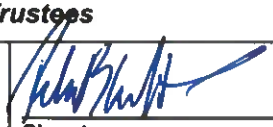
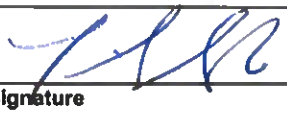
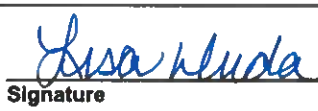
Required Printed Names and Signatures

Superintendent		
Dr. Akil E. Ross, Sr. **Printed Name**	 **Signature**	4/8/2024 **Date**
Principal		
Chairperson, District Board of Trustees		
Mrs. Rebecca Blackburn Hines **Printed Name**	 **Signature**	4/11/24 **Date**
District Read To Succeed Literacy Leadership Team Lead		
Mr. Michael Guliano **Printed Name**	 **Signature**	3-28-24 **Date**
District Gifted and Talented Coordinator		
Mrs. Lisa Duda **Printed Name**	 **Signature**	3-28-24 **Date**
District Strategic Planning Contact Person		
Dr. Vann Holden **Printed Name**	 **Signature**	3/26/24 **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.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
Yes	**Academic Assistance, PreK–3** The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The district encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	**Innovation** The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	**Developmental Screening** The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	**Half-Day Child Development** The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	**Developmentally Appropriate Curriculum for PreK–3** The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60.

Education and Economic Development Act Assurances for Districts
(S.C. Code Ann. § 59-59-10 *et seq.*)
The superintendent certifies that:

Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
No	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

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

Yes	**District Reading Plan** The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	**4K and 5K Readiness Assessment** The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	**Third Grade Retention** The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	**Reading Coaches** The district supports school based reading coaches in every elementary school.
Yes	**Interventions** The district provides interventions based on data for all students identified.
Yes	**Summer Reading Camps** The district offers summer reading camps for those students identified.

Gifted and Talented Assurances
(SBE Regulation 43-220)
Students Served
The district serves:

Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
No	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	**Innovative Model (SCDE approved)** Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. *(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)*
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are **not met**: Not Applicable	
District Proficiency-Based System (SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

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

Assurances and Terms and Conditions for State Awards
As the district superintendent of Lexington/Richland 5, I certify that this applicant:

Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 *et seq.* (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2016)) if the amount of this award is $50,000 or more.

Terms and Conditions

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

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

Yes	**Certification Regarding Suspension and Debarment**
	By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
	• Applicant and/or any of its principals, subgrantees, or subcontractors
	  • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
	  • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
	• Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

Yes	**Audits** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: • Entities expending $750,000 or more in federal awards: Entities that expend $750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than $750,000 in federal awards: Entities that expend less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	**Records** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Stakeholder Involvement for 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.

	Position	Name
1.	**Superintendent**	Dr. Akil E. Ross, Sr.
2.	**Principal**	Mr. Linard R. McCloud
3.	**Teacher**	Mrs. Jill Stauffer
4.	**Parent/Guardian**	Sgt. Wesley Swinson
5.	**Community Member**	Mrs. Lucy Bailey
6.	**Private School Representative**	n/a
7.	**District Level Administrator**	Dr. Vann Holden
8.	**Paraprofessional**	Mrs. Danelle Sorrel
9.	**District Read To Succeed Literacy Leadership Team Lead**	Mr. Michael Guliano
10.	**District Read To Succeed Literacy Leadership Team Member**	Dr. Robin Cox
11.	**School Improvement Council Member**	Mr. John Cantey
12.	**District Gifted and Talented Coordinator**	Mrs. Lisa Duda
13.	**District Federal Programs Coordinator**	Mrs. Lisa Duda
	OTHERS (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 Literacy Leadership Team for Read to Succeed	
	Director of Communications	Mrs. Amanda Taylor
	Chief of Academics	Mrs. Tina McCaskill
	Chief Student Services and Planning Officer	Dr. Michael R. Harris
	Chief Human Resources Officer	Dr. Tamara D. Turner
	Chief Finance Officer	Mrs. Marty Rawls
	Executive Director of Operations	Mr. David Weissman

District Requested Strategic Plan Waiver

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

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

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

☑ **Not Applicable**

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

District or School Plans
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School Renewal Plan Signature Page
Assurances for Plans
Stakeholders Involvement for Plan
District Requested Plan Waiver
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Executive Summary of Needs Assessment Data Findings

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- School Climate Strategy 1
- School Climate Strategy 2
- School Climate Strategy 3
- School Climate Strategy 4
- School Climate Strategy 5
- School Climate Strategy 6

PERFORMANCE GOAL AREA (2) - Student Achievement

- Student Achievement Strategy 1
- Student Achievement Strategy 2
- Student Achievement Strategy 3
- Student Achievement Strategy 4
- Student Achievement Strategy 5
- Student Achievement Strategy 6

PERFORMANCE GOAL AREA (3) - Teacher Administrator Quality

- Teacher Administrator Quality Strategy 1
- Teacher Administrator Quality Strategy 2
- Teacher Administrator Quality Strategy 3
- Teacher Administrator Quality Strategy 4
- Teacher Administrator Quality Strategy 5
- Teacher Administrator Quality Strategy 6

PERFORMANCE GOAL AREA (4) - Gifted and Talented

- Gifted and Talented Strategy 1
- Gifted and Talented Strategy 2
- Gifted and Talented Strategy 3
- Gifted and Talented Strategy 4
- Gifted and Talented Strategy 5
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Read to Succeed
Gifted and Talented Required Tables (Districts only)
District Proficiency-Based System (Districts only)
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School Renewal Plan Signature Page

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

District:	**School District 5 of Lexington and Richland Counties**
SIDN:	**3205**
Plan Submission	**School Utilizes Cognia**
Address 1:	**1020 Dutch Fork Road**
Address 2:	
City:	**Irmo, SC**
Zip Code:	**29063**
School Renewal Contact Person:	**Vann Holden**
School Plan Contact Phone:	**803-476-8189**
School Plan E-mail Address:	**vholden@lexrich5.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.

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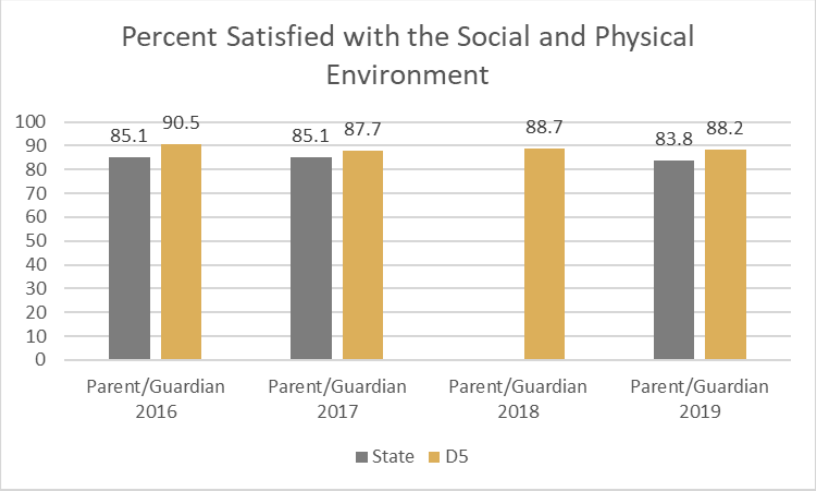
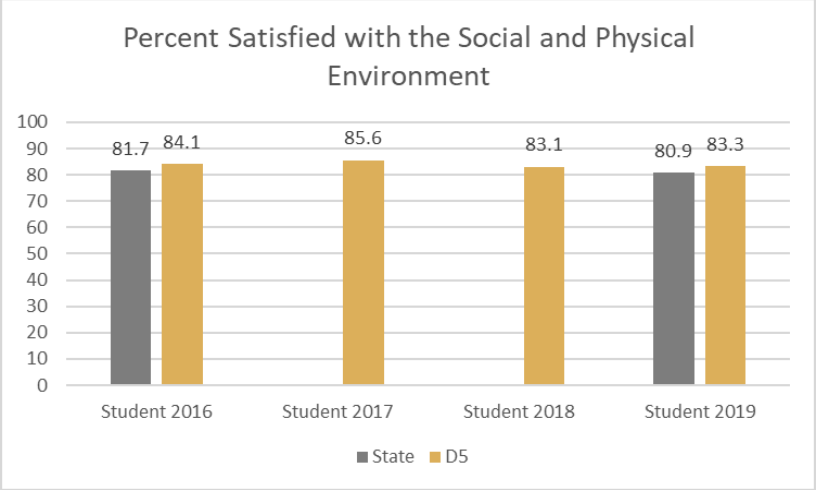
NEEDS ASSESSMENT DATA

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the state report card.** (Charts, graphs, or other formats of data may be used.)

https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZzaWQ9MzIwNTAwMA

School Climate





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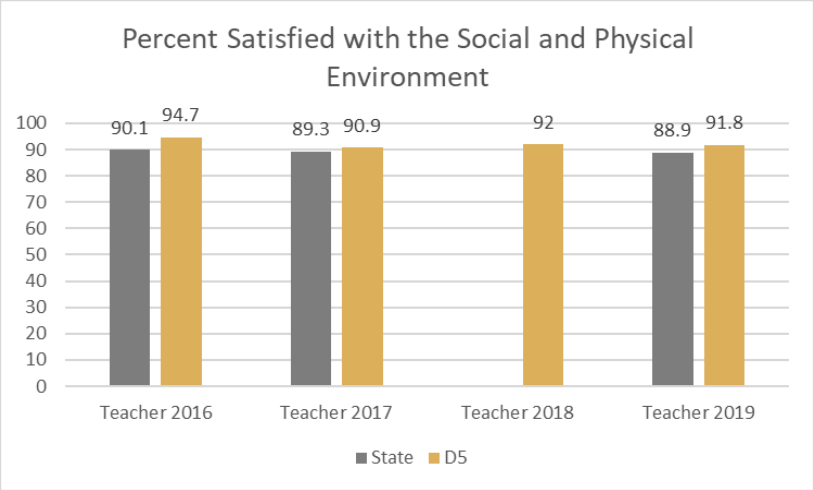

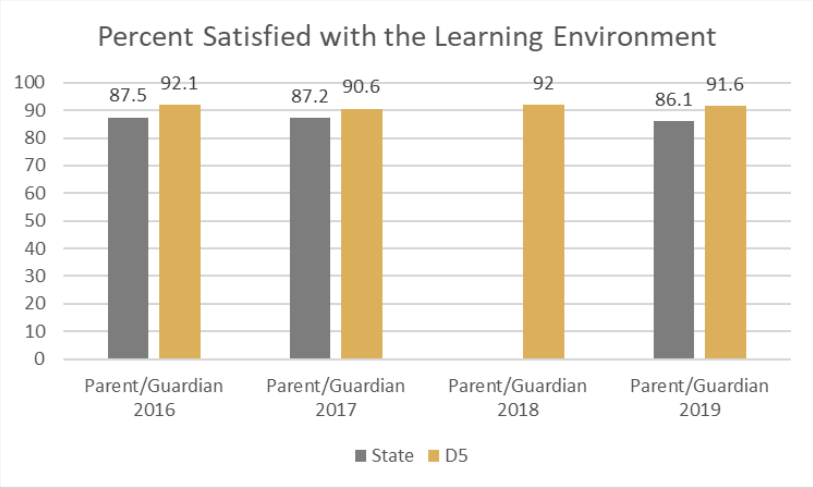

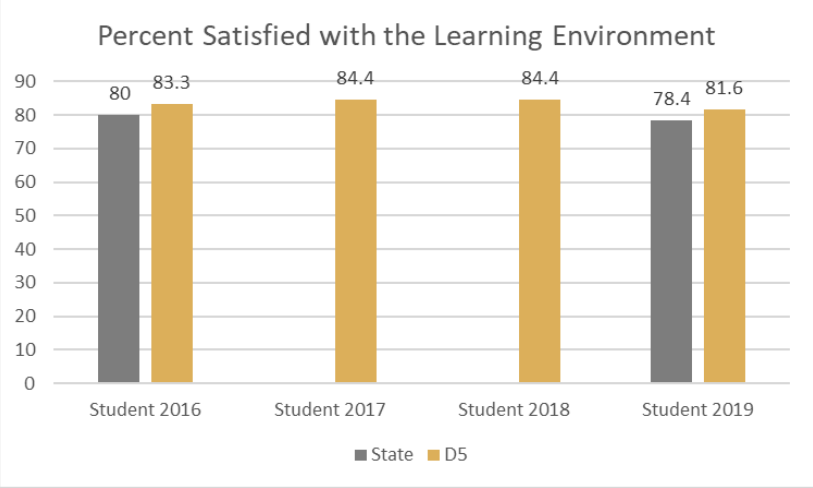

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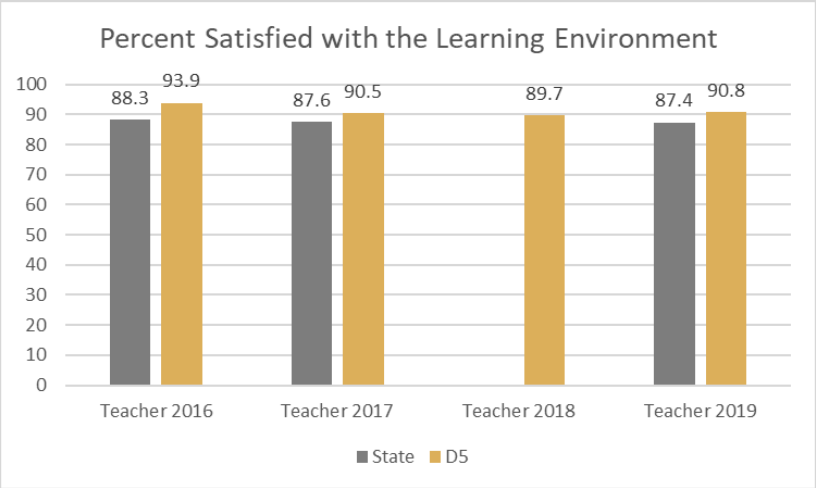

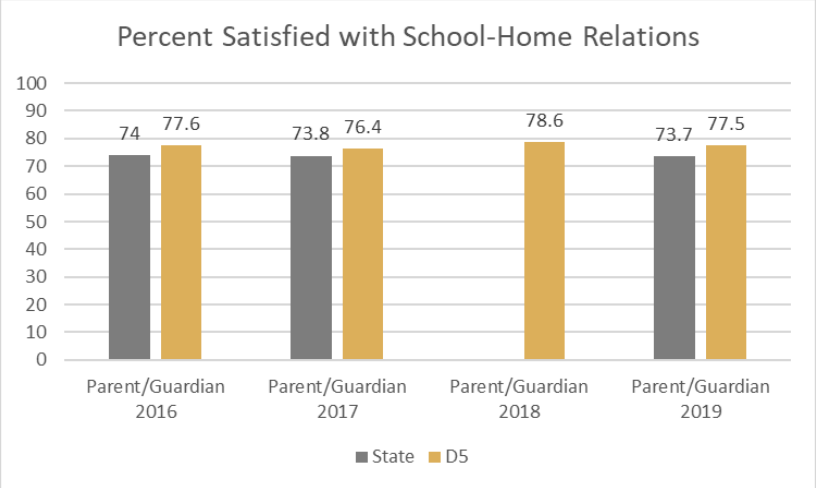

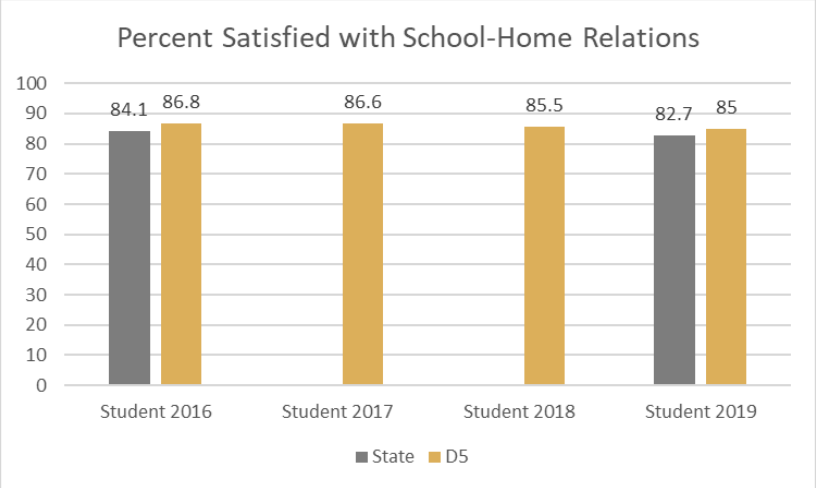

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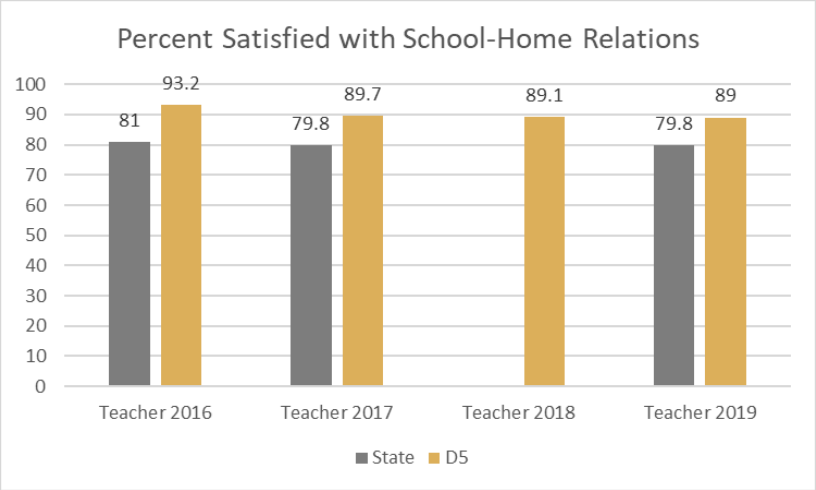

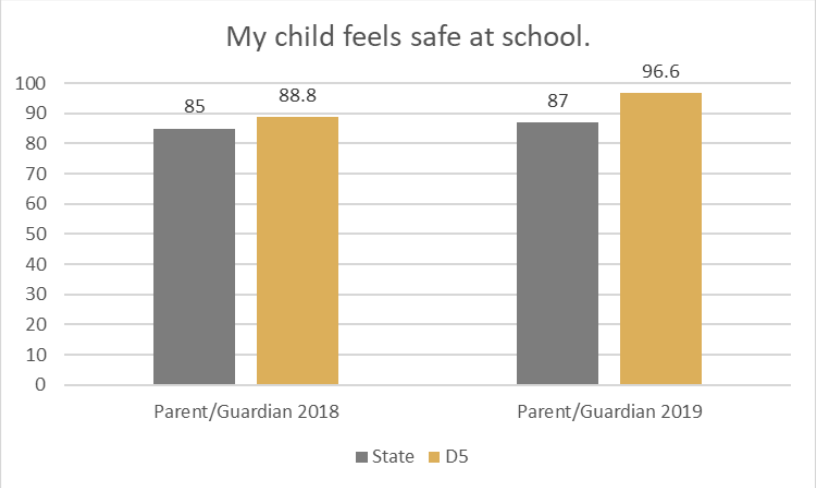

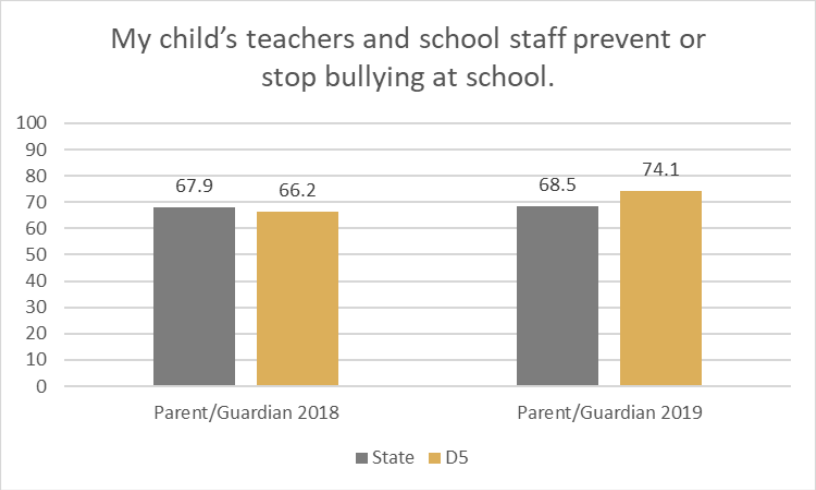

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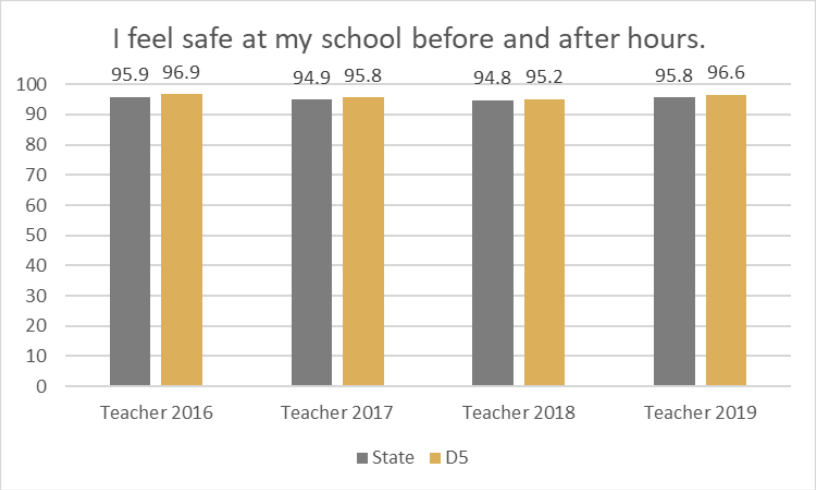

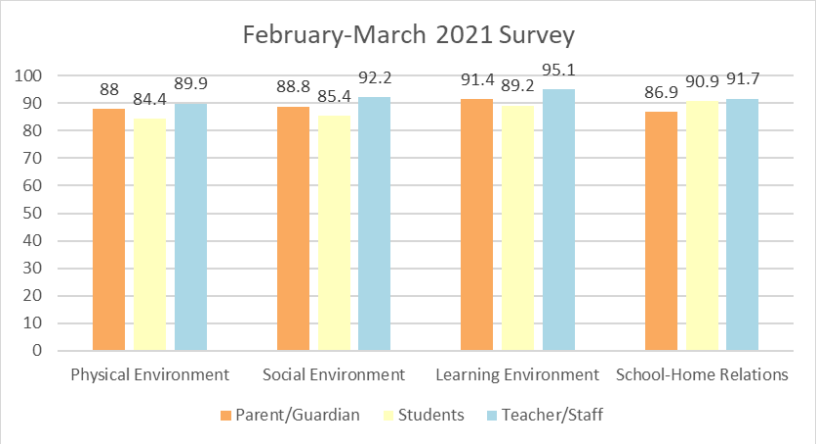

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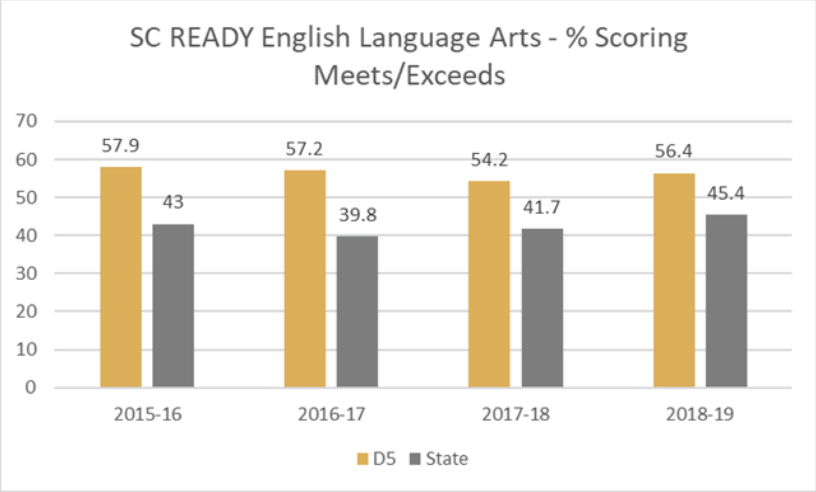
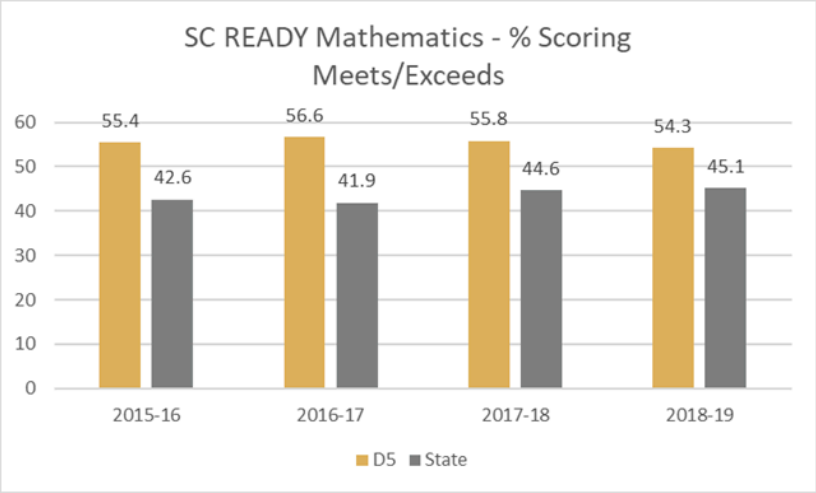
Student Achievement



D5 Ranking Among SC School Districts – SC READY ELA			
2015-16	2016-17	2017-18	2018-19
3	2	4	5



D5 Ranking Among SC School Districts – SC READY Mathematics			
2015-16	2016-17	2017-18	2018-19
6	6	8	12

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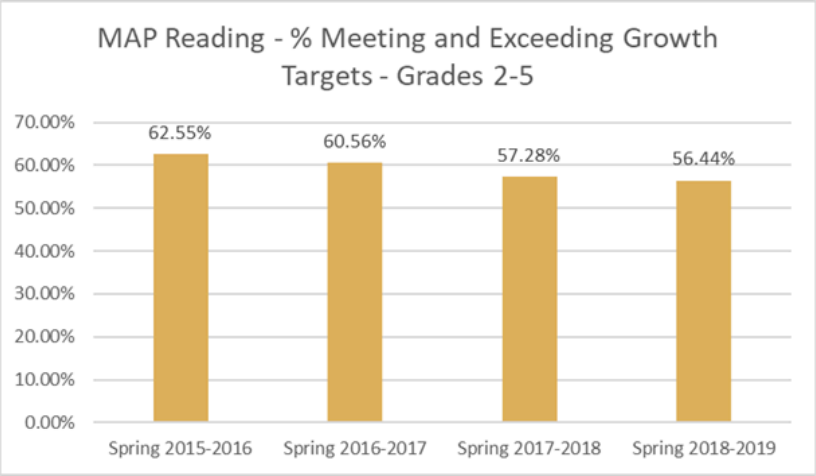

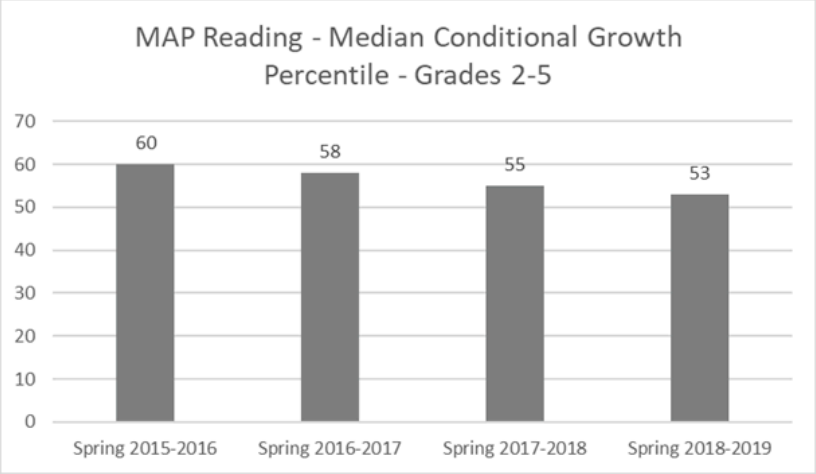

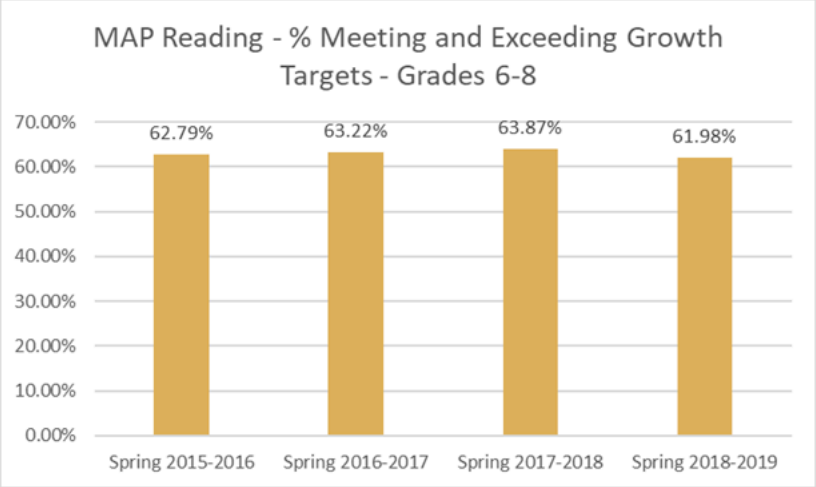

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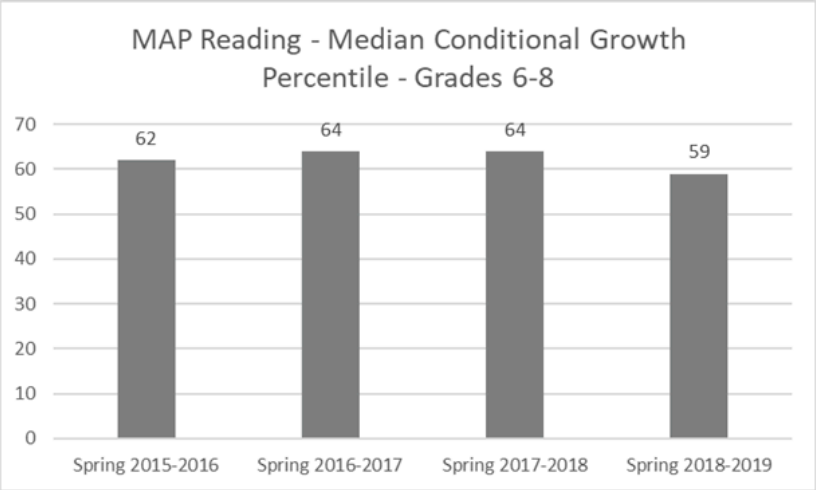

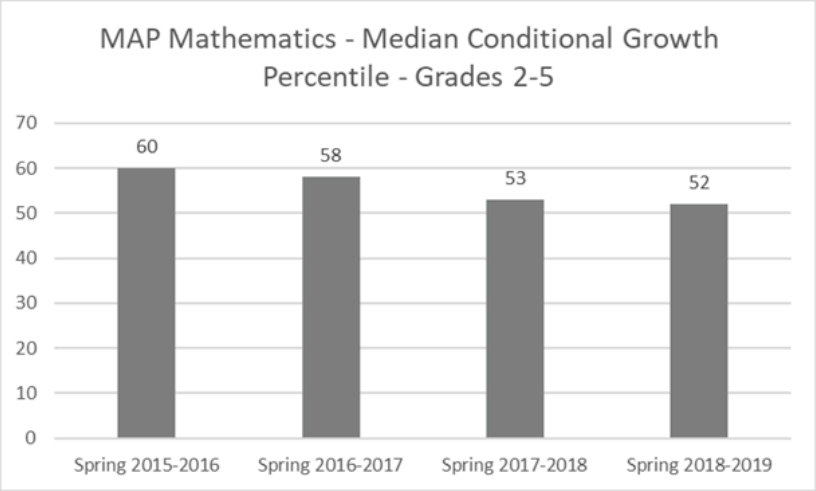

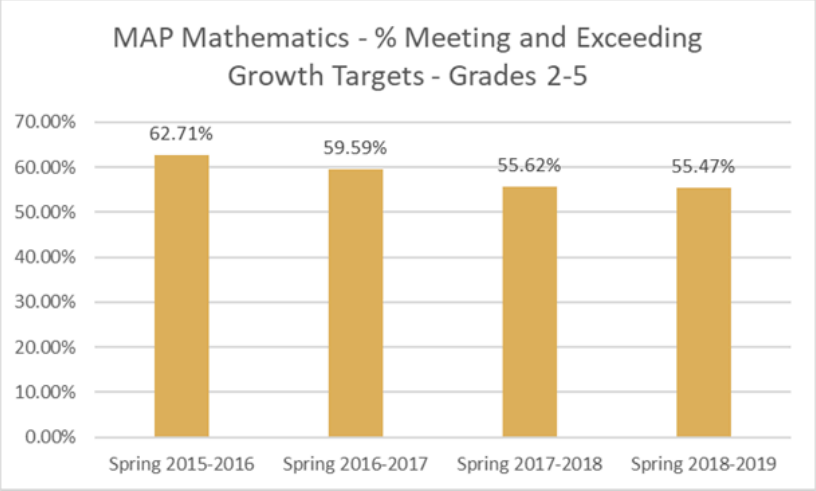

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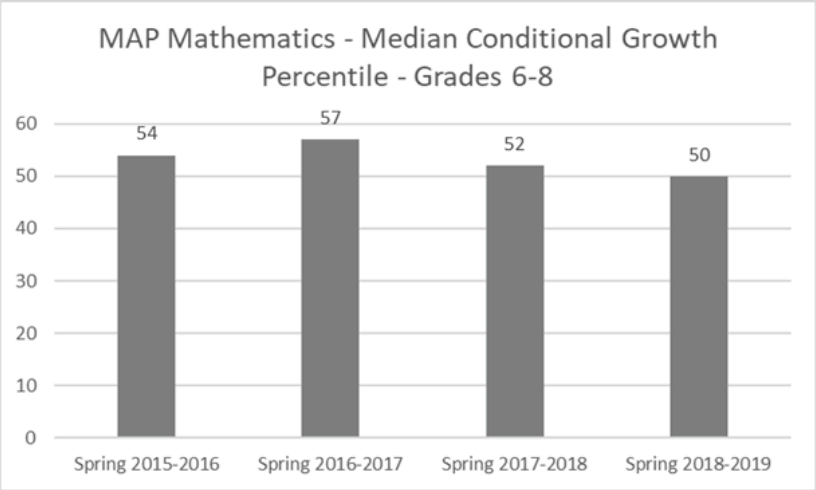

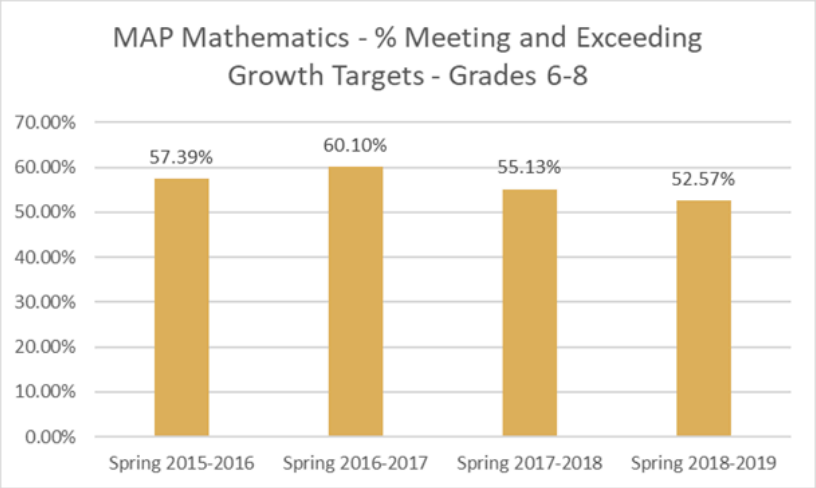

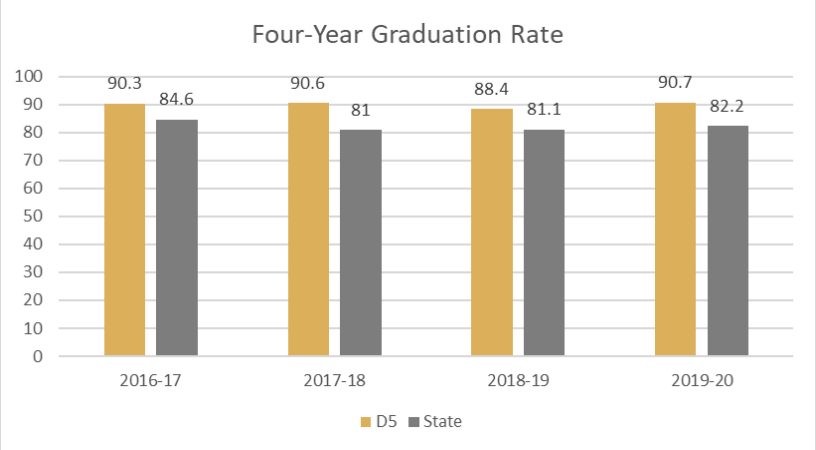

D5 Ranking Among SC School Districts			
2016-17	2017-18	2018-19	2019-20
9	7	15	10

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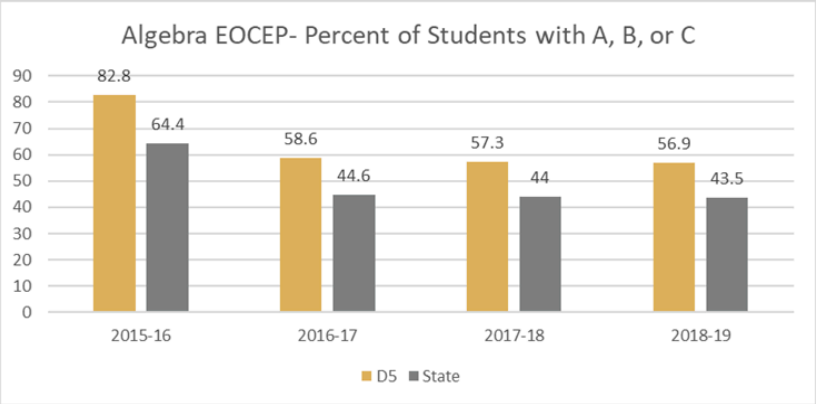

D5 Ranking Among SC School Districts – Algebra EOCEP			
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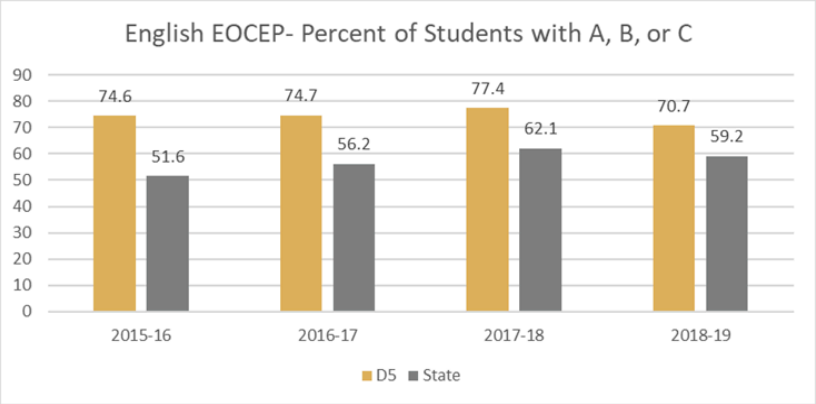
5	7	7	8



D5 Ranking Among SC School Districts – English EOCEP			
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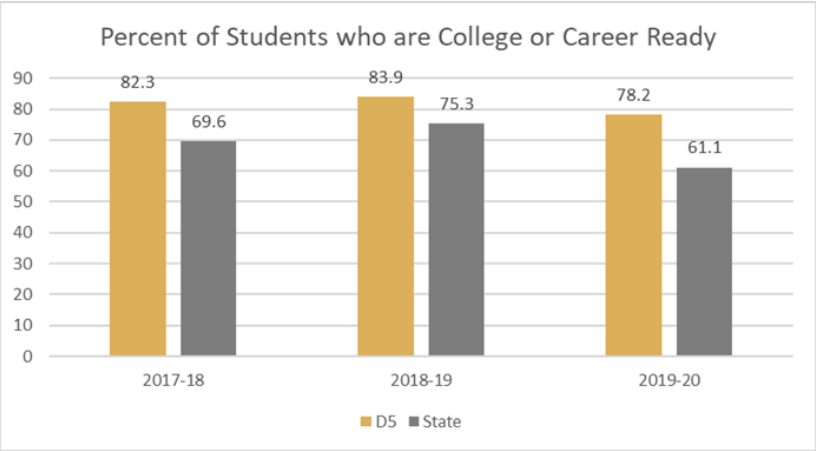

D5 Ranking Among SC School Districts – College or Career Ready		
2017-18	2018-19	2019-20
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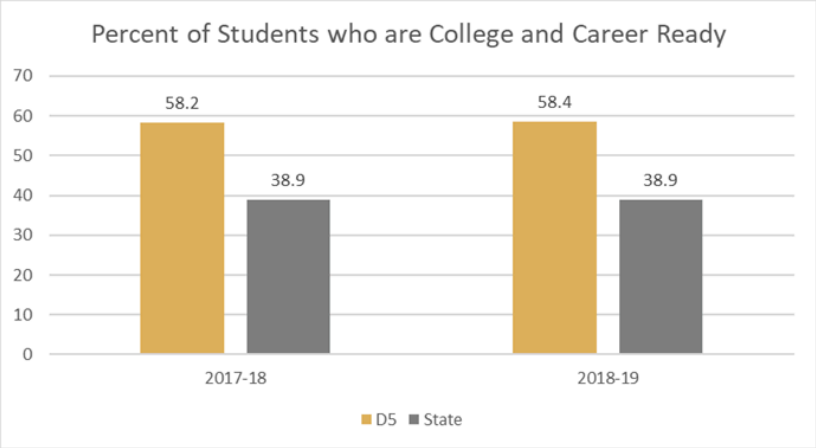

D5 Ranking Among SC School Districts – College and Career Ready		
2017-18	2018-19	2019-20
2	2	n/a

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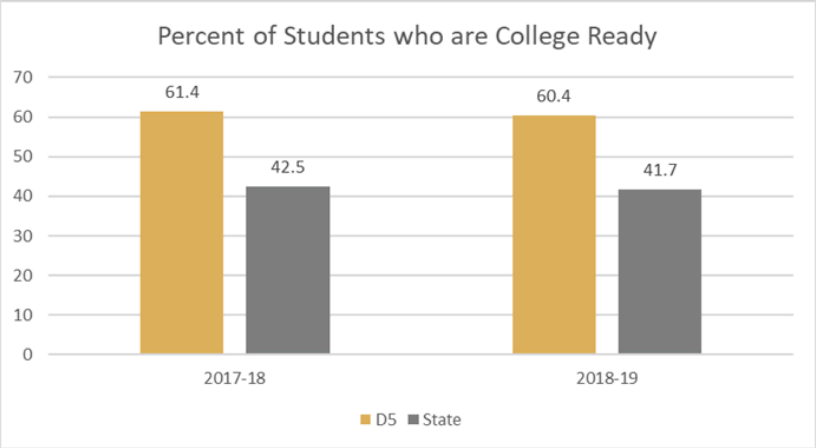
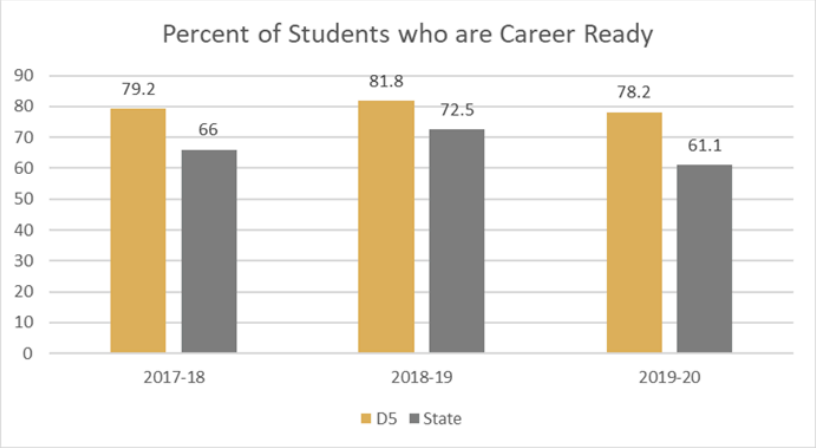
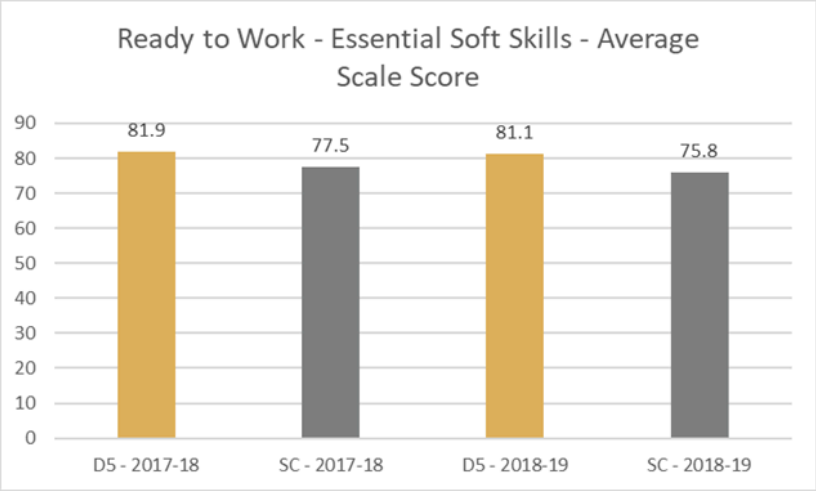


D5 Ranking Among SC School Districts – College Ready		
2017-18	2018-19	2019-20
2	3	n/a



D5 Ranking Among SC School Districts – Career Ready		
2017-18	2018-19	2019-20
3	13	3



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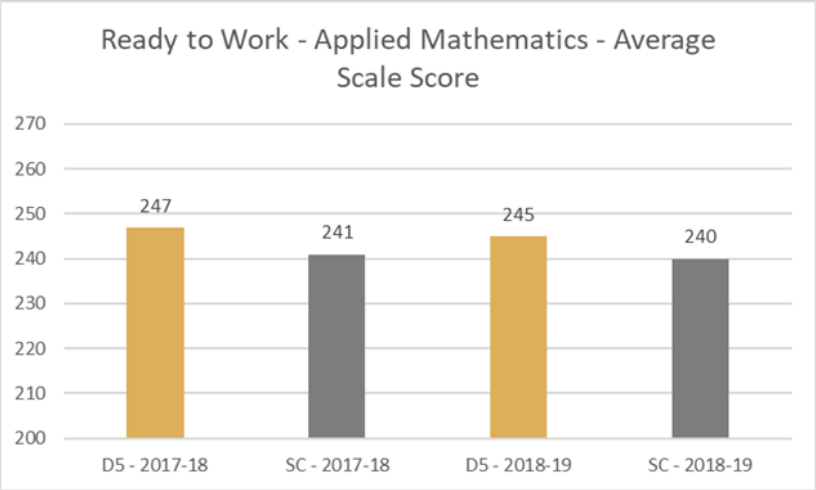

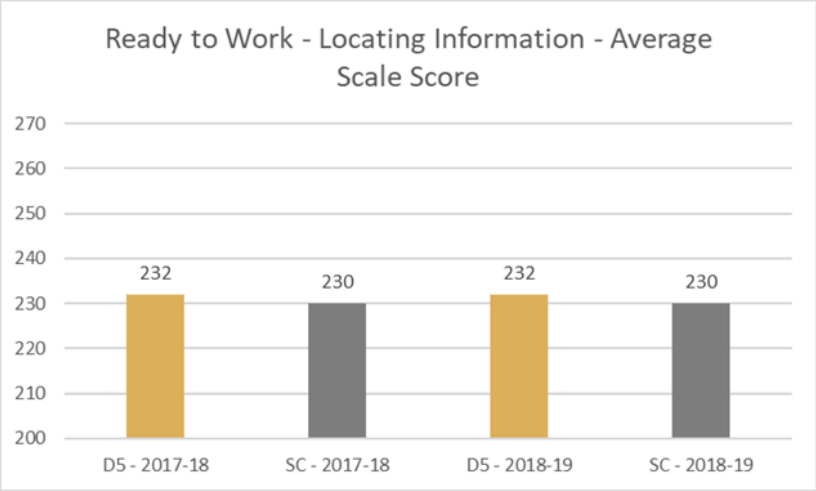

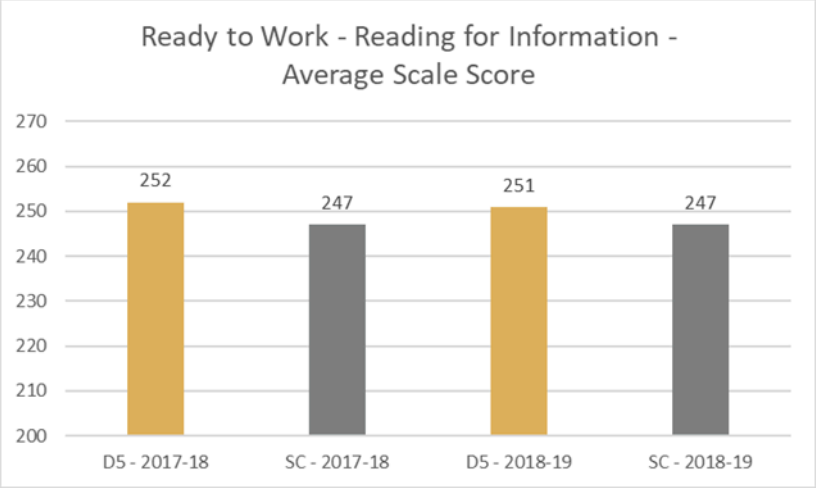

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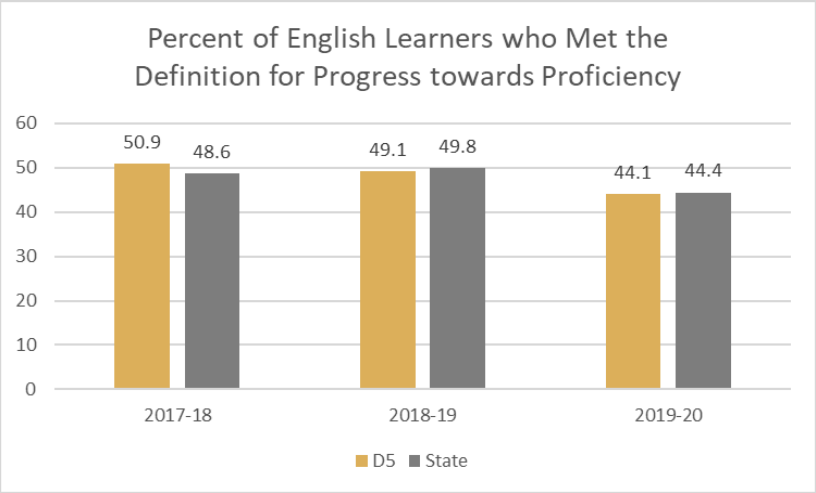

D5 Ranking Among SC School Districts – Career Ready		
2017-18	2018-19	2019-20
25	26	34

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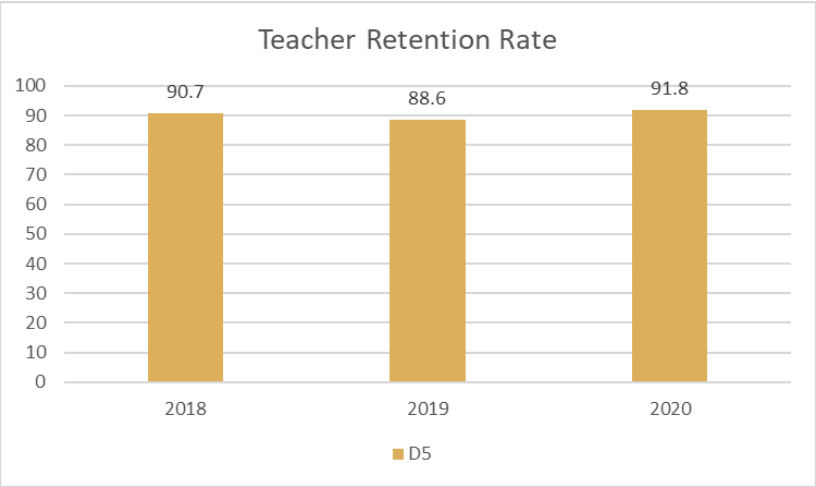
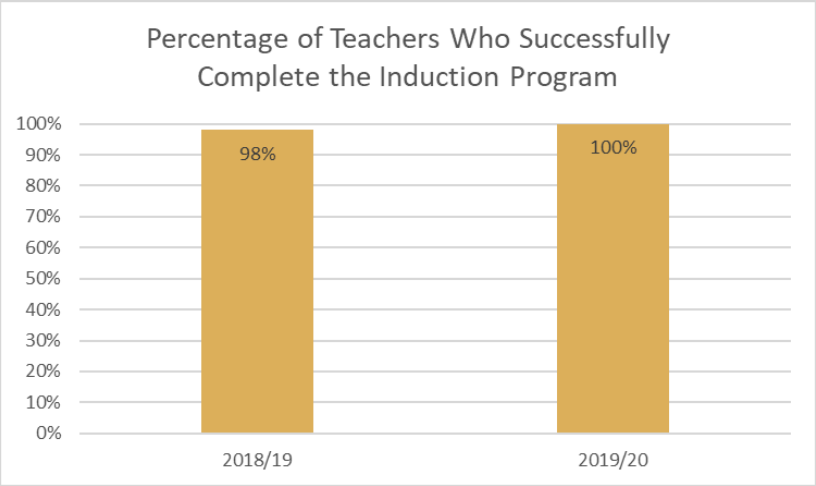
Teacher/Administrator Quality



Retention Rate Ranking Among South Carolina School Districts*		
2018	2019	2020
11	19	14

*** Note: Only 1 district in the state employed a greater number of teachers AND had a higher teacher retention rate than District 5.**



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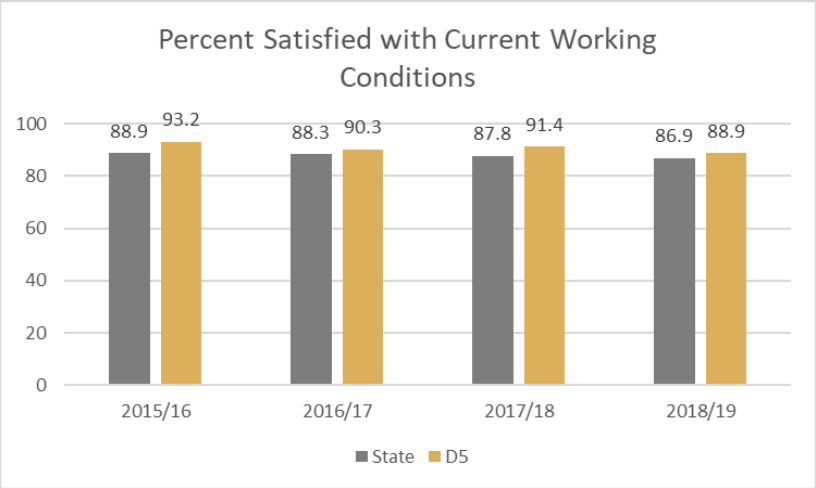

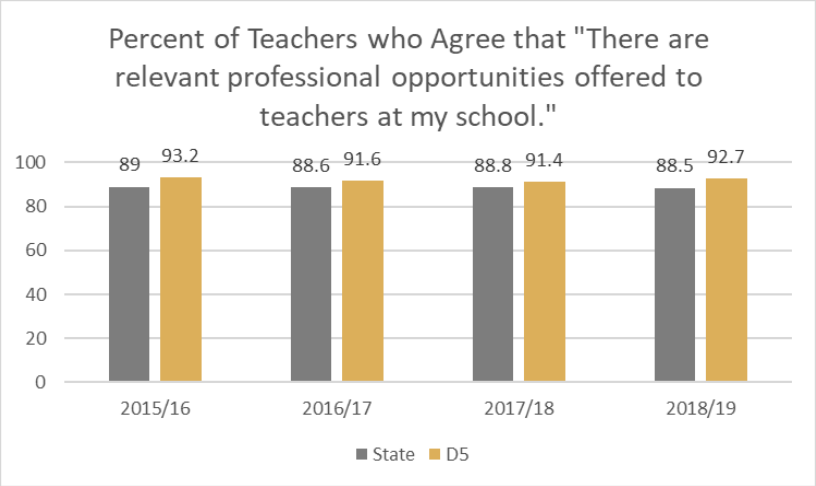

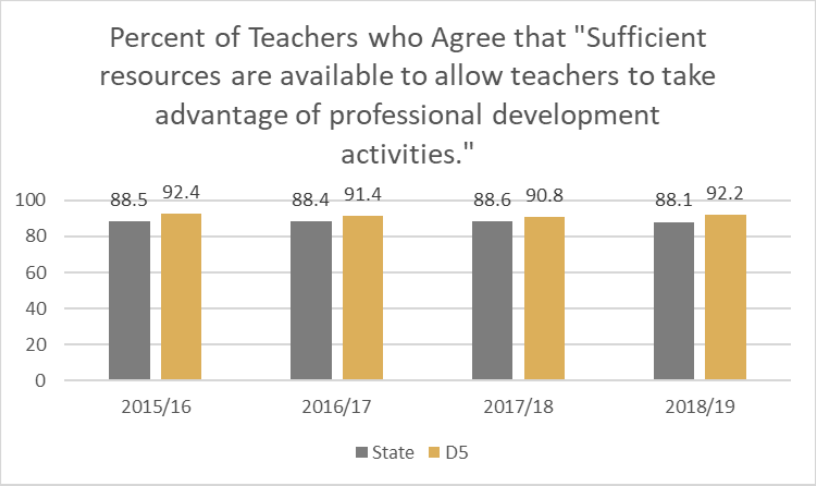

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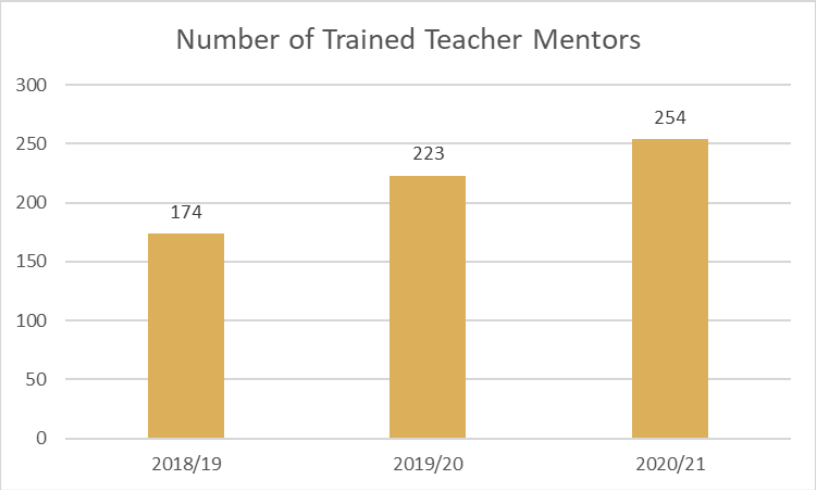

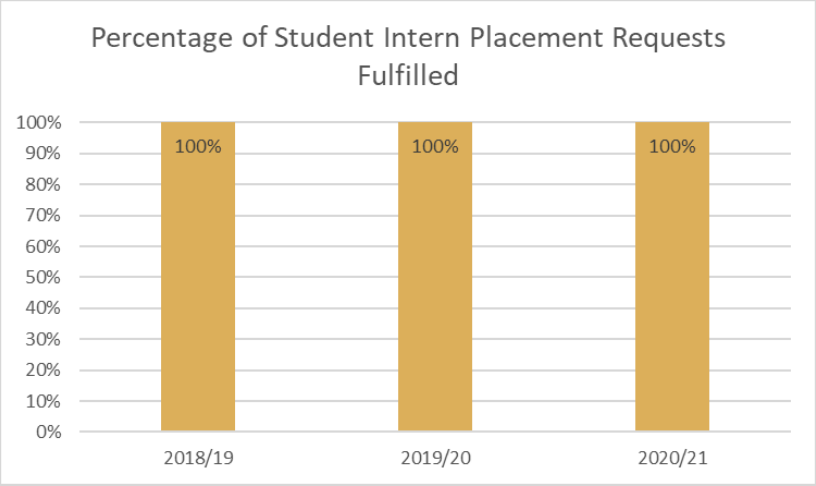

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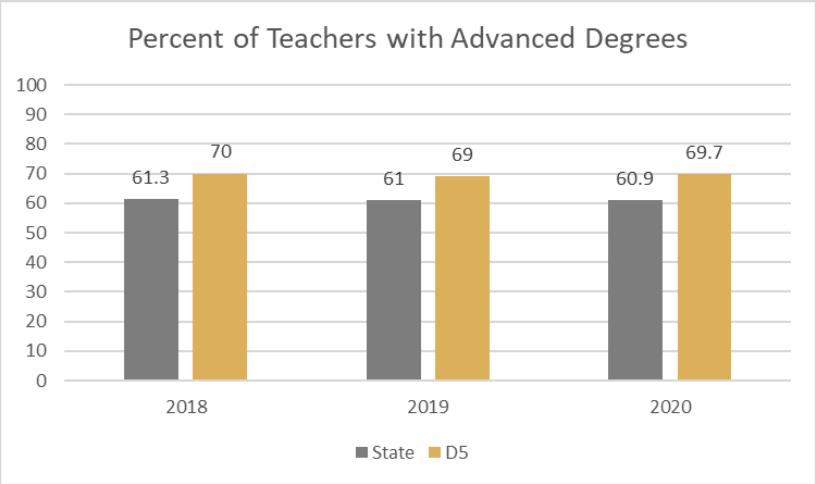
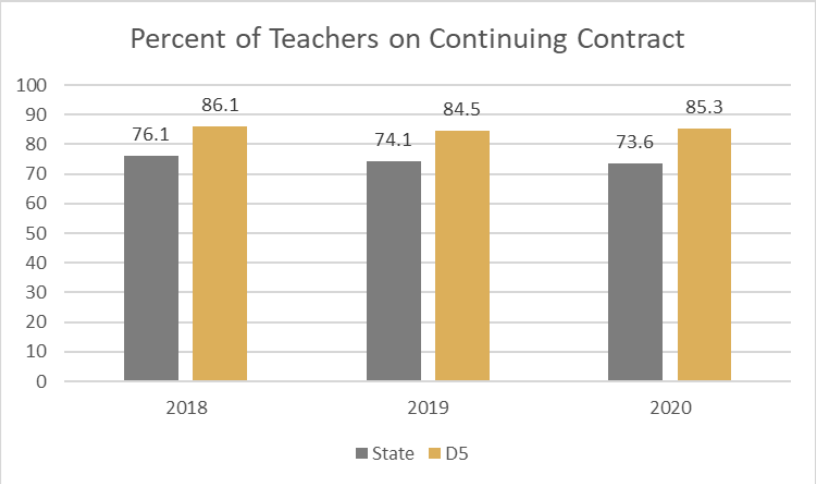


Percent of Teachers with Advanced Degrees Ranking Among South Carolina School Districts		
2018	2019	2020
6	7	6



Percent of Teachers on Continuing Contract Ranking Among South Carolina School Districts		
2018	2019	2020
7	12	12

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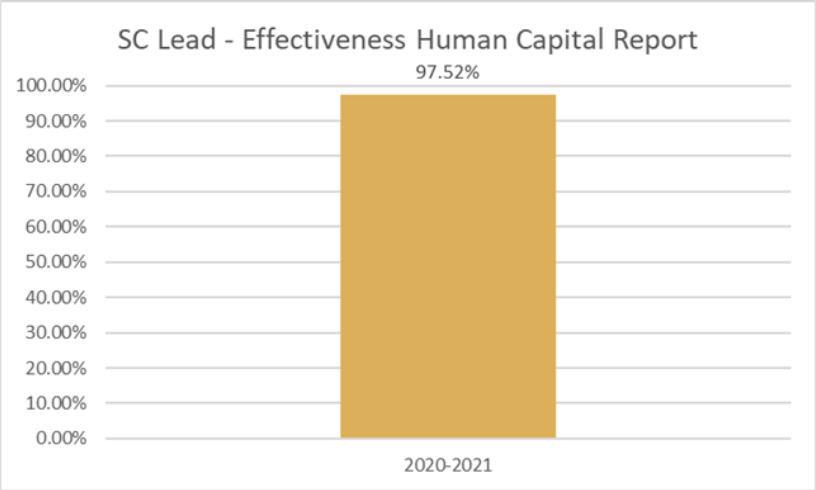

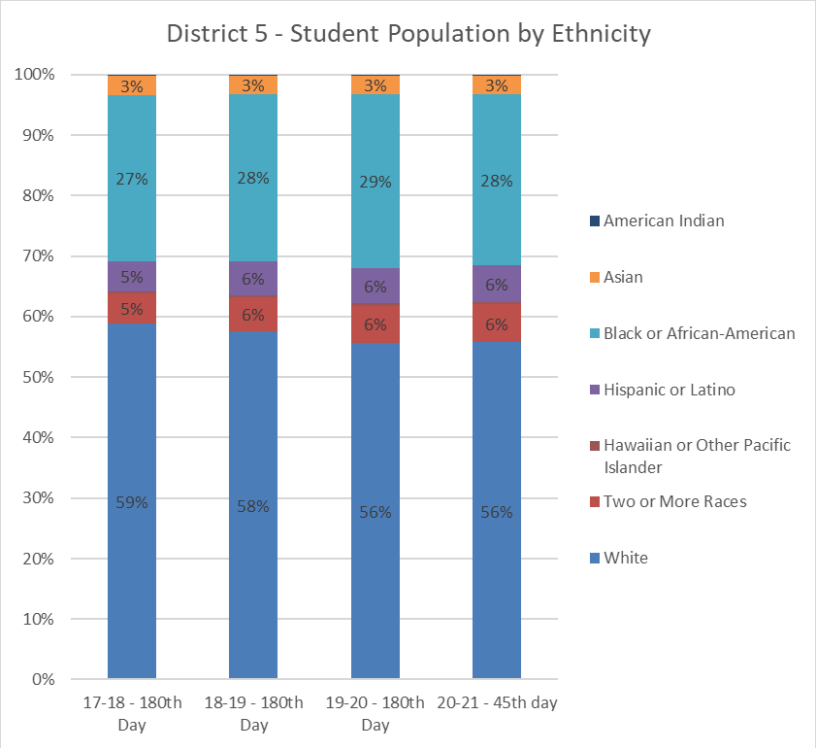

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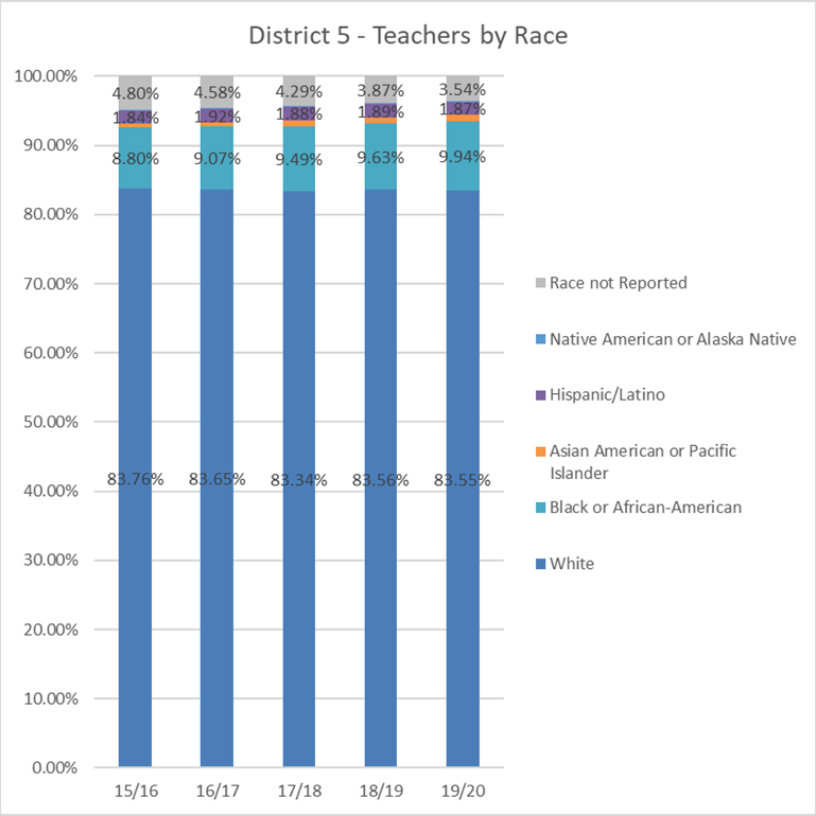

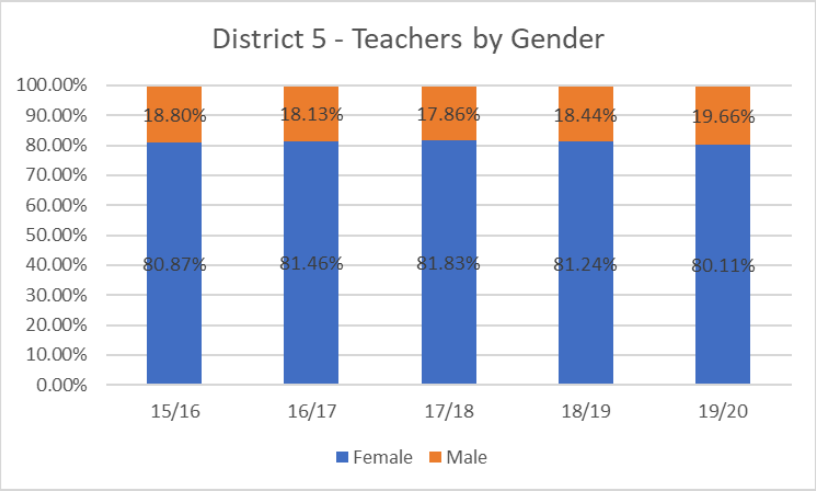

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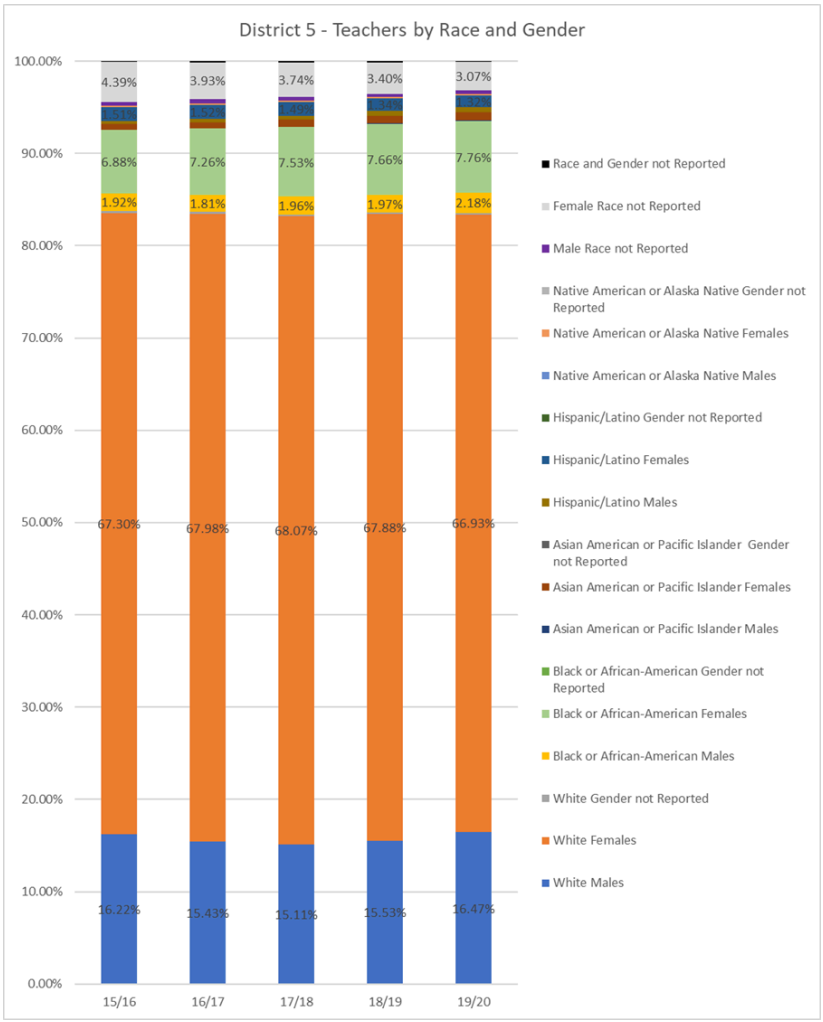

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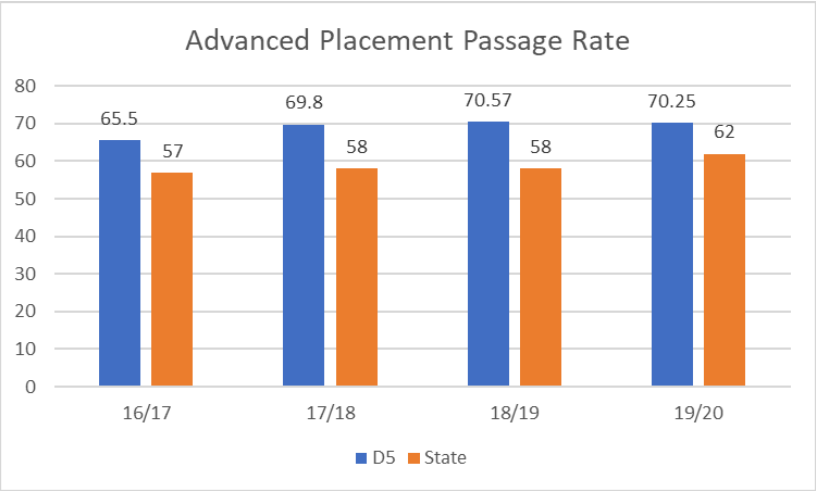
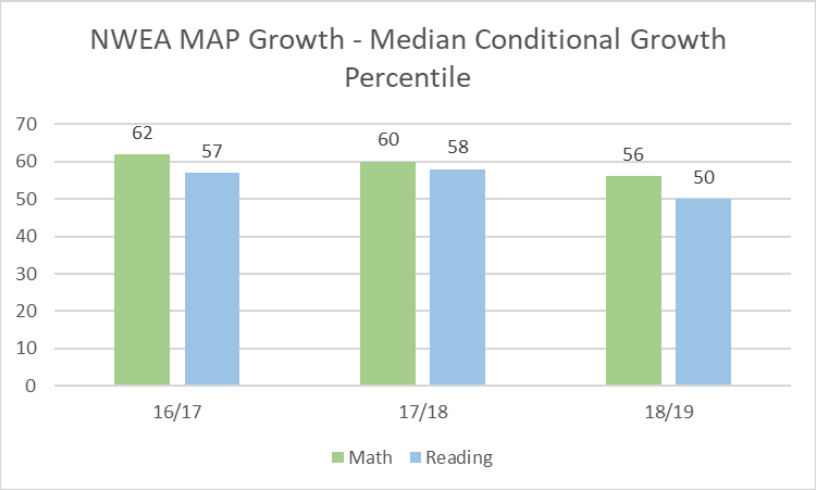
Gifted and Talented



In this measure, we have isolated students in grades 2-8 who began the year at or above the 90th percentile on MAP Growth Mathematics or Reading.



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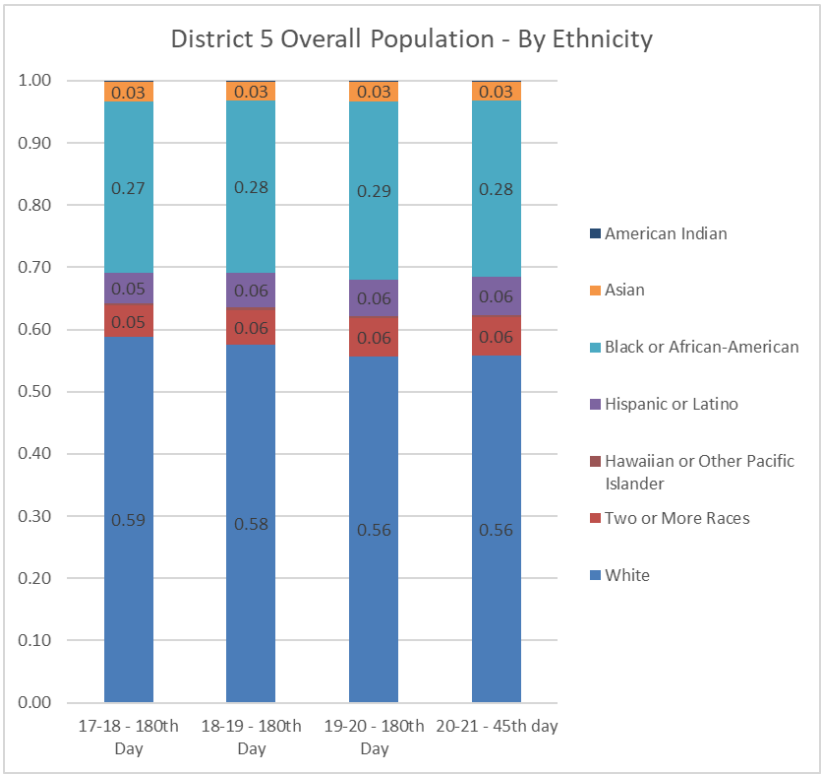

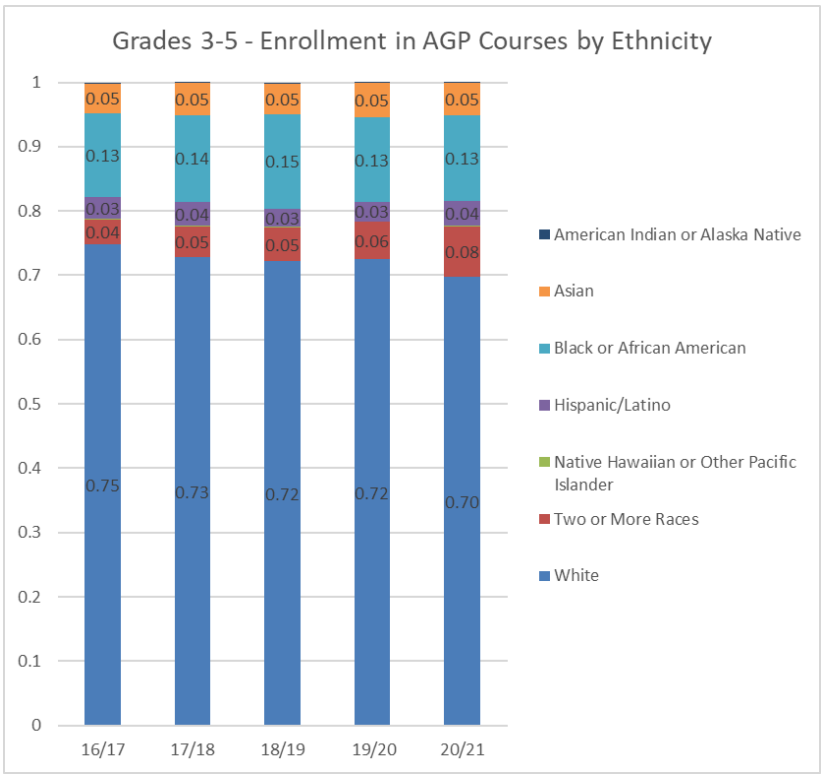

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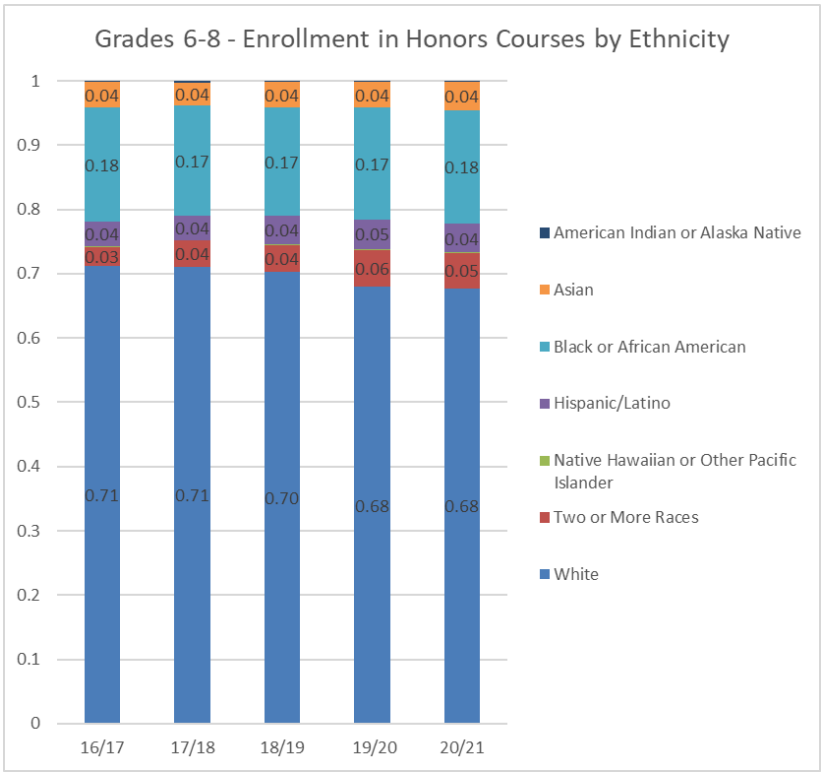

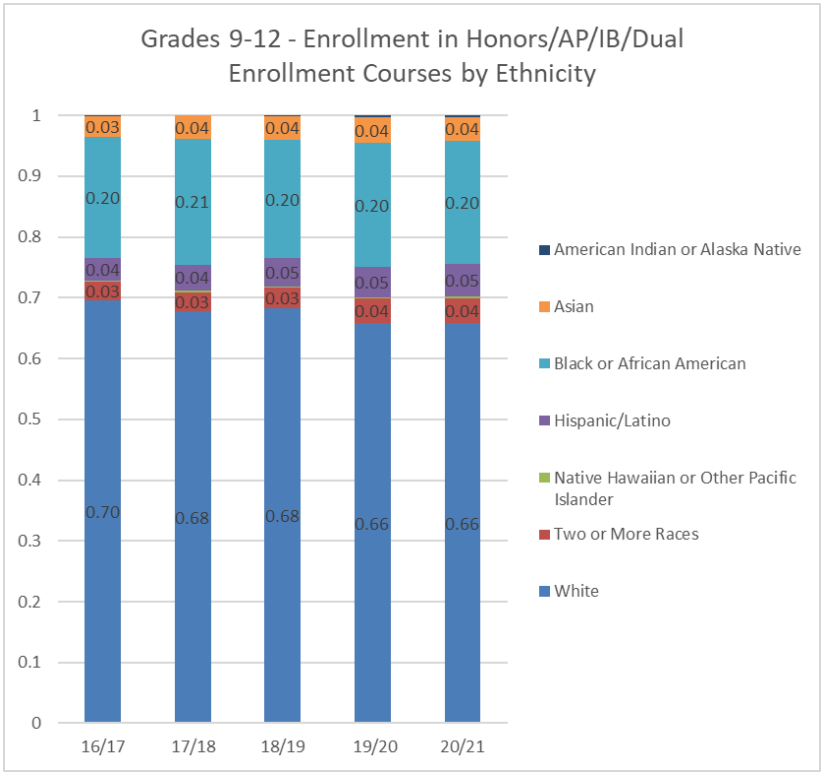

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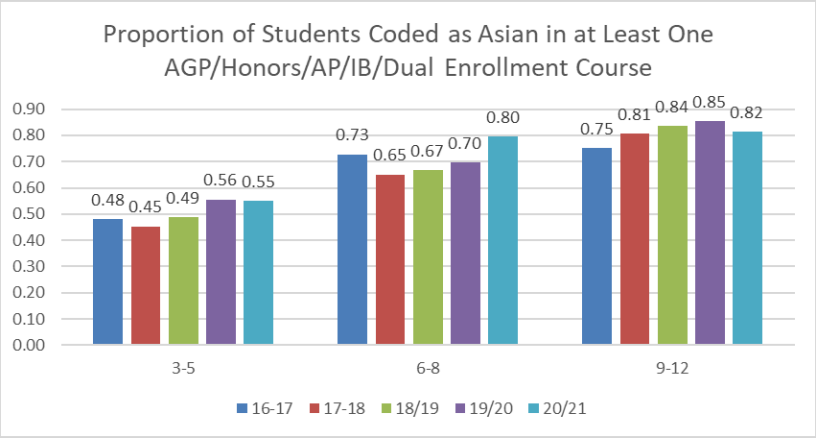

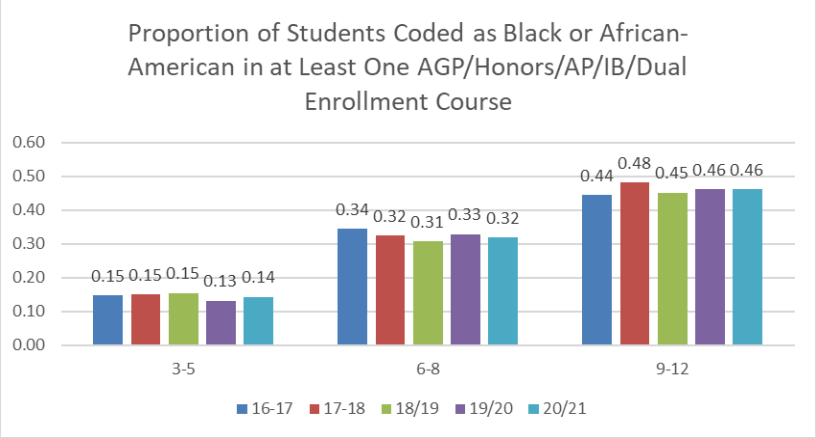

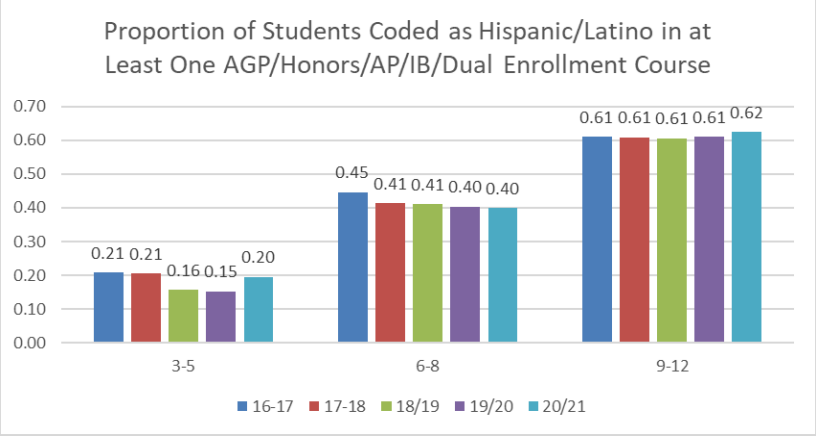

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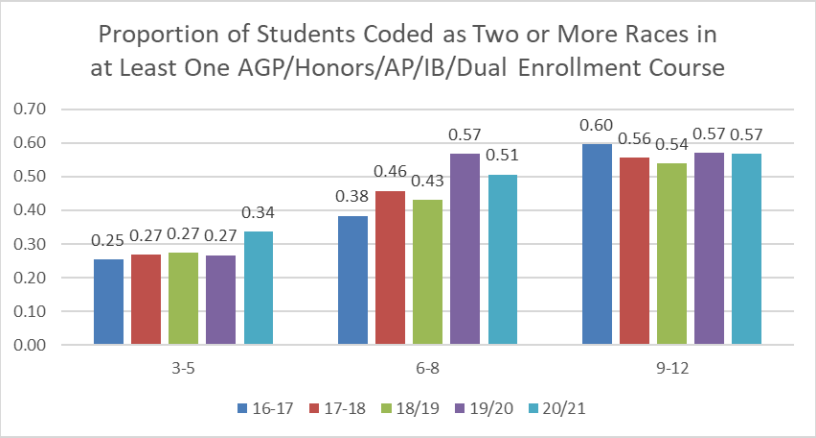

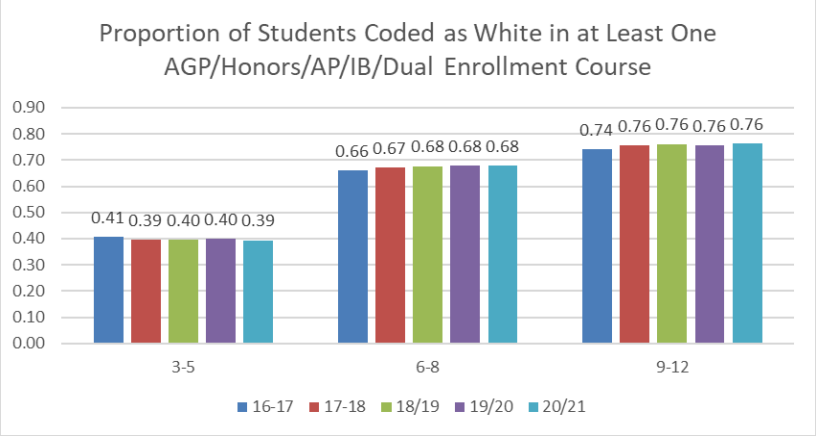

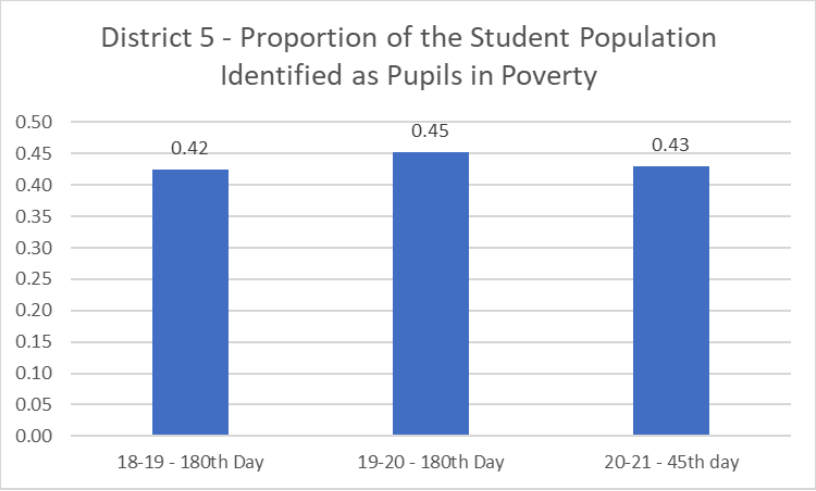

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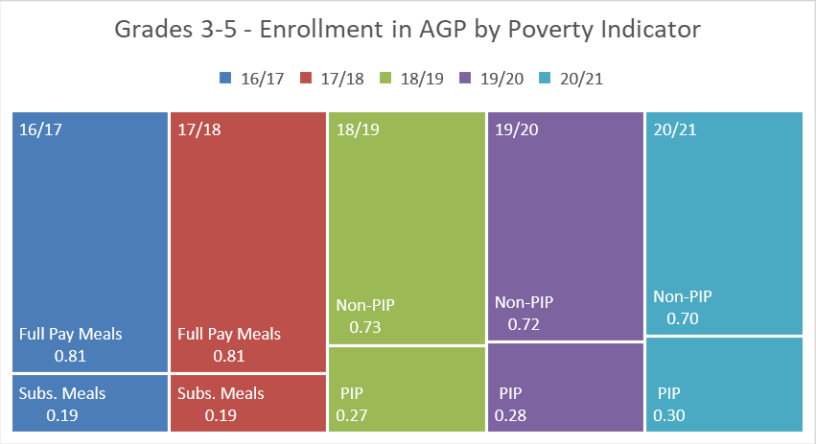

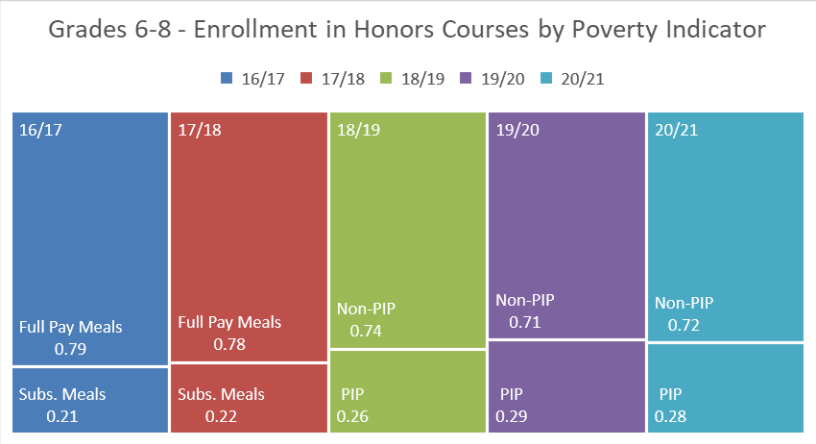

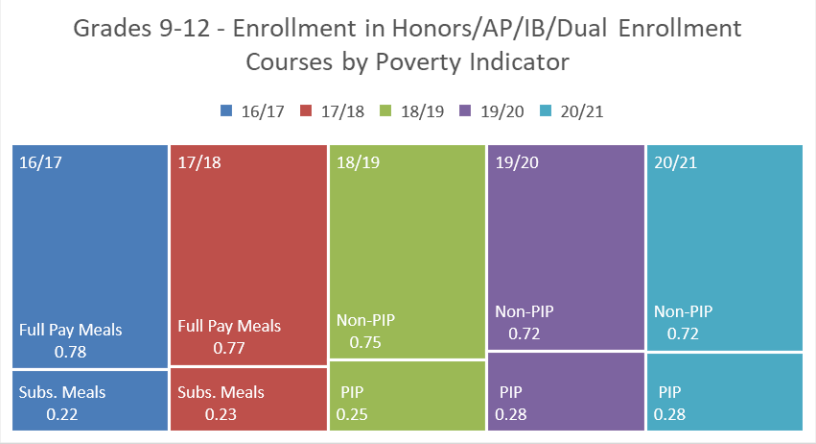

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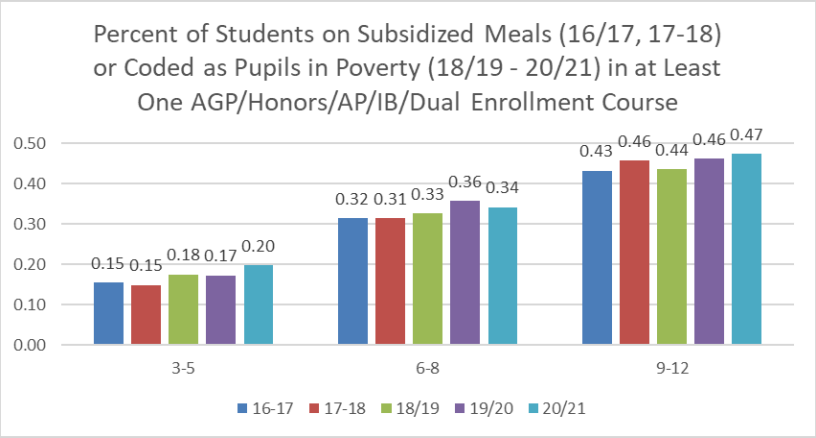

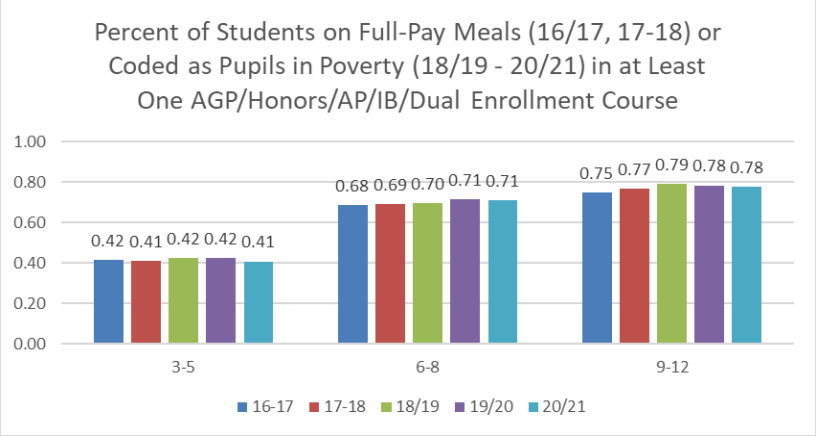

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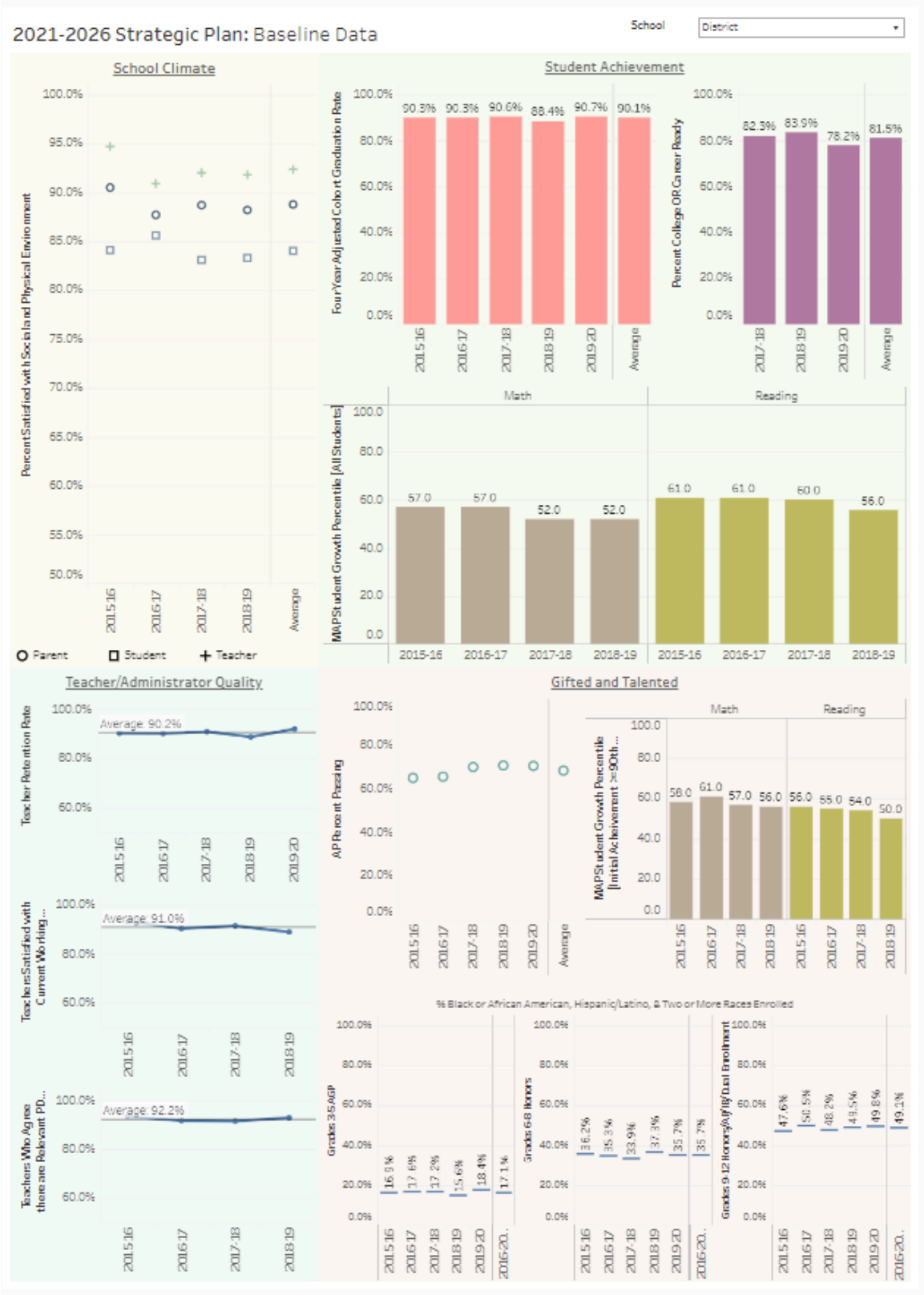

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

Student Achievement, including sub-groups
Early Childhood/Primary (PK–2)
District 5 continuously monitors achievement and growth data for students in kindergarten, first grade, and second grade. This includes the administration of the Kindergarten Readiness Assessment, FastBridge, and MAP Growth. During the 2017-18, 2018-19, 2019-20, and 2020-21 school years, between 35% and 41.2% of our kindergarten students entered kindergarten demonstrating readiness to learn on the Kindergarten Readiness Assessment. In 2019, the district transitioned to FastBridge as a progress-monitoring tool for reading. This is administered three times per year to students in kindergarten and first grade. Between 27.67% and 36% of kindergarten and first grade students were identified as high-risk on the Spring 2019, 2021, and 2022 administrations of FastBridge. We also consider growth data. Students in first and second grade now participate in MAP Growth testing in both mathematics and reading in the Fall, Winter, and Spring. The Fall to Spring Median Conditional Growth Percentiles in reading ranged from 47 to 58. The Fall to Spring Median Conditional Growth Percentiles in mathematics ranged from 50 to 65. We must continue to focus on providing the highest quality instruction to our students in Kindergarten through second grade.
Elementary/Middle (3–8)
District 5's student achievement data consistently exceeds the state data. The percentage of students scoring Meets or Exceeds Expectations on SC READY ranged from 54.2 to 57.9.

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The percentage of students scoring Meets or Exceeds Expectations on SC READY English Language Arts ranged from 54.2 to 57.9. District 5 ranked in the top five of all districts in the state on this measure between 2015-16 and 2018-19. The percentage of students scoring Meets or Exceeds Expectations on SC READY Mathematics ranged from 54.3 to 56.6. District 5 ranked in the top ten of all districts in the state on this measure between 2015-16 and 2017-18. However, the committee also noted a decrease in the percentage of District 5 students scoring Meets or Exceeds Expectations between 2016-17 and 2018-19.
The Needs Assessment committee has identified student growth measures as the most appropriate goal for our elementary, intermediate, and middle schools. NWEA MAP Growth Median Conditional Growth Percentiles (MCGP) were selected as the most appropriate metric in Reading and Mathematics as the MCGP quantifies how much students grew compared to the historical trends of similar scoring students.
The committee recommended that the district put strategies in place to address the growth and achievement of students with disabilities and multilingual learners.

High School (9–12)

The percentage of students earning a C or above on Algebra 1 EOCEP ranged from 56.9 to 58.6 between 2016-17 and 2018-19. District 5 ranked in the top ten of all districts in the state on this measure in all three years. The percentage of students earning a C or above on English 1 EOCEP ranged from 70.7 to 77.4 between 2015-16 and 2018-19. District 5 ranked in the top five of all districts in the state on this measure in all four years.
The four-year graduation rate ranged from 88.4 to 90.7 from 2016-17 to 2019-20. District 5 was ranked in the top ten of all districts in the state in three of those years. The percentage of students who are college or career ready ranged between 78.2 and 82.3 between 2017-18 and 2019-20. District 5 ranked third in the state on this measure in two of the three years.
The Needs Assessment committee identified graduation rate and College or Career Readiness as the goals for high schools. These goals ensure that schools are focused on students' successful completion of PK-12 programs and are prepared for life after PK-12 education.
The committee recommended that the district put strategies in place to address the growth and achievement of students with disabilities and multilingual learners.

Teacher/Administrator Quality

The Needs Assessment committee reviewed data from three general areas: teacher retention; teacher development; and teacher characteristics. Every data point suggested that District 5 excels in these areas.
Between 2018 and 2020, the district's teacher retention rate ranged from 88.6 to 91.8. This was among the highest of all districts in the state and consistently one of the best retention rates of districts with a similar number of teachers. Districts with higher retention rates typically had a smaller number of teachers in the district.
The retention rate was likely influenced by teacher satisfaction with working conditions. Between 2015-16 and 2018-19, 88.9 to 93.2 percent of District 5 teachers stated that they were satisfied with working conditions when completing the annual South Carolina Department of Education survey. The state satisfaction ranged from 86.9 to 88.9.
District 5's LeaD5 professional development program has offered teachers' choices in professional development. Between 2015-16 and 2018-19, 91.4 to 92.7 percent of District 5 teachers stated that there were relevant professional development opportunities offered to

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teachers at their schools. The state satisfaction rate ranged from 88.5 to 89 percent. Over the same time period, 90.9 to 92.4 percent of teachers agreed that sufficient resources were available for teachers to take advantage of professional development activities. The state satisfaction rate ranged from 88.1 to 88.6.
The district has also increased the number of teacher mentors and consistently filled all placement requests for student teachers. Committees also noted teacher satisfaction with technology and other courses that were offered without cost or with minimal cost.
Between 2018 and 2019, 69.7 to 70 percent of the district's teachers possessed advanced degrees. The state percentage ranged from 60.9 to 61.3. The percentage of District 5 teachers on continuing contracts ranged from 84.5 to 86.1 while the state percentage ranged from 73.6 to 76.1.
The committee noted that the racial and gender characteristics of the district's teachers is not representative of the student body. White students typically made up between 56 and 59 percent of the student body between 2017-18 and 2020-21. Between 2015-16 and 2019-20, White teachers accounted for between 83.34 and 83.76 percent of the district's teachers. Over the same time period, male teachers made up between 17.86 and 19.66 percent of the district's teachers.
The Needs Assessment identified teacher retention and teacher development as key goal areas for the district. The measures selected were teacher retention rate, teacher satisfaction with working conditions, and teacher perceptions of professional development.
The committee recommended that the district focus on retention by seeking out and utilizing strategies to help teachers find work/life balance, address teacher development by continuing to offer professional development choices for teachers, and correct the lack of racial and gender diversity in the district's faculty by developing and implementing strategies to recruit and sustain teachers from minoritized populations.

School Climate

Results from the South Carolina Department of Education Survey were reviewed to better understand parent, student, and teacher perceptions of educational experiences. This analysis showed that parent, student, and teacher satisfaction with the learning environment, social and physical environment, and school-home relations was greater for District 5 than for the state between 2016 and 2019.

Parent satisfaction with the learning environment ranged from 90.6% to 92.1%. Student satisfaction with the learning environment ranged from 81.6% to 84.4%. Teacher satisfaction with the learning environment ranged from 89.7% to 93.9%.

Parent satisfaction with the social and physical environment ranged from 87.7% to 90.5%. Student satisfaction with the social and physical environment ranged from 83.1% to 85.6%. Teacher satisfaction with the social and physical environment ranged from 90.9% to 94.7%.

Parent satisfaction with school-home relations ranged from 76.4% to 78.6%. Student satisfaction with school-home relations ranged from 85% to 86.8%. Teacher satisfaction with school-home relations ranged from 89% to 93.2%.

When the 2018 and 2019 data for each district was reviewed, the committee leaders noted that most of the districts that tended to outperform our district on this measure had fewer

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responses from parents, students, and teachers.

The committee also noted that published survey data showed that District 5 parents and teachers were more satisfied with school safety than parents and teachers around the state. In 2018, District 5 parents were less satisfied with bullying programs than parents statewide. In 2019, parent satisfaction in this area increased by almost eight points and exceeded the state satisfaction level.

The committee noted the need to focus on parent, student, and teacher perceptions of social and physical environment. This goal will allow the district to focus on issues that emerged from the data and perceptions of needs in the district.

The committee recommended that the district put strategies in place to support the social and physical environment goal. These strategies should address the following areas as they reflected underlying areas of need in the survey data: family engagement; social and emotional learning; Positive Behavioral Interventions and Supports; bullying; and school safety. The family engagement strategy was seen by the committee as being of high importance as this could address both the social and physical environment priority as well as parent perceptions of school-home relations.

Gifted and Talented (District Only)

The Gifted and Talented Committee reviewed data on the outcomes and opportunities associated with the district's gifted and talented programs. Between 2016 and 2020, the percentage of District 5 students served by gifted and talented programs ranged from 27.9 to 35 annually. District 5 ranked between the fourth highest and highest among all districts in the state during this time period.

High achieving students typically performed well on achievement and growth measures. Between 2017 and 2019, students who began the year at or above the 90th percentile typically grew at levels that exceeded the performance of similar scoring students nationally on the NWEA MAP Growth assessment. This was measured by the Median Conditional Growth Percentile.

At the high school level, a high number of students participate in Advanced Placement programs. Between 1,660 and 1,854 students annually participated in Advanced Placement exams between 2016 and 2020. These students took between 3,220 and 3,466 exams annually. Students received a passing score on 68.2% of the 16,609 total exams administered during that time period. The annual passage rate ranged from 64.9% to 70.57% between 2016 and 2020. During the same time period, the statewide Advanced Placement passage rate ranged from 57% to 62%.

The committee noted disparities between the overall population of the district and the population in the district's gifted programs. For example, between 2017-18 and 2020-21, the percentage of District 5 students coded as Black or African-American, Hispanic or Latino, or Two or More Races ranged from 37% to 41%. However, this was not representative of the populations of students served in programs for gifted students. This was most pronounced in grades 3-5. Between 2017-18 and 2020-21, 22% to 25% of students served in gifted programs in grades 3-5 were coded as Black or African-American, Hispanic or Latino, or Two or More Races. In grades 6-8, the percentage was between 25% and 28%. In grades 9-12, the percentage was between 28% and 29%.

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The committee recommended that the district set goals to continue its high growth and achievement levels for students in gifted programs and to address the disparity between the district's overall student demographics and the demographics of the students in the gifted programs.

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PERFORMANCE GOAL AREA (1): *School Climate*

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

We will maintain a safe and secure environment focused on the social and emotional growth and development of all students as measured by:

- the **percentage of parents, students, and teachers satisfied with the social and physical environment** on the annual State Department of Education Report Card Opinion Survey increasing from 88.78% to 89% (parents), 84.03% to 84.6% (students), and 92.35% to 94.1% (teachers) by 2026.

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): Annual State Department of Education Report Card Opinion Survey

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
Parent Satisfaction with Social and Physical Environment	**88.78% (2015-16 to 2018-19)**	**Projected Data**	88.82%	88.87%	88.91%	88.96%	89.00%
		Actual Data	89.4%				
Student Satisfaction with Social and Physical Environment	**84.03% (2015-16 to 2018-19)**	**Projected Data**	84.14%	84.26%	84.37%	84.49%	84.60%
		Actual Data	81.8%				
Teacher Satisfaction with Social and Physical Environment	**92.35% (2015-16 to 2018-19)**	**Projected Data**	92.70%	93.05%	93.40%	93.75%	94.10%
		Actual Data	89.6%				

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School Climate Strategy 1
We will **partner and engage with families** in order to better understand and address the safety, social, and emotional needs of our students.

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide family engagement activities in Irmo at least 2 times per year to address the social, emotional, and physical well being of our students, families and staff. ● We will have a Community Back to School Block Party for all families in the Irmo Cluster focused on providing necessary materials, resources and on site personnel to meet their academic, physical safety, social, and emotional needs. ● We will host a Block Party at Harbison Gardens, a neighborhood in our district, for all students, families, and the community aimed at getting parents and families involved while educating them about resources and	Twice annually (September and March), 2021-2027	Coordinator of Parenting and Social Work Coordinator of Community Endeavors Coordinator of Youth and Family Services	$5,000	ESSER III	Completion of feedback cards with a success indicator of 89% of responses stating “satisfied” or above on the Likert scale. The feedback questions will focus on whether or not the district event addressed their social and emotional, academic, health, and safety needs. Attendance Registration of Parents Documentation of Presenters and Exhibits

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personnel we have to assist them with their social, emotional,mental health, safety, and academic needs in their own backyard.					
2. We will provide family engagement theme nights based on feedback from parent and staff surveys. These events will be tied directly to physical safety as well as social, emotional, and mental health.	Annually, October and March, 2022-2027	Coordinator of Parenting and Social Work	$2,500	ESSER II	Completion of feedback cards with a success indicator of 89% of responses stating “satisfied” or above on the Likert scale. The feedback questions will focus on whether or not the district event addressed the social, emotional, health, or safety objective presented. Attendance Calendar Registration of Guests Documentation of Presentation
3. We will provide a Superintendent’s Virtual Community Forum once a semester on Facebook Live to increase family engagement allowing families an opportunity to participate in discussions surrounding school safety as well as mental, social, and emotional health.	August, 2021; November 2022; February 2022; and May 2022	Superintendent Superintendent’s Designee Director of Communications	$0	n/a	Number of participants that log on to the webpage will increase to 20% of D5 families between August 2021 and May 2022 (starting from 10%) Beginning in 2023, we will use the same criteria as 2021-22.

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					There will be a survey administered to those that log on to the forum. The survey will ask participants to respond on a scale of 1-5 with 5 being exceeded my expectations to 1 being did not meet my expectations. Based on the number of parents who participate, we hope to be able to capture the data that allows us to do a post session feedback parent survey that will ask 3-5 questions. We would like a completion rate of 89% on the survey.
4. We will distribute an electronic district-wide survey focused on various areas such as school climate, social-physical environment, safety, and others determined by the SC Department of Education. We will ask schools to administer a school climate survey twice per year (September and March) to progress monitor how parents are feeling about the overall progress of addressing issues related to social and emotional well being, safety, mental health,	Spring, annually, 2024-2027 September 2024-2027 and March 2024-2027	Director of Planning and Accountability (Spring SCDE survey) Director of Communications Building level administration	$0	n/a	Once the State Department of Education issues the data we will look at the completion rate of the surveys and come to a success indicator of 89% of results stating satisfied or above on the Likert scale.

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physical safety, and overall impressions of the school.					
5. We will conduct district-wide Parent Advisory group meetings to include a parent representative from the School Improvement Council and the Parent Teacher Organization from each school.	September through May, monthly, 2022-2027	Office of Communications with support from other departments Office of Superintendent	$5,000	Superintendent's Budget	Participants will complete a yearly survey focused on the success of the group's objectives related to social and emotional needs, mental health, safety, and others determined by the Superintendent. We will use a Likert scale with 89% of responses stating "satisfied" or above on the Likert scale.
6. We will offer Ready by 5 Parenting services to all families of children age birth to 5 that sign up for the program.	June 2023-July 2027, daily	Office of Parenting	$5,000	Parenting	We will increase the number of referrals we receive each year by 10%. In addition, we use the Healthy Family Parenting Inventory (HFPI). The HFPI measures protective factors (e.g. social connections, knowledge of child development, social and emotional competence, concrete support, parent resilience) which counteract the risks that lead to poor child outcomes. We will have

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					89% of the responses at a 3 or above on the HFPI.
7. We will offer family engagement opportunities to families such as a Parent Resource Fair, Literacy night, Math night, and Big Day on Frogstreet. Each event will have resources, activities, and/or personnel related to ways to inform, engage, and teach families with issues related to social and emotional needs, health needs, physical needs, and school safety, and academics.	September 9, 2023, November 9, 2023 March, Annually, 2021-2027	Parenting and Youth and Family Services	$10,000	Parenting and Youth and Family Services, CERDEP, ESSER funding	We will increase the percentage of attendance by 10% each year. We will send a post-event survey that asks parents how they felt about the information shared with them in each identified area. 89% or higher will report “satisfied” or above on the Likert scale.
8. We will use Ready 4K by Parent Powered to offer digital and live workshops on academics and social emotional learning to all 4K and 5K parents that use Ready 4K according to the company's schedule.	Monthly beginning September 2022 through June 2027.	Coordinator of Youth and Family Services	$1,000	CERDEP	We will increase the number of families who watch the social and emotional workshops by 10%.
9. We will host a fall and spring Preschool Parent and Community Advisory Board meeting to discuss issues with parents that are important to the health of their children such as academics, mental health, social and emotional issues, safety issues, and physical health.	November 2023, April 2024,	Coordinator of Youth and Family Services	$500	CERDEP	We will receive verbal feedback on issues related to social and emotional learning, academics, safety, mental health and physical health from parents to help improve our preschool programs and increase participation. At the end of the year, we will send

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					participants a survey to receive their feedback on a Likert scale from 1-5. We will have 89% of participants reporting 3 (satisfied) or above on the Likert scale.
10. We will offer an annual Foster Parent Collaborative Breakfast to discuss the social, emotional, and physical needs of our district's students in foster care.	February, Annual, 2024-2026	Coordinator of Social Work and Parenting	$500	Parenting	We will send a survey to parent participants to solicit their feedback on how they feel the district is addressing the needs of foster children in the areas of social, emotional, and physical health. 89% or higher will report "satisfied" or above on the Likert scale.

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School Climate Strategy 2:
We will implement research-based practices to ensure the **social and emotional development** of our students.

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. The district's Pk-12 Social Emotional Learning (SEL) Committee will include representatives from a range of support services (including mental health/wellness supports, nursing, administrators) to address SEL needs and recommend responses.	Meetings in the months of September, October, November, February, March, and April, 2022 - 2027	Coordinator of Parenting and Social Work School Counseling Specialist	$0	n/a	89% of committee members will rate at least a 6 on a scale of 1-7 that efforts of the committee lead to the expansion and/or improvement of district initiatives supporting SEL. Calendar of meetings, documentation of agendas; action items assigned and follow-up notes from each meeting.
2. The Professional Development Schools - District (PDS-D) partnership with USC will provide leadership in applying the principles of improvement science to enhance the social, emotional, and physical wellbeing of students and staff.	Sessions in the months of October, November, February, and March, 2022 - 2024	Chief of Academics and Administration Director of Elementary Education	$0	n/a	Teaching Pyramid Observational Tool (TPOT) data will indicate that 100% of participating teachers have met the fidelity criteria; a minimum of one educator from each of the PDS-D

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		Director of Secondary Education			Goal 2 schools will participate in the Inquiry Matters conference in 2023-2026. Calendar of meeting dates, slide decks utilized in training, artifacts from Teacher Leaders and participating staff activities.
3. The district's Mental Health Wellness Team will include leads from school social workers, school psychologists, behavior interventionists, school counselors, school-based mental health counselors, clinical counselors, and student services to monitor, assess needs, and align district-wide efforts for research-based direct services for students and families.	Quarterly meetings each year in August, November, February, and May, 2022-2027	Coordinator of Parenting and Social Work School Counseling Specialist	$0	n/a	89% of team members will rate at least a 6 on a scale of 1-7 that the team's actions help identify needs and redundancies in the actions that support the mental health/wellness of students, families, and faculty/staff. Calendar of meetings, meeting agendas.
4. We will utilize a multi-tiered system of support (MTSS) model to provide leadership, professional development, and resources to address student needs as a whole (e.g., academic, attendance, social/emotional) and to integrate systems across the district.	Meetings in September, November, February, and April, 2022-2027	Director of Elementary Education Director of Secondary Education Chief of Student	$0	n/a	89% of administrators report that their MTSS/triage teams include a review of academic, behavior, and attendance data. Calendar of meetings, meeting agenda, resources shared.

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		Services and Planning			
5. We will provide individual and family counseling services through our Clinical Counseling team in order to address the increase in mental health needs of students and their families.	February 2022 - February 2025, daily	Coordinator of Mental Health Services	$0	n/a	89% of principals rate the value of clinical counselor support to student mental health across the district as a 6 or 7 on a scale of 1-7 on a survey conducted in December of 2022, 2023, and 2024.
6. We will continue to research and explore an appropriate platform for K-12 district wide SEL programming.	2022-2023	Chief Student Services and Planning Officer	n/a	n/a	The district will identify an SEL platform for district-wide use.
7. We will implement a district-wide SEL platform.	Training in October 2023 and January 2024	Chief Student Services and Planning Officer Chief of Academics & Administration	$417,350.00	ESSER	50% of D5 of staff will be trained in person in the October 2023 and January 2024 training. The remaining D5 staff will learn through a train the trainer model by 2026. We will visit 5 schools per month. During the visits to those schools, at least 80% of classrooms observed will demonstrate greetings at the door, affirmations of students, and three good things are shared at the

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					beginning of each class.

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School Climate Strategy 3:
We will promote a safe and secure environment through the establishment, teaching, and reinforcement of **school-wide expectations.**

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide discipline code training to all appropriate school and district personnel.	August, annually, 2022-2027	Student Services Officer	$0	n/a	100% of administrators will rate as at least a 6 on a scale of 1-7 that they are able to identify immediate action steps when addressing a school threat, a discipline infraction, and/or recommendation for expulsion process on the exit forms from training. Calendar for professional development session, attendance log from training.
2. We will provide school administration teams with resources and support in best practices for establishing, teaching, and reinforcing school-wide expectations.	August, annually, 2022-2027	Student Services Officer Safety Officers	$0	n/a	100% of school-based action plans cite specific strategies for establishing, teaching, and reinforcing

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					school-wide expectations. Google doc including resources and contacts for support shared with Principals and on agenda for Principals' meeting; documented school visits; Safety Audit documentation; calendar of professional development sessions.
3. We will provide expectations coaches with training and support for their role in teaching and reinforcing school-wide expectations.	Training will be held during the months of: October, November, January, February, and March, 2022-2027	Student Services Officer	$0	n/a	100% of principals with an expectation coach will rate their satisfaction with the coach's role in teaching and reinforcing school-wide expectations as at least a 4 out of 5 on a survey. Calendar of professional development sessions, documents and artifacts relevant to training.
4. We will provide parents with opportunities to learn about their role in supporting school-wide expectations via community events.	October and February of each year, 2022-2027	Chief of Student Services and Planning	$0	n/a	After district-wide parenting events, an exit survey will be provided for parents. The survey will indicate that at least 89% of parents are satisfied with the information, resources,

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					and strategies provided during the parenting event. Calendar of events, creation of video and/or documents, attendance data
5. We will review discipline data each quarter to identify trends by incident type, school, location, time of day, or student. District administration will also look for trends in bullying/harassment and state and federally reported data to determine potential school and district level actions.	At the beginning of each month, 2022-2027	Student Services Officer Department of Accountability	$0	n/a	After quarterly discipline data is shared with each school by Student Services, 100% of administrative teams will be able to identify two areas of focus on the Discipline Data Review form for the following quarter that are specifically related to discipline data provided.

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School Climate Strategy 4:
We will promote a safe and secure environment through our **bullying prevention and intervention** programs and practices.

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide training on bullying-related discipline infractions and discipline procedures to all school administrators.	August, annually as well as monthly Think Tank, 2022-2027	Student Services Officer Director of Student Services	$0	n/a	Exit forms will indicate that 100% of administrators will state that they are able to identify immediate action steps for a bullying-related discipline infraction at a rate of at least a 6 on a scale of 1-7.
2.We will provide additional bullying, intimidation, harassment, and cyberbullying resources for teachers, students, and families to all school administration teams.	August and January, annually, 2022-2027	Student Services Officer Director of Student Services	$0	n/a	At least 90% of administrators will indicate on a survey that they are able to successfully access the section pertaining to Bullying on the Student Services Google site and on the District 5 website. At least 90% of Parent Forum attendees will respond that they know

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					how to access resources, who to contact to address concerns, and are aware of the STOPit feature. Other evidence will include Think Tank 2.0 agenda items, Think Tank sessions/sign in logs on bullying, creation of video and/or documents.
3. We will create a Think Tank 2.0 Team to assist in providing resources, implementing professional development, suggesting curriculum, and communicating strategies to school administrators on various topics to include bullying, intimidation, harassment, and cyberbullying.	August of the 2022-2023 academic year.	Student Services Officer Think Tank 2.0 Team	$0	n/a	Calendar of professional development sessions, documents and artifacts relevant to initial Think Tank session; 100% of principals will state they are satisfied at a level of at least a 4 out of 5 with the resources and training provided by the Student Service Officer related to teaching and reinforcing bullying expectations.
4. We will continue to promote the implementation of STOPit across all schools in District 5 including Spanish access for students.	August, October and January, annually, 2022-2027	Student Services Officer Director of Student Services	$0	n/a	100% of new school administrators will attend StopIT training and will state they are satisfied at a level of at least a 4 out of 5 with the StopIT resources and training provided by the Student

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					Service Officer. 100% of administrators across the district will have access to StopIT in order to monitor reports, data collection, and to identify situations students are experiencing that need further support. 100% of Elementary School Counselors teaching framework will state include StopIt lessons for all students.
5. We will review discipline data connected directly with bullying, intimidation, harassments, and/or cyberbullying with school administration to identify and address trends, hot spots, and intervention. Plans related to these areas will be included in future action steps.	November and March, annually, 2022-2027	Student Services Officer Director of Student Services	$0	n/a	100% of school-based action plans will list two specific strategies for establishing, teaching, and reinforcing school-wide expectations related to bullying, intimidation, harassment, and/or cyberbullying. Google Site to include Bullying information; Meeting agenda to document data and discussion that tracks ongoing monitoring of bullying data, discipline

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					data from PowerSchool to provide ongoing data and trends, STOPit reports data to identify trends in reports of our review of the data directly leading to schools creating action plans in response to trends.

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School Climate Strategy 5:
We will provide a safe and secure environment for students through the development and implementation of **school safety** procedures.

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.The district and schools will develop and implement an annual calendar of safety drills.	August - Fire Drill within the first ten days of school September - Fire Drill & "Secure" drill (formerly known as lockout drill) October - Fire Drill & Earthquake Drill (Great Shakeout) November - Fire Drill & Lockdown Drill (Active Shooter presentation/video) December - Fire Drill (If possible, allow for staff or student initiated) January - Fire Drill February - Fire Drill & Lockdown drill (Active Shooter presentation/video) March - Fire Drill (If possible, allow for staff or student initiated) & State-wide recommended Tornado Drill April - Fire Drill &	District Safety Officers School Administrators over Facilities	$0	n/a	School Drills will be monitored monthly via Google Form. 100% of schools will have completed their monthly drill. District plan - District drill calendar will comply with all federal and state mandates (All required drills scheduled on calendar)

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	"Secure" drill (formerly known as lockout drill) May - Fire Drill June - Fire Drill				
2. We will develop an Emergency Operations Plan for the district and each school. The plans will be revised annually.	October, annually, 2022-2027	Safety Officers School Administrators over Safety School Resource Officers	$0	n/a	School Plans - 100% of schools will have a plan. 100% of schools will have an accurate count of students and count of students with specific transportation needs. 100% of schools will submit updated school maps with relevant safety details.
3. We will conduct semi-annual active shooter training training in collaboration with local law enforcement.	Active Shooter Training - August and January, annually, 2022-2027 Gunfire Recognition Training - July and August, annually, 2022-2027	Safety Officers School Administrators over Safety	$0	n/a	Safety Officers observe active shooter / “secure” drills at individual schools (see Drill action step). 100% of schools will follow the correct procedures during active shooter / “secure” drills.
4. We will revise and conduct staff training on the reunification plans.	Initial training and solicited input on the district plan - October 2021	Safety Officers	$5,000 (2022 only)	General Budget	All Memorandum of Understandings with reunification sites will be updated by each year.

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	March 2022 - Plan is fully revised. May 2022 - Training on revised plans. October, annual training, 2022-2027				After training, 100% of the members of the reunification team will be able to state their responsibility via Google Form.
5. We will purchase and distribute weather radios and bi-directional amplifiers for each school and site.	Safety Inspection to include check on weather radio - October, January, March, June, quarterly, 2022-2027	Safety Officers	$2,000,000	General Budget Hazard Mitigation Grant	100% of schools will have weather radios by 2021. During safety inspections, all schools will have their weather radios operational.
6. We will revise and conduct staff training on school-specific rally points.	Initial ALCE training - August 2022 - February 2023 Training - August, annually, 2023-2027	Safety Officers	$0	n/a	After training, 100% of school staff members will be able to state their school's specific rally point (via Google Form).
7. We will ensure all Safety Officers are certified on ALICE Active Shooter Training and are Stop the Bleed	April 2022 - Two Safety Officers	Safety Officers	$2000	Grants- specifically SLED grants	100% of the Safety Officers in the school district will be certified

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Instructor-Certified.	certified in ALICE Active Shooter Training, prior certification in Stop the Bleed January 2025- New Safety Officers will obtain the ALICE Certification and Stop the Bleed Certification - 2027			geared toward schools and attempting to certified instructors	instructors in ALICE Active Shooter Training and Stop The Bleed Training.
8. We will establish a central monitoring point for cameras and access controls within each school. The focus of this will be the high schools.	January 2025 - Implement Standard Operating Procedures as to how cameras will be monitored and information dispatch January 2025 - Implement a pilot program at one high school to gauge how initiative works	Safety Office w/ school administrators & DO Technology Department	$15000	Combination of general funds and potential grants	Decrease in overall student discipline. Would strive for a 20 to 25% decrease in overall discipline referrals.

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	July 2025 - Assess pilot program with community input August 2025-June 2027 - Potential implementation of centralized monitoring/incident command room per school				
9. We will create a safe location for individuals to stay between the dismissal of school and the beginning of a sporting event. This is focused on the football season but could expand to year-round implementation. We will utilize unused lockers at the high schools as temporary storage during games. This initiative could be run by students (ex. Student government) and be overseen by a school administrator.	August 2024 - Implement a study hall prior to each home football game at each high school. December 2024 - Review overall operation and any issues that arose January 2025 - June 2027 - Continue providing a study hall prior	School administrators & school specific sport coaches (rotate supervision amongst all teams). The Safety Office can assist with scheduling.	$0	n/a	We will survey high school athletic directors and other appropriate personnel to assess the procedures and satisfaction with the action step. After gathering data in September 2024, we will reassess, make necessary adjustments, and establish baseline metrics for the success of this initiative. The intention is to ensure that a minimum of 94.1% of participants are satisfied with the new action step, but a specific indicator of effectiveness will be set

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	to home football games in the district				once we have gathered baseline data.
10. We will train after-school programs in ALICE and Stop The Bleed protocols.	Initial Training - August - December, 2024 Training for new staff, quarterly, January 2025 - January 2027	Safety Officers	$0	n/a	93% of individuals trained on the ALICE and Stop the Bleed Protocols will agree that the trainings improved their understanding of school safety practices.
11. We will implement a staggered roll out of weapon detectors.	June 2023 - Weapon detectors placed throughout district for visitors entering the school building January 2024- January 2027 - continue to ensure that 100% of visitors are entering the school building via the weapon detectors (potential addition of	District Administration and Safety Office	$400,000	General Budget/ Potential Grants	All schools will have weapon detectors and utilize them for 100% of the visitor population.

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	weapon detectors by district/board member direction)				
12. Gunfire recognition training will be conducted in collaboration with law enforcement.	Gunfire Recognition Training - July and August, annually, 2022-2027	Safety Officers	$250.00 (cost of blank ammunition)	General Budget	93% of individuals trained on gunfire recognition will agree that the trainings improved their understanding of school safety practices.

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School Climate Strategy 6:
We will provide a safe, secure, and equitable **physical environment** for all students by monitoring, maintaining, and improving district-owned **facilities**.

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. To provide an additional layer of security, we will add a vestibule to the front entry of our schools and main offices.	Start Summer of 2023 and complete Summer 2027	Director of Facilities	$1,500,000	Capital Funds	25% of schools to be completed by 2024. 50% of schools to be completed by 2025. 75% of schools to be completed by 2026. 100% of schools to be completed by 2027.
2. To ensure proper conditioning of our schools, we are conducting an assessment of our HVAC assets. We will replace a minimum of 5 end-of-life (EOL) units per year.	Start Summer of 2023 and complete Summer 2027	Director of Facilities	$1,000,000	Capital Funds	5 units to be replaced by 2024. 10 units to be replaced by 2025. 15 units to be replaced by 2026. 20 units to be replaced

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					by 2027.
3. We will ensure that 100% of district stadiums have separate home and visitor sides. Procedures and/or equipment will be used to ensure the home and visitor fans remain separated during the games.	Start Summer 2023 and complete by 2027	Director of Facilities along with Safety Office	$300,000	Capital Funds	33% of stadiums will be completed by 2024. 66% of stadiums will be completed by 2025. 100% of stadiums will be completed by 2027.
4. We will replace the freezers at the following schools: CIS, IHS, DFHS, DFMS.	Start summer 2023 and complete summer 2027	Director of Facilities along with Student Nutrition Office	$500,000	Capital Funds	25% of schools to be completed by 2024. 50% of schools to be completed by 2025. 75% of schools to be completed by 2026. 100% of schools to be completed by 2027.
5. We will provide upgrades to high school athletic fields. This includes drainage, lighting, and facilities.	Start summer 2023 and complete summer 2027	Director of Facilities	$1,000,000	Capital Funds	33% of stadiums will be completed by 2024. 66% of stadiums will be completed by 2025. 100% of stadiums will be completed by 2027.

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PERFORMANCE GOAL AREA (2): *Student Achievement*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

We will provide challenging curricula focused on the academic development and college and career readiness of all students as measured by:

- students in grades 2-8 will have a Median Student Growth Percentile of 55 or above on MAP Growth Math and 56 or above on MAP Growth Reading by 2026
- the graduation rate will increase from 90.06% to 91.16% by 2026
- the percentage of students who are college or career ready will meet or exceed 78% through 2026

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): NWEA MAP Growth Reports and South Carolina School Report Card

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
MAP Growth - Fall to Spring - Median Student Growth Percentile - Math	**2015-16 - 57 2016-17 - 57 2017-18 - 52 2018-19 - 52**	**Projected Data**	55	55	55	55	55
		Actual Data	61				
MAP Growth - Fall to Spring - Median Student Growth Percentile - Reading	**2015-16 - 61 2016-17 - 61 2017-18 - 60 2018-19 - 56**	**Projected Data**	56	56	56	56	56
		Actual Data	57				
Graduation Rate	**90.06% (2015-16 to 2019-20)**	**Projected Data**	90.28%	90.50%	90.72%	90.94%	91.16%
		Actual Data	89.0%				
College or Career Readiness	**81.5% (2017-18 to 2019-20), 78.2%**	**Projected Data**	78%	78%	78%	78%	78%
		Actual Data	80.2%				

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	(2019-20, Method for calculating CCR changed in 2019-20)						

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Student Achievement Strategy 1:
We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **all students**.

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide Professional Development for teachers and administrators on high effect size teaching strategies.	At least twice annually, 2022-2027	Coordinator of Professional Development Director of Elementary Education Director of Secondary Education Content Coordinators	$80,000	Title II and Title IV	At the conclusion of the professional development, 93% of participants will agree or strongly agree that professional development will positively impact their teaching.
2. We will utilize pertinent data to ensure that each student is provided with appropriately challenging, developmentally appropriate curricula, and appropriate targeted interventions.	Progress Monitoring meetings with schools in October/ November, January/	Director of Elementary Education Director of Secondary Education	$0	n/a	Students will have a median conditional growth percentile of 55 for math and 56 for reading. Science Benchmark Data

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	February, and March/April, annually, 2022-2027	Secondary Content Coordinators			Review for grades 6 and high school biology, courses 3 times each year to support standards mastery at 60% or above.
3. We will use reading universal screeners to monitor students' progress in K-1 and as needed in grades 2 - 5 to ensure that students are receiving needed interventions.	BOY: August-September, MOY: November-December EOY: March, annually, 2022-2027	Coordinator of ELA Director of Elementary Education School level Reading Coaches	$62,585.00	General Fund - Office of Academics and Administration	100% of at-risk students will have documented interventions in Enrich. Elementary Multi-Tiered System of Support meetings and data reviews (FastBridge, MAP).
4. We will continue the implementation of Professional Learning Communities (PLC) to foster the discussion of individual student needs and how best to meet those needs within the classroom setting.	Monthly, August 2021 - June 2027	School Level Principals Director of Elementary Education Director of Secondary Education Content Coordinators	$30,000	Title II and Title IV	At least 80% of teachers will be actively assigned to a Professional Learning Community.
5. We will utilize updated curriculum frameworks and Instructional	August 2021-June	Content Coordinators	$56,000 Classlink	ESSER and Office of	We will use Classlink to monitor usage of

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Technology to develop assessments, adaptive assignments, and curricula to meet the rigor and demands of state standards.	2027, daily	Digital Integration Specialists	$310,604.80 Progress Learning for 3 years $62,539 6-8 DreamBox Learning for 3 years K-5 DreamBox Learning State funded for 3 years Apex Learning $115,000 a year for unlimited 6-12 Courses and Tutorial usage $39,600 All in Learning $83,380.50 Pear Deck or 3 years $46,080 Screencastify for 3 years $32,110.56 Kami for grades	Academics Technology Services (Class Link)	software with a goal of at least 80% implementation of programs purchased by the district. The 9GR Graduation Rate percentage will be greater than 90.72%.

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			6-12 $65,448.20 Seesaw for 3 years grades PK-2 Discover Education/SAF ARI Montage: State Funded		
6. We will provide all high school students with high quality personalized college and career preparation materials and resources. This includes career activities such as résumé workshops and career planning as well as college readiness activities to include parent workshops on dual enrollment, the college application process, and college showcases.	Jan 2022-Oct 2024 USATestPrep Each year - AP Classroom	Director of Career and Technical Education Coordinator of Career and Technical Education Digital Integration Specialists Career Development Facilitators Content Coordinators & Specialists	$300 $259,000 Progress Learning for 3 years	General Fund - Office of Academics and Administration Esser	The Progress Learning Dashboard will indicate a usage of 80% or higher (ACT, SAT, AP, Accuplacer, WIN, ASVAB).

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		AP Testing Coordinators			
7. We will use NWEA MAP to monitor students' progress in secondary intervention (6th-8th) to ensure that students are receiving targeted instruction in intervention. This will include monitoring Dreambox usage and growth.	BOY: August-September, MOY: November-December EOY: March, annually, 2022-2027	Assistant Principals for Instruction ELA Instructional Specialist Coordinator of Mathematics Director of Secondary Education	$0	n/a	At least 80% of students will complete at least 5 lessons in Dreambox per week.
8. We will use Academic Assessment Coaches in high schools to assist students in developing test-taking skills and strategies to increase performance on high-stakes testing associated with college and career readiness.	Monthly during the school year, August 2021 - June 2027	Supervised by the Office of Academics and school principals	$3000 stipend per coach. 2 at each high school. $24,000	General Fund	College and Career Readiness percentages will be at least 78% at the end of the year and the monthly reports from Enrich will indicate at least 78% of students are on track to be College or Career Ready. SAT/PSAT Recognition awards. Number of National Merit Semi-finalists.

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9. We will hold Individual Graduation Plan (IGP) meetings with all students in grades 8 through 12 and their parents or guardians in order to assist with planning courses (9-12), reviewing graduation requirements, and preparing for post-secondary opportunities.	September - April, annually, September 2021 - April 2027	Director of Secondary Education School Counseling Specialist	$0	n/a	The percentage of parents or guardians attending IGP meetings will be at least 80%.

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Student Achievement Strategy 2:
We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **multilingual learners**.

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development for general education teachers to help them serve their multilingual students as well as communicate with our multilingual families.	August - May, monthly, 2021-2027	ML Teachers	$0	n/a	We will use an end of year Google Survey that indicates 90% of teachers state that the monthly PD improved their ability to work with ML students and/or their families.

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2. We will implement the curriculum resource, ILit ELL, with multilingual students at the secondary level to increase language proficiency.	September - May, weekly, 2021-2027	ML Teachers	$10,393.85	Federal Funds Title III	Using ILit ELL dashboard reports for the implementation year, student use will reflect not less than 1 hour per week.
3. We will implement Lexia English, an online language learning program, with elementary and intermediate level students to increase language proficiency.	September - May, weekly, 2021-2024	ML Teachers	$8,750	Federal Funds Title III	Using Lexia English dashboard reports for the implementation year, student use should reflect 30-45 minutes per week.
4. We will hold Family Literacy Nights once a month to engage families in language learning activities across the content areas.	September - May, monthly, 2021-2027	ML Teachers	$6,321.81	Federal Funds Title III	On surveys administered to Family Night attendees throughout the year, 90% of respondents will state that they were satisfied with the events at a level of 4 out of 5 on a Likert scale.
5. We will staff our Summer Reading Camp with a certified ESOL teacher to serve multilingual camp attendees and support the teachers of the multilingual students.	Summer, annually, 2021-27	ML Program Specialist	$8,000	Federal Funds Title III	100% of ML students attending Summer Reading Camp will maintain or show growth in their text reading level from the Spring administration to the post-camp administration. Summer School Data Reports.

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6. We will, as schedules allow, level the secondary ML blocks, according to ACCESS scores. (Beginner - 1.0-2.5 Intermediate - 2.6-3.5.)	Fall, annually, 2023-27	MLPT MLPS	$0	n/a	80% of ML students in this leveled class will reach their growth points on the ACCESS assessment.
7. We will add two additional FTEs for the 24-25 school year.	August 2024 - June 2025	ML Program Specialist	$185,575.44 (salary + fringes)	General Fund	The percentage of ML students who meet progress toward the proficiency target will increase from 56.6% to 59.1% using ACCESS as the measure of growth.

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Student Achievement Strategy 3:
We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **students with disabilities**.

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor the progress of students with disabilities in each 9GR cohort towards graduation (grades, test scores, least restrictive environment) and college and career readiness. We will Implement appropriate interventions to address concerns (tutoring participation, instructional setting).	September-May, monthly (end of month), 2022-2027	Director of Special Services High School Placement Chairs High School Assistant Principals for Instruction Director of Secondary Education	$80,000 in salary and benefits annually for two assistants ($40,000 per assistant) $108,000 for tutoring ($12,000 per month)	Grant - ATSI Funds Federal funds (IDEA)	Increased graduation rate of diploma track students with disabilities from 59.73% to 65%. Tracking documents by 9GR for each high school.
2. We will monitor grades 2-8 reading and math MAP data for the special education subgroup after the fall, winter, and spring testing windows through special services instructional data team. This will include a review of grades 2-8	Review data after Fall (September), Winter (January), and Spring (April)	Director of Special Services Coordinator of Special	$0	n/a	Winter and Spring MAP data will indicate that students with disabilities have a Median Conditional Growth Percentile (Fall to Winter,

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reading and math MAP with elementary and middle level placement chairs after each testing window.	administrations of MAP and Fastbridge in data team and with PC's, annually, 2022-2027	Services Special Services Instructional Specialist Placement Chairs			Fall to Spring) of 55 or above in Math and 56 or above in Reading. Running Special Services Instructional Data Team meeting minutes. Placement Chair Meeting presentations
3. We will provide monthly professional development on High Leverage Practices for teachers of students with disabilities.	August - May, monthly, 2021-2027: Second Tuesdays for middle and high Third Tuesdays for elementary and preschool	Director of Special Services Coordinator of Special Services Instructional Specialist for Special Services	$600 per facilitator (Up to $6,000)	IDEA	Pre and post surveys of staff to measure understanding of high leverage practices for students with disabilities. 90% of respondents will indicate satisfaction with the professional development at level of 4 or 5 out of 5. PPTs and handouts from Leadership Tuesday.
4. We will monitor the progress of South Carolina High School Credential students towards earning at least one industry recognized credential.	August-May, quarterly, 2021-2026: PATH planning	Director of Special Services Coordinator of Special Services Instructional Specialist for	Estimation of $1000 per year for cost related to registration for certification exams.	IDEA	PATH planning notes will show that 75% of SC Credential-path students will earn an industry recognized credential. CCR data for special education subgroup. Tracking data of SC

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		Special Services District Job Coach			Credential students that have earned at least one industry recognized credential.
5. We will provide professional development to paraprofessionals in the areas of academic and behavioral supports.	August, October, and February, annually, 2021-2027: 3 times annually through #LeaD5 professional development days for teachers	Special Education Coordinators	$0	n/a	Pre and post surveys of staff to measure understanding of high leverage practices for students with disabilities. 90% of respondents will indicate satisfaction with the professional development at level of 4 or 5 out of 5. PPTs from each training.
6. We will create and maintain a guidance document for teachers and paraprofessionals that provides recommendations for curriculum and instructional material based on student academic or behavioral needs.	August - May, monthly, 2021-2027: Review monthly in the special services instructional data team	Director of Special Services Coordinator of Special Services Instructional Specialist for Special Services	$0	n/a	Curriculum survey distributed to teachers BOY, MOY, and EOY to measure their level of satisfaction with the recommended curriculum. 90% of respondents will indicate satisfaction with the curriculum at level of 4 or 5 out of 5. Curriculum Resources document shared and reviewed at least 4 times

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					during Placement Chair meetings. Running notes from the Special Services Instructional Data Team.

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Student Achievement Strategy 4:
We will provide challenging **Career and Technical Education** curricula and opportunities to ensure graduates are **career ready**.

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor the number of Career and Technical Education program completers.	Monitoring, October, January, March and June, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs Career Coordinator Career Specialists	$0	n/a	Increase the student completer rate by 2% by 2026. In October, we will analyze the number of CTE students with a passing grade at the end of the first nine weeks. In January, we will analyze the number of CTE students with a passing grade at the end of the second nine weeks. In March, we will analyze the number of CTE students with a passing grade at the end of the third nine weeks. In June, we will analyze the number of CTE students with a passing final grade. 2023 number of completers 633

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2. We will monitor Career and Technical Education student industry certifications that align with their program of study.	Calculate the rate in June of each school year, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs Career Coordinator Career Specialists	$10,000 for student industry certification fees	South Carolina Office of Career and Technical Education student certification funds. Fund Code 328	Exceed the State CTE Perkins V determined performance level 5S1: Program Quality – Attained Recognized Postsecondary Credential. State determined performance level: 2022-2023 35.7%, 2023-2024 36%
3. We will develop and implement a Career and Technical Education mathematics curriculum.	June 6 - 10, 2025	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs	$1,200.00 in supplemental pay for one math teacher.	District General Fund	Development of a 10-hour mini math course for CTE programs by June 2025.

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		CTE Teachers			
4. We will develop and implement a Career and Technical Education science curriculum.	June 6 - 10, 2025	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs CTE Teachers	$1,200.00 in supplemental pay for one science teacher	District General Fund	Development of a 10-hour mini science course for CTE programs by June 2025.
5. We will develop and implement a Career and Technical Education ELA curriculum	June 6 - 10, 2025	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs CTE Teachers	$1,200.00 in supplemental pay for one ELA teacher	District General Fund	Development of a 10 hour mini ELA course for CTE programs by June 2025.

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6. We will increase the CTE Four-Year graduation rate.	Calculate the rate in June of each school year, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs School counselors	$0	n/a	Exceed the State CTE Perkins V determined performance level 1S1: Four-Year Graduation State determined performance level: 2022-2023 91.5%, 2023-2024 92%
7. We will increase CTE Postsecondary Placement or advanced training, military service, a service program, the Peace Corps or employment.	Calculate the rate in June of each school year, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education Career Coordinator Career Specialists	$0	n/a	Exceed the State CTE Perkins V determined performance level 3S1: Post-Program Placement State determined performance level: 2022-2023 93.7%, 2023-2024 94%

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8. We will increase Nontraditional Program Enrollment.	Monitor enrollment numbers at the 10 day mark and in June of each school year, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education School counselors Career Coordinator Career Specialists	$0	n/a	Exceed the State CTE Perkins V determined performance level 4S1: Non-traditional Program Concentration State determined performance level: 2022-2023 12.2%, 2023-2024 12.4%

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Student Achievement Strategy 5:
We will provide meaningful opportunities for **adult learners** to become college or career ready.

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will offer courses in the following areas: GED preparation, High School Diploma Attainment, English Language Acquisition, Standardized Test Preparation, Career Preparation, and Academic Enrichment.	September - July, daily, 2021-2027	Director of Adult Education	$10,000	Federal Funds State Funds	Quarterly check of the LACES database will show active student enrollment in GED prep, Diploma, ESL, Test Prep, Career Prep, and Academic Enrichment classes.
2. We will develop an Individual Learning Plan for each Adult Education student who is enrolled in GED and Diploma classes. The Individual learning plans will outline the students' progress towards his/her academic goals.	Plan Development at the beginning of each monthly orientation period, monthly, 2021-2027	Coordinator of Adult Education	$0	n/a	By the end of the academic year. 100% of Adult Basic Education students will have Individual Learning Plans that include academic and/or career goals, along with personalized action steps towards obtaining the goal(s).
3. We will monitor student progress towards academic goals that are	October, January, April	Coordinator of Adult Education	$0	n/a	The end of year Desktop Monitoring Tool (DMT)

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outlined in the Individual Learning Plans and provide support (tutoring, additional resources, placement changes, etc.) as indicated by student progress.	and June, annually, 2021-2027				will show measurable skills gains as measured by pre and post TABE testing or high school credential attainment for 60% of enrolled students.
4. We will increase the number of students who, while enrolled in Adult Education, also are engaged in activities that introduce and prepare them for post-exit outcomes (i.e. military service, employment and/or postsecondary education/training programs).	September - July (AE Academic Year), daily, 2021-2027	College and Career Navigator	$0	n/a	The end-of-year review of the College and Career Navigator Accountability Report (CNAR) will show 80% of students have been engaged in at least one activity that prepares them for post-exit outcomes.
5. In an effort to provide equity in access to all Adult Education students seeking a high school diploma, we will implement a proficiency-based grading grading system in awarding high school credits.	August - June, daily, 2022-2027	Director of Adult Education	$0	n/a	We will have on file an approval letter from the State Department of Education as well as a copy of the approved proficiency-based grading plan.

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Student Achievement Strategy 6:
We will offer and support differentiated opportunities for challenging curricula through **magnet and choice programs**.

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development on cooperative learning during the period in which the grant is funded.	October 1, 2022 - September 30, 2023 (Grant fiscal year)	Cooperative Learning Coach	$60,000 (through September 30, 2023)	MSAP Magnet Grant funds (through September 30, 2023)	The Implementation rubric tracked by Magnet Lead Teacher will indicate that: In the annual teacher survey, at least 80% of teachers will report that students are engaged in learning. The percentage of administrative staff at each school who participate in at least 24 hours of annual PD in systemic reforms (desegregation, equity, and cooperative learning strategies) will be at least 95%. The percentage of teachers at each school who participate in at least

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					60 hours of annual professional development in systemic reforms will be at least 95%
2. We will offer the Discover 5 magnet programs at LES STEAM Magnet, IHS IB Career-related Programme, NRES Arts Magnet, and HECES Montessori Magnet.	October 1, 2022 - June 30, 2027, daily	Magnet Director Magnet school principals and school person responsible for Magnet implementation	$2,500,000 (through September 30, 2023)	MSAP Magnet Grant funds (through March 31, 2024)	The Implementation rubric tracked by school magnet administrator will indicate that: In the annual teacher survey, at least 80% of teachers will report that students are engaged in learning. The percentage of administrative staff who participate in at least 18 hours of annual professional development in site-based, thematic content will be at least 95%. The percentage of teachers who participate in at least 30 hours of annual PD in site-based, thematic content will be at least 95%.
3. We will offer the following magnet programs: STEM at DFHS, Escolares at	October 1, 2022 -	Magnet Director	n/a	General Fund	100% of existing magnet schools/programs will be

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HWES, SHHS Career Pathways Magnet, SOES Media Magnet, DFES Academy of Environmental Sciences, HECES Leadership Magnet, I AM Escolares at IMS, and This Is Escolares and IB Diploma Programme at IHS International School of the Arts.	June 30, 2027, daily	Magnet school principals			offered. Four magnet schools/programs will apply for the MSA Merit Award annually. Annual magnet booklet will be created annually. Booklet lists and describes current magnet programs and magnet schools in the district.
4. We will market the Choice & Magnet opportunities through the magnet office using flyers, information nights, magnet fairs (November - January) Choice & Magnet booklet, and community events.	October 1, 2022 - June 30, 2027, daily	Magnet Marketing specialist Communications Specialists	$10,000 (supplies,etc) $60,000 Marketing specialist (salary) (through September 30, 2028)	MSAP Magnet Grant funds (through September 30, 2028)	At least 150 families will attend the annual Magnet Fair. 80% of parent attendees will indicate satisfaction on the exit survey at the Magnet Fair. Marketing resources include: a magnet booklet, postcard mailers, 2 billboards, Chapin Chamber marquee, Lake Murray Lifestyle magazine ad, Irmo Chamber Visitors/Relocation guide, Facebook ads, social media posts. Displays at local parks, Chamber meetings,

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					Juneteeth, National Night Out, Pop Up events, Okra Strut
5. Each magnet school will be responsible for their own open house information nights.	December - January, annually, 2022-2027	Magnet school principals and designated magnet leads	n/a	n/a	Attendance at school-based open house information nights will increase by 5 families per school per year.
6. Magnet information will be disseminated through the community to improve internal and external communication. We will engage and enlist parents/students to speak about programs that work for their child and why they selected them.	October 1, 2022 - June 30, 2027, daily	Magnet school director and marketing and recruitment specialist will speak before various stakeholder groups	n/a	n/a	Magnet Director and marketing and recruitment specialist will speak with 20 community groups per year. At least 150 families will attend the annual Magnet Fair. We will receive at least 1,000 applicants each year.
7. The Discover 5 magnet schools will participate in the Equity of Effort Framework professional development.	October 1, 2022 - September 30, 2023 (Grant fiscal year)	Magnet Director ELI (Dr. Donna Elam)	$110,000 (through September 30, 2023)	MSAP Magnet Grant Funds (through September 30, 2023)	The Implementation rubric tracked by Magnet Lead Teacher will indicate that: The percentage of administrative staff at each school who participate in at least 24 hours of annual PD in systemic reforms (desegregation, equity,

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					and cooperative learning strategies) will be at least 95%. The percentage of teachers at each school who participate in at least 60 hours of annual PD in systemic reforms will be at least 95%.
8. We will utilize a choice lottery system.	January - February, annually, 2022-2027	Magnet Office - Prepaid by MSA Grant through Y5 Y2 - $12,360.00 Y3 - $12,730.80 Y4 - $13,112.72 Y5 - $13,506.11	$30,000 $51,709.63	MSAP Magnet Grant Funds	We will receive at least 1,000 applicants each year.
9. We will offer transportation to the Discover 5 magnet schools.	October 1, 2022 - *March 31,2024 daily (Grant fiscal year)*	Director of Transportation	$160,000 (through March 31, 2024)	MSAP Magnet Grant Funds (through March 31, 2024)	The district will offer transportation to 100% of students enrolling in Discover 5 magnet programs.
10. We will continue professional development in the various magnet themes (training and supplies).	October 1, 2022-June 30, 2027, determined by schools	Magnet Director and magnet school principals	$20,000 (through September 30, 2023)	MSAP Magnet Grant Funds and General Fund (through March 31,2024)	93% of teachers will agree that there are relevant professional development opportunities at their school on the SCDE

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					survey.
11. We will offer two magnet schools as part of the new MSAP Grant, Project Aspire. The schools are SOES Global Magnet and HWES Gifted and Talent Development Magnet.	October 1, 2023 -September 30, 2028	Magnet Director Principals and magnet lead teachers at Project Aspire schools	$ 9.7 million (through September 30, 2028)	MSAP Magnet Grant Funds (through September 30, 2028)	Year 1 of the Project Aspire Grant will be for planning and hiring of positions and professional development to implement the SOES Global theme of Primary Years Program - IB and the SEM at Harbison West Elementary Gifted and Talent Development School. The schools will follow the 5 year plan of implementation.
12. The Project Aspire magnet schools will participate in the Equity of Effort Framework and thematic professional development.	October 1, 2023- September 30, 2028 (Grant fiscal year)	Magnet Director ELI (Dr. Donna Elam) IB PYP SEM Model	$80,000 annually (through September 30, 2028)	MSAP Magnet Grant Funds (through September 30, 2028)	The Implementation rubric tracked by Magnet Lead Teachers will indicate that: The percentage of teachers at Harbison West Elementary School and Seven Oaks Elementary School who report on annual surveys that the professional development has been effective in implementing the magnet program will be at least 50% by September 30, 2025, 60% by September 30,

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					2026, 70% bySeptember 30, 2027, and 80% by September 30, 2028. The percentage of teachers at Harbison West Elementary School and Seven Oaks Elementary School who report on annual surveys that they have received sufficient training to continue operating the magnet program with fidelity after Federal funding ends will be at least 70% by September 30, 2027, and 80% by September 30, 2028.

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PERFORMANCE GOAL AREA (3): *Teacher Administrator Quality*

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

We will recruit, retain, and develop a highly effective, diverse staff as measured by:

- the annual teacher retention rate increasing from 90.24% to 91.3%
- the percentage of teachers who are satisfied with current working conditions increasing from 90.95% to 92% on the annual State Department of Education Survey
- the percentage of teachers who agree that there are relevant professional development opportunities offered at their school increasing from 92.23% to 93% on the annual State Department of Education Survey.

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): South Carolina School Report Card; Annual State Department of Education Report Card Opinion Survey

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
Teacher Retention Rate	**90.24% (2015-16 to 2018-19)**	**Projected Data**	90.45%	90.66%	90.88%	91.09%	91.30%
		Actual Data	n/a				
SCDE Survey - Percentage of teachers who are satisfied with current working conditions	**90.95% (2015-16 to 2018-19)**	**Projected Data**	91.16%	91.37%	91.58%	91.79%	92.00%
		Actual Data	86.4%				
SCDE Survey - Percentage of teachers who agree that there are relevant professional development opportunities offered at their school	**92.23% (2015-16 to 2018-19)**	**Projected Data**	92.38%	92.54%	92.69%	92.85%	93.00%
		Actual Data	90.7%				

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Teacher Administrator Quality Strategy 1:
We will provide an equitable learning environment which ensures the development of all students by **retaining a highly effective faculty and staff.**

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor teacher retention and attrition to: a. identify factors contributing to teacher attrition and then implement targeted responses; b. look for changes in teacher retention over time; and c. update stakeholders periodically on trends at the classroom, school, and system levels.	December and June, annually, 2022-2027	Director of Personnel Coordinator of Personnel Chief Human Resources Officer	$0	n/a	At least two updates provided to stakeholders each year.
2. We will offer teachers an opportunity to transfer within the district through the district transfer process.	January, annually, 2022-2027	Coordinator of Personnel	$0	n/a	100% of employees will be offered the opportunity to to be considered for a transfer.
3. We will provide professional Development to principals on the topic of staff retention.	January, annually, 2022-2027	Director of Personnel	$0	n/a	Professional Development will be offered to Principals each year on an ongoing basis.

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4. We will conduct a salary study to ensure fair compensation to all staff.	September-December, 2022	Chief Human Resources Officer	$78,500	General Fund	100% of employees will be offered the opportunity to participate in the Salary Study.
5. We will provide for an annual Employee Appreciate Gift for all employees.	November, 2022, 2023	Board of Trustees	$3,000,000	Fund Balance, General Fund	100% of qualified employees will receive the employee appreciation gift.

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Teacher Administrator Quality Strategy 2:
We will improve our ability to offer diverse and equitable learning environments by **retaining and sustaining faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools.**

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will use exit interview data from faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools to uncover causes of turnover and inform targeted strategies to improve employee retention.	Ongoing, 2022-2027	Director of Personnel Coordinator or Personnel Chief Human Resources Officer	$0	n/a	100% of employees who resign from their positions will be invited to complete an exit interview with a representative from the Office of Human Resources. The Office of Human Resources will evaluate all data to create targeted strategies.
2. We will offer a New Educator Retention Incentive (NERI) for educators with up to two years of prior teaching experience. These educators will be offered a $2,500 supplemental bonus for up to three years paid as a direct payment to the employee or paid directly to their qualifying student education loan.	July, annually, 2022-2027	Office of Human Resources Office of Finance Superintendent	$500,000 per year	General Funds	100% of qualifying educators representing traditionally underrepresented subgroups will be offered the NERI incentive.

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3. We will be intentional with the selection of faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools to participate in opportunities for professional growth (e.g., APEC, CREATE, Carolina-TIP, Teacher PREP).	July, annually, 2022-2027	Office of Human Resources Office of Special Services Office of Instruction	$120,000 per year	General Funds Title II Grant	100% of educators representing traditionally underrepresented subgroups will be offered opportunities for professional growth.
4. We will provide for an annual Employee Appreciate Gift for all employees.	November, 2022-2023	Board of Trustees	$3,000,000	Fund Balance, General Fund	100% of qualified employees will receive the employee appreciation gift.

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Teacher Administrator Quality Strategy 3:
We will provide an equitable learning environment which ensures the development of all students by **recruiting a highly effective faculty and staff.**

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will offer a yearly district recruitment event for all schools and offices.	January - February, annually, 2022-2027 (1/6/24)	Coordinator of Personnel	$2,000	ADEPT Funds	We will have 100% school participation.
2. We will assist all schools with hosting an open house for teacher candidates.	January - March, annually, 2022-2027	Coordinator of Personnel	$500	General Fund	The District will have 100% of the schools host an open house for teacher candidates.
3.We will offer on-site or virtual small group meetings to applicants to inform them about opportunities within the district and answer questions regarding the application and interview process.	January - March, annually, 2021-2027	Coordinator of Personnel	$1,000	ADEPT Funds	The District will offer at least five small group meetings.
4. We will post all certified vacancies to web job posting sites (ie. k12jobspot.com, Indeed, CERRA)	August - July, weekly, 2021-2027	Coordinator of Personnel	$500	ADEPT Funds	The District will post positions to at least two different online sites.
5. We will maintain job postings on the	August - July,	Coordinator of	$200	ADEPT Funds	The District will ensure

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district website.	weekly, 2021-2027	Personnel			100% of jobs are posted to the District Website.
6. We will promote District opportunities through college/university recruitment events and publications	Annually, dates determined by colleges and universities, 2021-2027	Coordinator of Personnel	$1,000	ADEPT Funds	We will participate in five college/university events.
7. We will offer a New Educator Retention Incentive (NERI) for educators with up to two years of prior teaching experience. These educators will be offered a $2,500 supplemental bonus for up to three years paid as a direct payment to the employee or paid directly to their qualifying student education loan.	July, annually, 2022-2027	Office of Human Resources Office of Finance Superintendent	$500,000 per year	General Funds	100% of qualifying educators representing traditionally underrepresented subgroups will be offered the NERI incentive.
8. We will offer small group opportunities for candidates to meet with Principals in an informal setting.	October, annually, 2023-2027	Coordinator of Personnel, Principals	$500	ADEPT Funds	100% of intern candidates will be invited to the small group event.

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Teacher Administrator Quality Strategy 4:
We will improve our ability to offer diverse and equitable learning environments by **recruiting faculty, staff, and administrators who are representative of the students and communities we serve.**

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will partner with programs with an intentional focus on minority candidates to introduce candidates to opportunities in District Five.	Fall, annually, 2023-2027	Coordinator of Personnel, Director of Personnel	$5,000	ADEPT Funds	The District will partner with one or more programs.
2. We will advertise alternative certification opportunities to support employees.	March, June, September, December, quarterly, 2022-2027	Coordinator of Personnel	$200	ADEPT Funds	The District will advertise at least four opportunities.
3. We will work with the High Schools to offer information to increase interest in the education field.	February, annually, 2021-2027	Coordinator of Personnel	$100	ADEPT Funds	The District will create an informational flyer to distribute to high school juniors.
4. We will offer professional development to principals on interview protocols that assist with diverse recruitment.	January, annually, 2021-2027	Director of Personnel	$100	ADEPT Funds	The District will offer ongoing professional development to 100% of Principals.
5. We will offer individual assistance to	August - July,	Coordinator of	$200	ADEPT Funds	The District will ensure

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candidates who have not passed necessary certification exams.	quarterly, 2021-2027	Personnel			100% of current employees who have not passed needed exams receive assistance.
6. We will partner with Call Me MiSTER programs to offer a summer internship opportunity for identified candidates	June-July, annually, 2023-2027	Director of Personnel	$5,000	University Partnerships	The District will offer a Call Me MiSTER internship once per year..
7. We will offer small group opportunities for Call Me Mister candidates to meet with Principals in an informal setting.	October, annually, 2023-2027	Coordinator of Personnel, Principals	$500	ADEPT Funds	100% of Call Me Mister Candidates in partner programs will be invited to the small group event

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Teacher Administrator Quality Strategy 5:
We will improve our ability to offer a learning environment which ensures the development of all students by **providing ongoing support to teacher candidates entering the profession through alternative certification programs.**

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will recruit teachers who have been certified through alternative routes to become certified mentors.	January-June, annually, 2022-2027	Coordinator of Personnel School Principals	$1,200 per year for summer training sessions	ADEPT Funds	The number of certified mentors initially certified through alternative programs will increase by two each year.
2. We will assign an alternatively certified teacher mentor to incoming alternatively certified teachers to serve as a mentor for three years.	July, annually, 2022-2027	Coordinator of Personnel School Principals	$0	n/a	100% of alternatively certified teachers will be assigned a certified mentor for their first three years of employment.
3. We will utilize a district buy-in option through Carolina TIP to offer the TIP program to all alternatively certified teachers.	August, 2022	Coordinator of Personnel	$5,000 per teacher	Title II Funds	100% of newly employed alternatively employed certified teachers will be offered the opportunity to work with Carolina TIP.
4. We will offer leadership opportunities to alternatively certified teachers in year three of the alternate certificate (ie: LeadD5 facilitator training, SCTS 4.0	June, annually, 2023-2027	Coordinator of Personnel School	$200 per teacher (LEAD5) SCTS 4.0- No	General Fund	100% of alternatively certified teachers will be offered a leadership opportunity in year three

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Evaluator training).		Principals Coordinator of Professional Development	Cost		of alternative certification.
5. We will an lead an affinity group for new alternatively certified teachers.	September, annually, 2023-2027	Coordinator of Personnel School Principals	$500 per year	ADEPT Funds	100% of alternatively certified teachers will be offered an affinity group during their first three years of teaching

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Teacher Administrator Quality Strategy 6:
We will provide an equitable learning environment which ensures the development of all students by **continuing and expanding our professional development programs with an emphasis on choice offerings for faculty and staff.**

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will utilize a district application and training process to attract and train teachers to lead professional development in a variety of areas.	May - June, annually, 2021-2027	Coordinator of Professional Development	$105,000	Title II	Participant surveys will indicate 93% of participants are satisfied or highly satisfied with PD received. Summer training and school year PD/support for LeaD5 facilitators. 100% of staff trained for leadership roles.
2. We will offer a choice of 65 or more sessions during LeaD5 professional development district days for certified staff and 5 or more for support staff. This includes time utilized to meet district and state expectations without infringing on personal time of staff.	District-set professional development days, 2021-2027	Coordinator of Professional Development	$6,500	Title II	Participant surveys will indicate 93% of participants are satisfied or highly satisfied with PD received.
3. We will offer graduate courses and additional endorsements/ certifications	Semester courses	Coordinator of Instructional	$160,000	Title II and IV	Course completion certificates will indicate

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to all certified staff through partner universities in the areas of: - Instructional Technologies - Gifted and Talented - Culture of Poverty - Project Based Learning - Advanced Placement (AP) - Others as needed	beginning each September, January, and July, annually, 2021-2027	Technology Coordinator of Professional Development			that at least 100 staff members take a graduate course each school year to advance their certifications, class levels, instructional knowledge and/or provide certificate renewal.
4. We will offer Summer Professional Development for teachers and administrators on a variety of topics.	June - July, annually, 2021-2027	Coordinator of Professional Development	$5,000	Title II	Participant surveys will indicate 93% of participants are satisfied or highly satisfied with PD received.
5. We will provide choice outside professional development conferences for teachers choosing to lead in-district professional development.	As scheduled according to outside organizations, 2021-2027	Coordinator of Professional Development	$45,000	Title II	Participant surveys will indicate 93% of participants are satisfied or highly satisfied with PD received.

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PERFORMANCE GOAL AREA (4): *Gifted and Talented*

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

We will provide **challenging curricula focused on the academic development of students in gifted programs** and provide equitable opportunities for participation in gifted programs as measured by:

- students in grades 2-8 in the Initial Achievement Band of 90th percentile or above will have a Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2026
- the Advanced Placement passage rate will meet or exceed 68% through 2026
- the proportion of students who are coded as Black or African American, Hispanic or Latino, or Two or More Races who participate in AGP, Honors, AP, IB, and Dual Enrollment courses will increase from 17.1% to 27.1% (grades 3-5), 35.7% to 45.7% (grades 6-8), and 49.1% to 59.1% (grades 9-12) by 2026

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): NWEA MAP Reports, Advanced Placement reports, PowerSchool, and Tableau

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
MAP Growth - Students in the Initial Achievement Band of 90th percentile or above - Fall to Spring - Median Student Growth Percentile - Math	**2015-16 - 58 2016-17 - 61 2017-18 - 57 2018-19 - 56**	**Projected Data**	58	58	58	58	58
		Actual Data	64				
MAP Growth - Students in the Initial Achievement Band of 90th percentile or above - Fall to Spring - Median Student Growth Percentile - Reading	**2015-16 - 56 2016-17 - 55 2017-18 - 54 2018-19 - 50**	**Projected Data**	55	55	55	55	55
		Actual Data	47				

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Advanced Placement passage rate	**68.3% (2015-16 to 2019-20)**	**Projected Data**	68%	68%	68%	68%	68%
		Actual Data	75.9%				
Proportion of students who are coded as Black or African American, Hispanic or Latino, or Two or More Races who participate in AGP, Honors, AP, IB, and Dual Enrollment courses	**Grades 3-5 17.1% (2015-16 to 2019-20)** **Grades 6-8 35.7% (2015-16 to 2019-20)** **Grades 9-12 49.1% (2015-16 to 2019-20)**	**Projected Data**	Grades 3-5 - 19.10% Grades 6-8 - 37.70% Grades 9-12 51.10%	Grades 3-5 - 21.10% Grades 6-8 - 39.70% Grades 9-12 - 53.10%	Grades 3-5 - 23.10% Grades 6-8 - 41.70% Grades 9-12 55.10%	Grades 3-5 - 25.10% Grades 6-8 - 43.70% Grades 9-12 57.10%	Grades 3-5 - 27.1% Grades 6-8 - 45.7% Grades 9-12 - 59.1%
		Actual Data	Grades 3-5 - 19.7% Grades 6-8 - 37.7% Grades 9-12 44.7%				

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Gifted and Talented Strategy 1:
We will **provide a challenging and accelerated curriculum** to gifted and talented students in order to ensure their academic development.

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Using the District's ELA instructional framework, two or more supplemental extension units will be created for gifted learners in grades 3-5 each year.	September 2021 - May 2022 June 2023 - July 2027	AGP Lead ELA teacher Coordinator of Gifted and Talented	$3,500	Title II	Supplemental extension activities added to all ELA Instructional units grades 3-5.
2. We will create two additional instructional units per grade level for gifted learners in grades 3 - 5 using purchased Vanderbilt texts.	June 2021 - June 2023	AGP Lead ELA teacher Coordinator of Gifted and Talented	$1,500	Title II	We will develop two supplemental units per grade level (discontinued in 2023)
3. We will update the AGP math pacing to be fully aligned to the new 2023 SC math standards	June 2021 - Dec. 2022 Dec. 2024 - 2027	AGP Lead Math teacher Math Coordinator of Gifted and Talented	$4,000	General Fund	Pacing guide will be created by December 2022. The district will lead instruction in implementation of curriculum units January 2023 - June 2024. The district will implement new curriculum units for

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					the 2024 - 2025 school year. New pacing guide will be created to align to the new 2023 math standards by June 25. New pacing guide will be implemented in 2025-26.
4. We will implement new middle school math courses that will allow for multiple honors pathways for accelerated math students.	January 2021 - August 2022	Math Coordinator GT Coordinator Math Leadership team	$5,000	General Fund	New math courses will be created and in place at the middle school level beginning with the 2022-2023 school year.

To add a row, go to the last box, right click and add row.

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Gifted and Talented Strategy 2:
We will ensure an equitable learning environment and the academic development of all students by **providing professional development opportunities to all teachers for improving support to students taking AGP, Honors, AP, IB, or Dual Enrollment courses.**

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide PD to teachers on high effect size teaching strategies and small group instruction to improve student achievement and support.	August 2021 - June 2023 August 2023-July 2027	Coordinator of GT & Professional Development	$12,000 per year	Title II and Title IV	Participant Survey after PD will indicate 93% satisfied or highly satisfied with support received.
2. We will utilize ongoing data from students to ensure that appropriate differentiation is provided in all AGP, Honors, AP, IB, or Dual Enrollment courses.	December and May, 2021-2027	Coordinator of Gifted and Talented APIs	$0	n/a	Students in grades 2-8 in the Initial Achievement Band of 90th percentile or above will have a Fall to Winter and Fall to Spring Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2026. Students in grades 9-12 wil have an AP passage

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					rate of 68% or above.
3. We will provide professional development support for implementing systems of in-class peer tutoring.	August 2021 - June 2023	Coordinator of GT & Professional Development	$5,000	Title IV	Participant Survey after professional development will indicate 93% satisfied or highly satisfied with support received.
4. We will provide Gifted and Talented courses for all teachers who wish to pursue endorsement and advanced coursework for GT endorsed teachers.	Sept - Dec January - May June - July, annually 2021-2027	Coordinator of Gifted and Talented	$5,500 per semester	Title II and Title IV funding	Completion of a GT endorsement course or advanced course by at least 25 teachers per semester.
5. We will provide a Gifted and Talented graduate course for counselors.	January - May, 2023	Coordinator of Gifted and Talented	$5,500 per course	Title II and IV funding	Completion of a GT graduate course by at least ten school counselors by May 2023.
6. We will provide professional development during district professional development days and/or leadership meetings about the characteristics as well as the academic, social, and emotional needs of gifted learners.	September, December, May 2021-2022 District PD/Leadership Days 2024-2027	Coordinator of Gifted and Talented	$0	n/a	Leadership rosters Participant Survey after professional development will indicate 93% satisfied or highly satisfied with professional development received.
7. We will provide professional development for up to five teachers per year at the SC Gifted Consortium one day annual conference.	Discontinued until SCGC conference resumes its annual conference.	Coordinator of Gifted and Talented	$500	Title II	Attendance reports indicating completion of one-day professional development by five teachers.

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Gifted and Talented Strategy 3:
We will improve our ability to provide a learning environment which ensures the development of all students by **providing opportunities for collaboration between teachers at different schools.**

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will utilize district professional development days to provide collaborative professional development time for teachers of gifted students to explore, create, and provide feedback on AGP supplemental extension units (ELA and Math).	October, November, January, February, March, 2021-2027	Coordinator of Gifted and Talented Content Coordinators	$2,500	Title II	Participant surveys will indicate 93% of participants are satisfied or highly satisfied with PD received. Implementation of extensions by all AGP teachers by May 2024.
2.We will utilize content area leadership meetings to provide collaborative time for teachers of gifted students to explore, create, and provide feedback on AGP supplemental extension units (ELA and Math).	Third Tuesday, monthly, 2021-2027	Coordinator of Gifted and Talented Content Coordinators	$2,200	Title II	Participant surveys will indicate 93% of participants are satisfied or highly satisfied with collaboration time.
3. We will provide a digital space for displays of student work and planning ideas for GT teachers.	January 2022 - January 2023	Coordinator of Gifted and Talented	$0	n/a	Digital space established and utilized by at least 50% of teachers.

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Gifted and Talented Strategy 4:
We will improve our ability to provide an equitable learning environment which ensures the development of all students **by using district criteria for local identification to place academically talented students in AGP courses.**

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will maintain records and monitor placement of AGP students placed according to local identification criteria.	August and January, annually, 2021-2027	Gifted and Talented Coordinator School Principals or Assistant Principals for Instruction	$0	n/a	100% of schools will maintain documentation of placement as well as the placement criteria used for all locally identified students.
2. We will review the local identification policy each year to review established criteria, create aligned, school-based criteria, and support schools with fewer than 15 identified students per grade level.	April - May, annually, 2021-2027	Gifted and Talented Coordinator Assistant Principals for Instruction	$0	n/a	The local criteria policy will be updated annually. All schools will serve at least 15 students per grade level.
3. We will evaluate the success of locally identified gifted and talented students according to MAP data.	September, December, April, annually, 2021-2027	Gifted and Talented Coordinator	$0	n/a	Students in grades 2-5 in the Initial Achievement Band of 90th percentile or above will have a Fall

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					to Winter and Fall to Spring Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2027.

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Gifted and Talented Strategy 5:
We will improve our ability to provide an equitable learning environment which ensures the development of all students by improving education and communication to both students and parents regarding student opportunities and supports available in AGP, Honors, AP, IB and Dual Enrollment courses.

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide parent information sessions to discuss supports and pathways in gifted education (Gr. 2-12) as well as support welcome nights for newly identified gifted and talented students. (Include: AGP, Honors, AP, IB, and Dual Enrollment)	September, annually, 2021-2027	Coordinator of Gifted and Talented Director of Magnet Programs Elementary School Admin/AGP Teachers Page 5 Advocacy Group	$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 89% satisfied or highly satisfied with information received.
2. We will partner with gifted and talented parent groups to provide a roundtable parent meeting about social	September, annually, 2021-2027	Coordinator of Gifted and Talented	$0	n/a	Parent Survey after the meeting will indicate 89% satisfied or highly

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emotional needs of gifted and talented students.		Page 5 Advocacy Group			satisfied with information received. Meeting agenda.
3. We will communicate opportunities regularly to school counselors for inclusion in school newsletter or parent information.	February, annually, 2021-2027	Coordinator of Gifted and Talented API/Counselors /School Webmasters	$0	n/a	100% of schools will include updates in their school newsletters, websites, or school apps for communication.
4. We will communicate with middle school AGP Lead Teachers regarding PSAT and Junior Scholar opportunities.	February, annually, 2021-2027	Coordinator of Gifted and Talented AGP Lead Teachers at MS level and API	$0	n/a	PSAT test taker data will indicate that at least 20% of 8th graders take the PSAT. Junior Scholar data will show that at least 85 have been named Junior Scholars each year. Emails to AGP Lead Teachers.
5. We will publish AP scholar data and will encourage increased participation through this communication.	March, annually, 2021-2027	Coordinator of Gifted and Talented District Testing Coordinator & AP Testing Coordinators at HS	$0	n/a	AP Scholar data will indicate that at least 200 high school students are named AP scholars each year. Communications publications.
6. We will work with high school PSAT/SAT coaches in order to increase	January, annually,	Coordinator of Gifted and	$0	n/a	9th and 11th grade PSAT participation data will

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participation in PSAT and SAT competition.	2021-2027	Talented Testing Coordinators			indicate that at least 20% of honors freshmen and at least 30% of honors juniors take the PSAT.
7. We will work with Assistant Principals for Instruction at Directors of School Counseling at the high school level to review Advanced Placement Potential data and ensure that counselors actively recruit students.	December, annually, 2021-2027	Coordinator of Gifted and Talented AP/Testing Coordinator/ Counselors	$0	n/a	AP Potential Report Data regarding AP student participation will indicate that at least 50% of identified students take at least one AP course.

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Gifted and Talented Strategy 6:
We will improve our ability to provide an equitable learning environment which ensures the development of all students by **providing access to experiential learning opportunities for all students** in order to improve student engagement.

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development and collaboration time for teachers (District PD and Leadership Mtgs.) to explore project-based learning, high effect size teaching strategies and experiential learning.	August 2021 - June 2023, graduate course, 2021-2027	Coordinator of Gifted and Talented	$3,800 per course (2021-2023)	Title II and Title IV	Participant Survey after PD will indicate 93% satisfied or highly satisfied with PD received.
2. We will provide professional development mini-sessions during school-level professional development time about experiential learning.	August 2021 - June 2023, as scheduled by schools, 2021-2027	Coordinator of Gifted and Talented School Based leaders of PD	$0	n/a	Participant Survey after PD will indicate 93% satisfied or highly satisfied with PD received.
3. We will add experiential learning activities to each district AGP ELA unit.	January 2022 - June 2023, 2021-2027	Coordinator of Gifted and Talented	$2,500 Curriculum Materials	Title II	Addition of 2 activities created in PLC planning time to the AGP units per year.
4. We will add experiential learning activities to each district AGP Math unit.	January 2022 - June 2023, 2021-2027	Coordinator of Gifted and Talented	$2,500 Curriculum Materials	Title II	Addition of 2 activities created in PLC planning time to the AGP units per

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					year.

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GIFTED AND TALENTED REQUIRED TABLES

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

A. Gifted and Talented Policies and Practices

B. Gifted and Talented Scope and Sequence

C. Gifted and Talented Grades of Academic Service

D. Gifted and Talented Grades of Artistic Service

E. Gifted and Talented Screening and Identification Notification

DISTRICT: District Five of Lexington and Richland Counties
GT INFORMATION FOR SCHOOL YEAR: 5 Year Plan – 2021-2027

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

DISTRICT: District Five of Lexington and Richland Counties
INFORMATION FOR SCHOOL YEAR: 5 Year Plan – 2021-2027

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

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

DISTRICT: District Five of Lexington and Richland Counties
GT INFORMATION FOR SCHOOL YEAR: 5 Year Plan – 2021-2027

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	**MODEL**	*Use approved abbreviations for curriculum.*	**INTERDISCIPLINARY**	**ELA**	**MATH**	**SCIENCE**	**SOCIAL STUDIES**
K		**Curriculum Used**					
1		**Curriculum Used**					
2		**Curriculum Used**					
3	Pull Out or Special Class	**Curriculum Used**	Teacher Created	Vanderbilt Units William & Mary Units Junior Great Books Jacob's Ladder	Mentoring Mathematical Minds Hands On Fractions Hands On Equations Teacher Created Units Curriculum Compacting & Above grade level standards		
4	Pull Out or Special Class	**Curriculum Used**	Teacher Created	William and Mary units Junior Great Books Jacob's Ladder Mini Q's Vanderbilt units	Mentoring Mathematical Minds Hands On Fractions Hands On Equations Compacting & Above grade level standards		
5	Pull Out or Special Class	**Curriculum Used**	Teacher Created	William and Mary units Junior Great Books Jacob's Ladder Mini Q's Vanderbilt units	Mentoring Mathematical Minds Hands On Fractions Hands On Equations Compacting & Above grade level standards		
6	Special Class	**Curriculum Used**		Teacher Created Honors ELA	Teacher Created Honors Math	Teacher Created Honors SStud	Teacher Created DBQs Honors Sci.

7	Special Class	**Curriculum Used**		Teacher Created Honors ELA	Teacher Created Honors Math Algebra 1	Teacher Created Investigating and Questioning Our World Through Science and Technology Honors SStud	Teacher Created DBQ's Honors Sci.
8	Special Class	**Curriculum Used**		Teacher Created Honors ELA English 1	Teacher Created Honors Math Geometry	Teacher Created	Teacher Created
9	Special Class	**Curriculum Used**		Teacher Created Honors ELA English 2	Teacher Created Algebra 2 Honors	Teacher Created Earth Science Honors Physical Science Honors Biology Honors Chemistry Honors	Teacher Created Human Geography Honors AP Human Geography
10	Special Class	**Curriculum Used**		Teacher Created Honors ELA English 3	Teacher Created Algebra 2 Honors Algebra 3 Honors Precalculus Honors AP Statistics	Teacher Created Earth Science Honors Biology Honors Chemistry Honors Physics Honors Anatomy & Physiology Honors AP Biology AP Environmental Science	Teacher Created AP Human Geography World History Honors AP World History AP European History AP History Seminar

11		**Curriculum Used**		Teacher Created Honors ELA AP Language AP Literature	Teacher Created Prob & Stats Honors AP Statistics Precalculus Honors Calculus Honors AP Calculus	Teacher Created Earth Science Honors Biology Honors Chemistry Honors Physics Honors Anatomy & Physiology Honors AP Biology AP Environmental Science AP Physics	Teacher Created AP Human Geography AP World History AP European History US History Honors AP US History AP History Seminar AP Comparative Government AP Psychology
12		**Curriculum Used**		AP Language AP Literature	Teacher Created Prob & Stats Honors AP Statistics Precalculus Honors Calculus Honors AP Calculus	Teacher Created Earth Science Honors Biology Honors Chemistry Honors Physics Honors Anatomy & Physiology Honors AP Biology AP Environmental Science AP Physics	Teacher Created AP Human Geography AP World History AP History Seminar US Government Honors AP US Government AP Comparative Government Economics/Finance Honors AP Macroeconomics AP Microeconomics AP Psychology

DISTRICT: District Five of Lexington and Richland Counties
GT INFORMATION FOR SCHOOL YEAR: 5 Year Plan – 2021-2027

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: <u>Pull Out/Special Class</u>

GRADE	*(Use approved abbreviations for curriculum.)*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	**Curriculum Used**						
1	**Curriculum Used**						
2	**Curriculum Used**						
3	**Curriculum Used**						
4	**Curriculum Used**						
5	**Curriculum Used**						
6	**Curriculum Used**						
7	**Curriculum Used**		Teacher Created Honors framework	Teacher Created Honors framework	Teacher Created Honors framework	Teacher Created Honors framework	
8	**Curriculum Used**		Teacher Created Honors framework	Teacher Created Honors framework	Teacher Created Honors framework	Teacher Created Honors framework	
9	**Curriculum Used**						
10	**Curriculum Used**						
11	**Curriculum Used**		Teacher Created Honors framework	Teacher Created Honors framework	Teacher Created Honors framework	Teacher Created Honors framework	
12	**Curriculum Used**		Teacher Created Honors framework	Teacher Created Honors framework	Teacher Created Honors framework	Teacher Created Honors framework	

DISTRICT: District Five of Lexington and Richland Counties
GT INFORMATION FOR SCHOOL YEAR: 5 Year Plan – 2021-2027

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
D5 mails letters to guardians of students who have met the SCDE requirements for gifted and talented in academics and/or artistic domains. The district website has the identification process posted and continues to update as the SCDE updates their processes and procedures. Family engagement events are held to inform family members of the identification process with our PAGE5 parent organization.

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

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

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

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

School District: School District Five of Lexington and Richland Counties
Name: Amy Taylor
Title/Position: Coordinator of Mathematics
Email Address: ataylor@lexrich5.org
Phone Number: 803-476-8173

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

Providing a proficiency-based system supports Goal 2 of our Strategic Plan; "We will provide challenging curricula focused on the academic development and college and career readiness of all students." In particular, strategy 1 action 5, "we will utilize updated curriculum frameworks and instructional technology to develop assessments, adaptive assignments, and curricula to meet the rigor and demands of state standards," is supported by providing rigorous online course options that meet the varying needs of students. In addition, strategy 5 action items 1 and 5 addresses "providing meaningful opportunities for adult learners to become college and career ready by offering courses to receive either their GED or a high school diploma through a proficiency-based grading system in awarding high school credits."

Providing instruction through a proficiency-based system also helps the district meet its goal of increasing graduation rate by providing content recovery to support struggling students within a course, and by providing credit recovery for students needing to recover credits required to promote and/or graduate on time. Students may also have the opportunity to retake a course in a different setting or on a limited basis take a course for initial credit.

Proficiency-based instruction also provides an alternative instructional course option for students moving into the district and needing additional courses, for home-bound/home-based instruction, and for alleviate scheduling conflicts to meet individual student needs. The district's proficiency-based system also supports students who have been expelled and reassigned to an alternative educational setting. It allows students to remain in and complete courses they were previously enrolled in or take a course for initial credit.

2. Please list the specific courses students took.

Credit Recovery Course

English 1 CR
English 2 CR
English 3 CR
English 4 CR
Foundations in Algebra CR
Intermediate Algebra CR
Algebra 1 CR
Algebra 2 CR
Geometry CR
Probability & Statistics CR
Biology CR
Physical Science CR
Chemistry 1 CR
Environmental Science CR
Modern World History CR
US History and Constitution CR
Economics and Personal Finance CR
U.S. Government CR

Initial Credit or Retake Course

English 1
5English 2
English 3
English 4
Foundations in Algebra
Intermediate Algebra
Algebra 2
Geometry
Probability and Statistics
Chemistry 1
Earth Science
Economics and Personal Finance
U.S. Government
Psychology
Sociology
Personal Health and Wellness
Creative Writing

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

	Number of students who took a course	**Number of students who completed and passed a course**
Credit Recovery	205	187
Initial Credit/Retake	59	36
Adult Education	35	17
Grand Total	**299**	**240**

**Note* - Students at the Academy for Success often utilize Initial Credit courses for the period of time they are at the AFS but do not complete the course on Apex before being transferred back to their home school and completing the course in the regular classroom setting. The grade and content completed for the period of time that they are enrolled is transferred back to the homeschool. Therefore, there is a greater discrepancy between our IC student enrollment compared to completion numbers. In addition, Adult Education students have a year to complete a course and the year for Adult Ed is based on enrollment which may not coincide with the same timeline for the school year data.*

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

English	Theresa Pratt, Carol Jackson, Sara Dew, Michelle Millard, Mary Bean
Math	Randy Johnson, Effie Howe, Reina Floyd, Michael Bennett, Jo Dowdy, Willie Frierson, Jr.
Science	Michelle Flowers, Eli Martin, Bradley Prince, Mary Barfield,
Social Studies	Sara Bowers, Chris Moore, Jeremiah Duffy, Kamela Oxner-West, James Doty
Health	Jacob Wilkerson

Business	Gail Gallman

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

Our instructional model for the district's proficiency-based system ensures that a highly-qualified teacher of record in the appropriate content area is assigned to monitor and support students that are enrolled in the district's online learning courses for initial credit and for credit recovery. Students are scheduled into the course and the content teacher is present to meet with the student, provide intervention and support, and monitor student progress. There are teacher-scored assignments as well as computer scored assessments in our initial credit classes. Students may access the course content outside of the scheduled class time, but some assessments, especially unit tests, require administration with the teacher in a proctored environment. Teachers provide instruction, intervention, support, and feedback to ensure students are mastering content and making progress. Work completed by the student that is not computer scored can be printed, downloaded as a word document, or a pdf document so that students can either write directly on the document or type on their device to accommodate different modalities of learning. In addition, Apex learning provides text to speech capabilities for students needing that additional support and translations in different languages to accommodate for any language needs. In order to foster successful completion, students have due dates assigned within the digital platform, and teachers monitor to ensure that students are meeting their due dates and making progress toward completion. While the content delivery is provided through a web-based curriculum (Apex Learning), student and teacher interaction occur during an assigned class period or access to the assigned teacher of record. There are times when explicit instruction is needed to further explain material not being mastered by students on their first attempt. Furthermore, students can be assigned a coach that receives weekly progress reports to support student success.

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

Content Recovery may be extended to students who have a D or F in a course as an opportunity to recover content needed for mastery of the overall course by the teacher of record for the course. The student's teacher in the course assigns the particular content that the student has not mastered in that nine-week period. The teacher may elect to use the online curriculum from the district's proficiency-based system and assign the particular units or lessons and assessments that he/she wishes the student to revisit. Since this is the student's classroom teacher, the student has access to the teacher for support during this process. The teacher determines the success of the content recovery and assigns the grade. We believe this early intervention supports the student with the current content, as well as, subsequent content in the course progression thus eliminating the need for credit recovery.

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

   No revisions or updates at this time.

2024 District Summer School Program Sites Identification

District Name: __School District Five of Lexington and Richland Counties_ **District Summer School Contact:** ___Neshunda Walters_____

Contact's Phone Number: ___803.476.8119_____ **Contact's Email Address:** ____nwalters@lexrich5.org_____

☐ **NO SUMMER SCHOOL PROGRAM SITES**

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Irmo Middle School	LeGreta Deas	ldeas@lexrich5.org	Promotion Grades 6-8	YES	Middle
Chapin High School	Randy Johnson	rmjohnso@lexrich5.org	Credit Recovery grades 9-12	YES	High School
Dutch Fork High School	Karl Geliske	kegelisk@lexrich5.org	Credit Recovery grades 9-12	YES	High School
Irmo High School	Dr. Kaaren Hampton	khampton@lexrich5.org	Credit Recovery grades 9-12	YES	High School
Dutch Fork Elementary School	Jill Downs	jsdowns@lexrich5.org	Read to Succeed	YES	Elementary

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Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2024. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at bleviner@ed.sc.gov.