District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27
Upcoming School Year: 2024/25

District:	Edgefield
SIDN:	1901
Plan Submission:	School utilizes Cognia
Address 1:	3 Par Dr
Address 2:	
City:	Johnston, SC
Zip Code:	29832
District Plan Contact Person:	Jason Holt
District Plan Contact Phone:	8032924725
District Plan E-mail Address:	jaholt@edgefieldcountyschools.org

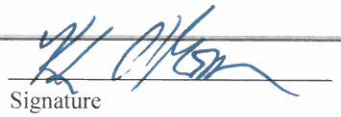
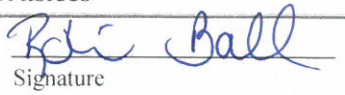
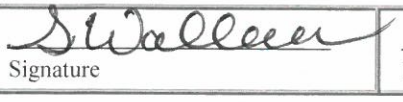
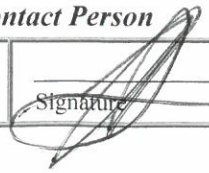
Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

Superintendent		
Dr. Kevin O'Gorman Printed Name	 Signature	4/29/24 Date
Chairperson, District Board of Trustees		
Robin Ball Printed Name	 Signature	4-30-24 Date
District Read To Succeed Literacy Leadership Team Lead		
Stephanie Wallace Printed Name	 Signature	4/29/24 Date
District Gifted and Talented Coordinator		
Tara Rutland Printed Name	 Signature	4/29/24 Date
District Strategic Planning Contact Person		
Jason Holt Printed Name	 Signature	4/29/24 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.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios 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).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
No	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
No	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.
Yes	**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 Edgefield, 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. Kevin O'Gorman
2.	**Principal**	Debbie Courtney
3.	**Teacher**	Nicole Mance
4.	**Parent/Guardian**	Brandi Carpenter
5.	**Community Member**	Donna Livingston
6.	**Private School Representative**	Jamie Creasy
7.	**District Level Administrator**	Jason Holt
8.	**Paraprofessional**	Rebecca Williams
9.	**District Read To Succeed Literacy Leadership Team Lead**	Stephanie Wallace
10.	**District Read To Succeed Literacy Leadership Team Member**	Kristen Wells
11.	**School Improvement Council Member**	Wendy Jacobs
12.	**District Gifted and Talented Coordinator**	Tara Rutland
13.	**District Federal Programs Coordinator**	Dr. Cherya Clark
	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	
	Teacher	Paul Bundy

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*)	

Edgefield County School District

DISTRICT PLAN - Updated Spring 2024

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Assurances for Plan (Checked Off in System)

Stakeholder Involvement for Plan

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed

Gifted and Talented Required Tables *(District level only)*

District Proficiency-Based System *(District level only)*

District Summer School Programs Site Identification *(District level only)*

NEEDS ASSESSMENT DATA

Our district's most recent State Report Card:

Most Recent District Report Card

Directions: Provide additional 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.)

As part of our continuous cycle of improvement, Edgefield County School District (ECSD) annually gathers and analyzes data in order to identify areas we are currently meeting performance expectations and identify areas that are in need of improvement. In order to accomplish this, a system-wide continuous improvement process has been implemented to help ensure the necessary focus on top priorities is maintained on an annual basis. We are continuing to look broadly at the following three domains of Cognia Performance Standards:

1. Leadership Capacity;
2. Learning Capacity; and
3. Resource Capacity

However, we examine to a much greater extent, performance goals and outcomes that address:

1. Student Achievement;
2. Teacher/Administrator Quality; and
3. School Climate

This needs assessment section lays out the general framework and system needs that will be addressed during our current five-year district strategic plan. The EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS section will identify targeted areas of discrepancy between our desired performance levels and the current status, as indicated by specific data updated annually.

Leadership Capacity

The capacity of leadership to ensure ECSD makes progress towards our stated objectives is an essential element of organizational effectiveness. ESCD's

leadership capacity includes a commitment to our purpose and direction, effectiveness of governance and leadership that enables the entire system to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways. Ultimately the capacity to enact strategies to improve results of student learning is the leadership hallmark we are seeking.

Based on the evidence provided by the school system and stakeholder interviews conducted by the Cognia Engagement Review Team, the team evaluated the school system within the context of the Cognia Performance Standards. Within this context, the following insights and themes were discovered regarding Leadership Capacity from the Cognia Engagement Review Team.

Edgefield County School District staff members are involved in the institution's formalized cycle and timeline to evaluate all academic and organizational programs and services. In its review of documentation and interviews with leadership and staff, the team was made aware that data are consistently used to inform improvement planning, evaluation of programs and practices, and instructional practice.

Additionally, the ECSD system of continuous improvement, targets specific actions aligned to the mission that all students will graduate prepared for college and work. The system has engaged in the continuous improvement process by collecting, analyzing and using data to make decisions to move forward. Through its review of documentation and in its extensive interviewing, the team has determined that the system has aligned its strategic plan, MTSS plan and academic recovery plan with the implementation of other initiatives to improve student outcomes.

Finally, The Edgefield County School District demonstrated evidence of effective governance and leadership through transparent oversight of system policy implementation, ethical operational and instructional practices, and attention to board and leader development and training. According to the Cognia Engagement Review Team, the system is to be commended for its leadership at all levels and encouraged to continue with its collaborative efforts and transparency in serving its constituents with skill and passion. The team advised ECSD to continue reliance on appropriately vetted data in the planning, implementation, review and adjustments to curriculum and instruction. They also encouraged the system to continue to employ methods of keeping its finger on the pulse of all stakeholder groups as it maintains efforts to address its defined purpose and direction.

Learning Capacity

Based on the evidence provided by the school system and stakeholder interviews conducted by the Cognia Engagement Review Team, the team evaluated the school

system within the context of the Cognia Performance Standards. Within this context the following insights and themes were discovered regarding Learning Capacity from the Cognia Engagement Review Team.

Edgefield County School District has established a goal that all students will graduate college and career ready and that they will leave high school enrolled, enlisted or employed. While data indicated an 87% graduation rate, the college and career readiness metrics are less encouraging. The team was pleased to note that career academies are being implemented to address career exploration and preparation. The team also noted the value of the leadership development opportunities for students through occupational youth organizations. The Cognia Engagement Review Team commended ECSD on its maintenance of programs and services that provide learners with diverse opportunities to prepare for their next levels. System governance, leadership and staff are encouraged to continue to offer learning opportunities supported by demonstrated needs.

Additionally, the Cognia Engagement Review Team noted that ECSD is currently writing a curriculum with a focus on priority standards and units; however, there was a lack of understanding and participation in this writing process. The review team advised ECSD to include a social-emotional learning (SEL) curriculum to support the needs of the students and faculty/staff. It was also noted that there is room for growth in the gifted and talented program.

As a result of the review, the Cognia Engagement Review Team stated that while the system is providing several incredibly important courses and programs for students, there are gaps. The team advised the system to conduct a comprehensive assessment of learning and instruction with a particular focus on gaps in services for all learners.

Resource Capacity

Based on the evidence provided by the school system and stakeholder interviews conducted by the Cognia Engagement Review Team, the team evaluated the school system within the context of the Cognia Performance Standards. Within this context the following insights and themes were discovered regarding Resource Capacity from the Cognia Engagement Review Team.

The Edgefield County School District leadership and the governing authority demonstrated their support for and belief in the institution’s purpose and longrange plans by committing to positive stewardship of resources. Audit, budgets and state reports confirmed that the system is operating ethically and efficiently. Processes are designed and executed to ensure human, material and fiscal resources are aligned, allocated and used to meet identified needs and key priorities.

The review team also noted that while ECSD plans and delivers relevant and job embedded professional learning; it is lacking processes that ensure the use of digital resources are integrated into the teaching, learning and operations, as well as in alignment with the curricular and instructional programs that support the needs of staff and students. Professional development opportunities do not align from school to school; therefore, the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness cannot be determined. Furthermore, processes to ensure the acquisition of resources and materials align to the curricular and instructional programs and support the needs of staff and students were not evident.

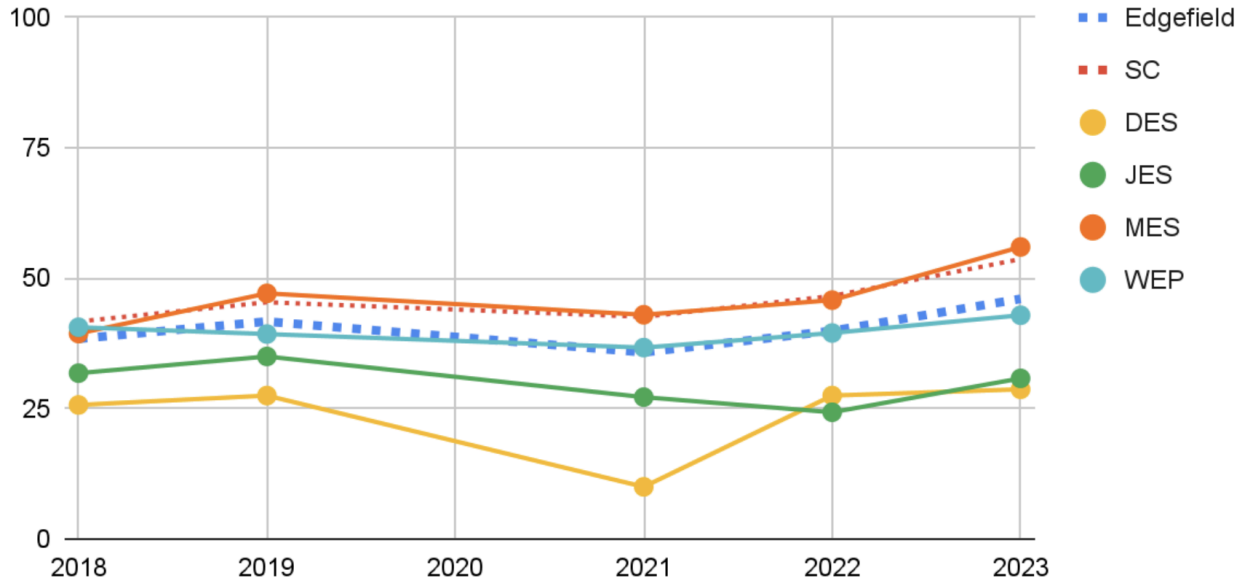
Based on interviews with school leadership, teachers and instructional support staff, digital resources are integrated into teachers' lessons; however, there was no evidence that teachers are receiving professional development including best practices in the integration of digital resources, nor alignment to a curriculum. Furthermore, providing all staff opportunities to engage in professional learning opportunities to grow in their respective areas would help the system grow. In interviews with governing board members, the team learned that they do not regularly participate in professional development. Establishing a system-wide curriculum would allow more opportunities for aligned professional learning opportunities for all staff and would assist in the fidelitous and appropriate integration of digital resources to improve the learning environment, learner achievement and the system's effectiveness.

Student Achievement and Longitudinal Data

Based on ECSD's continuous improvement process and the collection, analysis, and use of data to make decisions, the following information has been identified as relevant and important data for the use of this plan. The following information was reviewed in our updated plan process as of April 30th, 2024.

Linked slide

Elementary ELA: 2018-2022



ELA: Meets and Exceeds

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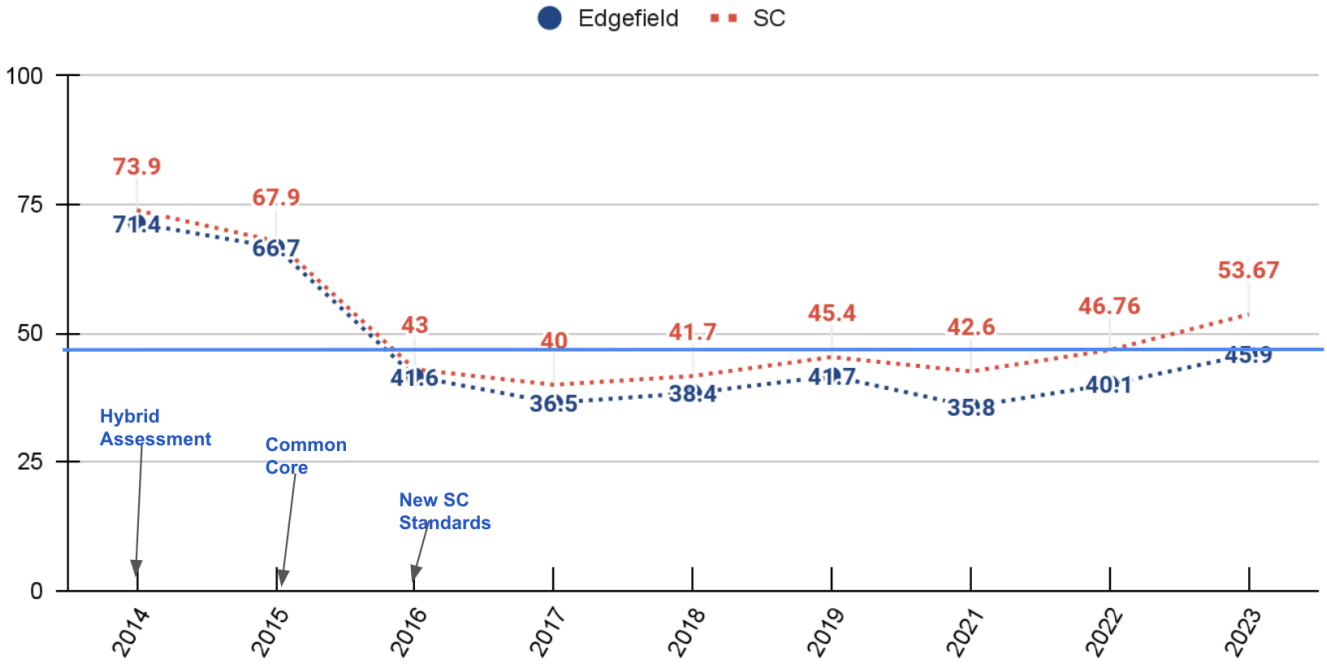
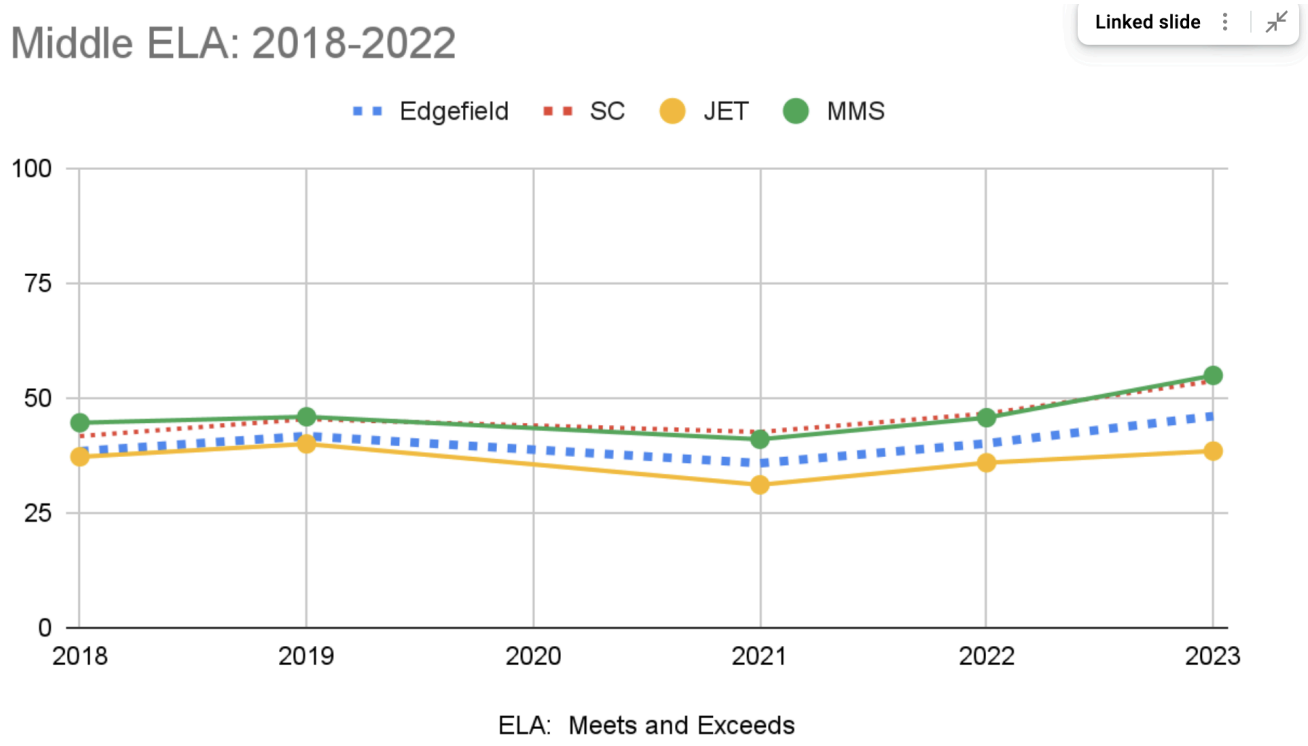
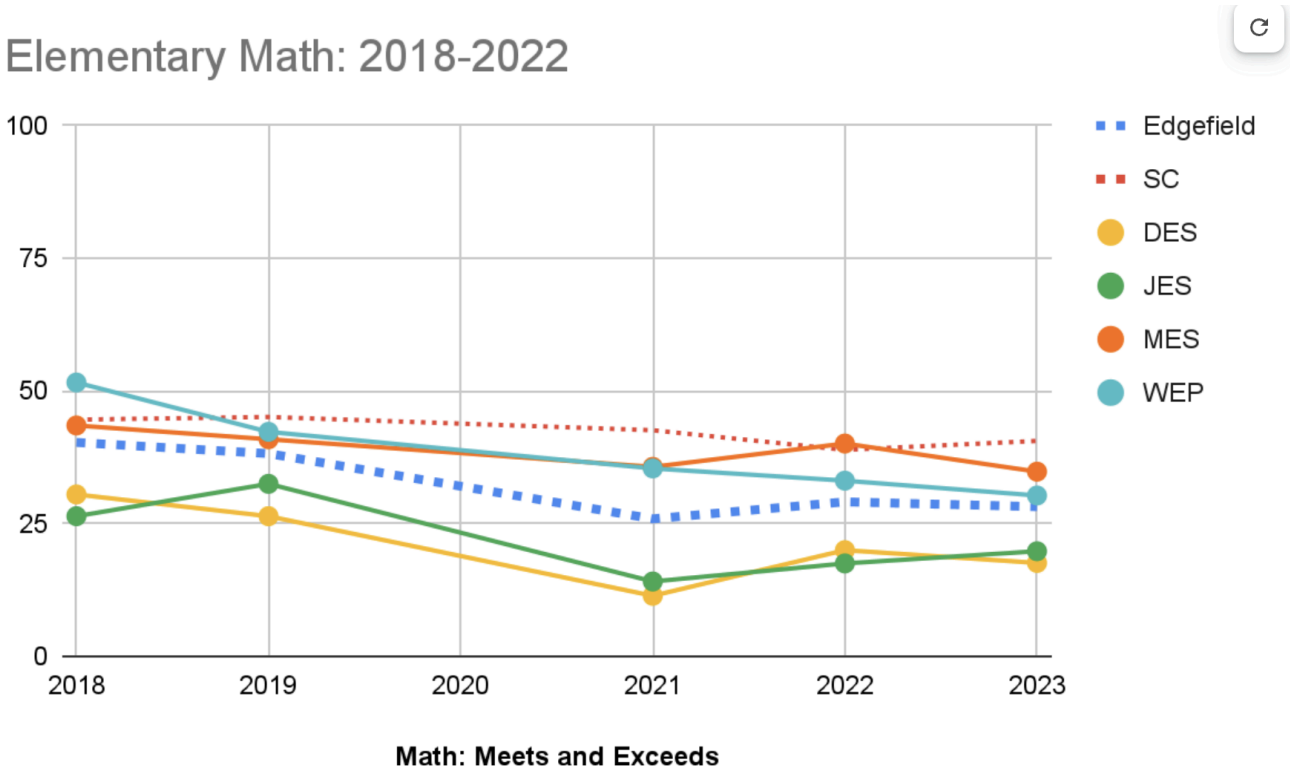
SC-Ready/PASS

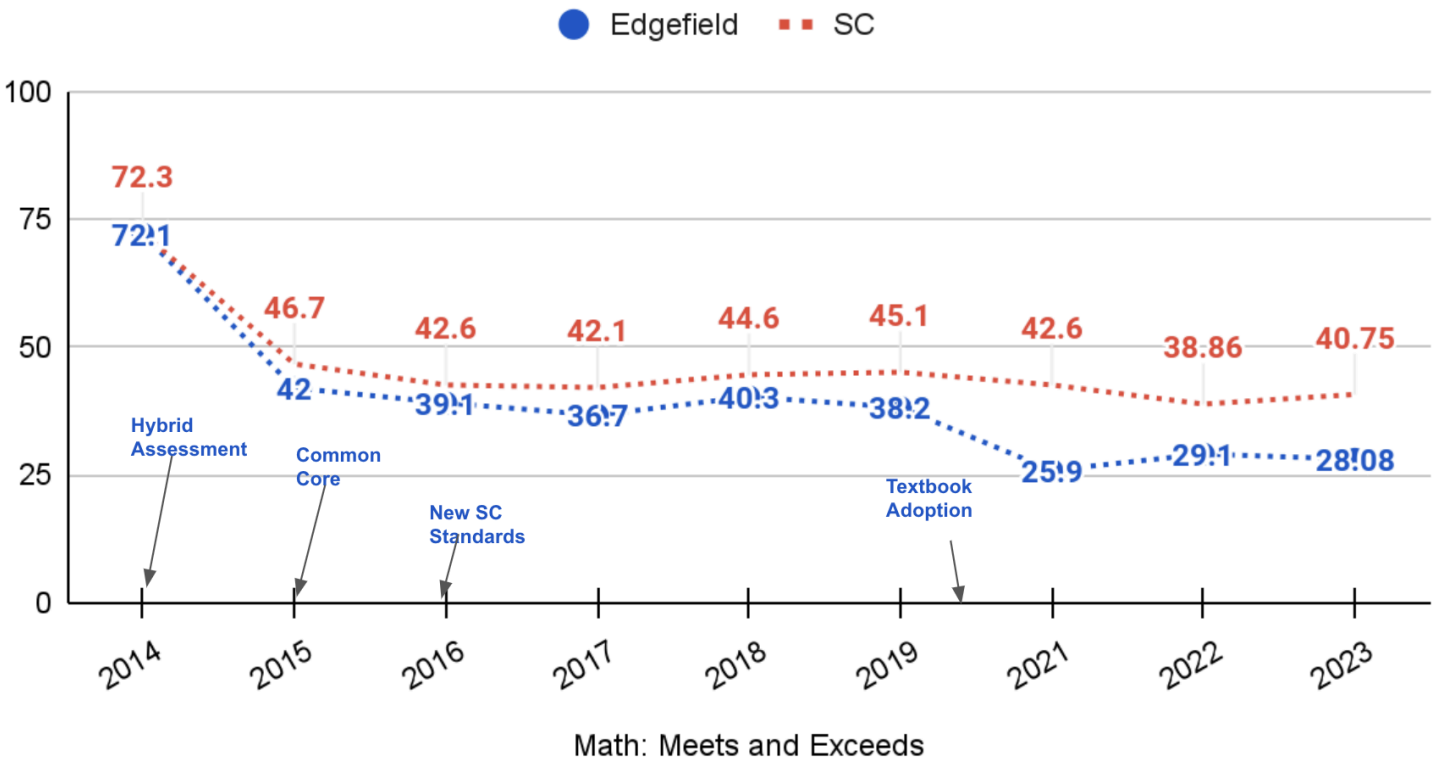


ELA: Meets and Exceeds


Linked slide
Middle ELA: 2018-2022
Edgefield
SC
JET
MMS
100
75
50
25
0
2018
2019
2020
2021
2022
2023
ELA: Meets and Exceeds

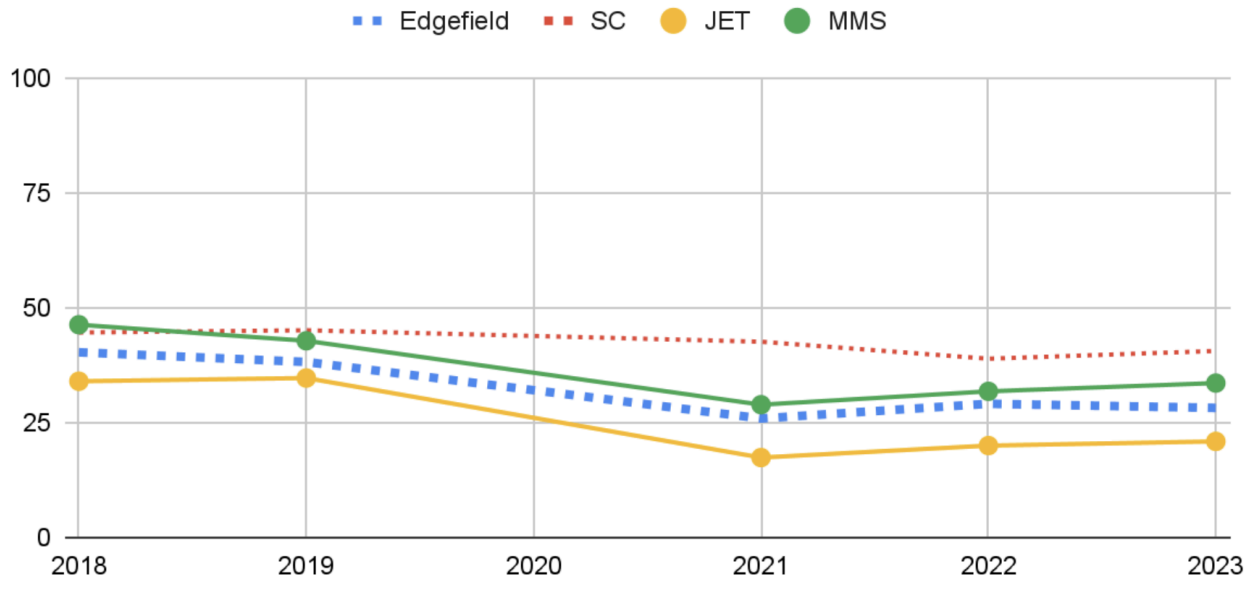

Elementary Math: 2018-2022
100
75
50
25
0
2018
2019
2020
2021
2022
2023
Edgefield
SC
DES
JES
MES
WEP
Math: Meets and Exceeds

SC-Ready/PASS

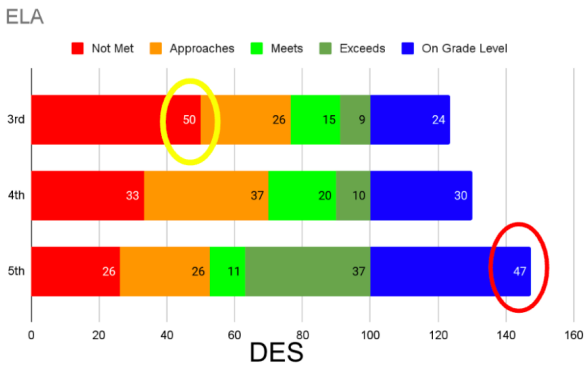


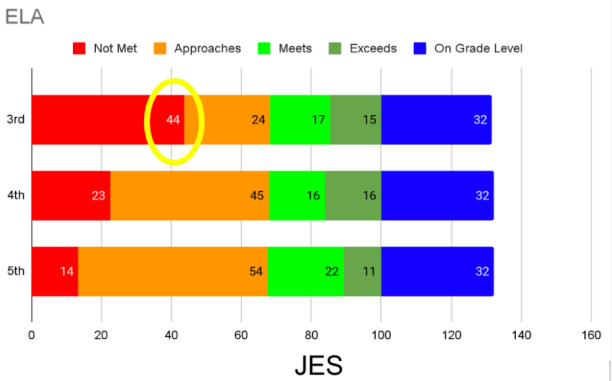
Math: Meets and Exceeds

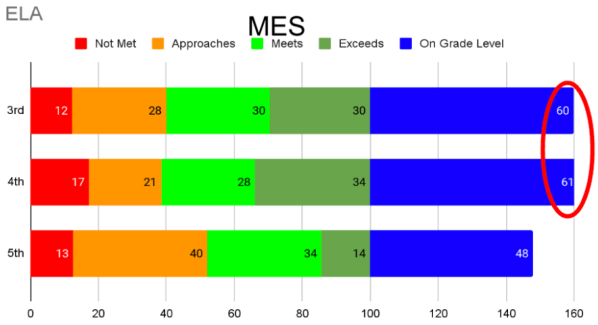
Middle Math: 2018-2022



Math: Meets and Exceeds


ELA
Not Met
Approaches
Meets
Exceeds
On Grade Level
3rd
4th
5th
50
26
15
9
24
33
37
20
10
30
26
26
11
37
47
0
20
40
60
80
100
120
140
160
DES


ELA
Not Met
Approaches
Meets
Exceeds
On Grade Level
3rd
4th
5th
44
24
17
15
32
23
45
16
16
32
14
54
22
11
32
0
20
40
60
80
100
120
140
160
JES


ELA
MES
Not Met
Approaches
Meets
Exceeds
On Grade Level
3rd
4th
5th
12
28
30
30
60
17
21
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34
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48
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100
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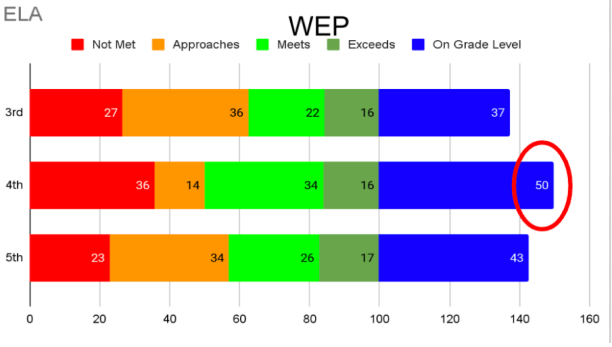
160


ELA
WEP
Not Met
Approaches
Meets
Exceeds
On Grade Level
3rd
4th
5th
27
36
22
16
37
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26
17
43
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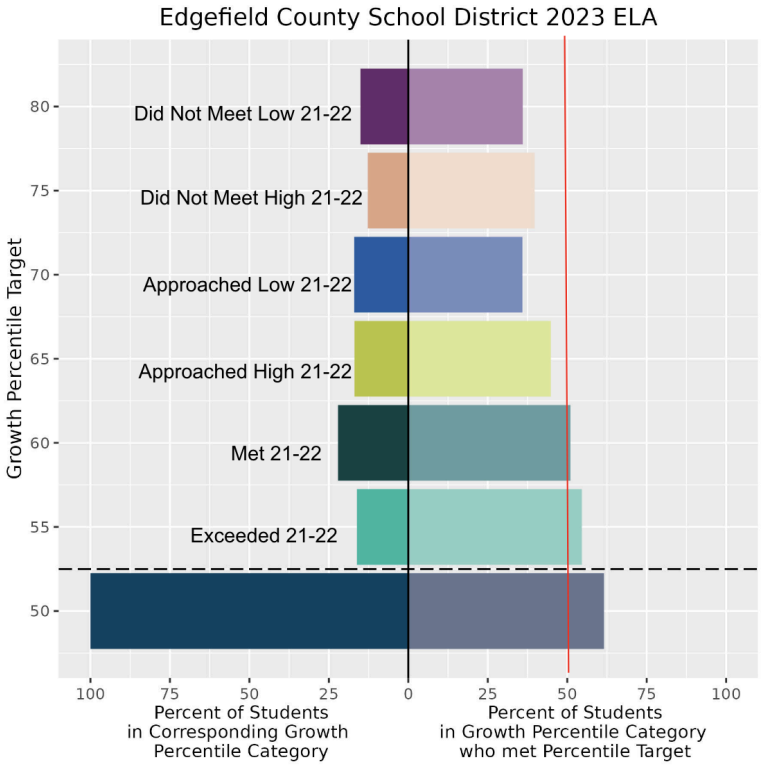
160


Edgefield County School District 2023 ELA
Growth Percentile Target
80
75
70
65
60
55
50
Did Not Meet Low 21-22
Did Not Meet High 21-22
Approached Low 21-22
Approached High 21-22
Met 21-22
Exceeded 21-22
100
75
50
25
0
25
50
75
100
Percent of Students
in Corresponding Growth
Percentile Category
Percent of Students
in Growth Percentile Category
who met Percentile Target

2023 Climate and Culture Survey Responses

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	194	1831	185
Percent satisfied with learning environment	95.3%	79.6%	89.7%
Percent satisfied with social and physical environment	97.4%	80.0%	95.9%
Percent satisfied with school-home relations	91.2%	91.4%	89.8%

Additional Information

	Our District	Change from Last Year
Percent of students served by gifted and talented program	9.1	Down from 10.7
Percent of students retained	1.7	Down from 3.5
Principal's/Superintendent's/Director's years at school/district	4	Up from 3
Chronic Absenteeism Rate (Note: Data are from prior school year)	22.6	Up from 10.9

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.

Student Achievement, including sub-groups

Early Childhood/Primary (PK–2):

District Report Card- 2nd grade % on track is 51.3% (state 51.9%) for ELA and 40.6% (state 54.2%) for Math; 1st grade % on track is 32.5% (state 55.8%) for ELA and 59.2% (state 60.2%)

Based on the 2023 district report card, the percentage of students on track for success in ELA and Math is overall below the state percentage at 46%. Specifically, our ELA overall results were around 46% passing or better with SCRReady assessments. For younger grades as outlined in this section, the scores in ELA were around 9% lower than the state and 17% below the state at 38% in Math.

2014-2016 brought about changes in assessment and standards, as the state moved from SC Standards to Common Core Standards and then to SC College-and Career-Ready Standards in 2016. Even though our district data has steadily declined since the shift in standards, indicating that our instructional practices have not changed with the shift to more rigorous standards and assessments, we have made strides that show this year's intermediate data show a strong potential for gains in this year's state assessments.

Elementary/Middle (3–8):

District Report Card- ELA scores are 6% below the state; math is 9% below the state and 43.9% of 8th graders do not meet expectations in math on 2021 SC Ready

Based on the 2023 district report card, the percentage of students scoring met or exceeding on the SC Ready ELA assessment was 46%, which is 7% below the state percentage. While there is evidence district wide that all students in grades 3-8 are performing below expectation, we had some specific spots of strong growth at three schools in particular in this area.

Based on the 2023 district report card, the percentage of students scoring met or exceeding on the SC Ready Math assessment was 28%, which is 12% below the state percentage. While there is evidence district wide that all students in grades 3-8 are performing below the expected target range in math.

High School (9–12):

Algebra and English EOC scores are 9+ % points below the state average

Based on the 2023 district report card, the percent of students taking the English EOC that scored a C or higher was 9% below the state percentage. Additionally, the percent of students taking the Algebra EOC that scored a C or higher was 9% below the state percentage. While this shows some growth from our previous year, this needs further particular focus as we traverse the MTSS process as outlined by the state.

While there is clear evidence that remote learning during the COVID-19 pandemic increased the gap between district results and state results, they are still underperforming compared to similar aged peers in the state.

Additionally, this data presents a clear need to further analyze the performance of 8th graders taking Algebra I and English I. Although 8th graders in English I are no longer taking an EOC, they are prepared to begin English II in the 9th grade.

The criteria for placement into English I and Algebra I proved to be inconsistent among the two middle schools and the high school principal indicated concern with preparation/ performance. Therefore, school and district leaders came together to rereview how we revised the criteria to ensure it was rigorous, consistent, and based on multiple valid and reliable data points.

School Report Card- only 31% of students completed CTE with certification

Based on the 2023 district report card, as identified through the Ready to Work (R2W) assessment, the percentage of students who graduated career ready was 63%, which indicates a year-to-year increase from last year and the previous year.

In looking at the data over the past four years, it is clear that the percentage of students graduating career ready has decreased over time, while the number of students who graduated with a CTE certification increased, with the exception of 2020, which was largely impacted by COVID-19. That said, it is important to note that the new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non graduates).

Teacher/Administrator Quality
The most previous data was utilized in our updated plan and review. Cognia Climate and Culture Surveys- parents rated majority are "listening to the teacher and completing worksheets" (Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?) ● Parents 0 Listening to teachers (62%) ○ Working with others (54%) ○ Taking Tests (43%) ● High Students 0 Listen to teachers (53%) ○ Complete worksheets (43%) ○ Think (37%)

● Middle and High Students
○ Listen to teachers (53%)
○ Complete worksheets (46%)
- Think (37%)

- Teachers
○ Work with others (79%)
○ Think (67%)
○ Challenging work (45%)
○ Listen to instruction (26%)

Based on the initial Cognia Climate and Culture surveys, parents and students rated the best word or phrase that describes, in general, the things they do the most in class as listening to teachers. However, teachers rated working with others as the highest. Perception of the school experience is currently inconsistent among the three stakeholder groups.

The Cognia Engagement Review Team stated that while the system is providing several incredibly important courses and programs for students, there are gaps.

Edgefield County School District has established a goal that all students will graduate college and career ready and that they will leave high school enrolled,

enlisted or employed. While the most recent data indicated an 83.6% graduation rate, the college and career readiness metrics are still needing further strategic attention.

The team advised the system to conduct a comprehensive assessment of learning and instruction with a particular focus on gaps in services for all learners.

The Cognia Engagement Review Team commended ECSD on its maintenance of programs and services that provide learners with diverse opportunities to prepare for their next levels. System governance, leadership and staff are encouraged to continue to offer learning opportunities supported by demonstrated needs.

Based on the data reviewed, the district is facing many challenges recruiting and retaining educators. A focus on out of district and state teacher recruitment activities will increase by 20% with a focus on diversity.

Based on the Cognia report, professional development opportunities do not align from school to school; therefore, the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness cannot be determined. ECSD will work to provide quality professional development opportunities and will address group and school needs in order to maintain an enhanced growth based on student achievement and observations. All employees' strengths will be maximized and all weaknesses will be addressed thus positively impacting student achievement.

School Climate

Cognia Report - needs to be consistent delivery of SEL and Academic System to address needs of students

Previous goals in the strategic plan called for strategies to improve the learning environment, social/physical environment, and home-school relations. Based on the 2023 district report card, 79% of students were satisfied with the learning environment, and 95% were satisfied with the social and physical environment. These percentages are higher than in previous years as documented on the district report card. Additionally, based on the 2023 district report card, 89% of parents were satisfied with the learning environment, and 95% were satisfied with the social and physical environment.

That said, the 2022 Cognia Report noted that while the system has a social-emotional coordinator, it would be helpful to include a social-emotional learning (SEL) curriculum to support the needs of the students and faculty/staff.

Cognia report- enrollment has decreased by about 25%

Based on the district's 45th day enrollment numbers, enrollment has decreased from 4,018 students in 2010 to 3,174 students in 2024. This is a decrease of 21% during the 11 year span.

The large decrease can be attributed to the opening and transition of Fox Creek High School (FCHS) becoming a public charter school. In 2010 and 2011, FCHS was considered to be part of Edgefield County School District (ECSD) and carried an enrollment of 342 and 331 students respectively. In 2012, FCHS became a state funded public charter school and was no longer considered a part of ECSD. As of 2021, FCHS enrollment is now approximately 726 students, most of which are residents of Edgefield County.

Additionally, in 2019, Bettis Preparatory Leadership Academy opened its doors as a K-5 school in our attendance area with a beginning enrollment of 106 students. As of 2021, Bettis Preparatory Leadership Academy's enrollment is at 80 students, most of which are residents of Edgefield County. The combination of these two public charter schools' existence in our attendance area accounts for approximately 95% of the enrollment decrease over the 11 year span.

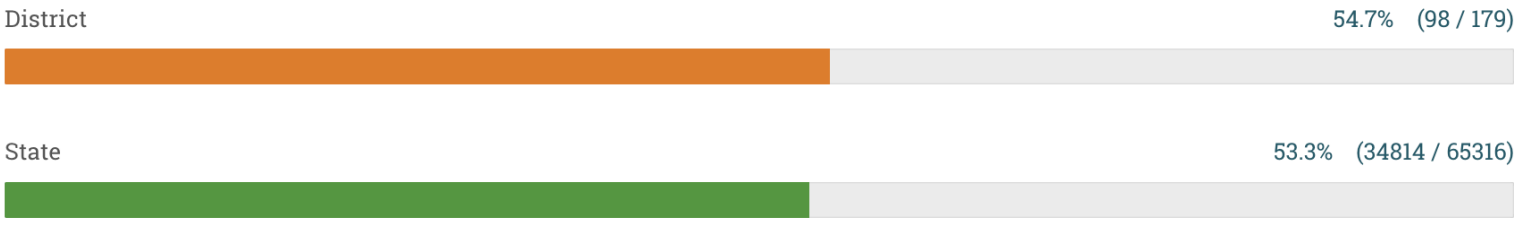
When looking at the enrollment over the last three years, after both charter schools were opened, there is a decrease of enrollment of approximately 3.8%. In comparison to three year spans between 2012 and 2018, enrollment has fluctuated approximately 2%. In the three years of 2012 to 2014 enrollment decreased 2%, but from 2015 to 2017 enrollment increased 2%, and from 2016 to 2018 enrollment decreased 3.8%.

As of today, our current enrollment for the entire county is 3,173 students with most of the growth occurring in the Merriwether area specifically.

ML Students' Scores are Making Progress

Based on the 2023 District Report Card, ECSD English Language students (EL) are scoring at 54.7% which is slightly above the state average. Our intentional efforts to add teachers, work on targeted interventions, and assist in the use of different curriculum is seeing results from thai year. We look forward to incremental growth in the coming years.

Percent of ML Students who met progress toward proficiency target



Percent of ML Students who Met Progress Toward Proficiency Target	54.7
Number of ML Students who Met Progress Toward Proficiency Target	98
Number of ML Students Assessed	179
Number of ML Students in ML Subgroup	192

Gifted and Talented *(District Level Only)*

Based on the initial Cognia Report- "it was noted that there is room for growth in the gifted and talented program.

Evidence indicated that there is a process for the students to be selected for the program, but there is no written curriculum. While the system is providing several incredibly important courses and programs for students, there are gaps. The team advises that the system conduct a comprehensive assessment of learning and instruction with a particular focus on gaps in services for all learners."

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

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

PERFORMANCE GOAL (Academic): Measuring teacher endorsement increase

of teachers achieving endorsement and increasing number of students served locally

Increase local identification and enhanced programming through increased endorsed

(Increase by 2 each year). Since this is new to us, we will use the Summer of 2024 to articulate more concrete actionable goals as we are imploring a collaborative process working with the gifted and talented leadership at the SDE via our district instructional leadership.

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

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

PERFORMANCE GOAL (Artistic):

By the end of May 2028, identify 5% of students in Grades 3-5 as GT artistic, as measured by the interview and audition rubric. Since this is new to us, we will use the Summer of 2024 to articulate more concrete actionable goals as we are imploring a collaborative process working with the gifted and talented leadership at the SDE via our district instructional leadership.

Assurances Explanation

Section: 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 were checked "no" in the assurances portal of the strategic renewal plan for this academic year listed below with explanation.

Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;

Explanation: At the elementary level, the district is currently developing common curriculum frameworks and assessments for the four core areas. With this in mind, there is a plan for regular collaboration of GT teachers in 2024-2025 to begin working on differentiated curriculum and assessments based on the scope and sequence of core curriculum. This collaboration will include professional learning around instructional strategies for gifted students. At the secondary level, course modifications are already being made to clearly differentiate between CP, Honors, AP, and Dual Enrollment. The SC Honors Framework is being applied as course modifications are being made specifically between CP and Honors. This work is taking place for both academic and artistic courses.

Systematic assessment of student progress and programming effectiveness relative to goals.

Explanation: The district is currently developing enhanced data dashboards and protocols to make data more easily accessible to leaders and teachers. These dashboards allow for quick filtering of subgroups, which will increase our ability to systematically assess progress of our gifted learners. As district-wide common curriculum is further developed and differentiated for gifted learners, systematic assessment of programming effectiveness will become possible.

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

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

PERFORMANCE GOAL:

By 2027,

- *57.7% of students in grade 1 on track as measured by MAP Growth - Reading.*

Per SBE Regulation 43-261, measurable

- *66.1% of students in grade 1 on track as measured by MAP Growth - Math.*

performance goals in key areas reported in the

- *67.5% of students in grade 2 on track as measured by MAP Growth - Reading.*

district report card.

- *67.5% of students in grade 2 on track as measured by MAP Growth - Math.*

SMART goal must include:

- *51.8% of students in grades 3-8 will score meets or exceeds as measured by SC READY ELA.*

WHO, WHAT, HOW, WHEN.

- *44.4% of students in grades 3-8 will score meets or exceeds as measured by SC READY Math.*
- *66.3% of students who are identified as Career Ready on the Career Readiness Assessment.*
- *70.9% of students will score 60 or above on state Algebra End of Course tests.*
- *85.9% of students will score 60 or above on state English End of Course tests.*
- *87.3% of students will graduate on-time.*

INTERIM PROGRESS GOAL BREAKDOWN:

The district is tracking the number of on time 1st grade through high school aged students as determined by interim assessments that align our efforts with new AVGM requirements per the new accountability system.

% of 1st grade on track in ELA and Math	2022 Baseline 43.7%	2023 46% (ELA) 38% (Math)	2024	2025	2026

DATA SOURCE(s): Currently iReady formerly known as MAP Testing - Math	**Actual** 2022 Baseline 49.3%	**Actual** 2023 54%	**Projected**	**Projected**	**Projected**
			52.1%	57.7%	
DATA SOURCE(s): Currently iReady formerly known as MAP Testing ELA	2022 Baseline 53.1%	2023 57%	60.9%	63.5%	

MAP Growth - MATH	**Actual**				
Overall Measure: % Students Scoring Meets or Exceeds		2023	2024	2025	2026
DATA SOURCE(s): SCREADY(3-8) ELA	**Baseline (2022) Actual** **35.8%**	46.7%	48.6%	51.8%	
DATA SOURCE(s): SCREADY Math (3-8)	**Baseline (2022)** **29%**	28.9%	40.7%	44.4%	
Percent of Scores of 70 or above in Algebra and English	**Baseline (2022)** **25%**	2023 27.2%	2024	2025	2026

DATA SOURCE(s): End of Course Test English	**Baseline (2022)** **60%**	Actual 50.3%	Predicted 84.9%	Predicted 85.9%	Predicted 86%
DATA SOURCE(s): Graduation Rate	**Baseline (2022)** 86%	Actual 84%	Predicted 85.9%	Predicted 87.9%	Predicted 89.9%
DATA SOURCE(s): District 4 year Cohort	**Baseline prior to 2022** **82.8%** **Actual for 2022** **87.9%**	Actual 83%	Predicted 86.4%	Predicted 87.3%	Predicted 88%

ACTION PLAN FOR STRATEGY #1: Ensure core curriculum is aligned to SC College & Career Ready Standards (SCCCRS) to guide teachers' implementation of instruction to support student learning.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

1. Develop capacity around standards-based practices with a focus on the **SCCCRS** in the areas of ELA and Math through school-based PLC work including: ● Standards Deconstruction ● Determining Learning Intentions and Success Criteria ● Developing Learning Progressions ● Creating common formative and summative assessments 2. Calibrate expectations for Tier 1 Core Instruction among district and school leadership through Instructional Rounds and POP Cycles	June 2022June 2027 June 2022May 2027 August 2022 - June 2027	District leadership teams (DLT) ● Principals ● AP's ● Coaches School leadership teams (SLT) Superintendent, Director of Curriculum and Instruction, Principals, and Instructional Coaches District leadership teams (DLT) ● Principals ● AP's ● Coaches School leadership teams (SLT) Curriculum Associates (CA) Teachers	$250,000 Included in above $150,000	Title I, Title II, Title III, ESSER, ATSI, At Risk, PD, Local Funds, EAA, EIA, Title I, Title II, Title III, At Risk, PD, Local Funds Title I, Title II, Title III, At Risk, PD, Local Funds	Planning meetings, curriculum aligned with the SCCCRS, Professional Development time for all staff to create plans, agenda, sign-in sheets Planning meetings, Agenda, sign-in sheets, observational data, and collaboration with all departments Planning meetings, Agenda, sign-in sheets, observational data, and collaboration with all departments

3. Implement a systematic process for common curriculum creation to include: ● Scope and Sequence ● Unit Frameworks ● Common Assessments					

4. Embed specific career pathways throughout the curriculum through High School Career Academy teams.	June 2022 - August 2027	DLT, SLT, and School Counselors	$150,000	At Risk, PD, Local Funds EEDA	Planning meetings, Agenda, observational data, business partnership, and collaboration with all departments
ACTION PLAN FOR STRATEGY #2: Teachers throughout the district engage students in their learning through researched based instructional strategies that ensure achievement of learning expectations.					**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement instructional strategies that engage all students in their learning through inquiry-based and student-centered instruction. Strategies should be personalized, require critical thinking, rigorous, and include effective integration student use of technology. 2. Continue to implement our R2S plan including the incorporation of literacy for learning across curriculum areas to include articulated vocabulary.	August 2022 - June 2027 August 2022 - June 2027	District leadership teams (DLT) • Principals • AP's • Coaches School leadership teams (SLT) Curriculum Associates (CA) Teachers DLT, SLT, CA, Teachers, and Literacy Coaches	N/A Included in other activity lines	N/A State Funds Local Funds	Planning meetings, Agenda, inquiry lab classroom cohorts, collaboration with all departments Planning meetings, Agenda, observational data, collaboration with all departments.
3. Implement researched-based personalized interventions based on MTSS protocols to address individual learning needs of students.	August 2022 - June 2027	DLT, SLT, CA, and Interventionist	$500,000	Title I, ATSI, ESSER, CEIS (IDEA), Medicaid, Local Funds	Planning meetings, Agenda, implementation and analysis of usage/growth of interventions at varying tiers to include Lexia, iReady, Read180, and Dreambox.

					collaboration with departments, & materials.
4. Implement a districtwide monitoring system to ensure all teachers are receiving and engaging in professional development to implement instructional strategies that engage all students in their learning through inquiry-based and student-centered instruction.	June 2022 - June 2027	DLT, SLT, and CA	$175,000	Title II, Title IV, Rural Recruitment Initiative, Local Funds	Planning meetings, Agenda, observational data, collaboration with all departments, use of MobileMind Data reports

3. Utilize an evaluation process to enhance the use of data protocols by district and school level teams that address: assessments, data analysis, socialemotional needs, and components of the Profile of an Edgefield Graduate.	June 2022 - June 2027	DLT and SLT	Included in Above	N/A	School and district data team meetings, agendas, and a rubric for assessment.

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals in key areas reported in the district report card.* SMART goal must include: WHO, WHAT, HOW, WHEN.	**By 2027** ❖ The percentage of educators who complete district professional development requirements through MobileMind will increase from 87% to 90%

Performance Goal Area: ☐Student Achievement* **X** Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority					
	2022	2023	2024	2025	2026
DATA SOURCE(s):	88%	**Actual**	**Projected**	**Projected**	**Projected**

MobileMind Completion Baseline 2022-23 84% Completion Rate		90%	89%	90%	90%

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

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

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals in key areas reported in the district report card.* SMART goal must include: WHO, WHAT, HOW, WHEN.	**By 2027,** *An increased percentage of parents, teachers, and students surveyed across the district will agree that schools have a positive physical environment, a positive learning environment and maintain positive home-school relations based on targets below for 2026-2027 as it relates to the SDE state survey given each Spring.*

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority					
	2022	2023	2024	2025	2026
DATA SOURCE(s): Learning Environment	**Baseline** Parent, Teacher, Student 87, 96, 88	**Projected** Parent, Teacher, Student 87, 95, 88	**Projected** Parent, Teacher, Student 87, 96, 88	**Projected** Parent, Teacher, Student 88, 96, 89	**Projected** Parent, Teacher, Student 88, 96, 89
	Actual 87, 96, 88	**Actual** Parent, Teacher, Student 89, 95, 79	**Actual**	**Actual**	**Actual**
DATA SOURCE(s): Social and Environmental	2022 87, 96, 88	**Projected 2023** Parent, Teacher, Student 87, 96, 88	**Projected 2024** Parent, Teacher, Student 88, 96, 89	**Projected 2025** Parent, Teacher, Student 90, 96, 90	**Projected 2026**
	Actual 87, 96, 88	**Actual** Parent, Teacher, Student 95, 97, 80	**Actual**	**Actual**	**Actual**

ACTION PLAN FOR STRATEGY #1: Improve learning environment, social/physical environment, and home-school relations.				**EVALUATION**
ACTIVITY	**TIMELINE PERSON RESPONSIBLE** (Start and End Dates)	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Refine and enhance a Multi-Tiered System of Support (MTSS) to include: ● interventions and supports at all tiers to address both academics, social-emotional needs and student wellness ● data protocols by district and school level teams	District leadership teams (DLT) ● Principals ● AP's School leadership teams (SLT) Curriculum Associates (CA) Teachers June 2022 – June 2027	Included in the $500,000 cost for other instructional related activities	PD, Local funds, CEIS funds (IDEA)	MTSS implementation district wide, training participation
2. Implement consistent discipline procedures across grade bands.	District leadership teams (DLT) ● Principals ● AP's School leadership teams (SLT) Teachers June 2022 – June 2027	TBD	Local funds	Communication of District and School Discipline Procedures, Updated Handbooks

3. Implement special programs for parents & community.	District leadership teams (DLT) School leadership teams (SLT) PTO/PTA Organizations	June 2022 – June 2027 ● Principals ● AP's	$25,000 or $5,000 per year	Local Funds, Medicaid Funds, Title I	Development Comprehensive Family Engagement Plan/Framework, Ex: Media Blast, Parent Agenda and Sign In Documents, Parent Resource Back 2 School Festival

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: GT INFORMATION FOR SCHOOL YEAR: GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

GT Required Tables 2
Updated Spring 2024

DISTRICT: INFORMATION FOR SCHOOL YEAR: GIFTED AND TALENTED SCOPE AND SEQUENCE

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

GT Required Tables 3
Updated Spring 2024

DISTRICT: INFORMATION FOR SCHOOL YEAR:

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	**MODEL**	*Use approved abbreviations for curriculum.*	**INTERDISCIPLINARY**	**ELA**	**MATH**	**SCIENCE**	**SOCIAL STUDIES**
K	**n/a**	**n/a**					
1	**n/a**	**n/a**					
2	**n/a**	**n/a**					
3	**Pull-out**	**TDU**	**X**	**X**	**X**	**X**	**X**
4	**Pull-out**	**TDU**	**X**	**X**	**X**	**X**	**X**
5	**Pull-out**	**TDU**	**X**	**X**	**X**	**X**	**X**
6	**Special class**	**TDU**		**X**	**X**		
7	**Special class**	**TDU**		**X**	**X**		
8	**Special class**	**TDU**		**X**	**X**		
9	**Honors/AP/**	**TDU**		**X**	**X**	**X**	**X**

	Dual Credit						
10	**Honors/AP/ Dual Credit**	**TDU**		**X**	**X**	**X**	**X**
11	**Honors/AP/ Dual Credit**	**TDU**		**X**	**X**	**X**	**X**
12	**Honors/AP/ Dual Credit**	**TDU**		**X**	**X**	**X**	**X**

DISTRICT: INFORMATION FOR SCHOOL YEAR:

DISTRICT: INFORMATION FOR SCHOOL YEAR: GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: ____Special Class_____

GRADE	*(Use approved abbreviations for curriculum.)*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	n/a						
1	n/a						
2	n/a						
3	n/a			X		X	
4	n/a			X		X	
5	n/a			X		X	
6	n/a						
7	TDU			X		X	
8	TDU			X		X	
9	TDU			X	X	X	
10	TDU			X	X	X	
11	TDU			X	X	X	
12	TDU			X	X	X	

GT Required Tables 5
Updated Spring 2024

DISTRICT: INFORMATION FOR SCHOOL YEAR: GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
- Memos concerning testing and screening are sent home with students throughout the year. - Testing dates are reported on the school websites - Schools use voice and text message services (such as Remind) to inform parents of important dates and events. - Formal letters are mailed to parents to notify them that their child has been identified as Gifted.

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.

Updated Spring 2024

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Application

(For use with the Initial Five-Year District Strategic Plan)

South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201

SOUTH CAROLINA DEPARTMENT OF EDUCATION

DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

State Board of Education (SBE) Regulation 43-234 allows a school to award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system.

SBE Regulation 43-234 II.C. states that:

> A school may award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units. Each school district that seeks to implement a proficiency-based system must submit a plan to the SCDE that provides procedures for establishing and developing a proficiency-based system including the method for determining proficiency. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. Districts are accountable for making sure that the academic standards and the individual learning needs of the students are addressed.

1. This plan, upon approval, is valid for one year only. Districts must renew or update the plan annually with the District Strategic Plan.
2. Districts are accountable for making sure the academic standards and the individual learning needs of the students are addressed and that the students receive additional instruction, practice time, and support to help the students achieve proficiency.
3. Teachers of all proficiency-based courses must hold the appropriate South Carolina certification for the content area.
4. If proficiency-based courses include a lab setting, a teacher who is properly certified specific to the content area must communicate regularly with the student and must monitor the student's progress.
5. A properly certified teacher must assign final grades for high school proficiency-based credit.

For questions or to request this application in a Word document, please contact Laura McNair at (803)734-8111 or lmcnair@ed.sc.gov

Section I

Date Submitted: 6/29/22

District: Edgefield County School District

APPLICATION PREPARED AND SUBMITTED BY:

Name: Jason Holt

Position: Director of Administration

Phone Number: 803-275-4601

E-mail address: jsblack@edgefield.k12.sc.us

Section 2

This document is uploaded into the District Strategic Plan; therefore, add additional space to properly explain each question.

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.

- Edgefield County School District (ECSD) offers multiple learning pathways for students that include face-to-face instruction and virtual classroom instruction for high school students. Virtual learning is defined as a pathway for earning high school credit (7-12), where students receive direct instruction from a digital curriculum with face-to-face support from a highly qualified teacher. ECSD uses programs such as APEX (9-12) and VirtualSC (7-12) to deliver a digital curriculum for students. Students who participate in virtual classrooms must have routine access to the internet in order to complete the coursework.

  Program Goals
  ✔ Increase scheduling options for students who transfer or have scheduling conflicts in high school
  ✔ Provide multiple paths to successful high school completion
  ✔ Increase course options for students
  ✔ Increase Advanced Placement availability for student
  ✔ Increase graduation rate
  ✔ Reduce the number of dropouts
  ✔ Increase completion rate for students participating in HS Initial Credit
  ✔ Increase completion rate for students participating in HS Credit Recovery
  ✔ Provide virtual remediation opportunities for middle and high school students

2. Which schools within the district are involved?

- Strom Thurmond High School
- Johnston - Edgefield - Trenton Middle School
- Merriwether Middle School

3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process?

- The following eligibility requirements apply to all students. Exceptions to the eligibility requirements MUST have the approval of the High School Principal. Students are eligible to enroll in blended learning opportunities if the student:

- Is a resident of the District.
- Has parent/legal guardian permission (signed forms) to participate.
- Has administrative and counselor approval.

The following are some of the characteristics students should have to be a successful virtual learner:

- Discipline to complete assignments and projects by deadlines instead of waiting until the end of the nine-weeks or semester
- Ability to work independently or collaboratively in an online setting
- Ability to learn from both videos and printed work
- Ability to communicate through emails or video conferencing to ask questions when they do not understand

Student-athletes who wish to attend an NCAA Division I or II college or university must ensure courses offered using a digital curriculum for original credit and credit recovery meet NCAA guidelines.

4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?

- ~~**APEX**~~
- ~~APEX is an effective online learning opportunity for secondary school students', which is designed to actively engage students in learning, by combining embedded supports and scaffolds to meet diverse student needs. APEX uses actionable data to inform instruction, monitor success management, and ensure you get the outcomes you're expecting. Use of APEX in conjunction with teacher instruction can provide an effective alternative for students to meet graduation requirements, to resolve scheduling conflicts, and provide a homebound option. This curriculum enables schools to provide flexible scheduling options for students, while allowing teachers the opportunity to provide true differentiated instruction, meeting a wide range of student needs.~~

- **Edmentum**
    - Cannot be used as initial attempt w/the exception of Adult Education
    - VirtualSC and/or franchise VSC should be the first option if the course is available w/the exception of Adult Education
    - Must include a certified teacher attached to the course and documented support from the teacher through the entire course

- **VirtualSC and VirtualSC Franchise**
- VirtualSC is a SCDE approved and supported virtual learning vendor that partners with schools to provide a free individualized online learning solution for students on the path to high school graduation. Through this partnership they provide South Carolina students access to

distance, online, or virtual learning courses offered for an initial unit of high school credit. In addition, it provides access to content recovery programs for students who have been identified by the school district as not having received credit for a course previously taken or for students who have been identified as not likely to receive credit for a course in which the student is currently enrolled.

5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern?

- Yes, VirtualSC provides South Carolina students access to distance, online, or virtual learning courses offered for an initial unit of high school credit. In addition, it has provided access to content recovery programs for students who have been identified by a school district as not having received credit for a course previously taken or for students who have been identified as not likely to receive credit for a course in which the student is currently enrolled.

  Based on our proficiency program goals, we work to:
  - ✔ Increase scheduling options for students who transfer or have scheduling conflicts in high school
  - ✔ Provide multiple paths to successful high school completion
  - ✔ Increase course options for students
  - ✔ Increase Advanced Placement availability for student
  - ✔ Increase graduation rate
  - ✔ Reduce the number of dropouts
  - ✔ Increase completion rate for students participating in HS Initial Credit
  - ✔ Increase completion rate for students participating in HS Credit Recovery
  - ✔ Provide virtual remediation opportunities for middle and high school students

  Additionally, digital curriculum allows schools the opportunity to revolutionize the administration of home-bound and home-based education. Because the content can be delivered virtually, each student may be served by multiple, highly-qualified teachers in the subject area. Students will receive work in a timely manner, be able to receive feedback and instruction from specialized teachers, and have the support of an on-site academic coach who will visit the home to monitor assessments and provide general guidance. The virtual model will also allow for quality instruction in home-based situations where finding instructors has proven difficult in the past.

6. Please attach the district's policy on the proficiency-based system plan.

ECSD Virtual Learning Plan
Policy IKADD Content and Credit Recovery
Administrative Rule IKADD-R Content and Credit Recovery
Policy IKA Grading/Assessment Systems

Administrative Rule IKA-R Grading/Assessment Systems
Administrative Rule JH-R Student Absences and Excuses

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?

- Our plan provides an individual pathway for earning high school credit (7-12), where students receive direct instruction from a digital curriculum with face-to-face support from a highly qualified teacher. ECSD uses programs such as APEX (9-12) and VirtualSC (7-12) to deliver a digital curriculum for students.

  Through our plan, we provide initial credit, credit recovery, quarterly recovery, and extended school year options. Through these opportunities, we are able to increase scheduling options for students who transfer or have scheduling conflicts in high school, provide multiple paths to successful high school completion, increase course options for students, increase Advanced Placement availability for students, and provide virtual remediation opportunities for middle and high school students.

8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?

- Most courses used in our plan are designed by VirtualSC. VirtualSC courses are developed to deliver standards-based, student-centered online instruction to expand educational opportunities for South Carolina students. Additionally, instructors monitor their online course, moderate class discussions, and provide feedback on student work. They also grade student assignments and provide specific/individualized feedback, as well as post grades in the online grade book.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?

- Instructors monitor their online course, moderate class discussions, and provide feedback on student work. They also grade student assignments and provide specific/individualized feedback, as well as post grades in the online grade book. Instructors are required to:

- maintain contact with students a minimum of two times per week via email, video conferencing, discussion board, feedback on assignments, weekly agenda, face to face, virtual meeting, or phone call;
- communicate with students and parents office hours that you will be available for live questions. The teacher logs a minimum of 6 office hours per week;
- respond to communication from students and other stakeholders within 24 hours;
- make phone contact at the time of progress reports (max. of 3 weeks) with parents and site coordinators of all students; and
- ensure instructional modifications are being met as required by a special education student's IEP or 504.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?

- Through our plan, we provide quarterly recovery and extended school year options. Quarter Recovery is intended for students with a quarter grade less than 69. Quarter Recovery provides preemptive classroom level remedial support to students before the need for formal credit recovery. Classroom teachers initiate and administer quarter recovery efforts on an individual basis with students completing the assignments outside of regular school hours, or in the Saturday Academy. All students will have opportunities for remediation – teachers may design their own student improvement plans in lieu of digital curriculum. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by replacing the student's initial grade with the content recovery grade.

  The extended year program is intended for students that either have not met the seat time requirement or have not shown proficiency in the course(s) by the end of the regular school and thus in need of recovery. Extended Year students will have access to computer labs at school with hours determined by the school principal. Students may work from home on activities but are required to complete tests in a proctored environment. Extended School Year will be available for ten days beginning the final exam week and must be completed prior to the start of Summer School.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?

- Our plan is continuously evaluated and monitored. We gather data from courses at least bi-annually to gauge the effectiveness of courses and student success. Cabinet members and administrators review the data to determine how successful implementation of courses are based on engagement, course completion, and student outcomes. Additionally, teachers and

counselors provide feedback based on what they are seeing or experiencing at the grass root level. This feedback helps us adjust protocols and practices to meet the needs of students, teachers, and schools.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.

- School guidance counselors are responsible for recommending students for courses based on their individual graduation plan. Additionally, counselors also:
    - conference with students to determine the best plan of action for participation in online courses;
    - manage user accounts, enrollments, and classrooms in school based and alt programs;
    - serve as the liaison between the lab facilitator and teachers of record as needed;
    - ensure the integrity of the program by monitoring when assessments are available to students;
    - maintain a clean and accurate records database by working with the lab facilitator in monitoring reports;
    - generate student progress reports for all programs; and
    - ensure that proper applications and agreements are complete before the student can begin the course.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?

- Yes! Teachers can modify pacing guides, assignments, and assessments to meet the individual student needs. However, teachers cannot change the content of the courses to ensure that they remain standards aligned.

14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.

- Director of Administration - Joshua Black
- Director of Curriculum and Instruction - Stephanie Wallace

15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.

- Christopher Bledsoe - 288228
- Diana Korycki - 904621
- Robin Herrin - 903774
- MIchelle Smith - 166483
- Zackary Felton - 286526
- Paul Bundy - 266596
- Alex Clark - 301424
- Misty Hitch - 299662
- Riley Addis - 250888
- Lauren Enlow - 264335
- Ashley Galloway-Speight - 254416
- Lauren Ginn - 296180
- Amy Hardy - 233467
- Emily Kayes - 286072
- Amanda Schilling - 253039
- Yolonda Settles - 249130
- Michael Wood - 194467
- Janelle Clark - 304036

2024 District Summer School Program Site Identification

District Name: Edgefield County School District **District Summer School Contact:** Stephanie Wallace

Contact's Phone Number: 803-275-4601 **Contact's Email Address:** sewallace@edgefield.k12.sc.us

☐ **NO SUMMER SCHOOL PROGRAM SITES**

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Douglas Elementary School	Windie Burton	wburton@edgefield.k12.sc.us	Remediation and Read to Succeed	Yes	Elementary
Johnston Elementary School	Tammy Martin	tmartin@edgefield.k12.sc.us	Remediation and Read to Succeed	Yes	Elementary
Merriwether Elementary School	Sara Beth Brown	srbrown@edgefield.k12.sc.us	Remediation and Read to Succeed	Yes	Elementary
W.E. Parker Elementary School	Charidy Goldman	cgoldman@edgefield.k12.sc.us	Remediation and Read to Succeed	Yes	Elementary
J.E.T. Middle School	Debbie Courtney	dcourtney@edgefield.k12.sc.us	Remediation and Promotion	Yes	Middle
Merriwether Middle School	Mindy Clark	mclark@edgefield.k12.sc.us	Remediation and Promotion	Yes	Middle
Strom Thurmond High School	Fran Altringer	faltringer@edgefield.k12.sc.us	Initial HS Credit, Credit Recovery	Yes	High

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, 2021. If you have any questions, contact Karen Cook at 803-734-4040 or by e-mail at kcook@ed.sc.gov.