



Horry County Schools

STRATEGIC PLAN
2022-2027

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Our Vision:

Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

Our Beliefs:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts. Foremost, we believe that ...*

Our purpose is to develop the potential within each student and ensure that all graduates reflect the knowledge, skills, and life and career characteristics embedded in the *Profile of the South Carolina Graduate* in order that they become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that ...

We have the obligation to challenge every student to meet higher academic standards than his/her current level.

In order to accomplish this, we believe that ...

Our students deserve exceptional and passionate staff who share our CORE VALUES. Our core values are stated as expectations for staff members:

- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with students.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

We believe ...

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And...

- **All students should have access to world-class knowledge based upon rigorous standards in language arts and math for career and college readiness, multiple languages, science, technology, engineering, mathematics (STEM), the arts and social sciences.**

- **Our graduates will possess world-class skills reflecting creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn.**
- **Our students will demonstrate critical life and career characteristics to include integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills well beyond graduation.**

We also believe ...

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that ...

Partnerships among family, community and school are imperative to students' social and academic success.

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

STRATEGIC DOMAIN	STRATEGIC DOMAIN	STRATEGIC DOMAIN
LEADERSHIP CAPACITY	RESOURCE CAPACITY	LEARNING CAPACITY
<p>We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.</p>	<p>We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.</p>	<p>We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.</p>

LEADERSHIP CAPACITY

We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.

Quality Indicators

- The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.
- Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.
- The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.
- The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.
- The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.
- Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.
- Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.
- Leaders engage stakeholders to support the achievement of the system's purpose and direction.
- The system provides experiences that cultivate and improve leadership effectiveness.
- Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.
- Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
<p>Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals.</p> <ul style="list-style-type: none"> • Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2022 to run through 2027. • Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal. • Involvement of stakeholders at all levels of the planning process. • Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review. • Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan. 	2022-2027	Accountability	\$0.00	N/A	Approved district strategic plan and school-level renewal plans
Align Board of Education's annual goals through their Board Governance monitoring process with the performance goals identified in the district's strategic plan.	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Board Governance monitoring reports
Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used.	2022-2027	Communications	\$2500.00	General Funds	Completion of needs analysis and follow-up action taken as needed
<p>Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including:</p> <ul style="list-style-type: none"> • Periodic e-newsletters or other electronic methods to employees and external audiences • Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups • Awareness of the mobile app for Horry County Schools 	2022-2027	Communications	\$250,000.00	General Funds	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports

<ul style="list-style-type: none"> • Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents • Expanded programs on cable access channel • Videos for television and website to help stakeholders understand the various programs of the District and schools • Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc. • Posters of vision and core values posted in all schools and offices. • Ensure communication is provided in multiple languages meeting the diverse needs of all stakeholder groups 					
Provide a variety of opportunities for all stakeholders to access and understand, including multilingual translations, the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.	2022-2027	Accountability, Communications	\$150,000.00	General Funds	Vision understood and supported by more stakeholders through survey results; documented examples of tools used to communicate
Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance.	2022-2027	Accountability, Communications	\$100,000.00	General Funds	Expanded methods of communication documented
Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms)	2022-2027	Accountability, Learning Services	\$250,000.00	General Funds	Successful communication techniques implemented
Establish a monitoring system to ensure compliance by the District and all schools with state and Cognia Accreditation Standards.	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Continuous improvement monitoring system operational
Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system's purpose and direction and performance goals	2022-2027	Board of Education, Superintendent	\$0.00	N/A	Effective Board governance model adopted and adhered to
Utilize the evaluation instrument for effective Board meeting	2022-2027	Board of Education	\$0.00	N/A	Evaluation tool analyses and needed actions taken

Maintain an annual record of Board members attendance at conferences and professional development opportunities on their roles and responsibilities	2022-2027	Board of Education	\$0.00	N/A	Record of conferences and training
Establish benchmarks indicating good management for instructional and non-instructional programs in order to conduct program evaluation	2022-2027	All Chief Officers, Superintendent	\$0.00	N/A	Program effectiveness model operational
Provide a leadership development program for aspiring and new administrators.	2022-2027	Learning Services, Human Resources	\$50,000.00	General Funds	Pool of high-quality administrative candidates
Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on existing and new programs based upon data which correlate student achievement to financial and human capital resources.	2022-2027	All Chief Officers, Superintendent	\$100,000.00	General Funds	Program effectiveness model determined and appropriate actions taken
Continue use of Superintendent's Advisory Cabinets (Teacher, Business, Support Staff, Students and Parents and Faith-Based) representatives to improve communication and relationships with various stakeholders groups	2022-2027	Various Cabinet Liaisons	\$25,000.00	General Funds	Quarterly meeting schedule; improved communication and understanding

Resource Capacity

We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.

Quality Indicators

- The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.
- The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.
- The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.
- The system attracts and retains qualified personnel who support the system's purpose and direction.
- The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.
- The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.
- The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- The system allocates human, material and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Financial Resources					
Research and implement new technologies to provide efficiencies in document handling/storage, attendance and time recording, and employee self-service.	2022-2027	Fiscal Services		Capital Funds	Results of study utilized to meet needs of District
Continue to align budget requests and the approval process with strategies designed to improve student performance	2022-2027	Fiscal Services		All Funds	Effective budget process; continuous improvement model
Develop annual budget assumptions and parameters for both the General Fund and the Capital Funds budgets.	2022-2027	Fiscal Services			Board-approved assumptions and parameters
Utilize modified zero-based budgeting process	2022-2027	Fiscal Services		All Funds	Process implemented
Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	2022-2027	Fiscal Services		General Funds	Improved financial reports and quarterly financial reports
Conduct annual school financial reviews to ensure district policies and procedures are being followed.	2022-2027	Fiscal Services			All school reviews are in compliance

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Physical Resources					
Implement system to ensure there are no unwanted or unidentified visitors on any campus through the implementation of visitor screening software programs and protocols at school entrance doors	2022-2027	Support Services, Safety and Security		General Funds; District Capital Funds	School safety reports and security drills; physical changes entrances to comply with security check
Maintain and replace as needed a state-of-the art monitoring system in facilities	2022-2027	Student Services; Safety and Security; Technology		General Funds; District Capital Funds	Systems installed
Review and revise as needed planning parameters for new schools and athletic facilities as part of the five-year facilities plan	2022-2027	Support Services; Facilities		District Capital Funds	Approved parameters and approved five-year plan
Conduct needs assessment ratings for each school using approved educational specifications and update annually	2022-2027	Support Services; Facilities		General Funds; District Capital Funds	Completed needs assessment ratings (Facility Condition Index)
Develop and maintain a 5-year plan for managing and developing facilities for growth	2022-2027	Support Services; Facilities		District Capital Funds	Approved 5-year plan
Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2022-2027	Support Services: Facilities		General Funds	Approved adjustments as needed
Use an acceptable and reliable model to predict direct and indirect impacts of major residential developments on school capacity and the need for new schools	2022-2027	Support Services: Facilities			Accepted model with impact predictions
Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations through a sustainability program	2022-2027	Support Services: Facilities		General Funds; District Capital Funds	Approved green designs; technical specifications; sustainability plan
Implement energy reduction systems according to Board-approved models.	2022-2027	Support Services: Facilities			Annual energy usage savings; improved monitoring of energy usage controls

Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2022-2027	Support Services: Facilities			Improved efficiency of work order completion
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns <ul style="list-style-type: none"> • Provide bullying prevention and resources information on the HCS Student Affairs web pages • Provide a student app for reporting bullying or other school safety concerns 	2022-2027	Student Services: Student Affairs			Hotline functional and effective
Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include:	2022-2027	Support Services: Facilities			Functioning team in each school with central facilities support
Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2022-2027	District Staff and School Teams			Building capacity ratings maximized
Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2022-2027	Technology		Capital Funds	Completion of project
Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2022-2027	Support Services: Facilities		Capital Funds	Completion of project
Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters	2022-2027	Support Services: Safety and Security			All safety and security standards in compliance
Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2022-2027	Support Services: Safety and Security			School reports of drill completions
Ensure all facilities are safe, clean, and properly maintained.	2022-2027	Support Services: Facilities			Establish expectations and maintain
Update annually the District's Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: <ul style="list-style-type: none"> • Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12 	2022-2027	Technology; Learning Services		General Fund, Erate funds, District Capital Funds	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

<p>utilizing the most effective devices to meet the educational needs of students in the classroom.</p> <ul style="list-style-type: none"> • Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee • Maintain 1:1 device to student model in grades K-12. • Conduct annual reviews of devices at the appropriate grade level using representative stakeholders as part of the refresh cycle for grades 9-12, 6-8 and K-5. • Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning • Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure • Identify the hardware and software to provide that best instruction; • Develop a relevant instructional technology training program for all teachers who deliver that content area/standard • Develop and provide teachers with technical applications to share lesson plans, resources and methodologies • Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments. • Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students • Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences • Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum 					
<p>Designate a school leadership team member in every school whose is responsible for school safety, to include:</p> <ul style="list-style-type: none"> • Student management policies, regulations and procedures 	2022-2027	Principals			Functioning team in all schools

<ul style="list-style-type: none"> • Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. • Alternatives to ISS, OSS and homebound • Effective and efficient investigations and preparation for hearings 					
<ul style="list-style-type: none"> • Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents. • Require each school to develop an anti-bullying plan. 	2022-2027	Student Services: Student Affairs; Human Resources			Better understanding of bullying among employees; survey result show less instances of bullying
Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Student Services: Health and Safety		Medicaid funds, IDEA	Health care plans and emergency action plans implemented
Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: <ul style="list-style-type: none"> • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition guidelines established for all foods sold to students during the course of the school day. 	2022-2027	Support Services: Food Services; JROTC		General Funds	Plan implemented in all schools; annual review of well plan and nutritional guidelines
Train staff on safety in the workplace	2022-2027	Human Resources		General Funds	Compliance reports
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Support Services: Safety and Security			Protocols established and practiced
Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care <ul style="list-style-type: none"> • Implement a written emergency action plan for each student with documented allergies • Develop a specific training protocol for all staff to recognize anaphylaxis 	2022-2027	Student Services; Director of Health and Safety Services		General Funds	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program

<p>Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting.</p> <ul style="list-style-type: none"> • Respond and take appropriate action in timely manner • Monitor number of calls and follow-up needed 	2022-2027	Support Services: Safety and Security			Reports of actions taken
<p>Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs</p>	2022-2027	Student Services		Medicaid and General Fund	Services in place
<p>Provide safety and health guidelines and training to school staff and students in:</p> <ul style="list-style-type: none"> • Personal health practices • School bus safety • PE and playground procedures • Classroom and laboratory procedures • Indoor air quality 	2022-2027	Support Services, Student Services: Health and Safety Services, Student Affairs		General Funds	Reduction in safety issues; Reports by Safe Schools
<p>Implement protocols to record and maintain student school bus ridership data in PowerSchool and to provide parents the capability to track school buses on their smartphone, computer or other electronic device</p>	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
<p>Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.</p>	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

LEARNING CAPACITY

We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.

Quality Indicators

- Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- The learning culture promotes creativity, innovation, and collaborative problem-solving.
- The learning culture develops learners' attitudes, beliefs and skills needed for success.
- The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.
- Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.
- The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.
- Instruction is monitored and adjusted to meet individual learners' needs and the systems' learning expectations.
- The system provides programs and services for learners' educational future and career planning.
- The system implements processes to identify and address the specialized needs of learners.
- Learning progress is reliably assessed and consistently and clearly communicated.
- Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
- The system implements a process to continuously assess its programs and organizational conditions to improve learning.

District Strategic Plan Signature Page

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

District:	Horry
SIDN:	2601
Plan Submission:	School utilizes Cognia
Address 1:	335 Four Mile Road
Address 2:	
City:	Conway, SC
Zip Code:	29526-4506
District Plan Contact Person:	John Washburn
District Plan Contact Phone:	(843) 488-6778
District Plan E-mail Address:	jwashburn@horrycountyschools.net

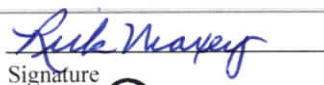
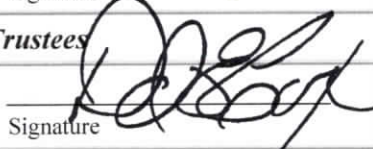
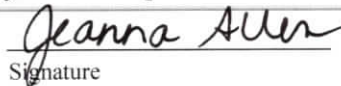

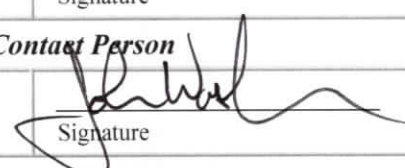
Required Signature Page

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

<i>Superintendent</i>		
<u>Dr. Rick Maxey</u> Printed Name	 Signature	<u>3/14/24</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>David Cox</u> Printed Name	 Signature	<u>3/15/24</u> Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Jeanna Allen</u> Printed Name	 Signature	<u>3/8/2024</u> Date
<i>District Gifted and Talented Coordinator</i>		
<u>Pamela Gravitte</u> Printed Name	 Signature	<u>3/15/2024</u> Date
<i>District Strategic Planning Contact Person</i>		
<u>John Washburn</u> Printed Name	 Signature	<u>3/8/2024</u> Date



Assurances for District Strategic Plan

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

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

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district’s wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district’s strategic plan required pursuant to Section 59-20-60.
Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 <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.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students’ needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

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

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

Assurances and Terms and Conditions for State Awards

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

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

Terms and Conditions

Yes	<p>Completeness of Proposal</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>Non-awards/Termination</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>Reduction in Budgets and Negotiations</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>Amendments to Grants</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>Use of Grant Funds</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>Submission of Expenditure Reports</p> <p>Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).</p>

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

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Dr. Rick Maxey
2.	Principal	Gaye Driggers
3.	Teacher	Jacob Scheuer
4.	Parent/Guardian	Susan Cribb
5.	Community Member	Nicole Hyman
6.	Private School Representative	None Participated
7.	District Level Administrator	Mark Porter
8.	Paraprofessional	Kathy O'Connor
9.	District Read To Succeed Literacy Leadership Team Lead	Jeanna Allen
10.	District Read To Succeed Literacy Leadership Team Member	Tina Mathews
11.	School Improvement Council Member	Jim Creel
12.	District Gifted and Talented Coordinator	Pamela Gravitte
13.	District Federal Programs Coordinator	Kristin Wilson
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		
	Principal	Maquitta Davis
	Principal	Josh Todd
	Principal	Vicki Underwood
	Principal	Melissa Rutenberg
	Principal	James LaPier
	Principal	Kelly Wilson
	Principal	Jeremy Rich
	Teacher	Mindi Penn
	Teacher	Meredith Moore
	Teacher	Teresa Elswick
	Teacher	Judith Gallagher
	Parent/Guardian	Heather Johnson
	Parent/Guardian	T'Mars McCallum
	Parent/Guardian	Kandra Conary
	Parent/Guardian	Cortney Mincey

Parent/Guardian	Jean Burden
Parent/Guardian	Brandi Graham
Parent/Guardian	Dr. Erin Smith
Parent/Guardian	Mandy Bellah
Parent/Guardian	Mike Martinal
Parent/Guardian	Heidi Street
Parent/Guardian	Allison Miller
Community Member	Eileen Patonay
Community Member	Holly Tankersley
Community Member	Sarah Smith
Community Member	Tara Little
Community Member	Grant Kuhn
Community Member	Rebecca Hardwick
Community Member	Stephen Greene
Community Member	Edsol Edge
Community Member	Mary Bittle
District Level Administrator	Candace Lane
District Level Administrator	April Scott
District Level Administrator	Jonathan James
District Level Administrator	Velna Allen
District Level Administrator	Boone Myrick
District Level Administrator	John Gardner
District Level Administrator	Daryl Brown
District Level Administrator	Kenneth Generette
District Level Administrator	Ben Hardee
District Level Administrator	Michelle Ammann
District Level Administrator	Mary Anderson
Paraprofessional	Beth Burleson
Paraprofessional	Jennifer Gollie
Paraprofessional	Michelle Gavilan
Paraprofessional	Steve Spiegel
Paraprofessional	Wynnette Smith
District Read To Succeed Literacy Leadership Team Member	Ashley Johnson
District Read To Succeed Literacy Leadership Team Member	Gretchen Ayers
District Read To Succeed Literacy Leadership Team Member	Martina McCoy

District Read To Succeed Literacy Leadership Team Member	Kay Sellers
District Read To Succeed Literacy Leadership Team Member	John Washburn
District Read To Succeed Literacy Leadership Team Member	Mark Porter
District Read To Succeed Literacy Leadership Team Member	Candace Lane
District Read To Succeed Literacy Leadership Team Member	April Scott
District Read To Succeed Literacy Leadership Team Member	Samantha Coy
District Read To Succeed Literacy Leadership Team Member	Donna Satterley
District Read To Succeed Literacy Leadership Team Member	Melissa Westbury
School Board	Russell Freeman
School Board	Sherrie Todd
School Board	Howard Barnard
School Board	Neil James
School Board	Helen Smith
School Board	David Cox
School Board	Janet Graham
School Board	Melanie Wellons
School Board	James Edwards
School Board	Shanda Allen
Student	McCallie Brown
Student	Jose Morales
Student	Hayden Barnes
Student	Miracle McLean
Student	Taniya Boatwright
Student	Sofya Preobrazhenskaya
Student	Gracie McCune
Student	Jaiden Poole

District Requested Strategic Plan Waiver

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

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

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

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

Not Applicable

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

Horry County Schools

SRP 2024-25

Needs Assessment

April 2024

22-23 District Report Card Link

SWD EOC Report Card Results

(Scoring a grade of "C" or Better)

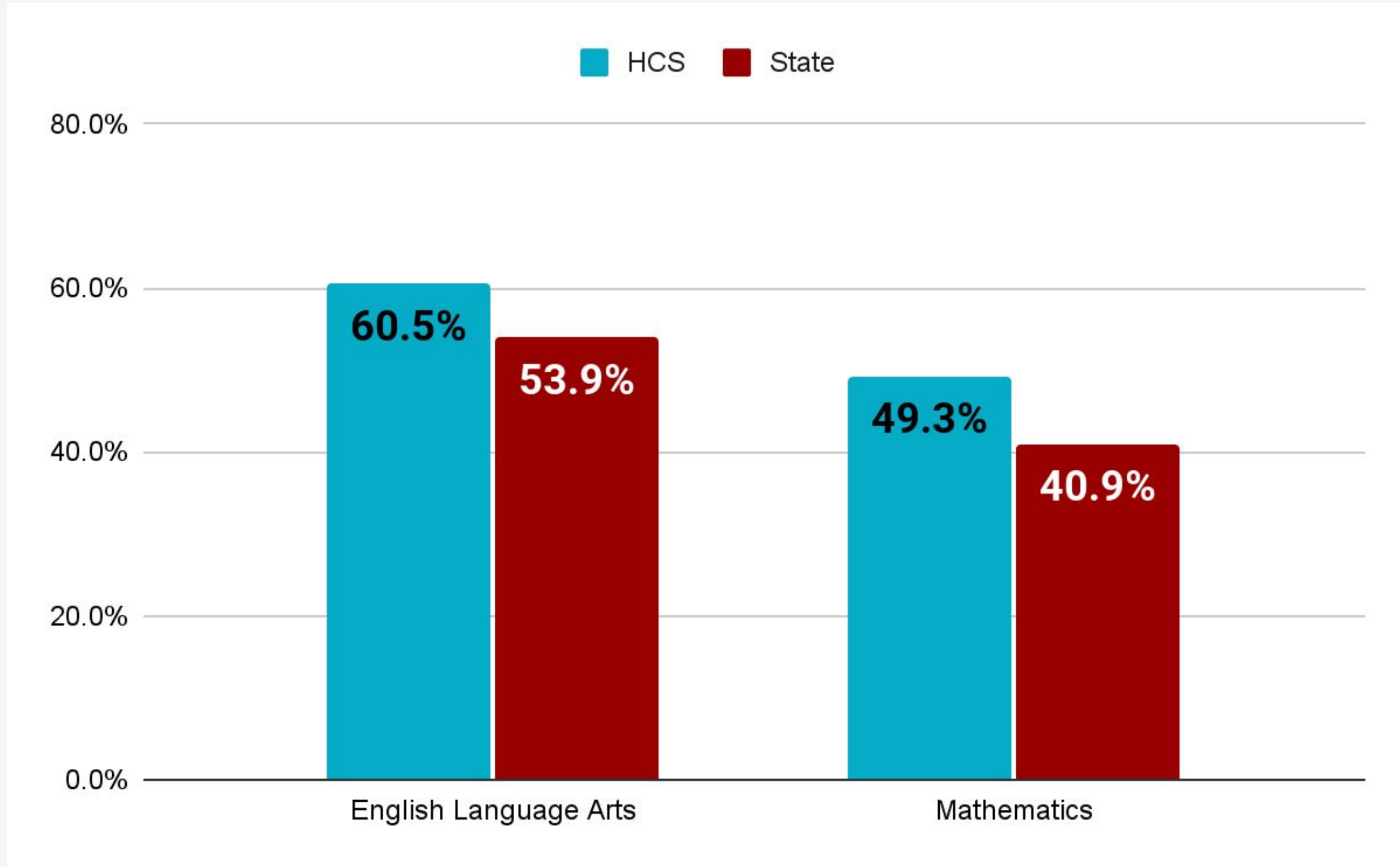
English II

55.7%

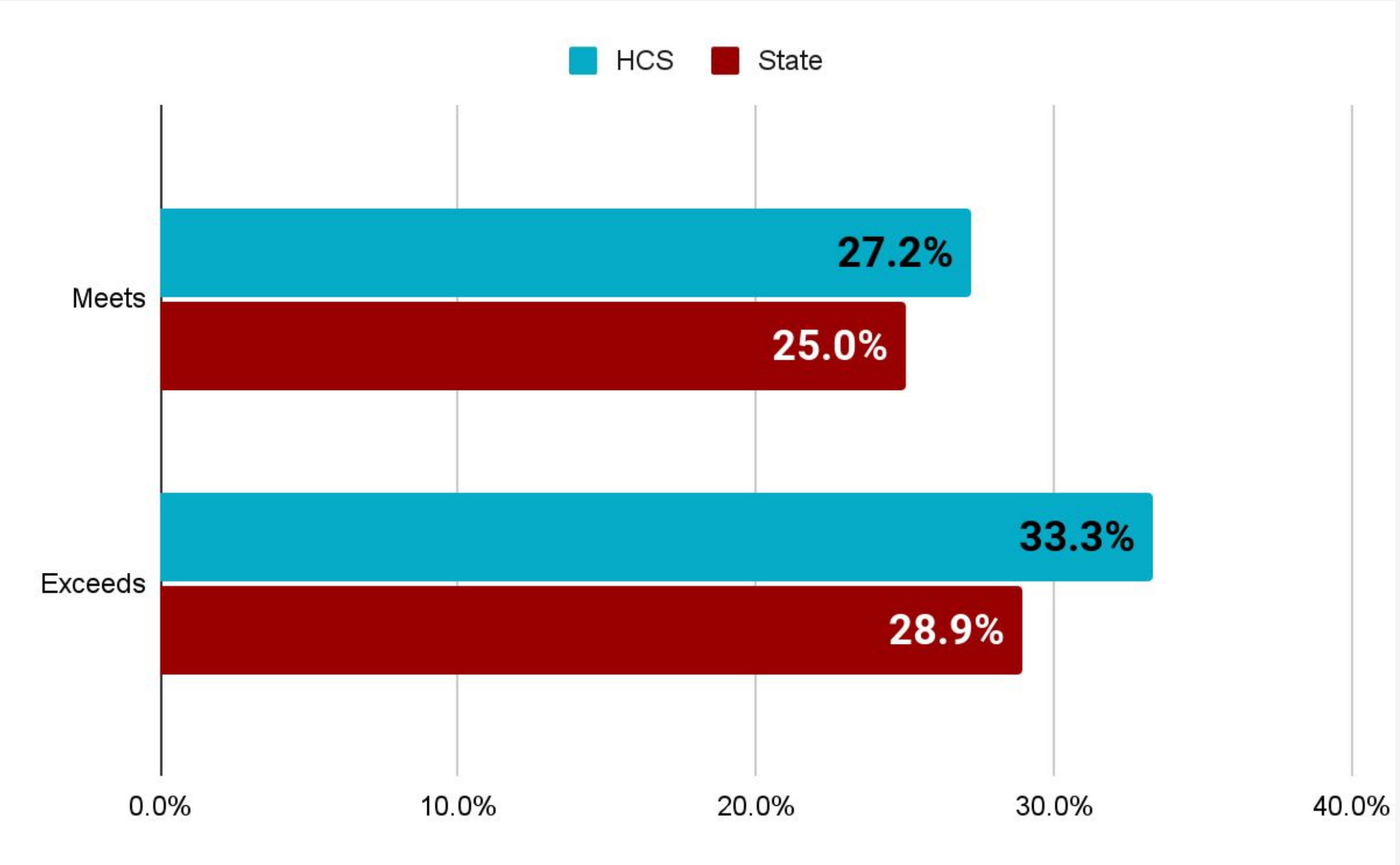
Algebra I

51.3%

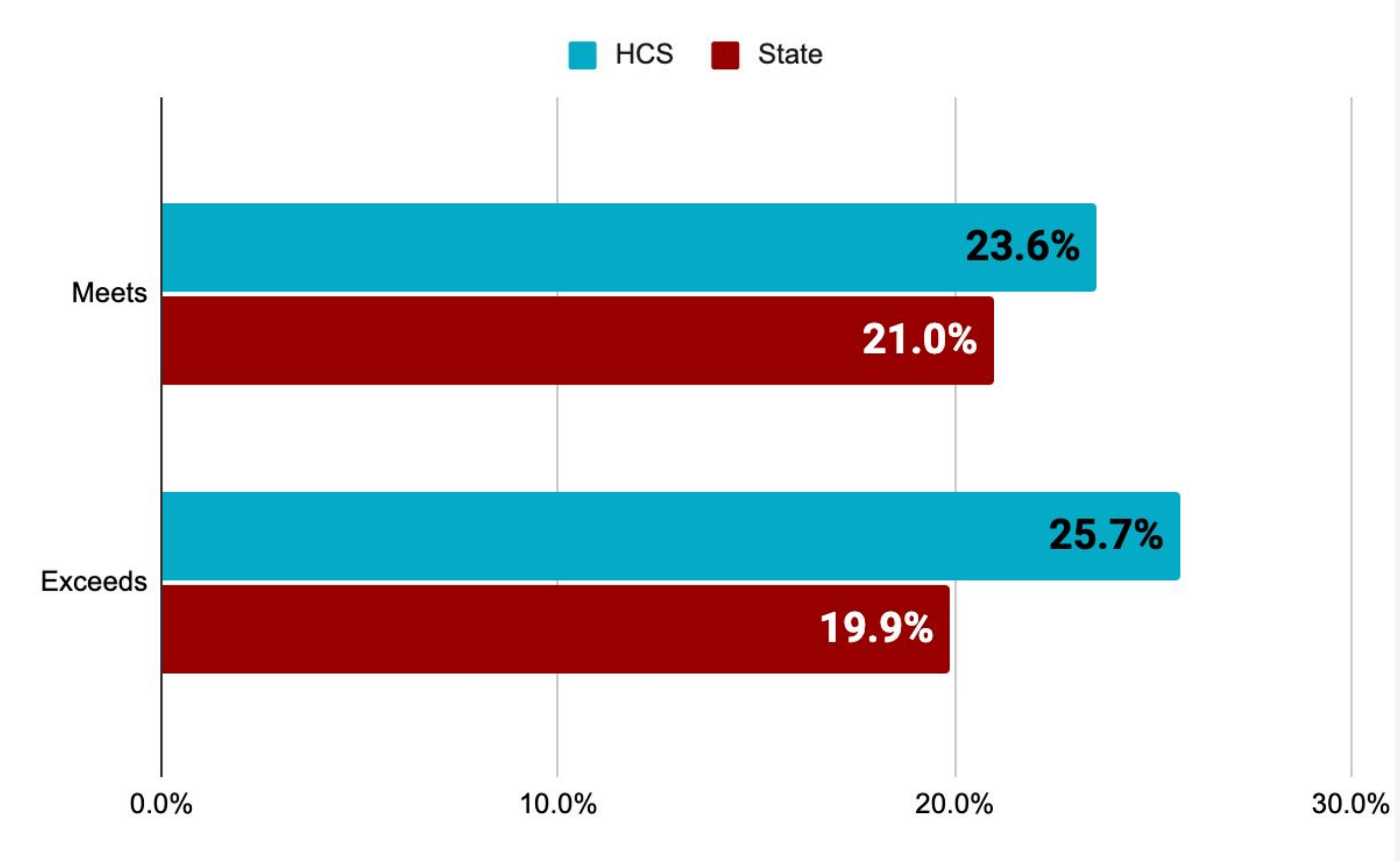
2022-2023 SC READY (3-8) Meets & Exceeds District/State Comparison



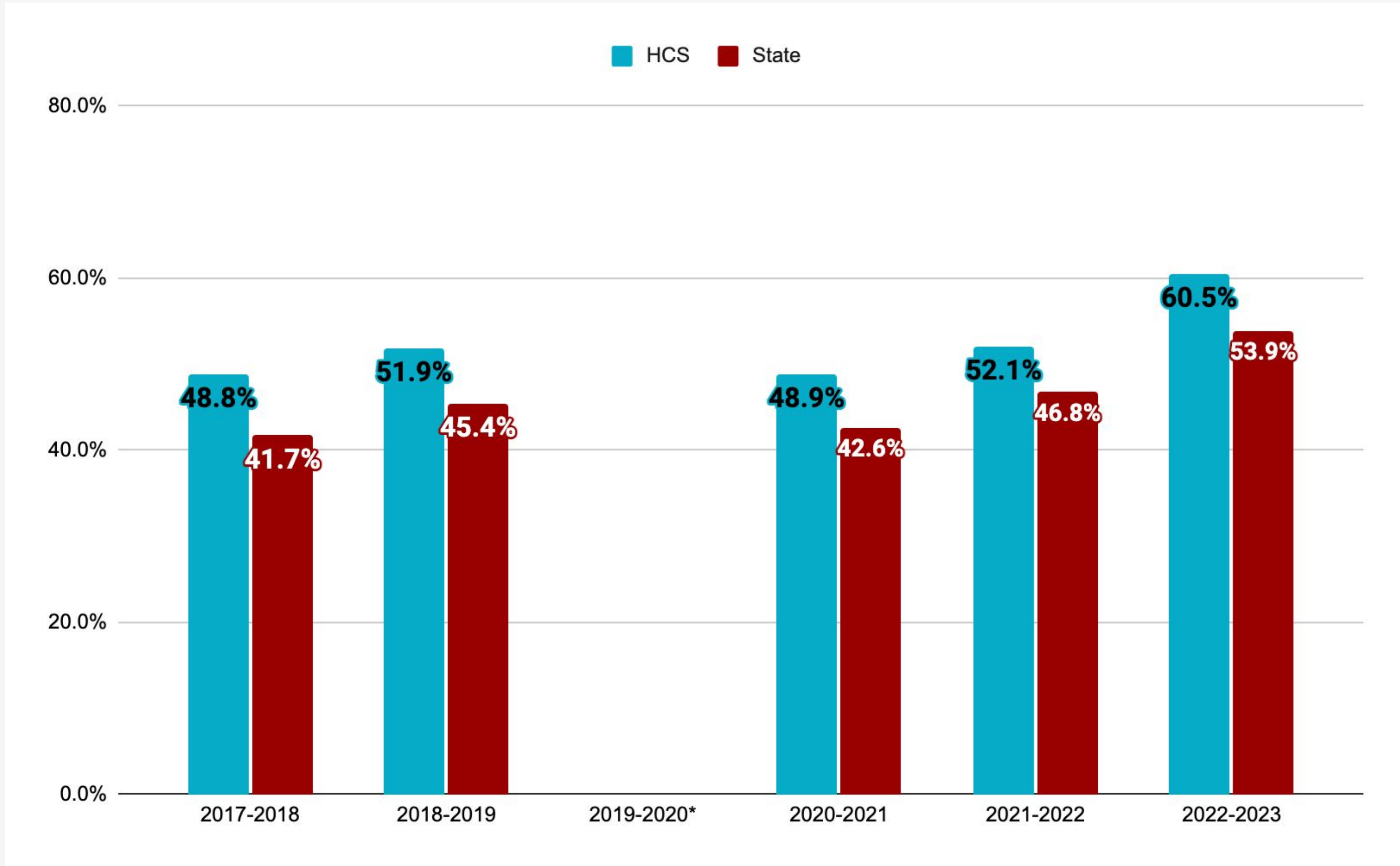
2022-2023 SC READY English Language Arts (3-8) Meets & Exceeds District/State Comparison



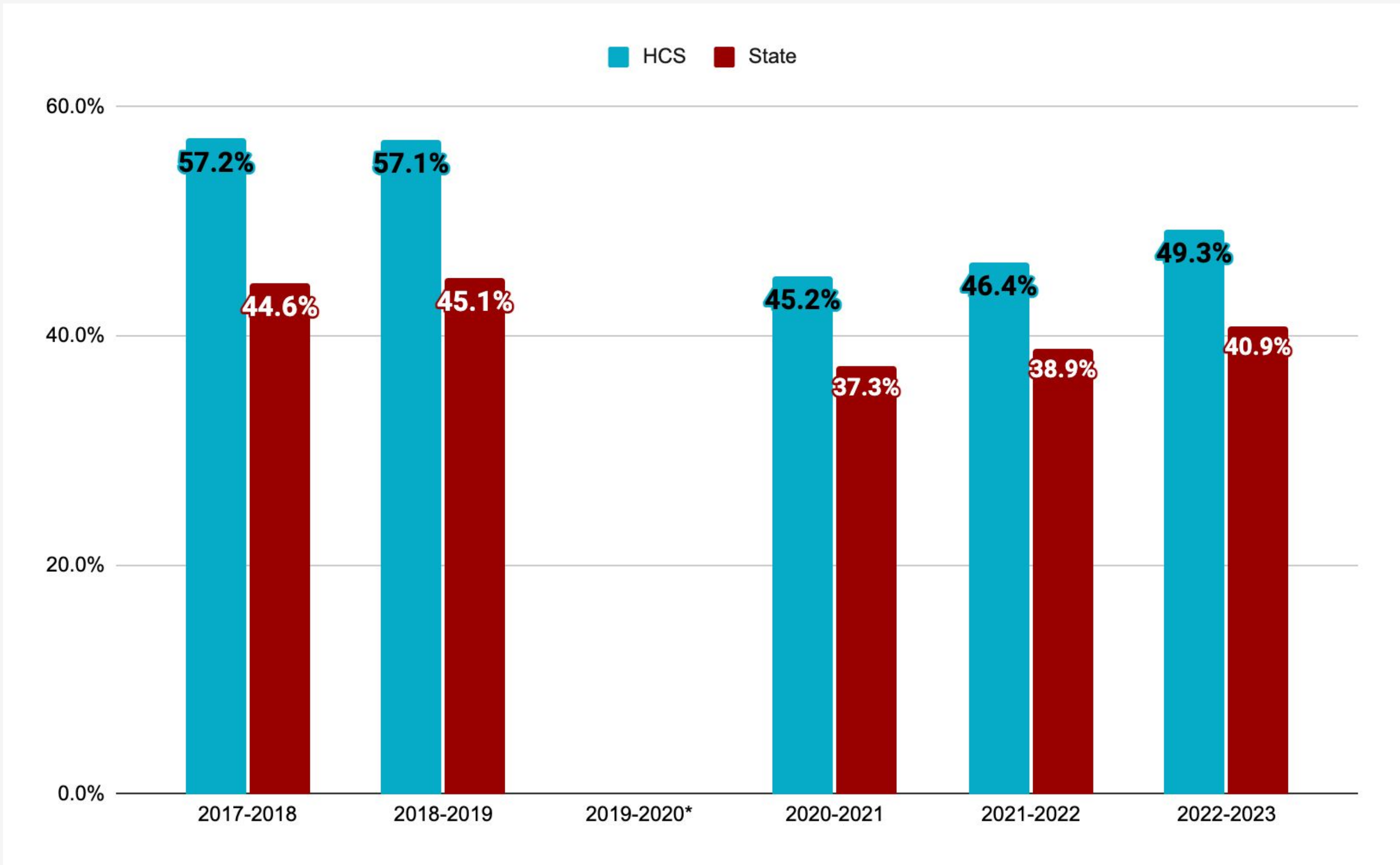
2022-2023 SC READY Mathematics (3-8) Meets & Exceeds District/State Comparison



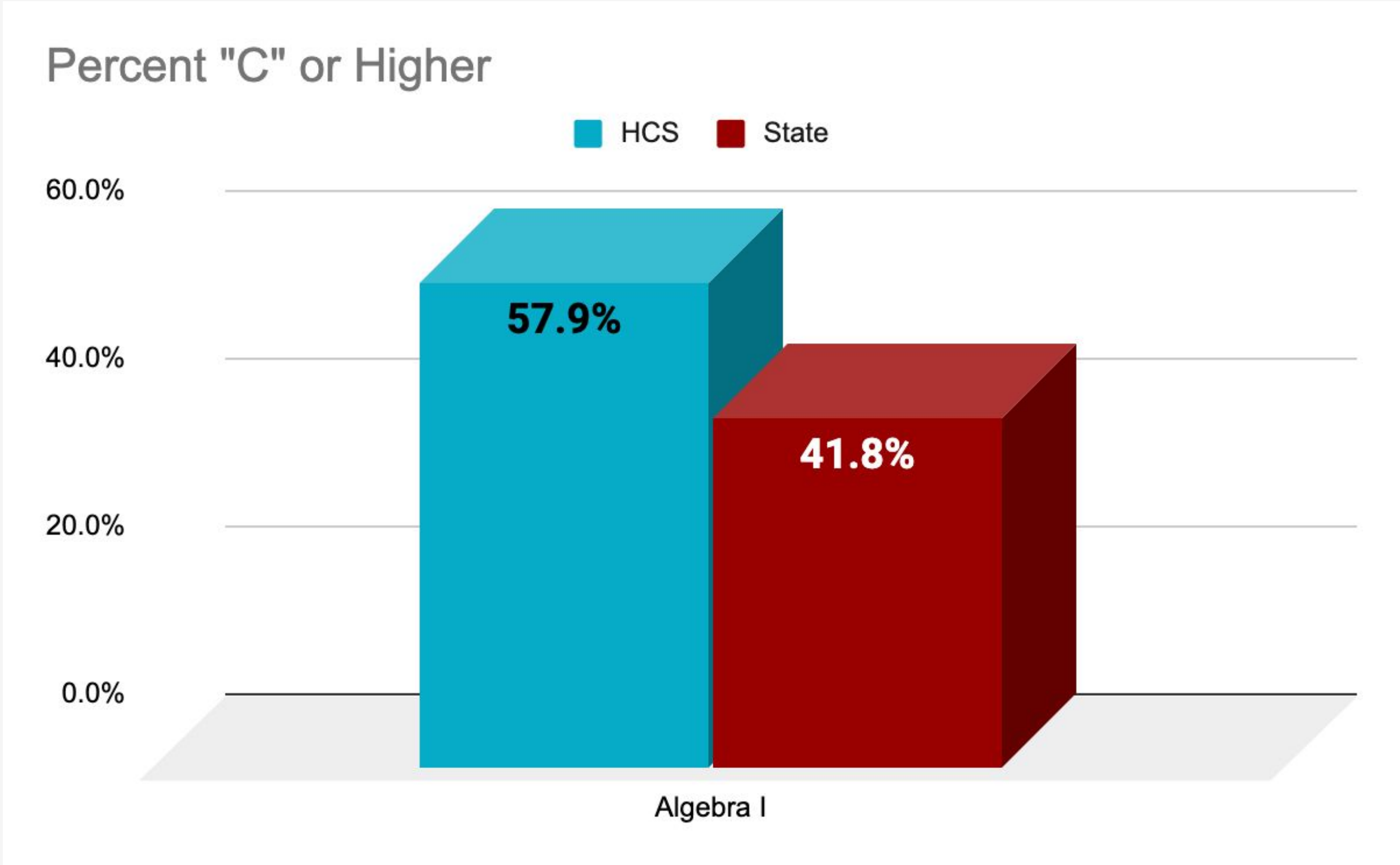
2022-2023 SC READY ELA (3-8) Meets & Exceeds 5 Year District/State Comparison



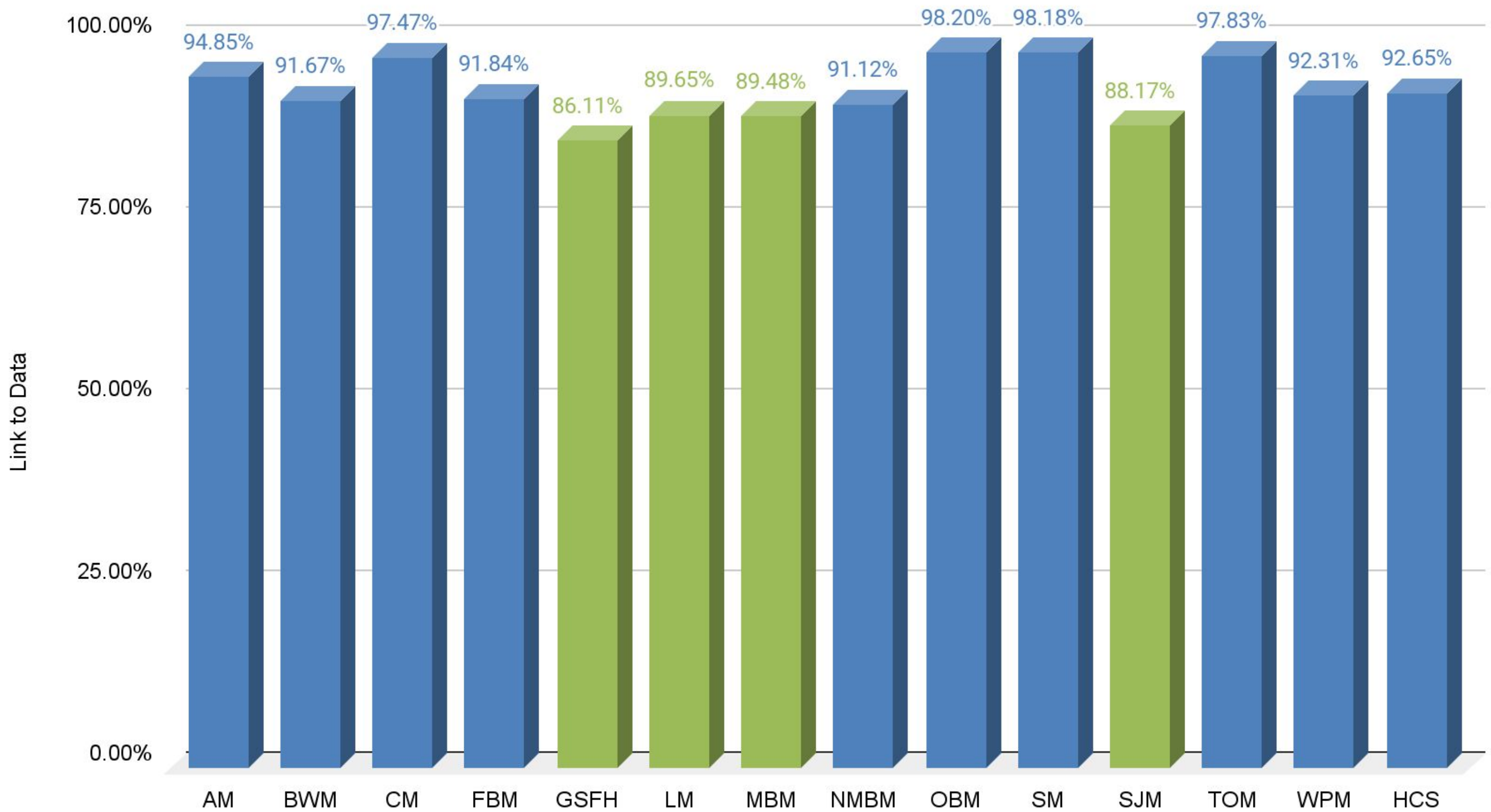
2022-2023 SC READY Math (3-8) Meets & Exceeds 5 Year District/State Comparison



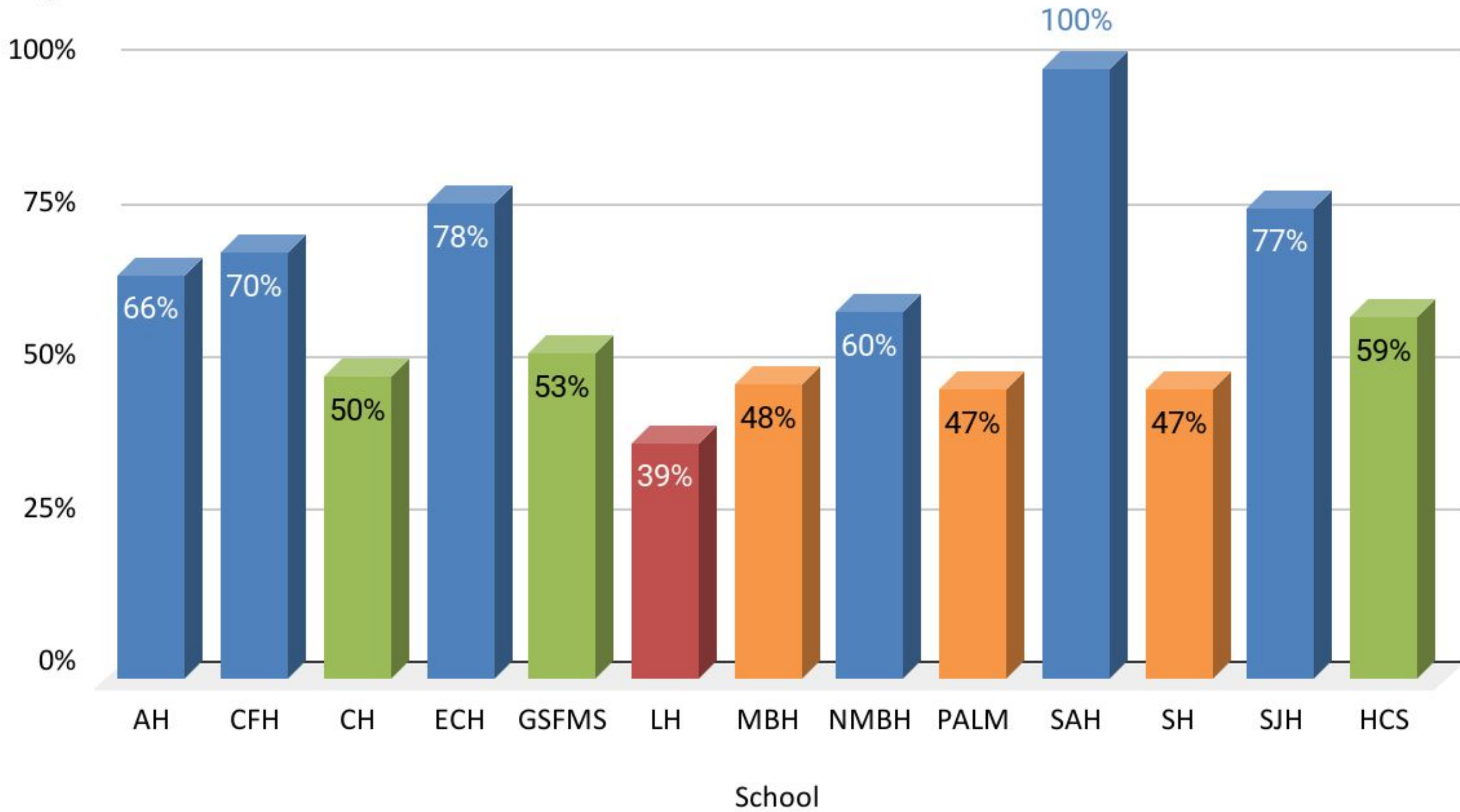
2022-2023 Algebra - EOCEP District/State Comparison



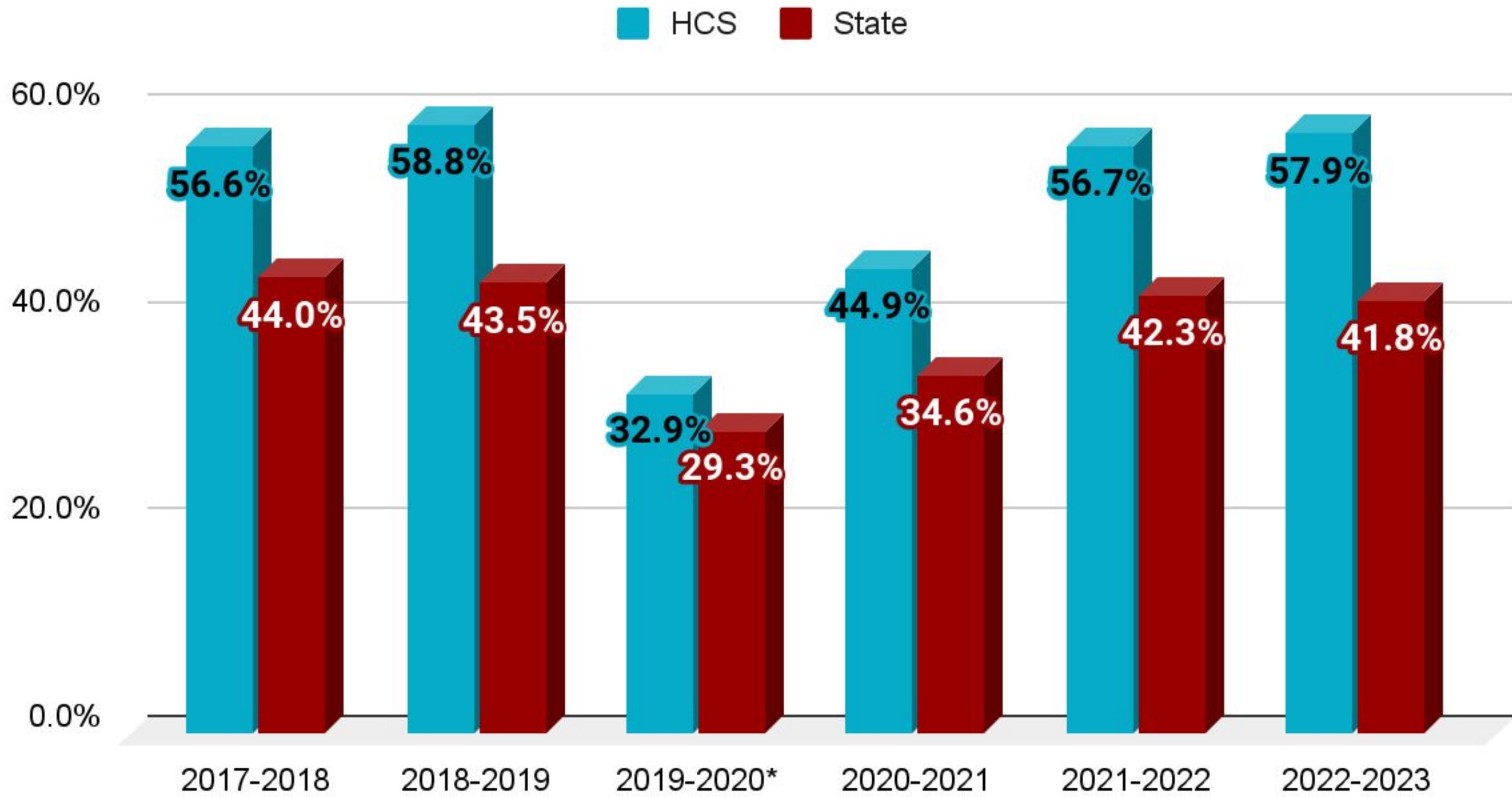
Percent "C" or Higher - MS Algebra



Algebra I - All Students Tested



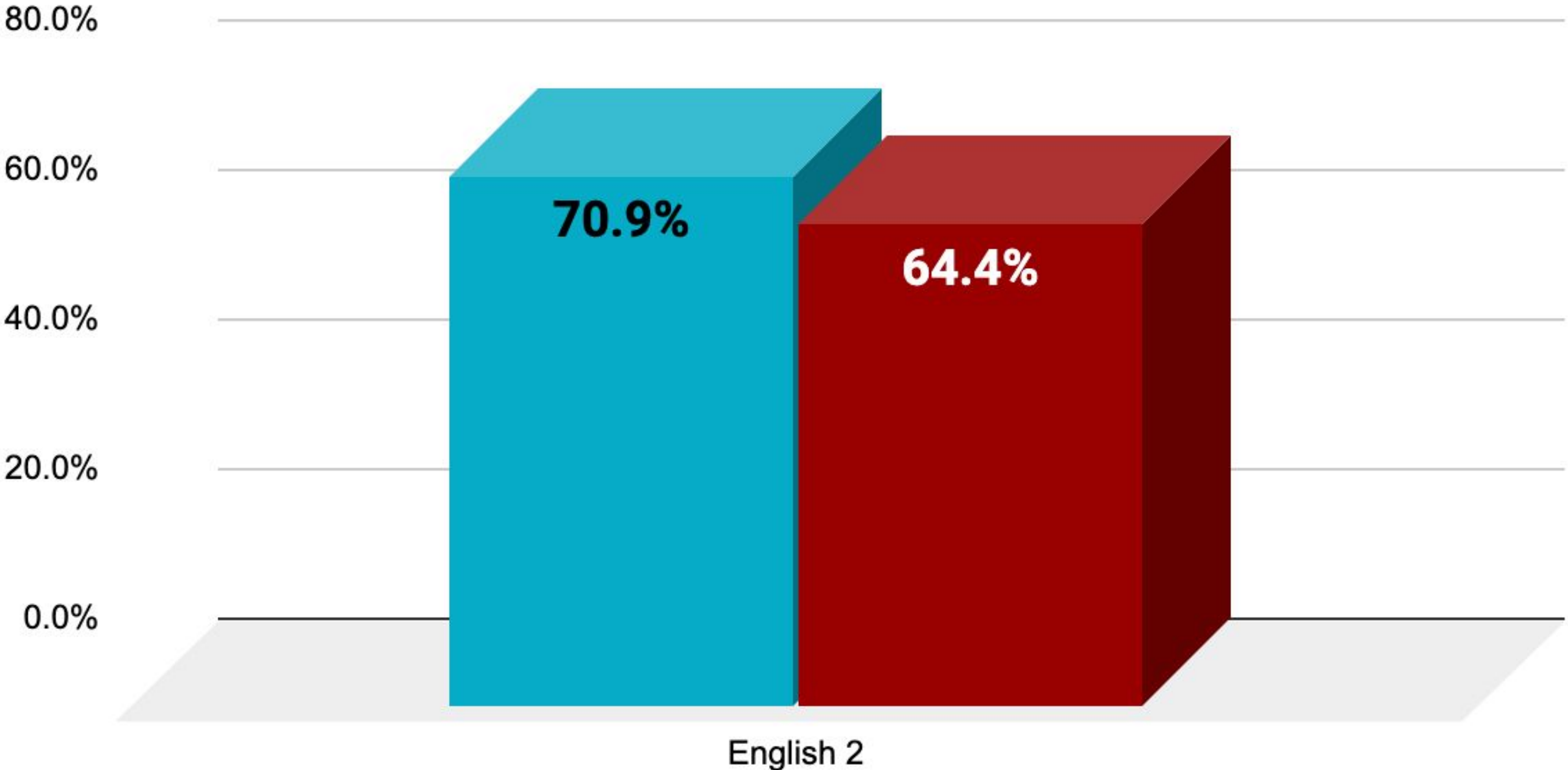
Percent "C" or Higher - Algebra



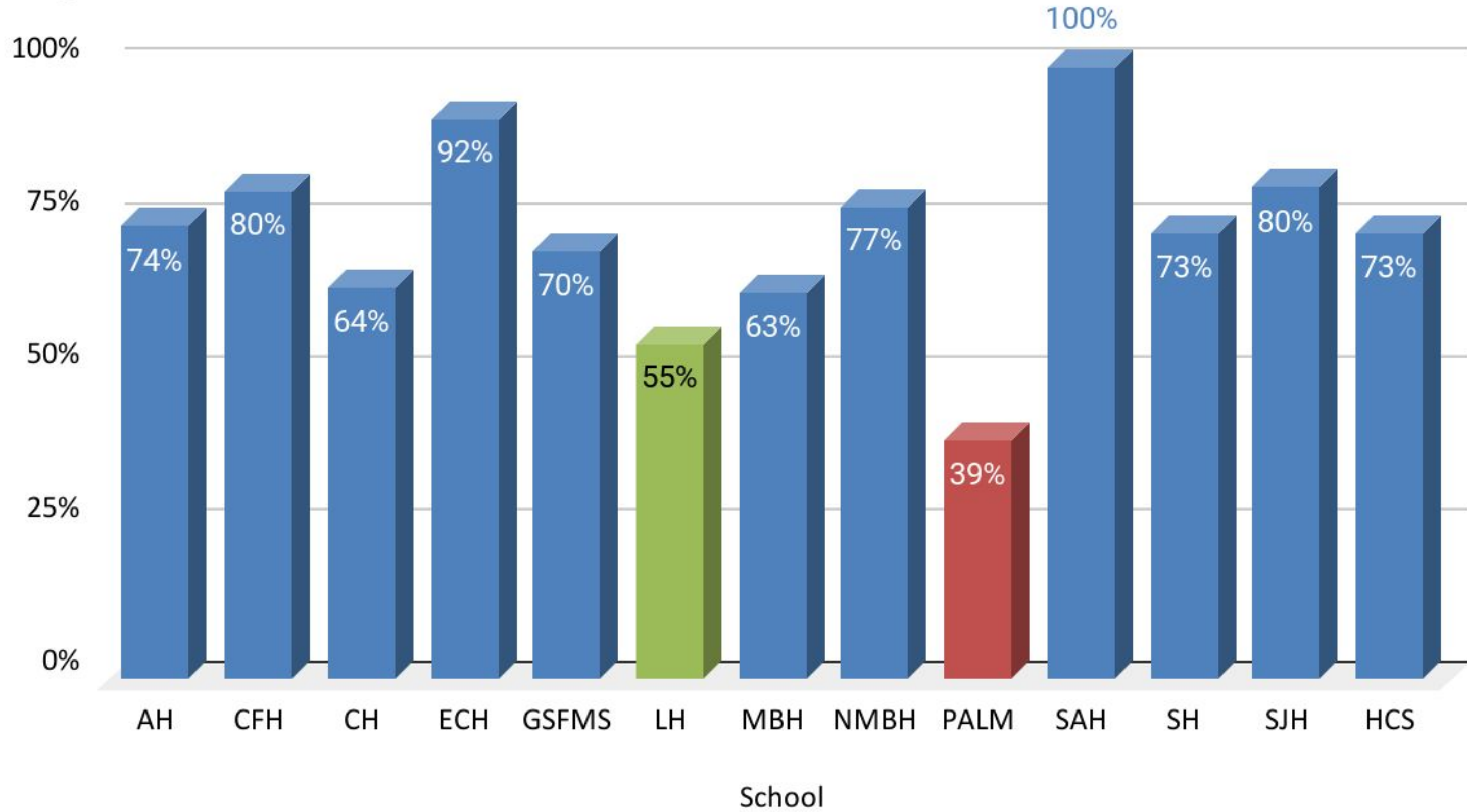
2022-2023 English 2 - EOCEP District/State Comparison

Percent "C" or Higher

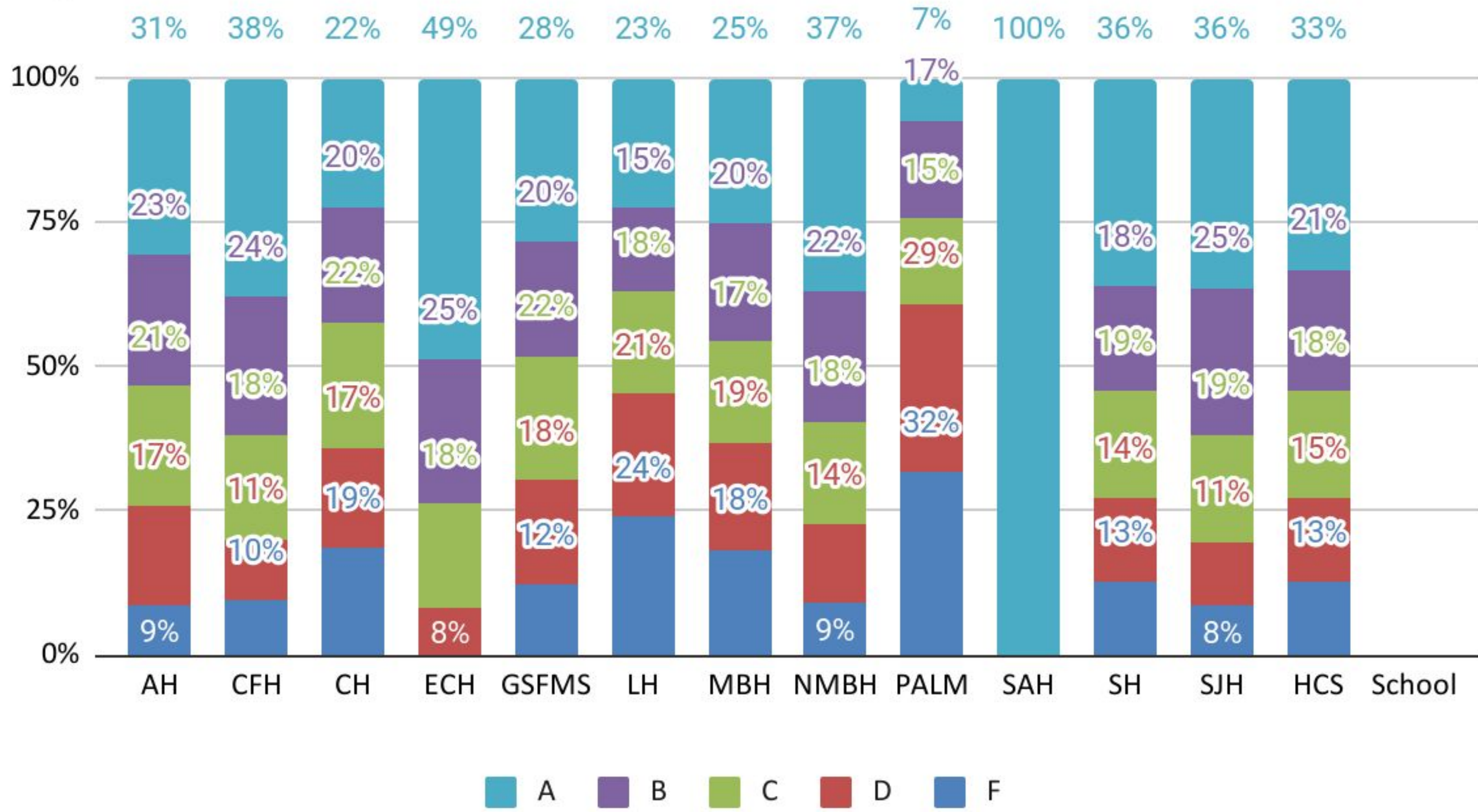
HCS State



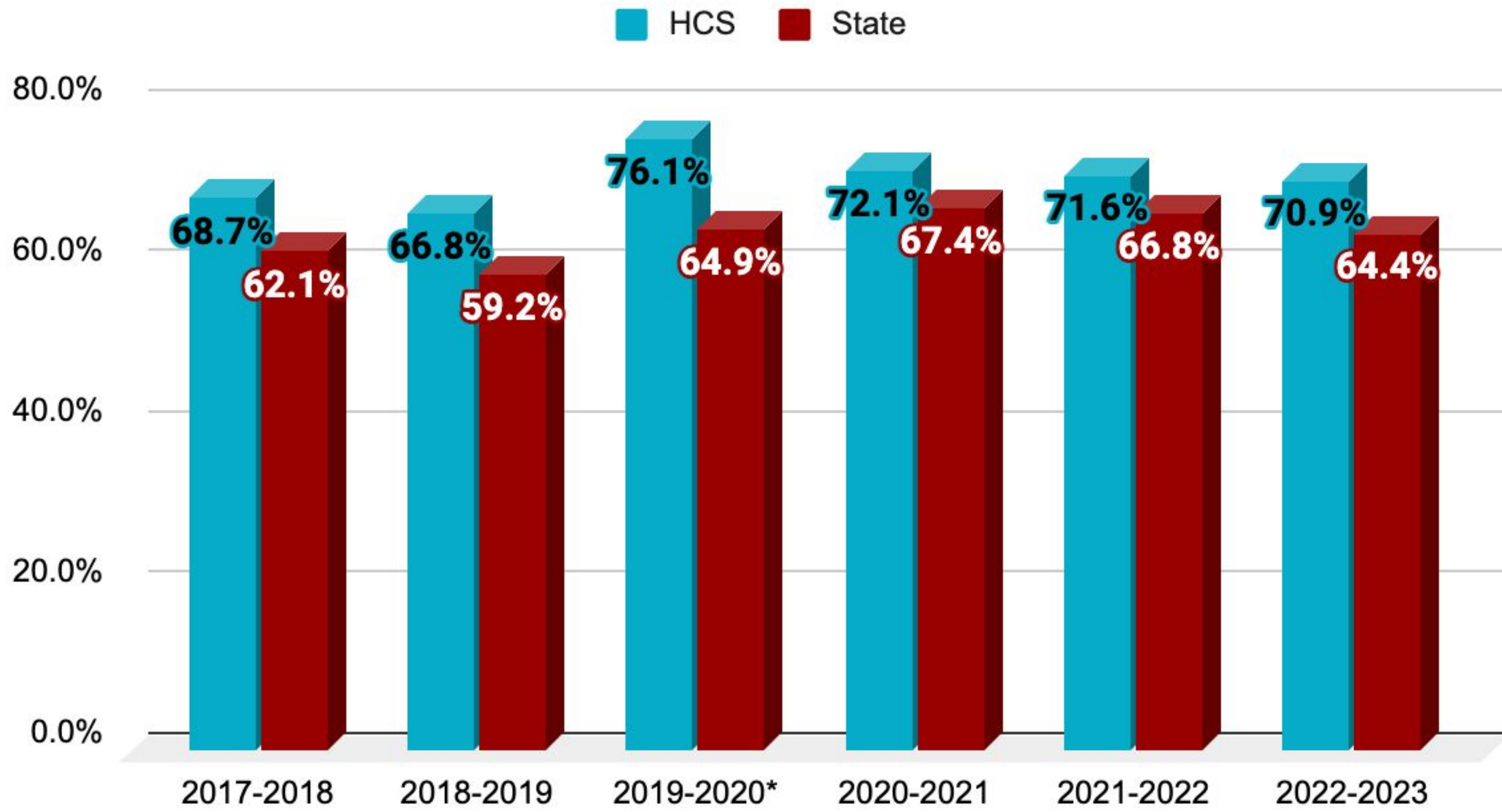
English 2 - All Students Tested



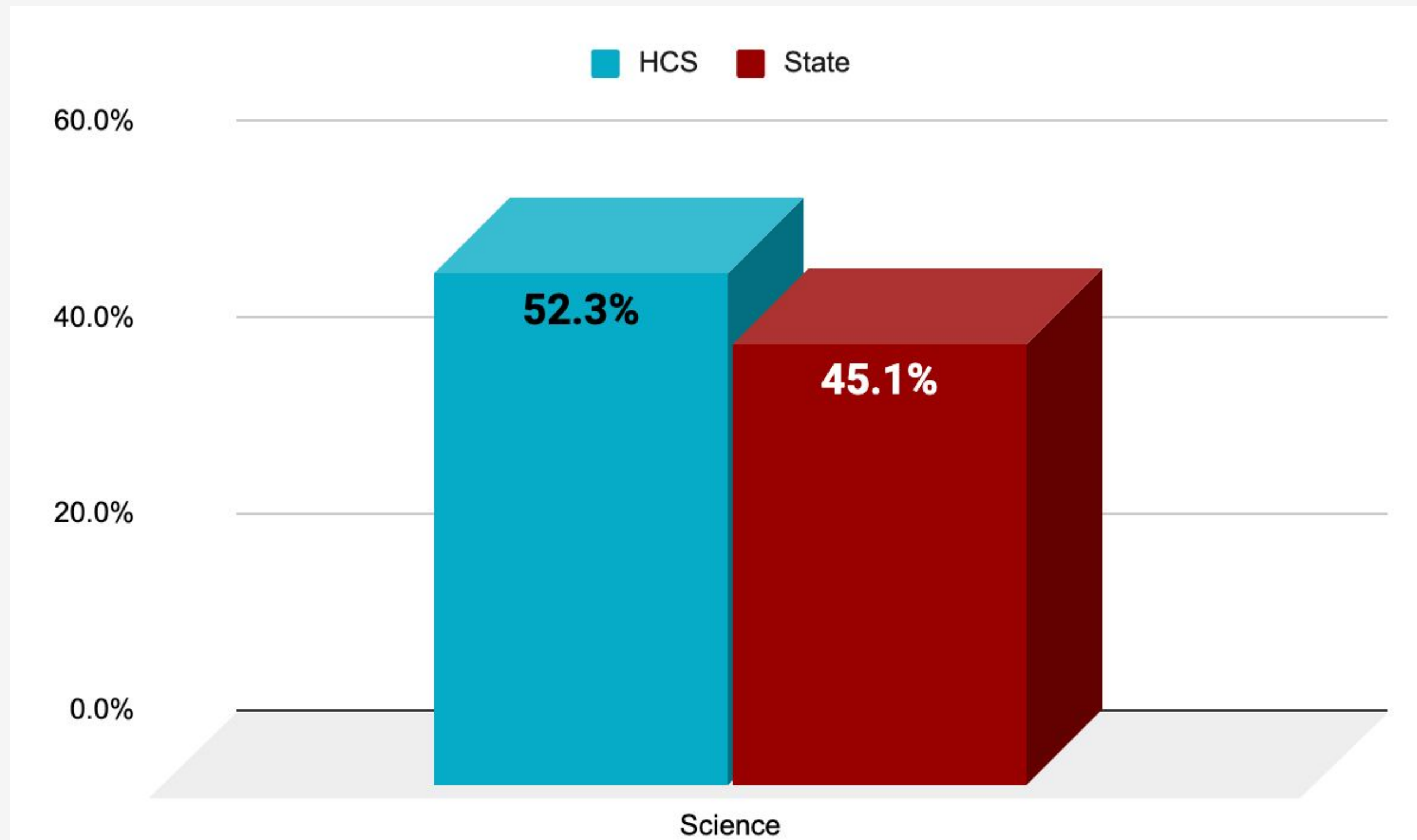
English 2 - All Students Tested



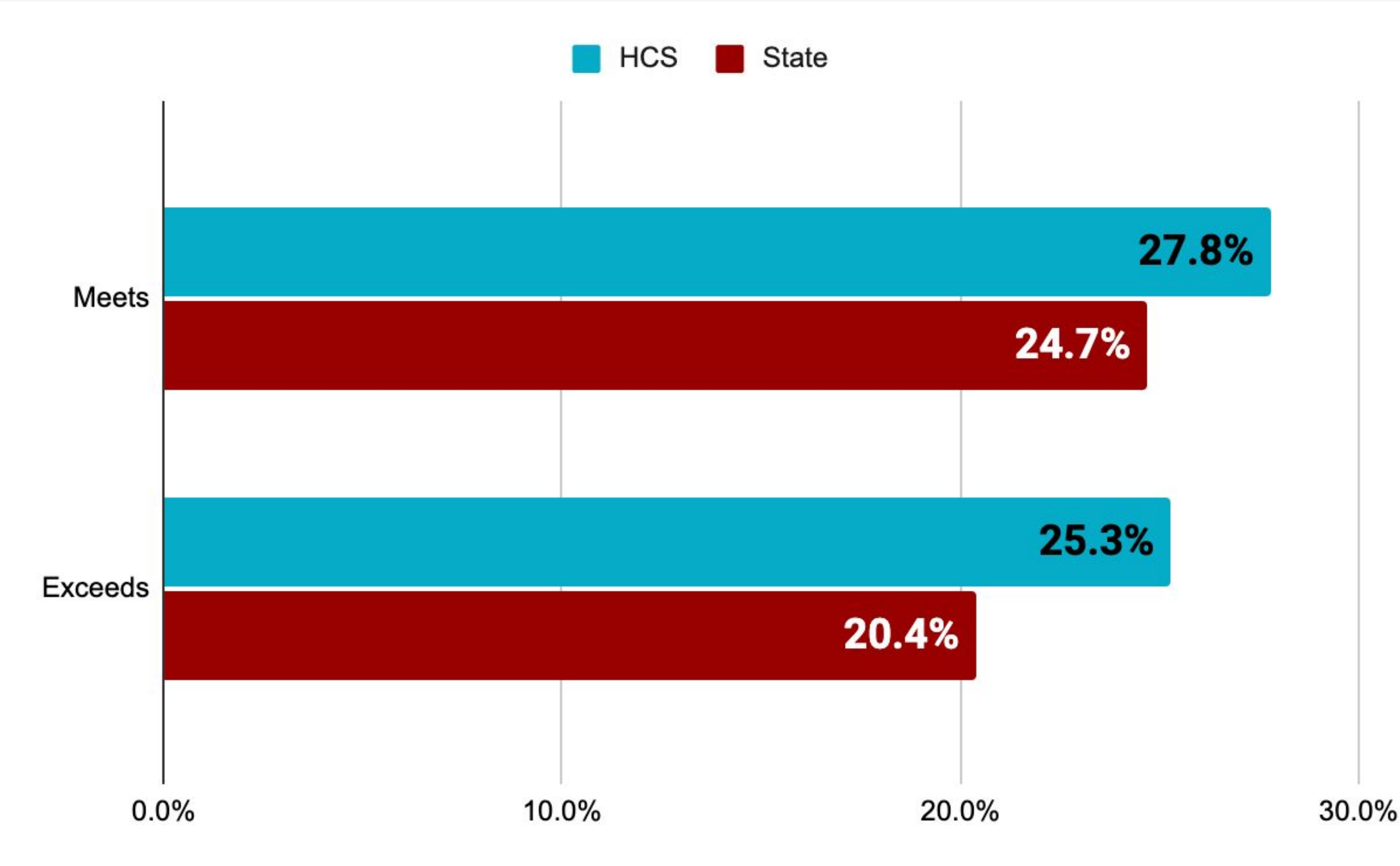
Percent "C" or Higher - English 2



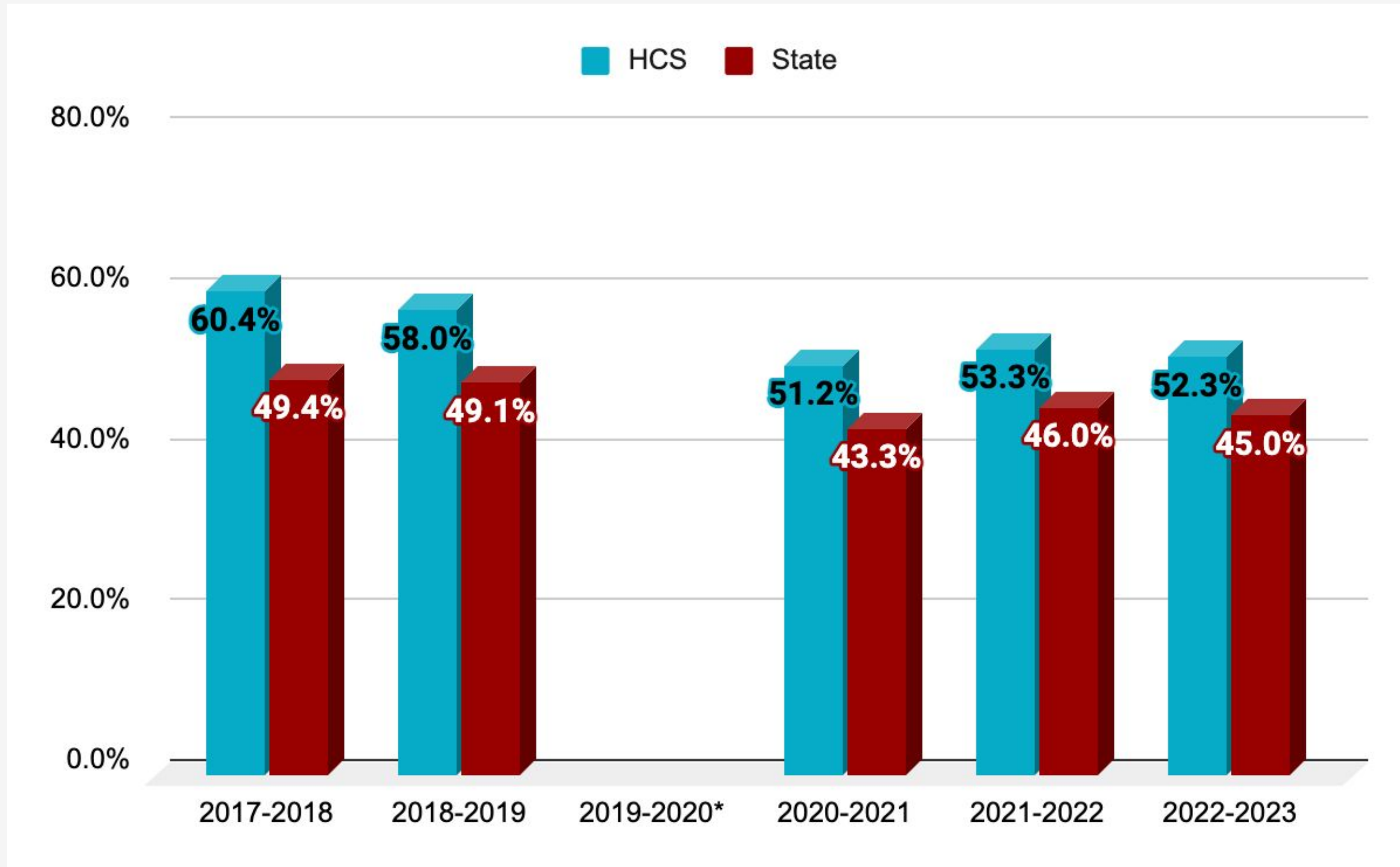
2022-2023 SC PASS Science (Grades 4 & 6) - District/State Comparison



2022-2023 SC READY Science (4&6) Meets & Exceeds District/State Comparison

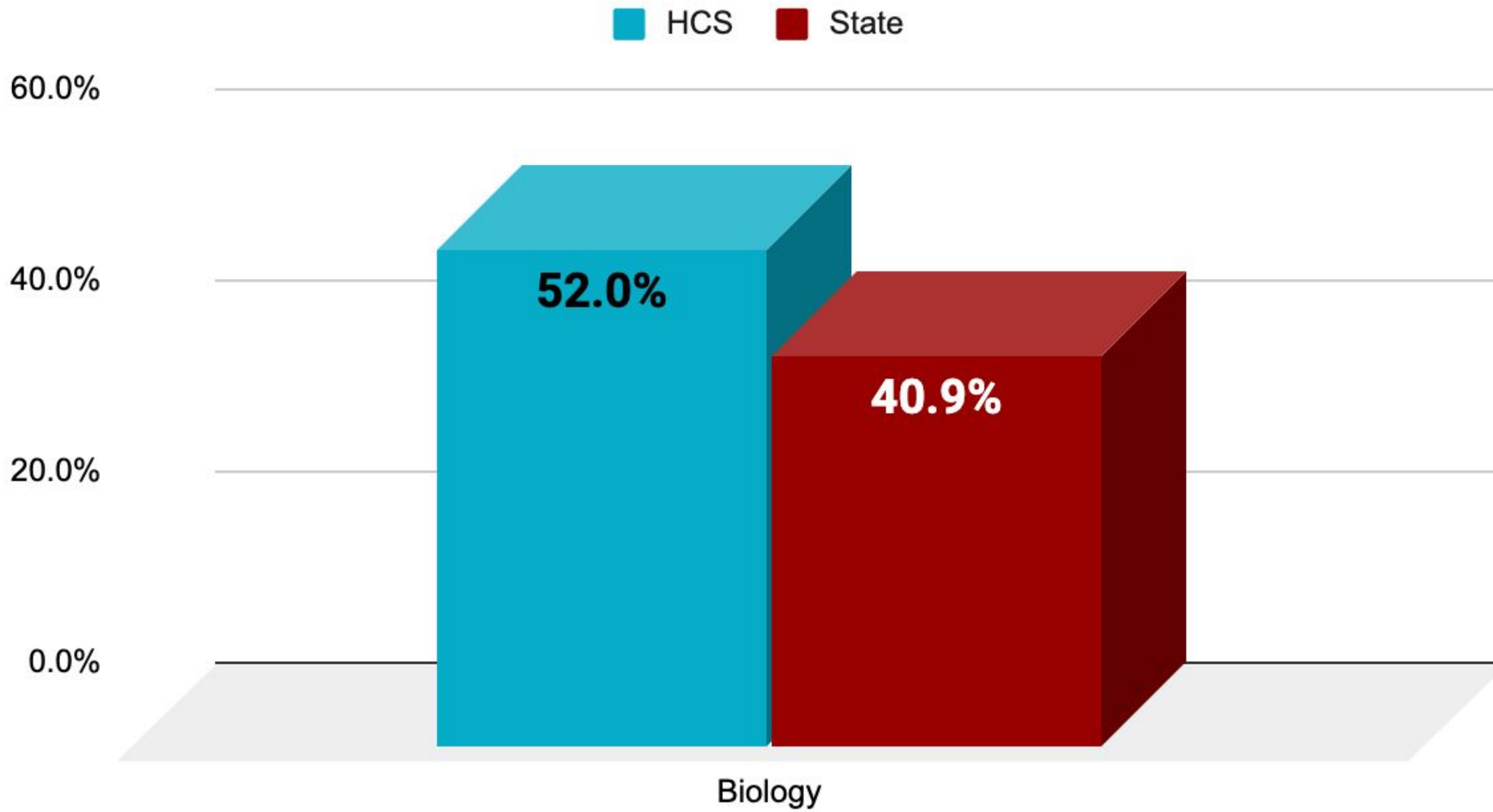


2022-2023 SC READY Science (4&6) Meets & Exceeds 5 Year District/State Comparison

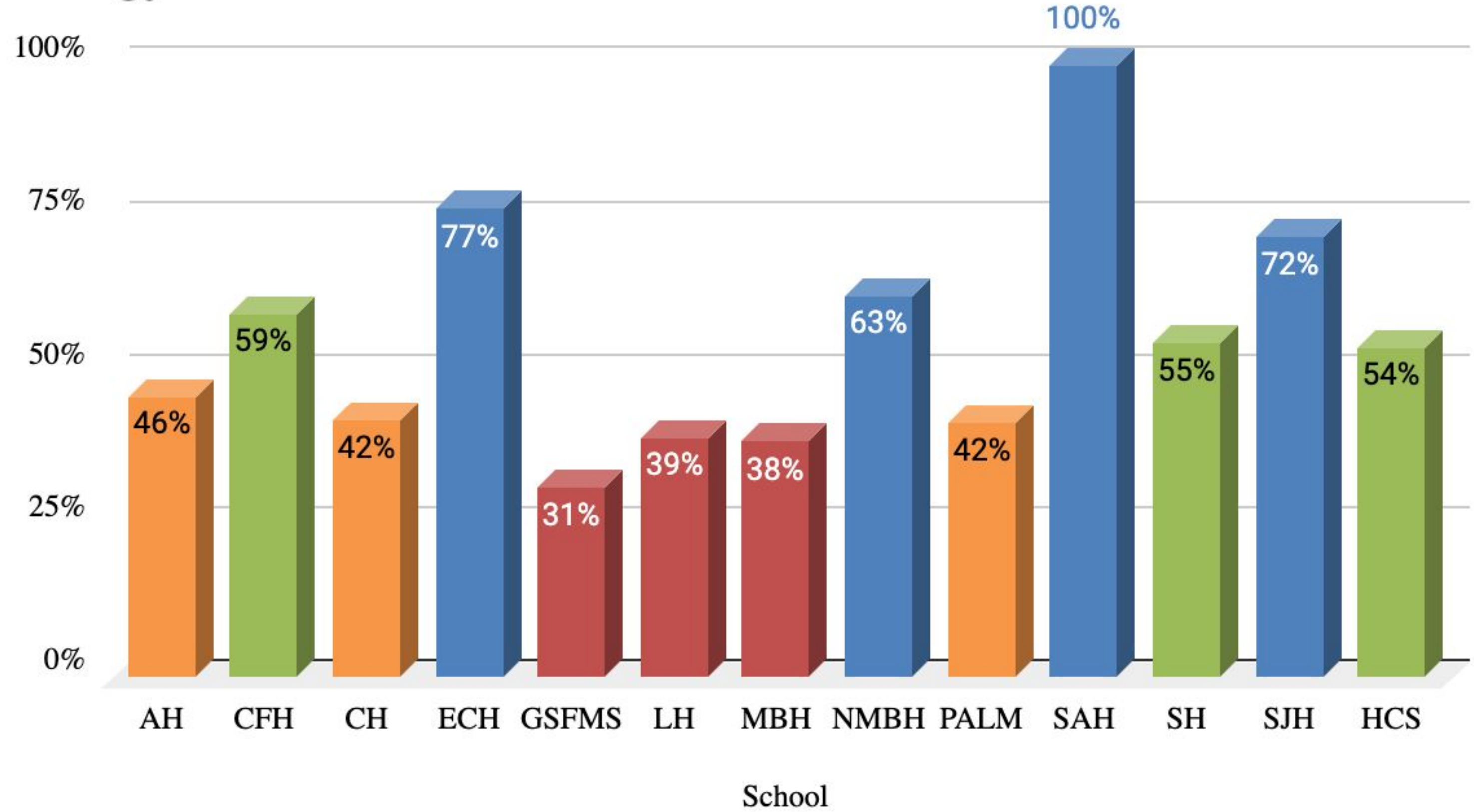


2022-2023 Biology - EOCEP District/State Comparison

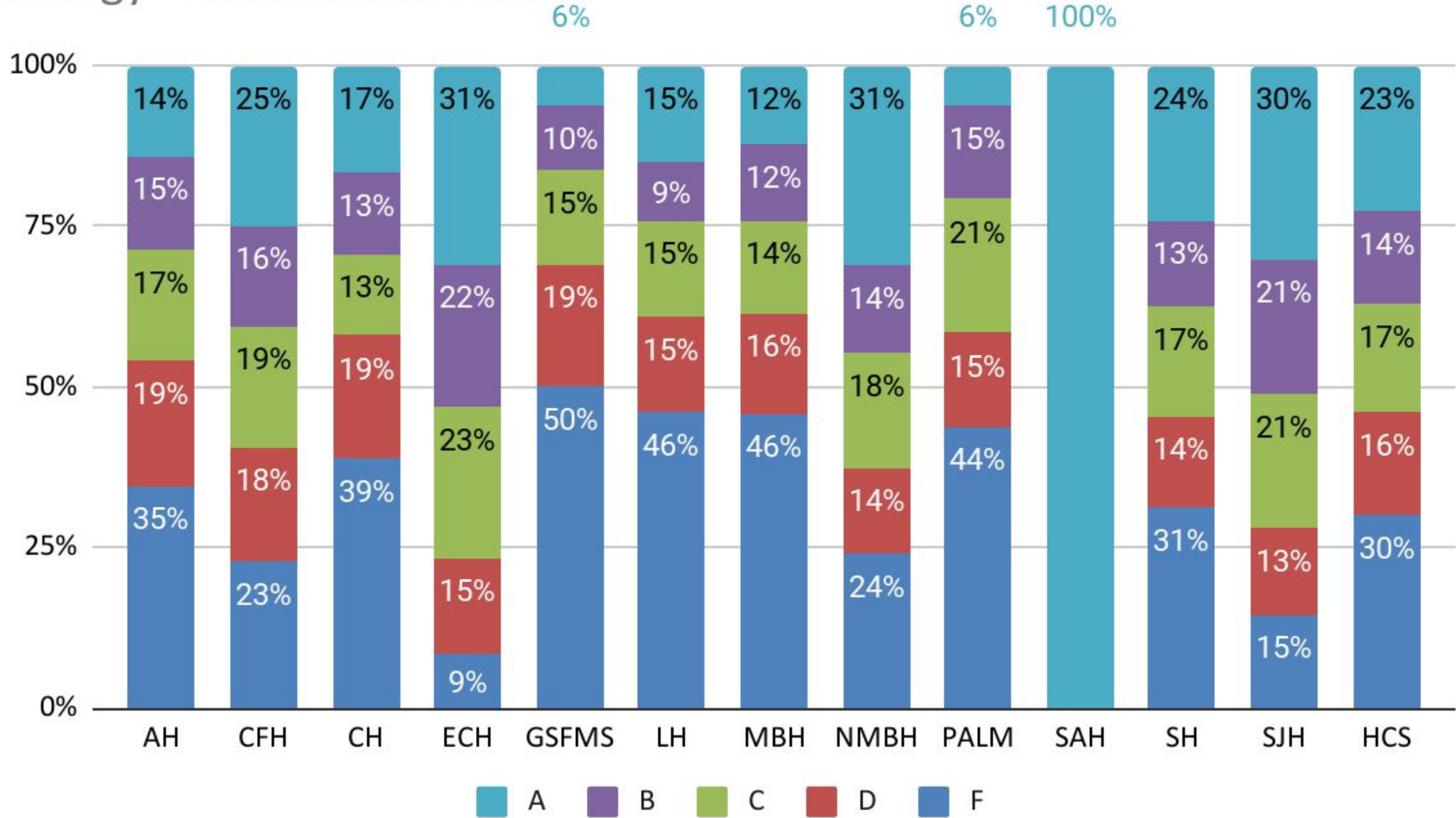
Percent "C" or Higher



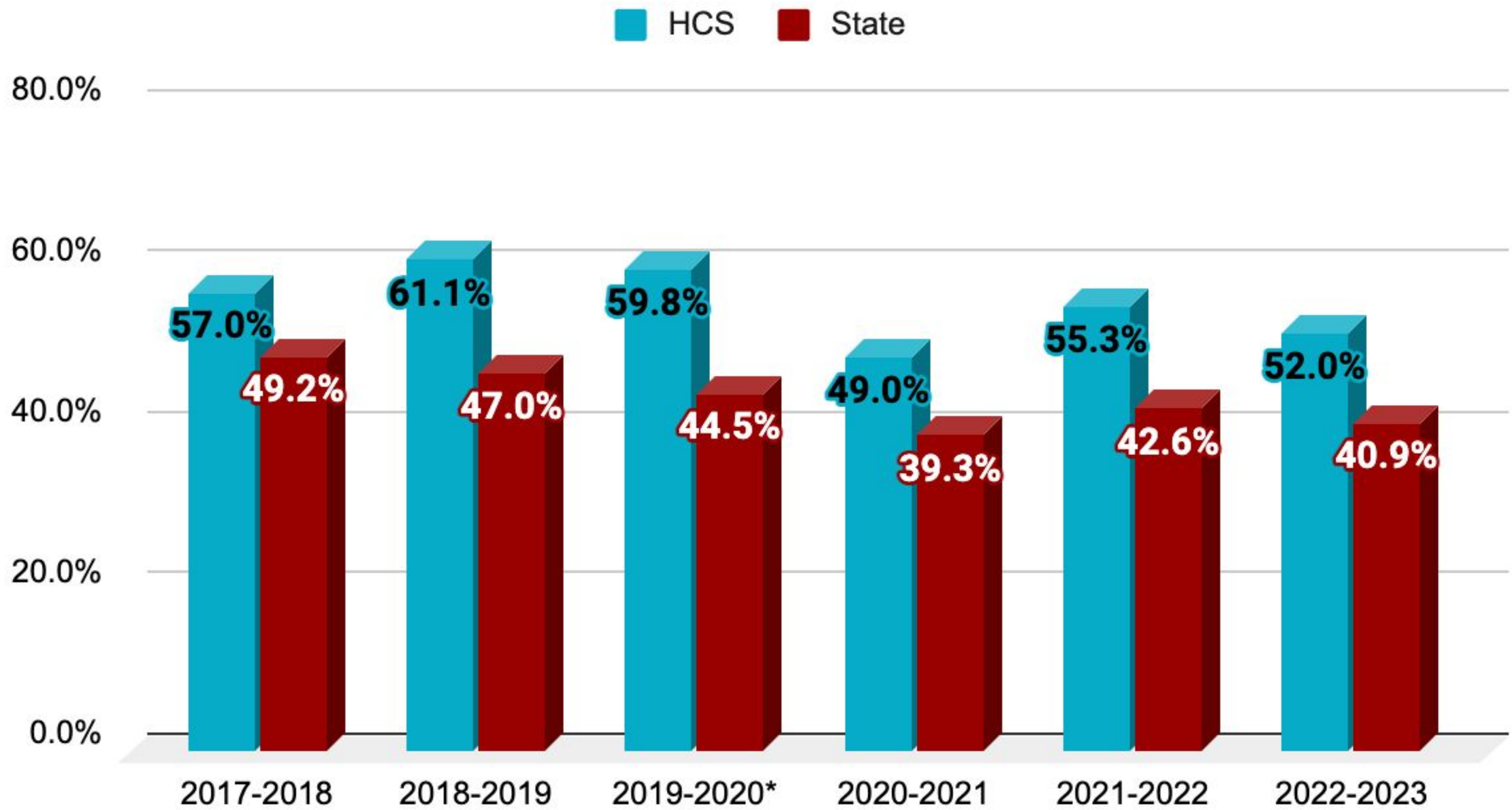
Biology - All Students Tested



Biology - All Students Tested



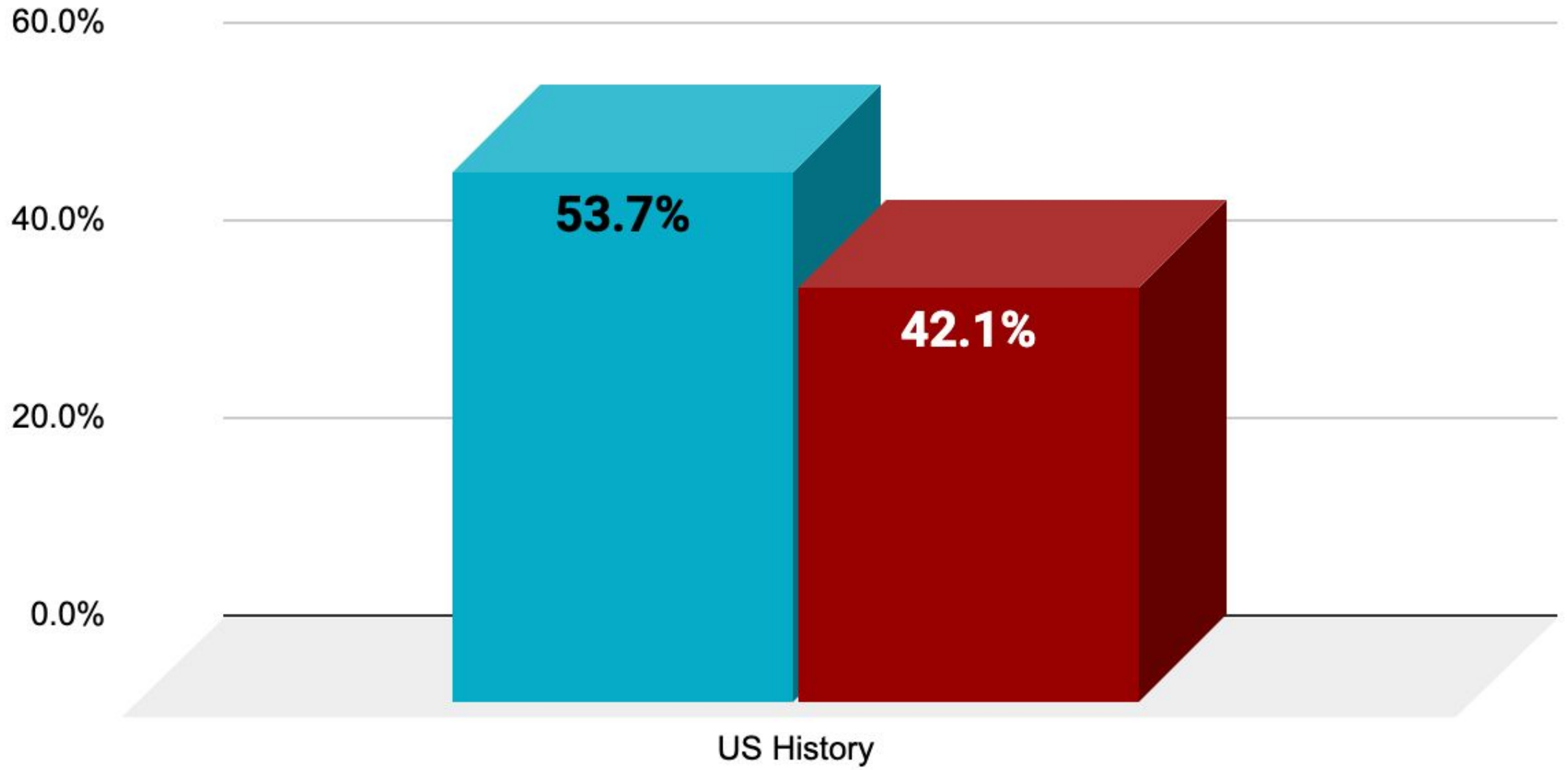
Percent "C" or Higher - Biology



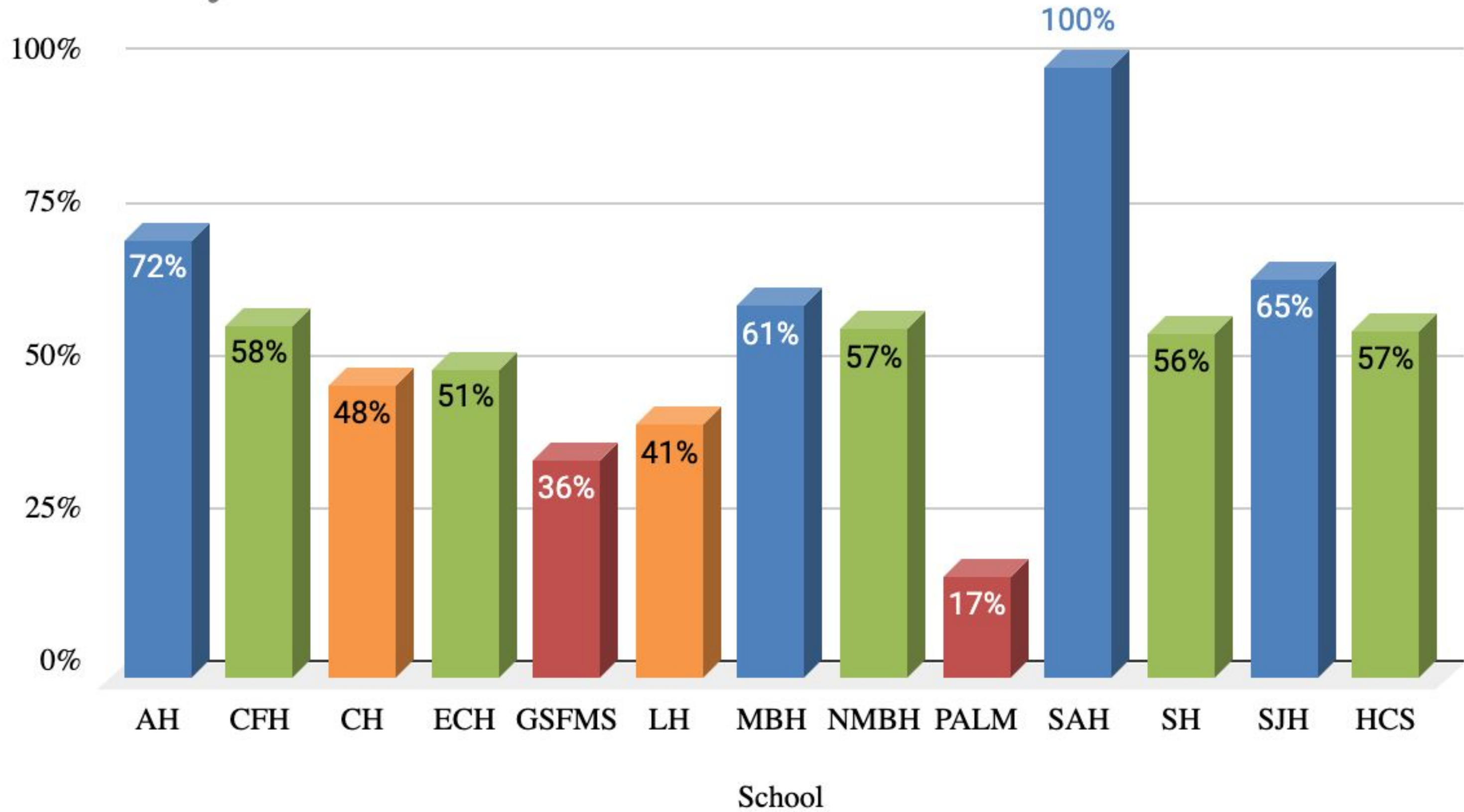
2022-2023 US History & Constitution - EOCEP District/State Comparison

Percent "C" or Higher

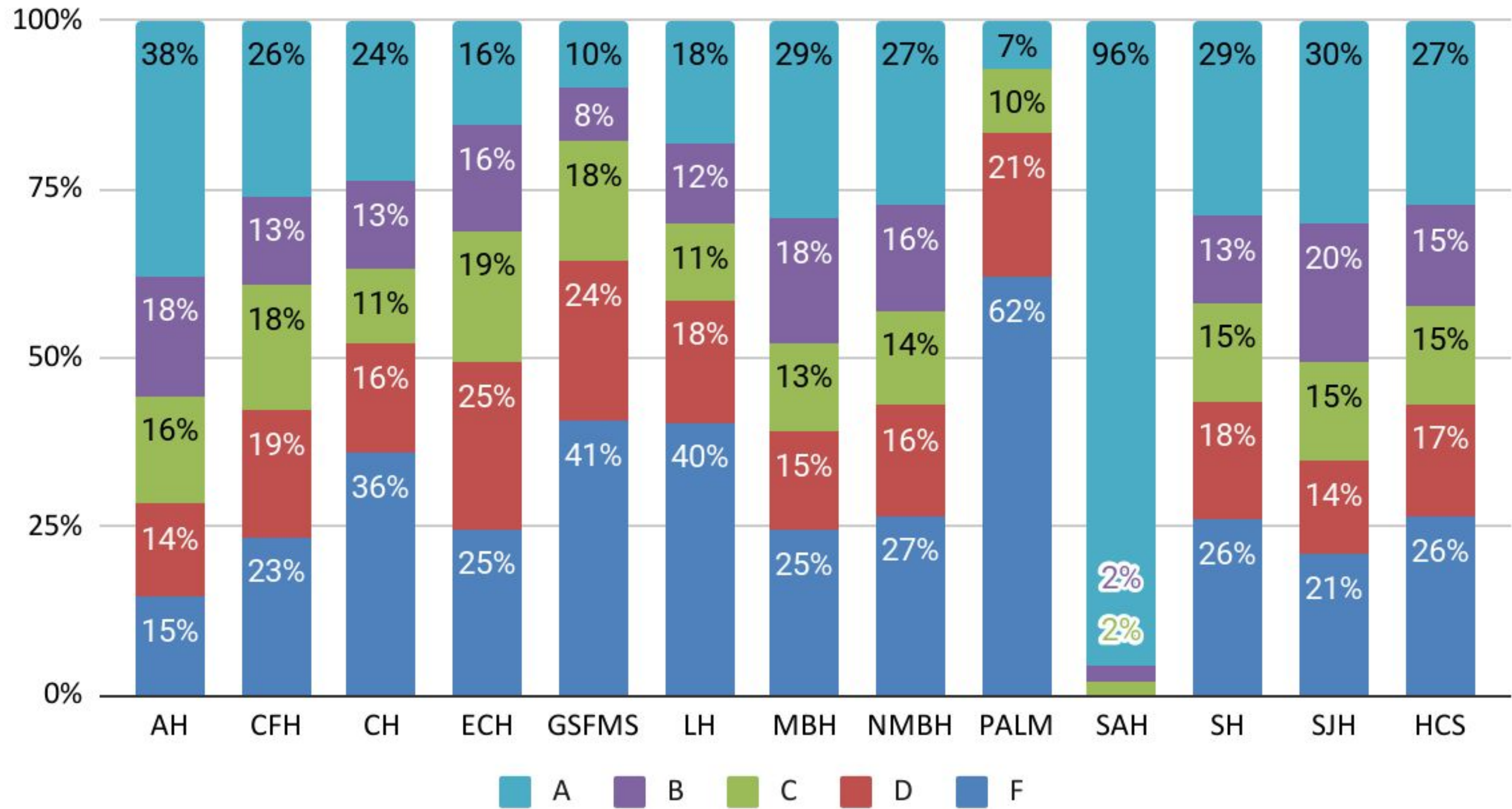
HCS State



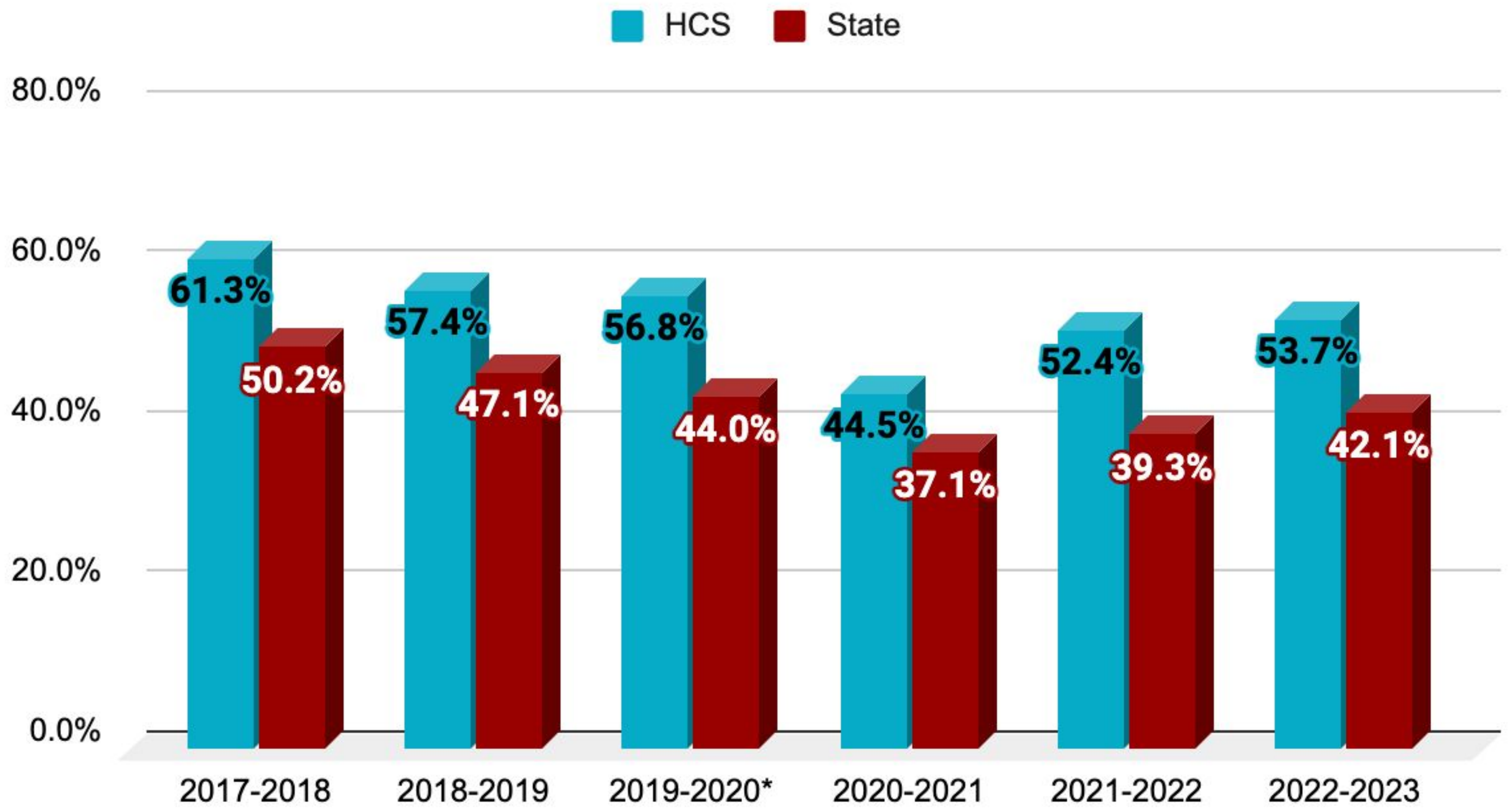
US History - All Students Tested



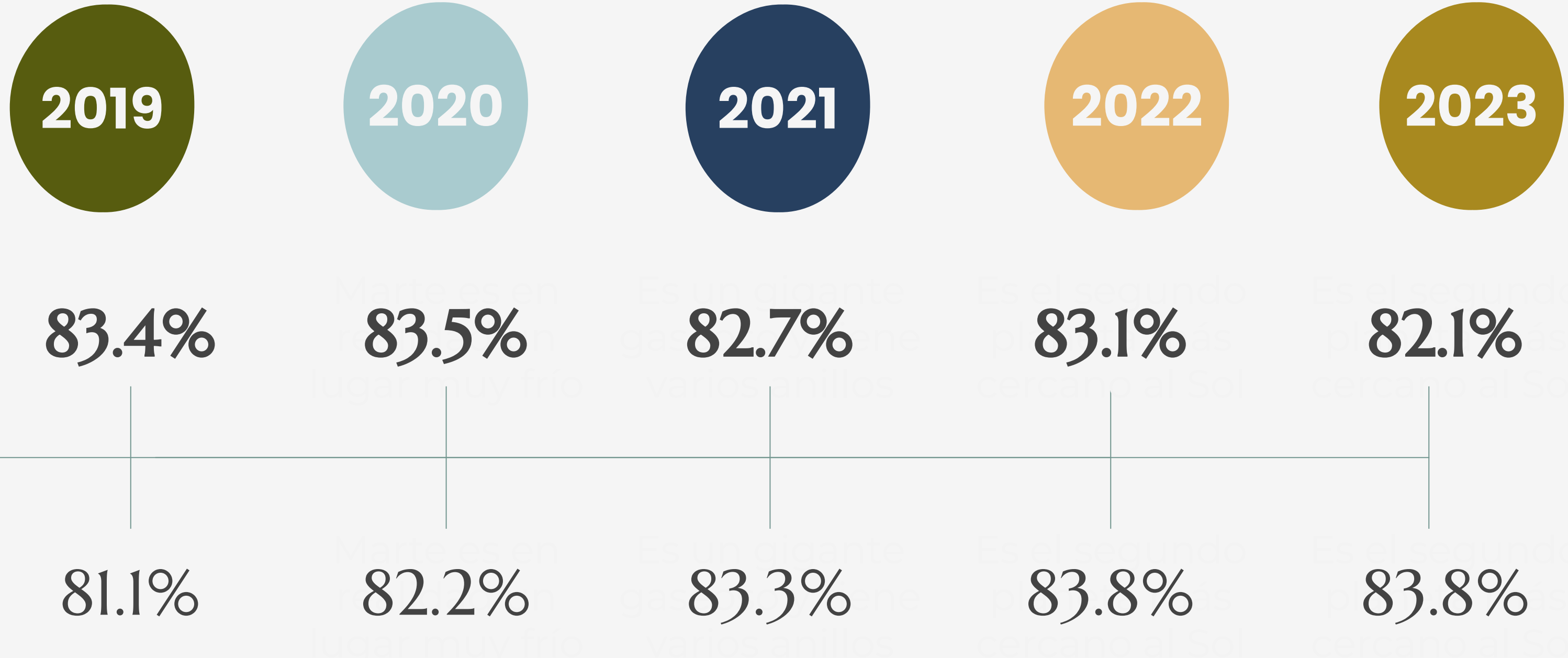
US History - All Students Tested



Percent "C" or Higher - US History



Grad Rate



College Ready

SAT

Composite:
1046

Dual Credit

17.6%

ACT

Composite:
17.9

AP/IB

AP: 76.7%
IB: 69.2%

Career Ready

Readiness Assessment

65.6%

CTE

586

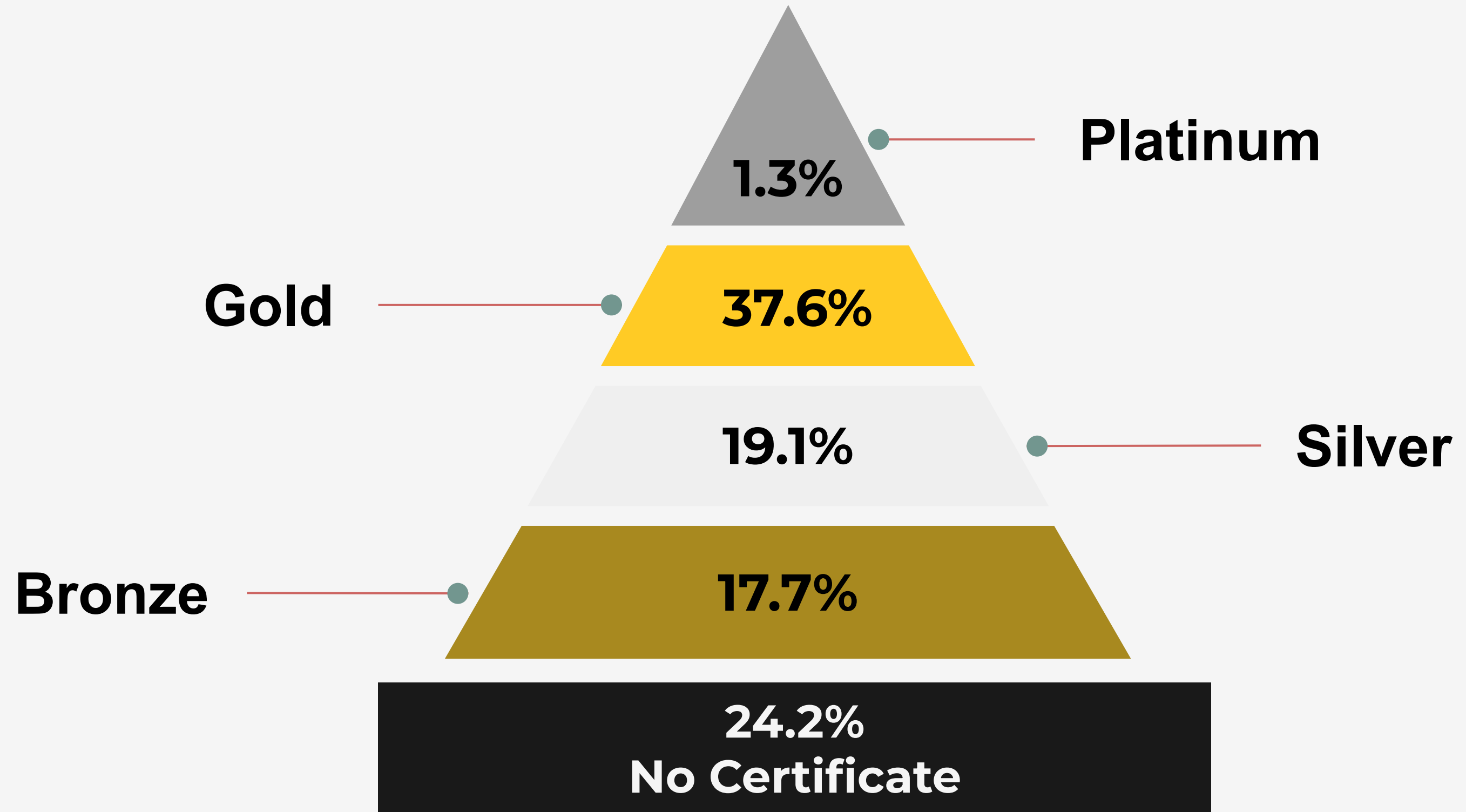
Work Based

6.9%

ASVAB

9.6%

Career Readiness Test



School Climate

Teachers	2018 N=2858	2019 N=2936	2021 N=2536	2022 N=2908	2023 N=3152
Learning Environment	90.6%	91.7%	92.7%	93%	93.7%
School/Physical Environment	91.2%	92.4%	93.7%	92.9%	92.9%
Home/School Relations	87.2%	87.3%	90.3%	Data N/A	90.6%

School Climate

Students	2018 N=7152	2019 N=9530	2021 N=7070	2022 N=29422	2023 N=34794
Learning Environment	81.6%	82.2%	84.1%	86.8%	86.4%
School/Physical Environment	82.7%	84.8%	85.9%	85.8%	84.7%
Home/School Relations	83.8%	85.3%	84.3%	92%	92.3%

School Climate

Parents	2018 N=4178	2019 N=4449	2021 N=4775	2022 N=1765	2023 N=3248
Learning Environment	88.8%	89.2%	80.2%	85.3%	87.1%
School/Physical Environment	85.4%	86.7%	78.3%	84.8%	86.9%
Home/School Relations	74.1%	73.3%	69.3%	83%	85.1%

Teacher Quality

Teachers with
Advanced
Degree

67.0%

Teachers
Returning

90.9%

Returning
Teachers 3
Year Average

88.8%

Teacher
Attendance
Rate

93.7%

Teachers on a
continuing
contract

99.5%

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>Horry County Schools saw a 3.7% percentage point gain in the number of students scoring "At" or "Above Benchmark" on the End-of-Year DIBELS 8 assessment increasing to 75.4% from 71.7% the previous year for primary students. Based on data from the 2022-2023 SC School Report Card, HCS 2nd graders on track for grade 3 ELA increased to 70.9% over the previous year's score of 67.8%. In mathematics 57.2% of 2nd graders were on track for grade 3, a 0.2% decrease from the previous year. Likewise, 77.3% of 1st graders were on track for 2nd grade ELA, up 1.4% over 2021-2022 performance of 75.9%. The percentage of 1st grade students on track for 2nd grade content in mathematics decreased to 52.5%. Nearly 4% down from the previous year's performance. These statistics reflect national trends in core academic performance in the wake of the pandemic.</p> <p>Our focus will be continuing to provide consistent formative assessments to drive intervention and personalized instruction for our students demonstrating the greatest need.</p>
Elementary/Middle School (3 - 8)	
2.	<p>HCS students continue to demonstrate steady progress toward reaching and surpassing pre-pandemic performance based on 2022-2023 SC READY ELA and Math assessment performance.</p> <p>SC READY ELA - Overall for 2022-2023, 60.5% of HCS students scored at the meets or exceeds standards level on SC READY ELA surpassing the state average of 53.9% by nearly 7 percentage points. Students in grade 3 outperformed the state by 7 percentage points with 60.7% scoring a level 3 or higher on SC READY ELA. In grade 4, 62.0% of HCS students scored a level 3 or higher compared to the state average of 57.1%. Students in grade 5 performed similarly with 60.5% of students scoring level 3 or higher, 5 percentage points higher than the state average. For students in grade 6, 58.9% scored a level 3 or higher in ELA. HCS 7th graders presented the lowest percentage with 55.3% scoring a level 3 or higher. Finally, students in grade 8 scoring a level 3 or higher on SC READY ELA was 59.0%.</p> <p>SC READY Mathematics - Overall 49.3% of HCS students in grades 3-8 scored a level 3 or higher significantly outpacing the state average of 40.9%. Students in grade 3 outperformed their grade level peers across the state by 15.9% with 62.1% scoring a level 3 or higher on the SC READY Math as compared to the state average of 53.6%. The percentage of students in grade 4 scoring at the meets or exceeds level in 2022-23 was 53.3%. 51.2% of grade 5 students scored a level 3 or higher as compared to the state average of 55.2%. Students in grades 6-8 saw the most significant impacts in overall performance in math. 44.1% of grade 6 students, and 39.4% of seventh graders scored a level 3 or higher on the math assessment, still significantly outperforming state averages. 8th grade performance was 41.0% of students scoring a level 3 or higher. This score exceeds the state average for grade level peers by 29.7 percent.</p> <p>SC READY Science results indicated that 53.2% of students in the 4th and 6th grade scored Meets or Exceeds Standard on the state assessment as compared to the 45.1% state average. Students in the 4th grade posted 53% scoring Meets or Exceeds. The students in the 6th grade experienced a 5 percent decrease to 50.7% as compared to 53.6% from the previous administration. Our focus will be continuing to provide consistent formative assessments to drive intervention and personalized instruction for our students demonstrating the greatest need.</p>
High School (9 - 12)	

3. Based on 2022-2023 results, HCS EOCEP performance remains significantly higher than the overall state average on each assessment. English 2 EOCEP assessment indicated that 70.9% of students scored a "C" or higher. This score is 10 percent higher than the state average of 64.4%.
 The percentage of students earning a "C" or higher on the Algebra 1 EOCEP assessment increased to 57.9% from the previous year, 38 percent higher than the state average of 41.8%. Performance on the Biology EOCEP assessment showed Horry County students exceeding the state average by 27 percent with 52.0% of students earning a "C" or higher on the assessment. Performance on the US History and Constitution assessment increased to 53.7% of Horry County students who scored a "C" or higher, up from 52.4% the previous year. This was still significantly higher than the 42.1% average state score. The single high school indicator that fell below the state average was the On-Time Graduation Rate. HCS experienced a 1 percent decrease from the previous year to 82.1 and was 2% below the state average of 83.8%. Our focus will be on providing consistent formative assessments to drive intervention for our students with the greatest need.

Teacher/Administrator Quality

4. The percentage of teachers returning from the previous year (based on a three year average) decreased 1% to 88.8% the previous year's report card. We saw a slight increase in the percentage of teachers with advanced degrees, up 1.4% to 67.0%, and teachers on continuing contracts up to 99.5% in 2023.

School Climate

5. The results of Student, Parent, and Teacher Opinion surveys show confidence remains consistent among all three stakeholder groups. Among parents 87.1% indicated they were satisfied with the overall learning environment. Satisfaction with the Social and Physical Environment among parents was 86.9% up from 84.8% the previous year. A focus area addressed centered on improving communications yielded gains as 85.1% of parents stated they were satisfied with school-home relations, up from 83.0% the previous year. Overall teacher responses were between 91% and 94% indicating satisfaction on the three primary questions. Student responses improved by an average of 2% from the previous year. Changes in the school quality metric will be monitored and performance goals and strategies identified in this plan will be adjusted accordingly.

Other (such as district priorities)

6. Horry County students once again exceeded state results on the number of students who met progress toward their proficiency targets on the ACCESS 2.0 assessment. In the 2022-2023 school year 60.3% of students met their identified growth targets. Although this is an 8.5% decrease for the district when compared to the previous year, HCS students still outperformed the state average by 13%.

Gifted and Talented

7. Students in honors level courses and the gifted and talented program continue to excel and outperformed the district and state on all accountability measures in the 2022-23 academic year. Based upon the 2023 SC School Report Card, the percentage of gifted and talented students being served across the district increased by 10.7% to 23.8% over the previous year. Program monitoring and appropriate guidance and placement for students and parents will continue to be a primary focus.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MULTILINGUAL LEARNER PROGRESS: By 2027...Multilingual learners will demonstrate growth in core linguistic skills as measured by performance on the state proficiency assessment. Interim Performance Goal: annual benchmark percentages will be met. 85% of ML student will meet their annual composite growth target on ACCESS 2.0					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of students meeting progress target on ACCESS 2.0	65.9	Projected Data: 69.7	66.5	58.0	71.5	85
		Actual Data: 60.3	44.5			

Action Plan

Strategy #1: Increase the language proficiency levels and skills of multilingual learners					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Increase ESOL staffing to maintain a student to teacher ratio of 1:60 or less	2022-2027	Learning Services	\$150,000 - based on student enrollment	General Funds	*Staffing reports, school and student schedules
2. Implement a comprehensive K-12 ESOL curriculum with students receiving 225 minutes of ESOL instruction weekly	2022-2027	Learning Services	\$275,653.00 Annually	At-Risk Funds	Curriculum maps and resources, observation data, school feedback reports, ACCESS
3. Design and provide professional development for sheltered content instruction for administrators, instructional coaches, and core content teachers	2022-2027	Learning Services	\$35,000.00	Title II Grant Funds	Sheltered content coursework, course completion rates and data, professional development schedules and agendas, school feedback reports, professional development feedback data
4. Support administrators and instructional coaches in the use of a sheltered content classroom walk-through tool for coaching and supporting teachers with the effective use of sheltered content instructional practices	2022-2027	Learning Services	NA	NA	Classroom walk-through data
5. Monitor and support the use of translation and interpretation tools in communicating essential information to parents and guardians of multilingual learners	2022-2027	Learning Services, Communications, Student Services	\$100,000.00	Special Revenue, General Funds	Translated documents
6. Include ESOL teachers on K-12 content curriculum development teams and textbook adoption committees	2022-2027	Learning Services	\$15,000.00 annually	General Funds	Curriculum maps and resources, committee lists

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Students with Disabilities - ALGEBRA I EOC: At least 65% of identified students with disabilities will pass the State’s Algebra I end-of-course test by 2027. Interim Performance Goal: The annual benchmark percentages will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State end-of-course test for Algebra I, percent of students with disabilities making “A, B, C, or D”	50.5	Projected Data: 53.4	54.7	58.1	61.6	65
		Actual Data: 51.3	Not Available			

Action Plan

Strategy #1: Improve student achievement in order to meet annual performance goals in Algebra I.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review and update curriculum documents for SC College and Career-Ready Standards and the Mathematical Process Standards to ensure equitable and challenging learning experiences for students.	2022-2027	Learning Services, Special Education, School Administration, Teachers	\$10,000.00	General Funds, Special Revenue	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
2. Develop exemplars to guide, inform, and assess students in Algebra I aligned to state blueprints	2022-2027	Learning Services Special Education	\$0.00	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data

3. Implement course progressions and math pathways for middle school and high school mathematics.	2022-2027	Learning Services Special Education	\$0.00	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
4. Provide continuous professional development for administrators and staff related to the new accountability system based on ESSA.	2022-2027	Learning Services Special Education	\$10,000.00	Title II, Special Revenue, General Funds	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
5. Continue to monitor and promote effective and consistent grading practices that align with the re-scaling of the Algebra I EOCEP.	2022-2027	Learning Services Special Education	\$0.00	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data

6. Use classroom observation data to monitor implementation of SC College and Career-Ready State Standards, mathematics instructional expectations and best practices.	2022-2027	Learning Services Special Education	\$0.00	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
7. Provide district-wide Algebra I assessment and planning collaboration meetings for teachers.	2022-2027	Learning Services Special Education	\$10,000.00	General Funds, Special Revenue	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
8. Integrate digital content and resources to support and enhance Algebra I instruction.	2022-2027	Learning Services Special Education	\$0.00	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data

<p>9. Create district Algebra I benchmark assessments to be used to progress monitor and make instructional adjustments based on data.</p>	<p>2022-2027</p>	<p>Learning Services Special Education</p>	<p>\$0.00</p>	<p>N/A</p>	<p>District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data</p>
<p>10. Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data, MAP, and implementation of curriculum maps.</p>	<p>2022-2027</p>	<p>Learning Services Special Education</p>	<p>\$0.00</p>	<p>N/A</p>	<p>District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data</p>
<p>11. Provide support for schools through targeted strategies based on data analysis and the re-calibration of the EOCEP Performance Assessments.</p>	<p>2022-2027</p>	<p>Learning Services Special Education</p>	<p>\$0.00</p>	<p>N/A</p>	<p>District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data</p>

<p>12. Use Measures of Academic Progress (MAP) to monitor student progress and growth and provide differentiated instruction based on student needs.</p>	<p>2022-2027</p>	<p>Learning Services Special Education</p>	<p>\$230,000.00</p>	<p>General Funds, Special Revenue</p>	<p>District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data</p>
<p>13. Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions.</p>	<p>2022-2027</p>	<p>Learning Services Special Education</p>	<p>\$0.00</p>	<p>N/A</p>	<p>District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data</p>
<p>14. Identify intervention programs for all Tiers for math as needed to meet the unique learning needs of students.</p>	<p>2022-2027</p>	<p>Learning Services Special Education</p>	<p>\$0.00</p>	<p>N/A</p>	<p>District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data</p>

15. Provide professional development on the integration of mathematical discourse, differentiation strategies and resources, and instructional technology.	2022-2027	Learning Services Special Education	\$10,000.00	Title II, Special Revenue, General Funds	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
16. Provide tutoring opportunities with a certified teacher for students who based on data need additional support (before/after school tutoring).	2022-2027	Learning Services Special Education	\$30,000.00	General Funds, Special Revenue	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
17. Implement standards-aligned instruction for non-diploma students with disabilities required to participate in Algebra I EOCEP.	2022-2027	Learning Services Special Education	\$0.00	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data

<p>18. Ensure consensus documents provide real-world examples of algebra applications to enhance student understanding of algebraic principles.</p>	<p>2022-2027</p>	<p>Learning Services Special Education</p>	<p>\$0.00</p>	<p>N/A</p>	<p>District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data</p>
<p>19. Integrate appropriate use of technology available for all students.</p>	<p>2022-2027</p>	<p>Learning Services Special Education</p>	<p>\$0.00</p>	<p>N/A</p>	<p>District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data</p>

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Students with Disabilities - ENGLISH II EOC: At least 65% of identified students with disabilities will pass the State’s English II end-of-course test by 2027. Interim Performance Goal: The annual benchmark percentages will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State end-of-course test for English II, percent of students with disabilities making “A, B, C, or D”	55.6	Projected Data: 57.5	58	60.3	62.7	65
		Actual Data: 55.7	Not Available			

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English Language Arts					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development, coaching, and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, and effective use of digital content as needed at the school or district level	2022-2027	Learning Services, Special Education	10,000.00	General Fund Special Revenue	Professional Development Offerings in TrueNorthLogic District Professional Development Plan
2. Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process.	2022-2027	Learning Services, Special Education	10,000.00	General Funds, Special Revenue	Protocols and Documentation for Data Analysis SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Reading Data
3. Continue to provide ELA intervention programs for all tiers through the multi-tiered support system (MTSS) process in order to meet the unique learning needs of students.	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Revenue	Intervention Data Student Achievement Data on Performance Goals Individualized Education Plan (IEP) Literacy Assessment Portfolio (LAP) District Read to Succeed Plan District RTI Plan

4. Utilize research-based strategies as outlined in district and schools' Read To Succeed Plans to support the reading and writing development of students.	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Revenue	District Curriculum Maps MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis Intervention Data Student Achievement Data on Performance Goals District Read to Succeed Plan Literacy Assessment Portfolio (LAP) Individualized Education Plan (IEP) District/School Based Data Team Meetings District RTI Plan
5. Implement standards-aligned instruction for non-diploma students with disabilities required to participate in English 2 end-of-course assessment	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Revenue	Individualized Education Plan (IEP) District/School Based Data Team Meetings District RTI Plan District Placement Criteria SC Credential Curriculum Documents
6. Implement course progressions and ELA pathways for middle school and high school English (diploma pathway)	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Education	HCS Diploma Pathways Document

7. Monitor and support curricula for students with moderate to severe intellectual disabilities.	2022-2027	Learning Services, Special Education	\$15,000.00	Title II, Special Revenue, General Funds	Student achievement data on Performance Goals; digital content usage reports and data; professional development offerings in TrueNorthLogic; District Read to Succeed Plan
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Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Students with Disabilities - SC READY Mathematics: At least 55% of identified students with disabilities in grades 3 through 8 will score a level 2 or higher on the SC READY Mathematics assessment by 2027. Interim Performance Goal: The annual benchmark percentages will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC READY Mathematics assessment, percent of students with disabilities in grades 3-8 scoring a level 2 or higher.	30.3	Projected Data: 35.2	37.7	43.5	49.2	55
		Actual Data: 31.9	Not Available			

Action Plan

Strategy #1: Improve student achievement in order to meet annual performance goals in mathematics in grades 3-8.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review and update curriculum documents for SC College and Career-Ready Standards and the Mathematical Process Standards to ensure equitable and challenging learning experiences for students.	2022-2027	Learning Services, Special Education, School Administration, Teachers	10,000.00	General Funds, Special Revenue	District curriculum maps, SC READY Math data, MAP and iReady Math benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
2. Develop exemplars to guide, inform, and assess students in mathematics aligned to state blueprints	2022-2027	Learning Services, Special Education	\$0.00	N/A	District curriculum maps, SC READY Math data, MAP and iReady Math benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Students with Disabilities - SC READY ELA: At least 55% of identified students with disabilities in grades 3 through 8 will score a level 2 or higher on the SC READY English Language Arts assessment by 2027. Interim Performance Goal: The annual benchmark percentages will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC READY ELA assessment, percent of students in grades 3-8 with disabilities scoring a level 2 or higher.	33.9	Projected Data: 38.1	43.5	47.3	51.2	55
		Actual Data: 39.6	Not Available			

Action Plan

Strategy #1: Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English Language Arts					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development, coaching, and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, and effective use of digital content as needed at the school or district level	2022-2027	Learning Services, Special Education	\$10,000.00	General Fund, Special Revenue	Professional Development Offerings in TrueNorthLogic District Professional Development Plan
2. Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process.	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Revenue	Protocols and Documentation for Data Analysis SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Reading Data
3. Continue to provide ELA intervention programs for all tiers through the multi-tiered support system (MTSS) process in order to meet the unique learning needs of students.	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Revenue	Intervention Data Student Achievement Data on Performance Goals Individualized Education Plan (IEP) Literacy Assessment Portfolio (LAP) District Read to Succeed Plan District RTI Plan

<p>4. Utilize research-based strategies as outlined in district and schools' Read To Succeed Plans to support the reading and writing development of students.</p>	<p>2022-2027</p>	<p>Learning Services, Special Education</p>	<p>\$10,000.00</p>	<p>General Funds, Special Revenue</p>	<p>District Curriculum Maps MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis Intervention Data Student Achievement Data on Performance Goals District Read to Succeed Plan Literacy Assessment Portfolio (LAP) Individualized Education Plan (IEP) District/School Based Data Team Meetings District RTI Plan</p>
<p>5. Implement standards-aligned instruction for non-diploma students with disabilities required to participate in English 2 end-of-course assessment</p>	<p>2022-2027</p>	<p>Learning Services, Special Education</p>	<p>\$10,000.00</p>	<p>General Funds, Special Revenue</p>	<p>Individualized Education Plan (IEP) District/School Based Data Team Meetings District RTI Plan District Placement Criteria SC Credential Curriculum Documents</p>
<p>6. Implement course progressions and ELA pathways for middle school and high school English (diploma pathway)</p>	<p>2022-2027</p>	<p>Learning Services, Special Education</p>	<p>\$10,000.00</p>	<p>General Funds, Special Revenue</p>	<p>HCS Diploma Pathways document</p>

7. Monitor and support curricula for students with moderate to severe intellectual disabilities.	2022-2027	Learning Services, Special Revenue	\$10,000.00	General Funds, Special Revenue, Title II	Student achievement data on Performance Goals; digital content usage reports and data; professional development offerings in TrueNorthLogic; District Read to Succeed Plan
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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.	GIFTED AND TALENTED, SC READY ELA 3-8 At least 98% of academically gifted and talented identified students in grades 3-8 will score “Meets” or above on SC READY ELA by 2027. Sub goal: Gifted and Talented Performance, SC READY ELA 3-8 At Least 95% of academically gifted and talented students in grades 3-8 will score “Exceeds” on SC READY ELA by 2027.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC READY ELA, percentage of G/T students scoring “Meets Expectations” or above.	94.7	Projected Data: 95.2	95.8	96.6	97.3	98
		Actual Data: 95.1	Not Available			
SC READY ELA, percentage of G/T students scoring “Exceeds Expectations”.	70.5	Projected Data: 75.4	82.3	86.6	90.8	95
		Actual Data: 78.1	Not Available			

Action Plan

Strategy #1: Continue to develop and refine an academically gifted and talented curriculum, which reflects alignment with the South Carolina College- and Career-Ready Standards as well as National Association for Gifted Children programming standards, and provide targeted professional development in gifted instructional strategies as well as research-based curriculum. Through this professional development, “educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting and creating relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Align gifted and talented curriculum in grades 3-12 with college and career readiness expectations	2022-2027	Learning Services	\$50,000.00	GT EFA Funds, General Funds	Refined curriculum maps
2. Provide professional development regarding the implementation of ELA and mathematical practices aligned with college and career readiness expectations for all G/T and honors ELA and mathematics teachers.	2022-2027	Learning Services	\$10,000.00	GT EFA Funds, General Funds	Professional Development rosters and surveys through Truenorthlogic
3. Provide enrichment opportunities for students in gifted and talented ELA classrooms through implementation of teacher-developed units, which include research-based curriculum resources for gifted learners	2022-2027	Learning Services	\$50,000.00	GT EFA Funds, General Funds	District curriculum maps, SC Ready ELA data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, District and School Read-to-Succeed Plan, digital content data, intervention data
4. Implement honors framework protocols for high school credit honors courses offered 6-12	2022-2027	Learning Services	\$10,000.00	GT EFA Funds, General Funds	District curriculum maps, SC Ready ELA data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls. District and School

					Read-to-Succeed Plan, digital content data, intervention data
5. Provide content-specific professional development to teachers of gifted implementing gifted curriculum and instructional strategies.	2022-2027	Learning Services	\$75,000.00	GT EFA Funds, General Funds	Professional Development rosters and surveys through Truenorthlogic
6. Monitor the implementation with fidelity of gifted curriculum in each school.	2022-2027	Learning Services	N/A	N/A	Classroom Walk-Through data; Weekly Updates; Classroom observation notes

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 .	GIFTED AND TALENTED, SC READY Math 3-8 At least 97% of academically gifted and talented identified students in grades 3-8 will score “Meets” or above on SC READY Math by 2027. Sub goal: Gifted and Talented Performance, SC READY Math 3-8 At Least 90% of academically gifted and talented students in grades 3-8 will score “Exceeds” on SC READY Math by 2027.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC READY MATH 3-8 percentage of G/T students scoring “Meets Expectations” or above.	92.4	Projected Data: 93.3	91.7	93.5	95.2	97
		Actual Data: 89.9	Not Available			
SC READY MATH 3-8 percentage G/T students scoring “Exceeds Expectations”	69.7	Projected Data: 73.8	72.7	78.5	84.2	90
		Actual Data: 66.9	Not Available			

Action Plan

Strategy #1: Continue to develop and refine an academically gifted and talented curriculum, which reflects alignment with the South Carolina College- and Career-Ready Standards as well as National Association for Gifted Children programming standards, and provide targeted professional development in gifted instructional strategies as well as research-based curriculum. Through this professional development, “educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talented and respond to their needs by planning, selecting, adapting and creating relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Align gifted and talented curriculum in grades 3-12 with college and career readiness expectations.	2022-2027	Learning Services	\$50,000.00	GT EFA Funds, General Funds	Refined curriculum maps
2. Provide professional development regarding the implementation of mathematical practices aligned with college and career readiness expectations for all G/T and honors mathematics teachers.	2022-2027	Learning Services	\$10,000.00	GT EFA Funds, General Funds	Professional Development rosters and surveys through Truenorthlogic
3. Provide training for the implementation of Mentoring Mathematical Minds through the development of a cadre of lead M3 teachers.	2022-2027	Learning Services	\$10,000.00	GT EFA Funds, General Funds	Professional Development rosters and surveys through Truenorthlogic
4. Provide content-specific professional development to teachers of gifted implementing gifted curriculum and instructional strategies.	2022-2027	Learning Services	\$75,000.00	GT EFA Funds, General Funds	Professional Development rosters and surveys through Truenorthlogic
5. Monitor the implementation with fidelity of gifted curriculum in each school.	2022-2027	Learning Services	N/A	N/A	Classroom Walk-Through data; Weekly Updates; Classroom observation notes

Performance Goal

Performance Goal Area:	Gifted and Talented: Other					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	GIFTED AND TALENTED PARTICIPATION IN ADVANCED COURSES (e.g. AP/IB and Honors): At least 100% of gifted and talented identified middle and high school students will be served in advanced courses, including honors, Advanced Placement or International Baccalaureate by 2027.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
PowerSchool, GIFT, 135 day EFA Add on Reports, percentage of G/T students enrolled in Honors, Advanced Placement, and International Baccalaureate classes	94.2	Projected Data: 94.9	100	100	100	100
		Actual Data: 100	100			

Action Plan

Strategy #1: Develop a continuum of support services to recognize the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of the unique needs, and cognitive as well as affective growth of these students in school settings.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop school-level mentoring teams responsible for identifying and supporting “at risk” G/T students in an effort to close the “opportunity gap.” The purpose of this team will be to identify the individual struggles these “at-risk” academically gifted students are facing in an effort to provide additional support, resources, and preventative measures to increase the likelihood the students will successfully remain in G/T programs. Showcase effective strategies and outcomes with other schools.	2022-2027	Learning Services	\$5000.00	GT EFA Funds, General Funds	Written protocols for mentoring teams
2. Facilitate school-based parent orientations and workshops regarding gifted programming and expectations.	2022-2027	Learning Services	\$5000.00	GT EFA Funds, General Funds	Schedule of sessions Sign-in sheets Evaluations/Feedback surveys
3. Continue to refine procedures and protocols for alternate grade placement.	2022-2027	Learning Services	N/A	N/A	Refined policies and procedures
4. Implement the “train the trainer” model for annual training on characteristics and identification of academically gifted and talented students as required by Regulation 43-220.	2022-2027	Learning Services	N/A	N/A	Sign-in sheets from annual training sessions Referral forms from each school
5. Provide specialized professional development for teachers of gifted and guidance counselors regarding socio-emotional needs of academically gifted and talented students.	2022-2027	Learning Services	\$5000.00	GT EFA Funds, General Funds	Professional Development rosters and surveys through Truenorthlogic
6. Refine criteria for honors and accelerated course placement.	2022-2027	Learning Services	N/A	N/A	Revised placement criteria rubrics

7. Plan and implement vertical articulation in gifted curriculum and coursework.	2022-2027	Learning Services	\$50,000.00	GT EFA Funds, General Funds	Revised curriculum maps
8. Continue to utilize tools such as AP Potential to identify students capable of success in advanced coursework.	2022-2027	Learning Services	N/A	N/A	AP Potential Rosters
9. Continue and refine protocols for parent communication regarding expectations for honors and accelerated programs of study.	2022-2027	Learning Services	N/A	N/A	Written Protocols, Prepared Presentations
10. Provide professional development for honors and accelerated middle and high school teachers regarding instructional strategies and curriculum for advanced courses.	2022-2027	Learning Services	\$36,000.00	GT EFA Funds, General Funds	Professional Development rosters and surveys through Truenorthlogic

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 2027 the satisfaction level among parents, students, and teachers about the Learning Environment, Social and Physical Environment, and School-Home Relations will increase each year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Spring State Opinion Survey results - Learning Environment (based on annual SC Report Card)	P-80.2 S-84.1 T-92.7	Projected Data: P-83.2 S-85.3 T-93	P-89.1 S-87.3 T-94.5	P-91.1 S-88.2 T-95.4	P-93 S-89.1 T-96.2	P-95 S-90 T-97
		Actual Data: P - 87.1 S - 86.4 T - 93.7	P - 90 S - 86.8 T - 95.2			
Spring State Opinion Survey results - Social and Physical Environment (based on annual SC Report Card)	P-78.3 S-85.9 T-93.7	Projected Data: P-81.6 S-86 T-94	P-88.9 S-86 T-94.2	P-91 S-87.4 T-95.5	P-93 S-88.7 T-96.7	P-95 S-90 T-98
		Actual Data: P - 86.9 S - 84.7 T - 92.9	P - 89.3 S - 87.1 T - 95.1			
Spring State Opinion Survey results - School-Home Relations (based on annual SC Report Card)	P-69.3 S-84.3 T-90.3	Projected Data: P-74.4 S-85.4 T-91.8	P-87.6 S-93 T-92.5	P-90.1 S-93.7 T-94.3	P-92.5 S-94.3 T-96.2	P-95 S-95 T-98
		Actual Data: P - 85.1	P - 88.4			

		S - 92.5 T - 90.6	S - 93.2 T - 94.1		
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Action Plan

Strategy #1: Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. Respond and take appropriate action in timely manner Monitor number of calls and follow-up needed	2022-2027	Student Services; Student Affairs	\$150,000.00	General funds, special revenue	Reports of actions taken
2. Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs	2022-2027	Student Services	\$750,000.00	Medicaid, General funds, special revenue	Services in place and available at all schools
3. Provide safety and health guidelines and training to school staff and students in: Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality	2022-2027	Student Services, Health and Safety, Student Affairs, Human Resources	\$250,000.00	General funds, special revenue	Reduction in safety related issues; reports by SafeSchools
4. Implement protocols to record and maintain student school bus ridership data in PowerSchool and to track student attendance on individual buses via electronic device	2022-2027	Support Services, Transportation	\$500,000.00	General Funds	PowerSchool data
5. Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.	2022-2027	Student Services, Student Affairs; Support Services	N/A	N/A	Protocols established and practiced; practice logs
6. Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents. Identify school problem areas on the annual State survey of teachers, parents, and students.	2022-2027	Accountability	N/A	N/A	Improved survey results on Performance Goals

Work with administrative teams of schools to develop strategies to improve the perception of stakeholders based on the analysis of survey data at each school. Ensure that the participation rate is kept at the expected level to allow for valid comparisons.					
7. Designate a school leadership team member in every school whose is responsible for school safety, to include: Student management policies, regulations and procedures Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. Alternatives to ISS, OSS and homebound Effective and efficient investigations and preparation for hearings	2022-2027	Principals	N/A	N/A	Functioning team in all schools
8. Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.	2022-2027	Student Services, Student Affairs, Human Resources	N/A	N/A	Better understanding of bullying among employees; survey results show less instances of bullying
9. Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Student Services, Health and Saftey	\$250,000	Medicaid funds, IDEA	Health care plans and emergency action plans implemented
10. Regular nutritional analyses for all school cafeteria meals Goals for nutrition education, physical activity, and other school-based activities Nutrition guidelines established for all foods sold to students during the course of the school day.	2022-2027	Support Services: Food Services, JROTC	\$500,000.00	General Fund	Plans implemented in all schools; annual review of well plan and nutritional guidelines
11. Train staff on safety in the workplace	2022-2027	Human Resources	\$250,000.00	General Funds	Compliance reports from SafeSchools
12. Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Student Services; Support Services; Technology	N/A	N/A	Protocols established and practiced, safety logs
13. Establish protocols for each nurse in the District to provide to students with allergies and their families Indicators-based practices of care Implement a written emergency action plan for each student with documented allergies. Develop a specific training protocol for all staff to recognize anaphylaxis	2022-2027	Director of Health and Safety Services	\$250,000.00	General Fund	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ENGLISH LANGUAGE ARTS: By 2027... Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 90% of K - 2 students will score benchmark or above on DIBELS 8 85% of students in grades 3-8 will score at Level 3 or higher on SC READY ELA 85% of students will score a “C” or higher on the English 2 EOCEP					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
K-2 students scoring benchmark or above on spring DIBELS 8	71.7	Projected Data: 76	79.1	81	85.5	90
		Actual Data: 75.4				
3rd grade - level 3 or higher: SC READY ELA/SC Report Card	50.4	Projected Data: 57.3	68.1	71.3	78.1	85
		Actual Data: 62.5				
4th grade - level 3 or higher: SC READY ELA/SC Report Card	52.3	Projected Data: 58.8	69	72.4	78.7	85
		Actual Data: 63.6				
5th grade - level 3 or higher: SC READY ELA/SC Report Card	46.2	Projected Data: 54	67.7	70.9	78	85
		Actual Data: 61.9				
6th grade - level 3 or higher: SC READY	48.6	Projected Data:	66.7	69.5	77.2	

ELA/SC Report Card		55.9				
		Actual Data: 60.6	61.7			
7th grade - level 3 or higher: SC READY ELA/SC Report Card	49.8	Projected Data: 56.8	63.9	67	76	85
		Actual Data: 56.8	58			
8th grade - level 3 or higher: SC READY ELA/SC Report Card	45.9	Projected Data: 53.7	66.5	66.6	75.8	85
		Actual Data: 60.3	57.4			
Percent scoring "C" or higher: English 2 EOCEP/SC Report Card	72.1	Projected Data: 73.7	74.4	74.9	80	85
		Actual Data: 70.8	69.9			

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English language arts					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize research-based print and digital content materials/programs to provide data driven intensive instruction in the areas of phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension.	2022-2027	Learning Services	\$10,000.00	General Fund and Special Revenue	District Curriculum Maps SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Data Classroom Observation Data Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data District/School Based Data Team Meetings District Placement Criteria SC Credential Curriculum Documents HCS Diploma Pathways Document
2. Provide professional development, coaching, and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, and effective use of digital content as needed at the school or district level	2022-2027	Learning Services	\$10,000.00	General Fund and Special Revenue	Professional Development Offerings in TrueNorthLogic District Professional Development Plan
3. Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process.	2022-2027	Learning Services	\$10,000.00	General Fund and Special Revenue	Protocols and Documentation for Data Analysis SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Reading Data

4. Continue to provide ELA intervention programs for all tiers through the multi-tiered support system (MTSS) process in order to meet the unique learning needs of students.	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	Intervention Data Student Achievement Data on Performance Goals Individualized Education Plan (IEP) Literacy Assessment Portfolio (LAP) District Read to Succeed Plan District RTI Plan
5. Communicate information to inform families of students' learning progress and provide opportunities for meaningful participation.	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Data Student Achievement Data on Performance Goals SC Credential Curriculum Documents HCS Diploma Pathways Document
6. Utilize research-based strategies as outlined in district and schools' Read To Succeed Plans to support the reading and writing development of students.	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	District Curriculum Maps MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis Intervention Data Student Achievement Data on Performance Goals District Read to Succeed Plan Literacy Assessment Portfolio (LAP) Individualized Education Plan (IEP) District/School Based Data Team Meetings District RTI Plan
7. Review and update curriculum documents for SC College and Career-Ready Standards for English language arts to ensure equitable and challenging learning experiences for students	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	District Curriculum Maps
8. Integrate digital content and resources to support and enhance ELA instruction	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	District Curriculum Maps HCS Common Assessment data MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Digital Content data

					Digital Content Usage Reports and Data
9. Develop writing and text-dependent analysis (TDA) exemplars to guide, inform, and assess students	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	District Curriculum Maps Protocols and Documentation for Data Analysis
10. Monitor and promote effective and consistent grading practices using rubrics, exemplars, and scoring guides in ELA.	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	District Curriculum Maps HCS Common Assessment data Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data District/School Based Data Team Meetings District RTI Plan
11. Analyze classroom observation data to monitor implementation of SC College and Career-Ready State Standards' instructional expectations, and best practices for ELA.	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	District Curriculum Maps Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis
12. Develop and implement common assessments and guaranteed learning experiences, such as district text-dependent analysis writing prompts and performance tasks for students in like courses.	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	District Curriculum Maps English 2- HCS Common Assessment data MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data Literacy Assessment Portfolio (LAP) Individualized Education Plan (IEP) District/School Based Data Team Meetings

13. Provide tutoring opportunities with a certified teacher for students who need additional support, based on data, (before/after school tutoring)	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Data Digital Content data Intervention Data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data Literacy Assessment Portfolio (LAP) Individualized Education Plan (IEP) District RTI Plan
14. Refine protocols relating to English Language Arts course enrollment for high-achieving students not identified gifted	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	District Curriculum Maps SC Ready ELA Data English 2- EOC Data English 2- HCS Common Assessment data MAP Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data District/School Based Data Team Meetings District Placement Criteria HCS Diploma Pathways Document
15. Implement standards-aligned instruction for non-diploma students with disabilities required to participate in English 2 end-of-course assessment	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	Individualized Education Plan (IEP) District/School Based Data Team Meetings District RTI Plan District Placement Criteria SC Credential Curriculum Documents
16. Implement course progressions and ELA pathways for middle school and high school mathematics (diploma pathway)	2022-2027	Learning Services	\$10,000.00	General Funds and Special Revenue	HCS Diploma Pathways Document
17. Continue to provide intervention programs for all Tiers for ELA K-1 as needed to meet the unique learning needs of students	2022-2027	Learning Services	\$15,000.00	Title II, Special Revenue and General Funds	Student achievement data on Performance Goals; digital content usage reports and data; professional development offerings in TrueNorthLogic; District Read to Succeed Plan

18. Monitor and support curricula (PK – 1) for students with moderate to severe intellectual disabilities.	2022-2027	Learning Services	\$15,000.00	Title II, Special Revenue and General Funds	Student achievement data on Performance Goals; digital content usage reports and data; professional development offerings in TrueNorthLogic; District Read to Succeed Plan
Strategy #2: Increase the language proficiency levels and skills of Multilingual Learners					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Increase ESOL staffing to maintain a student to teacher ratio of 1:60 or less	2022-2027	Learning Services ESOL	\$150,000 based on student enrollment	General Funds	Staffing reports, school and student schedules
2. Implement a comprehensive K-12 ESOL curriculum with students receiving 225 minutes of ESOL instruction weekly	2022-2027	Learning Services ESOL	\$275,653.00 Annually	At-Risk Funds	Curriculum maps and resources, observation data, school feedback reports, ACCESS
3. Design and provide professional development for sheltered content instruction for administrators, instructional coaches, and core content teachers	2022-2027	Learning Services	\$35,000.00	Title II Grant Funds	Sheltered content coursework, course completion rates and data, professional development schedules and agendas, school feedback reports, professional development feedback data
4. Support administrators and instructional coaches in the use of a sheltered content classroom walk-through tool for coaching and supporting teachers with the effective use of sheltered content instructional practices	2022-2027	Learning Services	N/A	N/A	Classroom walk-through data
5. Monitor and support the use of translation and interpretation tools in communicating essential information to parents and guardians of multilingual learners	2022-2027	Learning Services, Communications, Student Services	\$100,000.00	Special Revenue, General Funds	Translated documents
6. Include ESOL teachers on K-12 content curriculum development teams and textbook adoption committees	2022-2027	Learning Services	\$15,000.00 annually	General Funds	Curriculum maps and resources, committee lists
Strategy #3: Implement SC College and Career-Ready Standards in order to improve student achievement for students with disabilities in English Language Arts					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development, coaching, and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, and effective use of digital content as needed at the school or district level	2022-2027	Learning Services, Special Education	10,000.00	General Fund Special Revenue	Professional Development Offerings in TrueNorthLogic District Professional Development Plan
2. Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process.	2022-2027	Learning Services, Special Education	10,000.00	General Funds, Special Revenue	Protocols and Documentation for Data Analysis SC Ready ELA Data English 2-EOC Data English 2- HCS Common Assessment data MAP Reading Data
3. Continue to provide ELA intervention programs for all tiers through the multi-tiered support system (MTSS) process in order to meet the unique learning needs of students.	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Revenue	Intervention Data Student Achievement Data on Performance Goals Individualized Education Plan (IEP) Literacy Assessment Portfolio (LAP) District Read to Succeed Plan District RTI Plan
4. Utilize research-based strategies as outlined in district and schools' Read To Succeed Plans to support the reading and writing development of students.	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Revenue	District Curriculum Maps MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis Intervention Data Student Achievement Data on Performance Goals District Read to Succeed Plan Literacy Assessment Portfolio (LAP) Individualized Education Plan (IEP) District/School Based Data Team Meetings District RTI Plan
5. Implement standards-aligned instruction for non-diploma students with disabilities required to participate in English 2 end-of-course assessment	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Revenue	Individualized Education Plan (IEP) District/School Based Data Team Meetings District RTI Plan District Placement Criteria SC Credential Curriculum Documents
6. Implement course progressions and ELA pathways for middle school and high school English (diploma pathway)	2022-2027	Learning Services, Special Education	\$10,000.00	General Funds, Special Education	HCS Diploma Pathways Document

7. Monitor and support curricula for students with moderate to severe intellectual disabilities.	2022-2027	Learning Services, Special Education	\$15,000.00	Title II, Special Revenue, General Funds	Student achievement data on Performance Goals; digital content usage reports and data; professional development offerings in TrueNorthLogic; District Read to Succeed Plan
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MATHEMATICS: By 2027... Students will demonstrate the necessary mathematics knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 75% of students in grades 3-8 will score at Level 3 or higher on SC READY Math 80% of students will score a “C” or higher on the Algebra 1 EOCEP					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
3rd grade - level 3 or higher: SC READY Math/SC Report Card	54.1	Projected Data: 58.3	66.5	69.9	72.4	75
		Actual Data: 63.6	67.3			
4th grade - level 3 or higher: SC READY Math/SC Report Card	49.8	Projected Data: 54.8	59.8	64.9	70	75
		Actual Data: 54.7	59.9			
5th grade - level 3 or higher: SC READY Math/SC Report Card	48.1	Projected Data: 53.5	58.1	59.8	67.4	75
		Actual Data: 52.4	52.2			
6th grade - level 3 or higher: SC READY Math/SC Report Card	42.5	Projected Data: 49	52.9	53.4	64.2	75
		Actual Data: 45.5	42.6			
7th grade - level 3 or higher: SC READY Math/SC Report Card	39	Projected Data: 46.2	49.3	53.4	64.2	75

		Actual Data: 40.7	42.6			
8th grade - level 3 or higher: SC READY Math/SC Report Card	37.6	Projected Data: 45.1	50.5	51.8	63.4	75
		Actual Data: 42.3	40.2			
Percent scoring a "C" or higher: Algebra I/Intermediate Algebra EOCEP/SC Report Card	61	Projected Data: 64.8	63.4	71.7	75.9	80
		Actual Data: 57.9	67.6			

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in mathematics					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Integrate digital content to support and enhance mathematics instruction.	2022-2027	Learning Services	\$25,000.00	General Funds, Special Revenue	Implementation of digital content
2. Provide professional development, coaching and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, mathematical process standards, mathematical reasoning in constructed response tasks, new content and content emphasis for each level, math fact fluency, mathematical discourse and the effective use of digital content as needed at the school or district level.	2022-2027	Learning Services	\$25,000.00	General Funds, Federal (Title 2) Funds	Professional Development rosters and registrations through TrueNorthLogic
3. Continue to monitor and promote effective and consistent grading practices in the mathematics classroom.	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
4. Analyze classroom observation data to monitor implementation of SC College and Career-Ready State Standards for Mathematics' instructional expectations and best practices for mathematics instruction.	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data

					data
5. Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, mathematics common assessment data, MAP math, and implementation of curriculum maps.	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
6. Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process.	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
7. Continue to provide mathematics intervention for all tiers through the multi-tiered support system (MTSS) process in order to meet the unique learning needs of students.	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
8. Provide tutoring opportunities with a certified teacher for students who need additional support, based on data, (before/after school tutoring).	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
9. Communicate information to inform families of students' learning progress and provide opportunities for meaningful participation.	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District

					Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
10. Review and update curriculum documents for SC College and Career-Ready Standards for Mathematics to ensure equitable and challenging learning experiences for students.	2022-2027	Learning Services	\$10,000.00	General Funds	<ul style="list-style-type: none"> *District Curriculum Maps *SC Ready Math Data *MAP Data *Classroom Observation Data *Professional Development Offerings in TrueNorthLogic *District Professional Development Plan *Protocols and Documentation for Data Analysis *Digital Content data *Intervention Data *Student Achievement Data on Performance Goals *Digital Content Usage Reports and Data *Individualized Education Plan (IEP) *District Consensus Map *HCS Diploma Pathway Document *Data Team Meeting Data *Algebra 1 Common Assessment Data *Data Team Meetings *State Waiver Documentation *High School Math Placement Protocol *Tutoring Fund Use by School *Scheduling Data Credential Student Pathway
11. Ensure consensus documents provide real-world examples of algebra applications to enhance student understanding of algebraic principles	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data

12. Develop exemplars to guide, inform, and assess students in Algebra I aligned to state blueprints	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
13. Implement course progressions and math pathways for middle school and high school mathematics (diploma pathway).	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
14. Continue to monitor and promote effective and consistent grading practices that align with the rescaling of the Algebra I EOCEP	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
15. Create district Algebra I common assessments to be used to progress monitor and make instructional adjustments based on data	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
16. Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, common assessment data, MAP, and implementation of curriculum maps to improve Algebra 1 EOCEP scores.	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls.

					digital content data, intervention data
17. Provide support for schools through targeted strategies based on data analysis for Algebra 1 EOCEP results	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
18. Establish protocols for monitoring Algebra 1 student data and making data-driven instructional decisions	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
19. Provide opportunities for highly mathematically gifted sixth grade students to enroll in Algebra I honors (high school credit) and abide by conditions of approved state waiver for SBE R. 43-232	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
20. Identify intervention programs for all tiers for math as needed to meet the unique learning needs of students	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data

21. Refine protocols relating to math course enrollment for high-achieving students not identified gifted	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
22. Refine criteria for honors and accelerated math course placement	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
23. Provide professional development on the integration of mathematical discourse, differentiation strategies and resources, and instructional technology	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
24. Provide tutoring opportunities by Algebra 1 teachers for students who based on data need additional support (before/after school tutoring)	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data
25. Provide opportunities for students in grades 7-8 to access Algebra 1 curriculum based on student readiness	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls.

					digital content data, intervention data
26. Implement standards-aligned instruction for non-diploma students with disabilities required to participate in Algebra I EOCEP	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data, intervention data

Strategy #2: Improve student achievement in order to meet annual performance goals in Algebra I for students with disabilities.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review and update curriculum documents for SC College and Career-Ready Standards and the Mathematical Process Standards to ensure equitable and challenging learning experiences for students.	2022-2027	Learning Services, Special Education, School Administration, Teachers	\$10,000.00	General Funds, Special Revenue	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
2. Develop exemplars to guide, inform, and assess students in Algebra I aligned to state blueprints	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
3. Implement course progressions and math pathways for middle school and high school mathematics.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls,

					digital content data
4. Provide continuous professional development for administrators and staff related to the new accountability system based on ESSA.	2022-2027	Learning Services Special Education	\$10,000.00	Title II, Special Revenue, General Funds	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
5. Continue to monitor and promote effective and consistent grading practices that align with the re-scaling of the Algebra I EOCEP.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
6. Use classroom observation data to monitor implementation of SC College and Career-Ready State Standards, mathematics instructional expectations and best practices.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
7. Provide district-wide Algebra I assessment and planning collaboration meetings for teachers.	2022-2027	Learning Services Special Education	\$10,000.00	General Funds, Special Revenue	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
8. Integrate digital content and resources to support and enhance Algebra I instruction.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in

					TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
9. Create district Algebra I benchmark assessments to be used to progress monitor and make instructional adjustments based on data.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
10. Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data, MAP, and implementation of curriculum maps.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
11. Provide support for schools through targeted strategies based on data analysis and the re-calibration of the EOCEP Performance Assessments.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
12. Use Measures of Academic Progress (MAP) to monitor student progress and growth and provide differentiated instruction based on student needs.	2022-2027	Learning Services Special Education	\$230,000.00	General Funds, Special Revenue	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data

13. Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
14. Identify intervention programs for all Tiers for math as needed to meet the unique learning needs of students.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
15. Provide professional development on the integration of mathematical discourse, differentiation strategies and resources, and instructional technology.	2022-2027	Learning Services Special Education	\$10,000.00	Title II, Special Revenue, General Funds	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
16. Provide tutoring opportunities with a certified teacher for students who based on data need additional support (before/after school tutoring).	2022-2027	Learning Services Special Education	\$30,000.00	General Funds, Special Revenue	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
17. Implement standards-aligned instruction for non-diploma students with disabilities required to participate in Algebra I EOCEP.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan.

					data walls, protocols for data walls, digital content data
18. Ensure consensus documents provide real-world examples of algebra applications to enhance student understanding of algebraic principles.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data
19. Integrate appropriate use of technology available for all students.	2022-2027	Learning Services Special Education	N/A	N/A	District curriculum maps, SC Algebra I EOCEP data, Algebra I benchmark data, classroom observation data, professional development offerings in TrueNorthLogic, District Professional Development Plan, data walls, protocols for data walls, digital content data

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	SCIENCE: By 2027... Students will demonstrate the necessary science knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 75% of students in tested grades will score at Level 3 or higher on SC PASS - Science 80% of students will score a C or higher on the Biology EOCEP					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
4th grade - level 3 or higher: SC PASS/SC Report Card	51	Projected Data: 55.8	59.7	64.8	69.9	75
		Actual Data: 54.6	N/A			
6th grade - level 3 or higher: SC PASS/SC Report Card	51.5	Projected Data: 56.2	58.1	63.7	69.4	75
		Actual Data: 52.4	N/A			
Percent scoring level 3 or higher: Biology EOCEP/SC Report Card	62.7	Projected Data: 66.2	59.0	64.7	72.4	80
		Actual Data: 52.0	57.1			

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in science					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. Use data from state and district assessments for science to adjust curriculum, instruction, and assessment in grades K-8 and biology.</p> <p>Use data from state and district assessments for science to adjust curriculum, instruction, and assessment in grades 3-8</p> <p>Utilize and adhere to State support documents for science</p> <p>Continuously update science curriculum maps for grades 3-8</p> <p>Provide enrichment opportunities for advanced learners through grade 8 science honors course and implementation of honors portfolio</p> <p>Implement instructional models for science to include labs and investigations, lab report writing, use of models, simulations to support conceptual understanding and modern technology, role of evidence, engagement in scientific argument, science and engineering practices, analysis and interpretation of data, and inquiry-based instructional strategies</p> <p>Provide professional development for teachers and monitor use of science kits in grades K-8</p> <p>Provide professional development for administration and staff on the organization of the science and engineering practices and their use for a means of developing understanding of scientific concepts</p> <p>Create district benchmark assessments to be used to progress monitor courses</p> <p>Continue to develop and implement common assessments and guaranteed learning experiences for students in like courses</p> <p>Provide continuous professional development for administrators and staff related to the new accountability system based on ESSA</p> <p>Administer and monitor results of benchmark assessments for science in grades 3-8 in order to adjust instruction based on student data</p> <p>Provide resources for schools, including professional development, and digital content for preparing students for SC PASS</p> <p>Integrate digital content and tools to support and enhance science instruction (i.e., Gizmos and Discovery Education)</p> <p>Develop exemplars to guide, inform, and assess students in science</p>	2022-2027	Learning Services	\$15,000.00	General Funds, Title II Funds, Special Revenue	<ul style="list-style-type: none"> *District Curriculum Maps *SC PASS Science Data *Classroom Observation Data *Professional Development Offerings in TrueNorthLogic *District Professional Development Plan *Protocols and Documentation for Data Analysis *Student Achievement Data on Performance Goals *District Curriculum Documents *PD Session Agendas *Common Assessment Data *Classroom Observation Data and School Visit Documentation *Data Team Meetings *PD Session Documentation *Credential Student

Continue to monitor and promote effective and consistent grading practices in the science classroom

Use classroom observation data to monitor implementation of SC Academic Standards and Performance Indicators for Science and best practices for science instruction

Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data and implementation of curriculum maps

Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions for science

Provide tutoring opportunities with a certified teacher for students who, based on data, need additional support (before/after school tutoring)

Provide honors science opportunities for students in grade 8

Develop side-by-side curriculum maps for special education students with unique learning needs

Use data from state and district assessments for Biology I to adjust curriculum, instruction, and assessment

Utilize and adhere to State support documents

Implement curriculum maps for Biology I

Implement instructional models for science

Provide district-wide collaboration meetings and professional development opportunities focusing on Biology I assessment changes and recalibration, shifts in science standards, best classroom instructional practices, science and engineering practices, depth of knowledge (DOK), design classroom activities at higher levels of DOK, instructional pedagogy aligned with assessment expectations, academic and domain specific vocabulary, and differentiation strategies

Integrate digital tools and resources to support and enhance science instruction

Administer and monitor results of benchmark assessments for Biology I in order to adjust instruction based on student data

Integrate science labs that require reading and writing within content areas

Develop exemplars to guide, inform, and assess students

Continue to monitor and promote effective and consistent grading practices and the appropriate level of depth of knowledge for instruction and assessment

Use classroom observation data to monitor implementation of SC Academic Standards and performance indicators for science, science and engineering practices and depth of knowledge

Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, benchmark data and implementation of curriculum maps

Create district benchmark assessments aligned to science standards and EOCEP expectations to be used to progress monitor and make instructional

<p>adjustments based on student performance on benchmarks</p> <p>Continue to develop and implement common assessments and guaranteed learning experiences for students, such as labs and investigations</p> <p>Establish protocols for data walls to be implemented in schools for the purpose of monitoring student data and making data-driven instructional decisions</p> <p>Provide continuous professional development for administrators and staff related to the new accountability system based on ESSA</p> <p>Implement standards-aligned instruction for non-diploma students with disabilities required to participate in Biology 1 end-of-course assessments</p> <p>Utilize strategies to introduce domain specific language resources within the context of instruction</p>					
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	SOCIAL STUDIES: By 2027... Students will demonstrate the necessary Social Studies knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 80% of students will score a C or higher on the US History and Constitution EOCEP					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent scoring a "C" or higher: US History & Constitution EOCEP/SC Report Card	46	Projected Data: 52.8	60.3	62.1	71.1	80
		Actual Data: 53.7	53.2			

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in social studies					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use data from state and district assessments in US History to adjust curriculum, instruction, and assessment *Utilize and adhere to state support documents and testing blueprints *Develop and implement curriculum maps aligned to state standards for US History *Implement instructional models for social studies, including document-based questioning (DBQ) process to enhance student collaboration, critical thinking, and student self-reflection *Administer and monitor results of common assessments for US History in order to adjust instruction based on student data and guaranteed learning experiences for students *Provide resources for schools, including professional development, and digital content and tools for preparing students for US History EOCEP *Develop exemplars, such as rubrics and writing samples, to guide, inform, and assess students *Provide continuous professional development for staff focusing on instructional strategies that help students analyze historical events and documents and detect bias, primary document analysis, use of authentic and historical visuals and audio to contextualize knowledge, differentiation, academic and domain specific vocabulary, argumentative and evidence-based writing, and critical thinking skills *Provide district-wide collaboration meetings for teachers *Continue to monitor and promote effective and consistent grading practices in US History *Use classroom observation data to monitor implementation of SC Social Studies Academic Standards and best practices for the social studies classroom *Monitor implementation effectiveness system-wide through analysis of district, school, and student data, including digital content usage, student assessments, common assessment data and implementation of	2022-2027	Learning Services	\$10,000.00	General Funds, Title II Funds, Special Revenue	*District curriculum maps *Classroom Observation Data, CWT Data *US History common assessment data- progress monitoring data *SC US History EOCEP data and Professional development offerings in TrueNorthLogic *District curriculum maps and District professional development plan *Meeting Agendas *Grading Audits *School Visit Notes and PD Sessions *High School Data Team Meetings *District Professional Development Plan

curriculum maps

*Establish protocols the purpose of monitoring student data and making data-driven instructional decisions

*Provide continuous professional development for administrators and staff related to the accountability system based on ESSA

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	COLLEGE AND CAREER READINESS: By 2027... 90% all students in the graduating cohort will attain college or career ready status by meeting one or more of the following criteria as measured on the annual state report card: Earn a composite score of 20 on ACT Earn a composite score of 1020 on SAT Achieve an Overall Certificate level of Silver or higher on state career-readiness assessment Score a 3 or higher on an Advanced Placement exam Score a 4 or higher on an International Baccalaureate HL exam Earn a C or higher with 6 hours in an approved SCDE Dual Enrollment courses Complete a SCDE approved CTE program with State/National Industry Credential Complete a SCDE approved Work-Based Learning experience Earn a score of 31 or higher on ASVAB					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of graduating cohort attaining college or career readiness status - SC School Report Card	67.5	Projected Data: 72	71.7	81.7	85.9	90
		Actual Data: 65.6	77.6			
Average ACT composite score for graduating cohort - SC School Report Card	18	Projected Data: 18.4	18.4	18.8	19.4	20
		Actual Data: 17.9	18.2			
Average SAT composite score of graduating cohort - SC School Report Card	1029	Projected Data: 1038	1060	1050	1075	1100
		Actual Data: 1046	1025			
Percent of graduating cohort earning a certificate level 3 or higher on the state career-readiness assessment	68.3	Projected Data: 69.7	63.5	64.6	72.3	80
		Actual Data:	56.9			

Percent of all students scoring a 3 or higher on an AP Exam - College Board Data	66.3	Projected Data: 67	77.5	82.3	83.6	85
		Actual Data: 76.7	81			
Percent of all students scoring a 4 or higher on an HL IB Exam - IB Data	71.6	Projected Data: 72.5	74.4	75.3	82.6	90
		Actual Data: 69.2	68			
Percent of 11th and 12th grade students completing six college credits with a grade of C or higher in a Dual Enrollment course - SC School Report Card	9.9	Projected Data: 12.0	15.3	16.9	20.9	25
		Actual Data: 12	12.8			
Number of graduating seniors who are completers within a SCDE approved CTE program w/ SCDE approved Industry Credential - SC School Report Card	549	Projected Data: 579	1362	1411	1705	2000
		Actual Data: 1149	1116			
Graduating seniors completing an approved SCDE WBL experience - SC School Report Card	94	Projected Data: 105	220	255	290	325
		Actual Data: 185				
Number in the graduating cohort earning a score of 31 or higher on ASVAB - SC School Report Card	266	Projected Data: 293	466	511	555	600
		Actual Data: 422				

Action Plan

Strategy #1: Improve student achievement in order to meet annual performance goals on The ACT for third-year students and high school seniors.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development for instructional leaders in utilizing PSAT/NMSQT data to make instructional decisions and help prepare students for future PSAT/NMSQT and SAT assessment opportunities	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
2. Provide resources for schools, including college and career readiness coaches, test preparation funds, and digital content for preparing students for PSAT/NMSQT and SAT	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
3. Provide professional development and resources for implementation of SAT aligned writing tasks	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
4. Conduct college and career readiness assessment awareness informational sessions with stakeholders	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information

5. Include college and career awareness and readiness and PSAT/NMSQT and SAT assessment information in Individual Graduation Plan (IGP) meetings	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
6. Provide resources for schools, including college and career readiness coaches, and digital content to prepare for the career readiness assessment	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	Curriculum implementation; student achievement data; digital content data
7. Conduct college and career readiness Assessment awareness informational sessions with stakeholders	2022-2027	Learning Services, Student Services	\$0.00	N/A	Curriculum implementation; student achievement data; digital content data
8. Include career awareness and readiness and assessment information in Individual Graduation Plan (IGP) meetings	2022-2027	Learning Services, Student Services	\$0.00	N/A	Curriculum implementation; student achievement data; digital content data
9. Include career awareness and assessment information in annual goal-setting conferences for students in grades 3-7	2022-2027	Learning Services, Student Services	\$0.00	N/A	Curriculum implementation; student achievement data; digital content data
10. Provide resources to meet alternate assessment requirements	2022-2027	Learning Services, Student Services	\$0.00	N/A	Curriculum implementation; student achievement data; digital content data
11. Provide program advertisement, application process, and admittance process to provide equitable opportunities for participation for all students	2022-2027	Learning Services	\$10,000.0	General Funds, Special Revenue	Scholarship opportunities, post-secondary opportunities, student achievement data
12. Provide opportunities for all staff members to participate in a continuous program of professional learning (AP summer institutes, conferences, teacher collaboration opportunities for AP and IB, AP Readers)	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	Scholarship opportunities, post-secondary opportunities, student achievement data
13. Analyze student achievement results to determine teacher and program effectiveness	2022-2027	Learning Services	\$0.00	N/A	Scholarship opportunities, post-secondary opportunities, student achievement data
14. Increase AP course offerings and pass rates	2022-2027	Learning Services, Building Administration	\$0.00	N/A	Scholarship opportunities, post-secondary opportunities, student achievement data

15. Promote and advertise the AP and IB diploma	2022-2027	Learning Services, Student Services	\$10,000.00	General Funds, Special Revenue	Scholarship opportunities, post-secondary opportunities, student achievement data
16. Provide district recognition for AP Scholars and IB certificates and diplomas	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	Scholarship opportunities, post-secondary opportunities, student achievement data
17. Provide digital content and resources to support AP and IB	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	Scholarship opportunities, post-secondary opportunities, student achievement data
18. Use classroom observation data to monitor implementation of best practices for AP and IB instruction	2022-2027	Learning Services, Principals	\$0.00	N/A	Scholarship opportunities, post-secondary opportunities, student achievement data
19. Provide support for AP coordinators for AP auditing and assessment process	2022-2027	Learning Services, Building Administration	\$0.00	N/A	Scholarship opportunities, post-secondary opportunities, student achievement data
20. Support schools that are implementing AP Capstone	2022-2027	Learning Services, Building Administration	\$10,000.00	General Funds, Special Revenue	Scholarship opportunities, post-secondary opportunities, student achievement data
21. Utilize student achievement data, course-taking patterns, teacher input, and other data sources (such as opportunity-gap data) in the AP enrollment recruitment process	2022-2027	Learning Services	\$0.00	N/A	Scholarship opportunities, post-secondary opportunities, student achievement data
22. Include information about AP course offerings and expectations to interested and eligible students and parents during annual AP conferences	2022-2027	Learning Services, Student Services	\$0.00	N/A	Scholarship opportunities, post-secondary opportunities, student achievement data
23. Include information about AP course offerings and the benefit of an AP program of study with accelerated students during their annual goal-setting conference in elementary and middle schools	2022-2027	Learning Services, Student Services	\$0.00	N/A	Scholarship opportunities, post-secondary opportunities, student achievement data
24. Utilize data from district, state and national assessments including ACT and MAP for providing professional development and targeted assistance for schools	2022-2027	Learning Services	\$25,000.00	General Funds, Special Revenue	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation

25. Continue to embed common assessments and guaranteed learning experiences, such as ACT writing prompts, into curriculum maps	2022-2027	Learning Services	\$25,000.00	General Funds, Special Revenue	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
26. Provide resources for schools, including college and career readiness coaches, test preparation funds, and digital content for preparing students for ACT	2022-2027	Learning Services	\$25,000.00	General Funds, Special Revenue	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
27. Provide professional development and resources for implementation of ACT aligned writing tasks	2022-2027	Learning Services	\$25,000.00	General Funds, Special Revenue	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
28. Conduct College and Career Readiness Assessment awareness informational sessions with stakeholders	2022-2027	Learning Services	\$25,000.00	General Funds, Special Revenue	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
29. Include college and career awareness, ACT assessment, and information related to strategies for test preparation and success in Individual Graduation Plan (IGP) meetings	2022-2027	Learning Services	\$25,000.00	General Funds, Special Revenue	District curriculum maps, ACT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation
30. Utilize data from district, state and national assessments including PSAT/NMSQT and SAT	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information
31. Provide PSAT/NMSQT assessment opportunities for students in middle and high schools and follow up with awareness of opportunities for improvement on future assessments (district guidelines for sharing PSAT/NMSQT results and resources)	2022-2027	Learning Services	\$10,000.00	General Funds, Special Revenue	District curriculum maps, PSAT and SAT data, professional development offerings in TrueNorthLogic, District Professional Development Plan, digital content data, IGP conference documentation, scholarship information

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	GRADUATION RATE (Adjusted 4-Year) At least 90% of high school students will earn standard high school diplomas within four years or less after entering the ninth grade (i.e., on time) by 2027. Interim Performance Goal: The annual benchmark percentage will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of students in the graduation cohort earning a SC high school diploma within 4 years of entering the 9th grade - SC Report Card	83.1	Projected Data: 84.1	84.1	87.5	88.8	90
		Actual Data: 82.1	86.3			

Action Plan

Strategy #1: Provide support to schools to increase the on-time graduation rate					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Analyze and monitor student achievement, attendance, and discipline to determine and deliver appropriate intervention strategies	2022-2027	Learning Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
2. Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data	2022-2027	Learning Services, Student Services & Accountability	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
3. Monitor and refine the district's credit-recovery program to include proficiency-based online learning opportunities	2022-2027	Learning Services, Student Services	\$150,000.00	General Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
4. Refine and expand choices for students needing a nontraditional setting	2022-2027	Learning Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data

5. Monitor and refine our alternative school program to incorporate a 3-tier system, community service, and a mentoring component	2022-2027	Learning Services, Student Services	\$5,000.00	General Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
6. Conduct Individual Graduation Plan (IGP) conferences with all students (Grades 8-12)	2022-2027	Student Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
7. Conduct individualized career awareness parent-student-guidance counselor conferences for students in grades 3-7	2022-2027	Student Services	\$25,000.00	General Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
8. Conduct annual goal-setting conferences with students in grades 3-7 to help identify students who may be at-risk earlier and provide them with resources for support prior to beginning high school	2022-2027	Student Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
9. Develop programs to increase academic achievement of 9th graders, including a transition plan from middle to high school	2022-2027	Learning Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
10. Implement and execute the use of content- and credit-recovery programs in high schools	2022-2027	Learning Services	\$150,000.00	General Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data

11. Utilize data from district, state and national assessments (ie. PSAT/NMSQT, SAT, ACT and MAP)	2022-2027	Learning Services, Accountability	\$300,000.00	General Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
12. Refine documentation processes to track students from grade 9-12 using technology applications	2022-2027	Learning Services	\$150,000.00	General Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
13. Refine secondary program options to meet students' needs	2022-2027	Learning Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
14. Implement the RtI model including Tier II, Tier III-A and Tier III-B interventions system-wide with fidelity	2022-2027	Learning Services	\$50,000.00	General Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
15. Promote, emphasize and support school-level initiatives for character development, student voice, and life and career characteristics (integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills)	2022-2027	Learning Services	\$250,000.00	General Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
16. Provide ongoing professional development to administrators, curriculum coaches, mainstream teachers, and ESOL teachers to ensure appropriate ESOL services for students	2022-2027	Learning Services	\$25,000.00	General Funds, Title II Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data

17. Ensure effective teaching strategies are utilized in classrooms serving ESOL students	2022-2027	Learning Services	\$350,000.00	General Funds, Title III Funds, Title II Funds, Special Revenue	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
Strategy #2: Monitor and support the Connect program					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review and support the admittance process	2022-2027	Learning Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
2. Explore curricular options in meeting students' needs	2022-2027	Learning Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data
3. Increase awareness of the Connect program, as well as involvement in selection and acceptance process	2022-2027	Learning Services, Student Services	\$0.00	N/A	Student intervention data (achievement, attendance and discipline), credit-recovery program data, subgroup performance data, survey data, program school information and data, alternative school data, IGP and career awareness data

Performance Goal

Performance Goal Area:	Student Achievement *					
<p style="text-align: center;">Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>	<p>STUDENT PROGRESS: Students in grades 4-8 will demonstrate annual academic progress in the areas of English Language Arts and mathematics. By 2027, at least 80% of students in grades 4-8 will meet their individual median annual targets (MATs), reflecting median historically observed gains for similar prior-year goals. By 2027, at least 65% of students in grades 4-8 will meet their individual added-value targets (AVTs), reflecting progressive learning gains designed to move students toward proficiency.</p>					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
South Carolina School Report Card - Student Progress indicator, Median Annual Targets	New 2023	Projected Data: N/A	63.0	60.1	70.1	80
		Actual Data: 57.3	50.2			
South Carolina School Report Card - Student Progress Indicator, Added-Value Targets	New 2023	Projected Data: N/A	48.4	45.7	55.3	65
		Actual Data: 42.8	36			

Action Plan

Strategy #1: Monitor implementation effectiveness system-wide through analysis of NWEA-Measures of Academic Progress (MAP) and iReady Math data					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use Measures of Academic Progress (MAP) to monitor student progress and growth and provide differentiated instruction based on student needs beginning in grade 2.	2023-2027	Learning Services	\$350,000.00	General Funds, Special Revenue	Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar, protocols for data walls
2. Monitor and modify protocols for data walls for the purpose of monitoring student data and making data-driven instructional decisions	2023-2027	Learning Services, Accountability	\$0.00	N/A	Curriculum implementation, MAP data, iReady Math data, professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar, protocols for data walls
3. Continue to provide professional development to instructional leadership and schools on the use of MAP and iReady Math data for differentiation	2023-2027	Learning Services, Accountability	\$10,000.00	General Funds, Title II Funds, Special Revenue	Curriculum implementation, MAP data, iReady Math data professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar,

					protocols for data walls
4. Use iReady Math to monitor student progress and growth and provide differentiated instruction in mathematics based on student needs beginning in grade 6.	2023-2027	Learning Services	\$250,000.00	General Funds, Special Revenue	Curriculum implementation, iReady Math data, professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar, protocols for data walls

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ADVANCED DEGREES: By 2027... The percentage of teachers with an advanced degree will increase to 70%. Interim Performance Goal: The annual benchmark percentage will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of teachers with advanced degrees, as reported on the annual SC Report Card	65	Projected Data: 69	70.8	74.7	79.8	85
		Actual Data: 66.1	69.6			

Action Plan

Strategy #1: Implement plan to increase the number of teachers with advanced degrees, including:					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement plan to increase the number of teachers with advanced degrees, including: Continue working with Coastal Carolina University through a two-year master of education program that aligns with the needs and programs of Horry County Schools Implement competitive salary range based on salary study	2022-2027	Human Resources, Learning Services, School Administrators	\$25,000.00	Local and Federal (Title 1) funds	Percentage of teachers with advanced degrees continue to increase

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	TEACHER RETENTION: By 2027... The percentage of teachers on a continuing contract will increase to 85%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of teachers on a continuing contract, as reported on the annual SC Report Card	80.2	Projected Data: 82.2	99.6	99.9	100	100
		Actual Data: 99.4	99.8			

Action Plan

Strategy #1: Continue to recruit and retain the highest quality certified teaching staff.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue web-based applicant tracking program to broadly recruit qualified employees. Increase communications with applicants throughout all steps of the process. Continue building the system to better utilize its screening and advertise capabilities.	2022-2027	Human Resources	\$150,000.00	General Funds	AppliTrack software program monitoring
2. Utilize a comprehensive training manual for all hiring managers, and provide training to all district hiring managers.	2022-2027	Human Resources	N/A	N/A	Training manual and procedures refined and implemented throughout district
3. Refine and implement a plan for employee recruitment and retention of high-quality work force. Develop strategies to recruit and retain a diverse staff. Conduct annual job fair for internal applicants as well as external applicants.	2022-2027	Human Resources	\$50,000.00	Local and Federal (Title 2) funds	High caliber recruitment with diverse representation in all areas
4. Implement the SC Mentors program by reviewing mentor/mentee logs, assessments, and professional development.	2022-2027	Human Resources	\$10,000.00	General Funds	Mentor program implemented across district
5. Use student achievement data to design and evaluate the effectiveness of professional development programs and to allocate resources.	2022-2027	Human Resources	\$25,000.00	K-5 Enhancement funds (MAP), local & federal (Title II) funds	Program effectiveness model in place
6. Align the District professional development plan with the system's goals, objectives, and direction. Collect and utilize data to determine the professional development needs of professionals and support staff. Collect and utilize data to evaluate the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning.	2022-2027	Human Resources, Learning Services, Accountability	\$250,000.00	General Fund and Special Revenue Funds	Professional Development Plan evaluations and feedback forms; management system fully functional

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

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3		Curriculum Used	TDU	TDU Word Study TDU Research TDU Writing, Reading including the following resources: GB3 WMJD JLL1 JLL2 JLL3 JLL4 JLL5	M33N M33A M33G M33D		TDU
4		Curriculum Used	TDU	TDU Word Study TDU Research	M34N M34A M35G M34N		

				TDU Writing and Reading, including the following resources: GB3 WMLR JLL1 JLL2 JLL3 JLL4 JLL5			
5		Curriculum Used	TDU	TDU Word Study TDU Research TDU Writing and Reading, including the following resources: GB3 WMPC JLL3 JLL4 JLL5	M35N M35A M35G M35D		
6		Curriculum Used		MTWW1 TDU Accelerated ELA 6 TDU-Honors ELA 6	TDU Pre-Algebra TDU- Honors Math 6		
7		Curriculum Used		MTWW1 TDU- Accelerated ELA 7 TDU-Honors ELA 7	TDU Pre-Algebra TDU Algebra I Honors		

8		Curriculum Used		MTWW1 MTML1 TDU English I Honors TDU Honors ELA 8	TDU Geometry Honors TDU Algebra I Honors	TDU Science 8 Honors	
9		Curriculum Used		MTML1 TDU English II Honors TDU English I Honors	TDU Algebra II Honors TDU Geometry Honors TDU Algebra I Honors	TDU Physical Science Honors Biology I Honors	TDU AP Human Geo AP Gov't AP Macro Economics
10		Curriculum Used	AP Capstone Seminar	TDU English III Honors AP Language AP Literature	TDU PreCalculus Honors TDU Algebra II Honors TDU Geometry Honors	TDU Biology I Honors Chemistry I Honors Physics I Honors Marine Science Honors Anatomy & Physiology Honors Forensic Science Honors	TDU AP US History AP European History AP Comparative Gov't
11		Curriculum Used	AP Capstone Seminar	TDU English III Honors AP Language AP Literature	TDU PreCalculus Honors TDU Calculus Honors AP Calculus AB AP Calculus BC AP Statistics AP CompSci A AP CompScience Principles	TDU Chemistry I Honors Physics I Honors Marine Science Honors Anatomy & Physiology Honors Forensic Science Honors	TDU AP US History AP European History AP Psychology

						Biology, Physics and Chemistry II Honors	
12		Curriculum Used	AP Capstone Seminar	TDU English IV Honors AP Language AP Literature	TDU AP Calculus AB AP Calculus BC AP Statistics AP CompSci A AP Comp Science Principles	TDU Chemistry I Honors Physics I Honors Marine Science Honors Anatomy & Physiology Honors Forensic Science Honors Biology II Honors Chemistry II Honors Physics II Honors	TDU AP US History AP European History AP Psychology

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Summer Programming

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used		X				
4	Curriculum Used		X		X		
5	Curriculum Used		X		X		
6	Curriculum Used		X	X	X		
7	Curriculum Used		X	X	X	X	
8	Curriculum Used		X	X	X	X	
9	Curriculum Used		X	X	X	X	
10	Curriculum Used		X	X	X	X	
11	Curriculum Used		X	X	X	X	
12	Curriculum Used		X	X	X	X	

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
The following methods are utilized to disseminate information pertaining to screening and identification: HCS Website Parent letters distributed through schools for academically and artistically gifted and talented School Newsletters for academically gifted and talented Translations into Russian, Chinese, Portuguese, Vietnamese and Spanish HCS Fine Arts Department Facebook page for artistically gifted and talented

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.



Horry County Schools

Office of Gifted and Talented Programs

Pam Gravitte, GT Coordinator

335 Four Mile Road

Conway, SC 29526

(843) 488-6740

With the start of the 2022-23 school year, we begin the screening and identification process for the academically gifted and talented program. This process continues until final grades are issued in June 2023. In order to be identified as academically gifted and talented in South Carolina, students must have a composite aptitude score at or above the 96th national age percentile or meet two out of three dimensions of eligibility: aptitude, achievement, or performance. This is a three-step process:

Step One: All students in grades 2 as well as all referred students in grades 3-12 will be given the CogAT®, an aptitude test, in October 2023. **Any parent, student, teacher, or administrator may refer a student for testing by contacting the guidance department at the student's school or by contacting the Office of Gifted and Talented Programs prior to September 14, 2022.** If the student has a composite aptitude score at or above the 96th national age percentile, then he/she automatically qualifies for the program. If the student scores at or above the 93rd national age percentile on the verbal, nonverbal, quantitative or total portion of the aptitude test, then we will screen for high achievement.

Step Two: For the achievement dimension, all students in grades 2 and up who take MAP will have their fall 2024, winter 2022 and spring 2023 scores screened for academically gifted and talented qualification. Students who have MAP scores on either the reading or the math tests at or above the 94th national percentile meet the achievement dimension of eligibility. Additionally, the South Carolina Department of Education annually establishes SC READY scores used to determine eligibility for the achievement dimension for students in grades 3-8.

Step Three: If the student meets the eligibility criteria for either the aptitude or achievement dimension but not both, we will screen for the academic performance dimension. The Performance Task Assessment will be administered to qualifying students in grades 2-5 February/March 2023. A student may take either the primary (grades 2-3) or the intermediate (grades 4-5) version of the Performance Task Assessment, and results will be released by the end of May 2023. End-of-year grades in the core academic areas (English, math, science, social studies, and foreign language) will be used as the performance dimension measure for students in grades 5 through 11. A grade point average of 3.75 on a 4.0 scale in the core academic areas is needed to meet the performance dimension eligibility criteria. Students who become eligible for the academically gifted and talented program through the performance dimension will begin gifted services in the fall of 2023.

Additional Eligibility: Students identified in one South Carolina school district are eligible in any South Carolina school district, and students who have met the state identification criteria in another state and who transfer into a South Carolina public school are eligible for Gifted and Talented services as deemed appropriate by the Evaluation Placement Team.

The referral, screening, and identification process is a lengthy one. **If your child meets the identification criteria for the academically gifted and talented program, then you will receive written notification from the Office of Gifted and Talented Programs.** If you have questions regarding the screening and identification process, please feel free to contact the school or this office.

Horry County Schools does not discriminate on the basis of race, religion, color, national origin, sex, disability, age, immigrant status, English-speaking status, or any other characteristic protected by applicable federal or S.C. law in its programs or activities. For questions regarding the nondiscrimination policies call 843-488- 6700, or write Horry County Schools, 335 Four Mile Rd., Conway, SC 29526



Oficina de Programas para Alumnos Superdotados y Talentosos (Office of Gifted and Talented Programs)

Pam Gravitte
335 Four Mile Road
Conway, SC 29526
(843) 488-6740

Con el inicio del curso 2022-2023, comenzamos el proceso de evaluación e identificación para el programa para alumnos superdotados y talentosos desde el punto de vista académico. Este proceso continuará hasta junio de 2023, cuando se entreguen las calificaciones finales. En Carolina del Sur, para ser identificados como superdotados y talentosos desde el punto de vista académico, los alumnos deben tener un puntaje compuesto de aptitud igual o superior al 96.º percentil nacional por edad, o cumplir con dos de las tres áreas de elegibilidad: aptitud, rendimiento o desempeño. Este es un proceso de tres pasos:

Paso uno: en octubre de 2022, todos los alumnos en 2.º grado, así como aquellos que hayan sido remitidos en 3. a 12.º grado, realizarán la prueba de aptitud CogAT®. **Tanto padres como alumnos, maestros o administradores podrán remitir a un(a) alumno(a) para realizar una evaluación. Para ello, deberán comunicarse con el Departamento de Orientación de la escuela del/de la alumno(a) o con la Oficina de Programas para Alumnos Superdotados y Talentosos antes del 14 de septiembre de 2022.** Si el/la alumno(a) tiene un puntaje compuesto de aptitud igual o superior al 96.º percentil nacional por edad, automáticamente cualifica para el programa. Si su puntaje es igual o superior al 93.º percentil nacional por edad en la parte verbal, no verbal, cuantitativa o total de la prueba de aptitud, realizaremos una evaluación para determinar el alto rendimiento.

Paso dos: respecto del área de rendimiento, para determinar si cumplen con los requisitos de alumnos superdotados y talentosos desde el punto de vista académico, se evaluarán todos los puntajes de otoño de 2022 y primavera de 2024 de todos los alumnos en 2.º grado y los grados siguientes que realicen la evaluación de MAP. Quienes tengan puntajes iguales o superiores al 94.º percentil nacional en las pruebas de lectura o Matemáticas en la evaluación MAP cumplirán con el área de elegibilidad de rendimiento. Además, el Departamento de Educación de Carolina del Sur anualmente establece los puntajes de las SC READY, que se utilizan para determinar la elegibilidad para el área de rendimiento en alumnos de 3.º a 8.º grado.

Paso tres: si el/la alumno(a) cumple con los criterios de elegibilidad para el área de aptitud o de rendimiento, pero no para ambas, evaluaremos el área de desempeño académico. La Evaluación de Tareas de Desempeño será realizada por los alumnos de 2.º a 5.º grado que cumplan con los requisitos el 20 de febrero/8 de marzo de 2019. Un(a) alumno(a) puede hacer la versión primaria (2.º-3.º) o la intermedia (4.º-5.º) de la Evaluación de Tareas de Desempeño, y los resultados se entregarán a finales de mayo de 2019. Las calificaciones de fin de año en las áreas académicas principales (Inglés, Matemáticas, Ciencias, Ciencias Sociales e Idioma Extranjero) se utilizarán como la medida del área de desempeño para los alumnos en 5.º a 11.º grado. Para cumplir con los criterios de elegibilidad del área de desempeño, se necesita un promedio de calificaciones por puntos de 3.75 en una escala de 4.0 en las áreas académicas principales. Los alumnos que sean elegibles para el programa para alumnos superdotados y talentosos desde el punto de vista académico a través del área de desempeño comenzarán a recibir servicios para niños superdotados en el otoño de 2023.

Elegibilidad adicional: los alumnos identificados en un distrito escolar de Carolina del Sur son elegibles en cualquier distrito escolar de Carolina del Sur, y los alumnos que cumplieron con los criterios estatales de identificación en otro estado y se transfieren a una escuela pública de Carolina del Sur son elegibles para recibir los servicios para niños superdotados y talentosos según lo considere apropiado el equipo de evaluación y colocación.

El proceso de remisión, evaluación e identificación es extenso. **Si su hijo(a) cumple con los criterios de identificación para el programa para alumnos superdotados y talentosos desde el punto de vista académico, recibirá un aviso por escrito de la Oficina de Programas para Alumnos Superdotados y Talentosos.** Si tiene preguntas sobre el proceso de evaluación e identificación, no dude en comunicarse con la escuela o con esta oficina.

Horry County Schools no discrimina en sus programas o actividades por motivos de raza, religión, color, nacionalidad, sexo, discapacidad, edad, situación migratoria, capacidad de hablar inglés ni ninguna otra característica protegida por la ley federal o de Carolina del Sur (South Carolina (S.C.)) en vigencia. Si tiene preguntas sobre las políticas de no discriminación, llame al 843-488-6700, o escriba a Horry County Schools, 335 Four Mile Rd., Conway, SC 29526



Управление программ для одаренных и талантливых учащихся (Office of Gifted and Talented Programs)

Pam Gravitte
335 Four Mile Road
Conway, SC 29526
Тел.: (843) 488-6740

С началом 2022–2023 учебного года мы начинаем процесс проверок и отбора детей для участия в программе для академически одаренных и талантливых учащихся. Этот процесс продлится до выставления итоговых оценок в июне 2019 года. Согласно правилам штата Южная Каролина, для того чтобы быть признанными академически одаренными и талантливыми, учащиеся должны иметь совокупный показатель способностей, равный или превышающий 96-й национальный процентиль для данного возраста или удовлетворять двум из трех критериев соответствия: способности, достижения или успеваемость. Этот процесс состоит из трех этапов:

Этап первый: В октябре 2022 года все учащиеся 2-х классов, а также направленные учащиеся 3–12 классов должны будут пройти тест на выявление способностей CogAT[®]. **Любой родитель, учащийся, учитель или администратор может направить учащегося на тестирование, связавшись с методическим отделом в школе учащегося или с Управлением программ для одаренных и талантливых учащихся до 14 сентября 2022 года.** Если учащийся имеет совокупный показатель способностей, равный или превышающий значение 96-го национального процентилля для данного возраста, он/она автоматически включается в программу. Если показатели учащегося равны или превышают значение 93-го национального процентилля для данного возраста по разговорной, невербальной, количественной части или в целом по результатам теста на выявление способностей, мы можем провести проверку достижений.

Этап второй: Оценки за осень 2022 года и оценки за весну 2022 года всех учащихся 2-х классов и старше, проходящих MAP, будут проверены на предмет соответствия требованиям программы для одаренных и талантливых в области достижений. Учащиеся, чьи баллы MAP по чтению или математике равны или выше значения 94-го национального процентилля для данного возраста, соответствуют критериям участия по достижениям. Дополнительно к этому Департамент образования Южной Каролины ежегодно утверждает оценки SC READY, чтобы определить соответствие критериям в области достижений для учащихся 3–8 классов.

Этап третий: Если учащийся соответствует критериям или по способностям, или по достижениям, но не по обоим проверяемым областям, мы перейдем к проверке академической успеваемости. Оценка применения знаний будет проводиться для соответствующих требованиям учащихся 2–5 классов с 20 февраля по 8 марта 2022 года. Учащийся может пройти оценку применения знаний либо для начального (для 2–3 классов), либо для среднего (для 4–5 классов) уровня, а результаты будут опубликованы в конце мая 2024 года. Годовые оценки по основным областям знаний (английский язык, математика, естественно-научные дисциплины, социальные науки и иностранный язык) будут использоваться для измерения успеваемости для учащихся с 5 по 11 класс. Средний академический балл от 3,75 и выше по 4-х балльной шкале по основным областям знаний необходим для соответствия критериям по успеваемости. Дети, которые соответствуют всем критериям участия в программе для академически одаренных и талантливых учащихся благодаря успеваемости, смогут начать получать услуги по программе осенью 2022 года.

Дополнительные критерии соответствия: Учащиеся, отобранные в одном школьном округе штата Южная Каролина, могут участвовать в программе в любом школьном округе Южной Каролины, а учащиеся, отобранные в другом штате и переводящиеся в государственную школу в Южной Каролине, имеют право на получение услуг по программе для одаренных и талантливых учащихся по усмотрению Отдела оценки для зачисления в школу.

Процесс направления, проверки и отбора является длительным. **Если ваш ребенок соответствует критериям отбора для участия в программе для одаренных и талантливых учащихся, вы получите письменное уведомление из Управления программ.** Если у вас есть вопросы насчет процесса проверки и отбора, обязательно обратитесь в школу или в Управление.

В рамках программ или мероприятий, проводимых в Horry County Schools, запрещена дискриминация по признаку расы, религии, цвета кожи, национальности, пола, инвалидности, возраста, иммиграционного статуса, уровня владения английским языком или любого иного признака, на который распространяется федеральное законодательство или законодательство штата Южная Каролина. По вопросам, касающимся политики запрета дискриминации, звоните по номеру 843-488-6700 или пишите по адресу Horry County Schools, 335 Four Mile Rd., Conway, SC 29526



Horry County Schools

資優計畫辦公室 (Office of Gifted and Talented Programs)

Pam Gravitte

335 Four Mile Road

Conway, SC 29526

(843) 488-6740

從 2022-23 學年開始，我們的學術資優計畫將展開篩選以及身份確認的過程。這個過程將會持續到 2022 年 6 月發出最終成績為止。若要在南卡羅萊納州被認定為學術資優者，學生的綜合才能分數必須等於或是高於 96% 的全美同齡百分位數，或是符合三分之二的資格範圍：才能、成就或是成績。這個流程有三個步驟：

步驟一：所有 2 年級以及 5 年級的學生以及 3-4 年級和 6-11 年級的所有推薦學生將在 2022 年 10 月接受名為 CogAT® 的才能測驗。任何家長、學生、教師或是管理人員可以推薦學生接受測驗，推薦者需要在 2024 年 9 月 14 日之前聯絡學生就讀學校的輔導處或是聯絡資優計畫辦公室以進行推薦。如果學生的綜合才能分數等於或是高於 96% 的全美同齡百分位數，則他/她將自動符合計畫資格。如果學生的語言、非語言、定量分析或是才能測驗分數等於或是高於 93% 的全美同齡百分位數，我們將會篩選成就較高者。

步驟二：在成就表現方面，對於 2 年級及以上並且接受 MAP 測驗的所有學生，將針對其 2022 年秋季以及 2022 年春季的分數進行篩選，以審查是否符合學術資優資格。閱讀或是數學測驗取得 MAP 分數或是其分數等於或高於 94% 全美同齡百分位數的學生將符合成就表現的資格。此外，南卡羅萊納州教育部每年會設立 SC READY 分數，用以判定 3-8 年級的學生是否符合成就表現的資格。

步驟三：如果學生符合才能或是成就表現（但並非兩者）的資格條件，我們將會針對學業成績的表現進行篩選。在 2022 年 2 月 20 日至 3 月 8 日期間，將針對 2-5 年級學生實施成績工作評量以判定資格。學生可以進行初級（2-3 年級）或是中級（4-5 年級）版本的成績工作評量，評量結果將於 2022 年 5 月公佈。核心學術領域（英文、數學、科學、社會研究以及外語）的年終成績將用來作為 5 到 11 年級學生的成績表現衡量標準。在 4.0 分制的核心學術領域中，平均成績績點需要達到 3.75 分才能符合成績表現資格條件。在成績表現方面，符合學術資優計畫資格的學生將可在 2022 年秋季開始接受資優教育。

其他資格：在南卡羅萊納州學區獲得認定的學生可在任何南卡羅萊納州學區獲得資格，符合其他州認定標準的學生或是轉學至南卡羅萊納州公立學校的學生如經評量安置小組認定適合，將符合接受資優教育的資格。

推薦、篩選以及身分識別的過程將會較為漫長。如果您的子女符合學術資優計畫的認定標準，您將會收到資優計畫辦公室的書面通知。倘若您有關於篩選與身分識別過程方面的問題，請儘管與學校或是本辦公室聯絡。

Horry County Schools 不會因為種族、宗教、膚色、國籍、性別、殘障情況、年齡、移民身份、英語流利程度或是受到適用聯邦或南卡羅萊納州法律保護的任何其他特徵，而在其課程或是活動中給予歧視對待。如需瞭解有關無歧視政策方面的問題，請致電 843-488-6700 或是寫信至以下地址：Horry County Schools, 335 Four Mile Rd., Conway, SC 29526



Văn Phòng Chương Trình Dành Cho Học Sinh Năng Khiếu Và Tài Năng (Office of Gifted and Talented Programs)
Pam Gravitte
335 Four Mile Road
Conway, SC 29526
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Năm học mới 2022-23 đã đến, và chúng tôi sẽ bắt đầu thực hiện quy trình sàng lọc và xác định học sinh cho chương trình học sinh năng khiếu và tài năng trong học thuật. Quy trình này tiếp tục cho đến khi có điểm cuối kỳ vào tháng 6 năm 2022. Để được xem là học sinh năng khiếu và tài năng trong học thuật ở South Carolina, học sinh phải có tổng điểm năng khiếu bằng hoặc cao hơn 96% học sinh cùng độ tuổi trên toàn quốc hoặc thỏa mãn hai trong ba khía cạnh của điều kiện hội đủ: năng khiếu, thành tích hoặc kết quả thực hành. Quy trình này có ba bước:

Bước Một: Toàn bộ học sinh lớp 2 và lớp 5 cũng như toàn bộ học sinh được đề xuất thuộc các lớp 3-12 sẽ được yêu cầu thực hiện bài kiểm tra năng khiếu CogAT[®] vào tháng 10 năm 2022. **Mọi phụ huynh, học sinh, giáo viên hoặc cán bộ quản lý có thể giới thiệu học sinh tham gia thực hiện bài kiểm tra bằng cách liên hệ bộ phận hướng dẫn tại trường của học sinh đó hoặc bằng cách liên hệ Văn Phòng Chương Trình Dành Cho Học Sinh Năng Khiếu Và Tài Năng trước ngày 14 tháng 9 năm 2018.** Nếu học sinh có tổng điểm năng khiếu bằng hoặc cao hơn 96% học sinh cùng độ tuổi trên toàn quốc, học sinh đó sẽ tự động đủ điều kiện tham gia chương trình. Nếu học sinh có điểm số tốt hơn 93% học sinh cùng độ tuổi trên toàn quốc trong các phần kiểm tra miệng, viết, định lượng hoặc tổng phần trăm của bài kiểm tra năng khiếu thì chúng tôi sẽ sàng lọc các em có thành tích cao.

Bước Hai: Đối với khía cạnh thành tích, toàn bộ học sinh lớp 2 trở lên làm bài kiểm tra MAP sẽ được sàng lọc để chọn ra các em đủ điều kiện của học sinh năng khiếu và tài năng bằng cách lấy điểm học kỳ mùa thu năm 2024 và học kỳ mùa xuân năm 2022. Học sinh có điểm MAP của bài kiểm tra đọc hoặc toán bằng hoặc cao hơn 94% học sinh cùng độ tuổi trên toàn quốc sẽ đáp ứng điều kiện hội đủ của khía cạnh thành tích. Ngoài ra, hằng năm, Sở Giáo Dục South Carolina đều lập điểm SC READY được dùng để xác định điều kiện hội đủ của khía cạnh thành tích cho học sinh thuộc các lớp 3-8.

Bước Ba: Nếu học sinh thỏa mãn tiêu chí hội đủ điều kiện của khía cạnh năng khiếu hoặc thành tích nhưng không phải cả hai, chúng tôi sẽ sàng lọc theo khía cạnh kết quả thực hành học thuật. Đánh Giá Bằng Bài Tập Thực Hành sẽ được thực hiện để xét duyệt học sinh thuộc các lớp 2-5 từ ngày 20 tháng 2 đến ngày 8 tháng 3 năm 2022. Học sinh có thể làm phiên bản sơ cấp (lớp 2-3) hoặc trung cấp (lớp 4-5) của Đánh Giá Bằng Bài Tập Thực Hành và kết quả sẽ được thông báo vào cuối tháng 5 năm 2022. Đối với học sinh từ lớp 5 đến lớp 11, điểm cuối năm học các môn học thuật chính (tiếng Anh, toán, khoa học, khoa học xã hội và ngoại ngữ) sẽ được sử dụng để đánh giá khía cạnh kết quả thực hành. Học sinh cần đạt điểm trung bình từ 3.75 trên thang điểm 4.0 cho các môn học thuật chính thì mới thỏa mãn tiêu chí hội đủ điều kiện của khía cạnh kết quả thực hành. Học sinh hội đủ điều kiện tham gia chương trình dành cho học sinh năng khiếu và tài năng thông qua khía cạnh kết quả thực hành sẽ bắt đầu được nhận các dịch vụ dành cho học sinh năng khiếu vào học kỳ mùa thu năm 2022.

Điều Kiện Hội Đủ Bổ Sung: Học sinh được xác định thuộc một học khu South Carolina hội đủ điều kiện ở tất cả các học khu South Carolina và học sinh thỏa mãn tiêu chí xác định của tiểu bang tại một tiểu bang khác cũng như học sinh chuyển vào trường công lập của South Carolina đều hội đủ điều kiện nhận Dịch Vụ Dành Cho Học Sinh Năng Khiếu theo đánh giá phù hợp của Ban Sắp Xếp Đánh Giá.

Quy trình giới thiệu, sàng lọc và xác định diễn ra trong thời gian khá dài. **Nếu con em quý vị thỏa mãn tiêu chí xác định để tham gia chương trình dành cho học sinh năng khiếu và tài năng, quý vị sẽ nhận được thông báo bằng văn bản của Văn Phòng Chương Trình Dành Cho Học Sinh Năng Khiếu Và Tài Năng.** Nếu quý vị có thắc mắc về quy định sàng lọc và xác định, đừng ngại liên hệ nhà trường hoặc văn phòng này.

Trường Horry County Schools không phân biệt đối xử theo chủng tộc, tôn giáo, màu da, nguồn gốc quốc gia, giới tính, tình trạng khuyết tật, độ tuổi, tình trạng nhập cư, tình trạng nói tiếng Anh hay bất kỳ đặc điểm nào khác được luật liên bang hoặc luật của S.C. bảo vệ trong các chương trình hoặc hoạt động của mình. Nếu có thắc mắc về các chính sách không phân biệt đối xử, hãy gọi số 843-488-6700 hoặc gửi thư đến Horry County Schools, 335 Four Mile Rd., Conway, SC 29526



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

South Carolina Department of Education
1429 Senate Street
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. Upload the completed document with the District Strategic Plan into either the Member Center or GEMS.

School District: Horry County School

Name: John Washburn

Title/Position: Executive Director for Accountability and Assessment

Email Address: jwashburn@horrycountyschools.net

Phone Number: (843) 488-6778

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.
 - HCS Supplemental Virtual Opportunities (FLEX and Success Academy) are committed to increasing the number of students who are eligible for on-time graduation by providing quality online options for students to earn additional credits and recover lost credits needed to be college and career ready as well as earn a South Carolina high school diploma. We are committed to expanding online learning opportunities for students to accelerate beyond the course offerings in all base high schools. This could enhance student preparedness for post-secondary opportunities. HCS Virtual has met this goal by:
 - Providing extensive options for credit and content recovery in core and elective courses both during the regular school year and during the summer for FLEX and Credit Recovery courses. The HCS FLEX core courses are offered at the CP and Honors levels.
 - Working extensively with online instructors and district level content learning specialists to ensure course alignment with state and district standards as a means of maintaining course quality for both FLEX and Credit Recovery courses.
 - Ongoing training and professional development with school counselors, administrators, and online course instructors to ensure a strong understanding of online course design, facilitation, and the responsibility of all stakeholders required to support student success.
 - Participating as a district member of the VirtualSC Franchise to increase course offerings for our students.
 - Providing on-boarding for all FLEX and credit-recovery teachers.

- Working with base schools to provide flexible scheduling and strategies to allow students to incorporate online course options in their base school scheduling.
- Collaborating with base school counselors and administrators to ensure proper student placement and optimal success in online coursework.
- Maintaining an online student information system that allows school counselors to provide student approvals to ensure appropriate placements in online coursework.
- Posting online learning options information available to the students of Horry County Schools on the HCS Virtual website.
- Conducting individual meetings with school-based counselors, instructional coaches, graduation coaches, and administrators to provide detailed information regarding all available virtual opportunities for students.
- Conducting differentiated professional development in conjunction with course content providers based on reported needs of each high school.
- Consistently communicating student progress with base school counselors and administration weekly.
- Conducting quarterly meetings at each base school with counselors and students who were not demonstrating successful progress.
- Working with individual schools to devise interventions for their specific school-based credit recovery programs.
- Provide and review procedural manuals for the FLEX and Credit Recovery programs with each school.

2. Please list the specific courses students took.

FLEX- Initial Credit Courses	Success Academy- Credit Recovery Courses
Algebra 2 CP	Algebra I CR
Algebra 2 Honors	Algebra II CR
American Government CP	Biology CR
American Government Honors	Chemistry CR
American Sign Language I	Economics CR
American Sign Language II	English I CR
Anatomy & Physiology Honors	English II CR

Art History Honors	English III CR
Biology Honors	English IV CR
Biology CP	Environmental Science CR
Business Law	Foundations in Algebra CR
Discovering Computer Science	Geometry CR
Economics & Personal Finance CP	Government CR
Economics & Personal Finance Honors	Human Geography CR
English I CP	Intermediate Algebra CR
English III CP	Modern World History CR
English III Honors	Physical Science CR
English IV CP	Pre-Calculus CR
English IV Honors	Probability & Statistics CR
Forensic Science	US History CR
French I	World Geography CR
Fundamentals of Computing	World History CR
Geometry CP	
Geometry Honors	
Health Science I	
Interior Design	
Marine Science CP	
Marine Science Honors	
Modern World History CP	
Modern World History Honors	
Music Appreciation	
Personal Finance	

Physical Education	
Probability & Statistics CP	
Probability & Statistics Honors	
Psychology	
Sociology Honors	
Sports & Entertainment Marketing	
US History CP	
US History Honors	

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

Initial Credit (FLEX)

Enrollment Spring 2023	Completions Spring 2023	Enrollment Summer 2023	Completions Summer 2023	Enrollment Fall 2023	Completions Fall 2023
341	303	1361	1149	393	318

Credit Recovery (Success Academy)

Total Enrollment <ul style="list-style-type: none"> • Spring 2023 • Summer 2023 • Fall 2024 	Total Successful Completions <ul style="list-style-type: none"> • Spring 2023 • Summer 2023 • Fall 2024
718	481

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

FLEX and Success Academy Teacher of Record						
Spring 2023, Summer 2023, and Fall 2023						
Certificate Number	Last Name	First Name		Certificate Number	Last Name	First Name
162282	Allison	Carolyn		247595	Howe	Amy Bree
280511	Ashcraft	Buffy Kristine		233449	Johnson	Keith
211093	Atkinson	Anita		906198	Johnston	Madison
276665	Avellino	Lisa		195515	Jordan	Yaminah Mishoe
266110	Bane	Morgan		242774	Karst	Tim
305867	Blackwell	Amber		252101	Kinlaw	Robert
262139	Brice	Dana		278744	Luz-Dary	Killeen
235984	Brown	Kristell		194815	McClure	Melanie Lynn
289079	Brubaker	Jordan		278533	Mauldin	James
178924	Bryant	Jason		202914	McDowell	Toni
271422	Burgess	Heather		258493	Merli	Sarah E
254044	Burgess	Michelle		280602	Mincey	Megan
190963	Byrdic	Stephanie		146192	Mook	Wesley
256336	Caesar	Janella		277282	Mueller	Kam
181142	Cannon	Patrick		202942	Mundy	Jack
203484	Chandler	Meredith		181115	Parsley	Steven Dwayne
249855	Chappell	William		231346	Pratt	Kristina
256234	Chilson	Kelly		264496	Rielly	Jodi

266056	Collins	Jill	255448	Robinette	Angela
172357	Collins	Tiffany	220477	Schmaus	Tracina
233725	Cook	Tyler Chad	242718	Smith	Stephanie H
293198	Courson	Christopher	307120	Solari	Aaron
170631	Cromer	Bridget Holton	160595	Stone	David
229734	Daniels	Timothy	281885	Susral	Daniel
278722	Dials	Meagan Danielle	283220	Sweeney	Bernetta B
262838	Dileo	Peter	267783	Thompson	Courtney
223729	Dobbs	Will	191048	Thompkins	Lisa
216860	Dorman	Natalie P	197453	Threatt	Catherine
267182	Dow	Phillip	166495	Tillett	Patrick
216494	Drew	Brittany	247586	Uraniak	Amanda
208329	Ellis	Peter	235501	Vargo	Kelly Christine

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

- HCS Virtual teachers use a variety of strategies to support students, which include but are not limited to, individualized and small group instruction, virtual meetings with parents and students, office hours, reteaching, variety of assignments, oral administration, modifications, and remediation. Some specific teachers examples are listed below:
 - “In my Probability and Statistics class I had my student send me a pic of their work of a grade that was "sub-par" in performance. The student and I were able to phone discuss where the problem occurred. It was a simple "stem and leaf" plot of data points that was not correctly completed. I was able to talk to the student as well as send back an example picture on my phone of a "side by side"- Stem and Leaf plot to show how different distributions of different types could be analyzed visually. Basically I like this example because not only did the student see exactly HOW to complete the assignment but they also were able to see a different way to

represent the data that could be more efficiently used to analyze. “ -Example from Lee Cannon, HCS Virtual Probability and Statistics Teacher

- “This is a text message from a former FLEX student who needed support and I kept it because it reminds me of how much our encouragement means to them. *Thank you so much for a wonderful semester. I keep in contact with one of my past high school teachers and last time I saw her, we talked about the course & I bragged on you. I would not have passed the class and been able to keep up if it wasn't for you. I love the fact that you take the time to actually grade, give feedback, send emails & check in, etc.. I really do appreciate your patience with me , this was a very difficult process with it being my first time doing an online class. I hope you have an amazing rest of your summer!!!*” - Example from Jodi Rielly, HCS Virtual Marine Science Teacher
- “Recently, I had a student who was struggling with the content. We scheduled a Google Meet session to work through the issues he was having. By spending one on one time with the student, he was able to understand what was required for the assignment. He was then able to complete the assignment with minimal assistance from me.” - Example from Laura Young, HCS Virtual Fundamentals of Computing Teacher
- “Tutorials scheduled 2x week (office hours) where students come for help on assignments and materials, in past have had students request help and will get on a Google Meet to help student, have made course available to graduation coaches at various schools so they can track their students and also help students” - Example from Jack Mundy, HCS Virtual Sports and Entertainment Marketing 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.

Content Recovery Option for Classroom Teachers

- In addition to providing whole unit recovery, HCS Virtual can provide classroom teachers with a digital curriculum to provide support in re-teaching concepts when students have been unsuccessful in a specific unit(s) of study. This process allows teachers to employ the use of content recovery to assist them in reaching students who may have missed key elements necessary to display mastery within a course. Teachers who choose to utilize the Content Recovery Grade Replacement Option can use Success Academy content to

replace a students' original failing unit / lesson grade(s) with those the student has earned in the corresponding Success Academy unit / lesson, provided the student passes with at least 60% mastery. This option will be made available to classroom teachers the last two weeks of each quarter, prior to the submission of quarter grades.

- Classroom teachers should either consult the Success Academy course outlines, or request preview access to the Success Academy course to identify the specific lessons or modules that students need to complete to qualify for grade replacement. It is the belief of HCS
- Virtual that appropriate use of Content Recovery could prevent student course failure and decrease the need for students to have to enroll in total credit recovery. Students are limited to the replacement of up to 5 grades per quarter as determined by the teacher; students who need to replace more than the 5 allowed replacement grades should consider recovering the full course.
- Teachers who choose to utilize the Quarter Grade Replacement Option should also make sure that they consider the following important points in their utilization of this resource for their students.

Content Recovery Eligibility & Guidelines

- Students wishing to participate in content recovery must do so prior to the end of the course and before final grades are stored and recorded.
- Students wishing to participate in content recovery must do so at the same level of course rigor.
- Students may be denied or removed from content recovery at the discretion of the classroom teacher.
- Schools will communicate content recovery opportunities to students, parents and staff.

Helping Students Realize the Goal

- Teachers will explain to students that their participation in the Content Recovery is an attempt to help them master course content and ultimately prevent course failure. They should be reminded that the opportunity for grade replacement is a privilege and that their misconduct or lack of progress could result in being dropped from the program and a future loss of the privilege.
- Students will have a minimum of the last two weeks of the quarter to participate in the option and complete the assigned lessons/modules with at least 60% mastery. Once they accomplish this task, their grades on the assigned activities can be utilized by their teacher to replace their original failing grades for those lessons, and be averaged into their overall course average.

- Students should be reminded of their agreement to adhere to the district's Academic Integrity Policy, as well as the district's Acceptable Use policy.

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

- [HCS Virtual](#)
- [Success Academy](#)

2024 District Summer School Sites Identification

District Name: Horry County

District Summer School Contact: Sara Smith, Assistant Principal(middle school)

Contact's Phone Number: (843) 903-8440

Contact's Email Address: Ssmith@horrycountyschools.net(middle school)

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;
 - **Grade 9–12** students are awarded high school credit.
- or

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
Conway Middle School	Megan Minicy	mminicy@horrycountyschools.net	Promotion	Yes	Middle
Forestbrook Middle School	Monte Carr	scarr002@horrycountyschools.net	Promotion	Yes	Middle
Myrtle Beach Middle School	Andrena Baker	abaker@horrycountyschools.net	Promotion	Yes	Middle
North Myrtle Beach Middle School	Danielle Hamilton	dhannilton@horrycountyschools.net	Promotion	Yes	Middle
Soar Academy	Justin Shaw/Gina Sabol	ishaw001@horrycountyschools.net	Promotion	Yes	Middle
Midland Elementary	Jed Hess	jhess@horrycountyschools.net	Promotion	Yes	Elementary
Carolina Forest Elementary	Cynthia Johnson	cjohnson003@horrycountyschools.net	Promotion	Yes	Elementary
Homewood Elementary	Sarah Dunn	sdunn@horrycountyschools.net	Promotion	Yes	Elementary
Ocean Drive Elementary	James Kratzer	ikratzer@horrycountyschools.net	Promotion	Yes	Elementary
Loris Elementary	Billy Gainus	bgainus@horrycountyschools.net	Promotion	Yes	Elementary
Forestbrook Elementary	Jae Anderson	janderson003@horrycountyschools.net	Promotion	Yes	Elementary
Myrtle Beach Primary	Tami Elswick	telswick001@horrycountyschools.net	Promotion	Yes	Elementary

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.

2024 District Summer School Program Sites Identification

District Name: Horry County District Summer School Contact: April Scott, Executive Director High Schools

Contact's Phone Number: (843) 488-6908 Contact's Email Address: Ascott@horrycountyschools.net

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
Conway High School	Steven Parsley	Sparsley@horrycountyschools.net	Credit Recovery	Yes	High
Horry County Schools (Virtual)	Jennifer Jordan	Jjordan@horrycountyschools.net	Initial Credit	Yes	High

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