Structure	211.5	210.3	208.8	205.9	207.6	208.7
	IT: Meaning and Context	209.2	207.7	206.6	204.8	206.4	207.5
	IT: Language, Craft, Structure	209.3	207.8	208.3	206	207.5	208.5
	V: Determine, Clarify Word Meaning	212.8	212.5	212.4	208.1	209.6	210.7

MAP Strand Analysis- Math

	<b>Strands</b>	<b>Fall 2020</b>	<b>Winter 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2021</b>	<b>Spring 2022</b>
Grade K	Algebraic Thinking & Operations	173.2	172.3	163.2	133.9	143.5	154.1
	Number Sense	172.3	171.2	164	137.6	146.4	154.2
	Measurement and Data Analysis	173.5	172.2	164.8	139.7	147.4	154.8
	Geometry	169.5	169.4	163.6	139.2	150.9	157

	<b>Strands</b>	<b>Fall 2020</b>	<b>Winter 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Winter 2021</b>	<b>Spring 2022</b>
Grade 1	Algebraic Thinking & Operations	178.3	180.7	175.7	149.1	162.2	169
	Number Sense	177.3	178.1	172.8	150.6	159	167.1
	Measurement and Data Analysis	176.4	177.3	172.5	151.9	159.2	167.7
	Geometry	172.8	173	169.9	152	159.6	168.1

Grade 2	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Algebraic Thinking & Operations	188.6	184.3	180.2	159.7	170.1	175.6
Number Sense	187.9	184.3	181.1	160.2	172	177	
Measurement and Data Analysis	186.9	183	180	162.8	169.2	175.1	
Geometry	187.7	184.2	181.4	162.9	170.2	176.3	

Grade 3	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Algebraic Thinking & Operations	184.8	189	187.3	172.3	181.8	187.3
Number Sense	185.4	187.9	186.7	172	180.1	187	
Measurement and Data Analysis	183.8	185.1	185	172.4	180.3	185.2	
Geometry	186.8	187.9	186.8	174	180.2	187	

Grade 4	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Algebraic Thinking & Operations	195.2	196.1	195.6	184.1	189.9	194.2
Number Sense	194.7	196.9	196.1	183.9	191	195.2	
Measurement and Data Analysis	191.5	192.3	192.3	182.7	187.5	191.9	
Geometry	193.4	194.9	196.5	184.2	188.9	196.4	

Grade 5	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Algebraic Thinking & Operations	204.1	205.4	203.2	192.3	199.7	203.3
Number Sense	203.3	206.4	204.5	193.8	201.4	205.8	
Measurement and Data Analysis	198.3	200	199.6	190.2	195.3	200.5	
Geometry	200	202.4	202.7	194.4	198.6	203.8	

Grade 6	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Algebraic Thinking & Operations	208.7	208.7	209.6	201.6	205.5	208.8
The Real and Complex Number Systems	209.4	210.6	211.9	202.7	207.2	209.3	
Geometry and Measurement	207.4	207.4	207.6	201.5	204	206.3	
Data Analysis, Statistics, & Probability	202.2	203.5	205.6	199.5	202.8	205.4	

Grade 7	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Algebraic Thinking & Operations	212.1	212.9	212.7	207.4	212.9	212.3
	The Real and Complex Number Systems	213.2	214.4	214.4	208	214.4	213.3
	Geometry and Measurement	210.1	210.7	210.4	206	210.7	210.3
	Data Analysis, Statistics, & Probability	206.8	207.9	208.5	204.8	207.9	209.5

Grade 8	Strands	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Algebraic Thinking & Operations	218.1	219.9	220.4	211.7	215.8	218.7
	The Real and Complex Number Systems	218.1	221.5	220.8	211	214.6	217.1
	Geometry and Measurement	214.7	216.8	215.8	208.8	212.2	213.7
	Data Analysis, Statistics, & Probability	213	214.5	215.1	208	211.5	212.9

### MAP Projected Proficiency

Reading % of Students Projected Proficient	Grade	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Grade 2	55.7	35.3	21.7	14.2	15.2	16.9
	Grade 3	30.8	19.4	16.5	16.3	15.4	17.4
	Grade 4	24	17.6	14.1	14.3	16.8	15.4
	Grade 5	18	14.0	9.9	11.3	15.1	14.4
	Grade 6	25.2	19.7	14.3	15.3	16.3	14.9
	Grade 7	16	14.8	10.8	13.4	13.9	12.8
	Grade 8	19.2	16.8	11.7	11.7	13.7	15.3

Math % of Students Projected Proficient	Grade	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022
	Grade 2	67.7	42.0	26.2	19.6	19.3	18.8
	Grade 3	37.6	23.6	15.2	16.1	17.2	21.1
	Grade 4	24.5	17.2	10.9	9.2	7.8	11.7
	Grade 5	14.5	12.3	6.2	7.6	7.6	10.4
	Grade 6	21.2	13.2	12.2	12	10.9	11.5
	Grade 7	11	10.0	7.8	6.9	7	8.5
	Grade 8	8.3	13.9	8.7	4.3	7.5	7.5

Graduation Rates

Schools	Graduation Rate			
	2018	2019	2020	2021
Bethune-Bowman High	92.9%	98.1%	89.5%	92.2%
Branchville High	85.4%	90.7%	91.2%	94.3%
Edisto High	78.2%	76.4%	84.6%	80.9%
Hunter-Kinard-Tyler High	86.5%	85.7%	86.0%	84.2%
Lake Marion High	75.4%	80.4%	74.1%	66.9%
North High	95.3%	96.8%	78.7%	85.2%
Orangeburg-Wilkinson High	81.7%	77.5%	73.0%	69.9%
District	81.5%	81.1%	79.1%	75.5%

KRA

Readiness Level	2019	2020	2021
Emerging Readiness	29.50%	34.86%	33.08%
Approaching Readiness	37.82%	46.29%	41.88%
Demonstrating Readiness	32.68%	18.86%	25.04%

## School Climate

Indicator	2019-2020	2020-2021
Percent of Teachers Satisfied with the Learning Environment	NR (COVID-19)	90.6%
Percent of Students Satisfied with the Learning Environment	NR (COVID-19)	82.2%
Percent of Parents Satisfied with the Learning Environment	NR (COVID-19)	77.0%
Percent of Teachers satisfied with social and physical environment	NR (COVID-19)	91.8%
Percent of Students satisfied with social and physical environment	NR (COVID-19)	85.6%
Percent of Parents satisfied with social and physical environment	NR (COVID-19)	74.7%
Percent of Teachers satisfied with home school relations	NR (COVID-19)	75.0%
Percent of Students satisfied with home school relations	NR (COVID-19)	80.3%
Percent of Parents satisfied with home school relations	NR (COVID-19)	75.8%

## College and Career Ready

Indicator	2019-2020	2020-2021
Students in the graduation cohort who are college OR career ready	47.0%	47.6%
Students in the graduation cohort who are college AND career ready	N/A	19.1%
Students in the graduation cohort who are college ready	N/A	24.6%
Students in the graduation cohort who are career ready	47.0%	42.1%

## 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.

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

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

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	<p>Orangeburg County School District prepares our Early Learners (PreK-2nd grade) by focusing on the development of strong reading and math skills. In addition, we are committed to the development of the entire student, including the arts, sciences, and social/emotional growth.</p> <p>Emphasis on instruction is focused on a two-hour block of time for ELA and writing using fiction and non-fiction leveled text through the Wit and Wisdom Curriculum. Additionally, students learn problem-solving and higher-order thinking skills during reading instruction as well as through guided / hands-on math through the Eureka Math Curriculum and DreamBox software. Students explore cultures through social sciences while learning about various customs, traditions, and holidays. The Arts and Life Skills are also an important part of our goal to develop the entire Early Learner as students attend classes in Art, Music, Physical Education, and Guidance Social/Emotional classes. Data drives instruction as each student is assessed through Measurements of Performance (MAP); MAP Reading Fluency; Phonological Awareness Literacy Screening (PALS); Kindergarten Readiness Assessment (KRA); Developmental Reading Assessment (DRA) and Individual Growth &amp; Development Indicators (myIGDIs). Technology is an intricate part of building the skills needed for success now and in the future. Through the use of computer labs, classroom computers, and interactive ClearTouch boards, students are exposed to a variety of educational software and research opportunities. We are also proud of the fact that we are now a one-to-one technology device district with the addition of iPads for each student. As part of the students' daily routine, this helps to advance their knowledge in reading, writing, math, and science and improve personal skills in technology in general. PreK-2nd grade students receive classroom guidance on many issues including, but not limited to bullying, conflict resolution, health and nutrition, and stress caused by COVID-19. Students participate in activities and events including Field Day, Relay for Life, collections for St. Jude's Children's Hospital, food drives, Jump Rope for Heart, Socks for Seniors, and collecting Box Tops for Education.</p>
<b>Elementary/Middle School (3 - 8)</b>	
2.	<p>After review of the SC Ready/PASS from 2018-2019 (prior to Covid-19 and as three separate districts), 2020-2021(as ONE district), and MAP Data, areas were identified as needed improvement across elementary and middle school in both ELA and Math. There were areas of opportunity identified at the high school level as well. To address these concerns, the district has adopted a research based curriculum for both ELA and Math (Wit &amp; Wisdom and Eureka Math). Additionally, the district provides ongoing professional development for teachers to appropriately and successfully implement the curriculum. In addition, more professional development is designed for teachers to help increase instructional delivery, stronger assessments and recognizing student learning and mastery.</p>
<b>High School (9 - 12)</b>	
3.	<p>Data at the secondary level indicates teachers need more professional development in areas of instructional delivery, teaching and student learning and students reaching academic success. The district is providing support for the high school teachers across content areas however some observable gaps do exist. The district has implemented case benchmarks that are given three times a year at the high school level. In an effort to track data and provide feedback to teachers, data trackers have been implemented as well. This affords an opportunity for professional development sessions with school leaders and teachers. During these sessions teachers learn how to read data, understand where students are and strategies to move them. At the high school level, the data trackers require school leaders and teachers to track students to determine if they are progressing appropriately for graduation, SAT, ACT, dual enrollment course completion, CTE completer status, Work-Base learning participation and career readiness. In addition to assisting</p>

school leaders and teachers with understanding data, the district has implemented data coaches for teachers. Data coaches meet with teachers once a month to review data and assist in informing instruction. Additionally, a partnership with the South Carolina Governors' School for Science and Math (GSSM) affords STEM based acceleration opportunities to secondary students. More acceleration for our students to gain access to College and Career Readiness opportunities are available through a partnership with the local technical school, Orangeburg Calhoun Technical College.

**Teacher/Administrator Quality**

4. Although the district has made gains in filling vacancies and retaining employees, there is still a need to strengthen efforts in attracting diverse high quality applicants to fill positions in the school district. In a collaborative effort between departments and district level employees, emphasis has been placed on appropriate professional development in attracting and retaining employees. Incentives are now in place to recruit high quality employees and celebrations are in place to recognize years of service to the school district.

**School Climate**

5. Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated. The safety of our students and staff are a top priority and we ensure that we have a comprehensive safety plan in place at each school site and district facility, which includes metal detectors and clear book bags. In an effort to increase teacher retention, our district developed several initiatives to recognize and celebrate our staff. Incentives to enhance staff morale and retention include providing our Teacher and Classified Staff of the Year with a forum to represent the employees they represent, highlighting new teachers and classified staff with school, district, and community with recognition as Rookie of the Month at school board meetings, celebrating and recognizing our certified and classified employees with our retirement celebration, and providing new employees with a good foundation entering employment with the district by providing a new employee orientation to introduce district procedures and processes. As a new consolidated district, it is important to let each school community to feel valued, supported and celebrated. As a result, the district established several opportunities to partner with and engage our staff, community and business partners in community-based events throughout the year. Events provided involved community Save the Children (STC) community engagement and summit events, community food distribution events, parent liaison school events, food pantries, business partnerships, local college and university partnerships, and several other events to support the district's growth and vision.

**Other (such as district priorities)**

6. The district is creating a district wide facility plan and are in process of some renovations of school sights and seeking to build new facilities. The past year the district has conducted a demography study that really revealed areas where the district may experience growth in student population or a decline. This really provided the foundation of our action plan moving forward. To address the needs the district will provide high-quality, state-of-the-art facilities for our students and community by consolidating facilities appropriately, using funding for construction and renovations, creating preventive maintenance schedules, installing energy efficient and environmentally responsible systems and refining policies for community usage of facilities.

**Gifted and Talented**

7. Ensuring that highly able learners are recognized and subsequently served through systematic programming is of the highest priority in Orangeburg County School District. The programs for talented students in our District are designed to foster the needs of exceptional students, identified either by their results on the State mandated assessment tools (for students entering kindergarten through third grade), school, or parent identification. The District implemented Elementary Magnet Academies in the 2020-2021 school year. Magnet Academies launched in August 2021, with Communication Arts at Edisto Elementary's Broadcasting and Journalism Academy; the Science, Technology, Engineering, and Arts (STEAM) Academy at Holly Hill Elementary; SAIL or Scholars Achieving Investigating and Learning with STEAM at Mellichamp Elementary; as well as Visual and Performing Arts at Marshall Elementary's STAGE Academy where students have taken on arts and gifted education. Through a partnership with Orangeburg-Calhoun Technical College, Orangeburg County School District introduced a new program for highly motivated post-secondary students, who can pursue their Associate's Degree alongside their high school diploma, without financial burden to the student or his/her family. Students from nearly every middle school in the District were represented in Orangeburg Advanced College's inaugural cohort, a diverse group of 26 rising ninth-graders who were selected for the highly-rigorous program through a competitive application and interview process.



## Performance Goal

<b>Performance Goal Area:</b>	District Priority					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, OCSD 100% of its schools will be high-quality, state-of-the-art facilities serving our students, employees and community.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Number of Schools Addressed	15 out 32 Schools	<b>Projected Data:</b> 18 Schools	22 Schools	25 Schools	29 Schools	32 Schools

## Action Plan

<b>Strategy #1: OCSD will consolidate school buildings based on distance, student enrollment, and facility needs.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Conduct independent audits on all facilities every 3-5 years.	July 2022/July 2025	Operations Department	\$150,000	General Funds	Audit Reports
2. Conduct demography studies of the district every 3-5 years.	July 2022/Ongoing	Operations Department	\$150,000	General Funds	Demography Reports
<b>Strategy #2: OCSD will implement funding options to create and/or renovate facilities.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. OCSD will explore bond referendum options.	January 2022/Ongoing	OCSD School Board	None	None	Bond Referendum Placed on Ballot
2. OCSD will establish a capital funds spending plan.	July 2022/Annually	Operations Department	None	None	Spending Plan
<b>Strategy #3: OCSD will develop a 7-year replacement plan for HVAC, Electrical, Plumbing, and Roofing system in the district.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement Energy Performance Contract for the upgrading of HVAC, Lighting, Controls, Roofs, Plumbing, Security, Security Systems and Building Envelope	2022	Operations Department	\$200,000	GF, Federal Funds	Contracts Climate Surveys
<b>Strategy #4: OCSD will create a 10-year facility plan to include LEED certification for all new and renovated schools.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>

1. Conduct facilities studies	2022	Operations Department	\$100,000	Federal Funds	Facilities Studies Contracts
2. Review Energy Management Standards	2025/Ongoing	Operations Department	None	NA	Meeting Agendas Meeting Sign-In Sheets
3. Review Technology Enhancements	2025/Ongoing	Operations Department	None	NA	Meeting Agendas Meeting Sign-In Sheets
4. Implement Technology Advancements	2025/Ongoing	Operations Department	\$500,000	General Funds	Bids Contracts
<b>Strategy #5: OCSD will establish a plan to develop and utilize high quality facilities for usage within the community in order to generate additional funds</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Develop a facility usage plan district wide, for school based athletic and extracurricular programs.	2025/Ongoing	Operations Department	None	General Fund	Usage Request Form
2. Create a committee to develop community engagement programs and events.	2025/Ongoing	Operations Department	None	None	Committee Agendas Meeting Sign-In Sheets Community Engagement Plan

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, we will ensure stakeholders' voices are heard and honored in our school system as measured by the climate surveys; at least 85 % of stakeholders will indicate satisfaction with home school relations.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of Teachers satisfied with home school relations	75.0	<b>Projected Data:</b> 77.0	79.0	81	83	85
Percent of Students satisfied with home school relations	80.3	<b>Projected Data:</b> 81.2	82.2	83.1	84.1	85
Percent of Parents satisfied with home school relations	75.8	<b>Projected Data:</b> 77.6	79.5	81.3	83.2	85

## Action Plan

<b>Strategy #1: OCSD will have meeting locations in neutral sites and non-threatening locations.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Consider hosting meetings at nontraditional, easy to reach locations and neutral sites such as community centers instead of at schools or government buildings to make people feel more comfortable. Ensure that these sessions include stakeholders from diverse populations and various socio-economic backgrounds.	July 2022/Ongoing	Public Relations	None	GF	Attendance at District Events Feedback on District Initiatives
2. OCSD will seek permission to be added to the agenda of community meetings or forums that were previously scheduled instead of creating new ones. Ask partner organizations already meeting with their members to host focus groups.	July 2022/Ongoing	Public Relations	None	None	Increased in Percent Satisfied with Home-School Relations Increased feedback on District Initiatives
<b>Strategy #2: OCSD will establish a Team of Ambassadors to ensure accurate and thorough communication is shared throughout the community.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Leverage individuals as ambassadors that have gained the trust of the community. (Use this subgroup that will include additional district and community stakeholders as OCSD Ambassadors.	July 2022/Ongoing	Public Relations Principals	None	None	Increased in Percent Satisfied with Home-School Relations Increased feedback on District Initiatives
<b>Strategy #3: OCSD will employ an effective and innovative use of media and technology.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>

1. OCSD will seek out and ask the stakeholders that lead organizations in our community to help share and receive District News and updates through innovative technology methods. (OCSD WhatsApp Community).	July 2022/Ongoing	Public Relations Departments Principals	None	None	Increased in Percent Satisfied with Home-School Relations Increased feedback on District Initiatives
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## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	We will sustain a culture that ensures collaboration, equity and inclusion throughout the district and with all stakeholders by 2027 to meet the expectations of our district’s vision and mission as measured by climate surveys; 85% of stakeholders will be satisfied with the learning environment.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Percent of Teachers Satisfied with the Learning Environment	90.6	<b>Projected Data:</b> 91.5	92.4	93.2	94.1	95
Percent of Students Satisfied with the Learning Environment	82.2	<b>Projected Data:</b> 83.8	85.3	86.9	88.4	90
Percent of Parents Satisfied with the Learning Environment	77	<b>Projected Data:</b> 78.6	80.2	81.8	83.4	85

## Action Plan

<b>Strategy #1: OCSD will create an environment with authentic sense of belonging for all stakeholders.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Increase every employee’s sense of belonging by expanding the Employee of the Year recognition to include bus drivers, recognizing employees for years of service in increments of 5 years, have staff morale booster celebrations at least 3 times a year	July 2022/Ongoing	Public Relations Principals	\$3,500	GF	Board Meeting Agendas The Circle Newsletter One Voice Newsletter Employee Retention Rates
2. Increase every student’s sense of belonging by recognizing a student of the month at each school, recognizing a student of the year at the district level, increasing student participation on school/district committees, incorporating the use of culturally relevant resources/curricula, increasing districtwide competitions	July 2022/Ongoing	Public Relations Principals	None	GF	Board Meeting Agendas The Circle Newsletter One Voice Newsletter Enrollment Counts SDE Climate Surveys
3. Increase communication and more stakeholder involvement in district/school operation by developing a program to recruit volunteer participation in the school/district, recognizing and celebrating volunteers through special events, utilizing data from surveys to assist schools/district in improving culture and climate.	July 2022/Ongoing	Public Relations Principals	\$30,000	GF	Board Meeting Agendas The Circle Newsletter One Voice Newsletter Surveys
<b>Strategy #2: OCSD will demonstrate and foster respect for others and appreciate differences among us.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>



1. Provide exposure to various cultures by recognizing cultures according to yearly calendar, planning school district culture days, providing a district day of culture celebration	July 2022/Ongoing	Public Relations Principals	None	GF	Flyers One Voice Newsletter The Circle Newsletter SDE Climate Surveys Social Media Posts
2. Develop opportunities throughout the district that celebrate diversity and inclusion by providing equitable opportunities and access for all students, increasing staff participation through the establishment of school/district committees	July 2022/Ongoing	Public Relations Principals	None	GF	Flyers One Voice Newsletter The Circle Newsletter SDE Climate Surveys Social Media Posts
3. Train all staff on diversity, equity, and inclusion by developing cultural competence in district staff and students, ensuring staff is representative of the population and community we serve.	July 2022/Ongoing	Human Resources	\$5,000	GF	PD Sign-In Sheets Training Evaluation Forms SDE Climate Surveys

**Strategy #3: OCSD will demonstrate and foster a culture of two-way communication throughout the school community.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide two-way communication in various languages	July 2022/Ongoing	Public Relations	None	NA	District/School Webpages PowerSchool eBlasts Parent Callouts
2. Provide parent engagement support for student achievement (choice & voice)	July 2022/Ongoing	Public Relations	None	NA	Parenting Sessions Family Nights
3. All staff to participate in all-inclusive climate and communication survey to gather feedback and data	July 2022/Ongoing	Public Relations	None	NA	Climate Surveys
4. Provide effective, timely communication and equal access to support unity across the district and community	July 2020/Ongoing	Public Relations	None	NA	District/School Webpages Parent Callouts One Voice Newsletter The Circle Newsletter Social Media

**Strategy #4: OCSD will demonstrate and foster a climate of safety and support for both internal and external stakeholders.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Promote activities and partnerships that support the health and wellness of students and employees by establishing and promoting a district-wide wellness plan, establishing a sick-leave bank for OCSD staff	July 2022/Ongoing	Public Relations Human Resources Finance	\$10,000	GF	Employee Retention Data Employee Absence Data
2. Provide effective support for students and families who are English Speakers of Other Languages	July 2022/Ongoing	Public Relations Curriculum & Instruction	None	NA	ESOL Parent Nights ESOL Instructors Parent Callouts Climate Surveys
3. Ensure students with disabilities learn in least restrictive environments	July 2022/Ongoing	Student Services Principals	\$10,000	Federal Funds	IEPs Parent Conferences Accommodations Logs

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: <b>WHO</b> will do <b>WHAT</b> , as measured by <b>HOW</b> and <b>WHEN</b> .	By 2026-27, 70% of all students will perform at grade level in ELA and math by offering highly engaging and high quality opportunities in the academics, activities, arts, and athletics.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
MAP ELA Grade 3	17.4	<b>Projected Data:</b> 27.9	38.4	49.0	59.5	70
MAP ELA Grade 4	15.4	<b>Projected Data:</b> 26.3	37.2	48.2	59.1	70
MAP ELA Grade 5	14.4	<b>Projected Data:</b> 25.5	36.6	47.8	58.9	70
MAP ELA Grade 6	14.9	<b>Projected Data:</b> 25.9	36.9	48.0	59.0	70
MAP ELA Grade 7	12.8	<b>Projected Data:</b> 24.2	35.7	47.1	58.6	70
MAP ELA Grade 8	15.3	<b>Projected Data:</b> 26.2	37.2	48.1	59.1	70
MAP Math Grade 3	21.1	<b>Projected Data:</b> 30.9	40.7	50.4	60.2	70
MAP Math Grade 4	11.7	<b>Projected Data:</b> 23.4	35.0	46.7	58.3	70

MAP Math Grade 5	10.4	<b>Projected Data:</b> 22.3	34.2	46.2	58.1	70
MAP Math Grade 6	11.5	<b>Projected Data:</b> 23.2	34.9	46.6	58.3	70
MAP Math Grade 7	8.5	<b>Projected Data:</b> 20.8	33.1	45.4	57.7	70
MAP Math Grade 8	7.5	<b>Projected Data:</b> 20.0	32.5	45.0	57.5	70
EOCEP English 2	70.1	<b>Projected Data:</b> 72.1	74.1	76.0	78	80
EOCEP Algebra 1	28.9	<b>Projected Data:</b> 37.1	45.3	53.6	61.8	70
EOCEP Biology	29.8	<b>Projected Data:</b> 37.8	45.9	53.9	62.0	70
EOCEP US History	27.2	<b>Projected Data:</b> 35.8	44.3	52.9	61.4	70

## Action Plan

<b>Strategy #1: By 2026-27, 70% of all students will perform at grade level in ELA and math by offering highly engaging and high quality literacy and numeracy instructional activities.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and implement a comprehensive MTSS plan to address the needs of all students.	June 2022/August 2022	Curriculum & Instruction	Cost of MTSS Screener for Literacy and Numeracy-\$30,000	GF	MTSS Plan RTI Model PD Plan PD Sessions PD Evaluations
2. Create and implement a comprehensive professional development plan to increase the rigor of the curriculum.	June 2022/August 2022	Curriculum & Instruction	Stipends to work on PD Plan and Assessment Plan-\$20,000 Substitutes as need for PD- \$20,000	GF	PD Plan PD Evaluations Teacher Observations Benchmark Results
3. Institute grade band meetings to refine the curriculum and develop an addendum that provides resources for standards not addressed.	June 2022/August 2022	Curriculum & Instruction	Session materials \$5,000	GF	PD Plan PD Evaluations Teacher Observations Benchmark Results
4. Create a comprehensive K-12 assessment plan that delineates the purpose of assessments and how to use the data to inform instruction.	June 2022/August 2022	Curriculum & Instruction	None	N/A	Assessment Plan Teacher Observations Benchmark Results Data Coach Meetings
5. Implement student led parent-student conferences that promote self-efficacy and ownership of the learning.	First Report Card/September 2023	Curriculum & Instruction	None	N/A	Sign-Sheets Parent Feedback Forms Benchmark Results
6. Institute vertical planning teams to develop common language between teachers and across content areas.	June 2022/August 2022	Curriculum & Instruction	Session materials \$5,000	GF	Increase in student achievement levels
<b>Strategy #2: By 2026-27, the percentage of students participating in an extracurricular activity that helps them to develop their person, purpose, and platform will increase by an average of 5% annually.</b>					

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
1. Implement a writing conference to showcase student writing and to promote the attainment of the ELA writing standards.	August 2023/March 2024	Curriculum & Instruction	Conference materials \$5,000	GF	Writing Assignments Conference Agenda Conference Evaluation Form Social Media
2. Implement a Math-fest to allow students to demonstrate the mastery of math standards and skills.	August 2023/March 2024	Curriculum & Instruction	Math-fest materials \$5,000 Stipends- \$10,000	GF	Math Practice Math-Fest Agenda Math-Fest Evaluation Form Social Media Benchmark Results
3. Implement a district-wide debate team to allow students the opportunity to develop public speaking, critical thinking, and persuasive argument skills.	August 2024/March 2025	Curriculum & Instruction	Debate team materials \$3,000 Travel expenses- \$10,000 Fees-\$3,000 Stipends- \$10,000	GF	Debate Competition Competition Feedback Student Practice Sessions
4. Implement a district-wide spelling bee to allow students to gain competence in vocabulary acquisition including learning the definitions, pronunciations, and roots of words.	August 2023/March 2024	Curriculum & Instruction	Spelling bee materials \$5,000 Stipends- \$10,000	GF	Spelling Bee Student Practice Sessions
5. Implement a trivia team- quiz bowl that will allow students to enhance and demonstrate their knowledge of multiple content areas.	August 2024/March 2025	Curriculum & Instruction	Trivia team materials \$3,000 Stipends- \$10,000	GF	Trivia Contest Student Practice Sessions
6. Implement school-wide book clubs to promote a love of reading and deepen students' comprehension of literature.	August 2023/March 2024	Curriculum & Instruction	Book club materials \$25,000 Stipends for book facilitators \$10,000	GF	Book Orders PD Training Sign-In Sheets Discussion Questions
7. Implement a tech-club to allow students to explore technology and to expose them to careers in technology.	August 2024/March 2025	Curriculum & Instruction	Tech materials-\$10,000 Stipends- \$10,000	GF	Tech Projects Social Media Tech Field Trips
8. Implement a Science and Innovation Fair that requires students to demonstrate mastery of the science standards.	August 2022/March 2023	Curriculum & Instruction	Science Fair materials \$10,000	GF	District/School Science Fairs

**Strategy #3: By 2026-27, 70% of all students will participate in an arts activity that helps them to develop their person, purpose, and platform.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
1. Integrate the arts into other core content areas to show the cross-curricular connections and address multiple intelligences of our students.	June 2022/September 2022	Curriculum & Instruction Arts Cadre Leaders	Materials-\$5,000 PD Travel & Registration- \$5,000	GF	Arts Curriculum Teacher Training PD Evaluations
2. Increase promotion and publicity for the arts through the development of a digital quarterly arts magazine.	May 2022/June 2022	Curriculum & Instruction Communications & Business Partnerships	Materials-\$3,000	GF	Digital Magazine One Voice Newsletter The Circle Newsletter Course Enrollment Data
3. Utilize Artists-in-Residence from the South Carolina Arts Commission to supplement arts offerings in the district.	January 2022/February 2022	Curriculum & Instruction Human Resources	Cost of artists- \$10,000	GF	Exposure to various art forms
4. Provide content-specific professional development throughout the school year to deepen teachers' understanding of the content.	June 2022/August 2022	Curriculum & Instruction	Materials- \$5,000	GF	Arts Plan Training Sessions PD Evaluations Arts Portfolios
5. Implement a district art gallery to showcase student and teacher artwork.	August 2023/May 2024	Curriculum & Instruction	Materials- \$7,500	GF	District Art Gallery Course Enrollment Data
6. Student will participate in arts competitions such as Poetry Out Loud.	August 2023/May 2024	Curriculum & Instruction	Materials- \$5,000	GF	Student Poetry Submissions

**Strategy #4: By 2026-27, 60% of all students will participate in an athletic activity that helps them to develop their person, purpose, and platform.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
1. Implement sports camps for students to learn the fundamentals of each type of sport (e.g. football, basketball, baseball, soccer, tennis, wrestling, swimming, or golf).	June 2022/February 2023	Student Services	Materials- \$25,000	Federal Funds	Physical fitness of students Course Enrollment Climate Surveys
2. Partner with the Parks and Recreation departments to provide an opportunity to play various sports.	June 2022/December 2022	Student Services	Fees- \$7500	GF	Physical fitness of students Course Enrollment Climate Surveys

3. Teach the tenets of good sportsmanship through the guidance department, physical education, and health.	June 2022/May 2023	Student Services	Materials- \$2500	GF	Physical fitness of students Course Enrollment Climate Surveys Discipline Data
4. Create sports competitions at the elementary and middle level such as double-dutch, dribbling contest, or relay-races.	July 2023/May 2024	Student Services	Materials- \$5000	GF	Physical fitness of students Course Enrollment Climate Surveys Discipline Data
5. Implement wellness teams at each school that emphasize activities such as walking and nutrition.	July 2023/May 2024	Student Services	Materials- \$5000	GF	Physical fitness of students



## Performance Goal

<b>Performance Goal Area:</b>	Teacher/Administrator Quality *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Orangeburg County School District will recruit, train, and retain highly effective faculty and staff to achieve a retention rate of at 90% by 2027.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Teacher Retention Rate	86.2	<b>Projected Data:</b> 87	87.7	88.5	89.2	90

## Action Plan

Strategy #1: OCSD will provide focused recruitment of highly effective individuals who share our values, commitment, and passion to ensure that 80-100% of vacancies are filled by the beginning of each school term.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. OCSD will implement recruitment stipends/bonuses for critical needs areas as determined by district data.	July 2022/September 2026	Human Resources	\$50,000	Federal Funds	Contracts Highly Qualified Teacher Data
2. OCSD will strengthen partnerships with local colleges and universities as well as coordinators by offering a Student Teacher Academy and professional development.	July 2022/ongoing	Human Resources	None	None	Meeting Agendas PD Sessions
3. Increase Public Relations presence in and out of the state to include social media, correspondence, job fairs and community events.	August 2022/ongoing	Human Resources Public Relations	\$5,000	General Fund	District Webpage Social Media The Circle Newsletter One Voice Newsletter Climate Surveys
4. Implement and identify District Champions to serve as recruiters for the district. Identified staff would receive stipends, PD opportunities and support.	August 2022/ongoing	Human Resources	\$25,000	General Fund	Meeting Agendas Climate Surveys Social Media One Voice Newsletter The Circle Newsletter
5. Implement a retention stipend incentive for employees based on years of service to OCSD.	June 2022/ongoing	Human Resources Finance	\$200,000	General Fund	Employee Retention Data
6. Create a Stay and Exit survey and use data to inform and drive recruitment practices.	June 2022/ongoing	Human Resources	None	General Fund	Survey Results
Strategy #2: By May 2023, OCSD will provide focused and intentional training for all certified and classified staff to ensure employees are effective and productive in all areas of employment.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. OCSD will provide stipends to acknowledge and compensate district staff for professional growth micro credentials.	July 2022/ongoing	Human Resources Finance	\$200,000	General Fund	Training Certificates Stipends
2. OCSD will provide cross training to support growing employees from within for upward mobility and/or promotions.	July 2022/ongoing	Human Resources Curriculum & Instruction	None	None	Training Agendas Training Sign-In Sheets PD Evaluations
3. OCSD will establish Mentor Programs for various staff levels	July 2022/Ongoing	Human Resources District Departments	\$50,000	General Funds	Training Materials Training Sign-In Forms PD Evaluation Forms Mentee Evaluation Forms
4. Provide Summer Professional Development opportunities for all staff to include stipends.	July 2022/August 2022 Annually	Curriculum & Instruction Finance	\$50,000	Federal Programs	Sign-In Sheets Training Materials Training Agendas PD Evaluation Forms
5. OCSD will hire Content Specialists for specific content areas and grade bands	July 2022/Ongoing	Office of Curriculum and Instruction Office of Human Resources Public Relations	\$750,000	Federal Funds General Funds Grants Partnerships	Pacing Guides PD Sessions Grade Band Meeting Vertical Team Meetings
6. OCSD will expand and promote the Teacher Cadet Program	July 2022/Ongoing	Curriculum & Instruction Human Resources Public Relations	\$10,000	Federal Funds Grants General Funds	Course Enrollment Data
7. OCSD will create and conduct training for norms and standards for each department/position	July 2022/Ongoing	Human Resources Operations	\$5,000	General Funds Grants	Training Agendas Training Materials PD Evaluation Forms Climate Surveys
8. Extend new teacher contracts to 193 days to ensure summer professional development is used with fidelity.	April 2022/Ongoing	Human Resources Curriculum & Instruction	\$150,000	General Funds Federal Funds Grants	Teacher Contracts Sign-In Sheets Training Agendas PD Evaluation Forms

**Strategy #3: By July 1, 2023, OCSD will implement enhanced retention practices addressing professional fulfillment, strong relationships, and meaningful incentives to ensure that OCSD maintains the majority of staff members.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
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1. OCSD will create and implement a reward and recognition program to recognize employee achievement and performance.	July 2022/Ongoing	Human Resources	\$25,000	General Funds Grants	Certificates Social Media District/School Webpages One Voice Newsletter The Circle Newsletter
2. OCSD will provide incentives such as: retention bonuses, salary increases, promotion, etc.in efforts to retain staff.	July 2022/Ongoing	Human Resources Principals	\$500,000	General Funds Grants	Employee Retention Data Climate Surveys
3. OCSD will create a timeline for employees to have the opportunity to have more than one transfer date.	July 2022/Ongoing	Human Resources	None	None	Transfer Procedures Climate Surveys
4. OCSD will have representation from each school to serve on a retention committee.	July 2022	Human Resources Principals	None	N/A	Committee Listing Meeting Agendas Meeting Sign-In Sheets
5. OCSD will provide room and board/moving assistance for recent college graduates	July 2022	Human Resources Finance	\$250,000	Federal Funds General Funds Grants	Rental Agreements Moving Stipends
6. OCSD will have a support system for international and first year teachers to include mentorship, instruction, housing, and transportation.	July 2022/Ongoing	Human Resources Public Relations Principals	\$25,000	Federal Funds General Funds Grants	Training Sessions Sign-In Sheets Mentee Evaluations
7. OCSD will have a Teacher Leadership Program for effective teaching and learning.	July 2022/Ongoing	Curriculum & Instruction Human Resources Principals	\$50,000	Federal Funds General Funds Grants	Meeting Agendas Meeting Sign-In Sheets PD Sessions PD Evaluations

SECTION I.

STAKEHOLDER INVOLVEMENT FOR DISTRICT GIFTED AND TALENTED PLANS

(Mandated Components)

List the names of persons who were involved in the development of the district strategic plan. A participant for each numbered category is required.

SUPERINTENDENT or Designee Dr. Shawn Foster Orangeburg County School District

Phone 803.534.5454 Email shawn.foster@ocsdsc.org

Address 102 Founders Court City Orangeburg Zip 29118

GIFTED AND TALENTED ACADEMIC COORDINATOR \*Priscilla Hollington

Phone 803.534.8081 Email priscilla.hollington@ocsdsc.org

GIFTED AND TALENTED ARTISTIC COORDINATOR Deedra Wright

Phone 803.534.8081 Email deedra.wright@ocsdsc.org

Other Member Dr. Wanda McMichael\* Position Director of Testing and Accountability

Other Member Dr. Andress Sims\* Position Assistant Superintendent of Curriculum

Other Member Dr. Veronica Scott\* Position Director of Secondary Schools

Other Member Dr. Charlene Stokes\* Position Director of Elementary Schools

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Other Member Amanda Steinmetz Position Talent Development Lead Teacher

Other Member Annette Grimes Position Advanced Placement Teacher

Other Member Audrey Irick Position GT Teacher

Other Member Malissa Wright Position GTA Teacher

Other Member Lakeisha Lawrence\* Position Dropout Prevention Coordinator

Other Member Dr. Kelvin Lemon\* Position CTE and K12 Coordinator

Other Member Dyisha Taylor\* Position Coordinator of Teacher Effectiveness

Other Member Dr. Elrica Glover Position Principal

Other Member April Smith Position GT Teacher/Parent

Other Member Kartina Harrison Position Parent

Other Member Yvette Pelzer-Brown Position Guidance Counselor - Elementary

Other Member Hayward Jean\* Position Director of Student Services

Other Member Angela M. Williams\* Position Drama Director/Teacher Honors Theater Arts – GTA

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Other Member Dr. Terry Fludd\* Position Director of School Improvement & Innovation

Other Member Dr. Ophelia Darby Position GTA Summer Consortium Lead Teacher

\*Please indicate with an asterisk all of the above members who are also on the District Strategic Plan Committee

**ASSURANCES FOR DISTRICT PLANS**

(Mandated Components –bubble in affirmative responses) Gifted and Talented Statute SC Code of Laws 59-29-170  
Assurances

- Serve academically gifted and talented students in elementary (grades 3-5)
  
- Serve academically gifted and talented students in middle school (grades 6-8)
  
- Serve academically gifted and talented students in high school (grades 9-12)
  
- Serve artistically gifted and talented students in elementary (grades 4-5)
  
- Serve artistically gifted and talented students in middle school (grades 6-8)
  
- Serve artistically gifted and talented students in high school (grades 9-11)
  
- Serve academically gifted and talented students in grade one and two (optional)

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- Comments:

## Gifted and Talented State Board of Education Regulation Assurances

Offer a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of gifted students

Academic and Artistic Programming Assurances- The District Provides:

- differentiated curriculum, instruction, and assessment that maximize the potential of the identified students;
- support services that facilitate student learning and personalized education (e.g., mentorships, online courses, independent study, assistive technologies, guidance, academic support, staff development, academic competition);
- programming models that facilitate the delivery of differentiated curriculum and instruction;
- a teacher-pupil ratio that fosters positive results;
- appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met; and
- systematic assessment of student progress and program effectiveness relative to goals.
- compliance with the Weekly Minutes Requirement for the proper program model



○ Comments: To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programming for academically and artistically gifted and talented students must reflect the following characteristics:

- content, process, and product standards that exceed the state adopted standards for all students and that provide challenge at an appropriate level for strengths of individual students;
- goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem solving skills;
- instructional strategies that promote inquiry and accommodate the unique needs of gifted learners;
- a confluent approach that incorporates acceleration and enrichment;
- opportunities for critical consumption, use and creation of information using available;
- evaluation of student performance and program effectiveness.

○ Comments:

#### Staffing of the Gifted and Talented Academic Classes

- Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.

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- Each teacher of a state funded gifted and talented course or class shall have completed a gifted and talented endorsement program approved by the State Department of Education to include beginning and intermediate gifted and talented endorsement or the teacher shall have completed the requirements for gifted and talented certification. (Academic Teachers Only)
- Appropriate, data driven and research supported ongoing staff development activities in gifted education shall be provided and documented annually as required in the annual reporting required by the State Department of Education.
- The preparation of differentiated curriculum for gifted and talented students requires planning time for teachers at each level. Teachers shall be provided two hundred and fifty minutes per week or the appropriate grade level equivalent for planning.
- Annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other gifted and talented student topics shall be provided for all teachers working with gifted and talented students.
  - Comments: Teachers will be enrolled in courses to complete the endorsement requirement set forth by the SCSDE.

Artistic Programming Assurances- The District Provides:

- differentiated curriculum, instruction, and assessment that maximize the potential of the identified students;
- support services that facilitate student learning and personalize education (e.g., mentorships, online courses, independent study, assistive technologies, guidance, academic support, staff development, academic competition);
- programming models that facilitate the delivery of differentiated curriculum and instruction;
- a teacher-pupil ratio that fosters positive results;
- appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

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o Comments: N/A

To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programming for the artistic gifted and talented students must reflect the following characteristics:

- content, process, and product standards that exceed the state-adopted arts standards for all students;
- goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;
- instructional strategies that accommodate the unique needs of gifted learners;
- opportunities for global communication and research using available technologies; and
- evaluation of student performance and programming effectiveness as related to the goals of the programming submitted in the local gifted and talented five-year plan.

Comments: N/A

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### Staffing of the Gifted and Talented Artistic Classes

- Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.
  
- Professional Development: Appropriate, ongoing staff development activities related to serving gifted and talented students shall be provided by the district annually.
  
- Comments: N/A

Board Approval for the School District of Orangeburg County School District

The filing of this plan and report has been authorized by the Board of Education and the undersigned representatives have been authorized by the formal action of the Board to file this plan and to act as the authorized representatives of the district in connection with this plan.

Superintendent (Printed Name)	Superintendent (Signature)	Date
Coordinator for Gifted and Talented Academic (Printed Name)	Coordinator for Gifted and Talented (Signature)	Date
Coordinator for Gifted and Talented Artistic (Printed Name)	Coordinator for Gifted and Talented (Signature)	Date

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**\*\*SIGNATURES FOR THIS UPDATE (04/30/22) ARE ON FILE IN THE ADVANCED ACADEMICS OFFICE.\*\***

**SECTION II. PROGRAM OVERVIEW**

SCHOOLS (List number of each)

ELEMENTARY (K - 2)   2   ELEMENTARY (3-5)   2   MIDDLE (6-8)   4   HIGH (9-12)   4  

Other grade grouping models (such as K-2, 3-6, 8-12, Junior High, etc.) Please list format and number of schools in each model

ELEMENTARY (K-8)	<u>  1  </u>
MIDDLE/HIGH (6-12)	<u>  4  </u>

Gifted Magnet Schools or Gifted Magnet Programs (Include academic and artistic)	Grades Served	Approximate Number of Students
<u>  </u> OCSD Pull Out Resource	3-7	94
<u>  </u> OCSD Self-contained (Magnet)	3-8	128
<u>  </u> OCSD Advanced Placement/Honors Classes	9-12	30
<u>  </u> Orangeburg-Calhoun Consortium for the Arts	4-11	112

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District Charter School(s)	Grades Served	Approximate Number of Students
<u>OCSD High School for Health Professions</u>	9-12	400

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**POLICIES/PRACTICES**

Please place a  $\checkmark$  below for “yes” responses only

The District uses State Identification of Gifted and Talented Students

- Elementary (3-5)
- Middle School (6-8)
- High School (9-12)

The District uses Trial Placement (1 Year Placement)

- Elementary (3-5)
- Middle School (6-8)
- High School (9-12)

The District uses a Local Identification Process (Local Criteria Set)

- Elementary (3-5)
- Middle School (6-8)
- High School (9-12)

The District uses a Formal Withdrawal Policy

- Elementary (3-5)
- Middle School (6-8)
- High School (9-12)

The District Notifies Parents and the Community of its Nomination and Screening Windows

Please List the Methods Used to Disseminate This Information

- ❖ School/District Websites
- ❖ Flyers/Letters
- ❖ Newspaper/Newsletter Announcements

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Indicate on the table below the grades addressed in your written scope and sequence for gifted and talented services.  
(Use an X for yes, D for Developing, and leave blank for No responses.)

Gifted and Talented Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic	D	D	D	X	X	X	X	X	X	X	X	X	X
Artistic					X	X	X	X	X	X	X	X	X

Indicate on the table below the grades at which differentiated written curriculum is the basis for gifted and talented instructional programs.

(Use an X for yes, D for Developing, and leave blank for No responses.)

Gifted and Talented Curriculum	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic	D	D	D	X	X	X	X	X	X	X	X	X	X
Artistic					X	X	X	X	X	X	X	X	X



GRADES OF ACADEMIC SERVICE: (Use approved abbreviations for curriculum.)

Grade	MODEL	Curriculum Used	Curriculum Area			
			ELA	MATH	Science	Social Studies
K	---	Curriculum Used	---	---	---	---
1	---	Curriculum Used	---	---	---	---
2	---	Curriculum Used	---	---	---	---
3	Pull out	Curriculum Used	3-5 (GB3), MTC 1, MTC 2 JLL1, WMJD	M33N, M33A, M33G, M33D	WMWM, WMWB, WMWF, WMDI, WMII,	JLL1, WMAE, WMAC
4	Pull out	Curriculum Used	3-5 (GB3), Navigators MTC 1, MTC 2 JLL2, WMLR WMPC	M34N, M34A, M34G, M34D	WMAA, WMEC, WMAF, WMII, WMWF, WMWB	JLL2, WMBN, WMUP
5	Pull out	Curriculum Used	3-5 (GB3), Navigators MTC 1, MTC 2 JLL2, WMLR WMPC, WMA	M35N, M35A, M35G, M35D	WMAA, WMEC	JLL2, WMBN, WMUP, WMHD
6	Self-contained	Curriculum Used	MTWW1, Navigators JLL3, WMPC, WMA, WMP	Hands-on Equations (Pre-Algebra) Mentoring Mathematical Minds (M <sup>3</sup> )	WMAF, WMNE, WMSF, WMQF	JLL3, WMHD, WM20, WM30, WMWH
7	Self-contained	Curriculum Used	MTWW2, Navigators JLL3, WMU	Pre-Algebra Mentoring Mathematical Minds (M <sup>3</sup> )	WMAF, WMNE, WMSF, WMQF	JLL3, WM20, WM30, WM40, WMWH

8	Self-contained	<b>Curriculum Used</b>	English I MTWW3 Navigators JLL3	Algebra I Teacher-made Units: Graphing Calculator Mentoring Mathematical Minds (M <sup>3</sup> )	WMAP, WMNE, WMSF, WMQF	JLL3, WMWH
9	Self-contained	<b>Curriculum Used</b>	AP Language and Composition English II Honors	Algebra II Honors	Honors Physical Science Accelerate Learning Governor's School for Science and Engineering	AP Human Geography Honors World History
10	Self-contained	<b>Curriculum Used</b>	English III Honors	Honors Geometry	AP Biology Honors Biology Honors Chemistry	Honors American Government Honors Economics
11	Self-contained	<b>Curriculum Used</b>	AP English Literature The College Board	Honors Pre-Calculus AP Calculus AB AP Calculus BC		AP US History The College Board
12	Self-contained	<b>Curriculum Used</b>	Middle College/Dual Credit Courses Orangeburg-Calhoun Technical College and Claflin University			

**SECTION III.**

DISTRICT GIFTED AND TALENTED PLAN FOR: OCSD <span style="float: right;">DATE: August 2022-May 2027</span>	
Performance Goal Area: <input checked="" type="checkbox"/> <b>Academic</b> <input type="checkbox"/> <b>Artistic</b> <input type="checkbox"/> <b>Both</b> (Highlight one of the following areas:)	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum, Instruction, and Assessment      <input type="checkbox"/> Socio-emotional Guidance and Counseling      <input type="checkbox"/> *Programmatic Improvements (interwoven)</li> <li><input type="checkbox"/> Professional Development* (may be interwoven into the first three)</li> </ul>	
<b>PERFORMANCE GOAL:</b> (desired result of student learning)	<b>By the 2026-2027 school year, the OCSD Gifted and Talented Program will provide the identified academically and artistically gifted students with curricular, instructional, and assessment opportunities that exceed the South Carolina College and Career Readiness Standards and that nurture the unique needs of the gifted learner.</b>
<b>INTERIM PERFORMANCE GOAL:</b>	<b>Orangeburg County School District's Gifted and Talented students will meet performance standards yearly on local, state, and national tests.</b>
<b>DATA SOURCE (S):</b>	<b>Palmetto Assessment of State Standards (PASS) Data, SC READY Data, Advanced Placement (AP) Data</b>

<b>OVERALL MEASURES:</b> PASS Data SC READY Data (2021/2022)	Baseline 2022			*2023		*2024		*2025		*2026		*2027	
	Gr.	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
	3												
	4												
	5												
	6												
	7												
	8												
	*Represents projections of improvement.												
	<b>OVERALL MEASURES:</b> AP Data OCSD High Schools	<b>School</b>			<b>Subject Area of Exam</b>			<b># of Exams Taken</b>			<b>% Scoring 3 – 5</b>		
High School For Health Professions			AP Biology										
High School For Health Professions			AP Calculus AB										
Bethune-Bowman			AP Art & Design 2D										
Orangeburg-Wilkinson			AP U.S. History										
<b>OVERALL MEASURES:</b> IB Data: Orangeburg-Wilkinson High	<b>Subject</b>		<b># of Exams Passed</b>	<b># of Exams Taken</b>	<b>% Passing</b>	<b>% Scoring 3 or Better</b>							
	Visual Arts SL												
	English A 1 HL												
	ITGS SL												
	SL HOTA HL												
	Theatre Arts												
	Chemistry SL												
	Spanish B SL												
	Biology SL												
	Mathematics HL												
<b>Total</b>		<b>PROGRAM NO LONGER OFFERED IN DISTRICT</b>											

**STRATEGY:** Create a college-bound culture for advanced academic learners by preparing them to make college and career choices after graduation.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Increase student enrollment in the OCSD (K-8) Magnet Program.	2022-2027	Priscilla Hollington, Advanced Academics Coordinator, Dr. Charlene Stokes, Director of Elementary Schools	\$15,000	GT Funds	Tests and test scores	Monitor: Yes TTY
Increase student enrollment in pre-advanced and advanced placement courses and participation in AP exams; develop monitoring processes to compare enrollment projections with actual campus enrollment.	2022-2027	Priscilla Hollington, Advanced Academics Coordinator, Dr. Terry Fludd, Director of School Improvement and Innovation, High School Guidance Counselors, Dr. Veronica Scott, Director of Secondary Schools	\$12,000	General Fund and School Funds	Rosters of students enrolled in AP, AP Examinations	Monitor: Yes TTY

Participate in field experiences to various post-secondary institutions, businesses, science-related state and national parks and museums, hospitals, research facilities, etc.	2022-2027	Priscilla Hollington, Advanced Academics Coordinator, STEAM Magnet Lead Teachers, Careers Specialists, Guidance Counselors	\$5,000	School Funds, Title Funds, General Fund	Field Study Rosters, Agendas, Itineraries, Permission Forms, and Lesson Plans	Monitor: Yes TTY
*Provide GT teachers opportunities to attend professional development sessions at the regional, state, and national levels.	2022-2027	Advanced Academics Coordinator, District GT Coordinator, Principals, Sharon Wilson, Director of Federal Programs, GT Teachers	\$35,000	Title Funds and PDSI Funds	Oral presentations to school faculty, certificates of completion-renewal credit	Monitor: Yes TTY
Launch magnet academies to provide opportunities for gifted and high achieving students to develop their unique person, purpose, and platform as well as achieve their highest academic potential.	2022-2027	Priscilla Hollington, Advanced Academics Coordinator, Dr. Address Sims, Assistant Superintendent of Curriculum, Principals, GT teachers, Dr. Charlene Stokes, Director of Elementary Schools, Dr. Veronica Scott, Director of Secondary Schools, Sharon Wilson, Director of Federal Programs	\$350,000	School Funds, Title Funds, General Fund	Presentations to Board, parents, faculty, community  Curriculum documents  Meeting and training agendas  PhotoCircle, Academy Showcases and Expos	Monitor: Yes TTY

STRATEGY: Create a full range of supports for advanced academic learners through differentiated complex curriculum, instruction, assessment, and deep student learning.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Implement a professional development series entitled “GATE” U (Gifted and Talented Education University) for GT teachers, counselors, and administrators.	2022-2027	Advanced Academics Coordinator, Dr. Wanda McMichael, Director of Testing and Accountability, Principals, GT Teachers, Counselors, etc.	\$10,000	GT/PDSI Funds	Syllabus, agendas, sign-in sheets, logs	Monitor: Yes TTY
Train teachers in the effective implementation and use of M <sup>2</sup> and M <sup>3</sup> .	2022-2027	Priscilla Hollington, Advanced Academics Coordinator, Elementary GT Teachers, Dr. Charlene Stokes, Director of Elementary Schools	\$15,000	GT/PDSI Funds	Sign-in sheets, agendas, lesson plans, assessments, etc.	Monitor: Yes TTY

Train teachers in the effective implementation and use of Hands-on Equations.	2022-2027	Priscilla Hollington, Advanced Academics Coordinator, Elementary/Middle School GT Math teachers, Dr. Veronica Scott, Director of Secondary Schools	\$2,500	GT/PDSI Funds	Sign-in sheets, agendas, lesson plans, assessments, etc.	Monitor: Yes TTY
Train teachers in the effective implementation and use of William and Mary units.	2022-2027	Priscilla Hollington, Advanced Academics Coordinator, Elementary and Middle School GT teachers, Dr. Charlene Stokes, Director of Elementary Schools, Dr. Veronica Scott, Director of Secondary Schools	\$15,000	GT/PDSI Funds	Sign-in sheets, agendas, lesson plans, assessments, etc.	Monitor: Yes TTY



Train teachers in the effective use of Jacob's Ladders.	2022-2027	Priscilla Hollington, Advanced Academics Coordinator, Elementary and Middle School GT teachers, Dr. Charlene Stokes, Director of Elementary Schools, Dr. Veronica Scott, Director of Secondary Schools	\$7,000	GT/PDSI Funds	Sign-in sheets, agendas, evaluation forms, lesson plans, and assessments	Monitor: Yes TTY
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STRATEGY: Use a variety of instructional strategies that provide open-ended opportunities to meet the standards through multiple pathways, more complex thinking applications, and real-world problem-solving contexts beyond accelerative methods.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Provide curriculum that promotes proficiency in multiple, current communication forms and technologies.	2022-2027	Advanced Academic Coordinator, and GT Teachers	\$15,000	Technology Funds	Sign-in sheets, logs, lesson plans, assessments, etc.	Monitor: Yes TTY

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Use a variety of Pre-AP strategies in reading, writing, and mathematics (i.e., SOAPStone, 5-S Strategy, Cornell Note-taking Method, Socratic Seminar, etc.)	2022-2027	Advanced Academics Coordinator, GT Teachers, South Carolina Department of Education, The College Board	\$500	GT Funds	Sign-in sheets, lesson plans, assessments, etc.	Monitor: Yes TTY
Provide opportunities for students to create and complete real-world projects that offer unique and exciting challenges and that will positively affect their schools, the environment, and community at large.	2022-2027	Advanced Academics Coordinator, GT teachers, Academic and Creative Competitions Lead Teacher, coaches, and volunteers, Coordinator of Parenting, local colleges and universities, career specialists	\$500	GT Funds	Lesson plans, completed projects, presentations, and assessments	Monitor: Yes TTY

DISTRICT GIFTED AND TALENTED PLAN FOR: OCSD DATE: August 2022-May 2027

Performance Goal Area:  **Academic**     **Artistic**     **Both**  
(Choose one below to bubble in)

Curriculum, Instruction, and Assessment       Socio-emotional Guidance and Counseling       \*Programmatic Improvements (interwoven)

Professional Development\* (may be interwoven into the first three)

<b>PERFORMANCE GOAL:</b> (desired result of student learning)	By the 2026-2027 school year, the OCSD Gifted and Talented Program will provide effective socio-emotional and guidance counseling related to gifted education to guidance counselors, administrators, teachers, and staff to support and improve educational opportunities for gifted students for academic and artistic teachers of gifted learners.												
<b>INTERIM PERFORMANCE GOAL:</b>	Orangeburg County School District's Gifted and Talented students will meet performance standards yearly on local, state, and national tests.												
<b>DATA SOURCE (S):</b>	Advanced Placement (AP) Scores												
<b>OVERALL MEASURES:</b> District PASS Data – GT Students District SC READY Data – GT Students	Baseline 2022			2023		2024		2025		2026		2027	
	Gr.	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
	3												
	4												
	5												
	6												
	7												
	8												
	<b>OVERALL MEASURES:</b> AP Data: OCSD High Schools	<b>School</b>				<b>Subject Area of Exam</b>				<b># of Exams Taken</b>		<b>% Scoring 3 – 5</b>	
High School For Health Professions				AP Biology								10%	
High Schools For Health Professions				AP Calculus AB									
Bethune-Bowman				AP Art and Design 2D									
Bethune-Bowman				AP Human Geography									
Orangeburg-Wilkinson				AP U.S. History									

<b>OVERALL MEASURES:</b> <b>IB Data:</b> <b>Orangeburg-Wilkinson High</b>	<b>Subject</b>	<b># of Exams Passed</b>	<b># of Exams Taken</b>	<b>% Passing</b>		<b>%</b>
	Visual Arts SL					
	English A 1 HL					
	ITGS SL					
	SL HOTA HL					
	Theatre Arts					
	Chemistry SL					
	Spanish B SL					
	Biology SL					
	Mathematics HL					
	<b>Total</b>	<b>PROGRAM NO LONGER OFFERED IN DISTRICT</b>				

STRATEGY: Academically and artistically gifted learners will receive differentiated guidance counseling services from counselors who are trained in understanding the characteristics and socio-emotional needs of diverse gifted learners.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
*Counselors from each school will participate in training sessions and discussion groups regarding strategies to support the affective development of students.	2022-2027	Guidance counselors from Magnet schools and high schools, Advanced Academics Coordinator,	\$5,000	PDSI Funds	Agendas, Sign-in sheets, counseling logs, evaluation forms, etc.	Monitor: Yes TTY

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*Counselors will provide small-group discussions for gifted students that will help assure balanced and simultaneous growth of cognitive and affective abilities, including college and career guidance.	2022-2027	Guidance counselors from Magnet schools and high schools, Advanced Academics Coordinator, ACCESS Coordinator	\$500	GT Funds	Agendas, sign-in sheets, evaluation forms, counseling logs, etc.	Monitor: Yes TTY
Create a grade-level appropriate “handbook” and brochures for parents that will include information and resources that will assist them in supporting the needs of their child/children.	2022-2027	Advanced Academics Coordinator, Guidance Counselors, Parent Advisory Committee, School Improvement Council officers, GT teachers	\$250	GT Funds	Handbook, sign-in sheets, agendas, etc.	Monitor: Yes TTY

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**STRATEGY: Information and support will be made available to parents regarding the socio-emotional needs of academically and artistically gifted students.**

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
*Provide study skill sessions for all students identified as academically and/or artistically talented.	2022-2027	Advanced Academics Coordinator, GT Teachers, Guidance counselors	\$0	N/A	Notebooks/portfolio agendas, sign-in sheets, counseling logs, lesson plans	Monitor: Yes TTY
Disseminate, on a regular basis (e.g. newsletter format), journal articles and research findings that will assist parents in supporting the needs of their child/ren.	2022-2027	Guidance counselors, Advanced Academics Coordinator	\$0	N/A	Articles, newsletters, webpage archives, etc.	Monitor: Yes TTY
Provide an orientation session for potential students to explain the Gifted and Talented Program Testing and Screening Process. (This will be done before testing students.)	2022-2027	Advanced Academics Coordinator	\$0	N/A	Agendas, sign-in sheets, presentations, and evaluation forms	Monitor: Yes TTY

*Administer the approved longitudinal survey at the end of each semester to students, parents, and teachers to identify the effectiveness of the courses of study.	2022-2027	Advanced Academics Coordinator, District Arts Specialist	\$0	N/A	Surveys and survey results	Monitor: Yes TTY
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Artistic Services  
Model

Model Used: Teacher Created Curriculum/Self-Contained

Grade		Curriculum Area					
		Interdisciplinary	Dance	Music	Theatre	Visual Arts	Other
K							
	Curriculum Used						
1							
	Curriculum Used						
2							
	Curriculum Used						
3							
	Curriculum Used						
4							
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created
5							
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created
6							
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created



7							
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created
8							
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created
9							
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created
10							
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created
11							
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created
12		Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created
	Curriculum Used	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created	Teacher Created

DISTRICT GIFTED AND TALENTED PLAN FOR: Artistically Gifted      DATE: August 2022-June 2027  
 Performance Goal Area:

- Curriculum, Instruction, and Assessment       Socio-emotional Guidance and Counseling       Programmatic Improvements
- Professional Development\* (may be interwoven into the first three)

<b>PERFORMANCE GOAL:</b> (desired result of student learning)	To provide the identified artistically gifted students with curricular, instructional, and assessment opportunities that nurture the unique needs of the gifted learner.
<b>DATA SOURCE (S):</b>	Curriculum Guides, Standards-based Lesson Plans and Authentic Assessment Plans

**STRATEGY:** An Established team of experts will revisit and reevaluate the curriculum guides Semi-Annually to make any necessary adjustments and to see if the curriculum meets the needs of the artistically gifted and talented student.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Develop a curriculum guide that differentiates the curriculum in every discipline for the gifted learner.	2022-2027	Deedra Wright, District Arts Specialist; Dr. Ophelia Darby, Summer Arts Consortium Lead Teacher; Summer Consortium; Visual and Performing Arts Instructors.	\$0	N/A	A written curriculum guide for each arts area at grades 4-11 level. The guide will provide continuity and comprehensiveness of learning experiences for gifted students that effectively incorporates the <i>2012 SC State Arts Standards</i> .	Continue

Design a program assessment process that is structured to measure the effectiveness of the implementation of the scope and sequence and curriculum guides.	2022-2027	Deedra Wright, District Arts Specialist; Dr. Ophelia Darby, Summer Arts Consortium Lead Teacher; Summer Consortium; Visual and Performing Arts Instructors.	\$0	N/A	A written summary of collected data; a written plan for using program assessment results to improve the gifted program curriculum, instruction, and assessment.	Continue
Identify program steps to support the development of students gifted in the visual and performing arts, grades 4 – 11 as measured by the 2010 Advanced level academic standards.	2022 - 2027	Deedra Wright, District Arts Specialist; Dr. Ophelia Darby, Summer Arts Consortium Lead Teacher; Summer Consortium; Visual and Performing Arts Instructors.	\$0	N/A	Giftedness being addressed grades 4-11 (based on increased funding from SDE, other sources)	Continue
Develop a state-approved audition performance rubric for visual and performing arts	2022 - 2027	Deedra Wright, District Arts Specialist; Dr. Ophelia Darby, Summer Arts Consortium Lead Teacher;	\$0	N/A	An audition screening process is already in place which involves	Continue

giftedness screening.		Summer Consortium; Visual and Performing Arts Instructors.			three phases and is performance-based. Students must complete all three phases, Initial screening-district screening and final screening	
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DISTRICT GIFTED AND TALENTED PLAN FOR: OCSD Artistically Gifted DATE: August 2022-June 2027  
 Performance Goal Area:

Curriculum, Instruction, and Assessment Improvements  **Socio-emotional Guidance and Counseling**  Programmatic Improvements

Professional Development\* (may be interwoven into the first three)

<b>PERFORMANCE GOAL:</b> (desired result of student learning)	To provide appropriate counseling and guidance to gifted and talented students and parents with specific emphasis on recognizing their unique social and emotional needs.
<b>DATA SOURCE (S):</b>	Documented services provided through guidance; information provided for parents/guardians of GT students; agendas and sign-in sheets from informational meetings.

**STRATEGY:** Identify and implement a district level process that equips GT parents and students to make informed choices regarding their unique social and emotional needs.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Artistically Gifted learners will receive differentiated guidance and counseling services from counselors who are trained in understanding the characteristics and socio-emotional needs of diverse gifted learners.	2022-2027	Deedra Wright, District Arts Specialist; Dr. Ophelia Darby, Summer Arts Consortium Lead Teacher; Summer Consortium; Visual and Performing Arts Instructors, Hayward Jean, Director of Student Services; Kimberly Ray, Coordinator of Parenting	\$0	N/A	Better informed students and parents Counselor Logs Data Analysis – Attendance Logs Sessions and Workshop Evaluations Guidance visits during class hours for all G&T classes to discuss problems common to students, to address peer pressure as it affects participation in the gifted programs, and to	Continue

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					address student planning, organization, and time management skills. This activity will be evaluated through responses from students as to how guidance sessions help them understand their particular social or emotional needs.	
Information and support will be made available to parents regarding the socio-emotional needs of artistically gifted students.	2022-2027	Deedra Wright, District Arts Specialist; Dr. Ophelia Darby, Summer Arts Consortium Lead Teacher; Summer Consortium; Visual and Performing Arts Instructors.	\$0	N/A	Handbook Attendance Logs Brochures Newsletters Articles Research Information	Continue
Artistically Gifted learners will be served (by carefully matching service to strength and providing intervention for underachieving students).	2022-2027	Deedra Wright, District Arts Specialist; Dr. Ophelia Darby, Summer Arts Consortium Lead	\$0	N/A	Research Information Survey Results Attendance Logs Withdrawal data Teacher and Parent Rosters	Continue

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		Teacher; Summer Consortium; Visual and Performing Arts Instructors.			Counselor Logs	
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DISTRICT GIFTED AND TALENTED PLAN FOR: OCSD Artistically Gifted    DATE:    August 2022- June 2027  
Performance Goal Area:

Curriculum, Instruction, and Assessment     Socio-emotional Guidance and Counseling     Programmatic Improvements

Professional Development\* (may be interwoven into the first three)

PERFORMANCE GOAL:  
(desired result of student learning)

To provide effective professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students for academic and artistic teachers of gifted learners.

DATA SOURCE (S):	Agendas, sign-in sheets and/or certificate of completion from professional development, attendance to local, state and national G and T meetings and copies teacher transcripts as verification of successful completion for appropriate graduate courses.

STRATEGY: Annually identify and provide financial support for a select team of administrators and teachers to attend at least one appropriate professional development event designed to meet the needs of the artistically gifted learner.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
All teachers of “Honors” and “Gifted and Talented”	2022 - 2027	Deedra Wright, Arts Coordinator; Coordinator of Teacher	\$5,000	PDSI	Successful completion leading to Endorsement of the teachers. Teachers completed	Monitor Continue

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students will be endorsed by the State Department of Education of South Carolina.		Effectiveness; Director of Elementary Schools, Dr. Charlene Stokes; Director of Secondary Schools, Dr. Veronica Scott; Director of Testing and Accountability, Dr. Wanda McMichael; Advanced Academics Coordinator, Priscilla Hollington			evaluation forms at the conclusion of each course and training session and the results of the evaluations were summarized. The Coordinator will document the impact of the training on students by using an observation feedback form in the classrooms of teachers who participated in the courses/training sessions.	
All teachers of academic and artistic students will participate in learning	2022 – 2027	Deedra Wright, Arts Coordinator; Coordinator of Teacher Effectiveness;	\$0	N/A	Teachers completed evaluation forms at the conclusion of each course and training session and the results of the	Monitor Continue

<p>communities that are centered around scientifically based pedagogy for the gifted and talented students.</p>		<p>Director of Elementary Schools, Dr. Charlene Stokes;          Director of Secondary Schools, Dr. Veronica Scott; Director of Testing and Accountability, Dr. Wanda McMichael;          Advanced Academics Coordinator, Priscilla Hollington</p>			<p>evaluations were summarized.</p>	
<p>All teachers of artistically gifted and talented students will be provided opportunities</p>	<p>2022 – 2027</p>	<p>Deedra Wright, Arts Coordinator;          Coordinator of Teacher Effectiveness;          Director of Elementary</p>	<p>\$10,000</p>	<p>Arts Grants</p>	<p>Oral Presentations to school faculty          Certificates of Completion –          Renewal Credit</p>	<p>Monitor          Continue</p>

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to attend professional development activities at the state and national levels.		Schools, Dr. Charlene Stokes; Director of Secondary Schools, Dr. Veronica Scott; Director of Testing and Accountability, Dr. Wanda McMichael;				
Gifted Program teachers will be provided time for collaboration and appropriate professional development support for on-going preparation and revision of their	2022 – 2027	Deedra Wright, Arts Coordinator; Coordinator of Teacher Effectiveness; Director of Elementary Schools, Dr. Charlene Stokes; Director of Secondary Schools, Dr. Veronica	\$0	N/A	Classroom observations/teacher surveys/ will be used to help evaluate effectiveness of the time allotted for collaboration. Attendance and participation at the collaboration sessions was also monitored and documented. The summary of	Monitor Continue

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curriculum.		Scott; Director of Testing and Accountability, Dr. Wanda McMichael			information collected from the observation forms and surveys will determine the effectiveness of the time allotted for collaboration as well as the positive impact of the collaboration on student learning. Another measure will be an analysis of student achievement data.	
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# EDGENUITY BLENDED LEARNING MANUAL

# 21-22

## OCSD Mission

Orangeburg County School District through the use of innovative ideas and practices will prepare our students to become productive members of our society.

## OCSD Vision

Orangeburg County School District, a district of innovation is committed to maximizing the potential of every student to compete worldwide.

## 2020-2021 Curriculum Division Priorities

- Individualized instructional leadership support to school leaders
- Evidence-based standards-driven instruction
- On-going progress monitoring and revisions of the OCSD District-wide Curricula
- Job-embedded professional development
- Effective communication and service

## Curriculum & Instruction

### **Dr. Address Carter-Sims**

Asst. Superintendent for Curriculum & Instruction

### **Quencenia Dantzler**

Director of Virtual Schools

### **Dr. Terry Fludd**

Director of School Improvement & Innovation

### **Dr. Wanda McMichael**

Director of Testing & Accountability

### **Dr. Charlene Stokes**

Director of Elementary Schools

### **Dr. Veronica Scott**

Director of Secondary Schools

### **Sharon Wilson**

Director of Federal Programs

### **Yvonne Mitchell**

ESOL and Title III Program Coordinator

### **Deedra Wright**

Related Arts Coordinator

### **Priscilla Hollington**

Gifted & Talented Coordinator

### **Instructional Technology Coordinators**

Amanda Looper

Dr. Kelvin Lemon

### **Instructional Technology Facilitators:**

Dr. Vickel Darby

Dr. Derrick James

Anna Smith



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## Edgenuity Blended Learning Overview

Orangeburg County School District (OCSD) is committed to providing a variety of learning opportunities for students. Virtual and blended learning courses provide a way for motivated students to meet graduation requirements, resolve scheduling conflicts, and recover credits attempted but not earned. By participating in online courses, students gain exposure to online learning environments that enhance 21st-century skills while learning necessary content. With an increase of virtual and blended learning opportunities in colleges, universities, and businesses, Orangeburg County is preparing its students for their future learning paths.

Orangeburg County School District offers the Edgenuity Learning Platform for secondary students enrolled in an Orangeburg County School. The use of Edgenuity in our schools will provide blended learning, content recovery, credit recovery, and initial credit. Also, schools may utilize the program for seat time recovery associated with courses failed due to excessive absences. Each program is outlined in detail in this manual and includes program descriptions, course guidelines, requirements, grading policies, and registration information.

Students who desire to participate in one of the defined programs must complete the application associated with the desired path and receive parental permission as well as approval from school officials such as the teacher of record, guidance counselor, and a school administrator.

### Edgenuity Operational Guidelines

Edgenuity will utilize a "dual school" platform to secure credit-bearing courses while allowing blended learning to maintain added flexibility to meet instructional needs. The credit-bearing platform will house all initial credit and credit recovery courses and be referred to as the Edgenuity Success Academy (ESA). Teachers and students must log in to the Edgenuity Success Academy via the Edgenuity website.

Clever will not grant access to the ESA platform.

Teachers will manage blended Learning and content recovery via the traditional Edgenuity Learning platform, which will simply be referred to as Edgenuity. This platform will be accessible to students and teachers via Clever. With this platform, teachers will have more flexibility to modify course content, assign retakes, change grades, and add or remove bypasses.

# Edgenuity Program Descriptions

## Blended Instruction

The Edgenuity learning platform will offer a multi-tiered instructional solution for secondary schools. The blended learning aspect is accessible to all teachers and can be used for whole-class remediation and enrichment in all available content areas. In addition, teachers can customize courses and assign lessons focused on specific academic standards or learning objectives.

In a student-centered blended learning environment, students learn partially in a brick-and-mortar classroom setting and partially online, with some element of control over: Time, Place, Path, & Pace. Time - Students can learn online based on their schedule, with 24/7 classroom access. Place - Students can access their classroom in any location where Internet is available. Path - Teachers can personalize learning to meet each student's unique needs. Pace - Each student can learn at a pace that's best for their own academic goals.

Blended learning integrates online content and instruction with traditional classroom teaching and experiences for the best of both worlds. OCS D teachers are expected to closely monitor students' progress when utilizing blended learning formats and develop a structured mix of direct instruction with online content. Blended learning should not consist of students working exclusively online without personal teacher interaction and instruction. This form of learning is reserved for initial credit and should not be confused with blended instruction. Grading weights for blended instruction should be the same as the established grade weights shared by the Orangeburg County School District's Office of Curriculum and Instruction.

Teachers who desire to customize courses for blended instruction should use the following naming convention:

School initials - Teacher Last Name - Subject - Class block or period

Example: BBMHS-Lemon-ALG 1-Block 2

Teachers who desire to customize a class to specify units or standards covered should use the following naming convention:

School Year - Teacher Last Name - Subject- Standards covered/and or time period

Example: 2020 - 2021-Lemon-Algebra 1-Week 3 or  
2020 - 2021-Lemon-Algebra 1-A1.AAPR.1

Teachers and students should access Edgenuity via the Clever platform. However, administrators will access Edgenuity via the website: <https://www.edgenuity.com/login/> Students and teachers will use their computer network login information to access this program.

## Identification and Selection of Edgenuity Courses

Generally, the correct course for use in our schools can be identified by "SC" in front of the course name.

"SC" will then be followed by the name of the course and the level. An example of the correct algebra 1 course for initial credit is: SC Algebra 1

However, some courses such as electives and higher-level core courses like pre-calculus will not have an "SC" in front of the course name. In addition, foreign language courses are available for high school and middle school. High school courses have a Roman numeral following the course name, and middle school courses have a natural number following the course name.

Example: Spanish I = High School Course

Spanish 1 = Middle School Course

The course's name may also be followed by an "IC", which represents initial credit, a "CR", which represents credit recovery, or an "A" or "B." The "A" or "B" represents the respective course's part and is generally used with yearlong courses. In such cases, "A" will represent the first semester, and "B" will represent the second semester.

The name of the course may also be preceded by a "LL", "AP", "CLN" or a "VT". The "LL" stands for learning loss and represent segments of courses specially designed to address the content students possibly missed during the Spring semester of the 2019 – 2020 school year due to the pandemic and schools being closed. These non-credit bearing courses should only be assigned as a prep course for the next level or remediation. The "AP" course stands for Advanced Placement. Please note schools should only assign "AP" initial credit courses to students who would normally meet the requirements for an Advanced Placement program of study and only offer courses that properly AP endorsed teachers can serve as the teacher of record. The "CLN" stands for Classic Learning Novels. These courses provide access to novels used in language arts and literature courses. The "VT" stands for virtual tutor. These courses are designed to provide test prep for standardized assessments. Students can be enrolled in these courses at any time, and their enrollment should be focused on remediation, enrichment, or general test preparation.

## Initial Credit (IC)

All OCSD students in grades 9-12 are eligible for initial credit in various subject areas through Edgenuity. Participation in initial credit courses through Edgenuity is only recommended in extenuating circumstances; **the principal must approve ALL Initial Credit Courses** on the OCSD Edgenuity Learning Student Application

### Guidelines for Initial Credit Courses:

- Students are eligible for initial credit courses if they are on track and making adequate progress toward graduation. Adequate progress is defined as having met each grade level's promotion requirements to be classified as a sophomore, junior, or senior.

- New students entering school during the current school year that have been on a different schedule or taking a course at a previous school that cannot be tagged to a course in OCS.
- The grade earned on the course work in Edgenuity will be the actual grade for the course, except for the following courses requiring an EOCEP assessment: Biology, English I, English 2, Algebra I, and US History. The EOC exam will count for 20% of the grade and the grade earned in Edgenuity will count for 80% of the grade. All EOCEP tests must be taken with the teacher of record or school designee and during the testing window developed by the District's Director of Testing and Accountability and approved by the SC Department of Education's office of assessment. The End of Course exam grade and the final grade will be recorded in PowerSchool.
- All initial credit courses must have a certified teacher of record who is properly certified in the subject area of the assigned course. This teacher will be identified as the teacher of record in Edgenuity and PowerSchool.
- Schools should not attempt to offer initial credit courses for content areas not normally taught at their schools. Example: Chinese should not be offered for initial credit at any school in Orangeburg County.
- Grading weights in initial credit courses should be the same as the established grade weights shared by the Orangeburg County School District's Office of Curriculum and Instruction.
- For EOC courses, enrollment must occur during the first 10 days of the semester.
- For all other courses, enrollment must occur before day 135.
- Students may only enroll in 2 initial credit courses at a time.
- Students must complete all credit recovery work before attempting initial credit in the same content area.
- With the first day of enrollment in PowerSchool as the baseline, students who withdraw from an initial credit course within three days in a 45-day course, 5 days in a 90 day course, or 10 days in a 180 day course will do so without penalty. After the specified time, students who withdraw from the initial credit course, without administrative approval, shall be assigned a WF, and the F (as a 50) will be calculated in the student's overall grade point average.
- Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following policies:
  1. The student will receive a WP if he or she was passing the course. The grade of WP will carry no earned units of credit and no quality points to be factored into the student's GPA.
  2. The student will receive a WF if he or she was failing the course. The grade of WF will carry no earned units of credit but will be factored into the student's GPA as a 50.

## Student Work Expectations

Students are expected to accumulate between 5-10 hours in each course every week.

- Week being 7 days, and time of day does not matter
- Students are expected to complete a minimum of 10 activities per course within the 7-day period.
- Virtual attendance will be taken each week.

The following procedure will be followed if a student has excessive absences in a virtual course.

1. A telephone conference with the parent and student will be scheduled to develop an attendance improvement plan.
2. An attendance letter requesting an official attendance intervention conference with a school administrator will be sent to the parent, which will include a potential drop date from the course.
3. A withdrawal letter will be sent, removing the student from the course. Copies of the letter will be sent to; Parent/Student, Home school, District, and County Attendance.

## Credit Recovery (CR)

Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. The term "Credit Recovery" refers to a block of instruction that is less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. Credit recovery is provided exclusively online via the Edgenuity learning platform.

### Rules and Procedures

- Students must be referred to Credit Recovery by their teacher, counselor, or administrator with parent/legal guardian approval. Students must complete the OCSD Edgenuity Learning Student Application.
- In order to enroll in Credit Recovery, a student must have a minimum average of 51 in the original course.
- A credit recovery course must be available that aligns with the essential standards of the original course and content not mastered.
- Edgenuity provides a pre-test to students before each instructional unit to determine the scope of work that should be completed. As a result, credit recovery courses should not be modified in any way. Students should be enrolled in the respective Edgenuity course available in the system.
- An appropriate course code must be available that coincides with the requirements established by the SC Department of Education.
- Students may enroll in 2 credit recovery courses at a time (exceptions must be approved by the principal). A student is also limited to 3 credit recovery courses in a semester and no more than 5 credit recovery courses during an academic school year, including summer school. Also, a student may not receive credit for more than 12 credit recovery courses while enrolled in the district unless special permission is granted by a school/district administrator.

- A credit recovery course's length is based on the content and skills that a student needs to master. However, enrollment in a credit recovery course is limited to one semester.
- Credit Recovery courses taken in a summer session must be completed by August 1st for all students. The principal must approve any exception to the August 1st deadline. However, any extension of the August 1st deadline will have an impact on the grade-level of the student completing the course, if promotion is desired. Promotions due to completed credit recovery courses will not be made after the August 1st deadline.
- In all cases, a content area certified teacher must be the teacher of record for credit recovery courses.
- Student-athletes must recover credits according to the timeline set by the high school league. Principals and/or Athletic Directors must communicate with SCHSL on matters pertaining to student athletic eligibility and credit recovery.
- Students who fail to recover credits by the summer due date established by the SC High School League, and who lack the number of credits from the previous school year, will not be eligible to participate in fall sports.
- Credit recovery courses do not meet NCAA guidelines and are not considered for post-secondary athletic eligibility for D1 and D2 institutions of higher learning.
- Enrollment in credit recovery will be permitted for students in grades 9 – 12 and limited to the courses taken after enrollment in the ninth grade. Students who failed to pass high school credit courses in the middle school will not be eligible for credit recovery and must retake the face to face course.
- Students will be required to meet the minimum attendance requirement in the initial credit course to be eligible for participation in credit recovery.
- Credit recovery courses taken during the final semester of the school year must be completed no later than two (2) weeks following the last day of the academic year. Graduating seniors must complete credit recovery courses no later than the last day senior grades are due.
- Graduating seniors who fail to complete all credit recovery courses successfully will not receive final clearance for graduation and will not participate in formal ceremonies such as awards day and commencement. Additionally, rising seniors enrolled in credit recovery courses during a summer session must complete those courses no later than August 1st to count toward promotion for the fall semester of their anticipated senior year.

## Grades

For transcribing the final grade in a credit recovery course, the following procedures shall be followed:

- The original failing grade will remain on the transcript as stored through the permanently stored grades process. Do not edit any field for the stored grade information.
- A new course starting with the appropriate activity code, grade scale designation, and unit marker will be entered on the student record. The new credit recovery course will be marked "CR" at the end of the title in the student information system. (i.e., 3024CRCW English I-CR)
- If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a "P" as the final grade and transcribed to the numerical grade value of "0" as

indicated by the addition of the "P" to the grade scale chart. If a student fails the credit recovery course with a grade below a 60, the grade is entered as an "NP" and transcribed to the numerical grade value of "0" as indicated by the addition of "NP" to the grade scale chart. Thus, the credit recovery course does not impact the student's GPA.

- If the student does not recover the credit by NOT earning a passing final score, you will again permanently store the information to indicate this attempted recovery. The student's GPA will not be impacted since the course is "Excluded from GPA"; however, the course will be displayed on the student's transcripts.
- **VERY IMPORTANT NOTE: A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.**

### **Credit Recovery Courses with EOCEPs**

Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262. Students will be allowed to take the examination only once, at the end of the regular course. Students are not required to take the EOCEP at the end of an extended period granted through the credit recovery option.

### **Advanced Placement (AP)**

Students in Advanced Placement (AP) who fail an AP course may recover the credit according to the SC Uniform Grading Policy. The UGP indicates, "Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. The student's record will reflect all courses he or she has taken and the grades he or she has earned". Students opting for credit recovery versus retaking the AP course may do so. However, the following parameters must be followed:

- An AP certified teacher of record must oversee the student while the student completes credit recovery.
- Additional assignments, as the AP teacher deems appropriate to raise the course standard to the same level of difficulty, may be required.
- In accordance with the SC Uniform Grading Policy, a letter grade of "P" will be assigned if the student successfully completes the course, and a letter grade of "NP" will be assigned if the student is unsuccessful.

### **Content Recovery**

Content recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course with the original teacher of record assigned by the school. Content recovery allows students to retake a subset of the course, including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified teacher as needed for student mastery of course content.

### **Eligibility Guidelines**

- Classroom teachers are required to offer content recovery to every student enrolled in their class when a student's average falls below 60. In addition, classroom teachers are expected to provide content recovery to any student who has an overall average between 60 - 65, and a request for content recovery is made by the student or parent.



- Classroom teachers are responsible for facilitating content recovery within their classrooms and as a part of their daily instruction. The Edgenuity Blending Learning School Facilitator may assist as needed to support the teacher of record in complying with the expectations established for students and content recovery.
- Since this opportunity occurs during the student's enrollment in the course with his/her teacher of record, the conclusion of the content recovery units should occur by the end of the grading term when the tasks were assigned.
- Upon satisfactory completion of all assigned work within the time allowed, the teacher of record shall include the recovered work into the final grade to arrive at a new grade for the course. The grade earned on tasks completed during content recovery should replace the original grade assigned for the concept/assessment.
- An application for content recovery is not required. However, teachers should maintain documentation in their gradebooks or other student related files.

## Attendance Recovery

When a student receives an "FA" in a course, which indicates a failure due to attendance, Edgenuity should be assigned in the respective course the excessive absences occurred. Students should be required to work in the online course for an amount of time equivalent to the time he/she is required to recover. Time log reports should be utilized to justify a student's completion of the required time. Special note: The number of allowable makeup hours will be communicated by the Office of Student Services and the County Attendance Supervisor.

## Summer School (SS)

When a student fails a course during the school year and wishes to recover the credit during summer school, he/she must abide by the guidelines for credit recovery outlined in this manual. Students who have taken and failed a Carnegie credit course prior to ninth grade are not eligible for credit recovery classes and should enroll in the course the following school year.

## Enrollment Guidelines and Operating Procedures:

- Students participating in credit recovery during summer school must be enrolled within 10 days of the last day of school; or 3 days after the start of the summer school session (face to face or virtual).
- The district reserves the right to charge a fee for credit recovery courses offered during summer school to offset the cost associated with providing personnel to staff the program.

## NCAA Eligibility

Student-athletes who wish to attend an NCAA Division I or II college or university must ensure courses offered using a digital curriculum for original credit meet NCAA guidelines. The National Collegiate Athletic Association (NCAA) has very strict guidelines regarding credit for courses taken online, such as courses offered by Orangeburg County Schools. Although Edgenuity's initial credit courses are generally approved by the NCAA, counselors, athletic directors, coaches, and students should be certain a course will be approved before enrollment and completion. Unfortunately, credit recovery courses are not approved by the

NCAA. For more information regarding NCAA Eligibility, go to [www.ncaa.org](http://www.ncaa.org) and click on "Rules Compliance."

## Assessments and Proctoring

- Students may work on activities, including quizzes, from any computer with Internet access. Unit assessments, mid-term, final exams, and end of course exams must be proctored in a designated location as assigned by the Edgenuity Blended School Facilitator.
- The locking of regular classroom assessments will be determined by the teacher of record and based on teacher discretions and other course factors.
- Students taking AP exams, End of Course exams, and other major exams will take the assessments on the same scheduled date and time as their traditional school peers or an agreed-upon time determined by the Director of Testing and Accountability and the School Test Coordinator.
- Students who are medically homebound will have assessments proctored by the homebound teacher according to a mutually agreed upon location and schedule.

## Activity Resets

- For Credit Recovery, the student will have two chances to meet mastery (80%) on the quiz, computer scored test or exams. Because students have prior exposure to the material, students may choose to take the quiz PRIOR to the study. Teachers may permit progress after this second attempt and closely monitor students' progress to determine if students need additional help.
- For Initial Credit, the teacher of record will determine the activity reset policy on an individualized basis.

## Notebooks/eNotes and Procedures

Edgenuity students can access an online digital notebook or eNotes. The eNotes are located on the first tab of the lesson support pane. Students can enter a new note in the text-entry field at the bottom of the pane. To add the note to their digital notebook, students simply click Save. To edit a note that was previously entered, students can click anywhere in the note; this will move the note to the text-entry field so it can be modified and saved.

Teacher discretion will determine the following as it relates to eNotes:

1. If students have permission to use eNotes during assessments.
2. If student-generated notes should be printed, placed in a binder, and submitted at the end of the course.

## Academic Integrity

Teaching with a digital curriculum presents new classroom management challenges. The introduction of a digital curriculum has enabled new models of classroom instruction that offer a higher degree of individualization to better meet each student's needs. However, an unintended consequence of this technology integration is that students may have access to information that provides them with an inappropriate advantage when completing their coursework. Concerns about academic integrity — such as ensuring that the work a student submits is his or her own and that the final grade awarded to a student is based on that

student's completion of the required course material — are not new, nor are such concerns unique to online learning.

The following best practices will help to discourage academic dishonesty.

- Set and communicate clear academic expectations
- Prevent unauthorized access to staff accounts
- Use recommended course settings
- Block question and answer websites
- Configure firewalls and content filters
- When possible, proctor and protect assessments
- Investigate suspected dishonesty
- Adjust room layout to enable teacher view of screens
- Require offline student work portfolios

The district reserves the right to remove students from initial credit, credit recovery, and content recovery due to excessive absences, lack of academic progress, academic dishonesty or not following course requirements.

# Roles and Responsibilities

## Coordinator of Instructional Technology/Edgenuity Support

Oversees policy and staff development and is responsible for the overall implementation of the Virtual and Blended Learning Program.

Specific duties include, but not limited to:

- Recommends specific products, policies and procedures related to student enrollment and completion in all aspects of the OCS D Edgenuity Blended Learning programs.
- Organizes training and support for all school-based site coordinators and teachers.
- Researches and developing strategies for increasing the effectiveness of Edgenuity learning programs.
- Assesses and reports on student enrollment, usage and course completion for the district.
- Serves as the liaison between Edgenuity training consultants, OCS D district administrators, school administrators, blended learning school coordinators and teachers.
- Enrolls new students in the district, if PowerSchool sync does not occur.

## School-Based Administrator

The School Administrator is responsible for the implementation of the Edgenuity blended learning program at their school.

Specific duties include, but not limited to:

- Collaborates with the school administrative team to create a flexible master schedule with opportunities for student movement.
- Recommends highly qualified teachers to participate in the Blended Learning program.
- Ensures compliance with guidelines and policies for computer enhanced instruction.
- Works with Data Specialist to ensure the entering of grades and comments into PowerSchool following the PowerSchool procedures identified by district policy. Verifies that final grades are recorded on student transcripts.
- Staffs the online learning lab.

## School Counselors

The School Counselors are responsible for recommending students for courses based on their individual graduation plan.

Specific duties include, but not limited to:

- Provides information to students, parents/guardians, and local school staff regarding course offerings, scheduling and registration.
- Assists and counsel students on the online course registration and provide course registration approval in a timely manner;

- Ensures that each student's schedule in PowerSchool properly reflects ALL courses in which the student is enrolled. Online courses must be in the student's individual PowerSchool schedule.
- Records final grade on transcript and file Edgenuity Completion Letter and Course Activity Report in the student record.
- Notifies the Edgenuity Blended Learning School Facilitator in writing if it appears that the student will need to drop a course. OCSD will adhere to the SC Uniform Grading Policy.
- Ensures the Course Agreement is signed by both the parent/guardian and student and made available to the site coordinator and lab facilitator.
- Manages student enrollment in credit recovery classes

## Edgenuity Blended Learning Facilitator

The Edgenuity Blended Learning Facilitator provides direct support to teachers and lab facilitators to ensure the program is implemented with fidelity and that the district's expectations are executed on the school level in conjunction with school administration.

Specific duties include, but not limited to:

- Collaborates with the school administrative team to create a flexible master schedule with opportunities for student movement.
- Recommends highly qualified teachers to participate in On-line Learning.
- Ensures compliance with guidelines and policies for computer enhanced instruction.
- Work with SIS Operators to ensure the entering of grades and comments into PowerSchool following the PowerSchool procedures identified by district policy.
- Verifies that final grades are recorded on student transcripts.
- Manages all user accounts, enrollments, and classrooms in day programs.
- Serve as the school level expert and trainer for virtual learning platforms with assistance from District Technology Coordinators.
- Serve as the liaison between the lab facilitator and teachers of record as needed.
- Provides teacher training and support for content recovery, whole group instruction, differentiated instruction and AP Exam Review.
- Ensures the integrity of the program by monitoring when assessments are available to students.
- Maintains a clean and accurate records database by working with the lab facilitator to monitor reports.
- Generates student progress reports for day programs as directed by the school administration.

## Lab Facilitator

The lab facilitator is responsible for monitoring the school-based computer labs and providing direct support to students completing courses on campus.

Specific duties include, but not limited to:

- Provides a new student orientation to online learning.
- Maintains an attendance log and sends a paper report to the attendance clerk/school counselor as needed and as required by school administration

- Ensures that workstations meet course requirements and have the appropriate plugins installed.
- Oversees students to ensure participation in coursework and completion of assignments.
- Monitors the students' progress reports and maintain contact with the course teachers weekly
- Ensures that students are completing their daily assignments based on the course's pacing guide.
- Checks with each student daily on his/her progress and provide support as needed.
- Provides additional progress feedback to the course teacher for those students who need additional assistance.
- Serves as a liaison between teacher of record, counselor and student.
- Proctors all test and exams.
- When applicable, ensures that the teacher of record receives activities to be scored within 24 hours of the student submitting work.
- Provides school counselor and the teacher of record with a final Course Activity Report.
- Manages student progress within the course.
- Maintains a conducive learning environment.

# Appendix

1. Edgenuity Student Application
2. Edgenuity Parent & Student Agreement
3. Credit Recovery Completion Memo
4. Board Policy - IKADD
5. Administrative Rule - IKADD - R

Orangeburg County School District

**Edgenuity Student Application**

Return completed applications to the School Counseling Office. School Counselor will notify the Virtual School Technology Facilitator who will enroll the student.

Term: (Circle One)	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	
Grade Level (Circle One)	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

Student Name: \_\_\_\_\_ Current School: \_\_\_\_\_

Home Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Student Email: \_\_\_\_\_ Student Phone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Parent/Guardian Phone: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

Course Name	Course Level (CP, Honors, AP)	Schedule: During School, before or After School, and/or Summer	Credit Type	
			IC	CR
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

**IC=Initial Credit; CR=Credit Recovery**

The National Collegiate Athletic Association (NCAA) has very strict guidelines regarding credit for courses taken online, such as courses offered by Orangeburg County Schools. Many online courses **ARE NOT APPROVED** by the NCAA. Before enrolling in any online course, be sure to consult with your high school's athletic director and your school counselor to determine if the online course that you are considering is approved for credit by the NCAA.

**\*\*Credit Recovery: If failing grade is less than a 55, Administrative Approval is required\*\***

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Orangeburg County School District  
**Parent /Guardian and Student Agreement**

Student Name (Please Print): \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

<b>Course Requested</b> List course(s) and check box selecting IC=Initial Credit or CR=Credit Recovery	<b>IC</b>	<b>CR</b>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

**PARENT/GUARDIAN SECTION:** Read each statement and initial after the last statement as a sign of acknowledgement of your parent/guardian responsibilities. Sign agreement at bottom of form.

I agree to the following:

- Monitor my student's progress to ensure that my student completes assignments by the due dates
- Provide an opportunity for Internet connection to access the digital curriculum
- Provide transportation to and from school for proctored assessments, tutoring, and science labs
- Ensure my student will attend all mandated assessment sessions as appropriate for their course(s).
- Maintain effective email and phone communications with teachers and school staff
- Notify the school of any change of address, telephone number, and/or e-mail address.
- Inform the school immediately if I decide that my student will no longer participate in the program (Certain exit requirements need to be completed to ensure my child will not be reported truant)

Parent's Initials: \_\_\_\_\_

**STUDENT SECTION:** Read each statement and initial after the last statement as a sign of acknowledgement of your responsibilities. Sign Agreement at bottom of form.

I agree to the following:

- I will abide by the student code of conduct, acceptable use policy and academic honesty policy. If I fail to abide by the school and district policies, I may be removed from the course with penalties.
- I am aware that cheating, allowing others to complete my work, using unauthorized websites for answers, and submitting work that is not my own will result in possible removal from the course.

- I will complete all assignments in accordance with the scheduled due dates. I understand that the course must be completed no later than \_\_\_\_\_ (date).
- I will need to come in for test proctoring, tutoring, or a science lab.
- All assessments (unit tests and exams) must be taken in a proctored setting by a designated staff member and I agree to attend school to take any district and/or state mandated assessments.
- I agree to attend student-teacher conferences to address issues such as overdue assignments, low test scores, or similar academic concerns.
- If I am a graduating senior, I understand that my instructor must submit my final grade by the given deadline. The deadline is \_\_\_\_\_ (date) When I get stuck on a topic, I will ask for help. I can access my grades in each course by using the Student Progress Report.
- In order to earn credit for the course, I must complete all assignments and demonstrate at least 60% proficiency by the course end date.
- I understand that to withdraw from Initial Credit courses without penalty, I must withdraw by the 10<sup>th</sup> day of class for one credit courses and 5 days for half-credit courses. Failure to withdraw by the 10<sup>th</sup> day (one credit courses) or the 5<sup>th</sup> day (half-credit courses) of class will result in a WF=50, and this grade will be posted on my transcript.
- I understand that technology hardware, software, and Internet access are my responsibility. Orangeburg County Schools assumes no responsibility for technical support, nor will the district be obligated to provide hardware or software to facilitate access to courses off-campus

Student's Initials: \_\_\_\_\_

As the parent or guardian of \_\_\_\_\_ (Student's Name), I have read and initialed the Parent Agreement. I hereby accept all responsibilities of this document.

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_ (Student's Name), have read and initialed the Student Agreement. I hereby accept all responsibilities of this document.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Disclaimer: Orangeburg County Schools shall not be responsible or liable, either directly or indirectly, for any error, damage or loss caused by or in connection with use of or reliance on any content, goods, or services available on or through external websites or other networking options that are beyond the control of the District. Orangeburg County Schools is not responsible for the content found on these external web sites or for ongoing review of other sites. The inclusion of any link to such sites does not imply endorsement by Orangeburg County Schools. Should you or your child decide to access linked third-party web sites through online curriculum, from home or from school, it is at one's own risk.

**Orangeburg County School District  
Credit Recovery Completion Form**

To: \_\_\_\_\_

From: \_\_\_\_\_, Edgenuity Blended Learning School Facilitator

Re: Credit Recovery Completion Information

Date: \_\_\_\_\_

This memo is being sent to inform you that your student, \_\_\_\_\_  
has completed all of the necessary requirements and assignments as set forth in the credit  
recovery contract and should be awarded credit for \_\_\_\_\_  
(Course Name).

Please contact me if you have any questions.

Edgenuity Blended Learning Facilitator's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date Received by Counselor: \_\_\_\_\_

Date Credit Awarded: \_\_\_\_\_

Counselor's Signature: \_\_\_\_\_

A copy of this memo should be kept on file in the counselor's office and a copy placed in the  
student's permanent record.

## CONTENT AND CREDIT RECOVERY

Code **IKADD\*** Issued **DRAFT/19**

Students who have been unsuccessful in mastering content or skills required to receive course credit may be offered the opportunity to participate in the district's content or credit recovery programs.

### Content Recovery

The district's content recovery program consists of a course-specific, skill-based learning opportunity for students who are still enrolled in a course with the original teacher of record assigned by the school and who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one (1) unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content.

### Credit Recovery

The district's credit recovery program consists of a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit in a given course. The program is designed for students who are no longer enrolled in a course but who have achieved sufficient mastery to benefit from a block of instruction, less than the entirety of the course, which targets specific components or a subset of standards to address the standards that students have not mastered.

There will be no increase in the GPA of a student who achieves credit for a credit recovery course. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

### Student Athletes

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through content and credit recovery programs. Participation in these programs **are likely to affect a student's eligibility for NCAA play** (i.e. VirtualSC credit recovery courses are not approved by the NCAA). The district athletic director should be consulted for more information.

Adopted ^ \_\_\_\_\_

Legal References:

- A. S.C. Department of Education:  
1. *South Carolina Uniform Grading Policy.*

## CONTENT AND CREDIT RECOVERY

Code **IKADD-R\*** Issued **DRAFT/19**

School administrators will coordinate with staff members to identify students appropriate for participation in content and credit recovery programs.

### **Content Recovery**

Students must be currently enrolled in a course to participate in content recovery.

#### *Eligibility*

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

The district reserves the right to remove students from content recovery due to excessive absences, lack of academic progress, academic dishonesty or not following course requirements.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation.

#### *Grading*

Content recovery assignments must be completed no later than the last day of the nine-week grading period when the academic tasks were assigned. Seniors must complete any content recovery assignments by the last day of the nine-week period or by the last day designated for seniors to receive final clearance for graduation. Seniors will not receive clearance for graduation or participate in formal ceremonies without successful completion of all content recovery tasks and a passing average in required courses. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by replacing the student's initial grade with the content recovery grade.

### **Credit Recovery**

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

#### *Eligibility*

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade of 55 or higher in the initial credit course or the student is not eligible for credit recovery and must retake the full course to receive credit. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment.

Students may take no more than three credit recovery courses per semester and no more than five during a school year, including summer school. Also, a student may not receive credit for more than 12 credit recovery courses while enrolled in the district unless special permission is granted by the school/district administrator.

Enrollment in credit recovery will be permitted for students in grades 9 – 12 and limited to the courses taken after enrollment in the ninth grade. Students who failed to pass high school credit courses in the middle school will not be eligible for credit recovery. Students will be required to meet the minimum attendance requirement in the initial credit course to be eligible for participation in credit recovery.

The district reserves the right to remove students from credit recovery due to the lack of academic progress, academic dishonesty or not following course requirements.

### *Instruction and curriculum*

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program, VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

### *Grading*

Students are not permitted to remain in a credit recovery course for more than one semester.

Credit recovery courses taken during the final semester of the school year must be completed no later than two (2) weeks following the last day of the academic year. Graduating seniors must complete credit recovery courses no later than the last day senior grades are due. Graduating seniors who fail to successfully complete all credit recovery courses will not receive final clearance for graduation and will not participate in formal ceremonies such as awards day and commencement. Additionally, rising seniors enrolled in credit recovery courses during a summer session must complete those courses no later than August 1st to count for the current academic year.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher, the

passing grade will be entered as “P.” If the student does not pass, the failing grade will be entered as “NP.” Neither the “P” nor the “NP” grade designation will impact the student’s GPA.

#### *Cost*

Credit recovery courses are typically provided to students without charge. However, a student’s parent/legal guardian will be responsible for any and all costs associated with a district-approved request to utilize an alternative method of instruction in lieu of the no-cost option the district offers.

The district reserves the right to charge a fee to offset the cost of required personnel for credit recovery courses scheduled during summer school.

# Time to Register

Registration Begins April 30th until May 28th

Enrichment ... Intervention ... Exploration ... Field Experiences



## Summer Extravaganza

Orangeburg County School District

PK – 5th Grade

June 9 – June 30, 2022

Monday-Thursday

8:00 am to 2:30 pm



### Summer School Host Site

### Attending Schools

Bethune-Bowman Elementary

Bethune-Bowman Elementary School  
Lockett Elementary School

Dover Elementary

Dover Elementary School  
Hunter-Kinard-Tyler Elementary School

Holly Hill Elementary

Ellore Elementary School  
Holly Hill Elementary School  
St. James-Gaillard Elementary School  
Vance-Providence Elementary School

Marshall Elementary

Brookdale Elementary School  
Marshall Elementary School  
Mellichamp Elementary School  
Sheridan Elementary School  
Whittaker Elementary School

Rivelon Elementary

Edisto Elementary School  
Edisto Primary School  
Rivelon Elementary School

3rd Grade Summer Reading Camp Additional Dates

3:00 pm – 5:00 pm (All Sites)

May 23, 24, 25, 26, 27, 31

June 1, 2, 3

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# Time to Register

Registration Begins April 30th until May 28th

Enrichment ... Intervention ... Exploration ... Field Experiences



## Middle School **IGNITE** Summer Extravaganza Orangeburg County School District

**6th – 8th Grade**  
**June 9 – June 30, 2022**  
**Monday-Thursday**  
**8:30 am to 1:30 pm**



Summer School Host Site	Attending Schools
Edisto High School	Branchville Middle/High School Carver-Edisto Middle School Edisto High School Hunter-Kinard-Tyler Middle/High School North Middle/High School
Lake Marion High School	Ellore Elementary School (6th-8th) Holly Hill-Roberts Middle School Lake Marion High School
Orangeburg-Wilkinson High School	Bethune-Bowman Middle/High School Orangeburg-Wilkinson High School Robert E. Howard Middle School William J. Clark Middle School

Overall Intent: To reinforce standards taught during the previous school year and introduce essential standards for the upcoming school year in ELA and Math.

# Time to Register

Registration June 7th to June 9th at Home School

...Enrichment... Intervention ... Exploration ...



## ESA Success Academy Summer Extravaganza

Orangeburg County School District

**9th – 12th Grade**  
**June 9 – June 30, 2022**  
**Monday-Thursday**  
**8:30 am to 1:30 pm**



Summer School Host Site	Attending Schools
Edisto High School	Branchville Middle/High School Carver-Edisto Middle School Edisto High School Hunter-Kinard-Tyler Middle/High School North Middle/High School
Lake Marion High School	Ellore Elementary School (6th-8th) Holly Hill-Roberts Middle School Lake Marion High School
Orangeburg-Wilkinson High School	Bethune-Bowman Middle/High School Orangeburg-Wilkinson High School Robert E. Howard Middle School William J. Clark Middle School

Overall Intent: To allow students the opportunity to recover credits for course failure and allow students to receive complete courses for initial credit.  
Credit Recovery & Initial Credit Courses Offered ... Extended time for Initial Credit Courses  
Students can register for a maximum for two (2) courses  
\$50 First Credit - \$25 Second Credit  
Edgenuity Courseware with Certified Teacher Support

# Time to Register

... Enrichment ... Intervention ... Exploration ...



## CTE Awareness Non-Traditional Camps Summer Extravaganza Orangeburg County School District

9th – 12th Grade

June 13 – June 23, 2022

Monday-Thursday

9:00 am to 1:00 pm



Summer School Host Site	Attending Schools
Cope Area Career Center	Branchville High School Edisto High School Hunter-Kinard-Tyler School
Lake Marion Technology Center	Lake Marion High School
Orangeburg Technology Center	Bethune-Bowman High School North High School Orangeburg-Wilkinson High School

A Summer Extravaganza booklet with additional information about these programs is forthcoming. Bus transportation will be provided.