



STUDENTS ARE THE HEART OF OUR WORK!



# South Carolina Department of Education Charleston County School District Strategic Plan

## (Update 1) 2024-2025

## **District Strategic Plan Table of Contents**

Title Page	1
Signature Page	3
Assurances	4
Stakeholders	9
Waiver Requests	10
Needs Assessment Data	11
Executive Summary of Needs Assessment (Summary of Conclusions)	23
Performance Goals and Action Plans	28
Gifted and Talented	82
District Proficiency-Based System	111
District Site Identification of Summer School Programs	125

## District Strategic Plan Signature Page

**Strategic Plan for 5 Year Cycle: 2023/24 to 2027/28**  
**Upcoming School Year: 2024/25**

<b>District:</b>	Charleston
<b>SIDN:</b>	1001
<b>Plan Submission:</b>	School utilizes Cognia
<b>Address 1:</b>	75 Calhoun Street
<b>Address 2:</b>	
<b>City:</b>	Charleston, SC
<b>Zip Code:</b>	29401
<b>District Plan Contact Person:</b>	Katherine Gehr
<b>District Plan Contact Phone:</b>	843-937-6440
<b>District Plan E-mail Address:</b>	katherine_gehr@charleston.k12.sc.us

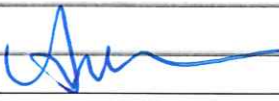

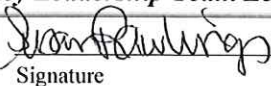
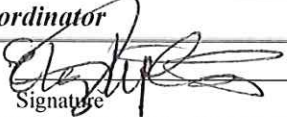
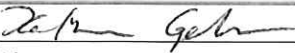
### Required Signature Page

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

### Assurances for the District Strategic Plans

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

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Anita Huggins</u> Printed Name	 Signature	4/29/24 Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Keith Grybowski</u> Printed Name	 Signature	4/28/24 Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Susan Rawlings</u> Printed Name	 Signature	4/9/24 Date
<b><i>District Gifted and Talented Coordinator</i></b>		
<u>Elizabeth Uptegrove</u> Printed Name	 Signature	4/9/24 Date
<b><i>District Strategic Planning Contact Person</i></b>		
<u>Katherine Gehr</u> Printed Name	 Signature	4/9/2024 Date



## Assurances for District Strategic Plan

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

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



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

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

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

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

As the district superintendent of Charleston, I certify that this applicant:

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

#### Terms and Conditions

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



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

## 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.	<b>Superintendent</b>	Anita Huggins
2.	<b>Principal</b>	Jarmalar Logan
3.	<b>Teacher</b>	Jody Stallings
4.	<b>Parent/Guardian</b>	Jeremy Blalock
5.	<b>Community Member</b>	Mikell Ann O'Mara
6.	<b>Private School Representative</b>	Steve Featherstone
7.	<b>District Level Administrator</b>	Anita Huggins
8.	<b>Paraprofessional</b>	Valerie Brown
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Susan Rawlings
10.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Terri Nichols
11.	<b>School Improvement Council Member</b>	Maggie Dangerfield
12.	<b>District Gifted and Talented Coordinator</b>	Elizabeth Uptegrove
13.	<b>District Federal Programs Coordinator</b>	John Cobb
<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		
	<b>District Level Administrator</b>	Michelle Simmons
	<b>District Level Administrator</b>	Buffy Roberts
	<b>District Read To Succeed Literacy Leadership Team Member</b>	Jennifer Baez
	<b>District Read To Succeed Literacy Leadership Team Member</b>	Sherry Bell

## 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/>

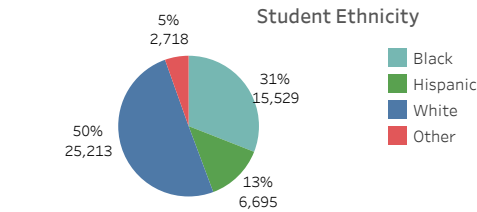
District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans ( <i>SBE Regulation 43-261</i> )	N/A
2. Teachers teaching more than 1500 minutes ( <i>SBE Regulation 43-205</i> )	(43-205.IV.B.3a) CCSD waiver request at all high schools for teachers in grades 9-12 teaching more than 1500 minutes -- This waiver supports enrollment fluctuations, teacher vacancies and equitable synchronous and asynchronous offerings necessary to support District Strategic Plan on-time graduation and equity goals.
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	(43-205.IV.B.3c) CCSD waiver request at all schools to allow teachers in grades 9-12 to teach more than 4 preps to support equity in course offerings and college- and career-readiness goals -- This waiver provides additional problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, diverse CTE and fine arts course offerings, and/or effective master scheduling at the school and district levels.
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	(43-205.IV.A.1a & 43-205.IV.A.1b) MIDDLE/HIGH SCHOOLS ONLY--CCSD waiver request for principals over two schools or grades more than 9-12 -- This waiver provides vertical alignment within schools and flexibility in staffing middle/high schools (Baptist Hill, Military Magnet, and School of the Arts), rural schools, magnet schools, and other initiatives connected to district and school goals for school choice and equity.
5. Other (Include the SBE Regulation number to be waived)	CATE CENTERS ONLY--CCSD waiver request for assistant principal (43-205.IV.A.2a & 43-205.IV.A.2b) and school counselor (43-205.IV.B.1b & 43-205.IV.B.1d) staffing and ratios for CCSD CATE centers -- East Cooper Center for Advanced Studies, Cooper River Center for Advanced Studies, and West Ashley Center for Advanced Studies -- CCSD students attend classes at the career center for a portion of the day and are enrolled in their home schools which meet all staffing and ratio requirements. Moreover, career centers are supported by counselors and assistant principals at nearby high schools. West Ashley CAS and East Cooper CAS share campuses with CCSD high schools, and Cooper River CAS is across the street from a CCSD high school.
6. Other (Include the SBE Regulation number to be waived)	VIRTUAL LEARNING PROGRAMS ONLY--CCSD waiver request for class size and ratios in PK-5 virtual programs/schools (43-205.II.B.1c), 6-8 virtual programs/schools (43-205.III.B.3a), and 9-12 virtual programs/schools (43-205.IV.B.3a) -- This waiver is necessary to support the courses, services and programs needed for the district's virtual program, including flexibility in scheduling asynchronous and/or synchronous course(s); accommodating the grade/developmental level of the students to be taught in the course(s); and/or providing appropriate timeframes for students to complete a course (proficiency-based; flexibility in time for completion of online courses). (43-234.VI.C.1) CCSD waiver request for length of instructional day, grades 9-12 -- This waiver supports virtual, distance, and dual enrollment, and/or work-based learning courses needed for AP, dual enrollment, and CTE concentrator/completer goals.



## FALL 2023 SCHOOL DASHBOARD

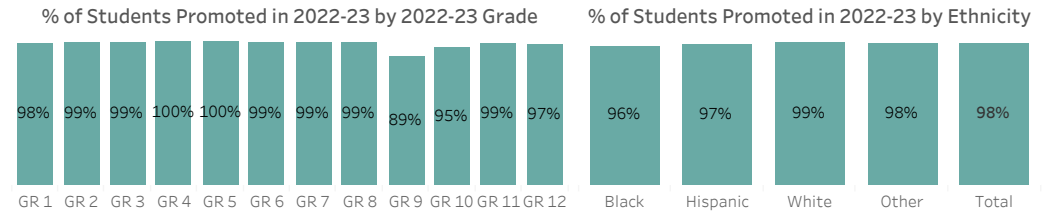
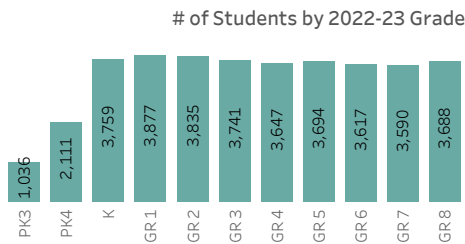
### CHARLESTON COUNTY SCHOOL DISTRICT

### 2022-23 ENROLLMENT & DEMOGRAPHICS



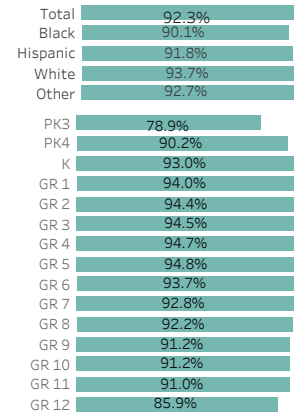
Total Enrollment	% Gifted Academic &/or Artistic	% Special Education	% 504 Plan	% Multilingual Learners	% Pupils in Poverty
50,155	31.9%	10.7%	4.2%	10.7%	47.7%

Demographic data is based on active enrollment on the 45th day of 2022-23. % Gifted Academic &/or Artistic shown for students in grades 3 and higher and represents students who are qualified to receive services though not all students may be served. Multilingual Learners includes students who have exited ESOL services but are still being monitored. % Pupils in Poverty shown for students in grades K and higher.



Represents the percent of students promoted to the next (or higher) grade between 2021-22 and 2022-23. Based on grade assigned in PowerSchool on the 45th day of each year (day 45 of 2021-22 vs. day 45 of 2022-23). Students not enrolled in a CCSD school on those days were excluded.

#### 2022-23 ATTENDANCE



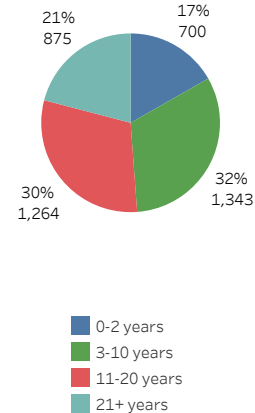
Includes actively enrolled PK-12 students on the 135th day. To compute attendance rate, the total number of days students were in attendance in 2022-23 was divided by the number of days they were enrolled in a CCSD school in 2022-23. Excused and unexcused absences were counted as absences.

#### 2022-23 DISCIPLINE

	Total	Black	Hispanic	White	Other
<b>Disciplinary Infraction</b>					
# of Students with ≥1 Level 1/2 Offenses	9,244	4,775	1,094	3,024	351
% of Students with ≥1 Level 1/2 Offenses	18.5%	31.3%	16.0%	12.1%	12.9%
# of Students with ≥1 Level 3 Offense	983	606	103	244	30
% Students with ≥1 Level 3 Offense	2.0%	4.0%	1.5%	1.0%	1.1%
Total # of Level 3 Offenses	1,198	753	118	286	41
<b>Disciplinary Consequences</b>					
# of Students with ≥1 Referrals	11,227	5,941	1,287	3,563	436
% of Students with ≥1 Referrals	22.5%	39.0%	18.8%	14.2%	16.1%
# of Students with ≥1 ISS	4,050	2,460	448	997	145
% of Students with ≥1 ISS	8.1%	16.1%	6.5%	4.0%	5.3%
# of Students with ≥1 OSS	4,291	2,940	429	761	161
% of Students with ≥1 OSS	8.6%	19.3%	6.3%	3.0%	5.9%

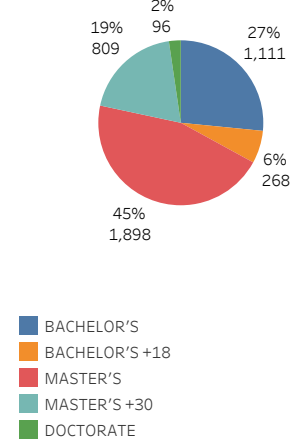
ISS = In-School Suspension. OSS = Out-of-School Suspension. Referrals represent office-managed referrals only (does not include teacher-managed). Level 1 and 2 offenses represent behavior misconduct and disruptive conduct. Truancies are not included. Level 3 represents criminal conduct. Learn more about district discipline policies at [www.ccsdschools.com/Page/1281](http://www.ccsdschools.com/Page/1281).

#### 2022-23 TEACHER EXPERIENCE



Includes instructional staff employed during 2022-23. Years of experience is based on the step awarded by the state, which includes experience working as a Teacher Assistant.

#### 2022-23 TEACHER DEGREE



Notes. "Other" ethnicity includes American Indians, Alaskan Natives, Asians, Native Hawaiians, Pacific Islanders, students of multiple ethnicities, and students who have not identified their ethnic background.

## EARLY CHILDHOOD PROFICIENCY



### % of PreKindergarten Students by Tier\*

■ Tier II/III ■ Cut Range ■ Tier I

Fall 2022

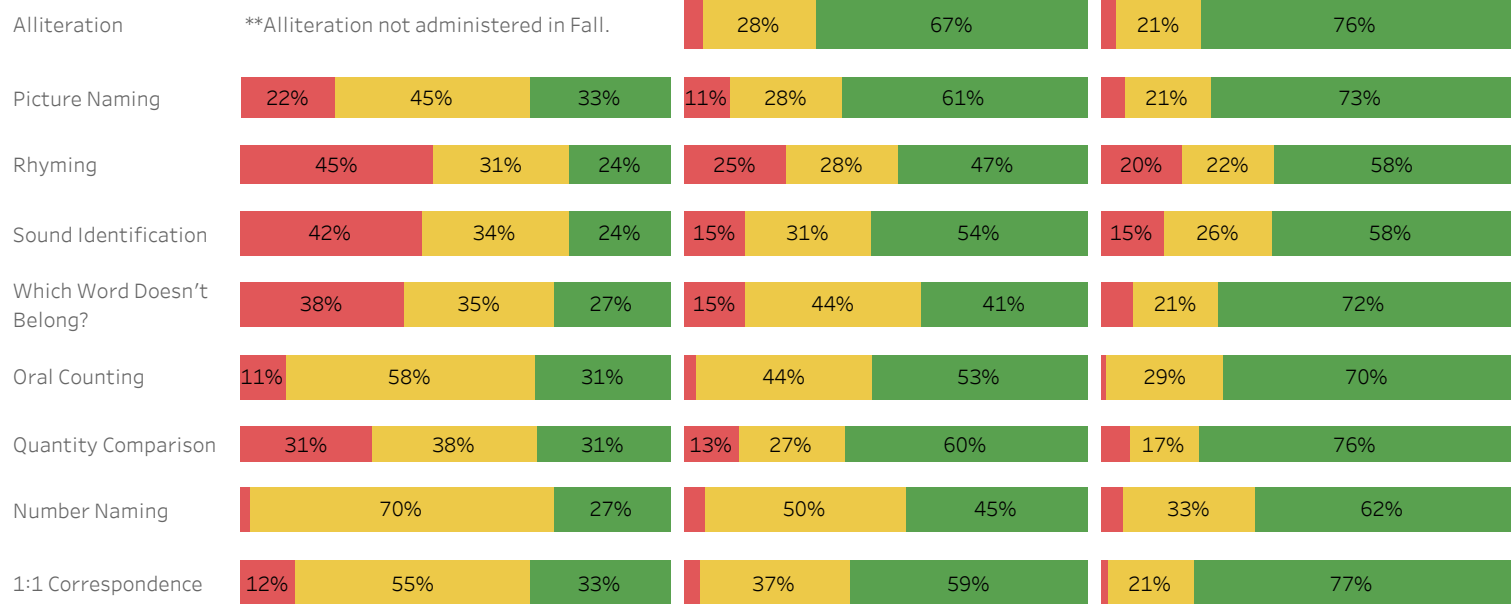
Winter 2022-23

Spring 2023

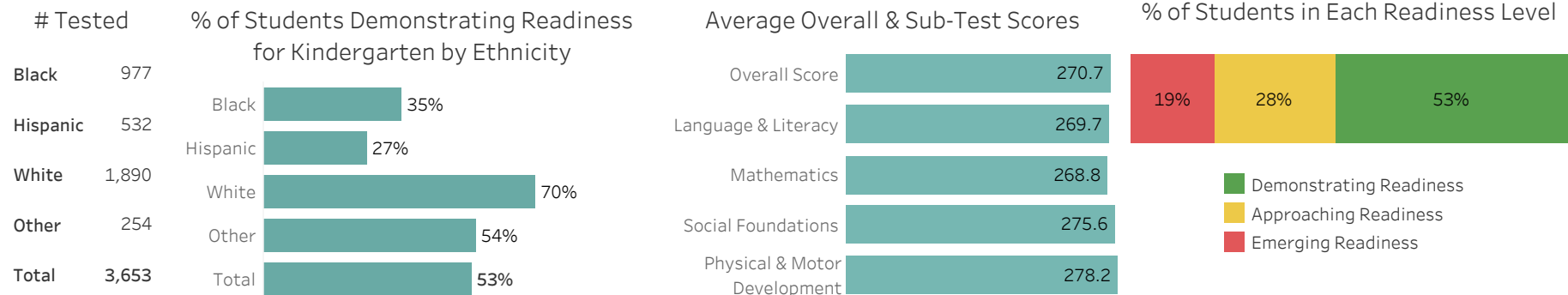
# Students Taking 1 or More Sub-Test

	Literacy	Numeracy
Fall	1,836	1,855
Winter	1,924	1,930
Spring	1,930	1,926

\*Students who score in Tier I are demonstrating strong progress. Cut Range indicates that more information is needed to determine the most appropriate level of intervention and tier status for the student. Students who score in Tier II/III are not making necessary progress and would likely benefit from further interventions and support. The state's goal is for students to achieve in Tier I by spring.



### Fall 2022 Kindergarten Readiness Assessment (KRA) Results



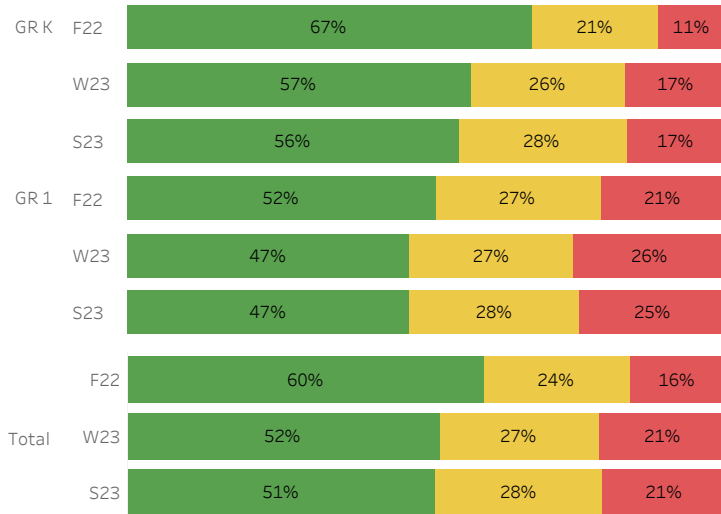
CHARLESTON COUNTY SCHOOL DISTRICT

Note. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

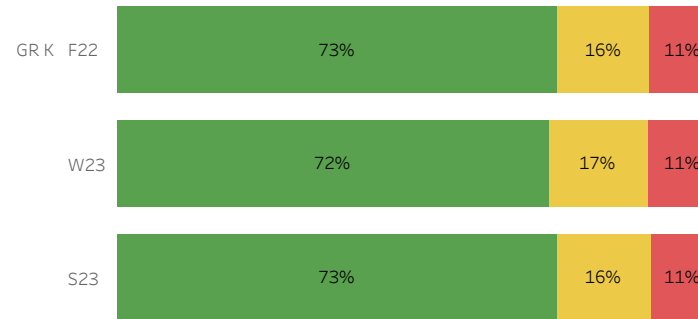
## EARLY CHILDHOOD PROFICIENCY

### Early Reading

Fall 2022, Winter 2023, & Spring 2023 FastBridge: % of K-1 Students in Each Risk Category



### Early Math



### # Tested

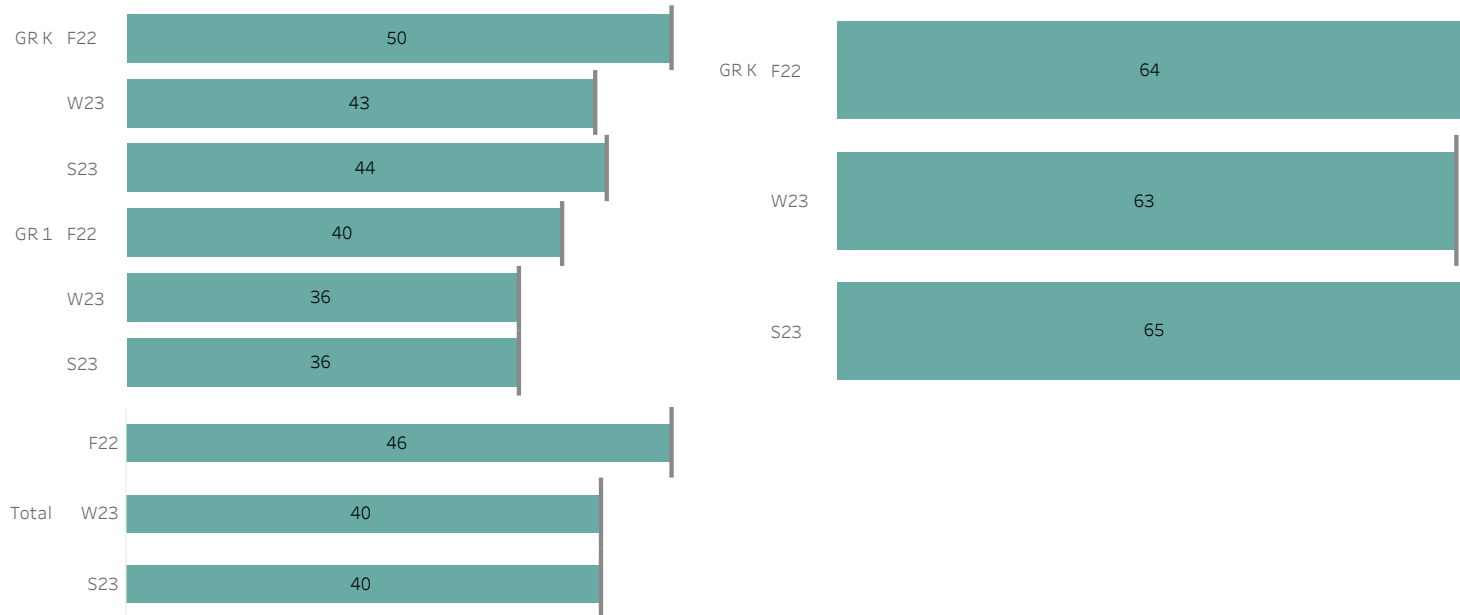
	Reading		
	F22	W23	S23
GR K	3,541	3,570	3,579
GR 1	3,633	3,688	3,647

### Math

	F22	W23	S23
GR K	3,494	3,521	3,539

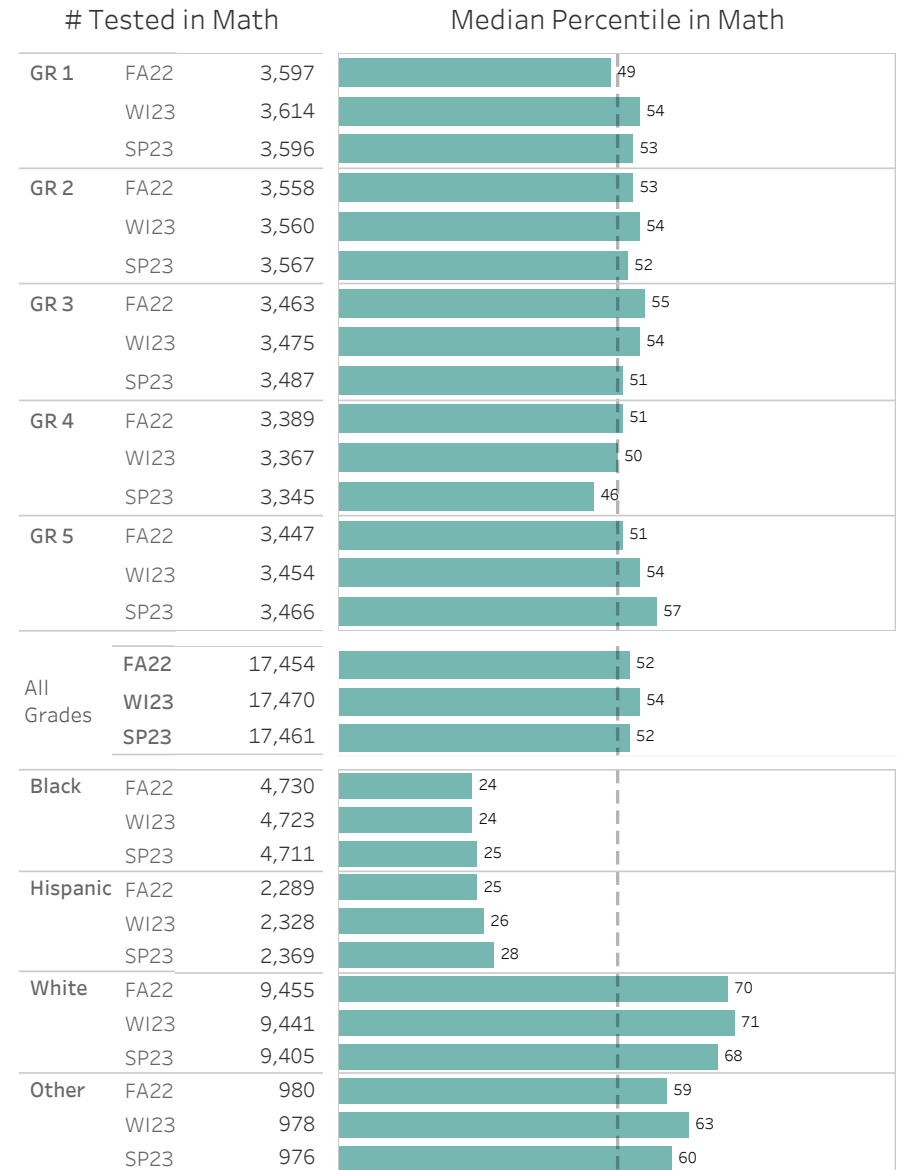
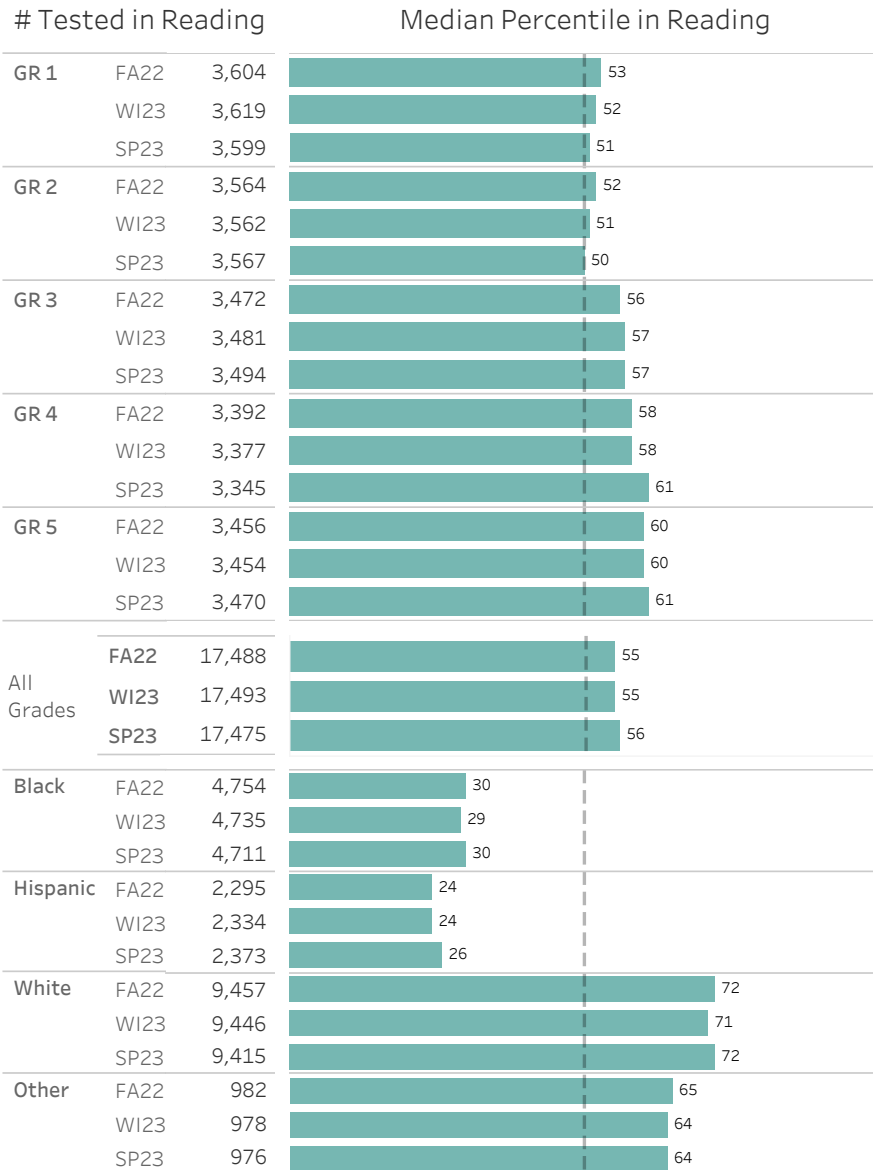


Fall 2022, Winter 2023, & Spring 2023 FastBridge: Median Student Percentile Among K-1 Students

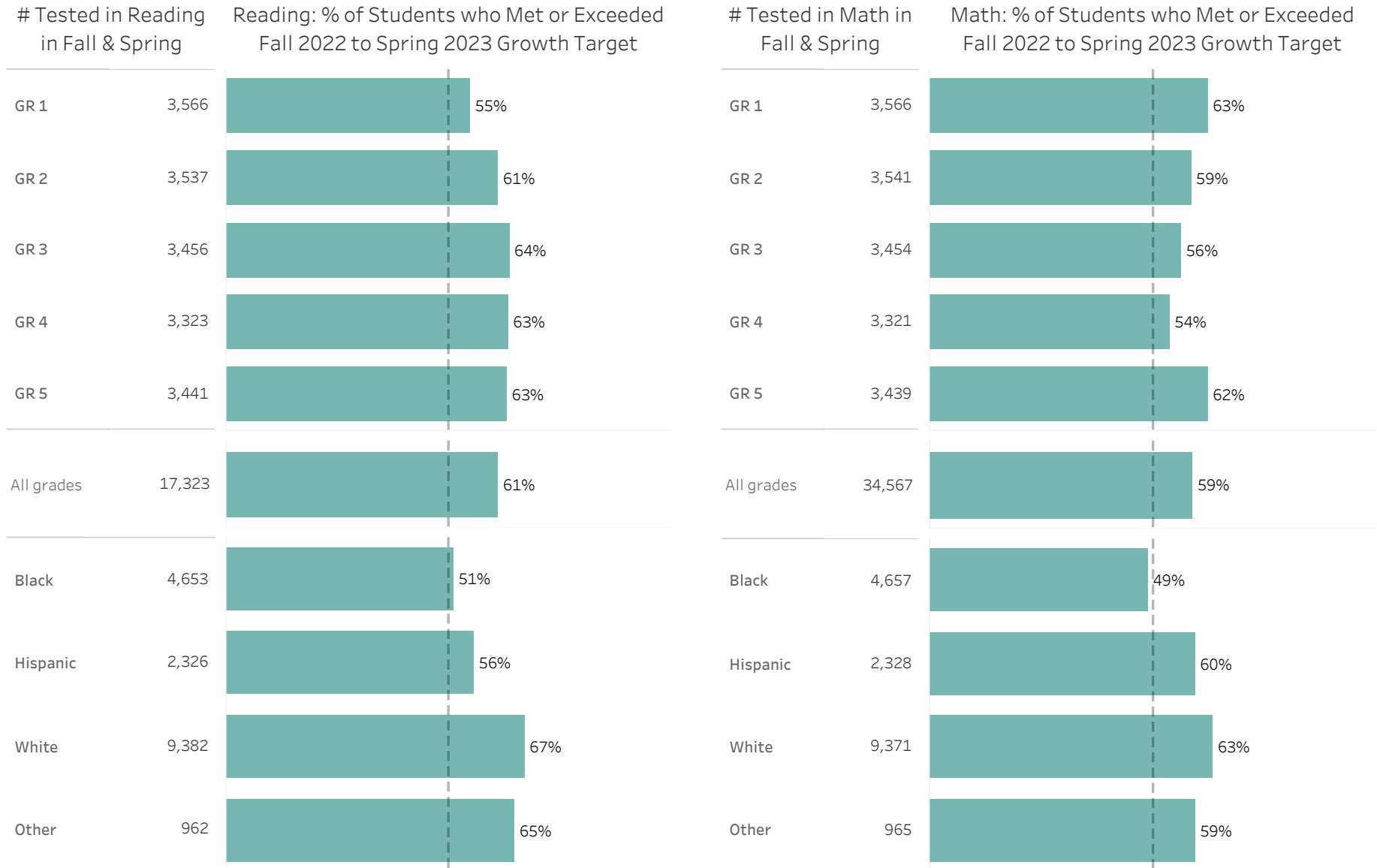




## PROFICIENCY BY GRADE & ETHNICITY



## GROWTH BY GRADE & ETHNICITY



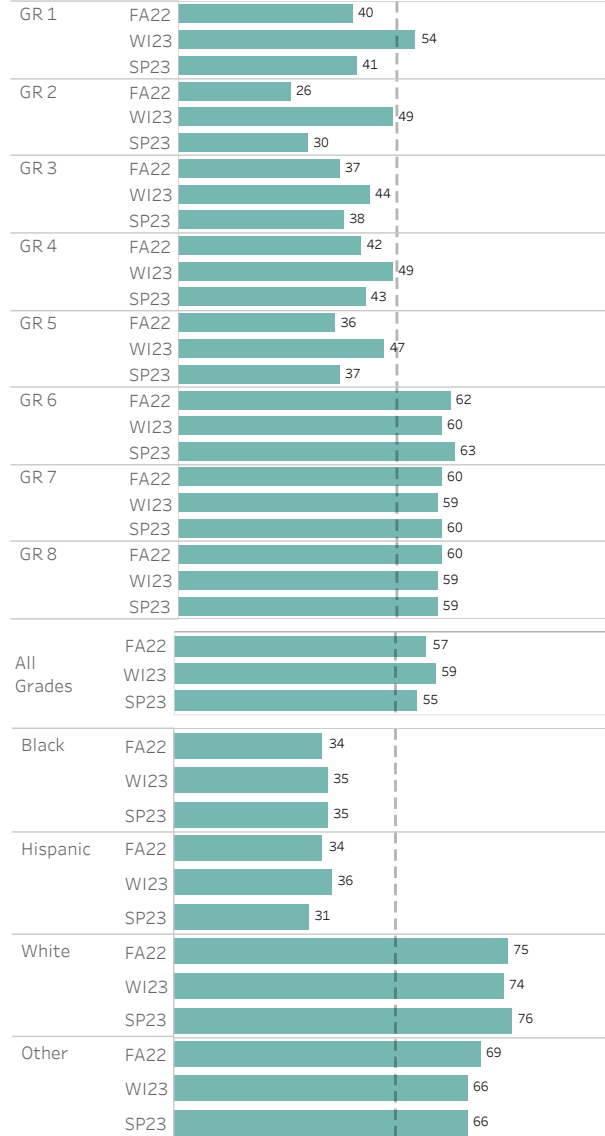
# PROFICIENCY BY GRADE & ETHNICITY



## # Tested in Reading

	FA22	WI23	SP23
GR 1	551	226	606
GR 2	530	226	577
GR 3	528	227	578
GR 4	557	222	597
GR 5	532	204	592
GR 6	3,328	3,411	3,525
GR 7	3,276	3,365	3,475
GR 8	3,410	3,470	3,578
Total	12,712	11,351	13,528

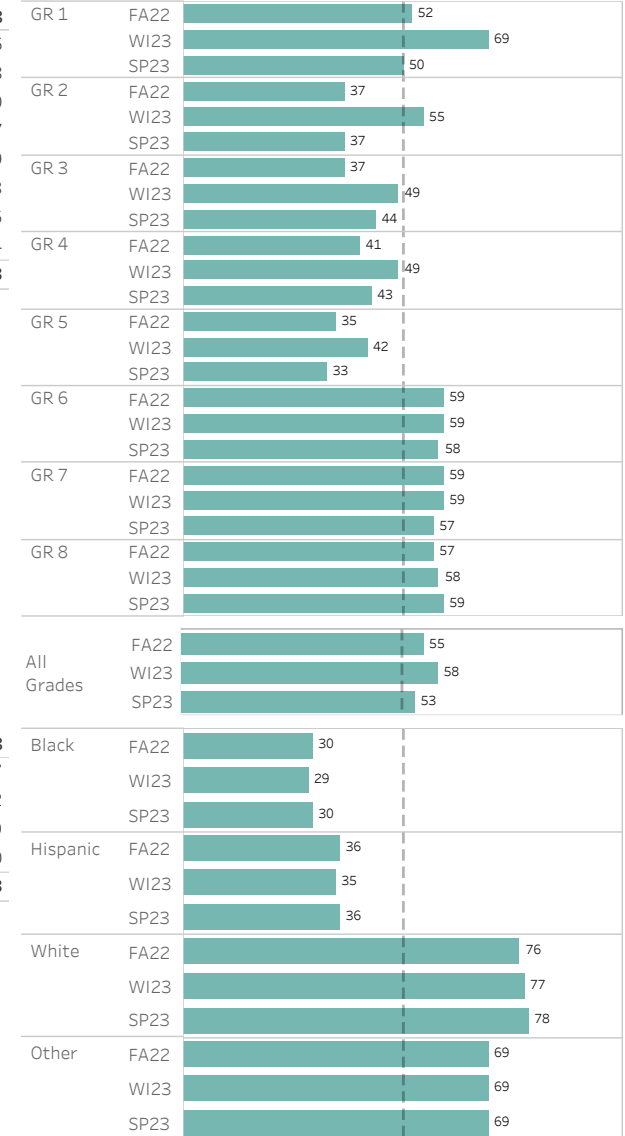
## Median Percentile in Reading



## # Tested in Math

	FA22	WI23	SP23
GR 1	554	226	606
GR 2	525	226	573
GR 3	530	226	580
GR 4	568	222	607
GR 5	532	203	589
GR 6	3,348	3,426	3,523
GR 7	3,284	3,352	3,466
GR 8	3,405	3,467	3,584
Total	12,746	11,348	13,528

## Median Percentile in Math





## GROWTH BY GRADE & ETHNICITY



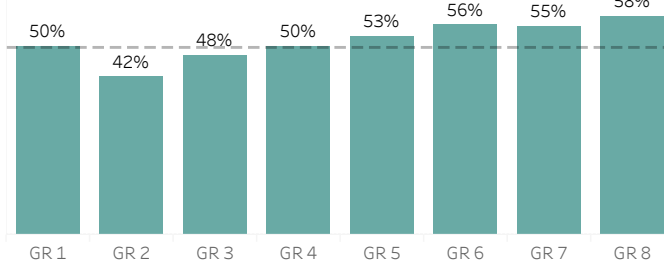
# Tested in Reading  
in Fall & Spring

Reading: % of Students who Met or Exceeded Fall 2022 to  
Spring 2023 Growth Projection

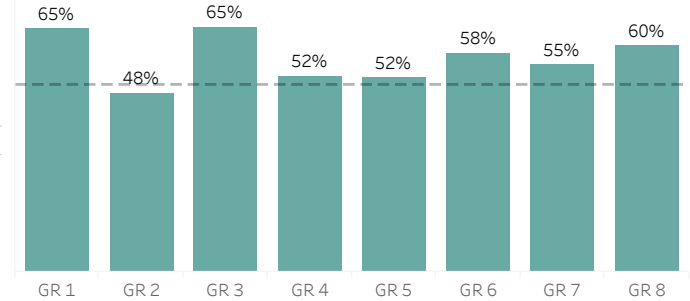
# Tested in Math in  
Fall & Spring

Math: % of Students who Met or Exceeded Fall 2022 to  
Spring 2023 Growth Projection

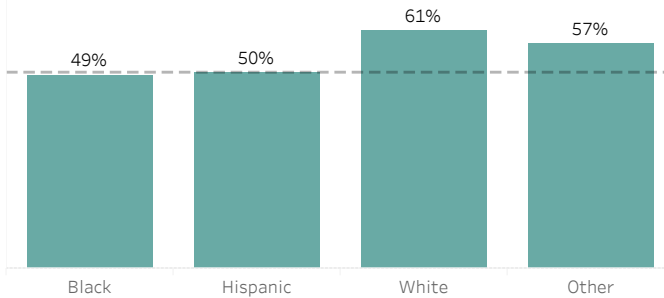
GR 1	551
GR 2	530
GR 3	528
GR 4	557
GR 5	532
GR 6	3,328
GR 7	3,276
GR 8	3,410
Total	12,712



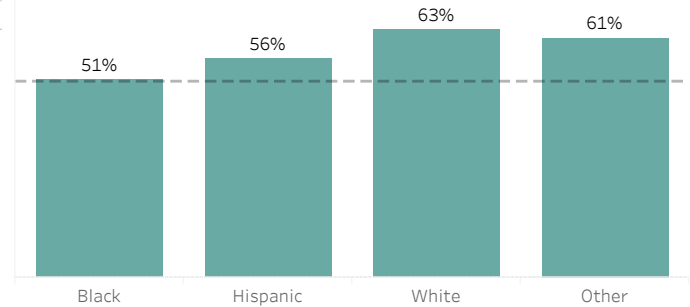
GR 1	554
GR 2	525
GR 3	530
GR 4	568
GR 5	532
GR 6	3,348
GR 7	3,284
GR 8	3,405
Total	12,746



Black	4,599
Hispanic	1,787
White	5,719
Other	607
Total	12,712



Black	4,619
Hispanic	1,799
White	5,721
Other	607
Total	12,746

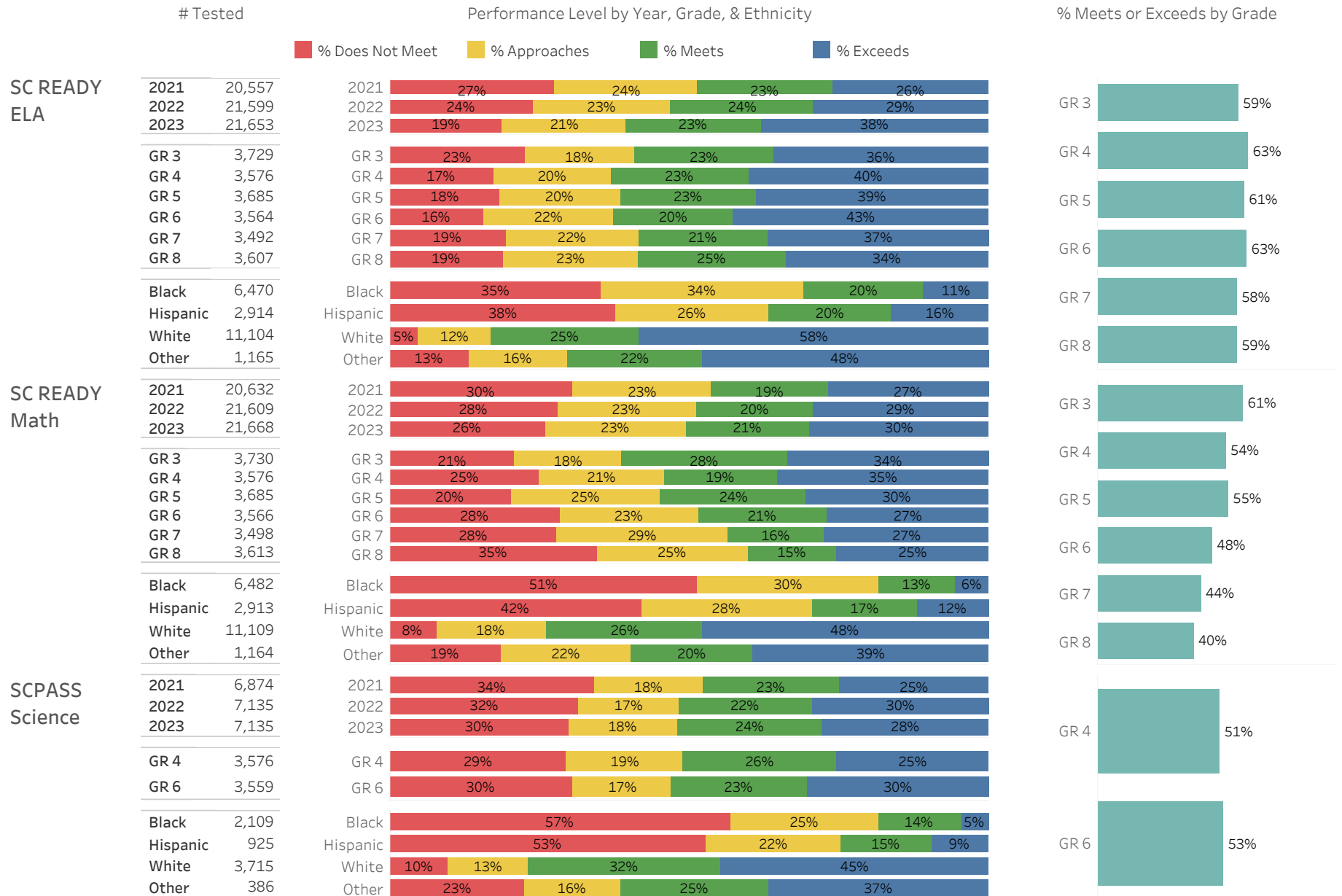


### % of Students who Met or Exceeded Growth Projection Across Years\*

	18-19 Gr 2-5	18-19 Gr 6-8	18-19 Gr 2-8	19-20 Gr 2-5	19-20 Gr 6-8	19-20 Gr 2-8	20-21 Gr 2-5	20-21 Gr 6-8	20-21 Gr 2-8	21-22 Gr 1-5	21-22 Gr 6-8	21-22 Gr 1-8	22-23 Gr 1-5	22-23 Gr 6-8	22-23 Gr 1-8
# Tested in Reading	14,509	10,147	24,656	14,826	10,506	25,332	13,478	9,428	22,906	17,405	9,860	27,265	2,698	10,014	12,712
% Met in Reading	55	55	55	50	53	51	56	49	53	53	54	53	48	56	55
# Tested in Math	14,513	10,144	24,657	14,809	10,568	25,377	13,461	9,467	22,928	17,382	9,869	27,251	2,709	10,037	12,746
% Met in Math	51	60	55	50	54	52	66	57	62	54	51	53	56	58	57

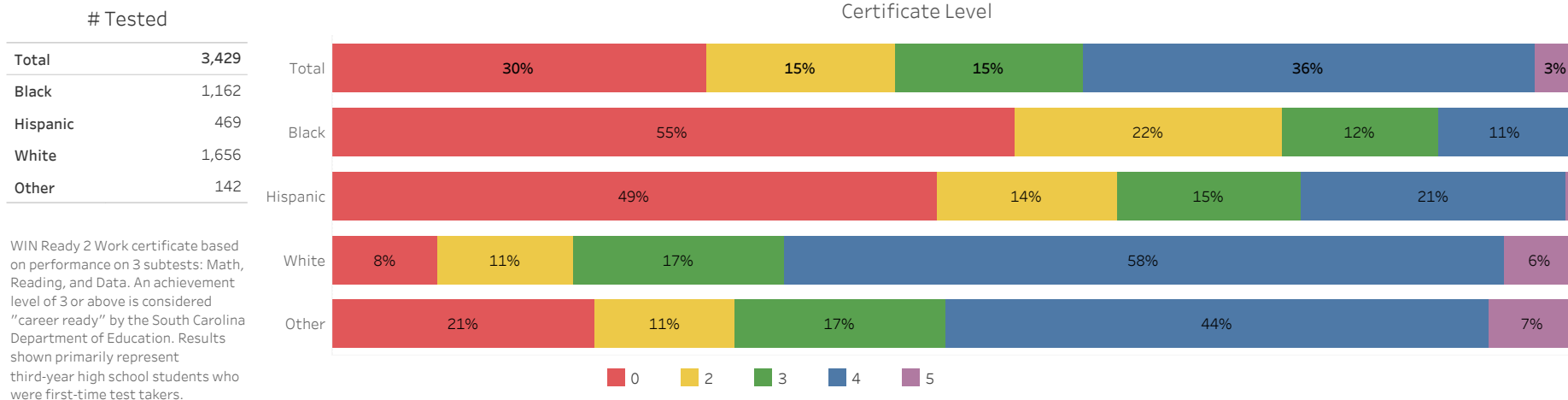
Notes. Dotted gray horizontal lines represent the national average. "% of Students who Met or Exceeded Fall 2022 to Spring 2023 Growth Projection" represents a matched group of students who completed testing in both Fall 2022 and Spring 2023. \*For growth across years, 2019-20 results represent fall-to-winter growth, given school closures. Other years shown represent fall-to-spring growth. For growth across years, the 1/2-5, 6-8, and 1/2-8 grade span columns are shown though not all of those grades may be served by all schools.

## ACADEMIC PROFICIENCY: SC READY



## CAREER READINESS

Spring 2023 **ready to work**  
credential



## Armed Services Vocational Aptitude Battery (ASVAB)

	Median AFQT	% Career Ready
Total	27	4.5%
3rd Year Students	27	3.8%
4th Year Students	26	5.2%
Black	19	4.4%
Hispanic	22	5.5%
White	60	4.3%
Other	31	3.7%

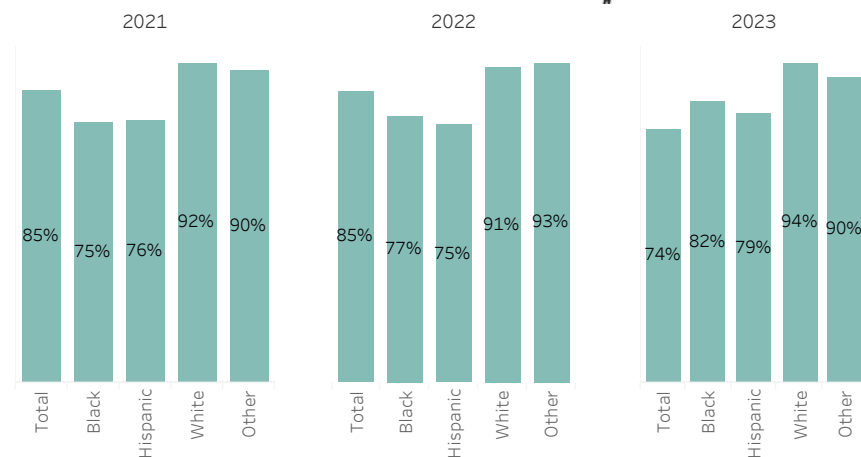
Results shown reflect students' highest performance on the ASVAB by the end of 2022-23. Results only include 3rd and 4th year high school students. AFQT = Armed Forces Qualifying Test Score. 31 or above is the qualifying score (national percentile rank) for enlistment in the military.

## Career & Technology Education (CTE) Completers

Total	12.4%
3rd Year Students	8.0%
4th Year Students	17.2%
Black	15.2%
Hispanic	10.4%
White	11.6%
Other	8.5%

Results shown reflect 3rd and 4th year high school students who were identified as a CTE Completer by the end of 2022-23. A Completer has completed all of the required units in a state-recognized CTE program and earned the appropriate national or state industry credential. Students who are CTE Completers are considered "career ready" by the South Carolina Department of Education.

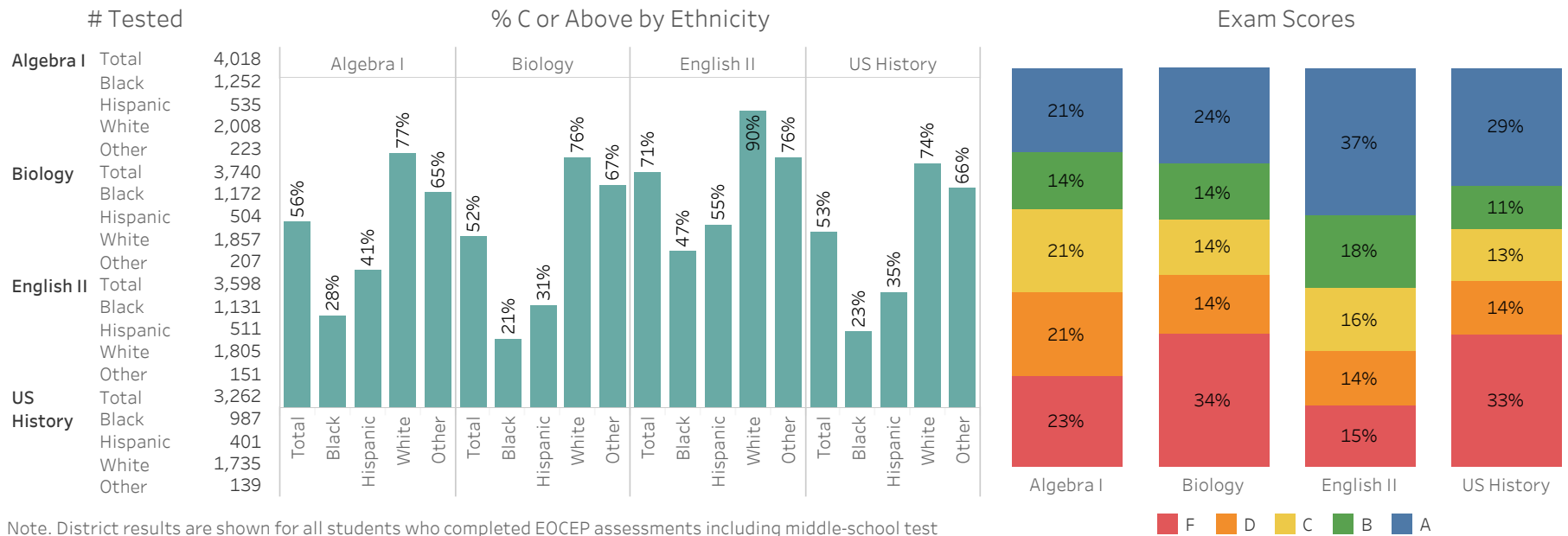
## Graduation Rate



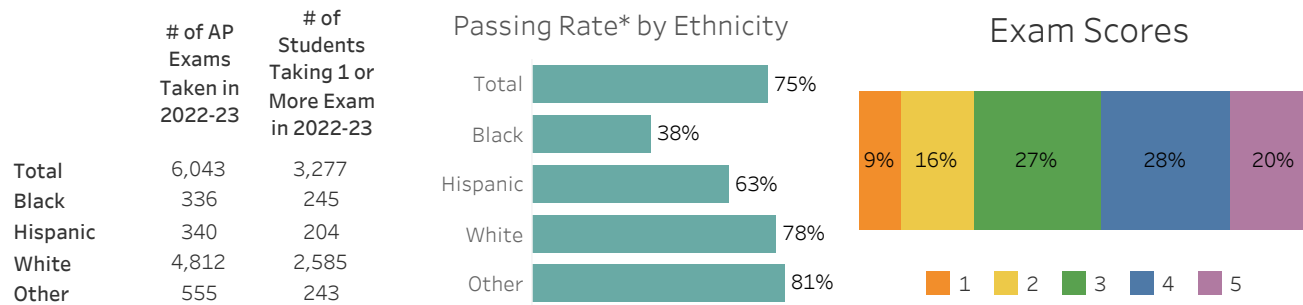
Represents four-year/on-time graduation rate. District graduation rate does not include charter schools.

# HIGH SCHOOL PROFICIENCY & COLLEGE READINESS

## 2022-23 End of Course Examination Program (EOCEP)



## 2022-23 Advanced Placement (AP®)



Notes.\*Scores of 3, 4, and 5 are considered passing and are generally accepted for college credit. Some test takers did not update their AP profile records and thus, their scores were not assigned to the correct schools. For the purposes of this analysis, these students' scores were assigned to the high school they attended on the 135th day of school. Thus, results differ slightly from those presented by the state department (<https://ed.sc.gov/data/test-scores/national-assessments/ap/>). AP® is a trademark registered by the College Board, which is not affiliated with nor endorses Charleston County School District or its products.

## Successful Completion of 6 Hours of Dual Enrollment Coursework

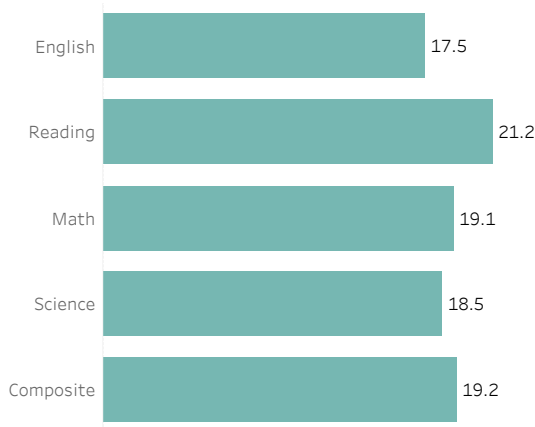
Total	12%
3rd Year Students	7%
4th Year Students	17%
Black	9%
Hispanic	7%
White	15%
Other	10%

Results shown reflect 3rd and 4th year high school students who have completed at least 6 credit hours in state-approved dual enrollment (dually enrolled in high school and college) credit courses and earned a grade of C or higher by the end of 2022-23.

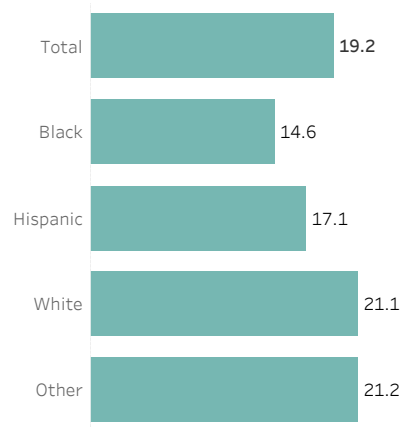
## HIGH SCHOOL ACADEMIC PROFICIENCY - PreACT & ACT

2022-23 **PreACT**

Average Scores



Average Composite Score



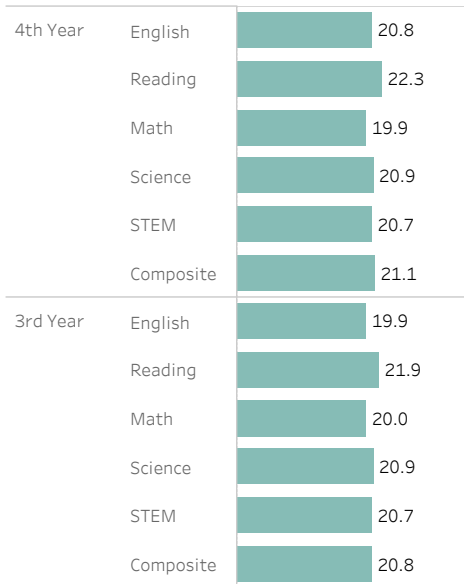
# Tested

<b>Total</b>	2,004
<b>Black</b>	477
<b>Hispanic</b>	174
<b>White</b>	1,255
<b>Other</b>	98

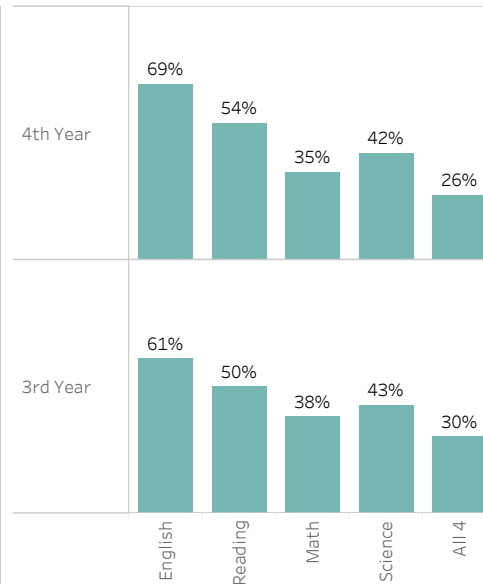
Where available, results shown represent students who completed the Pre-ACT (top) or the ACT (bottom) in 2022-23. The Pre-ACT is typically taken by students in their second year of high school. ACT results only shown for students in their third and fourth year of high school in 2022-23 who completed the ACT in 2022-23. The Pre-ACT uses a 35-point scale and the ACT uses a 36-point scale. The Composite score is an average of the score students receive on the four sub-tests (English, Reading, Math, and Science). STEM represents a combination of math and science scores. ACT established the benchmark scores as the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course (English predicts English Composition, Reading predicts Social Sciences, Math predicts College Algebra, and Science predicts Biology). These benchmark values for ACT are: English = 18, Math = 22, Reading = 22, and Science = 23. These benchmark values for PreACT for students in the spring of their second year are: English = 15, Math = 19, Reading = 20, and Science = 20. A composite score of 20 indicates college readiness as defined by the state, 22 is a qualifying score for LIFE Scholarship eligibility, and 25 is a qualifying score for Palmetto Fellows Scholarship eligibility.

2022-23 **The ACT**

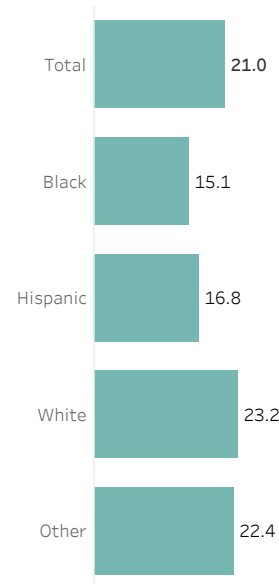
Average Scores



% Meeting Benchmark



Average Composite Score

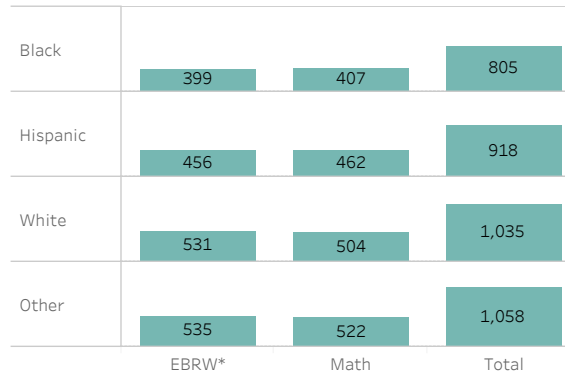
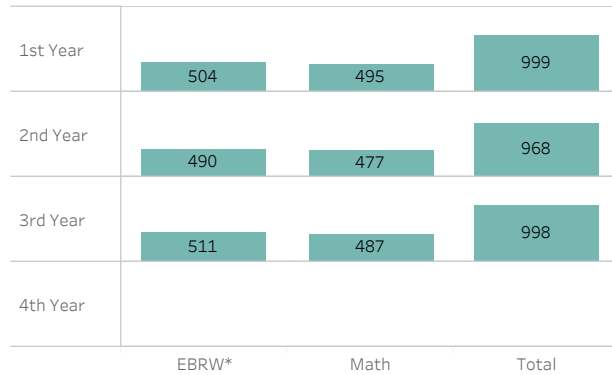


# Tested

<b>Total</b>	2,274
<b>Black</b>	470
<b>Hispanic</b>	195
<b>White</b>	1,529
<b>Other</b>	80
<b>4th Year</b>	1,017
<b>3rd Year</b>	1,257

## HIGH SCHOOL ACADEMIC PROFICIENCY - PSAT NMSQT® & SAT®

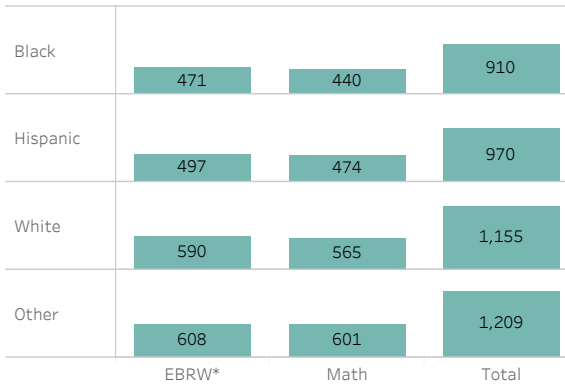
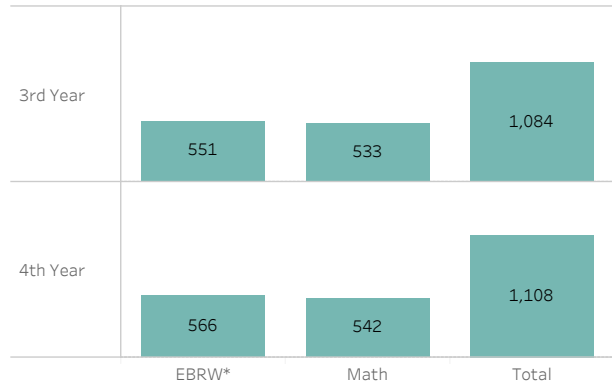
### 2022-23 PSAT National Merit Scholarship Qualifying Test (NMSQT)® Average Scores



# Tested	
Total	4,918
1st Year	668
2nd Year	2,180
3rd Year	2,063
4th Year	7
Black	928
Hispanic	356
White	3,385
Other	249

Where available, PSAT® results shown for students in their first, second, and third year of high school in 2022-23 who completed the PSAT® in 2022-23. Benchmark scores indicating preparedness for college are provided by The College Board. For 10th grade, the benchmarks are 430 and 480 for Evidence-Based Reading and Writing (EBRW) and Math. For 11th grade, the benchmarks are 460 and 510 for EBRW and Math.

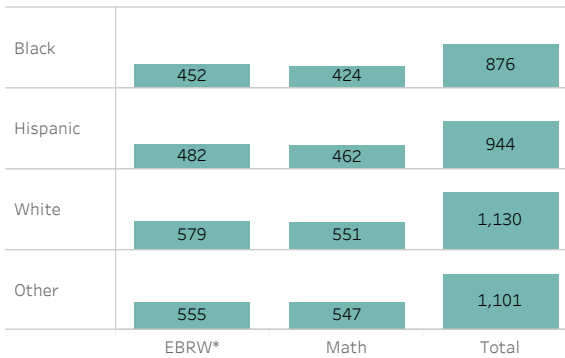
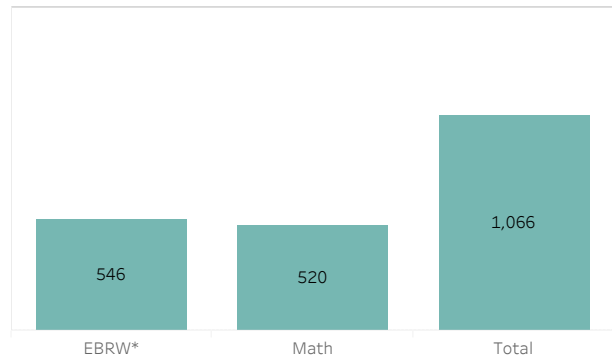
### 2022-23 SAT® Average Scores



# Tested	
Total	3,734
3rd Year	2,323
4th Year	1,411
Black	552
Hispanic	278
White	2,699
Other	205

Where available, results shown for students in their third and fourth year of high school in 2022-23 who completed the SAT® in 2022-23. When students took the SAT® more than once in 2022-23 their highest score is shown. A total score of 1020 indicates college readiness as defined by the South Carolina Department of Education; 1100 is a qualifying score for LIFE Scholarship eligibility; and 1200 is a qualifying score for Palmetto Fellows Scholarship eligibility. \*EBRW = Evidence-Based Reading and Writing

### SAT® Average Scores for 2023 Graduating Seniors



# Tested	
Total	1,909
Black	366
Hispanic	138
White	1,265
Other	140

Where available, results shown represent students who self-reported that they would graduate from a CCSD school in spring 2023. When students took the SAT® more than once, their latest SAT® score, taken at any time, is shown. A total score of 1020 indicates college readiness as defined by the South Carolina Department of Education; 1100 is a qualifying score for LIFE Scholarship eligibility; and 1200 is a qualifying score for Palmetto Fellows Scholarship eligibility. \*EBRW = Evidence-Based Reading and Writing



## Executive Summary of Needs Assessment Data Findings

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

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

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

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

Student Achievement	
Primary School (K - 2)	
1.	<p>DISTRICT REPORT CARD: <a href="https://screportcards.com/overview/?q=eT0yMDIzJnQ9RCZzaWQ9MTAwMTAwMA">https://screportcards.com/overview/?q=eT0yMDIzJnQ9RCZzaWQ9MTAwMTAwMA</a>                      *****</p> <p>[KINDERGARTEN READINESS] Kindergarten students take the Kindergarten Readiness Assessment in the Fall of their Kindergarten year. Assessment results indicate the readiness of students in four domains—Language and Literacy, Mathematics, Social Foundation, and Physical Well-Being. 54.7% of grade K students demonstrated readiness on KRA in Fall 2023 (up from 53.1% in Fall 2022). Kindergarten students who attended 4K in CCSD are making gains as well, but still underperform all Kindergarten students (53.2% for students who attend 4K vs 54.7% for all Kindergarten students; gap decreased from 3.8 to 1.5 percentage points). To monitor and support readiness, CCSD is working to align and streamline early learning/primary assessments, implement rigorous primary curriculum with fidelity, and expand access to prekindergarten programming and wraparound supports.</p>
2.	<p>5-YEAR STUDENT ACHIEVEMENT PK-2 GOALS:</p> <p>(1) By June 2028, increase the percent of PK4 African American and Hispanic students scoring Tier 1 on myIGDIs in both Sound Identification and Rhyming from 26.9% to 61.4%. (See narrative in Box 11.)                      ***</p> <p>(2) By June 2028, increase the percent of African American and Hispanic students in the 2022-23 1st-grade cohort reading on grade level from 26.0% to 60.7%. (See narrative in Box 11.)                      ***</p> <p>(3) By June 2028, increase the percent of all Kindergarten students demonstrating readiness on KRA from 53.1% to 62.5%, and increase the percent of Kindergarten students who attended CCSD 4K demonstrating readiness on KRA from 49.3% to 59.4%.</p>
Elementary/Middle School (3 - 8)	
3.	<p>[SC READY - ALL STUDENTS TESTED] The percentage of all students in CCSD scoring Meets or Exceeds on SC Ready ELA, SC Ready Math, and SC Ready Science consistently and substantially outpaces the percentage of all students statewide scoring Meets or Exceeds. In addition, CCSD made remarkable gains in SC Ready ELA in the past year. The percentage of all tested students in grades 3-8 scoring Meets or Exceeds on SC Ready ELA was 61.4% (up from 53.3%) in CCSD and 53.9% statewide (up from 46.6%). On SC Ready Math the percentage of all students tested in grades 3-8 scoring Meets or Exceeds was 51.4% (up from 49.2%) in CCSD and 40.9% statewide (up from 38.9%). The percentage of all students tested in grades 4 and 6 scoring Meets or Exceeds on SC Ready Science was 52.8% (up slightly from 52.0%) in CCSD (vs. 45.1% statewide).</p> <p>[SC READY ELA - STUDENT GROUPS] Many student groups in CCSD are underperforming relative to their overall cohorts; however, significant gains were seen between 2021-22 and 2022-23. On SC Ready ELA all monitored student groups improved significantly. The percentage of African American students in CCSD scoring Meets or Exceeds on SC Ready ELA was 30.9% (up from 23.1%), of Hispanic students in CCSD scoring Meets or Exceeds on SC Ready ELA was 36.7% (up from 29.6%), of students who are multilingual learners scoring Meets or Exceeds on SC Ready ELA was 28.6% (up from 24.5%), and of students with disabilities scoring Meets or Exceeds on SC Ready ELA was 14.0% (up from 10.0%).</p> <p>[SC READY MATH - STUDENT GROUPS] On SC Ready Math all monitored student groups also improved; yet, gains were more modest than in ELA. The percentage of African American students in CCSD scoring Meets or Exceeds on SC Ready Math was 18.3% (up from 17.1%), of Hispanic students in CCSD scoring Meets or Exceeds on</p>

	<p>SC Ready Math was 29.5% (up from 27.5%), of students who are multilingual learners scoring Meets or Exceeds on SC Ready Math was 25.9% (up from 24.0%), and of students with disabilities scoring Meets or Exceeds on SC Ready Math was 10.5% (up from 10.1%).</p> <p>[SC READY SCIENCE - STUDENT GROUPS] On SC Ready Science the percentage of students with disabilities scoring Meets or Exceeds increased from 11.6% to 12.9%. For all other monitored student groups SC Ready scores decreased - for African American students from 18.4% to 18.3%, for Hispanic students from 27.0% to 24.8%, and for students who are multilingual learners from 19.9% to 18.6%.</p> <p>A continued focus on rigorous curriculum, equitable acceleration and enrichment opportunities, and supporting teachers in implementing effective instructional practices will increase growth and achievement relative to grade-level expectations in the coming year. We are also working to develop and implement a weighted student funding model to maximize the impact of every dollar in supporting student success.</p>
4.	<p><b>5-YEAR STUDENT ACHIEVEMENT 3-8 GOALS:</b></p> <p>(1) By June 2028, increase the percent of students scoring Meets or Exceeds on SC Ready ELA from 53.3% to 62.6% for all students, 23.1% to 38.5% for African American students, 29.6% to 42.0% for Hispanic students, 24.5% to 39.6% for students who are multilingual learners, and 10.0% to 28.0% for students with disabilities.</p> <p>***</p> <p>(2) By June 2028, increase the percent of students scoring Meets or Exceeds on SC Ready Math from 49.2% to 59.4% for all students, 17.0% to 33.6% for African American students, 27.5% to 42.0% for Hispanic students, 24.0% to 39.2% for students who are multilingual learners, and 10.1% to 28.1% for students with disabilities.</p> <p>***</p> <p>(3) By June 2028, increase the percent of students scoring Meets or Exceeds on SC Ready Science (grades 4 and 6 only) from 52.0% to 61.6% for all students, 18.4% to 34.7% for African American students, 27.0% to 41.6% for Hispanic students, 19.9% to 35.9% for students who are multilingual learners, and 11.6% to 29.3% for students with disabilities.</p> <p>***</p> <p>(4) By June 2028, increase the percent of students scoring a C or higher on the Algebra 1 End-of-Course exam by the end of 8th grade from 24.9% to 60.3%. (See narrative in Box 12.)</p>
<b>High School (9 - 12)</b>	
5.	<p>[EOCEPs] The 2023-24 US News and World Report rankings identified Academic Magnet as one of the top 10 high schools in the nation and recognized CCSD as home to 3 of the top 4 high schools in South Carolina--Academic Magnet, School of the Arts, and Wando. The CCSD graduating cohort of 2022-23 outperformed the statewide graduating cohort in almost all measures of academic achievement and college readiness. The percentage of students earning a C or higher on the Algebra 1 End-of-Course exam was 53.9% (up from 52.3%) in CCSD (vs. 41.8% statewide), on the English End-of-Course exam was 71.1 % (up from 62.8%) in CCSD (vs. 64.4% statewide), on the Biology 1 End-of-Course exam was 51.2% (down from 55.9%) in CCSD (vs. 40.9% statewide), and on the US History &amp; Constitution End-of-Course exam was 52.3% (up from 47.7%) in CCSD (vs. 42.1% statewide).</p> <p>[ACCESS] Supporting multilingual learners in meeting progress toward English proficiency on ACCESS is an area where improvement is needed. CCSD fell from 47.7% to 46.3% of students meeting annual progress goals, and continues to trail statewide numbers (46.3% in CCSD; 53.3% statewide). Intensive support like the Abrazos program for early learning students at Midland Park Primary and the Newcomers Center at R.B. Stall High School, and improved home-school communication through our office of translation services are making a difference, but additional resources may be needed.</p> <p>[GRADUATION RATE - ALL &amp; STUDENT GROUPS] Overall, CCSD's 4-year graduation rate was 87.3% (up from 84.6%; SC=83.8%). The graduation rate for all monitored student groups also increased. African American students increased from 77.3% to 81.3%, Hispanic students from 74.7% to 78.0%, students who are multilingual learners from 69.8% to 72.8%, students with disabilities from 53.1% to 57.9%, and students who are economically disadvantaged from 74.7% to 78.1%. To support on-time graduation, CCSD continuously works to improve initiatives that increase engagement and achievement such as rigorous curriculum, diverse courses, online opportunities, work-based learning experiences, and diverse Career and Technology programs.</p> <p>[AP &amp; COLLEGE AND/OR CAREER READY] - (See narratives in Boxes 11 &amp; 12.)</p>
6.	<p><b>5-YEAR STUDENT ACHIEVEMENT 9-12 GOALS:</b></p> <p>(1) By June 2028, increase the percent of students in the graduating cohort scoring C or better on the Algebra 1 EOCEP from 52.3% to 61.8%, English 2 EOCEP from 62.8% to 71.9%, Biology 1 EOCEP from 55.9% to 64.7%, and US History and Constitution EOCEP from 47.7% to 58.2%.</p> <p>***</p> <p>(2) By June 2028, increase the percent of students who are multilingual learners meeting annual progress toward ACCESS proficiency targets from 47.7% to 55.5%.</p> <p>***</p>

(3) By June 2028, 88.1% of all students will earn an on-time high school diploma (within 4 or fewer years after entering 9th grade), 82.1% of African American students, 82.4% of Hispanic students, 75.8% of students who are multilingual learners, 62.5% of students with disabilities, and 79.8% of students who are economically disadvantaged.  
\*\*\*

(4) By June 2028, increase the percent of high school students in the 4-year graduation cohort who are college and/or career ready from 67.7% to 86.2%, college ready from 45.7% to 56.6%, and career ready from 68.2% to 86.2%.  
\*\*\*

(5) By June 2028, increase the percent of students in grades 9-12 enrolled in an AP or IB course from 24.3% to 35.7%, the percent of AP exams earning a 3 or higher from 73.5% to 76.2%, and the percent of Gifted and Talented identified students enrolling in at least one Advanced Placement course from 49.5% to 59.5%.

### Teacher/Administrator Quality

7. [TEACHER CLIMATE SURVEYS - ADMIN ITEMS] On State Climate Survey items indicative of administrator quality, teacher satisfaction is improving but still trails the state in all monitored items. 83.7% (up from 81.6%) of CCSD teachers (vs 86.3% statewide) mostly agree/agree that “leadership makes substantial effort to address teacher concerns”; 77.4% (up from 75.5%) in CCSD (vs 79.6% statewide) that “rules of behavior are enforced at my school”; and 73.4% (up from 67.2%) in CCSD (vs 76.9% statewide) that “teacher morale is high.”  
[RETURNING, INEXPERIENCED, R2S CERTIFIED TEACHERS] Similarly, CCSD trails the state in returning teachers (83.1% in CCSD; 89.7% in SC), inexperienced teachers (17.8% in CCSD; 16.3% in SC), and K-3 teachers at primary schools that are Read to Succeed certified (31.7% in CCSD; 61.4% in SC). CCSD is addressing these challenges with leadership development initiatives, community partnerships, alternative paths to certification, creative retention initiatives, and changes in the salary scale.

8. 5-YEAR TEACHER/ADMINISTRATOR QUALITY GOALS:  
(1) By June 2028, the percent of returning teachers will increase from 80.2% to 85.2%; the percent of inexperienced teachers in core courses will decrease from 16.6% to 14.9%; and the percent of K-3 teachers at primary schools that are Read to Succeed certified will increase from 45.2% to 56.2%.  
\*\*\*  
(2) By June 2028, improve ADMINISTRATOR QUALITY as measured by increasing the percent of TEACHERS mostly agreeing/agreeing “The rules for behavior are enforced at my school” from 75.5% to 81.6%; “The level of teacher morale is high at my school” from 67.2% to 75.4%; and, “The school leadership makes a substantial effort to address teacher concerns” from 81.6% to 86.2%.

### School Climate

9. [CHRONIC ABSENTEEISM & OSS] Both in CCSD and statewide, significant increases in the Chronic Absenteeism rate from the 2022 Report Card to the 2023 Report Card were reported. The Chronic Absenteeism rate in CCSD increased from 17.8% to 23.0%, and statewide from 20.4% to 24.7%. This is an important area of focus in the coming year. In addition to attendance challenges, African American students in CCSD experience a high Out of School Suspension rate, with 19.4% (down from 20.0%) having one or more days of Out of School Suspension in the past year. There has been a slight improvement in the past year, and we anticipate greater gains as implementation of Restorative Practices continues at our schools.  
[PARENT CLIMATE SURVEYS] On the State Climate Survey, CCSD parents indicate high rates (>89% in all areas) of satisfaction with the Learning Environment, Social and Physical Environment, and Home-School Relations; and, CCSD parents report higher levels of satisfaction on all monitored items than the state overall. Despite these successes, however, on survey items related to communication and stakeholder involvement, there remain opportunities for growth. 71.3% (down from 73.4%) of parents agree or strongly agree that teachers contact them to say good things about their child, 75.3% (up slightly from 75.1%; SC=68.7%) that teachers tell them how they can help their child learn, and 67.3% (down from 79.0%; SC=72.2%) that their child’s school considers changes based on what they say. Increasing opportunities for parent involvement, such as listening sessions and family events, and partnering with community organizations will improve communication. In addition, the District will provide more opportunities for stakeholders to provide feedback on instructional materials and will increase support for teachers in communicating with parents about academic challenges and successes.  
[STUDENT CLIMATE SURVEYS] Compared with parent perceptions, student perceptions of school climate are slightly lower. 82.4% (down from 83.5%; SC=85.2%) of grades 3-8 students and 82.3% (down from 82.5%; SC=80.3%) of grades 9-12 students are satisfied with the social and physical environment. And, 73.2% (down from 75.6%; SC=76.5%) of students in grades 3-8 and 72.2% (down from 72.7%; SC=68.3%) in grades 9-12 believe that their “classes are interesting and fun.” To support School Climate goals, CCSD will focus on offering engaging curriculum, hands-on learning opportunities, and effective social and emotional learning initiatives. Despite these challenges, student perceptions of relationships, feelings of efficacy, and behavior are improving. Students in grades 3-8 increasingly feel that “students of different backgrounds get along well” (up from 80.6% to 82.9% in CCSD; SC=79.7%). 84.4% (up from 80.3%; SC=79.6%) of students in grades 3-8 and 83.7% (up from 78.6%; SC=73.4%) of

	students in grades 9-12 “believe students at my school can do good work.” 57.7% (up from 56.3%; SC=54.3%) of students in grades 3-8 and 66.6% (up from 63.5%; SC=59.3%) in grades 9-12 mostly agree/agree that students “behave well in the hallways, lunchroom, and on school grounds.”
10.	<p><b>5-YEAR SCHOOL CLIMATE GOALS:</b></p> <p>(1) By June 2028, decrease the percent of students who are chronically absent from 17.8% to 14.2%. ***</p> <p>(2) By June 2028, decrease the percent of African American students with 1 or more days of Out of School Suspension from 20.0% to 15.0%. ***</p> <p>(3) By June 2028, improve school climate as measured by increasing the percent of STUDENTS mostly agreeing/agreeing “I am satisfied with the social and physical environment at my school” from 83.5% to 86.8% (grades 3-8) and 82.5% to 86.0% (grades 9-12); “Students of different backgrounds get along well at my school” from 80.6% to 85.5% (grades 3-8); “Students at my school believe they can do good work” from 80.3% to 84.5% (grades 3-8) and 78.6% to 82.9% (grades 9-12); “Students at my school behave well in the hallways, in the lunchroom, and on school grounds” from 56.3% to 67.2% (grades 3-8) and 63.5% to 72.6% (grades 9-12); and, “My classes are interesting and fun” from 75.6% to 80.5% (grades 3-8) and 72.7% to 78.2% (grades 9-12). ***</p> <p>(4) By June 2028, improve stakeholder involvement and communication as measured by increasing the percent of PARENTS agreeing/strongly agreeing “My child’s teachers contact me to say good things about my child” from 73.4% to 80.1%; “My child’s teachers tell me how I can help my child learn” from 75.1% to 81.3%; and, “My child’s school considers changes based on what parents say” from 79.0% to 84.3%.</p>

#### Other (such as district priorities)

11.	<p>[DISTRICT PRIORITY GOAL - EARLY LITERACY] Charleston County School District prioritizes improving achievement for student groups where data show disproportionality. Pre-kindergarten programming, especially literacy development, is a high priority for the District. When reviewing myIGDIs data, the percentage of four-year-old pre-kindergarten African American and Hispanic students scoring Tier 1 on myIGDIs in both Sound Identification and Rhyming improved from 26.9% in the spring of 2022 to 27.8% in the spring of 2023. There was improvement in the past year; yet, we still fell short of our interim goal of 33.8%. We will continue to focus on the implementation of a literacy scope and sequence, and on targeted support of phonological awareness skills. Our goal is to reach 61.4% of AA/Black students meeting Tier 1 on these subtests in myIGDIs by June 2028. This area of need is further supported by the percentage of our 2022-23 1st-grade African American/Black and Hispanic cohort of students reading on grade level, which currently stands at 26.0% with the lofty goal of 60.7% by 2028. The District will continue to support extended learning opportunities and enhance tools for progress monitoring to be used for identifying targeted strategies to support students in literacy.</p> <p>[DISTRICT PRIORITY GOAL - COLLEGE and/or CAREER READINESS] The District believes that a CCSD high school diploma should come with an assurance of college and/or career readiness. As such, the district has aligned both its college and/or career readiness and career readiness (CCR) only achievement with its on-time graduation rate of 86.2% by June 2028. Currently 73.6% (up from 67.7%) of our 4-year graduating cohort are college and/or career ready and 70.4% (up from 68.2%) are career ready. Current achievement of college readiness for the 4-year graduating cohort is 48.2% (up from 45.7%), with a goal of 56.6% for college readiness by June of 2028. While strategies specific to our earlier grade spans will impact college and/or career readiness in the future as students matriculate, the District has identified key strategies for impacting CCR immediately, including – the development and use of a consistent District Program of Study that expands access to dual credit, Advanced Placement and work-based learning opportunities; targeted data analysis tools and identification of students for specific support on college entrance exams (SAT/ACT), Advanced Placement exams, and the career readiness assessment (WIN); and, the strategic use of Centers for Advanced Study to promote CTE enrollment and completer status as well as apprenticeships.</p>
-----	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### Gifted and Talented

12.	<p>[GT and DISTRICT PRIORITY - ACCELERATING ALGEBRA READINESS] CCSD is committed to ensuring students have access and opportunity to rigorous coursework and high quality teaching and learning. Aligned with this commitment to students, the District is focused on increasing the percentage of students scoring a C or higher on the Algebra 1 End-of-Course exam by the end of 8th grade from 24.9% to 60.3% by June 2028. In the past year, progress was made on this goal (up 1.8 percentage points to 26.7%). This goal emphasizes not only successful completion, but also increased opportunity for enrollment in Algebra 1 Honors by including all students enrolled in the 8th grade as the denominator. The District is currently prioritizing professional development and collaboration time for teachers to focus on implementing a consistent math curriculum with embedded OGAP strategies and aligned assessments, best practices in differentiating instruction and analyzing and using student assessment data. The number of teachers obtaining gifted and talented endorsement is also a priority action that supports the expansion of gifted services to</p>
-----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

include at least the top 10% of students in grades 3-8 at each of the district's schools. To also support this goal, grades 3-5 GT (SAIL) curriculum emphasizes algebraic thinking skills. The District is also working on talent development and expanded opportunities for gifted identification through an additional 5th grade census testing with CogAT.

[GT ACHIEVEMENT & ENROLLMENT AP COURSES] The District would also like to increase the percentage of students in grades 9-12 taking at least 1 Advanced Placement course (up slightly from 24.3% to 24.7%), to increase the percentage of Advanced Placement exams earning a 3 or higher (up from 73.5% to 75.1%), and to increase the percent of GT identified students taking at least one AP course (up from 49.5% to 52.7%). GT identified students in grades 9-12 are largely served in honors and Advanced Placement courses. One focus area for the District is in increasing the percent of GT identified students participating and succeeding in AP courses.

## Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of PK4 African American and Hispanic students scoring Tier 1 on myIGDIs in both Sound Identification and Rhyming from 26.9% to 61.4%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
PK4 African American and Hispanic students scoring Tier 1 on myIGDIs in both Sound Identification and Rhyming (District test file)	26.9%	Projected Data: 33.8%	40.7%	47.6%	54.5%	61.4%
		Actual Data: 27.8%				



## Action Plan

Strategy #1: Support and expand enrollment in PK3 and PK4 programs.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Monitor waiting lists and enrollment data for early learning classes and add additional classrooms in rural and/or high-poverty areas as funds permit.	July 2023 - June 2028	Executive Director of Early Learning	TBD	TBD	Enrollment and waiting list data
2. Collect and analyze Dial 4 data to identify and enroll students at risk for school readiness.	July 2023 - June 2028	Executive Director of Early Learning	TBD	TBD	Dial 4 screening data
Strategy #2: Increase the acquisition of phonological awareness skills in Childhood Development (CD) students.					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and implement a literacy scope and sequence which paces the delivery of instruction and provides a year-long view of standards.	July 2023 - June 2028	Learning Services	\$0	NA	Scope and sequence for early learning curriculum
2. Implement a systematic phonics program that engages diverse learners in schools where myIGDIs, MAP, FastBridge, and/or GOLD data show the need for additional literacy support; monitor growth 3 times per year with myIGDIs data.	July 2023 - June 2028	Early Childhood Specialist; District Testing Coordinator	TBD	TBD	Systematic phonics program implementation monitoring; myIGDIs data

## Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of African American and Hispanic students in the 2022-23 1st-grade cohort reading on grade level from 26.0% to 60.7%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
African American and Hispanic students in the 2022-23 1st-grade cohort reading on grade level (iReady achievement- placement levels)	26.0%	Projected Data: NA	34.6%	43.2%	51.8%	60.7%
		Actual Data: 26.0%				

## Action Plan

<b>Strategy #1: Develop and implement a longitudinal plan for increasing literacy in a given student group over grades 1-5.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Develop and utilize a data analysis tool for using Dial 4, MyIGDIs, FastBridge, and iReady to anticipate and support literacy in a given cohort.	July 2023 - June 2028	Director of Assessment & Evaluation	\$0	NA	Reports generated with data analysis tool
2. Provide extended learning opportunities after school and/or in the summer for students in cohort not reading at grade level.	July 2023 - June 2028	Director of Literacy/R2S	TBD	Read to Succeed; GOF	Summer learning rosters
3. Monitor, adjust strategies for supporting literacy, and report on progress of student group 2 times per year.	July 2023 - June 2028	Direct of Assessment & Evaluation; Director of Literacy	\$0	NA	Student data & summary report

## Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of high school students in the 4-year graduation cohort who are college and/or career ready from 67.7% to 86.2%, college ready from 45.7% to 56.6%, and career ready from 68.2% to 86.2%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Students in the 4-year graduation cohort who are college ready (District Report Card)	45.7%	Projected Data: 47.9%	50.0%	52.2%	54.4%	56.6%
		Actual Data: 48.2%				
Students in the 4-year graduation cohort who are career ready (District Report Card)	68.2%	Projected Data: 73.9%	77.0%	80.0%	83.1%	86.2%
		Actual Data: 70.4%				
Students in the 4-year graduation cohort who are college and/or career ready (District Report Card)	67.7%	Projected Data: 71.4%	75.1%	78.8%	82.5%	86.2%
		Actual Data: 73.6%				

## Action Plan

<b>Strategy #1: Create and implement a District Program of Study that identifies and expands dual credit, Advanced Placement, and work-based learning enrollment opportunities at all high schools and for all students.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Use Accuplacer, SAT, ACT, and AP Potential data to identify courses with high enrollment potential.	July 2023 - June 2028	High school principals; Learning Services	\$0	NA	Suggested rosters and course lists
2. Maintain memoranda of understanding (MOUs) with post-secondary institutions; align/identify priority courses that support CTE majors, core area graduation credit, and/or opportunities to complete post-secondary programs or degrees while in high school.	July 2023 - June 2028	Director of School Improvement; Executive Director of Instructional Programs	\$0	NA	District course catalog
3. Support a districtwide program school - Early College High School.	July 2023 - June 2028	Executive Director of High School Learning Community; Principal ECHS	TBD	GOF	Enrollment data for Early College High School
4. Work with community partners such as Trident Technical College and the Chamber of Commerce to support student enrollment in dual credit courses and experiences in work-based learning; and, expand the number of CCSD teachers eligible to teach dual enrollment courses.	July 2023 - June 2028	Executive Director of High School Learning Community; Executive Director of Career and Technology Education	TBD	GOF; Perkins	MOUs with community partners; List of CCSD teachers teaching dual enrollment courses
<b>Strategy #2: Support schools in developing and monitoring student progress toward college and career goals.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Monitor and increase the percent of students with a soft skills credential such as WIN or Microburst.	July 2023 - June 2028	Executive Director of Career and Technology Education	TBD	Perkins	Summary data on students with soft skills credentials

2. Engage middle school students in exploring career options; facilitate high school student use of platforms such as Naviance for career exploration, test preparation, career progress and goal monitoring.	July 2023 - June 2028	District Director of Counseling; School & Career Counselors	TBD	TBD	Naviance usage data; IGP reports
3. Develop and support enrollment software and Powerschool customized reports for monitoring and improving student progress in completing Career Technology Education majors.	July 2023 - June 2028	Executive Director of CTE; Director of Student Information; Director of School Improvement	Approx. \$25,000	Perkins; GOF	Powerschool reports on CTE completers; User data from Class Choice
4. Create a district team to analyze assessment data, create review materials, provide workshops for teachers and students on improving career readiness skills assessed on WIN/WorkKeys, and support opportunities for re-testing.	July 2023 - June 2028	Assessment and Evaluation; High School Principals; CTE Department	\$0	NA	Career readiness assessment participation and achievement summaries

**Strategy #3: Utilize 3 regional career centers to improve equity and access to high quality and diverse Career and Technology Education majors--East Cooper Center for Advanced Studies (Mt Pleasant - opened in SY 2019/20), Cooper River Center for Advanced Studies (North Charleston - opened in SY 2020/21), and West Ashley Center for Advanced Studies (West Ashley - opened in SY 2021/22).**

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Engage CAS feeder schools and all stakeholders (local businesses, students, teachers, administrators, parents, etc.) in supporting work-based learning, youth apprenticeships, and expanded enrollment in CTE courses.	July 2023 - June 2028	CAS Principals	TBD	GOF; Perkins	Student enrollment and career readiness data for Centers for Advanced Studies
2. Develop, provide training in using, and utilize enrollment platform and procedures for coordinating course enrollment across all schools served by a given career center.	July 2023 - June 2028	Director of Student Information; Executive Director Career and Technology Education	\$60,000	Perkins; GOF	ClassChoice usage data; Professional development transcripts; Invoices for contracted services with consultant
3. Develop, review, and improve district initiatives to expand enrollment in underrepresented student groups, schools, and/or CTE programs at regional CTE centers.	July 2024 - June 2028	Executive Director of CTE; Associate Superintendent for Secondary Learning Community	TBD	Perkins	Enrollment data



## Performance Goal

Performance Goal Area:	Gifted and Talented: Academic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of students scoring a C or higher on the Algebra 1 End-of-Course exam by the end of 8th grade from 24.9% to 60.3%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Students scoring a C or higher on the Algebra 1 End-of-Course exam by the end of 8th grade (CCSD test file)	24.9%	Projected Data: 32.0%	39.1%	46.2%	53.3%	60.3%
		Actual Data: 26.7%				

## Action Plan

Strategy #1: Increase students demonstrating algebra-readiness in grades 3-7.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Develop and support a plan for identifying and monitoring the number of GT-endorsed teachers and GT-identified students at each middle school.	July 2023 - June 2028	Middle school principals; District Gifted & Talented Coordinator	\$0	NA	Monitoring plans and support
2. Provide targeted professional development for teachers in using a differentiated curriculum with GT-identified students.	July 2023 - June 2028	District Gifted & Talented Coordinator; Professional Development Coordinator	TBD	TBD	Teacher professional development transcripts
3. Develop and communicate "best practices" for supporting differentiated curriculum, instruction, and assessments--including utilization of District online G&T progress reports, expanding course offerings for middle school students, and use of data/item analysis from unit assessments and mastery check points in professional learning communities.	July 2023 - June 2028	District Gifted & Talented Coordinator; District Instructional Specialists; Director of School Improvement; Chief Academic Officer; Executive Director of Assessment & Evaluation	TBD	TBD	GT Professional Development Plan; SC Honors Framework Checklists for differentiated courses
4. Develop and implement a plan for expanding gifted services to include a least the top 10% of students in grades 3-8 at each school.	July 2023 - June 2028	Executive Director of Instructional Programs; Gifted & Talented Coordinator	TBD	TBD	School/District reports on % students receiving G&T services
5. Continue to implement consistent math curriculum and assessment in grades K-8.	July 2023 - June 2028	Executive Director of Instructional Programs; Gifted & Talented Coordinator; District Instructional Specialists; Director of School Improvement; Chief Academic Officer; Executive Director of Assessment & Evaluation	TBD	TBD	Observation Tool Data; Math Curriculum Scope and Sequence; Assessment Reports
6. Support scheduling and planning initiatives that decrease class size in GT middle school classes (honors and HS credit).	July 2024 - June 2028	Learning Services	TBD	GOF, Title I	PS class enrollment data

**Strategy #2: Expand identification of students with and utilization of strategies for developing strong quantitative reasoning skills.**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Focus SAIL curriculum in grades 3-5 on algebraic thinking skills.	July 2023 - June 2028	SAIL teachers	TBD	TBD	SAIL lesson plans; SAIL report cards
2. Expand opportunities for OGAP and Illustrative Math trainings that support strategies for teaching conceptual thinking.	July 2023 - June 2028	Curriculum and Instruction Director	TBD	TBD	Professional Development plan
3. CogAT census testing in 5th grade to gather ability and aptitude data to expand identification of students with quantitative/non-verbal reasoning skills.	July 2023 - June 2028	District Test Coordinator; District Gifted and Talented Coordinator	TBD	TBD	CogAT data

## Performance Goal

Performance Goal Area:	Gifted and Talented: Academic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of students in grades 9-12 enrolled in an AP or IB course from 24.3% to 35.7%, the percent of AP exams earning a 3 or higher from 73.5% to 76.2%, and the percent of Gifted and Talented identified students enrolling in at least one Advanced Placement course from 49.5% to 59.5%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Students in grades 9-12 enrolled in an AP or IB course (District enrollment file)	24.3%	Projected Data: 26.6%	28.8%	31.1%	33.4%	35.7%
		Actual Data: 24.7%				
AP exams earning a 3 or higher (District test file)	73.5%	Projected Data: 74.0%	75.2%	75.4%	75.6%	76.2%
		Actual Data: 75.1%				
GT identified students enrolled in at least one AP course (District enrollment file)	49.5%	Projected Data: 51.5%	53.5%	55.5%	57.5%	59.5%
		Actual Data: 52.7%				

## Action Plan

<b>Strategy #1: Implement a continuous improvement process to monitor and expand AP/IB enrollments.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Analyze enrollment and assessment data to identify AP/IB teachers and/or courses where students outperform AP Potential.	July 2023 - June 2028	AP Coordinator; District Test Coordinator	\$0	NA	Data files and summary of "pockets" of AP excellence
2. Offer distance learning and "satellite" AP courses to expand course offerings at rural and/or small schools.	July 2023 - June 2028	Director of Online Learning	TBD	TBD	PowerSchool course enrollment data
3. Offer CCSD-funded AP Institutes to teachers, focused on offering AP courses with a large number of students showing high potential for success, but low current participation.	June 2023 - July 2028	AP Coordinator; Professional Development Coordinator	\$250,000	GOF; Title II	AP endorsements on teaching certificates
4. Create and disseminate annual reports summarizing district and school AP/IB enrollments and student outcomes.	July 2023 - June 2028	Director of Assessment and Evaluation; AP Coordinator	\$0	NA	Annual AP/IB reports
<b>Strategy #2: Enhance home-school communication on AP/IB opportunities.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Include AP Potential data in Individual Graduation Plan meetings and/or student data conferences for students in grades 8-11.	July 2023 - June 2028	AP Coordinator; School Counseling Directors	\$0	NA	Student conferencing template; Meeting agendas
2. Assist schools in communicating and assisting parents in understanding course offerings, identifying scholarship opportunities, and selecting course pathways.	July 2023 - June 2028	District Director of Counseling	\$0	NA	Meeting agendas
<b>Strategy #3: Build college-going cultures and increase access to diverse and engaging courses in all middle schools.</b>					

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement AVID at pilot middle schools and provide professional development for teachers in AVID's WICOR strategies supporting rigor, engagement, and academic success.	July 2023 - June 2028	AVID District Coordinator; Professional Development Coordinator	TBD	GOF	List of WICOR professional development opportunities and enrollments
2. Develop and support system-wide consistent procedures that increase the percentage of middle school students earning high school credit, including targeted support for middle school honors courses with high dosage tutoring and other supports.	July 2023 - June 2028	Learning Services	TBD (high-dosage tutoring)	GOF; Title I	PowerSchool enrollment/participation data
3. Encourage and support widespread testing of 8th graders on PSAT/NMSQT so that AP Potential reports will be available before entering high school.	June 2023 - July 2028	Middle School Principals; Gifted & Talented Coordinator; Executive Director of Assessment & Evaluation	TBD	GOF	PSAT test file
4. Expand opportunities for middle school students to participate in fine arts and world language courses.	July 2023 - June 2028	District Instructional Specialists; Middle School Principals; Associate Superintendent Middle School Learning Community	\$0	NA	PowerSchool enrollment data
5. Provide Gifted and Talented Services to at least the top 10% of students at every CCSD Elementary & Middle school.	July 2023 - June 2028	Gifted & Talented Coordinator	\$0	NA	PowerSchool enrollment data

## Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, decrease the percent of students who are chronically absent from 17.8% to 14.2%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Chronic absenteeism (District Report Card)	17.8%	Projected Data: 17.1%	16.4%	15.7%	15.0%	14.2%
		Actual Data: 23.0%				



## Action Plan

<b>Strategy #1: Implement an Attendance/Truancy Project Team.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Hire a district prevention and intervention facilitator for truancy to develop a continuum of support to improve attendance.	July 2023 - June 2028	School Support	TBD	GOF	Employment contract; Continuum of support
2. Create and continuously update schoolwide procedures and a district attendance/truancy manual, including implementation goals for MTSS and monitoring reports/tools in student information system.	July 2023 - June 2028	MTSS Director; Director of School Support	\$0	NA	Meeting agendas; Attendance/Truancy Manual
3. Conduct professional development to educate schools on promoting attendance and implementing attendance/truancy procedures and interventions.	July 2023 - June 2028	Director of School Support	\$2,500/yr	GOF	Professional development transcripts
4. Develop and implement a district campaign to incentivize attendance.	July 2023 - June 2028	Director of School Support	\$2,000/yr	GOF	Purchase orders
<b>Strategy #2: Work with community partners to support student attendance and family engagement; and, develop and implement an early warning system.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide support to families in removing attendance barriers.	July 2023 - June 2028	School Social Workers	\$1,050,000/yr	GOF; At Risk - Fund 338	Support Log; Quarterly Activity Reports
2. Partner with external agencies to offer district interventions (e.g., truancy hearings, A Day in Court).	July 2023 - June 2028	School Support	\$1,500/yr	GOF	Meeting agendas; Sign-in sheets; Schedule of events
3. Develop and support a collaborative team (DJJ, DSS, and CCSD) to hold truancy hearings based on school referrals.	July 2023 - June 2028	Director of School Support	\$0	NA	Meeting agendas; Logs of collaboratively held hearings

**Strategy #3: Utilize Restorative Practices to create positive learning environments that foster growth in the 5Rs - relationships, respect, responsibility, repair, and reintegration.**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Monitor, recognize, and incentivize schools meeting Restorative Practice implementation benchmarks.	July 2023 - June 2028	Executive Director of Student Support	TBD	GOF	Reward announcements from LEAD slide deck
2. Support staff implementation through staff listening circles, affinity circles, dreamers circles, restorative conference, and intensive school coaching.	July 2023 - June 2028	Executive Director of Student Support	TBD	GOF	Sign-in sheets from circles

## Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, decrease the percent of African American students with 1 or more days of Out of School Suspension from 20.0% to 15.0%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
African American students with 1 or more days of Out of School Suspension (District discipline file)	20.0%	Projected Data: 19.0%	18.0%	17.0%	16.0%	15.0%
		Actual Data: 19.4%				

## Action Plan

### Strategy #1: Work with community partners to support student attendance and family engagement; and, develop and implement an early warning system.

<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Partner with external agencies to offer district interventions that reduce OSS (e.g., truancy hearings, A Day in Court).	July 2023 - June 2028	School Support Department	TBD	TBD	Meeting agendas; Sign-in sheets; Schedule of events
2. Develop and support a collaborative team (DJJ, DSS, and CCSD) to hold truancy hearings based on school referrals.	July 2023 - June 2028	School Support Office	\$0	NA	List of referrals and outcomes

### Strategy #2: Utilize MTSS and early warning data to identify and provide targeted support to schools with high OSS rates for African American students.

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide training to school MTSS teams in utilizing early warning data and providing appropriate interventions.	July 2023 - June 2028	MTSS Director	TBD	TBD	Professional development transcripts
2. Monitor and support fidelity of MTSS implementation at all schools.	July 2023 - June 2028	MTSS Director	\$0	NA	Student outcome data; MTSS Self-Evaluation tool

## Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, improve school climate as measured by increasing the percent of STUDENTS mostly agreeing/agreeing “I am satisfied with the social and physical environment at my school” from 83.5% to 86.8% (grades 3-8) and 82.5% to 86.0% (grades 9-12); “Students of different backgrounds get along well at my school” from 80.6% to 85.5% (grades 3-8); “Students at my school believe they can do good work” from 80.3% to 84.5% (grades 3-8) and 78.6% to 82.9% (grades 9-12); “Students at my school behave well in the hallways, in the lunchroom, and on school grounds” from 56.3% to 67.2% (grades 3-8) and 63.5% to 72.6% (grades 9-12); and, “My classes are interesting and fun” from 75.6% to 80.5% (grades 3-8) and 72.7% to 78.2% (grades 9-12).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Social and physical environment - grades 3-8 (State Climate Survey)	83.5%	Projected Data: 84.2%	84.8%	85.5%	86.1%	86.8%
		Actual Data: 82.4%				
Social and physical environment - grades 9-12 (State Climate Survey)	82.5%	Projected Data: 83.2%	83.9%	84.6%	85.3%	86.0%
		Actual Data: 82.3%				
Different backgrounds - grades 3-8 (State Climate Survey)	80.6%	Projected Data: 81.6%	82.5%	83.5%	84.5%	85.5%
		Actual Data: 82.9%				
Good work - grades 3-8 (State Climate Survey)	80.3%	Projected Data: 81.4%	82.2%	82.9%	83.7%	84.5%
		Actual Data:				Page

		57.1%				
Good work - grades 9-12 (State Climate Survey)	78.6%	<b>Projected Data:</b> 79.5%	80.3%	81.2%	82.0%	82.9%
		<b>Actual Data:</b> 83.7%				
Behave well - grades 3-8 (State Climate Survey)	56.3%	<b>Projected Data:</b> 58.5%	60.7%	62.9%	65.0%	67.2%
		<b>Actual Data:</b> 57.7%				
Behave well - grades 9-12 (State Climate Survey)	63.5%	<b>Projected Data:</b> 65.3%	67.2%	69.0%	70.8%	72.6%
		<b>Actual Data:</b> 66.6%				
Classes interesting and fun - grades 3-8 (State Climate Survey)	75.6%	<b>Projected Data:</b> 76.6%	77.6%	78.5%	79.5%	80.5%
		<b>Actual Data:</b> 73.2%				
Classes interesting and fun - grades 9-12 (State Climate Survey)	72.7%	<b>Projected Data:</b> 73.8%	74.9%	76.0%	77.1%	78.2%
		<b>Actual Data:</b> 72.2%				

## Action Plan

<b>Strategy #1: Support student perception and measurable indicators of the social and physical environment, student behavior, and positive relationships among students by implementing an effective social-emotional learning curriculum.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement and monitor student engagement (grades K-8) in the Second Steps curriculum (or comparable curriculum); support the use of restorative practices in all schools.	July 2023 - June 2028	Executive Director of Student Support	\$234,000 (SEL); \$150,000 (Restorative Practices)	At Risk - Fund 338; GOF	Implementation plan; Fidelity monitoring documents
2. Establish and use district data teams (such as Academic Council) to monitor pockets of excellence and opportunities for growth in social-emotional learning.	July 2023 - June 2028	Student Support; Assessment & Evaluation	\$0	NA	Data team presentations
3. Develop a plan for ongoing dissemination and replication of effective SEL strategies through implementation of Positive Behavior Interventions and Supports (PBIS).	July 2023 - June 2028	School and Student Support departments	\$0	NA	Meeting agendas
<b>Strategy #2: Support student engagement in learning and confidence as learners.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Partner with community agencies such as the Charleston Mental Health Center to maintain a system for identifying students who need additional support and for providing mental health counseling for students.	July 2023 - June 2028	Executive Director of Student Support	TBD	GOF; Title I; Grants	Summary data for services
2. Collect (Panorama and State Climate Surveys), monitor, and respond to student engagement data throughout the year.	July 2023 - June 2028	MTSS Director	TBD	TBD	Panorama and Climate Survey results; Observation data
3. Develop and utilize observation tool used during learning walks that monitor and support student engagement.	July 2023 - June 2028	Chief of Schools; Chief Academic Officer	\$0	NA	Observation tool and data

**Strategy #3: Utilize Restorative Practices to create positive learning environments that foster growth in the 5Rs - relationships, respect, responsibility, repair, and reintegration.**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Monitor, recognize, and incentivize schools meeting Restorative Practice implementation benchmarks.	July 2023 - June 2028	Executive Director of Student Support	TBD	GOF	Recognized schools from LEAD slide decks
2. Develop materials to support Anti-Bullying "toolkits" for schools.	July 2023 - June 2028	Learning Services	TBD	GOF	Links to anti-Bullying resources and professional development opportunities



## Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, improve stakeholder involvement and communication as measured by increasing the percent of PARENTS agreeing/strongly agreeing “My child’s teachers contact me to say good things about my child” from 73.4% to 80.1%; “My child’s teachers tell me how I can help my child learn” from 75.1% to 81.3%; and, “My child’s school considers changes based on what parents say” from 79.0% to 84.3%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Good things (State Climate Survey)	73.4%	Projected Data: 74.7%	76.1%	77.4%	78.7%	80.1%
		Actual Data: 71.3%				
Help my child learn (State Climate Survey)	75.1%	Projected Data: 76.3%	77.6%	78.8%	80.1%	81.3%
		Actual Data: 75.3%				
Considers changes (State Climate Survey)	79.0%	Projected Data: 80.1%	81.1%	82.2%	83.2%	84.3%
		Actual Data: 67.3%				

## Action Plan

<b>Strategy #1: Support conversations between parents/guardians and teachers regarding student learning - both successes and challenges.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide student and teacher data dashboards to facilitate conversations about learning.	July 2023 - June 2028	Executive Director of Assessment & Evaluation	TBD	GOF	Dashboards
2. Utilize Family Reports in FastBridge, iReady, and MAP, and Individual Student Reports in WIN, ACT, SAT/PSAT, and PLTW to communicate learning success, challenges, and strategies for improvement.	July 2023 - June 2028	Core area teachers; School test coordinators	TBD	TBD	Family Reports usage data
3. Provide training for teachers in facilitating student data conferences with parents/guardians and students.	June 2023 - July 2028	Chief Academic Officer; Executive Director of Assessment & Evaluation; Director of Curriculum & Instruction	\$0	NA	Professional development logs
<b>Strategy #2: Expand opportunities for parents and guardians to participate in and provide feedback on district initiatives.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Offer listening sessions where parents/guardians can provide feedback on district initiatives and major decisions.	July 2023 - June 2028	Communications department	\$0	NA	Summary of feedback and participation data
2. Provide one-to-one devices and support the expansion of rural broadband access to ensure e-learning, feedback, progress monitoring, and registration opportunities for all students and parents/guardians.	July 2023 - June 2028	Executive Director of Instructional Programs; Director of Family and Community Engagement; Chief Operating Officer	TBD	TBD	Purchase orders

3. Support opportunities for all stakeholders to review and provide feedback on textbooks and instructional materials.	July 2023 - June 2028	Learning Services	TBD	GOF	Summary of stakeholder feedback data on instructional material reviews
------------------------------------------------------------------------------------------------------------------------	-----------------------	-------------------	-----	-----	------------------------------------------------------------------------

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of all Kindergarten students demonstrating readiness on KRA from 53.1% to 62.5%, and increase the percent of Kindergarten students who attended CCSD 4K demonstrating readiness on KRA from 49.3% to 59.4%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
All Kindergarten students demonstrating readiness on KRA (District Report Card)	53.1%	Projected Data: 55.0%	56.9%	58.8%	60.7%	62.5%
		Actual Data: 54.7%				
Kindergarten students who attended CCSD 4K demonstrating readiness on KRA (District test file)	49.3%	Projected Data: 51.4%	53.4%	55.4%	57.4%	59.4%
		Actual Data: 53.2%				

## Action Plan

<b>Strategy #1: Increase the acquisition of phonological awareness skills in Childhood Development (CD) students.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and implement a literacy scope and sequence which paces the delivery of instruction and provides a year-long view of standards.	July 2023 - June 2028	Learning Services	\$0	NA	Scope and sequence for early learning curriculum
2. Implement systematic phonics program in schools where myIGDIs, MAP, FastBridge, and/or GOLD data show the need for additional literacy support.	July 2023 - June 2028	Early Childhood Specialist; District Testing Coordinator	TBD	GOF	Systematic phonics program implementation monitoring; myIGDIs data
3. Assess students 3 times per year, analyze data, and hold data strategy meetings.	July 2023 - June 2028	CD/Primary teachers; School-based Instructional Coaches; Assessment and Evaluation	\$0	NA	Intervention rosters and follow-up steps on meeting agendas
<b>Strategy #2: Increase focus on numeracy and improve the use of research-based best practices by school and program staff.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Increase opportunities for teachers and coaches to collaborate on improving vertical articulation and on aligning content and assessments.	July 2023 - June 2028	Learning Services	\$0	NA	Coaching logs; meeting agendas
2. Identify model classrooms for visitation; provide resources for leadership training, staff visits, and program oversight.	July 2023 - June 2028	Learning Services	TBD	GOF; Head Start	Classroom visitors log
3. Provide certified Early Childhood Teachers for every 3-year-old classroom, and support all primary teachers in earning Read to Succeed credentials.	July 2023 - June 2028	Human Resources; Learning Services	TBD	GOF; Title II	Data on teacher certifications and endorsements

**Strategy #3: Implement district and school-level continuous improvement processes that support literacy and numeracy achievement in all primary students (PK3-K).**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and sustain an Exemplary Early Childhood Learning Center; provide resources for leadership training, staff training, and program oversight.	July 2023 - June 2028	Learning Services	TBD	GOF	Vistors log; Student data summary; School report card for Mary Ford ELFC
2. Provide consistent evidence-based parenting and community support and literacy training, with a focus on wrap around services supporting the "whole" child.	July 2023 - June 2028	Learning Services; Abrazos Coordinator; Primary/Elementary/Montessori Principal	TBD	GOF; Title I, Title III	MTSS reports
3. Develop and implement a plan for expanding Exemplary Early Childhood Learning Centers into each of the four geographic zones in CCSD.	July 2023 - June 2028	Learning Services; Transportation & Facilities planning teams	TBD	TBD	Site plans and progress monitoring data

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of students scoring Meets or Exceeds on SC Ready ELA from 53.3% to 62.6% for all students, 23.1% to 38.5% for African American students, 29.6% to 42.0% for Hispanic students, 24.5% to 39.6% for students who are multilingual learners, and 10.0% to 28.0% for students with disabilities.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
All students (District Report Card)	53.3%	Projected Data: 55.2%	61.7%	62.0%	62.3%	62.6%
		Actual Data: 61.4%				
African American students (District test file)	23.1%	Projected Data: 26.2%	32.4%	33.9%	35.4%	38.5%
		Actual Data: 30.9%				
Hispanic students (District test file)	29.6%	Projected Data: 32.4%	37.2%	38.0%	40.9%	43.7%
		Actual Data: 36.7%				
Students who are multilingual learners (District test file)	24.5%	Projected Data: 27.5%	30.5%	33.6%	36.6%	39.6%
		Actual Data: 28.6%				
Students with disabilities (District test file)	10.0%	Projected Data: 13.6%	17.2%	20.8%	24.4%	28.0%

		<b>Actual Data:</b> 14.0%			
--	--	------------------------------	--	--	--



## Action Plan

<b>Strategy #1: Use research in best and promising practices, national models, and experts in the field to increase capacity of district and school staff to improve student achievement and engagement.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Design and implement with fidelity an instructional framework that provides systematic and sequenced curriculum for students with disabilities.	July 2023 - June 2028	Exceptional Children Services	\$500,000	Special Revenue; IDEA	Implementation plan; Coaching logs; Students with disabilities in LRE and meeting expected growth
2. Implement and monitor a systematic phonics program beginning with 14 pilot schools; expand participating schools annually based on data and funding.	July 2023 - June 2028	District Literacy Coordinator	TBD	GOF	Pilot implementation plan; Monitoring logs
3. Develop, implement, monitor, and support school plans for utilizing special revenue funds to support extended time, tutoring, enrichment, and other acceleration opportunities for students reading below grade level or needing additional support in specific literacy skills.	July 2023 - June 2028	Chief Academic Officer; Chief Financial Officer	TBD	GOF; Title I; CSI	Planning and budget documents
<b>Strategy #2: Implement rigorous, standards-based curriculum and effective instructional models to support elementary- and middle-level literacy skills.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and monitor use of Text-Dependent Analysis (TDA) units with embedded test preparation practice, and the use of benchmark assessments in ELA classes.	July 2023 - June 2028	District Literacy Coordinator; District Instructional Specialists; Director of School Improvement	TBD	TBD	Benchmark & TDA assessment data
2. Develop and support a process for monitoring the implementation of the ELA Curriculum Guides for Grades 1-8.	July 2023 - June 2028	Director of Curriculum and Instruction	TBD	GOF	Coaching logs; District/School Read to Succeed plans

3. Provide professional development in and monitor the use of high-yield instructional practices in literacy, including flexible reading groups, systematic/explicit phonics instruction, and AVID WICOR skills.	July 2023 - June 2028	Learning Services; AVID Coordinators	TBD	Title II; GOF	Syllabi; Lesson plans; Classroom observations
4. Provide targeted, small-group support and enrichment in reading for identified students.	July 2023 - June 2028	Reading/Instructional coaches	TBD	GOF; Title I; Read to Succeed	Coaching logs; PowerSchool Teacher rosters; Intervention documentation
<b>Strategy #3: Implement district and school-level continuous improvement processes that support the achievement of all students.</b>					
<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Establish and use district data teams to identify and monitor pockets of excellence and opportunities for growth in literacy.	July 2023 - June 2028	Learning Services	\$0	NA	Data team presentations; Meeting agendas
2. Support teacher success in using interim assessments such as iReady, MAP Reading, and/or Text Dependent Analysis rubrics to monitor student growth.	July 2023 - June 2028	Learning Services	\$0	NA	ELA Student Learning Objectives (SLOs) data
3. Develop and implement a weighted student funding model to maximize the impact of every dollar in supporting student success.	July 2023 - June 2028	Superintendent	TBD	GOF	Budget documents
4. Utilize implementation rubric to calibrate, reflect, and provide tiered support to schools in implementing Professional Learning Communities (PLCs) and data-driven instruction (DDI).	July 2023 - June 2028	Learning Services	\$0	NA	Implementation rubrics; Professional Development reports
5. Implement and calibrate classroom walkthrough tool to provide ongoing job-embedded coaching support and aligned professional development.	July 2023 - June 2028	Learning Services	TBD	GOF	Schoolmint Grow reports

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of students scoring Meets or Exceeds on SC Ready Math from 49.2% to 59.4% for all students, 17.0% to 33.6% for African American students, 27.5% to 42.0% for Hispanic students, 24.0% to 39.2% for students who are multilingual learners, and 10.1% to 28.1% for students with disabilities.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
All students (District Report Card)	49.2%	Projected Data: 51.2%	53.3%	55.3%	57.3%	59.4%
		Actual Data: 51.4%				
African American students (District test file)	17.0%	Projected Data: 20.3%	23.6%	27.0%	30.3%	33.6%
		Actual Data: 18.3%				
Hispanic students (District test file)	27.5%	Projected Data: 30.4%	33.3%	36.2%	39.1%	42.0%
		Actual Data: 29.5%				
Students who are multilingual learners (District test file)	24.0%	Projected Data: 27.0%	30.1%	33.1%	36.2%	39.2%
		Actual Data: 25.9%				
Students with disabilities (District test file)	10.1%	Projected Data: 13.7%	17.3%	20.9%	24.5%	28.1%

		<b>Actual Data:</b> 10.5%			
--	--	------------------------------	--	--	--

## Action Plan

<b>Strategy #1: Implement rigorous curriculum and effective instructional practices to support SCCCR standards.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide materials, support, and professional development for math curriculum.	July 2023 - June 2028	District Instructional Specialists	\$2,500,000	GOF	Professional development transcripts; Common assessment reports
2. Utilize common formative assessments and/or benchmarks in grades K-8, and provide professional development in implementing formative assessment.	July 2023 - June 2028	District Instructional Specialists	\$600,000	GOF; Title II	Professional development transcripts; Lesson plans; Assessment data
3. Collaborate, research, and submit grant proposal(s) to provide advanced degrees for K-5 teachers in the form of graduate work towards an elementary math endorsement.	July 2023 - June 2028	Learning Services	\$80,000	GOF	Math endorsement on K-5 teaching certificate
4. Provide professional development for middle school teachers in using TI-Nspire graphing calculators effectively.	July 2023 - June 2028	District Instructional Specialists	\$16,000	GOF	Professional development transcripts
5. Facilitate liaison meetings to support and monitor collaboration among math teachers/department chairs in aligning curriculum and assessment, the use of MAP and/or iReady data to provide individualized and targeted instruction, and the use of district math curriculum resources.	July 2023 - June 2028	District Instructional Specialist; Instructional Coaches	\$0	NA	Lesson plans; monitoring documentation
6. Implement and calibrate classroom walkthrough tool to provide ongoing job-embedded coaching support and aligned professional development.	July 2023 - June 2028	Learning Services	TBD	GOF	Schoolmint Grow reports
7. Utilize implementation rubric to calibrate, reflect, and provide tiered support to schools in implementing PLCs and DDI.	July 2023 - June 2028	Learning Services	\$0	NA	Implementation rubrics; Professional Development reports
<b>Strategy #2: Expand equity and access to rigorous and diverse learning experiences that ensure college and career readiness.</b>					

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Support all students with access to adaptive digital content for acceleration and remediation.	July 2023 - June 2028	Executive Director of Instructional Programs	\$10,000	GOF	Usage and achievement/growth reports
2. Streamline access to and tools for using data by using a data analytics platform; and, utilize interim assessment to monitor student growth and learning.	July 2023 - June 2028	Learning Services	TBD	GOF	Data analytics platform access/reports
3. Develop and implement a weighted student funding model to maximize the impact of every dollar in supporting student success.	July 2023 - June 2028	Superintendent	TBD	GOF	Budget documents

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of students scoring Meets or Exceeds on SC Ready Science (grades 4 and 6 only) from 52.0% to 61.6% for all students, 18.4% to 34.7% for African American students, 27.0% to 41.6% for Hispanic students, 19.9% to 35.9% for students who are multilingual learners, and 11.6% to 29.3% for students with disabilities.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
All students (District Report Card)	52.0%	Projected Data: 53.9%	55.8%	57.7%	59.7%	61.6%
		Actual Data: 52.8%				
African American students (District data file)	18.4%	Projected Data: 21.7%	24.9%	28.2%	31.5%	34.7%
		Actual Data: 18.3%				
Hispanic students (District data file)	27.0%	Projected Data: 29.9%	32.8%	35.8%	38.7%	41.6%
		Actual Data: 24.8%				
Students who are multilingual learners (District data file)	19.9%	Projected Data: 23.1%	26.3%	29.5%	32.7%	35.9%
		Actual Data: 18.6%				
Students with disabilities (District data file)	11.6%	Projected Data: 15.1%	18.7%	22.2%	25.7%	29.3%
						Page

		<b>Actual Data:</b> 12.9%			
--	--	------------------------------	--	--	--



## Action Plan

<b>Strategy #1: Implement rigorous curriculum and effective instructional models to support national and SCCR college-readiness standards.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide professional development in and monitor implementation of high-yield instructional strategies.	July 2023 - June 2028	District Instructional Specialists	TBD	GOF; Title II	Professional development logs
2. Facilitate liaison meetings to support collaboration among science teachers/department chairs in aligning curriculum and assessment.	July 2023 - June 2028	District Instructional Specialists	\$0	NA	Alignment documents
3. Monitor, support, and evaluate science teachers in using data and formative assessments to promote student achievement in targeted standards/skills.	July 2023 - June 2028	District Instructional Specialists	\$0	NA	Formative assessment data
4. Utilize implementation rubric to calibrate, reflect, and provide tiered support to schools in implementing PLCs and DDI.	July 2023 - June 2028	Learning Services	\$0	NA	Implementation rubrics; Professional Development reports
<b>Strategy #2: Expand equity and access to rigorous, diverse, and engaging learning experiences.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement and monitor district pilots, summer opportunities, and expanded PLTW courses in middle school that promote student engagement in STEAM.	July 2023 - June 2028	District Instructional Specialists	TBD	Perkins, Grants	STEAM initiatives and student enrollment/participation data
2. Provide training in and support implementation of digital programs that expand and differentiate learning opportunities in science such as Discovery Education, Explore Learning, MackinVia, Pearson Realize, or Vernier Lab Quest.	July 2023 - June 2028	District Instructional Specialists; Science teachers	\$110,000	GOF; Grants	Reports from digital providers

3. Build out model courses/lessons with science standards, including supporting and expanding the use of science kits to engage students in hands-on learning opportunities.	July 2023 - June 2028	District Instructional Specialists; Lead teachers	TBD	GOF	Lesson plans; classroom observation data
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	---------------------------------------------------	-----	-----	------------------------------------------

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of students in the graduating cohort scoring C or better on the Algebra 1 EOCEP from 52.3% to 61.8%, English 2 EOCEP from 62.8% to 71.9%, Biology 1 EOCEP from 55.9% to 64.7%, and US History and Constitution EOCEP from 47.7% to 58.2%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Algebra 1 (District Report Card)	52.3%	Projected Data: 54.2%	56.1%	58.0%	59.9%	61.8%
		Actual Data: 53.9%				
English 2 (District Report Card)	62.8%	Projected Data: 64.3%	71.3%	71.5%	71.7%	71.9%
		Actual Data: 71.1%				
Biology 1 (District Report Card)	55.9%	Projected Data: 57.7%	59.4%	61.2%	63.0%	64.7%
		Actual Data: 51.2%				
US History & Constitution (District Report Card)	47.7%	Projected Data: 49.8%	52.8%	54.0%	56.1%	58.2%
		Actual Data: 52.3%				

## Action Plan

<b>Strategy #1: Implement rigorous, standards-based curriculum and effective instructional models to support the Profile of the SC Graduate.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and monitor use of Text-Dependent Analysis (TDA) units with embedded test preparation practice in English courses, and expand support for TDA implementation in science and social studies courses.	July 2023 - June 2028	District Instructional Specialists	\$0	NA	TDA assessment data in PowerTeacher gradebook reports
2. Develop and support the use of district scope and sequence documents, curriculum guides, and benchmarks - including use of a data analytics platform (such as Derivita) to facilitate administration and analysis of EOC benchmarks and unit assessments.	July 2023 - June 2028	Director of Curriculum and Instruction	\$5,000	GOF	Curriculum documents; fidelity of use data
3. Provide professional development in and monitor the use of high-yield instructional practices - including flexible reading groups, Text Dependent Analysis, Document Based Questions, using calculators to support conceptual learning, and AVID WICOR skills.	July 2023 - June 2028	Instructional Specialists	TBD	GOF	Professional Development Catalogs and participation; classroom observations
4. Provide targeted, small-group support in college-ready literacy and/or numeracy skills for identified students.	July 2023 - June 2028	School-based MTSS teams	\$0	NA	Intervention documentation in PowerSchool; MTSS data
<b>Strategy #2: Implement district and school-level continuous improvement processes that support the achievement of all students.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Establish and use district data teams to identify and monitor pockets of excellence and opportunities for growth in literacy.	July 2023 - June 2028	Learning Services	\$0	NA	School dashboards

2. Support schools in using MAP Reading/Math data and Text Dependent Analysis rubrics to assist in student placement and monitoring student growth.	July 2023 - June 2028	MAP Coordinator; Learning Services	\$0	NA	Student Learning Objectives (SLO) data; placement recommendations; course requests
3. Use continuous improvement protocols such as Plan-Do-Study-Act to increase teacher and administrator utilization of data to adjust instruction.	July 2023 - June 2028	District Instructional Specialists; ESOL Coordinator	\$0	NA	Data analysis and subsequent changes/adjustments to lesson plans and/or interventions
4. Support teacher leaders through department chair/liaison meetings, and support leadership pathways for administrators.	July 2023 - June 2028	Learning Services; Office of Teacher Effectiveness	\$0	NA	Coaching logs; SC LEAD reports

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, 88.1% of all students will earn an on-time high school diploma (within 4 or fewer years after entering 9th grade), 82.1% of African American students, 82.4% of Hispanic students, 75.8% of students who are multilingual learners, 62.5% of students with disabilities, and 79.8% of students who are economically disadvantaged.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
All students (District Report Card)	84.6%	Projected Data: 84.9%	87.5%	87.7%	87.9%	88.1%
		Actual Data: 87.3%				
African American students (District Report Card)	77.3%	Projected Data: 78.2%	81.5%	81.7%	81.9%	82.1%
		Actual Data: 81.3%				
Hispanic students (District Report Card)	74.7%	Projected Data: 75.7%	78.2%	80.2%	80.4%	82.4%
		Actual Data: 78.0%				
Students who are multilingual learners (District Report Card)	69.8%	Projected Data: 71.0%	73.0%	73.4%	74.6%	75.8%
		Actual Data: 72.8%				
Students with disabilities (District Report Card)	53.1%	Projected Data: 55.0%	58.1%	58.7%	60.6%	62.5%

		<b>Actual Data:</b> 57.9%				
Students who are economically disadvantaged (District Report Card)	74.7%	<b>Projected Data:</b> 75.7%	78.3%	78.5%	78.7%	79.7%
		<b>Actual Data:</b> 78.1%				

## Action Plan

<b>Strategy #1: Implement rigorous, standards-based curriculum and effective instructional models to support the Profile of the SC Graduate.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and monitor use of Text-Dependent Analysis (TDA) units with embedded test preparation practice in English courses, and expand support for TDA implementation in science and social studies courses.	July 2023 - June 2028	District Instructional Specialists	\$0	NA	TDA assessment data in PowerTeacher gradebook reports
2. Develop and support the use of district scope and sequence documents, curriculum guides, and benchmarks - including use of a data analytics platform (such as Derivita) to facilitate administration and analysis of EOC benchmarks and unit assessments.	July 2023 - June 2028	Director of Curriculum and Instruction	\$5,000	GOF	Curriculum documents; fidelity of use data
3. Provide professional development in and monitor the use of high-yield instructional practices - including flexible reading groups, Text Dependent Analysis, Document Based Questions, using calculators to support conceptual learning, and AVID WICOR skills.	July 2023 - June 2028	Instructional Specialists	TBD	GOF	Professional Development Catalogs and participation; classroom observations
4. Provide targeted, small-group support in college-ready literacy and/or numeracy skills for identified students.	July 2023 - June 2028	School-based MTSS teams	\$0	NA	Intervention documentation in PowerSchool; MTSS data
<b>Strategy #2: Implement district and school-level continuous improvement processes that support the achievement of all students.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Establish and use district data teams to identify and monitor pockets of excellence and opportunities for growth in literacy.	July 2023 - June 2028	Learning Services	\$0	NA	School dashboards



2. Support schools in using MAP Reading/Math data and Text Dependent Analysis rubrics to assist in student placement and monitoring student growth.	July 2023 - June 2028	MAP Coordinator; Learning Services	\$0	NA	Student Learning Objectives (SLO) data; placement recommendations; course requests
3. Use continuous improvement protocols such as Plan-Do-Study-Act to increase teacher and administrator utilization of data to adjust instruction.	July 2023 - June 2028	District Instructional Specialists; ESOL Coordinator	TBD	GOF	Data analysis and subsequent changes/adjustments to lesson plans and/or interventions
4. Support teacher leaders through department chair/liaison meetings, and support leadership pathways for administrators.	July 2023 - June 2028	Learning Services; Office of Teacher Effectiveness	\$0	GOF	Coaching logs; SC LEAD reports

**Strategy #3: Facilitate student and parent engagement and participation in conversations about each student's learning goals and assessment data.**

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop and update district, school, and individual student dashboards; support principals, teachers, and parents in using dashboards, online report cards, and the IGP process effectively.	July 2023 - June 2028	Assessment & Evaluation	TBD	GOF	District, school, and teacher dashboards
2. Establish and maintain effective communication with parents, students, and community stakeholders; utilize state survey data to monitor stakeholder engagement; and, implement strategies and tools that support equity such as those provided by the National Equity Lab.	July 2023 - June 2028	Communication; Learning Services	TBD	GOF	Survey feedback from SDE surveys; District report analyzing survey feedback
3. Administer and analyze data from ACCESS to monitor growth and English proficiency; provide academic intervention opportunities to support English Language Learners; and, offer Spanish for Education courses for teachers and administrators.	July 2023 - June 2028	ESOL Teachers; Principals; Federal Programs	\$972,000 (AVID, STEM, STEAM, PBL) \$650,000 (Dual enrollment/ECHS) \$50,000 (AP certifications)	GOF, Title II, Grants	Course catalog, Course enrollment data
4. Engage all learners by expanding learning experiences, courses offerings, and/or opportunities for virtual and distance learning.	July 2023 - July 2028	Director of Online Learning	TBD	GOF	District Proficiency Plan

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, increase the percent of students who are multilingual learners meeting annual progress toward ACCESS proficiency targets from 47.7% to 55.5%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Multilingual learners meeting annual progress toward ACCESS proficiency targets (District Report Card)	47.7%	Projected Data: 49.3%	50.8%	52.4%	54.0%	55.5%
		Actual Data: 46.3%				

## Action Plan

<b>Strategy #1: Provide intensive support to multilingual students who are new to school and/or new to the area; and provide differentiated supplemental support to all multilingual learners.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Abrazos program at Midland Park Primary - provides dual language instruction and supports school readiness in students ages 3 months to 4 years	July 2023 - June 2028	Executive Director of Federal Programs	TBD	Title I	Abrazos rosters
2. Newcomers Program at R.B. Stall HS - supports immersive English learning for high school students who have been in the United States for less than two years and/or with a proficiency in English of 1.9 or less according to the ACCESS Screener	July 2023 - June 2028	Director of Newcomers Program; Principal of RB Stall HS	TBD	TBD	Program enrollments
3. Utilize ACCESS data to support all students in meeting growth goals.	July 2023 - June 2028	ESOL teachers; District Test Coordinator	TBD	Title III	ACCESS data
<b>Strategy #2: Facilitate student and parent engagement and participation in conversations about each student's learning goals and assessment data.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Administer and analyze data from ACCESS to monitor growth and English proficiency; provide academic intervention opportunities to support English Language Learners; and, offer Spanish for Education courses for teachers and administrators.	July 2023 - June 2028	ESOL Teachers; Principals; Federal Programs	\$15,000 (English for Educator courses)	Title I; GOF	MTSS reports, ACCESS
2. Utilize translation services and Family and Community Engagement office to support clear communication with families.	July 2023 - June 2028	Director of FACE; Director of Translation Services	TBD	TBD	Events, translated documents

## Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, the percent of returning teachers will increase from 80.2% to 85.2%; the percent of inexperienced teachers in core courses will decrease from 16.6% to 14.9%; and the percent of K-3 teachers at primary schools that are Read to Succeed certified will increase from 45.2% to 56.2%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Returning teachers (District Report Card)	80.2%	Projected Data: 81.2%	83.4%	83.7%	84.2%	85.2%
		Actual Data: 83.1%				
Inexperienced teachers (District Report Card)	16.6%	Projected Data: 16.3%	15.9%	15.6%	15.3%	14.9%
		Actual Data: 17.8%				
K-3 teachers at primary schools that are Read to Succeed certified (District Report Card)	45.2%	Projected Data: 47.4%	49.6%	51.8%	54.0%	56.2%
		Actual Data: 31.7%				

## Action Plan

<b>Strategy #1: Build and support recruitment, teaching and leadership programs and initiative.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Support teacher recruitment programs and alternative paths to certification and such as TeachCharleston, Call Me Mister, TIPS, College of Charleston partnership, Summer Residency, etc.	July 2023 - June 2028	Human Resources	TBD	TBD	Summary data for certification and recruitment programs
2. Work with community partners such as Charleston Promise Neighborhood and postsecondary partners to support current and future school leaders.	July 2023 - June 2028	Human Resources	\$0	NA	Meeting agendas; List of support opportunities
3. Implement a leadership pipeline to recruit, support, and retain excellent and diverse school leaders.	July 2023 - June 2028	Human Resources	TBD	GOF	Meeting agendas; Principal retention, performance, and demographic data
4. Develop and implement a principal evaluation system aligning school performance indicators and PADEPP professional standards.	July 2023 - June 2028	Associate Superintendents	\$0	NA	PADEPP summary documents
5. Support primary teachers in completing LETRS training to support Read to Succeed endorsements.	July 2023 - June 2028	Elementary/Primary Principals	\$2,000/teacher	GOF; Title II	Teacher R2S endorsement data

## Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, improve ADMINISTRATOR QUALITY as measured by increasing the percent of TEACHERS mostly agreeing/agreeing “The rules for behavior are enforced at my school” from 75.5% to 81.6%; “The level of teacher morale is high at my school” from 67.2% to 75.4%; and, “The school leadership makes a substantial effort to address teacher concerns” from 81.6% to 86.2%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Rules for behavior enforced (State Climate Survey)	75.5%	Projected Data: 76.7%	78.0%	79.2%	80.4%	81.6%
		Actual Data: 77.4%				
Teacher morale (State Climate Survey)	67.2%	Projected Data: 68.8%	73.5%	73.6%	73.8%	75.4%
		Actual Data: 73.4%				
Leadership addresses teacher concerns (State Climate Survey)	81.6%	Projected Data: 82.5%	84.1%	84.8%	85.9%	86.2%
		Actual Data: 83.7%				

## Action Plan

<b>Strategy #1: Implement a targeted and personalized professional development program for teachers and administrators.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Develop and implement a professional learning continuum for teachers and administrators to complete professional development utilizing student achievement and survey data.	July 2023 - June 2028	Learning Services	\$0	NA	Professional development transcripts; Professional development lists aligning offerings with data analysis
2. Develop a pilot program for teachers and administrators to earn competency based micro-credentials in an area applicable to their job responsibilities.	July 2023 - June 2028	Learning Services	\$0	NA	Professional development transcripts
3. Design and implement a summer teacher residency program for emerging educators.	July 2023 - June 2028	Learning Services	TBD	TBD	Summer residency program attendance records; Survey response data from participating educators; Increased teacher retention
<b>Strategy #2: Involve all stakeholders in innovative initiatives to improve teacher morale.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Utilize technology and creative scheduling -- e-learning days, virtual PD, "exchange" days, etc. -- to protect teacher planning and conferencing time.	July 2023 - June 2028	Human Resources; Learning Services	\$0	NA	School calendar
2. Provide frequent opportunities for teachers and principals to share ideas with one another and the senior leadership at monthly roundtables and targeted listening sessions.	July 2023 - June 2028	Superintendent, Chief Academic Officer	\$0	NA	Meeting schedules and agendas
3. Increase opportunities for teacher feedback in the selection of instructional materials and textbooks.	July 2023 - June 2028	Learning Services	TBD	GOF	Links to engagement opportunities and announcements; summary data of teacher responses





## **GIFTED AND TALENTED REQUIRED TABLES**

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

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

## GIFTED AND TALENTED POLICIES AND PRACTICES

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

		ACADEMIC	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	*	
	grades 6–8		
	grades 9–12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1–2		
	grades 3–5	*	
	grades 6–8	*	
	grades 9–12	*	
The district utilizes a formal withdrawal policy for:	grades 1–2		
	grades 3–5	X	X
	grades 6–8	X	X
	grades 9–12	X	X

\*Charleston County Gifted & Talented Academic requests to the SCDoE to use the Peered-In model and Honors Rubric instead of local identification. Charleston County schools with fewer than 12 students identified as gifted per grade level are eligible for Peered-In services. This is determined annually. This model involves an evaluation placement team, which includes the GT Coordinator, GT lead teacher and GT classroom teacher. Students are selected based on the evaluation placement team review of student data to determine which students should be Peered-In. The following tiered process is used to select Peers: TIER I: Partially Identified students, TIER II: Two or more i-Ready/MAP, CoGAT, ITBS battery scores above 90%tile, TIER III: Two or more i-Ready/MAP, CoGAT, ITBS battery scores above 85%tile. In rare cases, when fewer than 6 students meet GT state identification, or the above tiered criteria, the evaluation team will meet to review the scores of the next highest students in that grade level. All communication to families will clearly indicate that their child is receiving this enrichment opportunity for talent development purposes that are reevaluated annually and that the student is not yet state identified as Gifted and Talented. For grades 6-12, schools use the CCSD Honors Rubric to include students who are not yet identified as gifted, but achieving and performing at consistently high levels in honors level courses.

DISTRICT: CHARLESTON COUNTY

INFORMATION FOR SCHOOL YEAR: 24-25

**GIFTED AND TALENTED SCOPE AND SEQUENCE**

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

\*In grades 1 and 2, the curriculum used is for enrichment/talent development purposes only. Formal GTA service does not begin until grade 3.

## GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
Gr	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTER-DISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K	Regular Class Push In	Curriculum Used		Brain Boosters	M2KG M2KM		
1	Regular Class Push In	Curriculum Used		JLP1 Brain Boosters	M21G M21M		
2	Regular Class	Curriculum Used		JLL1 Brain Boosters	M22G M22M M33N		

3	<b>Pull-Out &amp; Special Class</b>	<b>Curriculum Used</b>	Integrated Vanderbilt Unit (Mofield) Interactions w/ Ecology & Transformations in Stories and Arguments TDU (Teacher/ District Developed Unit)  Breakout EDU	GB3 WMJD JLL1+ with additional student books of short stories, poetry and nonfiction The Green Book MTGI MTBL Vanderbilt Unit (Mofield) Interactions w/ Ecology & Transformations in Stories and Arguments TDU (Teacher/ District Developed Unit)	M33N M33A M33D HOE		
4	<b>Pull-Out &amp; Special Class</b>	<b>Curriculum Used</b>	TDU Integrated Vanderbilt Unit Archetypes/Structures  Breakout EDU	GB3 WMJD JLL2+ with additional student books of short stories, poetry and nonfiction MTC1 MTGT City of Ember N5BNB Vanderbilt Unit (Mofield) Archetypes / Structures TDU (Teacher/ District Developed Unit)	M34A M34N M34D HOE	WMAA TDU Integrated Vanderbilt Unit w/ novel studies	

5	<b>Pull-Out &amp; Special Class</b>	<b>Curriculum Used</b>	TDU Integrated Vanderbilt Unit Archetypes/Structures  Breakout EDU	GB3 WMPC MTC2 MTGV additional student books with short stories, poetry, and nonfiction City of Ember N5BNB TDU Vanderbilt Unit (Mofield) Archetypes / Structures TDU (Teacher/ District Developed Unit)	M35A M35N M35D HOE	WMII WMEC TDU Integrated Vanderbilt Unit with novel studies	
6	<b>Special Class</b>	<b>Curriculum Used</b>		MTWW1 WMP WMA JLL3 W&M Navigators TDU - various novels TDU (Teacher/ District Developed Unit)		WMAF WMNE TDU (Teacher/ District Developed Unit)	WMRR TDU (Teacher/ District Developed Unit)
7	<b>Special Class</b>	<b>Curriculum Used</b>		MTWW2 WMP JLL3 JLL4 W&M Navigators TDU - various novels TDU (Teacher/ District Developed Unit)	Pre-Algebra Algebra 1 Honors (compacted / accelerated math program) TDU (Teacher/ District Developed Unit)	WMQF TDU (Teacher/ District Developed Unit)	WM20 WM30 TDU (Teacher/ District Developed Unit)
8	<b>Special Class</b>	<b>Curriculum Used</b>		MTWW3 WMU WM40 JLL3	Algebra 1 Honors Geometry Honors (compacted / accelerated math program)		WMWH TDU (Teacher/ District Developed Unit)

				JLL4 W&M Navigators TDU - various novels TDU (Teacher/ District Developed Unit)	TDU (Teacher/ District Developed Unit)		
9	Special Class	Curriculum Used		WMU WM40 JLL4 JLL5  English 1 Honors TDU (Teacher/ District Developed Unit)	Geometry Honors Algebra 2 Honors TDU (Teacher/ District Developed Unit)	Earth Science Honors Biology 1 Honors Chemistry 1 Honors TDU (Teacher/ District Developed Unit)	WMDN WMPS World Geography Honors Western Civilization Honors World History Honors AP Human Geography TDU (Teacher/ District Developed Unit)
10	Special Class	Curriculum Used		W&M The American Dream W&M Navigator Series English 2 Honors TDU (Teacher/ District Developed Unit)	Geometry Honors Algebra 2 Honors Precalculus Honors AP Statistics TDU (Teacher/ District Developed Unit)	Biology 1 Honors Chemistry 1 Honors TDU (Teacher/ District Developed Unit)	WMDN WMPS World Geography Honors Western Civilization Honors World History Honors AP European History AP World History AP Psychology TDU (Teacher/ District Developed Unit)
11	Special Class	Curriculum Used		WMMCMCPPT Academic Writing MCT MTAW3 English 3 Honors AP English Language and Composition Advanced Composition Honors IB English HL-1 IB English HL-2 TDU (Teacher/ District Developed Unit)	Algebra 2 Honors Precalculus Honors Calculus Honors Probability and Statistics Honors Discrete Math Honors AP Statistics AP Calculus (AB) AP Calculus (BC) Math Analysis and App Seminar Math App and Interp Seminar IB Mathematics HL-1 IB Mathematics HL-2	Chemistry 1 Honors Astronomy Honors Biology 2 Honors Chemistry 2 Honors Physics Honors Forensic Science Honors Environ Science Honors Anatomy and Physiology Honors AP Biology AP Chemistry AP Physics 1 AP Environmental Science IB Biology HL-1 IB Biology HL-2	AP Psychology U.S. History H AP U.S. History IB Hist of Americas HL IB US History TDU (Teacher/ District Developed Unit)

					TDU (Teacher/ District Developed Unit)	TDU (Teacher/ District Developed Unit)	
12	Special Class	Curriculum Used		Academic Writing MCT MTAW3 Grammar no vocab English 4 Honors AP English Language and Composition AP English Literature and Composition Advanced Composition Honors IB English HL-1 IB English HL-2 TDU (Teacher/ District Developed Unit)	Algebra 2 Honors Precalculus Honors Calculus Honors Probability and Statistics Honors Discrete Math Honors AP Statistics AP Calculus (AB) AP Calculus (BC) IB Mathematics HL-1 IB Mathematics HL-2 TDU (Teacher/ District Developed Unit)	Astronomy Honors Biology 2 Honors Chemistry 2 Honors Physics Honors Forensic Science Honors Environ Science Honors Anatomy and Physiology Honors AP Biology AP Chemistry AP Physics 1 AP Environmental Science IB Biology HL-1 IB Biology HL-2 AP Physics: Mechanics AP Physics: Electricity and Magnetism IB Physics SL Seminar TDU (Teacher/ District Developed Unit)	U.S. Government Honors Economics Honors AP Psychology AP American Government AP Microeconomics AP Macroeconomics AP Comparative Government IB Philosophy SL TDU (Teacher/ District Developed Unit)

#### Important Note about K/1/2:

CCSD only offers enrichment in grades K / 1 for talent development purposes that typically occurs in the form of the gifted specialist pushing into the regular classroom on a weekly basis.

#### Important Note about Grades 3-5:

Most CCSD Schools participate in our pull out GT service model program called SAIL. Some schools (Magnet schools and those with high percentages of identified students) utilize the special class model for GT service. Curriculum is typically dependent on the service model, therefore our SAIL program teachers participate in ongoing district-level professional development and PLC's to support implementation of the pull out curriculum choices, and our special class model teachers are guided by curriculum choices made at the school level. All options for both models are listed.

#### Important Note about Honors and AP Courses being used as GT Service for grades 6-12:

Our Honors and AP courses are developed with a focus on depth and complexity of content and concepts in addition to a focus on the process of content delivery. Our GTA Secondary ongoing PD opportunities emphasize the need for differentiation through student choice and



challenge in process and product in addition to content. Honors and AP courses are expected to provide opportunities for students to further develop their unique talents, cognitive strengths, and interests connected to the content. Lesson structure and delivery is expected to be student-driven, teacher-facilitated, highly collaborative, and rooted in rich debate/discussion/reflection.

## GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: InSchool, Afterschool, Summer Programs

GRADE	(Use approved abbreviations for curriculum.)	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
3	In school	Arts-Infusion (at Fine Arts Elementary Schools)	X	X	X	X	
4	In school, After School, Summer	Teacher/Artist Generated for SMAART & Arts-Infusion (at Fine Arts Elementary Schools)	<b>Grades 4 - 8</b> Teacher/Artist Generated After School and Summer SMAART: Dance: Fundamentals of dance, Step onto the Dance Floor, Contemporary Dance. Identified Fine Arts Elementary Schools	<b>Grades 4 - 8</b> Teacher Generated After School and Summer SMAART: Charleston Children's Chorus, District orchestra, intro to guitar, beginner flute ensemble, SMAART Choir, Band, Strings, Stomp percussion, steel drums	<b>Grades 4- 8</b> Teacher Generated After School and summer SMAART: monologues, movement, improvisation Mystery Theater, Musical Identified FineArts Elementary Schools	<b>Grades 4-8</b> Teacher Generated After School and summer SMAART: Art Explorations, artist sketchbook, explorations in metals and ceramics, mixed media, textiles, graphite and watercolors, landscape painting, digital multimedia, photography	
5	In school, After School, Summer	Teacher/Artist Generated for SMAART & Arts-Infusion (at Fine Arts Elementary Schools)					
6	In school, After School, Summer	Teacher/Artist Generated for SMAART & District Curriculum					

7	In school, After School, Summer	Teacher/Artist Generated for SMAART & Arts-Infusion (at Fine Arts Elementary Schools)					
8	In school, After School, Summer	Teacher/Artist Generated for SMAART & Arts-Infusion (at Fine Arts Elementary Schools)					
9	In School	District Honors / AP Curriculum	Grades 9-12 Teacher/Artist Generated  After school: Dance: Fundamentals of Dance	Grades 9-12 AP Music theory, honors band  After School: District Orchestra		Grades 9-12 AP Studio Art AP Art History Honors Art Classes  After School: Drawing with Graphite, Textiles	
10							

11							
12							

**DISTRICT: CHARLESTON**

**INFORMATION FOR SCHOOL YEAR: 24-25**

**GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION**

Describe the ways in which the district notifies parents and community of its nomination and identification.

CCSD notifies parents of nomination and identification practices through a variety of modalities. The nomination process is communicated to all schools, administrators, and families in September via the district website as well as school newsletters. Included in this communication is the parent handbook, state definition of gifted and talented, program goals, curriculum overviews, nomination forms and links, placement and evaluation steps, identification criteria , and criteria qualifications. All schools are required to distribute this information in their newsletters and communications.

The CCSD GT Academic Website is updated weekly with recent news in CCSD including events, core service, parent resources, and timelines on GT status and updates for parents. A separate website is maintained for communication about summer SAIL, a summer program for rising 3rd - 5th graders.

The CCSD GT Artistic Website is housed on the CCSD Visual and Performing Arts home page. This website includes information on the identification process for the arts as well as after school GTR classes and Summer SMAART classes. GTR identification tasks and processes as well as nomination links, course descriptions and offerings, a timeline of processes, and pictures can all be found on this website.

Nomination and identification information for Arts and Academics are also disseminated through district call outs via phone and email to parents as well as on social media outlets.

**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.**

February 2024

Dear Parent/Guardian(s),

Thank you for having your child participate in the Artistically Gifted and Talented (GTR) identification process. This process consisted of a nomination, an arts specialist recommendation, a screening panel, and a written interview.

Your child has successfully proceeded through each step of this process and has been identified as Artistically Gifted and Talented in the area of VISUAL ART.

As a result of this process your child will be added to our Artistically Gifted and Talented database and will receive invitations to participate in appropriate Artistically Gifted and Talented course offerings as they occur throughout the school year.

More information about the summer SMAART program to which your child is now invited will be forthcoming. Please watch our website for updates at [www.ccsdschools.com/vpa](http://www.ccsdschools.com/vpa).

If you have any questions concerning Artistically Gifted and Talented Identification, please contact me at (843) 937-6474 or email me at [shelly\\_goughnour@charleston.k12.sc.us](mailto:shelly_goughnour@charleston.k12.sc.us).

Most sincerely,



Shelly Goughnour, EdD  
Assistant Director, Visual & Performing Arts

Department of Instructional  
Programs  
Visual and Performing Arts

Anita W. Huggins, M.Ed.  
Acting Superintendent

Michelle Simmons  
Chief Academic Officer

LaShawna Harris  
Director, Instructional Programs

## FAQ's: CCSD Gifted and Talented Nomination Testing

### What is it?

Every year, the CCSD Gifted and Talented Department offers testing for students in grades 3-11 who are nominated to be assessed for gifted identification. *This testing event is separate from the state-wide Grade 2 gifted identification testing that happens in October in which ALL second graders are administered aptitude & achievement tests to determine initial identifications.*

What we refer to as “nomination testing” is aptitude testing that is given to students who have been nominated for possible academic gifted and talented identification. Aptitude is what is evaluated in **Dimension A** of the gifted identification process. Aptitude is different from achievement.

#### Aptitude (Dimension A)

*Indicates how well a child may reason through content/problems they have NOT been explicitly taught*

#### Achievement (Dimension B)

*Indicates how well a child retains the content/curriculum they have ALREADY been taught*

### Who is eligible?

ANY CCSD parent, teacher, administrator, or student can nominate ANY CCSD student in grades 3-11 who has not been previously identified as gifted.

### How do I know if a child should be nominated?

We typically recommend nomination testing for students who are:

- considered partially identified and have met dimension B or C previously
- showing signs of talent or growth or may be in need of additional academic challenge
- new to CCSD from another district and:
  - *Have not had the opportunity for aptitude testing previously*
  - *Parents are requesting evaluation for gifted program*
  - *Have strong fall MAP scores (especially those who have scores at or above 94%ile in reading or math indicating they have met Dimension B for gifted identification)*

### How can a child be nominated?

Parents, teachers, administrators, or students can use online or paper Nomination Forms:

- PREFERRED - online google form is available on our website [CCSD Gifted and Talented Website](#)
- Paper form - download from our website; return to GT teacher at school level

### What tests are used?

CCSD uses the Cognitive Abilities Test and the Otis-Lennon School Abilities Test for this purpose.

- Grades 3-5 will take the online COGAT Form 7
- Grades 6-11 will take the paper/pencil OLSAT

### When does the testing occur?

- Grades 6-11 will be assessed in November
- Grades 3-5 will be assessed in December

### Who can I contact with additional questions?

CCSD Gifted & Talented Office			
<a href="#">Elizabeth Uptegrove</a> Coordinator 843-937-6484	<a href="#">Karen Reed</a> Lead Teacher - Elementary 843-402-7836	<a href="#">Jennifer McDuffie</a> Lead Teacher - I.T. 843-402-7824	<a href="#">Flashette Johnson</a> Lead Teacher - Secondary 843-402-7877



## Gifted and Talented Academic Program

South Carolina's Definition of Gifted and Talented  
Philosophy

Program Goals

Curriculum Overview

Gifted & Talented Nomination Request Form

Gifted & Talented Placement & Evaluation Steps

Gifted & Talented Identification Criteria

Criteria for Gifted & Talented Qualification



## Purpose

This handbook has been designed to help parents learn more about the Gifted and Talented Programs of the Charleston County School District (CCSD), including requirements and enrollment information. If you have any questions, please contact CCSD's Gifted and Talented Program at (843) 402-7836.

## Table of Contents

South Carolina's Definition of Gifted and Talented.....	2
Philosophy.....	3
Program Goals.....	3
Curriculum Overview.....	4-5
Gifted & Talented Nomination Request Form.....	6-7
Gifted & Talented Placement & Evaluation Steps.....	8-10
Gifted & Talented Identification Criteria.....	11
Criteria for Gifted & Talented Qualification.....	12

## South Carolina Definition of "Gifted and Talented"

As stated in State Board Regulation R 43-220:

*"Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential."*

-24 S.C. Code Ann. Regs. 43-220.1(A)(1)

**Charleston** > excellence is our standard  
**County** SCHOOL DISTRICT

## **Philosophy**

The Charleston County School District (CCSD) is committed to an educational philosophy that recognizes the unique value, needs, and talents of individual students. CCSD's Gifted and Talented (GT) Program is designed to challenge and stimulate the academically GT student through a teaching approach that enriches and accelerates the learning of core content according to the state's curriculum standards.

The mission of the program is to maximize the potential of GT students through an appropriate curriculum responsive to individual learning rates, styles and complexity. All instruction occurs in environments that encourage and nurture conceptual inquiry, flexibility, creative and critical thinking, and innovation.

## **Program Goals**

The ultimate goal of the GT Program is to foster in each student a desire for excellence, compassion for others, and a sense of individual responsibility to self, the school, the community and a changing society. We do this by:

- ♦ Identifying and placing all CCSD academically GT students in grades 3-12 according to the mandated specifications of the Education Improvement Act of South Carolina (Regulation 43-220).
- ♦ Providing each GT child opportunities for intellectual stimulation through group interaction with others of similar academic abilities and a curriculum of experiences and activities outside the limits of the regular classroom.
- ♦ Empowering each gifted child to recognize and fully utilize his or her specific unique talents and to strive for excellence while contributing to self and others.

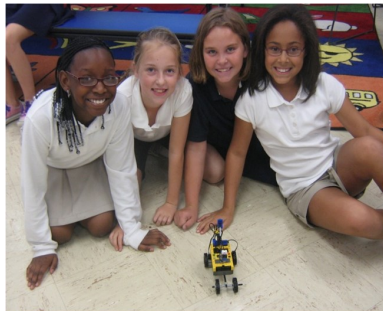
# Curriculum Overview

## —IN ELEMENTARY SCHOOLS—

***Primary Students Actively Involved in Learning (Primary SAIL)*** is for 3<sup>rd</sup> grade students and meets for a minimum of 125 minutes each week. The instruction allows students to explore, seek solutions to real problems, actively pursue knowledge, and clearly convey ideas. The College of William and Mary's GT curriculum "Journeys and Destinations" and a Mentoring Mathematical Minds (M)3 unit challenge these young inquiring minds!

***Elementary SAIL*** is a two-year program allowing students in 4<sup>th</sup> and 5<sup>th</sup> grades to focus on standards of the core academic areas. Students meet for a minimum of 200 minutes weekly to explore a process-oriented curriculum. The College of William and Mary's GT and the Mentoring Mathematical Minds (M)3 curricula offer multi-disciplinary topics across the core content areas. The challenging coursework and targeted teaching strategies strengthen reasoning skills, critical thinking, creativity, and problem-solving. Students participate in group projects, individual research, and competitive activities such as First Lego League, Invention Conventions, and the Academic Bowl.

***Summer SAIL*** is a three-week summertime program designed to enhance the SAIL experience of the school year. Students enroll in high interest interdisciplinary strands.



---

### IN MIDDLE SCHOOLS

---

**Honors:** Gifted identified middle school students are served through content-based Honors courses taught by Gifted endorsed teachers. Participation in honors courses ensures that there is an extension of content, expansion of topics are above the CP level. Assignment planning, grading and the pace of Honors courses is designed to meet the needs of Gifted learners in South Carolina. In addition, skill related objectives are aligned with the Profile of the South Carolina Graduate. Immersion into a challenging, authentic, and collaborative learning environment allows learners to further develop creativity and problem-solving skills. Students take ownership of their learning through active processing and attendance in Honors courses. Many CCSDS schools also participate in extra-curricular activities such as Quest, Odyssey of the Mind, Future Problem Solving, the Optimist Oratorical Contest and National History Day.

---

### IN HIGH SCHOOLS

---

**Honors:** Honors courses are offered in each of the district's high schools. Participation in honors courses ensures that there is an extension of content, expansion of topics are above the CP level. Assignment planning, grading and the pace of Honors courses is designed to meet the needs of Gifted learners in South Carolina. A few examples of the Honors courses offered include Geometry, World Geography, Biology, Chemistry, English 2 and Forensic Science.

**Advanced Placement (AP):** AP courses are offered in each of the district's high schools and allow students to earn college credits. CCSD's high schools offer a variety of AP courses, including U.S. History, English, Calculus, European History, Spanish, French, Biology, Art History, Physics, Psychology and Macro and Microeconomics.

**International Baccalaureate (IB):** IB coursework is offered at some CCSD high schools. Some of these courses include Physics, Philosophy Seminar, Biology, History of Americans, English and Mathematics.

# Gifted & Talented (GT) Nomination Request Form

*-ONLY FOR STUDENTS IN GRADES 3-12*

## **Academically Gifted and Talented Program (SAIL& GT/Honors)**

Charleston County School District (CCSD), 75 Calhoun Street, Charleston, SC 29401

Phone: (843)402-7836 Fax: (843) 402-7835

This form is to be completed by any person who wishes to nominate a student for placement in CCSD's SAIL or GT Honors Program for Academically GT students. Information will be reviewed to determine if the student is a candidate for testing in the Fall.

Please do not re-nominate students already eligible for SAIL. Please send the completed nomination form and required attachments to your child's school office by October 1st.

---

### **I. NOMINATED STUDENT INFORMATION-** *(Please print)*

Current Grade Level: \_\_\_\_\_ Student ID#: \_\_\_\_\_

---

Student's Last Name,	First Name (legal)	MI
----------------------	--------------------	----

School Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  
Month Day Year

Student's **Complete** Mailing Address including zip code:

---

Home Phone #: \_\_\_\_\_

Parent Daytime #: \_\_\_\_\_

**Charleston** > excellence is our standard  
**County** SCHOOL DISTRICT

**Check if this student:**

\_\_\_\_\_ Recently enrolled in CCSD  
\_\_\_\_\_ Receives CCSD ESL Services  
\_\_\_\_\_ Has a 504 Plan (*Please attach a copy*)  
\_\_\_\_\_ Has a Special Education IEP (*Please attach a copy*)

---

**II. FOR STATISTICAL PURPOSES ONLY:**

Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female

Ethnic Background:

\_\_\_\_\_ Caucasian \_\_\_\_\_ Asian  
\_\_\_\_\_ Black \_\_\_\_\_ Native American  
\_\_\_\_\_ Hispanic \_\_\_\_\_ Other

Qualifies for:

\_\_\_\_\_ Free Lunch \_\_\_\_\_ Reduced Lunch

---

**III. NOMINATED BY:**

\_\_\_\_\_  
Last Name,

\_\_\_\_\_  
First Name

Phone #: \_\_\_\_\_

Nomination Date: (*required*) \_\_\_\_\_

Relationship to student: (*check one*)

\_\_\_\_ Teacher \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Self  
\_\_\_\_ Friend (Student) \_\_\_\_\_ Administrator/Guidance

**For grades 6-12, please attach a copy of the most recent report card. If the student recently transferred to CCSD, please attach photocopies of most recent aptitude scores, achievement test scores, and yearly report card.**

## **Gifted & Talented Placement & Evaluation Steps**

The following screening and referral procedures will be used by CCSD schools to determine eligibility for the GT academic programs in the school year.

### **Whom do you screen?**

- ♦ All children enrolled in 2<sup>nd</sup> grade.
- ♦ All nominated or referred children in 3<sup>rd</sup> through 12<sup>th</sup> grades. Nomination referrals can come from administrators, parents, teachers, and students (form on pg 6-7).
- ♦ All children with high census aptitude and/or achievement scores.

### **What instruments are used for student screenings?**

All of the instruments used are nationally normed.

- ♦ **For 2<sup>nd</sup> graders**, the state provides an aptitude (CogAT—Cognitive Abilities Test) and achievement (ITBS— Iowa Test of Basic Skills) test, and students take the Fall/Spring school testing using the Measures of Academic Progress (MAP) achievement test.
  - ♦ **\*For 3<sup>rd</sup> graders**, an aptitude (CoGAT) test and the MAP achievement test (Fall and Spring tests).
  - ♦ **\*For students in 4<sup>th</sup> grade and above**, the OLSAT aptitude test, the MAP achievement test (Fall or Spring test), and the SC State Assessment are used.
- \*These tests are timed.

### **What is the process for screening and determining eligibility of students in 2<sup>nd</sup> through 5<sup>th</sup> grades?**

- ♦ **Round One: In the Fall**, all 2<sup>nd</sup> graders; all students whom have been nominated (by parents, teachers, administrators, and students); and all children for whom new census data are available will be assessed.
- ♦ **Round Two: In the Spring**, children in 2<sup>nd</sup> through 5<sup>th</sup> grades who have met either the aptitude (Dimension A) or the achievement (Dimension B) standard— but NOT both, may take the State Performance Task Assessment .

**What process do you follow for screening and determining eligibility of students in 6<sup>th</sup> through 12<sup>th</sup> grades?**

To meet the gifted criteria for qualifying, a student must meet the following (July 2013 Regulations):

1. score a **composite score (total) which of 96%** or higher national percentile **(Dimension A)**

**OR**

**2. meet the criteria of 2 of the 3 Dimensions:**

- **Dimension A (Aptitude):** 93% or higher national age percentile rank score on any subtest
  - **Dimension B (Achievement):** 94th or higher national percentile score or meet the cut off scores from SC State Test (Reading or Math Only)
  - **Dimension C (Intellectual/Academic):** Minimum of 3.75 Grade GPA on a four point scale of yearlong core subjects (rising 7th grade and above) - not to be confused with the Uniform Grading Policy's class weightings
  - Children who are screened using a GPA **(Dimension C)** must obtain a 3.75 on a 4.0 scale to meet the criterion of Dimension C. This overall GPA will be determined using English/Language Arts, Mathematics, Science, Social Studies and Foreign Language. The GPA is computed using final grades from the most recently completed school year.
- ♦ The Gifted and Talented Regulations have changed as of 7/01/2013 to accept the usage of year ending 5th grade GPAs. The 3.75 or higher is required for the four core subject areas: ELA, Math, Science, Social Studies.

**Who oversees placement into the GT Program?**

Each school has an Evaluation and Placement Team, which ensures appropriate student placement in the GT Program by properly interpreting and evaluating student data.



## **What is the procedure for placement in the GT program?**

- ♦ Students meeting the state identification criteria are then reviewed by the school's Evaluation and Placement Team (core team) to ensure that the placement is in the best interest of the child (parents are included in these decisions). All 2<sup>nd</sup> graders who become eligible and are placed in the GT program will begin the program at the beginning of the following school year.
- ♦ All 3rd grade and up students meeting the GT criterion and Evaluation/Placement team approval will be placed if there is room available in the applicable SAIL or GT Honors (core) class. If there is not room available, the student will be placed on a waiting list. (usually a concern only in middle/high schools because of the core classes)
- ♦ In addition, the Evaluation and Placement Team will adhere to "Removal of Students from the Gifted and Talented Program" guidelines. These guidelines outline the process involving the Evaluation/Placement team to ensure that all decisions are made in the best interest of the student.

### **Any Additional Questions?**

**Please contact CCSD's Gifted and Talented Department at (843) 402-7836.**

## Gifted & Talented Identification Criteria

In order to be eligible for GT placement, students must:

- Score at or above the 96% on the composite of a nationally normed test of academic aptitude (Dimension A)

**OR**

Dimension A	Dimension B	Dimension C
Reasoning Abilities	Achievement	Intellectual/ Academic Performance
<b>Criterion:</b> <b>96% on the composite of nationally normed test of Academic Aptitude</b> <b>OR</b> <b>93rd percentile or better on any of the subtests (verbal, nonverbal or quantitative) in combination with Dimension B or C</b>	<b>Criterion:</b> <b>94th</b> percentile or better on Reading Comprehension or Total Math sections of a nationally normed test (such as MAP fall/spring) of academic achievement <b>OR</b> meet the cut score from the state department in one these areas on the SC State Test	<b>Criterion for 2<sup>nd</sup> —5<sup>th</sup> Grades:</b> qualification on SC Performance Task Assessment <hr/> <b>Criterion for 6<sup>th</sup> Grade &amp; Above:</b> Grade Point Average of <b>3.75</b> of a possible 4.0 on core subjects yearly average ( <u>not to be confused with the Uniform Grading Policy's class weighting</u> )

# Criteria for Gifted & Talented Program Qualification

**To meet the gifted criteria for qualifying, a student must meet the following (July 2013 Regulations):**

1. score a composite score (total) which is in the 96<sup>th</sup> or higher national age percentile (Dimension A)  
**OR**
2. meet the criteria of 2 of the 3 Dimensions:
  - **Dimension A (Aptitude):** 93rd or higher national age percentile rank score
  - **Dimension B (Achievement):** 94th or higher national percentile score or 3 on the State Assessment (Reading or Math Only)
  - **Dimension C (Intellectual/Academic):** Minimum 3.75 Grade GPA (rising 6th grade and above), **OR**
  - Grades 2-5, qualify according to the SC Performance Task Assessment; for each grade level, the student must score the minimum Verbal score indicated or the minimum Nonverbal score as indicated in the chart below.

Grade	Verbal	Nonverbal
<b>2 (P)</b>	<b>16</b>	<b>16</b>
<b>3 (P)</b>	<b>18</b>	<b>18</b>
<b>4 (I)</b>	<b>16</b>	<b>22</b>
<b>5 (I)</b>	<b>18</b>	<b>25</b>

*(P) = Primary Level      (I) = Intermediate Level*

# CCSD Departamento de Dotados y Talentosos

el Programa SAIL para Servicios Elementales para Estudiantes Dotados y Talentosos  
Formulario de Permiso de Padres

**2022-2023**

Mi hijo(a), \_\_\_\_\_, **tiene permiso** para participar en el programa de SAIL para el servicio elemental dotado y talento para el año escolar 2021-2022.

Por favor lea y reconozca su comprensión de la siguiente información firmando a continuación:

- Entiendo que sacarán a mi hijo de su salón de clases por no más de 200 minutos por semana para participar en la clase de SAIL. \*
- Entiendo que estos minutos pueden separarse para ajustarse mejor al horario del niño.
- Entiendo que mi hijo ha sido identificado como dotado y talentoso según las pautas estatales. Esta identificación permanecerá con él/ella durante su tiempo en CCSD, y no tendrán que cumplir con los requisitos de identificación nuevamente para recibir servicios.
- Entiendo que los maestros de sus clases regulares y clase de SAIL de mi hijo trabajarán en conjunto para apoyar el éxito de mi hijo en equilibrar las responsabilidades del salón de clases regulares y el salón de clases de SAIL como se explica en las PAUTAS ESENCIALES DE TRABAJO.
- Entiendo que existe un proceso para sacar a los estudiantes del programa de SAIL si la participación demuestra que tiene un impacto negativo en su logro, comportamiento o desempeño, como se explica en el PROCESO DE REMOCIÓN DE SAIL.
- Entiendo que el maestro superdotado de mi hijo me comunicará el progreso a través del REPORTE DE CRECIMIENTO DE SAIL que se entregará con la boleta de calificaciones regular.
- **\* Entiendo que la escuela de mi hijo puede tener que hacer modificaciones a los requisitos de servicios para estudiantes dotados según lo permitido por la exención del Departamento de Educación de Carolina del Sur para el año escolar 2021-2022 para acomodar mejor a los estudiantes mientras reaccionan a los cambios de horario e instrucción causados por COVID 19. Esto podría implicar que la instrucción de SAIL se imparta en un formato virtual para algunos estudiantes.**

Firma del padre \_\_\_\_\_ Fecha \_\_\_\_\_

Nombre del maestro del salón principal\_\_\_\_\_Grado\_\_\_\_\_

**POR FAVOR DEVUELVA ESTE FORMULARIO AL MAESTRO DE SU HIJO.  
CONSERVE LA CARTA PARA SUS REGISTROS.**



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

---

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

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

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

School District: Charleston County School District

Name: Robin Jones

Title/Position: Executive Director of School Choice

Email Address: robinh\_jones@charleston.k12.sc.us

Phone Number: 843-937-6457

Name: Charles Hazelrigg

Title/Position: Online Learning Coordinator

Email Address: charles\_hazelrigg@charleston.k12.sc.us

Phone Number: 843-937-6317

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

Charleston County School District's Proficiency-Based system defines how the District offers non-traditional, computer-based, and virtual courses. In an effort to increase opportunities for students eligible for on-time graduation, address access and equity needs, and provide options for students who prefer online courses, CCSD Online offers alternative pathways to earn course credits that meet the South Carolina High School graduation requirements. In addition, the CCSD Proficiency-Based system supports academic acceleration and Tier 1 and 2 student support needs through its content and credit recovery programs.

CCSD Online strives to meet these goals by engaging in the following strategies:

1. Provide access to customized initial credit, credit recovery, and content recovery courses in core and elective courses using a variety of platforms, including Edgenuity, VirtualSC, Virtual Charleston (as a franchise of VirtualSC and through courses developed in the Canvas Learning Management System). Course offerings are provided during the regular school year and through extended year programs;
2. Work with online and virtual platforms and online course providers to offer customized courses aligned with appropriate state standards;
3. Ensure quality online content and courses by collaborating with properly certified teachers, online learning lab facilitators, and district curriculum specialists;
4. Extend options available to students attending a brick-and-mortar school through flexibility in scheduling and content delivery;
5. Providing professional development and training opportunities as well as individual and school-based coaching support.

CCSD continues to expand computer-based options for students in order to supplement face-to-face course offerings in brick-and-mortar schools and increase student learning and preparedness for transitioning into post-secondary opportunities.

## 2. Please list the specific courses students took (22-23)

Distance Learning Courses	
AP Human Geography	Biology CP
Algebra 1 Honors	

VirtualSC Courses (CP unless otherwise specified)		
Algebra 1	Economics and Personal Finance	Health Science 1
Algebra 2	Economics and Personal Finance H	Health Science 3
Anatomy and Physiology	English 1	Human Geography
AP Art History	English 1 Honors	Intermediate Algebra
AP Statistics	English 2	IT Fundamentals
Art History Honors	English 2 Honors	Latin 1
Astronomy Honors	English 3	Latin 2
Biology 1	English 3 Honors	Latin 3 Honors
Chemistry 1	English 4	Media Arts 1
Child Development 1	English 4 Honors	Medical Terminology
Credit Recovery Algebra 1	Environmental Science	Music Appreciation 1
Credit Recovery Algebra 2	Family Life Education	Parenting Education 1
Credit Recovery Biology	Forensic Science	Personal Finance
Credit Recovery Chemistry	Foundations in Algebra	Personal Health
Credit Recovery Earth Science	French 1	Physical Education
Credit Recovery Economics and Personal Finance	French 2	Physics
Credit Recovery English 1	French 3 Honors	Precalculus Honors
Credit Recovery English 2	Fundamentals of Computing	Probability & Statistics
Credit Recovery English 3	Fundamentals of Webpage Design and Development	Psychology
Credit Recovery English 4	Geometry	Sociology Honors
Discovering Computer Science	German 1	Spanish 1
Earth Science	German 2	Spanish 2
Credit Recovery Geometry	German 3 Honors	Spanish 3
Credit Recovery US Government	US Government	Spanish 3 Honors
Credit Recovery Probability and Statistics	US Government Honors	US History
Credit Recovery US History		US History Honors



Virtual Charleston Courses (CP unless otherwise specified)		
Algebra 1	English 4	Personal Health & Wellness
Algebra 2	French 1	Physics
Biology	French 2	Probability & Statistics
Chemistry	Fundamentals of Computing	Spanish 1
Economics & Personal Finance	Fundamentals of Web Page Design and Development	Spanish 2
English 2	US Government	US History
English 3	Intermediate Algebra	

Edgenuity Courses (CP unless otherwise specified)		
Algebra 1	English 2	Introduction to Business Part 1
Algebra 1 Honors	English 2 CR	Introduction to Business Part 2
Algebra 1 CR	English 3	Modern World History
Algebra 2	English 3 Honors	Modern World History CR
Algebra 2 CR	English 3 CR	Physical Science
Art Appreciation 1	English 4	Physics
Biology 1 CR	English 4 CR	Precalculus
Career Planning & Development	Environmental Science	Probability & Statistics
Chemistry 1	Environmental Science CR	Psychology
Chemistry 1 CR	Foundations in Algebra	Sociology
Earth Science	Foundations in Algebra CR	Strategies for Academic Success
Earth Science CR	Geometry	US Government
Economics and Personal Finance	Geometry CR	US Government CR
Economics and Personal Finance CR	Human Geography	US History CR
English 1	Intermediate Algebra	World Geography
English 1 CR	Intermediate Algebra CR	

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

**Distance Learning Enrollment Data by Subject (22-23)**

Subject	Course Enrollments	Completions (Passed)
Math	5	5
Science	23	18
Social Studies	12	12
Grand Total	40	35

**VirtualSC Credit Bearing Enrollment Data by Subject (22-23)**

<b>Subject</b>	<b>Course Enrollments</b>	<b>Completions (Passed)</b>
Language Arts	304	202
Math	349	199
Science	225	121
Social Studies	458	354
Business and Computer Science	313	260
Family and Consumer Science	186	138
Fine Arts	243	214
Health and Physical Education	850	753
Health Science	105	82
World Languages	92	60
Grand Total	3,125	2,383

**CCSD Virtual Charleston Credit Bearing Enrollment Data by Subject (22-23)**

<b>Subject</b>	<b>Course Enrollments</b>	<b>Completions (Passed)</b>
Language Arts	39	32
Math	22	13
Science	13	6
Social Studies	37	20
World Languages	99	78
Health and Physical Education	38	24
Business & Computer Science	44	25
Grant Total	292	198

**\*Note that the CCSD Virtual Franchise is a partnership with VirtualSC.**

**Edgenuity Credit Bearing Enrollment Data by Subject (22-23)**

<b>Subject</b>	<b>Course Enrollments</b>	<b>Completions (Passed)</b>
Language Arts	204	178
Math	177	145
Science	211	186
Social Studies	249	219
Electives	129	76
Grant Total	970	804

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

<b>CCSD Distance Learning Teacher</b>	<b>Certificate #</b>
Burnside, Jessica	268055
Newer, Sara	266720
Young, Erin	260819

<b>CCSD Virtual Charleston Teacher 22-23</b>	<b>Certificate #</b>
Dawn Althen	180179
Bridget Anderson	176079
Shandra Drayton	231305
Mark Hladek	248132
Chelsea Hoover	467836
Andrea Lupo	473469
Robert Meltzer	286740
Catherine Misar	291328
Kelly Murphy	224275
Mayo Olagundoye	293541
Debora Otap	234078
Jenell Riley	216867
Julia Royall	535688
Kevin Short	247211
Nicole Urbaniak	287912
Kandi Young	256886

<b>CCSD VirtualSC Teacher</b>	<b>Certificate #</b>
Amanda Ashley	904833
Colton Ashley	276134
Caitlin Attaway	279133
Sonya Ball	190215
Ashley Barrett	257666
Debra Bartow	226605

Kim Beaty	229356
Virginia Becar	212551
Meredith Bell	173846
Cammy Bernstel	180174
Janice Blankenship	197084
Connie Blyther	215224
Janelle Bondor	188893
Dale Bosworth	121646
Cassandra Breland	235981
Nancy Briggs	283888
Priscilla Broughton	244213
Barry Burnette	221995
Mathis Burnette	234295
Jeff Buys	186006
Cassi Buys	213667
David Byrd	183201
Josianne Campbell	244243
Melanie Campbell	191344
Mollie Campbell	197140
Jonathan Campbell	224385
Mary Catherine Carroll	171582
Susanne Cash	228037
Eric Cash	214188
Craig Cash	202880
Sheri Cash	211206
Jennifer Casto	254916
Tasha Christmas	229689
Randy Christmas	227055
Jane Clary	107721
Kailey Collins	259354
Alice Connally	242069
Katrina Copeland	260646
Dan Corsi	264069
Olivia Cribb	142382
Teresa Crumley	206063
Terri Daniels	206769

Keith Daniels	229734
Joy Danigel	99864
Elena Dardar	236884
Jennifer Dauberman	230958
Jim Davidson	229617
Brooke Davis	256984
Carol Dawkins	226466
Trixi DeRosa-Davis	215625
Lauren DeSplinter	241093
Jane Dobreski	197391
Michael Dobreski	190990
Erin Drennon	904929
Craig Duensing	104642
Kathleen Duncan	231563
Jason Elliott	188229
Peter Ellis	208329
Karen Erickson	259300
Josh Eskew	232884
Meranda Esters	244793
Wendy Faircloth	242961
Marcela Fattoross	239881
Amber Fennell	265778
Paige Fennell	255581
Vinicius Fernandes	278290
Kevin Flannery	277310
Sarah Floyd	229987
Cassandra Friend	236106
Melissa Fulmore	236020
Denise Gadson	266302
Chantenia Gay	297081
Lauren Gehr	251222
Carol Geiger	904022
Dr. Kizzi S. Gibson	215656
Melissa Gilbert	249980
Dell Goodrich	188202
Aimee Gray	227101

Cade Gray	186261
Charlee Green	240083
Chanell Harris	229082
Alison Harrison	251436
Sarah Harrison	232819
Paige Harward	238387
Cynthia Hatcher	182456
Lorena Hatcher	262188
Kathleen Hayes	246972
Katrina Haynes	905285
Courtney Heath	276299
Sondra Hennessee	170916
Nancy Herrera	209218
Leslie High-Washington	177861
Patrick Hinson	188578
Kristen Holmes	227643
Tammy Holt	153878
Rebecca Hooper	180263
Jenna Horne	261222
Charles Horton	230946
Sara Hough	191586
Latrica Jackson	278111
Daniela Jaimes	275953
Elizabeth Jones	244177
Stephanie Jones	299103
Delandris Jones	258297
Everette Keller	252052
Caitlin Keller	248482
Melva Kennedy	188864
Laura Kick	242344
Amber King	184538
Felicia Kopelman	253078
Marsheila Ksor	211644
Renee Lane	191415
Jennifer Lanier	202631
Diana Latini	230815

Misty LeClerc	213577
Angela Lee	182685
William Lee	165665
Avannah Lewis	184902
Leigh Ann Lilly	183361
Lindsey Litwinowicz	235829
Jessica Lynn	263955
Jeremi Madden	244379
Paula Maeger	228488
Dennis Maeger	230980
Robert Mammes	251165
Megan Martin	254445
Stephanie Mathis	173623
Derek McQuiston	235147
Eglantina Meka	286665
Mark Mendez	188484
Sarah Merli	258493
Katelyn Miller	265309
Rachel Miller	177748
Courtney Mincey	293243
Amanda Moneta	240501
Katina Montgomery	185240
Shawna Moore	230166
Morgan Motes	251755
Mallory Mullen	284729
Sherrie Murphy	231097
Richard Myrick	247046
Katrina Naioti	277883
Pamela Newton	148473
Lori Nicholson	228545
Nadine Okoduwa Stewart	195234
Pierre Oliveros	243386
Luisa Palacio	243924
Aimee Parry	905258
Teresita Pelaez Herrera	254801
Elizabeth Perla	203478

Lesley Reel	190420
Carla Rivers	215098
Celissa Roberts	232978
John Robertson	229593
Brad Rollins	208897
Daniel Rowe	225992
Julia Schenck	189122
Laurie Schnaubelt	226063
Nichole Schrader	181634
Elena Schupp	242274
Travis Scott	205124
Nikki Scott	247344
Lars Seiler	204520
Tracy Seiler	204897
Patricia Shahbahrami-Gates	905558
Jaimie Shaw	288108
Jordan Smalls	244422
Melissa Soule	220939
Sandra Spencer	294236
Nathan Stewart	215212
Carmen Stone	215482
Cheryl Stout	236679
Michelle Strickland	254543
Felicia Susi	251282
Ed Susi	201324
Katherine Symmes	236047
Necifera Tanner	234930
Lori Tarallo	267451
Cyndi Teeguarden	216328
Mujde Temel	230809
Brittney Thibeault	280437
Catina Thomas	217778
Elizabeth Thomas	219675
Christen Thomas-Legette	244354
Erin Todd	174977
Tari Tucker-Watson	230258



James Tully	184051
Nicole Tye	254415
Cristian Ugro	203953
Todd Underwood	188875
Melissa Van Heck	281400
Ciji Van Tyne	242415
Jennifer Vanasse	225150
Tonisha Vanderhorst	278263
Heather Vassey	230061
Gordon Walters	246587
Stephanie Walters	246642
LaShawn Watson	242508
Lina Wehbi	214524
Allana Weigle	247145
Kenia White	276436
Megan Wickline	268984
Christy Wilson	190689
Kelsey Winkler	264430
William Winkler	271516
Michael Wright	238318
Denise Wright	197214
Stephanie Yancey	225109
Jody Yates	163399
Bailey Zara	286655

<b>CCSD Online Learning Edgenuity Cross-District Teachers 22-23</b>	<b>Certificate #</b>
Debora Otap	234078

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

- Students have access to video tutorials, written directions, and exemplar student projects to help guide their work.
- All project-based assignments use rubrics to make expectations clear and attainable, as well as providing feedback on the grade they earn.
- Students receive encouragement and reminders each week via email, announcements, and progress reports.
- Daily help is available via email, phone, and zoom meetings by appointment.
- Progress reports provide comprehensive information including how many modules the student has completed in comparison with how many modules they should have completed to be on track with their pacing guide, overall grade, reminders to submit work that is currently marked with a 0. Reports are sent to the student and parent each week.
- Alternative assignments are provided for students based on accessibility needs. For example, worksheets are provided in two different color formats to aid those with a visual disability and/or issues such as dyslexia.
- Zoom sessions are offered at request. Some students use this offer weekly and some never use it. Students that use the offer weekly do so to get clarification on projects, get additional help on steps they may not understand, and just to have the face-to-face interaction.
- Alternative assignments are provided when a student is unable to complete an assignment due to equipment limitations, mobility limitation, and/or limited technical skills, such as providing a course-embedded matching worksheet in place of a downloadable drag and drop worksheet.
- Alternative sources for information or assignment completion are also provided to allow students to choose the program they are most comfortable using to complete the standard requirements. For example, students may opt to use a live html editor to complete code or a simple text editor, with multiple programs for each given as an option to use.

Directly assisting students that are learning in an online environment can be challenging. The first, most important step is to meet with the students in a face-to-face virtual meeting. This connection allows the students the opportunity to understand that they are talking with a real person and not an anonymous robot grading their work. It is during this time that the groundwork is laid for being able to provide future assistance. I spend a good deal of time going over how to be specific in requests for help, which primarily come through email, what information they should include in such requests (such as the assignment name and problem), and extra steps they can take, such as including screenshots of technical problems, to ensure the fastest help from me. It is also during this initial meeting that I make sure to let them know that things will go wrong and that it is always okay to reach out to me for help. Links break, videos won't load, sites become blocked, software is no longer supported, etc., and as long as the student knows that I will be responsive in helping them navigate these issues, they become much more comfortable asking for help. For example, a student using a Chromebook was unable to open a Word document to complete a worksheet. Once we established what the issue was, I was able

to create an embedded assignment that allowed her to complete the same work, just without that software. Another student was not understanding the nuances of an assignment, but couldn't find time to meet via Zoom to hear me go over the directions, so I recorded a video to answer her questions and posted it in the assignment. It ended up becoming part of the assignment for all students and has helped them break down the steps to developing a large project. In conclusion, there are many ways to assist struggling students, particularly with the technology tools available at our fingertips. - **Kandi Young, Virtual Charleston Teacher**

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

Through Edgenuity we are able to offer content recovery for our students every quarter. We set parameters for who qualifies and how much credit they can earn. Each quarter students are enrolled in our content recovery program through Edgenuity with a teacher of record. Each PLC selects the work required in the Edgenuity courses required to gain the points available for content recovery. Students, parents and teachers are able to sign up students through a google form. We then add the students who signed up for any content recovery through Edgenuity. Our two behavior interventionists track and monitor the progress of all students enrolled in a content recovery Edgenuity course. At the end of the content recovery period students are able to earn points back on their quarter average per our school policy. If students show mastery of the standards through the Edgenuity course they can earn points back to their quarter average. Using content recovery through Edgenuity helps to decrease our failure rate for many of our core and elective courses. - **Nick Reece (Assistant Principal - West Ashley High School)**

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

The Online Learning Department 22-23 Handbook including policies and guidelines related to credit and content recovery are attached.

[CCSD Online Learning Program Guide 22-23](#)

**Credit Recovery/ Initial Credit Board Policies**  
[IJNDAA-R](#) and [IKADD-R](#)

## 2024 District Summer School Program Sites Identification

**District Name:** Charleston County School District

**District Summer School Contact:** Katherine Gehr

**Contact's Phone Number:** (843) 937-6440

**Contact's Email Address:** Katherine\_Gehr@charleston.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
E.B. Ellington Elementary School	Susan Rawlings	Susan_Rawlings@charleston.k12.sc.us	R2S; Summer Acceleration	YES	E
North Charleston Elementary School	Susan Rawlings	Susan_Rawlings@charleston.k12.sc.us	R2S; Summer Acceleration	YES	E
W.B. Goodwin Elementary School	Susan Rawlings	Susan_Rawlings@charleston.k12.sc.us	R2S; Summer Acceleration	YES	E
St. Andrews Elementary School of Math and Science	Susan Rawlings	Susan_Rawlings@charleston.k12.sc.us	R2S; Summer Acceleration	YES	E
Charleston County School District – District Online Learning	Charles Hazelrigg, CCSD Online Learning Coordinator	Charles_Hazelrigg@charleston.k12.sc.us	Initial Credit; Credit Recovery	YES	H
R.B. Stall High School	Shelly Goughnour	Shelly_Goughnour@charleston.k12.sc.us	District Summer SMAART Camp (G&T	NO	E, M

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
			Artistic, grades 4-8		
North Charleston Creative Arts Elementary School	Elizabeth Uptegrove	Elizabeth_Uptegrove@charleston.k12.sc.us	District Summer SAIL Camp (G&T Academic, grades 3-5)	NO	E
Laing Middle School	James Whitehair	James_Whitehair@charleston.k12.sc.us	Summer Acceleration	NO	M
Camp Road Middle School	Jaclyn Rowehl	Jaclyn_Rowehl@charleston.k12.sc.us	Summer Acceleration	NO	M
C.E. Williams Middle School	Kevin Smith	Kevin_Smith@charleston.k12.sc.us	Summer Acceleration	NO	M
Jerry Zucker Middle School	Christopher Haynes	Christopher_Haynes@charleston.k12.sc.us	Summer Acceleration	NO	M
Simmons Pinckney Middle School	Stephanie Spann	Stephanie_Spann@charleston.k12.sc.us	Summer Acceleration	NO	M
Morningside Middle School	George White	George_White@charleston.k12.sc.us	Summer Acceleration	NO	M
Baptist Hill Middle High School	Jason Drayton	Jason_Drayton@charleston.k12.sc.us	Summer Acceleration	NO	M

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