

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

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## District Strategic Plan Signature Page

**Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27**  
**Upcoming School Year: 2025/26**

<b>District:</b>	Hampton County School District
<b>SIDN:</b>	2503
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Address 1:</b>	372 Pine Street East
<b>Address 2:</b>	
<b>City:</b>	Varnville, SC
<b>Zip Code:</b>	29944
<b>District Plan Contact Person:</b>	Carole H. McGrath
<b>District Plan Contact Phone:</b>	803-903-1024
<b>District Plan E-mail Address:</b>	cmcgrath@hcsdsc.org



### Required Signature Page

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

### Assurances for the District Strategic Plans

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

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Kristy Wood</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>District Gifted and Talented Coordinator</i></b>		
<u>Kristy Wood</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>District Strategic Planning Contact Person</i></b>		
<u>Carole McGrath</u> Printed Name	 Signature	<u>4-28-25</u> Date

## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27  
Upcoming School Year: 2025/26**

<b>School Name:</b>	Ben Hazel Primary School
<b>SIDN:</b>	2503010
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Span:</b>	PK To 3
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	628 Railroad Avenue West
<b>Address 2:</b>	
<b>City:</b>	Hampton, SC
<b>Zip Code:</b>	29924
<b>School Renewal Plan Contact Person:</b>	Brandy Braxton Noll
<b>School Plan Contact Phone:</b>	803 943-3659
<b>School Plan E-mail Address:</b>	bnoll@hcsdsc.org




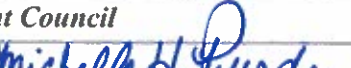

### Required Signature Page

The school renewal 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 chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Principal</b>		
<u>Brandy Braxton Noll</u> Printed Name	 Signature	<u>4/17/25</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Michelle Purdy</u> Printed Name	 Signature	<u>4/17/25</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Michelle Purdy</u> Printed Name	 Signature	<u>4/17/25</u> Date

## School Renewal Plan Cover Page

### Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27 Upcoming School Year: 2025/26

<b>School Name:</b>	Ben Hazel Elementary School
<b>SIDN:</b>	2503010
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Span:</b>	PK To 4
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	628 Railroad Avenue West
<b>Address 2:</b>	
<b>City:</b>	Hampton, SC
<b>Zip Code:</b>	29924
<b>School Renewal Plan Contact Person:</b>	Brandy Braxton Noll
<b>School Plan Contact Phone:</b>	803 943-3659
<b>School Plan E-mail Address:</b>	bnoll@hcsdsc.org

#### Required Signature Page

The school renewal 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 chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

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#### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Glenda Sheffield</u> Printed Name	<u>Glenda Sheffield</u> Signature	<u>4-28-25</u> Date
<b>Principal</b>		
<u>Brandy Braxton Noll</u> Printed Name	<u>Brandy Noll</u> Signature	<u>4/17/25</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Marsha Robinson</u> Printed Name	<u>Marsha Robinson</u> Signature	<u>4-28-25</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Michelle Purdy</u> Printed Name	<u>Michelle H. Purdy</u> Signature	<u>4-17-25</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Michelle Purdy</u> Printed Name	<u>Michelle H. Purdy</u> Signature	<u>4-17-25</u> Date



## School Renewal Plan Cover Page (Mandated Component)

**Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27  
Upcoming School Year: 2025/26**

<b>School Name:</b>	Brunson Elementary
<b>SIDN:</b>	2503006
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Range From:</b>	PK To 6
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	P.O. Box 130
<b>Address 2:</b>	
<b>City:</b>	Brunson, SC
<b>Zip Code:</b>	29911
<b>School Renewal Plan Contact Person:</b>	Joel R. Vaughn
<b>Contact Phone:</b>	803-398-5584
<b>E-mail Address:</b>	jvaughn@hcsdsc.org

### Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>Principal</i></b>		
<u>Joel R. Vaughn</u> Printed Name	 Signature	<u>4-17-25</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>Chairperson, School Improvement Council</i></b>		
<u>Lacy Vaughn</u> Printed Name	 Signature	<u>4-28-25</u> Date

***School Read To Succeed Literacy Leadership Team Lead***

Misty Cope  
Printed Name

Misty S. Cope  
Signature

4/30/25  
Date

## School Renewal Plan Cover Page (Mandated Component)

**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28  
Upcoming School Year: 2025/26**

<b>School Name:</b>	Estill Elementary
<b>SIDN:</b>	2503008
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Range From:</b>	PK To 5
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	1450 Columbia Hwy Suite A
<b>Address 2:</b>	
<b>City:</b>	Estill, SC
<b>Zip Code:</b>	29918
<b>School Renewal Plan Contact Person:</b>	Synetria Singleton
<b>Contact Phone:</b>	8036255030
<b>E-mail Address:</b>	ssingleton@hcsdsc.org

### Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Principal</b>		
<u>Synetria Singleton</u> Printed Name	 Signature	<u>April 17, 2025</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Stefany Cousar</u> Printed Name	 Signature	<u>4/17/2025</u> Date

<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Courtney Cook</u> Printed Name	<i>Courtney Cook</i> Signature	<i>4/17/2025</i> Date

## School Renewal Plan Cover Page (Mandated Component)



**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28  
Upcoming School Year: 2025/26**

<b>School Name:</b>	Fennell Elementary
<b>SIDN:</b>	2503007
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Range From:</b>	PK To 6
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	131 Yemassee Hwy.
<b>Address 2:</b>	
<b>City:</b>	Yemassee, SC
<b>Zip Code:</b>	29945
<b>School Renewal Plan Contact Person:</b>	Bernard Sanders
<b>Contact Phone:</b>	803-398-5591
<b>E-mail Address:</b>	BSanders@hcsdsc.org

### Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Principal</b>		
<u>Bernard Sanders</u> Printed Name	 Signature	<u>4/17/2025</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Lisa Anderson</u> Printed Name	 Signature	<u>4/17/25</u> Date



## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28**  
**Upcoming School Year: 2025/26**

<b>School Name:</b>	Hampton Elementary
<b>SIDN:</b>	2503005
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Span:</b>	4 To 6
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	505 Hoover Street South
<b>Address 2:</b>	
<b>City:</b>	Hampton, SC
<b>Zip Code:</b>	29924
<b>School Renewal Plan Contact Person:</b>	Shronda Taylor
<b>School Plan Contact Phone:</b>	8039433251
<b>School Plan E-mail Address:</b>	shtaylor@hcsdsc.org


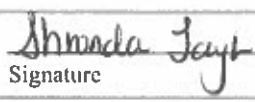

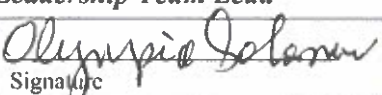
### Required Signature Page

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### Assurances for the School Renewal Plans

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### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Dr. Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>Principal</i></b>		
<u>Shronda Taylor</u> Printed Name	 Signature	<u>4/17/25</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>Chairperson, School Improvement Council</i></b>		
<u>Sherrie Haynes</u> Printed Name	 Signature	<u>4/17/25</u> Date
<b><i>School Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Olympia Solomon</u> Printed Name	 Signature	<u>4/17/25</u> Date

## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28**  
**Upcoming School Year: 2025/26**

<b>School Name:</b>	Hampton Intermediate
<b>SIDN:</b>	2503005
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Span:</b>	5 To 6
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	505 Hoover Street South
<b>Address 2:</b>	
<b>City:</b>	Hampton, SC
<b>Zip Code:</b>	29924
<b>School Renewal Plan Contact Person:</b>	Shronda Taylor
<b>School Plan Contact Phone:</b>	8039433251
<b>School Plan E-mail Address:</b>	shtaylor@hcsdsc.org


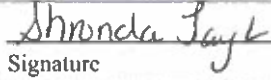

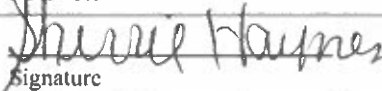
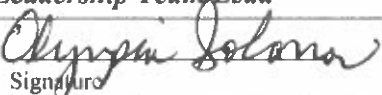
### Required Signature Page

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### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Principal</b>		
<u>Shronda Taylor</u> Printed Name	 Signature	<u>4/17/25</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Sherrie Haynes</u> Printed Name	 Signature	<u>4/17/25</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Olympia Solomon</u> Printed Name	 Signature	<u>4/17/25</u> Date

## School Renewal Plan Cover Page (Mandated Component)





**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28  
Upcoming School Year: 2025/26**

<b>School Name:</b>	Varnville Elementary
<b>SIDN:</b>	2503009
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Range From:</b>	PK To 4
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	395 East Pine Street
<b>Address 2:</b>	P.O. 367
<b>City:</b>	Varnville, SC
<b>Zip Code:</b>	29944
<b>School Renewal Plan Contact Person:</b>	Peggy Bing O'Banner
<b>Contact Phone:</b>	8039432376
<b>E-mail Address:</b>	pobanner@hcsdsc.org

### Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Principal</b>		
<u>Peggy Bing O'Banner</u> Printed Name	 Signature	<u>04/16/2025</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Kelyne Buxton</u> Printed Name	 Signature	<u>04/16/2025</u> Date

***School Read To Succeed Literacy Leadership Team Lead***

Robin Taylor  
Printed Name

Robin Taylor  
Signature

4-16-25  
Date

## School Renewal Plan Cover Page (Mandated Component)


**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28  
Upcoming School Year: 2025/26**

<b>School Name:</b>	Estill Middle
<b>SIDN:</b>	2503004
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Range From:</b>	6 To 8
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	1450 Columbia Highway, Suite B
<b>Address 2:</b>	
<b>City:</b>	Estill, SC
<b>Zip Code:</b>	29918
<b>School Renewal Plan Contact Person:</b>	Joe N. Hadwin, Jr
<b>Contact Phone:</b>	803-625-5200
<b>E-mail Address:</b>	jhadwin@hcsdsc.org

### Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>Principal</i></b>		
<u>Joe N. Hadwin, Jr</u> Printed Name	 Signature	<u>4/16/25</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b><i>Chairperson, School Improvement Council</i></b>		
<u>JoAnne Johnson</u> Printed Name	 Signature	<u>4/16/25</u> Date



***School Read To Succeed Literacy Leadership Team Lead***

Joe N. Hadwin, Jr  
Printed Name

  
Signature

4-16-25  
Date

## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28**  
**Upcoming School Year: 2025/26**

<b>School Name:</b>	North District Middle
<b>SIDN:</b>	2503003
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Span:</b>	7 To 8
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	P.O. Box 368
<b>Address 2:</b>	
<b>City:</b>	Varnville, SC
<b>Zip Code:</b>	29944
<b>School Renewal Plan Contact Person:</b>	Dr. Jonathan M. Goodman, II
<b>School Plan Contact Phone:</b>	803.903.1501
<b>School Plan E-mail Address:</b>	jgoodman@hcsdsc.org

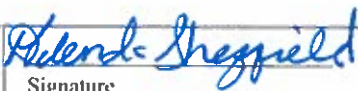


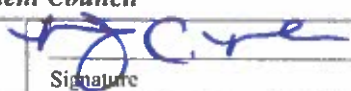
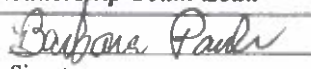
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### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Principal</b>		
<u>Dr. Jonathan M. Goodman, II</u> Printed Name	 Signature	<u>4/17/25</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Monique C. Manuel</u> Printed Name	 Signature	<u>4/17/25</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Barbara Pauls</u> Printed Name	 Signature	<u>4/17/25</u> Date

## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2024/25 to 2028/29**  
**Upcoming School Year: 2025/26**

<b>School Name:</b>	Hampton County High School
<b>SIDN:</b>	2503002
<b>Plan Submission:</b>	School does not utilize Cognia
<b>Grade Span:</b>	9 To 12
<b>District:</b>	Hampton County School District
<b>Address 1:</b>	P.O. Box 337
<b>Address 2:</b>	
<b>City:</b>	Varnville, SC
<b>Zip Code:</b>	29944
<b>School Renewal Plan Contact Person:</b>	Cassandra Williams
<b>School Plan Contact Phone:</b>	803-943-3568
<b>School Plan E-mail Address:</b>	cbwilliams@hcsdsc.org

### Required Signature Page

The school renewal 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 chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Glenda Sheffield</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Principal</b>		
<u>Cassandra Williams</u> Printed Name	 Signature	<u>4/15/2025</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Marsha Robinson</u> Printed Name	 Signature	<u>4-28-25</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>LaSonya Bryson Murdaugh</u> Printed Name	 Signature	<u>4/15/25</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>N/A</u> Printed Name	_____ Signature	_____ Date

## Assurances for District Strategic Plan

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

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

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60.
<b>Education and Economic Development Act Assurances for Districts</b> (S.C. Code Ann. § 59-59-10 <i>et seq.</i> ) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. ( <i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i> )
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
<b>Read To Succeed Assurances (Act 284)</b> (S.C. Code Ann. § 59-155-180 <i>et seq.</i> )	
Yes	<b>District Reading Plan</b> The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	<b>4K and 5K Readiness Assessment</b> The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	<b>Third Grade Retention</b> The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Gifted and Talented Assurances</b> (SBE Regulation 43-220) <b>Students Served</b> The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
No	Artistically gifted and talented students in elementary school (grades 3–5).
No	Artistically gifted and talented students in middle school (grades 6–8).
No	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).



<b>Academically and Artistically Gifted and Talented Plan</b>	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
<b>Curriculum, Instruction, and Assessment</b>	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
<b>Programming Models and Time</b>	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	<b>Innovative Model (SCDE approved)</b> Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
<b>Staffing Requirements</b>	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
<b>Communication and Reporting Requirements</b>	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are <b>not met</b> :	
<b>District Proficiency-Based System</b> (SBE Regulation 43-234)	
No	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> <li>• The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.</li> </ul>

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

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

As the district superintendent of Hampton County School District, 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 <i>et seq.</i> (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 <i>et seq.</i> (Supp. 2016)) if the amount of this award is \$50,000 or more.

#### Terms and Conditions

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

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

## Stakeholder Involvement for District Strategic Plan

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

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Glenda Sheffield
2.	<b>Principal</b>	Cassandra Williams
3.	<b>Teacher</b>	Tammy Harvey
4.	<b>Parent/Guardian</b>	Brandy Noll
5.	<b>Community Member</b>	Kari Foy
6.	<b>Private School Representative</b>	Bonnie Wilson
7.	<b>District Level Administrator</b>	Loretta Darien
8.	<b>Paraprofessional</b>	Annette Smith
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Kristy Wood
10.	<b>School Improvement Council Member</b>	Toreacher Dobson
11.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Michelle Purdy
12.	<b>District Gifted and Talented Coordinator</b>	Kristy Wood
13.	<b>District Federal Programs Coordinator</b>	Devonna Yooumans
	<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	
	<b>Board Member</b>	Hannah Priester
	<b>Board Member</b>	Sabrena Graham

## District Requested Strategic Plan Waiver

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

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

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

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

District 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)	Proviso 1.71 Paper-Pencil Testing
6. Other (Include the SBE Regulation number to be waived)	




# Hampton County School District

## Needs Assessment

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# SC READY SCORES Elementary Grades 3-5

ELA	BHPS			VES			BES			FES			EES			HES		
	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021
Does Not Meet	12%	23%	40%	18%	22%	20%	8%	18%	23%	22%	32%	49%	41%	49%	59%	19%	25%	28%
Approaches	46%	25%	18%	30%	18%	36%	34%	33%	36%	38%	46%	28%	29%	23%	26%	30%	36%	32%
Meets	21%	21%	20%	16%	36%	27%	21%	27%	25%	35%	12%	15%	20%	21%	14%	28%	21%	24%
Exceeds	21%	31%	22%	36%	24%	17%	57%	22%	16%	5%	10%	8%	10%	6%	2%	24%	18%	16%
	2023		2022	2023		2022	2023		2022	2023		2022	2023		2022	2023		2022
%A,M,E	88%		77%	82%		78%	91%		82%	78%		68%	59%		51%	82%		75%
% M,E	42%		52%	52%		60%	57%		50%	40%		22%	30%		27%	52%		39%
HCSD (A,M,E)	79%		72%															
HCSD (M,E)	48%		42%															
STATE (M,E)	55%		48%															

Based on this data HCSD does not meet the desired performance levels across all categories with only 48% meets and exceeds as compared to the state at 55%. Two of our elementary schools have been identified as Palmetto Literacy Project Schools based on the does not meet category in 3<sup>rd</sup> grade.

By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3% points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3% points in order to be on-track to meet state target goal in 2026.


# SC READY SCORES Elementary Grades 3-5

Math	BHPS			VES			BES			FES			EES			HES		
	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021
Does Not Meet	3%	21%	18%	16%	16%	22%	9%	24%	11%	27%	43%	51%	38%	48%	62%	29%	26%	31%
Approaches	24%	17%	24%	25%	22%	28%	38%	29%	28%	30%	31%	36%	30%	17%	27%	38%	39%	33%
Meets	33%	38%	30%	27%	38%	28%	41%	34%	43%	35%	19%	11%	19%	20%	8%	20%	21%	22%
Exceeds	39%	23%	28%	32%	24%	22%	12%	13%	19%	8%	7%	2%	14%	15%	3%	14%	14%	14%
	2023		2022	2023		2022	2023		2022	2023		2022	2023		2022	2023		2022
%A,M,E	97%		78%	84%		84%	91%		76%	73%		57%	62%		52%	72%		73%
% M,E	73%		61%	59%		62%	53%		47%	43%		26%	32%		35%	34%		35%
HCSD (A,M,E)	75%		70%															
HCSD (M,E)	50%		45%															
STATE (M,E)	48%		45%															

Based on this data HCSD although we are two points above the state average in grades 3-5 in Math, we fall below at the Middle School level and face significant challenges in the high school Algebra I EOC. For that reason, we are continuing to target our math performance in grades 3-5.

By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3% points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring "Meets or Exceeds" in ELA on SC READY by 3% points in order to be on-track to meet state target goal in 2026.

# SC READY SCORES Middle Grades 6-8


ELA	BES			FES			HES			EMS			NDMS		
	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021
Does Not Meet	4%	12%		18%	50%		12%	18%		25%	27%	32%	21%	27%	33%
Approaches	46%	36%		47%	50%		25%	41%		41%	40%	38%	41%	36%	35%
Meets	33%	40%		35%	0%		35%	25%		24%	22%	21%	28%	22%	23%
Exceeds	17%	12%		0%	0%		28%	17%		10%	10%	9%	10%	14%	10%
	2023	2022		2023	2022		2023	2022		2023	2022		2023	2022	
%A,M,E	96%	88%		82%	50%		88%	82%		75%	70%		79%	73%	
% M,E	50%	51%		35%	0%		63%	41%		34%	32%		38%	29%	
HCSD (A,M,E)	83%	68%													
HCSD (M,E)	46%	36%													
STATE (M,E)	52%	%													

Based on this data HCSD, we are six points below the state average in grades 6-8 Reading.

By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3% points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3% points in order to be on-track to meet state target goal in 2026.

## Middle School Math

# SC READY SCORES Middle Grades 6-8

MATH	BES			FES			HES			EMS			NDMS		
	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021	2023	2022	2021
Does Not Meet	4%	12%		53%	50%		35%	25%		49%	43%	49%	44%	36%	49%
Approaches	42%	36%		35%	50%		40%	36%		35%	36%	35%	39%	38%	33%
Meets	25%	40%		12%	0%		13%	21%		9%	16%	10%	9%	11%	12%
Exceeds	29%	12%		0%	0%		12%	18%		6%	3%	6%	8%	12%	7%
	2023	2022		2023	2022		2023	2022		2023	2022		2023	2022	
%A,M,E	96%	88%		47%	50%		65%	75%		51%	55%		56%	64%	
% M,E	54%	52%		12%	0%		25%	39%		16%	19%		17%	24%	
HCSD (A,M,E)	63%	64%													
HCSD (M,E)	25%	24%													
STATE (M,E)	33%	%													

Based on this data HCSD we are eight points below the state average in grades 6-8 in Math. We are writing plans to provided targeted intervention in grades 6-12.

By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3% points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3% points in order to be on-tract to meet state target goal in 2026.

District Analysis 3<sup>rd</sup> – 8<sup>th</sup> Grade



# Hampton County School District

## SC Ready by Grade Level English Language Arts (ELA)

SPRING 2022

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	170	26.50%	24.70%	25.90%	22.90%	48.80%	73.50%	438.40	112.50
4	171	38.60%	22.20%	20.50%	18.70%	39.20%	61.40%	478.50	119.40
5	173	23.10%	45.10%	20.80%	11%	31.80%	76.90%	524.60	97.60
6	178	20.20%	43.80%	23.60%	12.40%	36%	79.80%	536.20	98
7	203	28.10%	37.40%	21.20%	13.30%	34.50%	71.90%	578	99.10
8	183	27.30%	35.50%	25.10%	12%	37.20%	72.70%	605.20	106.60

## Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	171	27.50%	20.50%	32.20%	19.90%	52%	72.50%	449.90	120.50
4	171	40.90%	29.80%	18.70%	10.50%	29.20%	59.10%	439.20	100.10
5	173	24.90%	34.70%	24.30%	16.20%	40.50%	75.10%	520.80	103.80
6	178	36%	37.60%	20.80%	5.60%	26.40%	64%	491.40	81.70
7	204	41.20%	41.20%	10.30%	7.40%	17.60%	58.80%	511.90	80.10
8	178	36%	36.50%	15.70%	11.80%	27.50%	64%	567.90	86.10

## Overall Scores

**37.9% Meets & Exceeds ELA**  
46.8% SC -8.9 state

**72.7% Approaches, Meets, Exceeds ELA**  
73.9% SC -1.2 state

**32.2% Meets & Exceeds Math**  
39.1% SC -6.9 state

**65.6% Approaches, Meets, Exceeds Math**  
67.4% SC -1.8 state

12

# SPRING 2023 SC READY SCORES

## ELA District Scores by Grade Level

	Meets	Exceeds	M&E
3 <sup>rd</sup>	17%	26%	42%
4 <sup>th</sup>	28%	26%	54%
5 <sup>th</sup>	29%	19%	48%
6 <sup>th</sup>	31%	20%	51%
7 <sup>th</sup>	24%	20%	44%
8 <sup>th</sup>	23%	19%	42%

47% HCSD M&E  
+9 increase


53% SC

## Math District Scores by Grade Level

	Meets	Exceeds	M&E
3 <sup>rd</sup>	30%	23%	53%
4 <sup>th</sup>	20%	21%	41%
5 <sup>th</sup>	27%	8%	35%
6 <sup>th</sup>	15%	11%	26%
7 <sup>th</sup>	6%	7%	13%
8 <sup>th</sup>	11%	7%	19%

31% HCSD M&E  
-1% decrease

40% SC



SC SCHOOL REPORT CARD

# End of Course Exams

## Algebra 1

	EHS		WHHS		
	2023	2022	2023	2022	2023 NDMS
A	7%	4%	0%	0%	23%
B	19%	16%	1%	3%	38%
C	42%	24%	2%	11%	38%
D	14%	20%	24%	19%	0%
F	19%	36%	73%	66%	0%
A-C	68%	44%	3%	14%	100%
State	45%		(NDMS,WHHS)		
HCSD	23%	35%			

## English 2

	EHS		WHHS	
	2023	2022	2023	2022
A	28%	6%	10%	0%
B	22%	26%	17%	15%
C	20%	32%	26%	26%
D	14%	21%	23%	34%
F	16%	15%	24%	25%
A-C	70%	64%	53%	41%
State	68%			
HCSD	57%	53%		

Based on the above data, HCSD is substantially below the state average.

By 2026, HCSD will increase the percentage of students scoring a C or higher on the state End of Course (EOC) assessment by 3% points in English 2 and by 5% points in Algebra 1.

# Graduation Rate

	2022	2023
EHS	80.0%	88%
WHHS	83.5%	89%
<b>HCSD</b>	<b>81.6%</b>	<b>88%</b>
State	83.8%	86%

HCSD +6% increase

## Graduation Rate ⓘ

### On-Time Graduation Rate



### District Four-Year Cohort Graduation Rate

	2020	2021	2022	2023
District	0.0	0.0	81.6	88.0
State	82.2	83.3	83.8	86.1

# College & Career Readiness



	Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5	Certificates
<b>Math</b>							<b>Estill High</b>
<b>EHS</b>	<b>35%</b>	<b>33%</b>	<b>5%</b>	<b>28%</b>	<b>0%</b>	<b>33%</b>	<b>46%</b> <b>SC 71%</b>
<b>WHHS</b>	<b>36%</b>	<b>26%</b>	<b>7%</b>	<b>31%</b>	<b>.6%</b>	<b>39%</b>	
<b>HCSD</b>						<b>38%</b>	
<b>SC</b>	<b>20%</b>	<b>21%</b>	<b>10%</b>	<b>43%</b>	<b>6%</b>	<b>59%</b>	
<b>Reading</b>							<b>Wade Hampton</b>
<b>EHS</b>	<b>35%</b>	<b>14%</b>	<b>35%</b>	<b>17%</b>	<b>0%</b>	<b>52%</b>	<b>49%</b> <b>SC 71%</b>
<b>WHHS</b>	<b>35%</b>	<b>17%</b>	<b>22%</b>	<b>27%</b>	<b>0%</b>	<b>49%</b>	
<b>HCSD</b>						<b>50%</b>	
<b>SC</b>	<b>17%</b>	<b>11%</b>	<b>22%</b>	<b>46%</b>	<b>3%</b>	<b>71%</b>	

Although our graduation rate is high, we can see that based on these WIN scores they are not College and Career ready. Our goal is to provide them with the essential skills to be successful in the work force. Based on this data we are 21 points behind the state in Reading and 21 points in Math.

Expand Educational Opportunities Academic and Vocational -Increase the number of students, by 3% points annually meeting the on time graduation rate and increasing by 3% points those who score a level 3 or higher on the WIN College and Career Readiness Exam.

# Palmetto Project Literacy Schools 3<sup>rd</sup> Grade ELA

ELA	Fennell Elementary School= Tier 3 Estill Elementary School = Tier 3	FES	EES	Notes:
Does Not Meet	Palmetto Literacy Project	2023 11%	2022 33%	2021 70%
Approaches		33%	42%	27%
Meets		33%	8%	13%
Exceeds		22%	17%	0%
% A, M, E		88%	67%	40%
% M, E		56%	25%	14%
				13%

Tier	Tier 1	Tier 2	Tier 3
Description	Schools where fewer than 33.3 percent of third graders scored Does Not Meet (DSM) on 2019 SC Ready English-Language Arts (ELA). Tier 1 schools have flexibility to use Read to Succeed (R2S) allocation as determined by the needs of the school to ensure all students are reading on grade level.	Schools where between 33.3 and 49.9 percent of third graders scored DSM on 2019 SC Ready ELA. SCDE will approve reading coaches in Tier 2 schools.	Schools where 50 percent or more of third graders scored DSM on 2019 SC Ready ELA. SCDE will approve reading coaches in Tier 3 schools.



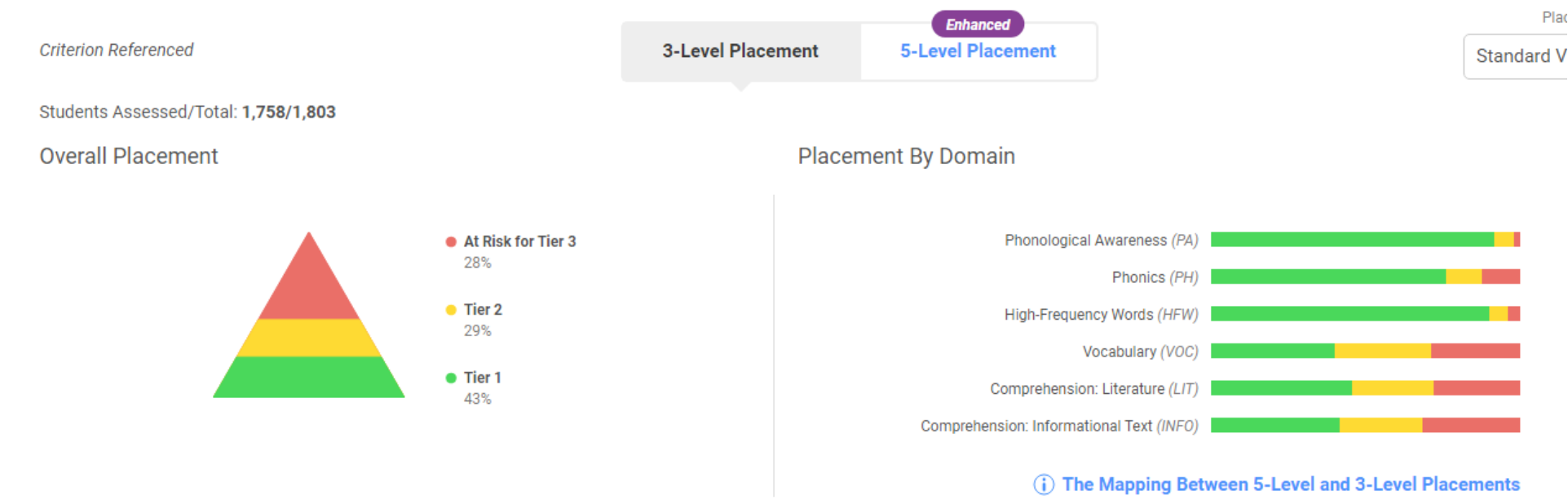
Palmetto Literacy Project Schools are based on 3<sup>rd</sup> Grade ELA scores, specifically the "Does Not Meet" subgroup. The goal is to decrease the number of students scoring DSM in 3<sup>rd</sup> grade.

Fennell Elementary should move from being identified as a PLP school. Over the 3-year cycle they have moved from Tier 3 to Tier 1.










Tier 3 Students K-12 Reading and Math Based on iReady Scores

In 2022-23 in an effort to decrease the number of Tier 3 students, we implemented personalized Learning through iReady Targeted Intervention. For that reason our baseline and 22/23 data are the same.

Reading





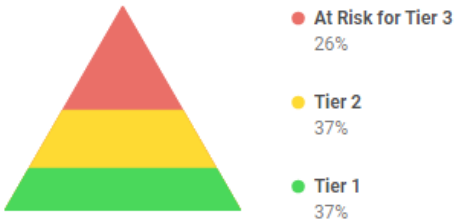
Ben Hazel Primary School		180/180
Brunson Elementary School		147/147
Estill Elementary School		244/245
Estill Middle School		130/130
Fennell Elementary School		105/107
Hampton Elementary School		284/285
North District Middle School		261/262
Varnville Elementary School		208/208
zzclosedWade Hampton High School		199/239

Math

Criterion Referenced

Students Assessed/Total: 1,770/1,803

Overall Placement

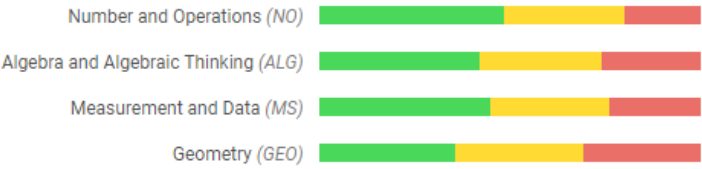


3-Level Placement

Enhanced  
5-Level Placement

Standards

Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Ben Hazel Primary School	<div><div></div><div></div><div></div></div> <div>54%40%6%</div> <div>180/180</div>
Brunson Elementary School	<div><div></div><div></div><div></div></div> <div>57%41%2%</div> <div>147/147</div>
Estill Elementary School	<div><div></div><div></div><div></div></div> <div>35%48%18%</div> <div>244/245</div>
Estill Middle School	<div><div></div><div></div><div></div></div> <div>29%32%39%</div> <div>130/130</div>
Fennell Elementary School	<div><div></div><div></div><div></div></div> <div>43%45%11%</div> <div>106/107</div>
Hampton Elementary School	<div><div></div><div></div><div></div></div> <div>38%40%23%</div> <div>284/285</div>
North District Middle School	<div><div></div><div></div><div></div></div> <div>24%32%44%</div> <div>261/262</div>
Varnville Elementary School	<div><div></div><div></div><div></div></div> <div>49%41%10%</div> <div>207/208</div>
zzclosedWade Hampton High School	<div><div></div><div></div><div></div></div> <div>17%15%68%</div> <div>211/239</div>

# Graduation Rate

	2022	2023
EHS	80.0%	88%
WHHS	83.5%	89%
<b>HCSD</b>	<b>81.6%</b>	<b>88%</b>
State	83.8%	86%

HCSD +6% increase

Although we are seeing increases in on time graduation rates, we are continuing to work to improve the rigor and expectations, while providing a supportive environment that allows us to maintain a graduation rate that meets or exceeds the state.



## Attendance

Although we did not have Chronic Absenteeism data on our 2022 report card, we have identified absenteeism as a need in our district.

Based on the 2022 Chronic Absenteeism Report there were 726 of 2518 at a rate of 28.83% of our students were identified as Chronically Absent.

It is critical to academic success that students attend school. By 2026, HCSD will improve attendance rates through a 3% decrease in Chronic Absenteeism rates.

SchoolCode	District	SchoolName	CA Student Count	Total Student Count	CA Rate
010	Hampton	Ben Hazel Primary	47	206	22.82%
006	Hampton	Brunson Elementary	29	157	18.47%
008	Hampton	Estill Elementary	97	273	35.53%
001	Hampton	Estill High	72	181	39.78%
004	Hampton	Estill Middle	64	162	39.51%
007	Hampton	Fennell Elementary	22	109	20.18%
005	Hampton	Hampton Elementary	29	330	8.79%
003	Hampton	North District Middle	152	313	48.56%
009	Hampton	Varnville Elementary	29	219	13.24%
002	Hampton	Wade Hampton High	185	568	32.57%
999	Hampton	DISTRICT	726	2518	28.83%

## Discipline and School Climate

Our overall ratings on the Climate survey ranged from unsatisfactory to average in 2022. In addition, we know that students with Out-Of-School Suspensions are not participating in the learning environment. Student discipline impacts not only the student receiving the OSS or ISS but the classroom that is being disrupted. We are targeting the School Climate Surveys and Out of School Suspensions in order to improve School Climate.



State Survey Data Overall Perception of School Climate	5.51
State Survey Data Teacher Perceptions of Safety	6.46
Student Perceptions of Safety	4.87
Percent satisfied with learning environment - Teachers	86.9%
Percent satisfied with learning environment - Parents	75.8%
Percent satisfied with learning environment - Students	83.7%
Students with Out-Of-School Suspensions	457

## Teacher/Administrator Quality and Professional Growth

Since 2020 our in house data has shown an increase in the number of teachers who are inexperienced and the number of teachers who are working out of field. The 2022 report card reflects this data as well.

Percent of inexperienced teachers teaching in high poverty schools	39.2
Number of inexperienced teachers teaching in high poverty schools	60
Percent of inexperienced school leaders teaching in high poverty schools	17
Number of inexperienced school leaders teaching in high poverty schools	1
Percent of out-of-field teachers teaching in high poverty schools	34.0
Number of out-of-field teachers teaching in high poverty schools	52
Percent of inexperienced teachers	34.1
Number of inexperienced teachers	122
Percent of out-of-field teachers	25.7
Number of out-of-field teachers	92

In the Fall of 2022, we identified Phonological Awareness and Phonics as an area of weakness for our students. Further assessment identified this as an area of weakness for our staff instructionally. HCSD also conducted a Curriculum Audit which revealed a lack of understanding from the Instructional Leadership down to the classroom teacher as well as a deficit in the curriculum. We purchased LETRS training for all PreK – Third grade teachers, interventionists, instructional coaches, and principals to provide intensive two year professional development to increase teacher / administrator quality.

Switch Table View

Show Results By

Phonological Awareness

Grade

Showing 13 of 13

Grade	Overall Grade-Level Placement			Phonological Awareness Grade-Level Placement			Students Assessed/Total
	On or Above	One Below	Two or More Below	On or Above	One Below	Two or More Below	
Grade K	22%	78%	0%	28%	72%	0%	163/179
Grade 1	9%	84%	7%	15%	68%	17%	162/177

Switch Table View

Show Results By

Phonics

Grade

Showing 13 of 13

Grade	Overall Grade-Level Placement			Phonics Grade-Level Placement			Students Assess
	On or Above	One Below	Two or More Below	On or Above	One Below	Two or More Below	
Grade K	22%	78%	0%	22%	78%	0%	163/179
Grade 1	9%	84%	7%	14%	66%	20%	162/177

In the Fall of 2022, we identified the need to provide a vetted targeted intervention and progress monitoring supplemental curriculum and assessment to improve our teacher and administrator quality in the area of Multi-Tiered Systems of Support. We purchased a Suite of Support that included 35 days of district level support which included at least 4 district wide PD sessions per grade band and an additional 3 school level visits and 4 administrative leadership sessions. Additionally we identified 3 target schools that got additional days of support. The professional learning targeted all district Reading and Math teachers, interventionists, instructional coaches, and principals. In addition to the professional development we purchased a suite of support tools that included personalized learning software, tools for instruction, next steps for intervention instruction, and classroom based standards instructional lessons. This also included progress monitoring in addition to the 3 times per year diagnostic formative assessment. The focus of this professional learning was to increase teacher / administrator knowledge of data driven instruction, targeted intervention support, to increase teacher / administrator quality as evidenced by an increase in the percentage of Tier 1 on grade level students.

Subject

Reading

School

All Schools

Academic Year

2022 - 2023

Diagnostic

Final Diagnostic

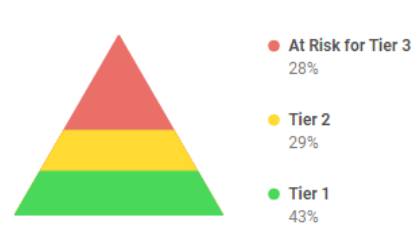
Prior Di

I

Criterion Referenced

Students Assessed/Total: 1,758/1,803

Overall Placement



Subject

Math

School

All Schools

Academic Year

2022 - 2023

Diagnostic

Final Diagnostic

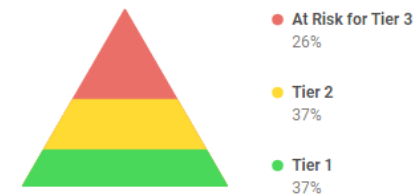
Prior Di

Non

Criterion Referenced

Students Assessed/Total: 1,770/1,803

Overall Placement



## Report Cards

Hampton District One

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZaWQ9MjUwMTAwMA>

Hampton District Two

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZaWQ9MjUwMjAwMA>

Hampton County School District Report Card

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9RCZaWQ9MjUwMzAwMA>

Several new initiatives (ESSER FUNDING) have been implemented on the state and local level to address learning loss:

- **2023-2024 2-year PL course, Language Essentials for Teachers of Reading & Spelling (LETRS) Grades PK-5<sup>th</sup> Grade Selected Participants (HCSD= 60+participants)**
- **2023-2024**
- New Tier 1 core ELA curriculums: Fountas & Pinnell Classroom, Open Court Phonics (EES, FES) Grades K-5
- **2023-2024:New Tier 1 core Phonological Awareness Curriculum- Heggerty (K-2) & New Tier 1 core Phonics Curriculum- UFLI (K-2)**
- Supplemental software for students: Waterford Reading Academy(Grades PK-2), READ 180/Math 180 (EES, EMS, EHS), iREADY Personalized Learning (Grades K-8) ELA & Math, DreamBox Learning (Grades K-6) Math with ongoing PD
- District-wide MTSS Procedures/Expectations- Flowchart, Progress Monitoring, Referral Documentation  
**2023-2024**: Input MTSS into ENRICH MTSS Database
- Instructional Hub (Safari Montage)- Digital library for all teachers to provide access to high-quality, effective resources aligned to SC College and Career Ready standards
- Adopting new textbooks to support the College-Career-Readiness Standards

## How do we reach our goals?

- Implementing MTSS (Multi-Tiered Systems of Support) in all elementary schools. Built an intervention block into master schedule (outside of the typical allotted instructional block) so teachers can serve as interventionist to identified Tier 2 & Tier 3 “at-risk” students. **2023-2024:** implement in elem/middle/high schools and be able to provide “prevention/intervention/enrichment” to identified students
- Created “Local Board Approved” support classes to assist students in preparing for EOC courses (i.e., *Foundations of English, Foundations of Biology, Support Instructional Areas, etc.*) **2023-2024:** strategically place students in foundational support classes based on SC READY/iReady Data
- Implement an advisory period to focus on student’s academics, attendance, engagement, & behavior (WHHS) **2023-2024:** MASH, Assigned Advisory, new BELL Schedule
- Each elementary school has a Reading Coach funded by SDE R2Succeed Initiative and upper elementary, middle, & high have instructional coaches funded through Federal Programs (classroom coaching, PLCs, collaboration)
- Each elementary school has a reading interventionist serving their school & funded through Federal Programs
- Math consultant was contracted to provide monthly coaching services to two of our schools (EES, FES) ESSER **2023-2024:** Seek math consultant support for middle school
- **2023-2024 Provide supplemental Math Curriculum- Ready Math in Grades 4-8**
- Provide after-school and extended learning programs to identified students (ESSER)
- Implement district-wide SEL program-Conscious Discipline (ESSER)
- Add a supplemental reading/math software program for identified at-risk students at WHHS (iReady ELA/Math) and continue the reading/math software program at EMS &







# HCSD 2024 Data Dig

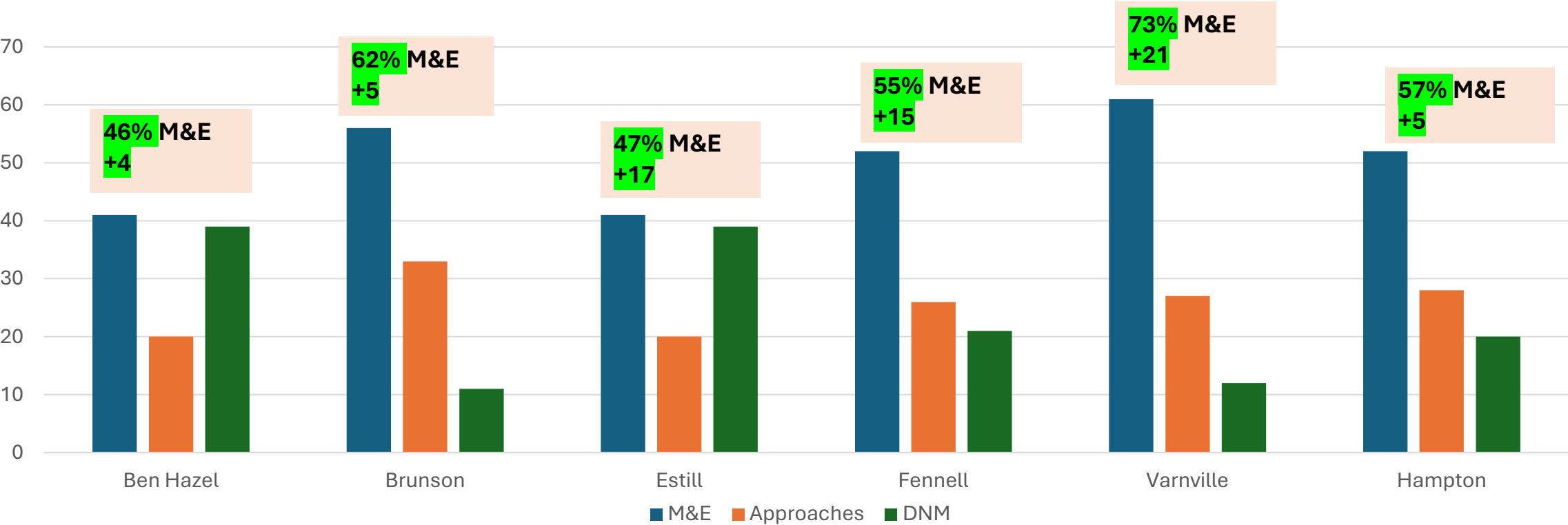
Kristy C. Wood, Director of Curriculum & Instruction



# ELEMENTARY DATA

Grades 3-5

3



ALL 6 ELEMENTARY SCHOOLS EXCEEDED GOALS FOR IMPROVEMENT  
HCSD Focus= ELA (PD, Supplemental Curriculum, New Standards, Core Curriculum)

HCSD 57% M&E  
78% AME

+9 M&E



## ELEMENTARY ARP SCHOOL IMPROVEMENT GOAL:

BY SPRING 2026, HCSD WILL INCREASE THE PERCENTAGE OF STUDENTS IN GRADES 3-5 SCORING "MEETS OR EXCEEDS" IN ELA ON SC READY BY 12% POINTS FROM 42% (2022) TO 54% (2026).

SPRING 2022= 42%

SPRING 2023=45% (48%)  
EXCEEDED GOAL

SPRING 2024=48%

(57%)

EXCEEDED GOAL +9%

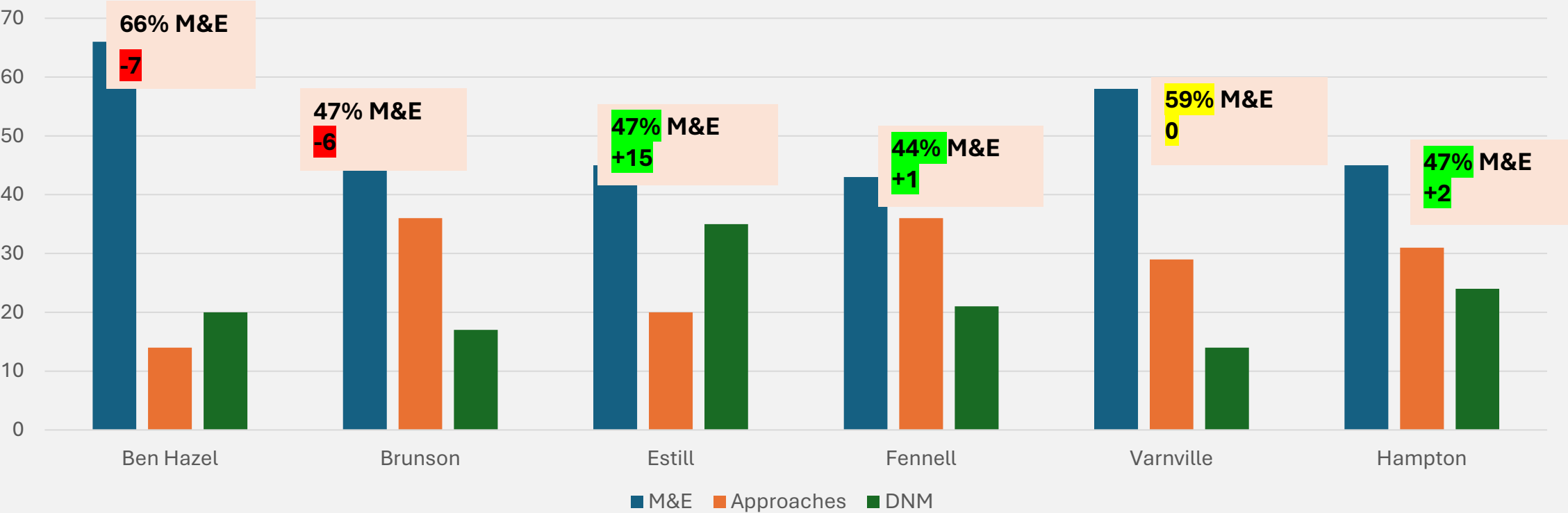


6



# SC READY- MATH

# Grades 3-5



HCSD 2025-2026 District Focus Shift to Emphasis on Mathematics  
HCSD-PD Supplemental Curriculum, New Standards, Core Curriculum

HCSD 52% M&E  
75% AME

+2 M&E

## ELEMENTARY ARP SCHOOL IMPROVEMENT GOAL:

BY SPRING 2026, HCSD WILL INCREASE THE PERCENTAGE OF STUDENTS IN GRADES 3-5 SCORING "MEETS OR EXCEEDS" IN MATH ON SC READY BY 12% POINTS FROM 45% (2022) TO 57% (2026).

SPRING 2022= 45%

SPRING 2023=48% (50%)  
EXCEEDED GOAL

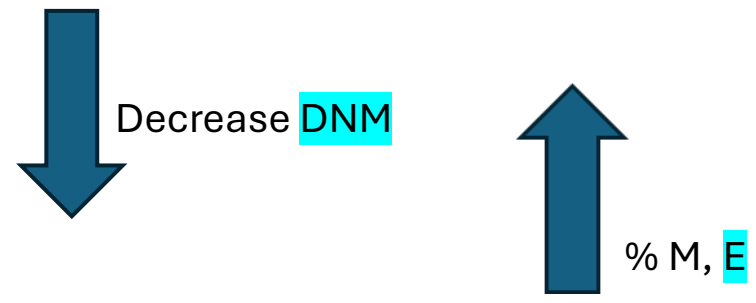
SPRING 2024=51%

**Exceeded Goal**  
**(52%) +1**



8





Ben Hazel Primary- ELA

	2024	2023	2022	2021
DNM	34%	12%	23%	40%
Approaches	21%	46%	25%	18%
Meets	16%	21%	21%	20%
Exceeds	30%	21%	31%	22%
% A, M, E	67%	88%	77%	
% M, E	46%	42%	52%	

Ben Hazel Primary- Math

	2024	2023	2022	2021
DNM	21%	3%	21%	18%
Approaches	14%	24%	17%	24%
Meets	36%	33%	38%	30%
Exceeds	30%	39%	23%	28%
% A, M, E	80%	97%	78%	
% M, E	66%	73%	61%	

\*includes District SPED  
Self-contained/Resource





## Brunson Elementary- ELA

	2024	2023	2022	2021
DNM	7%	8%	18%	23%
Approaches	25%	34%	33%	36%
Meets	31%	21%	27%	25%
Exceeds	36%	37%	22%	16%
% A, M, E	92%	91%	82%	
% M, E	67%	57%	50%	

## Brunson Elementary- Math

	2024	2023	2022	2021
DNM	13%	9%	24%	11%
Approaches	39%	38%	29%	28%
Meets	34%	41%	34%	43%
Exceeds	15%	12%	13%	19%
% A, M, E	88%	91%	76%	
% M, E	49%	53%	47%	



## Estill Elementary- ELA

	2024	2023	2022	2021
DNM	36%	41%	49%	59%
Approaches	17%	29%	23%	26%
Meets	23%	20%	21%	14%
Exceeds	24%	10%	6%	2%
% A, M, E	64%	59%	51%	
% M, E	47%	30%	27%	

## Estill Elementary-Math

	2024	2023	2022	2021
DNM	33%	38%	48%	62%
Approaches	19%	30%	17%	27%
Meets	21%	19%	20%	8%
Exceeds	26%	14%	15%	3%
% A, M, E	66%	62%	52%	
% M, E	47%	32%	35%	



## Fennell Elementary- ELA

	2024	2023	2022	2021
DNM	24%	22%	32%	49%
Approaches	27%	38%	46%	28%
Meets	31%	35%	12%	15%
Exceeds	18%	5%	10%	8%
% A, M, E	76%	78%	68%	
% M, E	49%	40%	22%	

## Fennell Elementary-Math

	2024	2023	2022	2021
DNM	22%	27%	43%	51%
Approaches	42%	30%	31%	36%
Meets	24%	35%	19%	11%
Exceeds	11%	8%	7%	2%
% A, M, E	77%	73%	57%	
% M, E	35%	43%	26%	



## Hampton Elementary- ELA

	2024	2023	2022	2021
DNM	17%	29%	25%	28%
Approaches	25%	38%	36%	32%
Meets	31%	20%	21%	24%
Exceeds	28%	14%	18%	16%
% A, M, E	84%	72%	75%	
% M, E	59%	34%	39%	

## Hampton Elementary-Math

	2024	2023	2022	2021
DNM	28%	29%	26%	31%
Approaches	35%	38%	39%	33%
Meets	20%	20%	21%	22%
Exceeds	17%	14%	14%	14%
% A, M, E	72%	72%	73%	
% M, E	37%	34%	35%	

\*includes **District SPED**  
**Self-contained/Resource**



## Varnville Elementary- ELA

	2024	2023	2022	2021
DNM	9%	18%	22%	20%
Approaches	18%	30%	18%	36%
Meets	32%	16%	36%	27%
Exceeds	41%	36%	24%	17%
% A, M, E	91%	82%	78%	
% M, E	73%	52%	60%	

## Varnville Elementary-Math

	2024	2023	2022	2021
DNM	11%	16%	16%	22%
Approaches	30%	25%	22%	28%
Meets	27%	27%	38%	28%
Exceeds	32%	32%	24%	22%
% A, M, E	89%	84%	84%	
% M, E	59%	59%	62%	

\*includes SPED/Resource



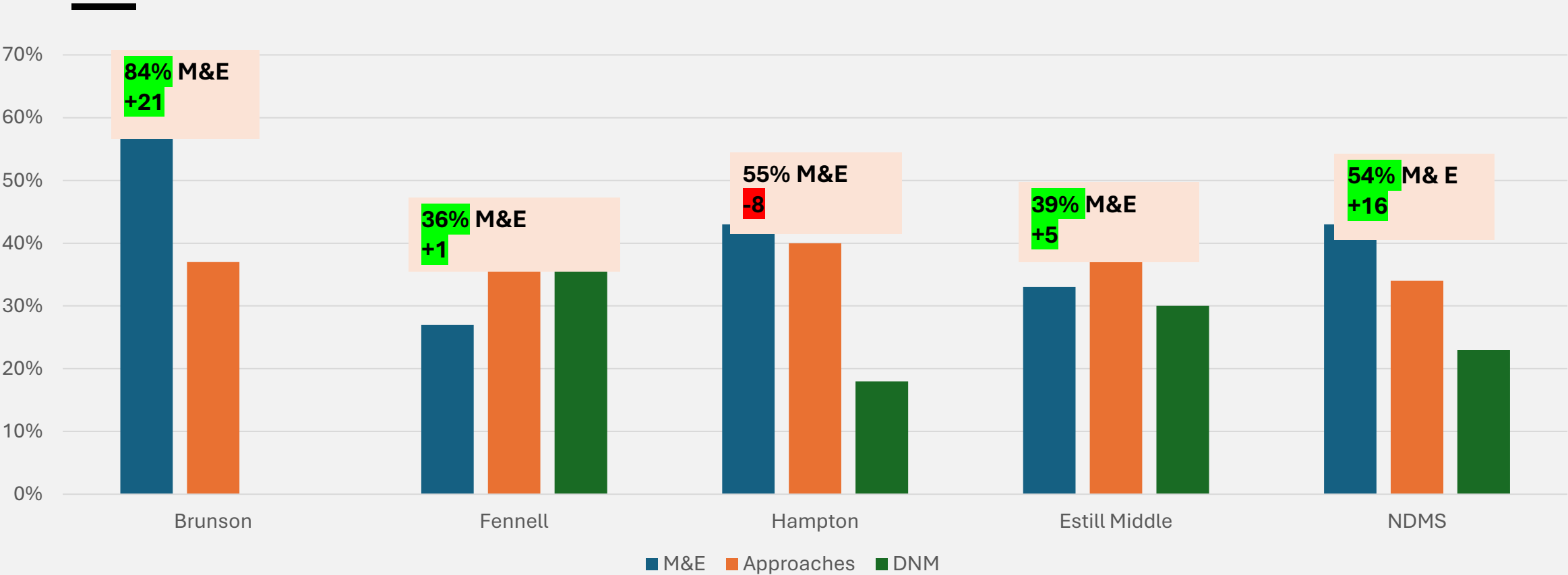
# MIDDLE SCHOOL

Grades 6-8

12

# SC READY- ELA

# Grades 6-8

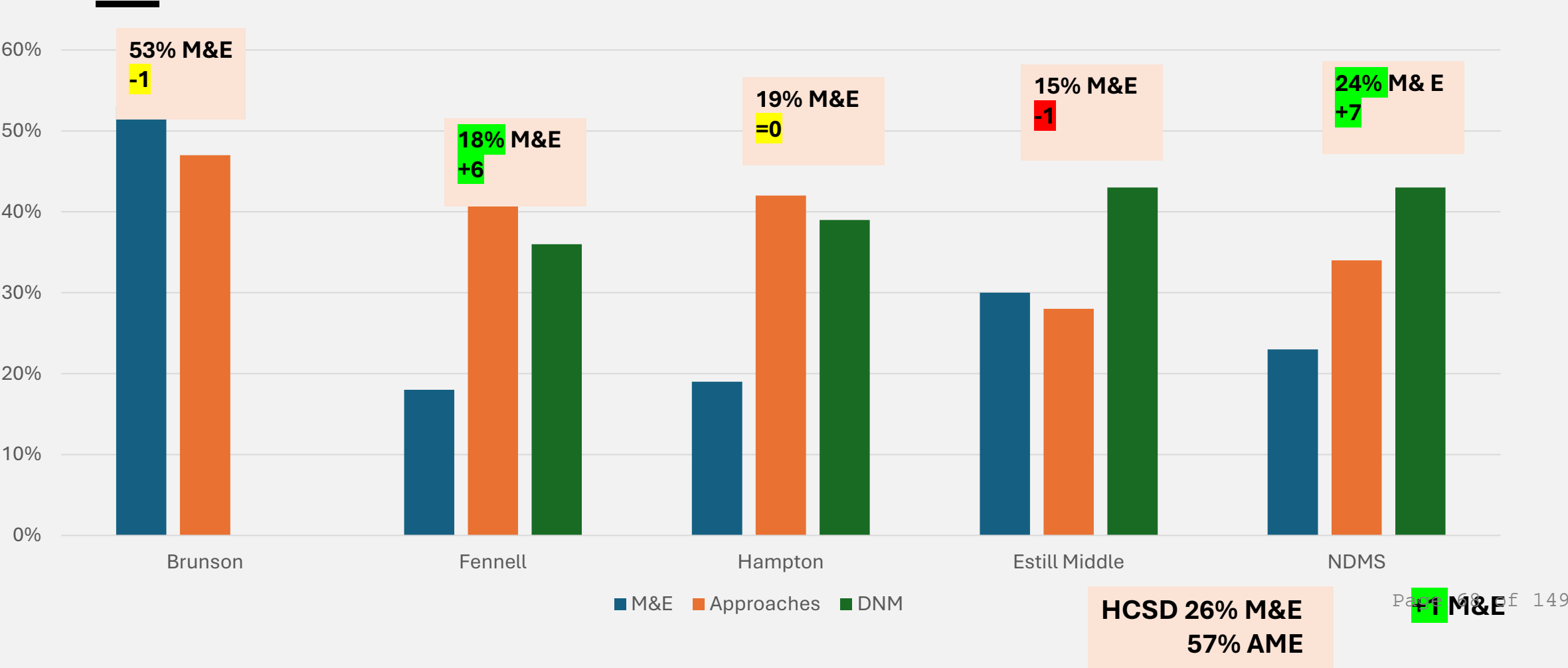


4/5 Middle School Grades made improvements in ELA  
HCSD Focus for Middle Grades- MTSS Support/ Supplemental Curriculum, New Standards, Core Curriculum, PD

HCSD 54% M&E  
80% AME

# SC READY- Math

# Grades 6-8







## Estill Middle- ELA

	2024	2023	2022	2021
DNM	24%	25%	27%	32%
Approaches	37%	41%	40%	38%
Meets	29%	24%	22%	21%
Exceeds	11%	10%	10%	9%
% A, M, E	77%	75%	70%	
% M, E	40%	34%	32%	

## Estill Middle- Math

	2024	2023	2022	2021
DNM	51%	50%	43%	49%
Approaches	35%	36%	36%	35%
36%M35%e ets	8%	9%	16%	10%
Exceeds	8%	6%	3%	6%
% A, M, E	51%	51%	55%	
% M, E	16%	15%	19%	



## North District Middle- ELA

	2024	2023	2022	2021
DNM	18%	21%	27%	33%
Approaches	28%	41%	36%	35%
Meets	34%	28%	22%	23%
Exceeds	21%	10%	14%	10%
% A, M, E	83%	79%	73%	
% M, E	55%	38%	29%	

## North District Middle- Math

	2024	2023	2022	2021
DNM	42%	44%	36%	49%
Approaches	35%	39%	38%	33%
Meets	15%	9%	11%	12%
Exceeds	9%	8%	12%	7%
% A, M, E	59%	56%	64%	
% M, E	24%	17%	24%	

\*includes **District SPED**  
Self-contained/Resource



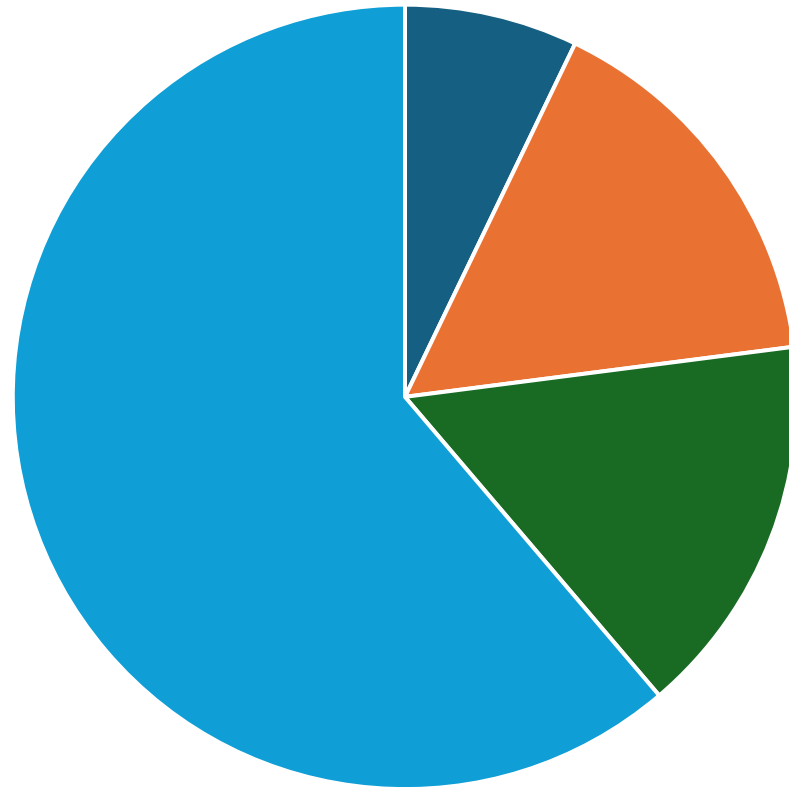
# DISTRICT DATA

Grades 3-8

15

# HCSD District ELA Scores

## Grades 3-8



■ Exceeds ■ Meets ■ Approaches ■ Does Not Meet

**HCSD 53% M&E (54%)  
79% AME**

**+7% M&E**

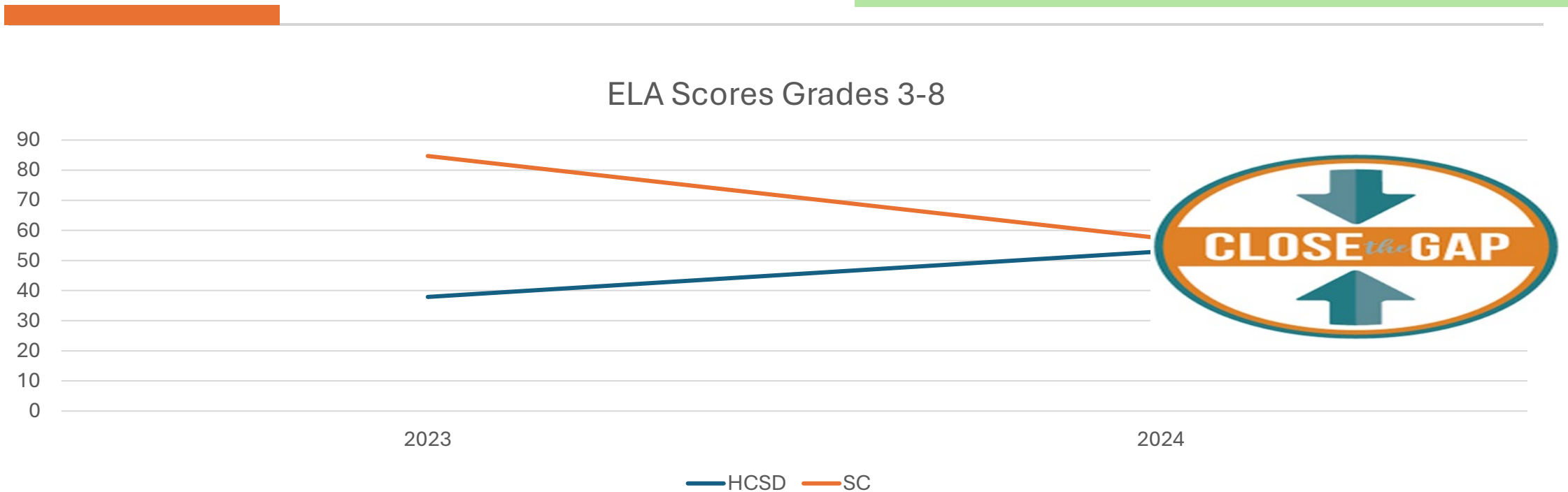
**SC 53% M&E**

# SPRING 2024 SC READY ELA SCORES

## Comparison of HCSD to SC State Scores

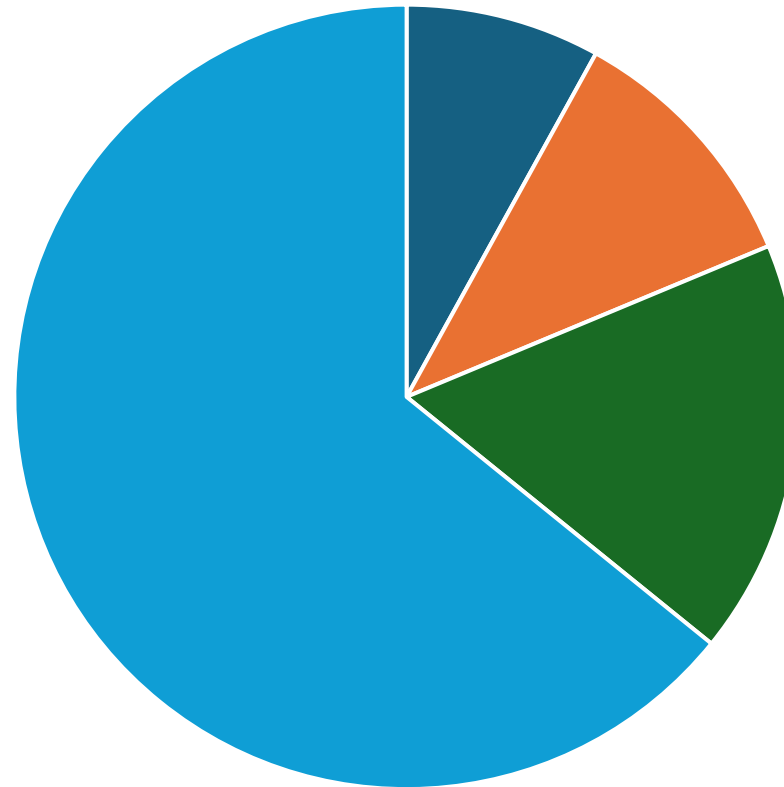
### Notes:

- ❖ 2023 trending -7% (below) state average
- ❖ 2024 **\*\*CLOSED THE GAP\*\*** =to state average
- ❖ HCSD increased +6% vs. SC -1% points M&E



# HCSD District Math Scores

## Grades 3-8



■ Exceeds ■ Meets ■ Approaches ■ Does Not Meet

**HCSD 35% M&E (36%)**  
**67% AME**

**+4 M&E**

**SC 42% M&E**

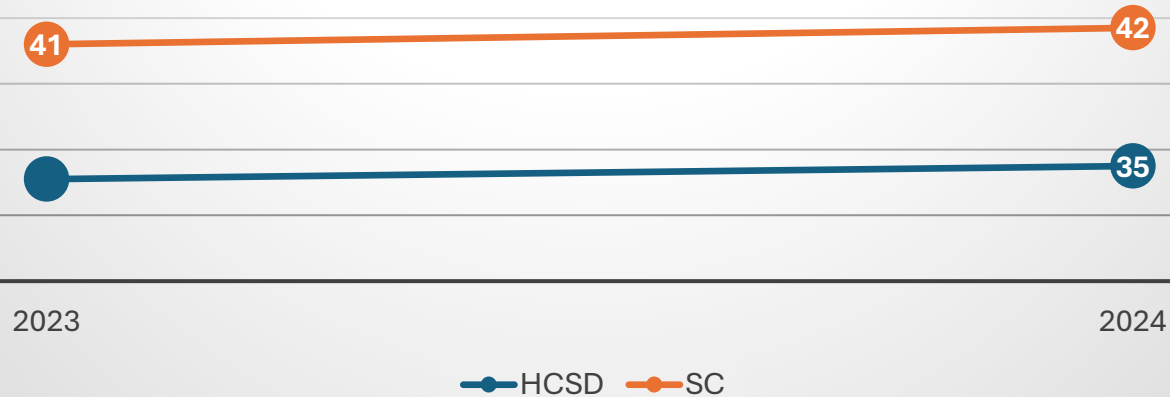
# SPRING 2024 SC READY MATH SCORES

## Comparison of HCSD to SC State Scores

### Notes:

- ❖ 2023 Trending -10 points (below) state average
- ❖ 2024 Trending -6.9 points (below) state average
- ❖ \*CLOSING THE GAP\* HCSD +4% vs. SC +1%

## Math Scores 3-8



# Districts of the Lowcountry



## SC READY ELA Rankings

### % of M&E in Grades 3-8

1. Charleston=61
2. Dorchester 2=60
3. Beaufort/Hampton=53
4. Berkeley=51
5. Calhoun= 43
6. Dorchester 4=41
7. Barnwell 45/ Allendale/ Bamberg 3= 40
8. Barnwell 48= 38
9. Orangeburg=34
10. Colleton=32
11. Jasper=28



## SC READY Math Rankings

### % of M&E in Grades 3-8

1. Charleston=52
2. Dorchester 2=45
3. Beaufort=43
4. Hampton=35
5. Berkeley=34
6. Barnwell 48= 32
7. Barnwell 45=31
8. Bamberg 3/Dorchester 4=29
9. Allendale=28
10. Calhoun=24
11. Orangeburg=22
12. Colleton/Jasper=18



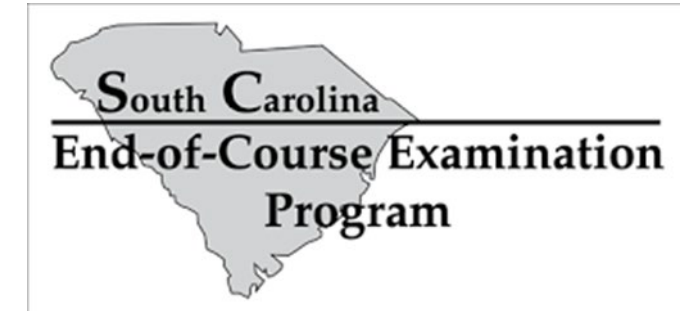


# HIGH SCHOOL

Grades 9-12

18

# 2024 EOCEP Scores



## Algebra

	A	B	C	D	F	A-C
2024	2%	5%	19%	24%	49%	26%

HCSD +3% Increase in A-C

2024 SC ALG Scores=50%  
+5% Increase

### NOTES:

- -24% below state average
- Although we are increasing, not at rate of state

## Biology

	A	B	C	D	F	A-C
2024	3%	8%	11%	18%	60%	22%

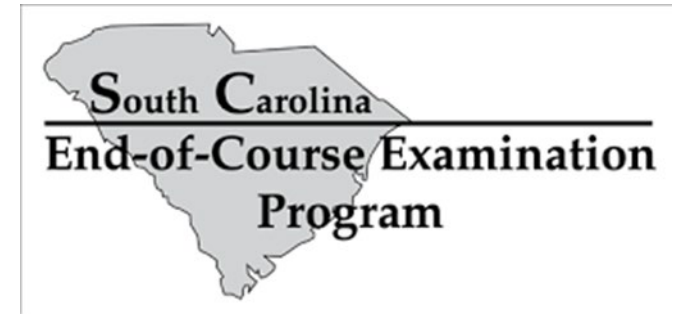
HCSD -4% Decrease in A-C

2024 SC BIO Scores=47%  
+4% Increase

### NOTES:

- -25% below state average
- Decreasing while state is increasing, GAP widening

# 2024 EOCEP Scores



## English 2

A	B	C	D	F	A-C
6%	19%	33%	22%	21%	58%

HCSD +1% Increase in A-C

SC 2024 ENG 2 Scores= 70%  
+2% Increase

### NOTES:

- -12% below state average
- Although saw increase, not at state rate

## US History & Constitution

A	B	C	D	F	A-C
6%	6%	11%	17%	60%	23%

HCSD -7% Decrease in A-C

SC 2024 US History Scores=43%  
-1% Decrease

### NOTES:

- -20% below state average
- Both state & district saw a decrease in scores

# Districts of the Lowcountry



## EOCEP Algebra Rankings

% of A-C

1. Dorchester 2= 64
2. Charleston=62
3. Calhoun=56
4. Beaufort=53
5. Jasper=47
6. Bamberg 3= 46
7. Berkeley=39
8. Allendale=37
9. Barnwell 45/**Hampton= 26**
10. Barnwell 48/Orangeburg=25
11. Colleton=20

## EOCEP ELA Rankings

% of A-C

1. Charleston=74
2. Beaufort=72
3. Calhoun=69
4. Berkeley=67
5. Dorchester 2=64
6. Barnwell 45=59
7. **Hampton=58**
8. Bamberg 3/Orangeburg=50
9. Colleton/Jasper=49
10. Barnwell 48=48
11. Allendale=44

# College & Career Readiness

## College Ready

- Completes at least **6 credit hours** in approved dual enrollment courses with a grade of C or higher
- Earns a 20 or higher on ACT
- Earns a 1020 or higher on SAT
- Scores a 3 or higher on Advanced Placement (AP) exam

### Other Areas Noted:

Number of CTE courses offered

Enrolled in 2- or 4-year college or technical college in Fall following graduation

Number of student completing college applications, FAFSA forms

Number of student eligible for LIFE/Palmetto Fellows scholarship

## Career Ready

- Number of **CTE completers** who earns a national/state level **industry credential**
- Earns a Silver, Gold, or Platinum on work ready assessment (3 or higher on WIN)
- Earns a 31 or higher on ASVAB
- Successfully completes a state-approved work-based learning experience (job shadowing, internship, co-op, apprenticeship, etc.)



# Career Readiness Assessment



## HCSD

	Level 3	Level 4	Level 5	3-5
Math	11%	18%	1%	30%
Data	22%	16%	3%	41%
Reading	16%	23%	1%	40%

## State

	Level 3	Level 4	Level 5	3-5
Math	10%	42%	6%	58%
Data	23%	28%	18%	69%
Reading	22%	46%	3%	71%

## Certificate Received

Subject	Total Students Tested in All 3 Subjects	No Credential	Received Credential	Achievement Level 2	Achievement Level 3	Achievement Level 4	Achievement Level 5
Career Ready Credentials	153	51.6%	48.4%	26.8%	12.4%	7.8%	1.3%

SC 72% Received Credential



# District Historical Data

*10 years*

	2017-18	2018-19	*COVID*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>ELA</b>			*March-Virtual	*Modified Schedule*	★					
Hampton 1	29.6%	36.1%		35.8%						
Hampton 2	24.2%	24.8%		23.4%						
<b>Hampton County</b>					37.9%	47.0%	53.0%			
<b>Math</b>										
Hampton 1	36.2%	39.9%		31.0%						
Hampton 2	29.0%	26.1%		13.8%						
<b>Hampton County</b>					32.1%	31.0%	35.0%			

## \*District Consolidation July 2021\*

Baseline year 2019-2020 (Role as Curriculum Director)

Baseline year 2021-22 (Consolidated District)

*What changes have been made over the past two years?*

**+15 points in ELA**

**+3 points in Math**



# Maximum Score Recipients



## SC READY Math

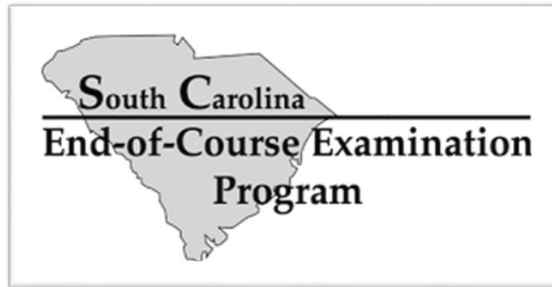
- Isabella Varghese -3<sup>rd</sup> (BHP)
- Sofia Edwards-5<sup>th</sup> (EES)

## Reading Subtest

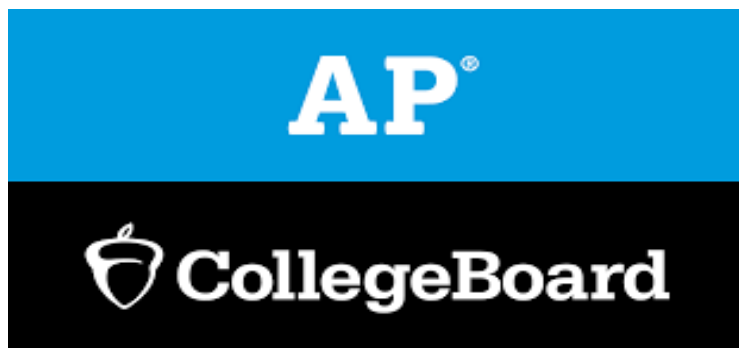
- Ellington Loadholt-3<sup>rd</sup> Grade
- Scout Harvey- 3<sup>rd</sup> Grade
- Bennie Mitchell-3<sup>rd</sup> Grade
- Amya Telfair- 3<sup>rd</sup> Grade
- Jace Basnett-4<sup>th</sup> Grade
- William Carr-4<sup>th</sup> Grade
- Samuel Herbert-4<sup>th</sup> Grade
- Alice Murdaugh-4<sup>th</sup> Grade
- Bonnie Stone-4<sup>th</sup> Grade

24

- Benton Altman-5<sup>th</sup> Grade
- Jazelle Bryant-5<sup>th</sup> Grade
- Kyri Dobson-Grant-5<sup>th</sup> Grade
- Trequan Miller- 5<sup>th</sup> Grade
- Karyn Goines-6<sup>th</sup> Grade
- Jack Milsap-6<sup>th</sup> Grade
- Blayden Driggers- 7<sup>th</sup> Grade
- Landon Eichelberger-7<sup>th</sup> Grade
- Mason Gibson-7<sup>th</sup> Grade
- Rich Long-7<sup>th</sup> Grade
- Terrance O'Banner-7<sup>th</sup> Grade
- Aaryona Anderson-8<sup>th</sup> Grade
- Nisa Mearsbolton-8<sup>th</sup> Grade



Autumn Rivers- Algebra  
Randi Vaughn-Algebra  
Brandon Flores- Biology  
Marshawn Bracey-US History  
Cassidy Brooks- US History  
Jalaysia Brown-US History  
Michael Carender-US History  
David Crosby- US History  
Jenny Harris-US History  
Keyra Varn-US History



## **2023-2024**

### **AP US History**

Instructor: Melonee Mattie

Enrolled: 7

HCHS Pass Rate (3 or better) 100%

Global Pass Rate: 72%

SC Pass Rate: 52%

### **AP Chemistry**

Instructor: Jennifer Nelson

Enrolled: 2

HCHS Pass Rate (3 or better) 100%

Global Pass Rate: 72%

SC Pass Rate: 81%

# Accountability Updates for 2025 Report Cards

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Matthew R. Lavery

E-mail: [mlavery@eoc.sc.gov](mailto:mlavery@eoc.sc.gov)

Deputy Director

Office: 803.724.2805



<https://eoc.sc.gov/educators>



# Accountability Manual SY 24-25

## Points for School Performance Ratings

Pursuant to Section 59-18-120, each school will receive an overall Rating based on a 100-point scale. The 100 Rating Points are earned across various indicators. The indicators for elementary and middle schools are: Academic Achievement, Preparing for Success, Student Progress, School Climate, and Multilingual Learners' Progress. The indicators for high schools are: Academic Achievement, Preparing for Success, Graduation Rate, High School Student Success, School Climate, College & Career Readiness, and Multilingual Learners' Progress. To receive a Rating for each indicator, a school must have data for that indicator from 20 or more students.

**Table 1**  
*Available Rating Points for Schools by School Type*

Indicator	Elementary / Middle Schools	High Schools
Academic Achievement	35	25
Student Progress	35	—
Preparing for Success	10	10
School Climate	10	5
Multilingual Learners' Progress	10	10
Graduation Rate	—	19
High School Student Success	—	12
College & Career Readiness	—	19
<b>Total:</b>	<b>100</b>	<b>100</b>

*Note:* — = Not applicable.

## Point Ranges for Overall Ratings

For each Rating, a range of Total Rating Points was established based on historically observed results obtained from the 2015-16 and 2016-17 academic years. For simplicity and readability on public-facing School Report Cards, Overall Ratings Points shall be displayed rounded to the nearest whole number. Table 2 documents the range of unrounded Total Rating Points for each Rating with the rounded, whole number that would be displayed on Report Cards shown in parentheses. The ranges of Total Rating Points that define each Rating will remain constant until the next review of the accountability system is conducted.

**Table 2**  
*Unrounded Total Rating Point Ranges for Overall Ratings by School Type*

Overall Rating	Elementary	Middle	High
Excellent	60.50 (61) – 100.00	55.50 (56) – 100.00	66.50 (67) – 100.00
Good	52.50 (53) – 60.49	47.50 (48) – 55.49	59.50 (60) – 66.49
Average	41.50 (42) – 52.49	35.50 (36) – 47.49	50.50 (51) – 59.49
Below Average	33.50 (34) – 41.49	28.50 (29) – 35.49	39.50 (40) – 50.49
Unsatisfactory	0.00 – 33.49	0.00 – 28.49	0.00 – 39.49

*Note:* Per the requirements of ESSA section 1111(h)(1)(E)(i), if a school tests fewer than 95% of eligible students in ELA or Mathematics, then the school's Rating for Academic Achievement shall be reduced by one Rating level and the school shall not be eligible for the highest overall Rating level. For readability on School Report Cards, Overall Ratings Points shall be displayed as a whole number (shown in parentheses in this table).

If an Elementary or Middle school has fewer than 20 students on which to base an indicator, then the points associated with the rating it cannot receive will be reassigned equally to add to the weight of the Academic Achievement and Student Progress indicators. At the High school level, it will be reassigned equally to the Academic Achievement and Graduation Rate indicators.

(i.e.. If an Elem. School has less than 20 ML students, the ML Learners Progress rating=10 will be reassigned 5 pts. to AA and 5 pts. to SP)



# SC SCHOOL REPORT CARDS

Hampton 3 | 2023-2024

## Elementary/Middle School Grades 3-6

	Brunson Elementary	Fennell Elementary	Hampton Elementary	District	State
<b>ELA</b>	68%	49%	59%	54%	54%
<b>Math</b>	48%	36%	36%	36%	43%

### Schools Outside of the Typical Patterns

- Schools containing only 5th grade will receive an elementary Report Card. Schools containing only 6th grade will receive a middle school Report Card. Ninth grade academies will not receive separate Report Cards; rather, the students they serve will be merged with the appropriate high school. Schools with grade span of 5-6 will receive an elementary Report Card.
- Schools with fewer than 20 students tested will not receive an overall Rating. (Each indicator has rules related to group or N-size.)



# SC SCHOOL REPORT CARDS



**\*\* This information is embargoed until public release on October 10, 2024.\*\***

Embargoed Report Card Website

<https://rcembargo.ed.sc.gov>

Username: rcembargo

Password:

\*NO RATINGS AS OF YET

\*Students Not Tested is still being processed

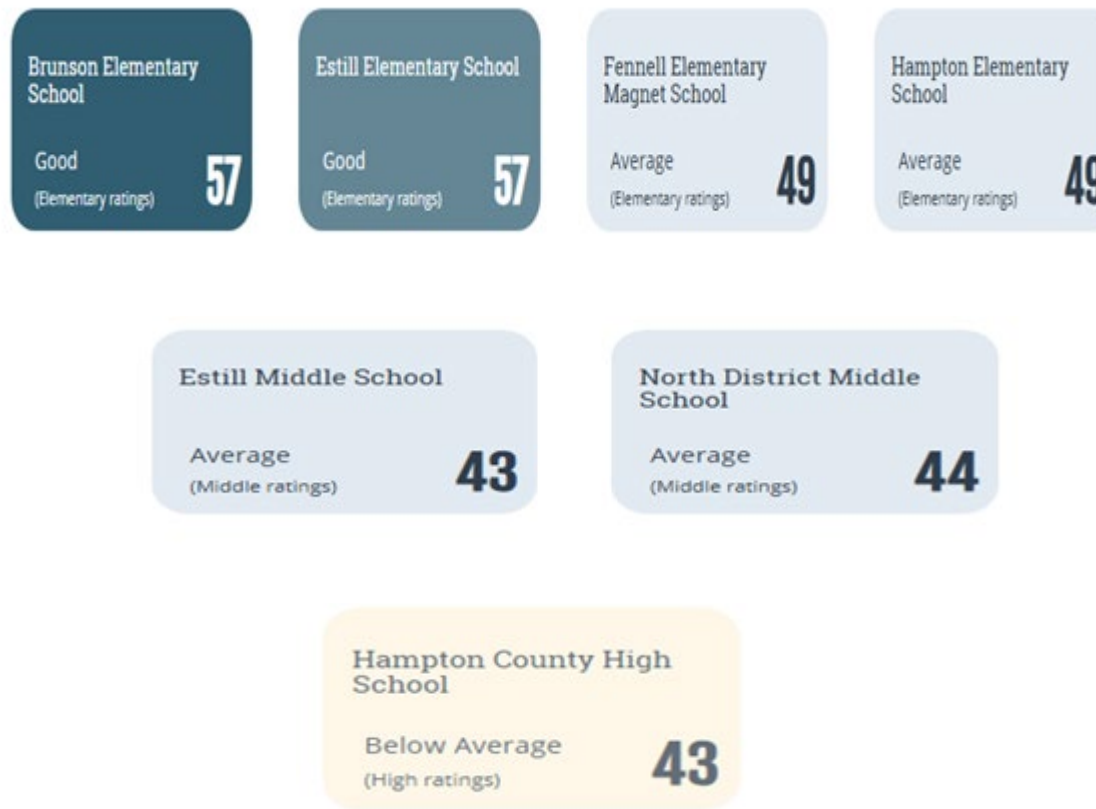
\*NO HIGH SCHOOL Achievement Data available yet

\*NO Elementary/Middle Preparing for Success Data this year

\*Corrections to Narratives can be made up until Monday, October 7<sup>th</sup>



# SC School Report Cards







# SC SCHOOL REPORT CARDS

## PRIMARY SCHOOLS

		Academic Achievement Reading	Academic Achievement Math
Ben Hazel Primary	NO RATING (Primary School PK-3 <sup>rd</sup> Grade)	48% (SC 54%) Meets & Exceeds	67% (SC 43%) +24 pts. Above State Ave
Varnville Elementary	NO RATING (Primary School PK-3 <sup>rd</sup> Grade)	73% (SC 54%) +19 pts. Above State Ave Meets & Exceeds	59% (SC 43%) +16 pts. Above State Ave

Highlights show increases on Report Card Ratings from 2023 to 2024



# SC SCHOOL REPORT CARDS

## Elementary School Overall Ratings Points

Excellent *	61 to 100
Good	53 to 60
Average	42 to 52
Below Average	34 to 41
Unsatisfactory	33 and below

	Overall Rating	Academic Achievement (35)	Student Progress (35)	School Climate (10)
Brunson Elementary	<b>GOOD (57)</b>	<b>Good (20.17)</b>	Good (18.79)	<b>Average (6.81)</b>
Estill Elementary	<b>GOOD (57) +7</b>	<b>Average (16.04)</b>	<b>Excellent (23.99)</b>	Unsatisfactory (5.29)
Fennell Elementary	<b>AVERAGE (49) +1</b>	<b>Average (15.55)</b>	Average (17.37)	Average (6.99)
Hampton Elementary	<b>AVERAGE (48) +1</b>	<b>Average (17.29)</b>	<b>Average (15.68)</b>	Below Average (6.08)



# SC SCHOOL REPORT CARDS

## Middle School Overall Ratings Points

Excellent	56 to 100
Good	48 to 55
Average	36 to 47
Below Average	29 to 35
Unsatisfactory	28 and below

	Overall Rating	Academic Achievement (35)	Student Progress (35)	School Climate (10)
Estill Middle	<b>AVERAGE (43)</b>	Below Ave (11.29)	Average (16.87)	Good (6.63)
North District Middle	<b>AVERAGE (44)</b>	Average (14.48)	Average (14.75)	Average (6.58)



# SC SCHOOL REPORT CARDS

## High School Overall Ratings Points

Excellent *	67 to 100
Good	60 to 66
Average	51 to 59
Below Average	40 to 50
Unsatisfactory	39 and below

	Overall Rating	Academic Achievement (25)	Preparing for Success (10)	Graduation Rate (19)	College & Career Readiness (19)	High School Student Success (12)	School Climate (5)
Hampton County High School	<b>BELOW AVE (43)</b>	Unsatisfactory (7)	Unsatisfactory (1.82)	Average (10.84)	Average (11.45)	Below Average (5.92)	Unsatisfactory (1.62)



# HCSD 2024 Data Dig

HCSD Curriculum Committee Meeting

August 21, 2024

Kristy C. Wood, Director of Curriculum & Instruction

## 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.	After reviewing K-2 data, we identified a need to change our tier one instruction. Based on this data HCSD does not meet the desired performance levels across all categories with only 48% meets and exceeds as compared to the state at 55%. Two of our elementary schools have been identified as Palmetto Literacy Project Schools based on the does not meet category in 3rd grade. We adopted a new ELA curriculum for grades K-5. The focus is on excellent core instruction. We also adopted iReady as an additional intervention support.
Elementary/Middle School (3 - 8)	
2.	After reviewing 3-8 data, we identified a need to change our tier one instruction. Based on this data HCSD although we are two points above the state average in grades 3-5 in Math, we fall below at the Middle School level and face significant challenges in the high school Algebra I EOC. We are eight points below the state average in grades 6-8 in Math. We are writing plans to provided targeted intervention in grades 6-12. For that reason, we are continuing to target our math performance in grades 3-5. Based on the data we are six points below the state average in grades 6-8 Reading. We adopted a new ELA curriculum for grades K-5. The focus is on excellent core instruction. We are also focusing on targeted intervention services to address learning loss. We also adopted iReady as an additional intervention support.
High School (9 - 12)	
3.	Based on EOC scores we are looking at the learning pathway specifically for math students and will make instructional decisions based on their needs and data moving forward. HCSD students are substantially below the state average in EOC scores for Algebra 1 (22 points below) and English 2 (11 points below). For that reason, the district is implementing multiple strategies to increase student achievement in this area.
Teacher/Administrator Quality	
4.	Hampton County School District provides support measures for curriculum instruction and assessments based on the data findings related to standardized testing, benchmarks, and local formative and summative assessments. Support measures include but are not limited to, school level PLC meetings, targeted professional development, instructional and reading coaches, and curriculum support systems. HCSD is developing a plan for recruiting and retaining quality teachers. In addition, HCSD has developed a targeted approach to professional learning that is providing all PK - 5th grade teachers with a 2 year PL course Language Essentials for Teachers of Reading & Spelling (LETRS)
School Climate	
5.	As a newly consolidated district, we have identified a Public Relations Director for the first time, to support internal and external communication, in order to improve school climate within the district and within the greater community. Based on survey data, clear communication was an identified need district wide. In addition, we are implementing Conscious Discipline (CASEL approved), across all county schools as a social emotional measure of support for faculty and students. We selected this program to provide continuity across the district as we provide support to students with identified needs related to trauma, COVID, and student behavioral issues. Needs assessments include data from our student behavior system in addition to survey data.
Gifted and Talented	

- |    |  |
|----|--|
| 6. | As a newly consolidated district, we are in the process of developing our Gifted and Talented plan. Due to teacher shortages, services to artistically gifted students have been limited to non-existed. We have provided services when possible through contracted outside vendors. |
|----|--|

## 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.	Create a safe, orderly and supportive environment by increasing respondents perception of school climate, safety, and satisfaction with the learning environment by 3% per year on state and local surveys and decreasing by 3% the number of Out-Of-School (OSS) suspensions.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Survey Data Overall Perception of School Climate	5.51	Projected Data: 5.7	5.8	6.0	6.2	6.4
		Actual Data: 6.18	5.84			
State Survey Data Teacher Perceptions of Safety	6.46	Projected Data: 6.7	6.9	7.1	7.3	7.5
		Actual Data: 8.04	6.46			
Student Perceptions of Safety	4.87	Projected Data: 5.9	5.2	5.3	5.5	5.6
		Actual Data: 5.72	5.54			
Percent satisfied with learning environment - Teachers	86.9%	Projected Data: 89.5	92.2	95	97.8	100
		Actual Data: 92.7	84.7			
Percent satisfied with learning environment - Parents	75.8%	Projected Data: 77.3	79.6	82	84.4	86.9

Page 1



		<b>Actual Data:</b> 87.2	89			
Percent satisfied with learning environment - Students	83.7%	<b>Projected Data:</b> 86.2	88.8	91.5	94.2	97
		<b>Actual Data:</b> 80.4	77.6			
Students with Out-Of-School Suspensions	457	<b>Projected Data:</b> 443.29	429.99	417.09	404.58	392.44
		<b>Actual Data:</b> 535	555			

## Action Plan

<b>Strategy #1: Increase and improve satisfaction through increased and improved communication with staff, families, and the community.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Improve communications with staff, families, and community members through the creation of a communication plan.	August - Ongoing	Public Relations Director Leadership Teams (School & District) Principals	\$0	n/a	Plan
2. Implement new district and school websites.	January to Ongoing	Public Relations Director Instructional Technology Director Principals Web Service Teams Leadership Teams (School & District)	\$10.000	Local Funds	Websites
3. Use Social Media Platforms for communication.	July - Ongoing	Superintendent Public Relations Director Instructional Technology Director Principals Web Service Teams Leadership Teams (School & District)	\$0	n/a	Social Media Platform Documentation of Posts Analytics
4. Increase two way communication by implementing school and district level surveys of staff, families, and the community using some similar questions and survey tools as the state survey.	2023 - ongoing	School and District Leadership Teams	\$0	n/a	Surveys Survey Results

**Strategy #2: Increase and improve satisfaction through improved school environments as evidenced by improved student behavior.**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide Social Emotional training for staff through the implementation of Conscious Discipline district wide.	July - Ongoing	Office of Special Projects Curriculum Directors Principals Leadership Teams (School & District) Instructional Coaches	TBD	ESSER	PD Sign In Sheets Agendas PLC Agendas
2. Provide Conscious Discipline training to all staff based on their level of previous training and need.	August to Ongoing	Superintendent Office of Special Projects Curriculum Directors Principals Leadership Teams (School & District) Instructional Coaches	TBD	ESSER	Sign In Sheets Agendas Needs Surveys
3. Continue the implementation of ABE for Behavior Documentation.	August to ongoing	Superintendent Office of Special Projects Curriculum Directors Principals Assistant Principals Leadership Teams (School & District) Instructional Coaches	\$11,000	Local Funds	ABE Records Incident Management Records
4. Increase student support through providing a full time guidance counselor at every school.	Summer 2023	Superintendent Human Resources Principals	Addition of 3 staff	As funding allows	Personnel Records

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2026, HCSD will improve attendance rates through an annual 3% decrease in Chronic Absenteeism rates.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Chronic Absenteeism Rate	28.83%	Projected Data: 27.9%	27.12%	26.31%	25.5%	24.7%
		Actual Data: 27.6	21.5			

## Action Plan

<b>Strategy #1: Increase learning opportunities for students identified as at-risk.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and paraprofessional in the lab with them)	Fall - Ongoing	Principal Curriculum Director Guidance	TBD	\$ Local State Grant	Acellus Course Completions
2. Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic and poor attendance in the following years.	June 2023	Principal Curriculum Director Instructional Coach	\$200,000	State ESSER Grant	20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Documentation of a Min. of 100 hours each summer
3. Host after-school/after-hour support services for students in the areas of reading & math.	Fall 2022-Spring 2023	Curriculum Directors Principals After School Coordinator Federal Coordinator	\$308,000	ESSER Grant	After School Attendance Records
4. Operate on a full 5 days a week face-to-face schedule.	Fall 2021-ongoing	Superintendent Curriculum Directors Principals	Budgeted Funds	General Funds	District Learning Plan, District Calendar
5. Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant learning lag. (Grades 9-12)	Fall 2021-ongoing	Principal Curriculum Director Instructional Coach	\$450,000 Local	ESSER	Employment of 2 additional teachers at middle school for the next 3 years. Master

		Guidance			Schedule (MS/HS)
6. Implement a modified school calendar with "intersession" days at the end of the 1st, 2nd, and 3rd 9 weeks. Intersession days will provide targeted intense intervention by certified teachers to identified at-risk students.	Fall 2022 - Ongoing	Grants Director Curriculum Director District and School Leadership Teams	\$37.50 per hour for teachers \$20 per hour for bus drivers and paraprofessionals Cost depended on the number of staff needed for the number of identified students.	ESSER	Attendance Logs School Calendars Expenditures
<b>Strategy #2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.</b>					
<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years.	Fall - Ongoing	Student Services Director Instructional Technology / PowerSchool director Attendance Coordinator Principals Guidance Counselors, Attendance Clerks, Assistant Principals	\$0	n/a	Plans
2. Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance.	Fall to Ongoing	Student Services Director Attendance Coordinator Principals Guidance Counselors, Attendance Clerks, Assistant Principals	\$0	n/a	Attendance Data Meeting Data Attendance Communications

3. Create public relations communications to stress the importance of attendance and the potential consequences of truancy and chronic absenteeism.	Fall 2023 - Ongoing	Student Services Director Attendance Coordinator Principals Guidance Counselors, Attendance Clerks, Assistant Principals	n/a	n/a	Public Relations Flyers, messages, and website information
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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.	By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3 percentage points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3 percentage points in order to be on-tract to meet state target goal in 2026.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Students in Grade 3 Scoring Does not Meet Expectations on SC Ready ELA	26.9%	Projected Data: 26.1	25.3	24.6	23.8	23.1
		Actual Data: 18.1	19.7			
Students in Grade 3 ScoringDoes not Meet Expectations on SC Ready Math	34.1%	Projected Data: 33.1	32.1	31.1	30.2	29.3
		Actual Data: 33.3	31.4			
SC Ready English Met or Exceeding	37.9%	Projected Data: 40.9	43.9	46.9	49.9	52.9
		Actual Data: 47.5	54.3			
SC Ready Mathematics Met or Exceeding	32.2%	Projected Data: 35.2	38.2	41.2	44.2	47.2
		Actual Data: 31.4	36.2			



## Action Plan

<b>Strategy #1: Collect and respond to assessment data on an ongoing basis.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Develop a plan for collecting, analyzing, and interpreting longitudinal data in order to identify gaps and areas of weakness.	Summer 2021-Spring 2023	Curriculum Directors Accountability Director Principals District Leadership Team School Leadership Teams	\$314,140	State ESSER Federal	MTSS Enrich Database, MTSS Progress Monitoring Assessment Calendar, LEAP Days, Rally Tool
2. Implement ongoing data team meetings to identify targeted areas for improvement including curricular needs, coaching cycles, & professional development.	Fall 2022-Ongoing	Curriculum Directors Accountability Principals District and School Leadership Teams	\$0	n/a	PLC Agendas, LT Agendas, Professional Development Calendar, SCTS 4.0 Rubric/Observation Results
3. Conduct a district curriculum audit to determine fiscally responsible use of funds and identify & purchase supplemental resources as needed. (Phase 1: ELA Grades K-2/ Phase 2: Grades 3-5)	Annually	District Curriculum Review Team	n/a	n/a	Regional Educational Laboratory (REI) Rubric, What Works Clearinghouse, Curriculum Framework Purchased Curriculum

**Strategy #2: Increase the content knowledge of district teachers in ELA & Math.**

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction. (Phase 1: Heinemann/Palmetto Literacy Specialist/Instructional Coaches/Curriculum Director/Fundamentals of Reading-Phonological Awareness/Phonics support)	Summer 2021-Summer 2025	Curriculum Directors Principals Reading Coach Palmetto Literacy Specialist Contracted PD OSP Director Federal Coordinator	\$75,000	ESSER Federal Funds	PD Attendance Records, Pacing Guides
2. Develop and utilize a standards-based reporting system for grades K-1 with a focus on student mastery of the priority standards in reading & math.	Summer 2023-Summer 2024	Curriculum Director Principals Reading Coach PowerSchool / Instructional Technology Director	\$20,000	ESSER Funds	Implemented Reporting System
3. Purchase and implement a supplemental systematic research-based Phonemic Awareness/Phonics curriculum for grades K-2/3-5.	Fall 2022 - Ongoing	Curriculum Director Principals Leadership Teams Reading / Instructional Coach	\$24,500	State ESSER	PD Sign in Sheets
4. Provide in-house Early Literacy (EL) training in an effort to increase the foundational reading knowledge base of K-2 teachers by completing the coursework. Our district goal is to have all K-2 teachers complete the EL training by 2025.	Fall 2021-Summer 2025	Curriculum Director Principals Reading Recovery Teacher Leader	\$225,000	Federal	Course Completion Records
5. Increase the number of teachers receiving R2S endorsement by providing PD opportunities & monitoring progress toward completion. (Goal 25 additional teachers)	Fall 2021-Summer 2025	Curriculum Directors Principals Reading Coaches	\$2550	Local State ESSER Federal	Course Completion

		Reading Recovery Teacher Leader			
6. Implement a systematic approach to teaching mathematics across grade levels including implementation of the SCCR Mathematical Process Standards to develop a conceptual understanding of mathematical content and the application of mathematical skills.	Fall 2021-Summer 2025	Curriculum Director Instructional Coach	\$0	n/a	Lesson Plans, Pacing Guides, Curriculum Map
7. Expand the math, science, and STEM district professional development opportunities for teachers.	Fall 2021-Summer 2025	Curriculum Directors S2TEM Center of Lowcountry OSP Director Federal Coordinator	\$30,000	Federal Grant	PD Attendance Records
<b>Strategy #3: Design instructional schedules to allow for optimal learning time. (Leadership/Learning/Resource Capacity)</b>					
<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create a grade-specific learning framework for ELA & Math instruction based on research based practices outlining specific instructional time expectations. (i.e. Recommendations from Institute of Education Sciences)	Fall 2021-ongoing	Curriculum Director Principals	\$0	n/a	Master Schedule, Instructional Block, Regional Educational Laboratory
2. Develop a master schedule that includes a designated intervention/enrichment time beyond the instructional block.	Fall 2021-ongoing	Principals Leadership Teams	\$0	n/a	Master Schedule, Instructional Block
3. Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.	Fall 2021-ongoing	Superintendent Curriculum Directors Principals Leadership Teams	Maintain Current Funding to Continue having Reading Coaches and/or Instructional Coaches in each school	n/a	Master Schedule, Instructional Block, PLC schedule, Collaboration schedule, Instructional Coach/ Reading Coach schedules

4. Conduct a schedule audit to examine time allotted for literacy and math instruction in classrooms and examine the amount of time students are actively engaged in each structure/routine.	Fall 2022-ongoing	Principals Leadership Teams Reading / Instructional Coach Curriculum Directors	\$0	n/a	Walk-through observations (COF), student engagement observations, schedules
<b>Strategy #4: Design a district curriculum framework to ensure instructional programs are rigorous, research-based, &amp; implemented with fidelity to create systemic change.</b>					
<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement an instructional framework with expectations regarding curriculum in response to each tier.	Summer 2022-Ongoing	Curriculum Director Principals Instructional Coaches	\$0	n/a	Curriculum Framework, Curriculum Audit
2. Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.	Summer 2021-ongoing	Curriculum Directors Instructional Technology Principals Instructional Coaches	\$0	n/a	PD Sign In Sheets Lessons
3. Conduct an instructional audit with regards to teaching, mastery of standards, & use of curriculum resources.	Fall 2022	Curriculum Directors Principals Instructional Coaches	\$20,000	Local State	Outside auditors (DataWorks)

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2026, HCSD will decrease the percentage of at risk-students in grades K-12 scoring in Tier 3 as evidenced by iReady Reading and Math data by 3 percentage points yearly.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
ELA End of the Year Diagnostic Results (Tier 3)	28%	Projected Data: 28	25	22	19	16
		Actual Data: 28	16			
Math End of the Year Diagnostic Results (Tier 3)	26%	Projected Data: 26	23	20	17	14
		Actual Data: 28	14			

## Action Plan

<b>Strategy #1: Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Employ a MTSS coach to ensure the MTSS practices are implemented with fidelity district-wide.	Fall 2023-ongoing (When Staffing Allows)	Superintendent Curriculum Directors Human Resources Office Special Projects Federal Coordinator	\$225,000	ESSER	MTSS Coach
2. Define the interventions to be utilized at each tier within the MTSS framework and provide teachers with professional development on the implementation of research-based instructional practices.	Fall 2022-ongoing	Curriculum Directors Reading / Instructional Coaches	\$30,000	ESSER	PD Sign-in Sheets, MTSS Framework
3. Analyze data from Rally Tool and from iReady to identify individual student needs and performance projections.	Ongoing	Curriculum Directors Principals Instructional / Reading Coaches Teachers	\$0	n/a	Data
4. Provide ongoing professional learning to strengthen and support Multi-tiered Systems of Support through PLCs at the school level and monthly leadership meetings at the district level.	Ongoing	Curriculum Director Principals Instructional Leaders	n/a	n/a	Meeting Minutes Sign-in Sheets MTSS documentation
<b>Strategy #2: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning for identified "at-risk" students (Time, Focus, Type).</b>					

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7-8)	ongoing	Superintendent Human Resources Principals Curriculum Directors Instructional Coaches Guidance	\$450,000	Local State ESSER	Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS)
2. Provide interventionists at each elementary school to serve students in both ELA and math daily beyond their instructional block.	Fall 2023-ongoing (Hiring will occur as qualified interventionists can be found)	Superintendent Human Resources Curriculum Director Office Special Projects Federal Programs Instructional Coaches Guidance	\$1,350,000	Local State Federal Grants	MTSS database, employment of 6 interventionists for next 3years
3. Build intervention service times into the school-wide schedule so students are receiving services outside their instructional blocks.	Fall 2023-ongoing	Principal Curriculum Directors Instructional Coaches Guidance	\$0	n/a	Master Schedule, Instructional Block, Intervention Schedules
4. Assign mentors to at risk students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support. District SELCurriculum (K-12)	Fall 2021-ongoing	Curriculum Directors Principal Instructional Coaches Guidance	\$0	n/a	Conscious Discipline PD, Attendance Records, Grades
5. Invest in additional intervention curriculums for both ELA & math to address specific learning tiers. (ie. LLI-Tier 2, Phonics/Phonemic Awareness- Tier 2 & Tier 3, Reading Recovery- Tier 3, EL services-Tier 2)	Fall 2021-ongoing	Curriculum Directors Principal Instructional Coaches	\$25,000	Local ESSER	MTSS Framework
6. Implement with fidelity Personalized Learning through iReady with the support of ongoing PD.	Fall 2022 - ongoing	Curriculum Director Principals Instructional Leaders	\$151,055.43	ESSER	iReady Data Meeting Agendas Professional Development Data

		iReady Support / Professional Learning Team			
7. Implement an additional Supplemental Math Curriculum to increase student achievement in identified schools and grade levels: Hampton Elementary, Estill Middle, and North District Middle grades 4-8.	Fall 2023 - ongoing	Math Teachers Curriculum Director Principals Instructional Leaders	\$8625	ESSER	Intervention Cycle Documentation Master Schedule PLC Documentation Lesson Plans
8. Implement an additional intervention / enrichment / prevention block in all elementary schools.	2023 - ongoing	Principals	n/a	n/a	Master Schedule MTSS Implementation Plans
9. Implement and academic support period / block to focus on academics, targeted intervention, attendance, engagement, & behavior	Fall 2023 - ongoing	Principals Teachers Staff Instructional Leaders	n/a	n/a	Master Schedule MTSS Documents PLC Documentation



## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Expand Educational Opportunities Academic and Vocational -Increase the number of students, by 3% annually meeting the on time graduation rate and increasing by 3 percentage points those who score a level 3 or higher on the WIN College and Career Readiness Exam.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
4 Year Graduation Rate	81.6	Projected Data: 84	86.6	89.2	91.8	94.6
		Actual Data: 84.4	85.4			
WIN Reading	50%	Projected Data: 50	53	56	59	62
		Actual Data: 56.3	60.5			
WIN Math	38%	Projected Data: 38	41	44	47	50
		Actual Data: 40.9	59.8			

## Action Plan

Strategy #1: Provide a clear plan for graduation for all students through the IGP process and identify and provide additional support to students who are at risk for dropout.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Use the IGP process to identify student needs and develop a plan to better support and assess each student's progress toward graduation.	Ongoing	Curriculum Directors Leadership Teams Principal Instructional Coaches Guidance	TBD	State ESSER Federal	Needs Assessment Plan Additional Staff as Needed
2. Develop a plan to provide additional support / mentors for high risk students in order to increase school engagement district wide. Provide a staff led advisory program and other programs that enable all students to have one or more adults who serve as a mentor/advocate for the student, such as daily or weekly advisory, school wide support, and mentoring programs. support.	Ongoing	Leadership Teams Principal Instructional Coaches Guidance	#0	n/a	Plan, Documentation of Support, & Graduation Rate
3. Investigate alternative paths to graduation such as night school, virtual learning, school within a school models, accelerated learning.	Spring 2023	Curriculum Director Leadership Teams Principal Instructional Coaches Guidance	\$0	n/a	Results of Investigation
4. Increase Career and Technology courses including specific core courses of study for students who are on a career and technology track. For example, a Business English focused on practical career based writing to replace a regular English credit.	Ongoing	CATE Director Curriculum Directors Leadership Teams Principal	\$0	n/a	Course Offerings Additional Staff as Needed

		Instructional Coaches			
5. Implement the use of WIN Courseware practice for all 11th grade students during Advisory Period and for identified 12th grade students during Intersession days.	2023 - 2024	High School Leadership Curriculum Director	n/a	n/a	Master Schedule Identified Students for Intersession Days Class / Course Rosters

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2026, HCSD will increase the percentage of students scoring a C or higher on the state End of Course (EOC) assessment by 3% points in English 2 and by 5% points in Algebra 1.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Algebra 1	35%	Projected Data: 40%	45%	50%	55%	60%
		Actual Data: 23.1	24.2			
English 2	53%	Projected Data: 56%	59%	62%	65%	68%
		Actual Data: 57.6	52.7			

## Action Plan

<b>Strategy #1: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning for identified "at-risk" students at the secondary level.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create an Academic Support Local Board Approved class to provided targeted 9th grades supplemental support in Reading and Math based on their 8th grade SC Ready scores.	2023 - ongoing	Principal Instructional Coach Classroom Teacher	n/a	n/a	Lesson Plans Course Completion Class Rosters Formative Assessment Scores
2. Target identified at-risk students for semester long Foundations Course prior to the semester of their EOC classes in order to strengthen foundational skills.	2022 - ongoing	Principal Instructional Coach Classroom Teacher	n/a	n/a	Class Rosters Lesson Plans Diagnostic Testing
3. Create an Advisory Block with targeted class rosters based on identified student needs including but not limited to identified missing skills, honors level placements, SAT or ACT preparation needs, etc.	2023 - ongoing	Principal Instructional Coach Classroom Teacher	n/a	n/a	Class Rosters Data identifying student needs Diagnostic Surveys
4. Create a Missing Assignment Study Hall (MASH) to be held during the Advisory and Lunch Periods for students who have missed an in class assignment during the previous week. Students identified as needing to make up an assignment will have a working lunch during the MASH study hall. MASH holds the students accountable for completing all assignments. "Taking a Zero" and not doing the work is no longer an option.	2023 - ongoing	Principal Instructional Coach Classroom Teacher	n/a	n/a	MASH Records
<b>Strategy #2: Design a framework to ensure instructional programs, especially those related to End of Course Exams, are rigorous, research-based, and implemented with fidelity to create systemic change.</b>					

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Identify and schedule EOC classes with highly qualified instructors.	2023 - ongoing	Human Resources Principals School Counselors Instructional Coaches	n/a	n/a	Master Schedule Teacher Credentials EOC Scores SC Lead Evaluations
2. In order to improve Tier 1 instruction, provide supplemental Curriculum Supports such as Progress Learning and iReady.	2022 - Ongoing	Principal Instructional Coach Classroom Teacher	\$16,000	Federal Programs ESSER	Lesson Plans Data from Supplemental Supports

## Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Leadership Capacity: By 2026, HCSD will provide ongoing professional development for progress monitoring and intensive targeted intervention in both Reading and Math in grades K-12 to improve outcomes for at-risk students and increase by 3 percentage points the percentage of Tier 1 on grade level students by increasing teacher / administrator knowledge of data driven instruction, targeted intervention support, and to increase teacher / administrator quality.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
iReady EOY Reading Tier 1	43%	Projected Data: 43%	46%	49%	52%	55%
		Actual Data: 47%	49			
iReady EOY Math Tier 1	37%	Projected Data: 37%	40%	43%	46%	49%
		Actual Data: 39%	42			

## Action Plan

<b>Strategy #1: Create a system of continuous improvement and continuous professional learning.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create a plan to ensure the achievement of the district purpose, beliefs, expectations and communication of those expectations to all stakeholders.	July - Ongoing	Superintendent, Leadership Team, Public Information, Accountability	\$0	n/a	Plan
2. Support schools in developing a plan for strategic improvement through weekly PLC meetings at all schools.	July - Ongoing	Superintendent, Principals, Curriculum, District and School Leadership Teams, Accountability	\$0	n/a	PLC Meeting Documentation
3. Create a plan for strategic data gathering to support a system of continuous improvement to include school and district data teams.	July - Ongoing	Superintendent, Principals, Curriculum, District and School Leadership Teams, Accountability	\$0	n/a	Plan, School Data Teams, School and District Data
4. Develop a strategic organizational leadership structure to define roles and responsibilities.	July - Ongoing	Superintendent, Assistant Superintendent, School Board	\$0	n/a	Leadership Organizational Chart to include roles and responsibilities



5. Identify and hire quality Administrators and Instructional Coaches to support a system of coaching, evaluation, and support in order to provide a systematic approach to instructional improvement.	July - Ongoing	Human Resources, Superintendent, School Board	To Be Determined Based on Salary Scales	Local Funds State Funds Federal Funds	Administrators Instructional Coaches
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**Strategy #2: Implement an intensive professional learning program to strengthen teachers understanding of and implementation of targeted intervention in both Reading and Math in grades K-12 to improve outcomes for at-risk students by increasing teacher / administrator knowledge of data driven instruction, targeted intervention support, and to increase teacher / administrator quality.**

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement a vetted targeted intervention and progress monitoring supplemental curriculum and assessment to improve our teacher and administrator quality in the area of Multi-Tiered Systems of Support	2022 - ongoing	Curriculum Director Principals Instructional Leaders Teachers	Included in Goal 4	ESSER	Sign in Sheets Documentation of Progress Monitoring Documentation of Professional Learning
2. Implement a Suite of Support that includes 35 days of district level support which included at least 4 district wide PD sessions per grade band and an additional 3 school level visits and 4 administrative leadership sessions.	2022 - ongoing	Curriculum Director Principals Instructional Leaders Teachers	Included in Goal 4	ESSER	PLC Documentation iReady Data Professional Learning SignIn Sheets
3. Implement with fidelity iReady personalized learning software, tools for instruction, next steps for intervention instruction, classroom based standards instructional lessons, progress monitoring and formative diagnostic assessments 3 times per year.	Fall 2022 - ongoing	Curriculum Director Principals Instructional Leaders Teachers	Included in Goal 4	ESSER	iReady data

## Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Resource Capacity - Build the teachers and administrator quality by hiring highly qualified teachers and decreasing by 3% the percentage of teachers teaching with an out-of-field permit and decreasing by 3% the percentage of inexperienced teachers.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of Out of Field Teachers - State Report Card	25.7%	Projected Data: 25.7%	24.9%	24.18%	23.45%	22.74%
		Actual Data: 37.5	19.2			
Percentage of Inexperienced Teachers	34.1%	Projected Data: 34.1%	33.07%	32.08%	31.12%	30.18%
		Actual Data: 0	6.4			

## Action Plan

### Strategy #1: Build resource capacity through recruitment, hiring, and retaining qualified staff and providing staff with quality professional learning through PLCs.

<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement the district plan for strategic data gathering to support a system of continuous improvement (see Leadership Capacity).	July - Ongoing	Superintendent Principals Curriculum Directors District and School Leadership Teams Accountability	\$0	n/a	Plan Outcomes
2. Host Recruitment Fairs, create a variety of advertisements to include billboards, commercials (radio and television), newspapers, etc.	2022 - ongoing	Human Resources	\$6000	CERRA	Advertisements Hiring Number of Filled and Unfilled Positions
3. Offer incentives for recruiting and retaining qualified staff.	2022 - ongoing	Human Resources	TBD annually \$1000 retention bonus \$5000 sign on bonus	General Funds / CERRA	Bonuses Filled and Unfilled Positions

## Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	To increase teacher administrator quality, HCSD is participating in LETRS training for all PreK – Third grade teachers, interventionists, instructional coaches, and principals to provide intensive two year professional development to increase their knowledge of best practices as evidenced by an increase in student achievement in Phonological Awareness and Phonics with a 3 percentage point increase in student scoring on grade level or above on diagnostic tests in iReady in grades K and 1.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
K - Phonological Awareness	28%	Projected Data: 28	31	34	37	40
		Actual Data: 34	81			
1st - Phonological Awareness	15%	Projected Data: 15	18	21	24	27
		Actual Data: 14	53			
K - Phonics	22	Projected Data: 22	25	28	31	34
		Actual Data: 29	79			
1st - Phonics	14%	Projected Data: 17	20	23	26	29
		Actual Data: 17	59			
2nd - Phonological Awareness	68%	Projected Data:	74	77	80	

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		71				
		<b>Actual Data:</b> 62	84			
2nd - Phonics	26%	<b>Projected Data:</b> 29	32	35	38	41
		<b>Actual Data:</b> 19	45			

## Action Plan

Strategy #1: Implement an intensive professional learning program to strengthen the knowledge and understanding of teachers in the Foundations of Reading.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. All PK - 3rd grade certified teachers, interventionists, instructional coaches and administrators will participate in a 2 year intensive professional development training focused on the Science of Reading.	2022 - 2024	Curriculum Director Principals Instructional Coaches Interventionists Certified Teachers	\$34,000	ESSER Palmetto Literacy Project Schools were Funded by the SCDE	Pre / Post Assessment Score Certificates of Completion Read to Succeed Credits

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

**D = Developing**

**DISTRICT:** Hampton County School District

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

GT Required Tables  
December 1, 2017



## GIFTED AND TALENTED SCOPE AND SEQUENCE

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

D = Developing

## 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							
3	Special Class	Curriculum Used		Differentiated Curriculum	Differentiated Curriculum		
4	Special Class	Curriculum Used		Differentiated Curriculum	Differentiated Curriculum		
5	Special Class	Curriculum Used		Differentiated Curriculum	Differentiated Curriculum		
6	Special Class	Curriculum Used		Differentiated Curriculum	Differentiated Curriculum		
7	Special Class: Honors	Curriculum Used		Honors Curriculum	Honors Curriculum		
8	Special Class: Honors and AP	Curriculum Used		Honors and AP Curriculum	Honors and AP Curriculum		
9	Special Class: Honors and AP	Curriculum Used		Honors and AP Curriculum	Honors and AP Curriculum		
10	Special Class: Honors and AP, Dual Credit	Curriculum Used		Honors, AP, and Dual Credit Curriculum	Honors, AP, and Dual Credit Curriculum		
11	Special Class: Honors and AP, Dual Credit	Curriculum Used	Honors, AP, and Dual Credit Curriculum	Honors, AP, and Dual Credit	Honors, AP, and Dual Credit	Honors, AP, and Dual Credit	Honors, AP, and Dual Credit
12	Special Class: Honors and AP, Dual Credit	Curriculum Used	Honors, AP, and Dual Credit Curriculum	Honors, AP, and Dual Credit	Honors, AP, and Dual Credit	Honors, AP, and Dual Credit	Honors, AP, and Dual Credit

**DISTRICT: Hampton County School District**

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

## GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

**Model Used: Afterschool Summer, Saturday, and / or Summer Programming - Developing**

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

**GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION**

Describe the ways in which the district notifies parents and community of its nomination and identification.
Parent letters are mailed out to disseminate information. Website announcements are placed on the district website to disseminate information. Parents are also contacted via district email as a means to disseminate information. Parents may be called via direct phone call regarding necessary and pertinent information. Parents are also contacted via the district automated phone text and email alert system. When appropriate social media may be used for parent communications.

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.

372 Pine Street East,  
Varnville, South Carolina 29944  
Phone: 803-943-4576  
Fax: 803-943-5943

Ronald Wilcox, Ed.D.,  
Superintendent of Schools



Hannah Priester, Board Chair  
Sabrena Graham, Vice-Chair  
Kari Foy, Secretary  
Bruce Davis, Parliamentarian  
Debra Holmes, Member  
Marsha Robinson, Member  
Mary Wilson, Member

### **Parent/Guardian Request for Withdrawal from Gifted and Talented Programs**

I request that my child, \_\_\_\_\_, be removed from the Hampton County School District's Gifted and Talented Program. I understand that if my child is removed from the Gifted and Talented Program, he/she may not participate for the remainder of this current school year.

Further, I understand that my child will not be required to re-qualify for service in the Gifted and Talented Program and will be eligible to return for service at the beginning of the next school year. It is my responsibility to advise the school if I wish for my child to return to the Gifted and Talented Program. I understand that he/she will have missed a significant portion of the curriculum designed for gifted and talented students.

I am requesting the removal of my child from the HCSD Gifted and Talented Program for the following reason(s):

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I understand that the Evaluation and Placement Team for the gifted and talented program will review this request and notify me in writing of a final decision.

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

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Office of Special Projects  
Jack W. Hutto, Director  
372 Pine Street East  
Varnville, South Carolina 29944  
803-903-1007  
jhutto@hcsdsc.org**



May 30, 2023

Dear Parents:

You child, \_\_\_\_\_, is invited to participate in Saturday Academy for Gifted and Talented (SAFGAT). SAFGAT students will work in an academically challenging environment with other GT students. Students will learn to apply technology-based research to real world problems and find solutions to those problems. As students work in teams, they will 1) plan and complete a unit of study, 2) use creative strategies to solve problems, and 3) learn how to help the community. Students will also plan and participate in a related field experience at the end of the summer.

For GT students in grades 3 – 5, SAFGAT will meet on the following dates at Varnville Elementary School from 9:00 am until 12:00 pm.

Saturday, June 10th

Saturday, June 24th

Saturday, July 8th

Saturday, July 22nd

Saturday, August 5th

If your child plans to participate in Saturday Academy for Gifted and Talented (SAFGAT), please call 803-903-1007 to reserve a space. Thank you.

Sincerely,

Jack W. Hutto  
Director of Special Projects

**Office of Special Projects**  
**Jack W. Hutto, Director**  
**372 Pine Street East**  
**Varnville, South Carolina 29944**  
**803-903-1007**  
**jhutto@hcsdsc.org**



**Hampton County School District**  
**Gifted and Talented Artistic Program**  
**Referral Letter – Grades 3 - 11**  
**2022-2023**

Name of  
Student\_\_\_\_\_

Current School\_\_\_\_\_

Current Age\_\_\_\_\_Current Grade \_\_\_\_\_

Parents/Guardian\_\_\_\_\_

Home Address / City\_\_\_\_\_

Home Phone\_\_\_\_\_Cell Phone\_\_\_\_\_

Email\_\_\_\_\_

Prospective area(s) of artistic ability (Please write in a 1 or 2 with no more than **two** areas.):

☐Dance

☐Music

☐Theater

☐Visual Art

Please return this letter by May 1, 2023, to Office of Special Projects, 372 Pine Street East, Varnville, SC 29944 or email jhutto@hcsdsc.org.

## Population: Low SES

### Characteristics

- Students may not perform well on traditional assessments.
- Lack of preschool experiences that include
  - Speaking in complete sentences
  - Asking questions
  - Using declarative sentences to express wants, needs, and feelings
  - Sequencing, and working cooperatively with other children by displaying socially acceptable behavior

### Cautions

- Make sure the gifted population reflects the demographics of the larger school population.
- Make sure the identification process meets the needs of potentially gifted students who come from poverty
- A “one size fits all” model of identification is not fair

### Accommodations

- Special programs are staffed with teachers who have been trained in meeting the needs of this special population
- Students are served by master teachers
- Learning opportunities are purposefully designed to be relevant and connected to the environment



## Population: Underrepresented

### Characteristics

- Students who try to compensate for their weaknesses



- Students with disabilities who hide their special abilities in order to fit in with other students

### Cautions

- Be aware of culturally and linguistically diverse students who are stereotyped with low expectations
- Be aware of bias in testing identification procedures

### Accommodations

- Provide special enrichment activities which develop creative abilities
- Teachers should move beyond the specific disability while allowing the cognitive talents to blossom

## Population: Artistically Talented

### Characteristics

- Students have a desire to creative express themselves
- Students who have a desire to experiment
- Students who enjoy innovative opportunities.

### Cautions

- Be aware of students who may be passed through the system with little or no support for their talents
- Be aware of students who yearn for creative challenges that take them beyond technical excellence

### Accommodations

- Expose students to biographies and documentaries about artists
- Provide visits to museums and photography exhibits
- Provide opportunities to observe theater, dance and mime performances, and film festivals



- Provide opportunities for students to create choreography, write original scripts, design sets, create individual murals selections or embellishments
- Expose students to art reviews; encourage gifted writers to compose reviews for school papers or news releases for a community paper

## Population: Underachievers

### Characteristics

- Students who demonstrate low self-esteem
- Students who consistently have a negative attitude toward school and learning
- Students who are reluctant to take risks or apply one's self
- Students who are not comfortable with competition
- Students who lack perseverance
- Students who lack goal-directed behavior
- Students who prefer social isolation
- Students who are exhibit weaknesses in skill areas and organization
- Students who are disruptive class and are resistant to class activities

### Cautions

- Be aware of students who lack motivation to apply themselves in school
- Be aware of students who may be from environments that do not nurture their gifts and may even discourage high achievement
- Be aware of disabilities or other learning deficits that mask student's giftedness

### Accommodations

- Provide collaborative opportunities between the parent and teacher





- Provide solutions that give students the freedom to create and the support in skill and organization areas where they are weak
- Focus on the strengths of the students
- Encourage divergent thinking

## Population: Highly Gifted

### Characteristics

- Students who exceed their gifted peers in both knowledge and general intellectual ability
- Students who become bored, isolated or withdrawn
- Students who exhibit extraordinary knowledge, skills, and cognitive ability
- Students who demonstrate non-traditional thinking and a deep empathy for fellow beings
- Students who are interested in doing in-depth study at a level far in advance of other gifted children their age
- Students who exhibit an early developmental understanding of mathematical processes
- Student who exhibit a highly advanced verbal ability at an early age
- Students who crave solitude, especially while working
- Students who prefer to be with a few friends rather than a large group in social situations

### Cautions

- Be aware of students who may have over-imaginative concerns, worries, and sensitivities
- Be aware of students who have difficulty handling social and emotional challenges



### Accommodations

- Allow students to delve into topics in-depth without rigid deadlines
- Group highly gifted students with other highly gifted students
- Use creative strategies, activities, and materials
- Communicate closely with parents
- Use the expertise of highly gifted students as a resource for other students
- Provide encouragement with pressure
- Provide an appropriate mentor who will encourage the highly gifted child to fully develop his/her talents and interests

## Special Programs and Activities

- GT STEAM Academy (grades 3 – 6)
- Summer Creative Arts Camps (grades 3 – 12)
- Multimedia Creative Writing Seminar Series (grades 7 – 12)
- Young Palmetto Artists (grades 3 – 12)
- Academic Grade Acceleration (grades 5 – 7 based on a committee decision)
- Duke Scholars Program (grades 7 and 8)
- Duke Talent Search (grade 7)
- GIG Robotics (Get In Gear) (grades 7 - 12)
- Summer Learning Academy (grades 3 – 8)
- Course Acceleration (~~Acellus~~ Grades 7 – 12)
- College Credit Now - Dual Credit Courses (grades 10 and 12)

### For more information contact:

Mrs. Kristy Wood  
Office of Curriculum and Instruction  
Hampton, SC 29924  
803-943-4576  
kwood@hcsdsc.org



## Hampton County School District

## Gifted and Talented Programs for Special Populations

(Students in Grades 3 – 12)



A resource for teachers and parents



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

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

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

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

**SOUTH CAROLINA DEPARTMENT OF EDUCATION  
OFFICE OF FEDERAL AND STATE ACCOUNTABILITY**

**DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION**

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

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

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

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

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

**Section I**

<b>Date Submitted:</b>	5/23/2018
<b>District:</b>	Hampton County School District
<b>APPLICATION PREPARED AND SUBMITTED BY:</b>	
<b>Name:</b>	Kristy Wood
<b>Position:</b>	Curriculum Director
<b>Phone Number:</b>	803-903-1023
<b>E-mail address:</b>	kwood@hcsdsc.org

## Section 2

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

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction. Hampton County School District encourages students to pass their coursework. Recognizing the wide range of students' needs from accelerated learners to struggling learners, proficiency-based learning offers an adaptive and personalized approach for students. Advanced students are encouraged to seek opportunities that meet their needs and challenge their potential through dual credit and online learning opportunities. Online learning offers a wider array of courses for a more personalized approach to learning. All students and parents of students who have failed or are failing courses receive counseling on alternative measures to obtain credit or to seek content recovery for courses. No alternate approach to proficiency-based instruction takes the place of classroom instruction, nor does the school take responsibility if a student fails to complete the coursework for the alternative measures. Students and parents MUST meet with a guidance counselor before choosing any proficiency-based path including initial credit, credit recovery, or content recovery.

2. Which schools within the district are involved? Estill Middle School, North District Middle School and Hampton County High School (Combined Estill High School and Wade Hampton High School)

3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process? All students seeking an alternate proficiency-based path must begin the process with counseling. The annual Individual Graduation Plan (IGP) meeting considers students' post-secondary goals and their progress towards meeting those goals, their interests, and their potential. If a student is not on the projected path to on-time graduation, other options are discussed to recover credits. During the year, guidance counselors who assess students' progress may advise the students to consider content recovery under the advisement of the classroom teacher. If students are on-track to on-time graduation, proficiency-based online options are discussed with the students and their families in light of the students' post-secondary goals. On-line instruction can offer students opportunities to earn AP credit, CTE courses and certifications, and many other opportunities that are difficult for small, rural school districts to offer because of lower student enrollment numbers and lack of funding. In short, all Hampton County School District (HCS D) students are offered this opportunity as it aligns to students' needs and goals. An appeal process can be initiated by families in writing beginning with the school administrator, the deputy superintendent, the superintendent, and the school board, following this chain of command.

4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?  
In addition to courses offered through USC Correspondence Courses and South Carolina's Virtual School, careful and critical consideration of available online curriculum led the district to choose Acellus, which can offer initial credit, credit recovery, content recovery standards-based instruction under the guidance of certified teachers. Acellus aligned with HCS D's vision and goals to meet the need of all learners. First, Acellus is affordable. Acellus is about 1/14th the cost of most other online learning systems. As a not-for-profit, Acellus benefits from generous donations and can put those funds into the development of Acellus courses without passing on those costs to the schools. This enables the creation of courses using state of the art video production equipment, the best teachers in each subject area, and a team of experts dedicated to developing high quality and effective courses. With all of the focus on helping the kids, rather than making a profit, Acellus makes sure that no student is left behind

because of price – enabling HCSD to give every student ready access to online learning. Second, Acellus is adaptive software. Student work is continually monitored and the courseware adjusts to fill learning gaps. Moreover, Acellus’s Live Class Monitor gives the teacher the ability to see real-time where each student is working at any moment in time. Acellus also notifies teachers when students appear to be having difficulty. Acellus allows teachers to drill into the details, right from the Monitor, so that they can give immediate feedback. Third, content for each lesson is presented by some of America’s greatest teachers. Acellus videos are professionally filmed with some of the best equipment available in the cinematic industry. The combination of incredible footage, outstanding teachers, and content that makes learning relevant to the real-world, and makes Acellus videos captivating and interesting to engage student’s interest in learning. Student engagement increases student achievement. The connection to the real-world makes learning relevant. Last, Hampton County School District believes all students can learn and be successful, and Acellus accepts the challenge to transform students who are stuck into successful learners. One of the principle goals of this tool is to empower the teacher with the data and intervention options they need to get students making progress along their personalized path to success. After analysis, Acellus in Hampton County School District has been embraced as the curriculum of choice for not only regular education, but also special education and adult education classes. Several representatives from each of these areas have attended a 3-day academy to affirm their initial assessments.

5. Will the district’s proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern? Hampton County School District’s proficiency system will offer advanced coursework, assist scheduling conflicts, support homebound, content and credit recovery instruction, and meet the needs of transfer students.

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

The University of South Carolina offers a correspondence course for a fee for specific courses, and the State Department of Education offers South Carolina Virtual School at no charge. All online courses (including SC Virtual School) will be listed on the transcript and will affect the student’s GPA. A third option offers students personalized learning through a computer proficiency-based online system. With approval from the guidance office, students may recover lost credits and earn initial credits when a need has been demonstrated to achieve competencies necessary for completion of SC graduation requirements. Coursework may be completed before, during, and after school, during the summer, and at home. A properly certified teacher, specific to the content area, will communicate regularly with the student and will monitor the student’s progress. The assigned teacher will assign final grades for high school proficiency-based credit for content recovery, credit-recovery, and initial credit courses. All assessments must be completed on campus with a certified teacher. Students who complete a computer-based course for credit recovery will receive a P for the course if they pass the material and will be awarded credit on the student’s transcript in accordance with the credit-recovery guidelines.

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college? This proficiency-based plan will enable more students to realize success and achieve on-time graduation through personalized paths that align to their secondary and post-secondary goals. Considering the Profile of the South Carolina Graduate, the courses offered through this proficiency-based plan requires and develops the world class skills and life and career characteristics outlined. The coursework embeds communication, information, media, and technology. It involves critical thinking, problem solving, creativity, and innovation through real-world connections and applications. The coursework’s adaptive learning meets students’ needs, addresses learning gaps, and teaches them how to learn. Students develop work ethic, a global perspective, perseverance and self-direction as they follow personalized paths to meet personal learning goals. The rigorous standards-based course instruction will equip students with STEM, foreign

languages, arts, and social science content knowledge to prepare them for success in their chosen college or career path after graduation.

8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area? Teachers of all proficiency-based courses will hold the appropriate South Carolina certification for the content area. All courses and student progress will be monitored by certified teachers qualified to teach the course. As mentioned, Acellus's Live Class Monitor capability gives teachers the ability to see real-time where each student is working at any moment in time. Acellus also notifies teachers when students appear to be having difficulty. While Acellus allows teachers to stay on top of student work real-time via the Live Class Monitor, it also sends them Notifications of important student events, such as when a student has passed an exam, when a student is struggling in a lesson, or when a student has failed an exam. These Notifications appear in the teacher's Messages. Acellus allows teachers to drill into the details, right from the Monitor, so that they can give immediate feedback. The curriculum also adapts to provide Response-to-Invention strategies for the learner. This real-time interactive communication makes learning more targeted and personal. The curriculum is rigorous using standards-based content connected to real-life experience, and each lesson is presented by a highly qualified teacher or professional. Finally, all assessments like regular classroom assessment must be completed on campus monitored by a teacher. A properly certified teacher will assign final grades for high school proficiency-based credit.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan? This proficiency-based plan makes provisions for students with IEPs and 504 plans. Both schools have time embedded in each day to provide targeted intervention for struggling learners that is in addition to regular class time. Both schools also offer beyond school hours tutoring support. All required accommodations on IEP and 504 plans will be provided when students' IGP goals include Acellus courses or courses are assigned for content or credit recovery. Acellus provides targeted intervention for students, integrating prescriptive assessments and customized content, based on the student's skills and individual needs. Acellus, supported by Prism Diagnostics technology, identifies specific gaps in students' knowledge based upon their response to the presented concepts. Acellus then provides Customized Personal Instruction (CPI) to apply targeted intervention in the prescribed areas. The students are subsequently re-assessed to insure that the concepts identified and addressed have been retained. If gaps still exist, the student will again be presented with the relevant concepts and then re-assessed to determine comprehension. Acellus will deliver additional versions of instruction to students when data shows that multi-level instruction is required. Acellus can be effectively incorporated into RTI multi-level tiered intervention systems. The first tier embeds good core initial teaching, a second-tier intervention provides leveled instruction with greater intensity plugging the holes in individual learning, and a third tier of leveled intervention with individualized instruction. RTI teachers say they recommend the Acellus tools for progress monitoring because they are provided specific interventions targeting student's needs, interventions adapted to each student's individual level, and specific instruction designed to ensure each student's academic success. The Acellus Emotional, Social & Physical (ESP) Education course focuses on the importance of all three components in students' lives, and helps to cultivate healthy relationships, a caring attitude, and the importance of one's overall well-being and physical health. ESP inspires positivity, which will empower students to face the day to day challenges they will encounter in the real world.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends? Content recovery for students within the classroom can include several components. Teachers offer before and/or afterschool tutoring to support student learning. Students are often assigned to teachers to attend tier 2 support during what is called “flex time,” which allows teachers to work with students in a small group setting beyond the regular class period. After attending required tutoring sessions, students may choose to retake one assessment per grading period. The teacher then averages the grades of the prior assessment and the new assessment. Other content recovery strategies include flipped classroom recordings that the student may watch outside of class. On these recordings, teachers present lesson content or a critical concept of a lesson that may impede progress if misunderstood. Other teachers may assign specific course lessons through Acellus that a student must complete. Another Acellus option is one-to-one tutoring. This special mode of Acellus can be turned on for any Acellus course. When the “Tutoring Mode” is activated, students can access the individual lessons on any concept taught in the course, and jump to a specific video to get help with a particular concept.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used? The overall Proficiency-based Plan will be analyzed and evaluated annually by the Curriculum Director, Curriculum Support Team, Building Administrators, Guidance Director, CTE Director, and Department Heads. The Guidance Department will gather data quarterly to assure that students who need support are receiving support and that students are meeting their learning goals. Teachers will conference with students quarterly to allow students to assess their progress and make adjustments as needed. The annual IGP meeting will allow students and their families to assess the student’s progress towards preparation for postsecondary goals. Measures used to assess progress will be course completion and content mastery, student’s personal learning path goals and requirements to prepare for postsecondary plans, actions taken to meet goals and requirements, course alignment to life goals, school attendance, discipline record, performance on district benchmark assessments and state assessments, preparation for taking college and/or career entrance exams, extracurricular activities, and work-based and/or service learning hours.

12. Explain the guidance department’s procedure for communicating with the parents and students the need for a proficiency-based course. The families of students will receive a letter providing an overview for the need for a proficiency-based course with their initial development of their Individual Graduation Plan. During each student conference and IGP meeting, the students’ goals and progress towards meeting those goals will be reviewed and monitored. When appropriate, the guidance counselor or assigned mentor will advise students and their families when proficiency-based courses are needed to allow them to consider their options. Guidance Counselors will review students’ academic progress each grading period to identify students who need to have a conference scheduled to consider needed credit recovery when necessary. Teachers of students will conference with students and contact families as necessary when content recovery is advised to avoid course failure. Time during each day’s schedule will be allotted for teachers to conference with students and for students to work on proficiency-based course assignments.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities? Yes, Teachers can access all of the steps in the course, including the videos on each concept, the lesson assessments, and exams. Acellus provides teachers with multiple videos on each concept, allowing teachers to differentiate instruction for students who may need the material presented in an alternative manner, or from a different perspective, in order to master it. Providing teachers with alternative

methods of instruction also allows teachers to broaden their own competency in the course material. Teachers can also adjust the course pacing to accommodate tier 2 and tier 3 students.

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

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

Angela Cooler 175774

Teresa Wachter 192343

Jacqueline Smith 206204

Marshall Paul 283120

Jeriah Greene 231334

Barbara Vaughn 230913

Lauren Paul 544838

Rachel Williams 272840

All other courses will be assigned to the appropriate teacher on a as needed basis. Information will be available upon request.



## 2025 District Summer School Program Sites Identification

District Name: Hampton County School District District Summer School Contact: Kristy Wood

Contact's Phone Number: 803-903- Contact's Email Address: kwood@hcsdsc.org

☐ **NO SUMMER SCHOOL PROGRAM SITES**

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Estill Elementary	Mrs. Synetria Singleton	ssingleton@hcsdsc.org	Read to Succeed	Yes	Elem.
Estill Middle School	Mr. Jody Hadwin	jhadwin@hcsdsc.org	Academic Recovery	Yes	Middle
Varnville Elementary School	Mrs. Peggy O'Banner	pobanner@hcsdsc.org	Read to Succeed	Yes	Elem.
Hampton Elementary School	Mrs. Shrona Taylor	staylor@hcsdsc.org	Academic Recovery	Yes	Elem.
Fennell Elementary School	Mr. Bernard Sanders	bsanders@hcsdsc.org	Read to Succeed	Yes	Elem
North District Middle School	Dr. Jonathan Goodman	jgoodman@hcsdsc.org	Academic Recovery	Yes	Middle
Hampton County High School	Mrs. Cassandra Williams	cbwilliams@hcsdsc.org	Credit Recovery	Yes	High

*Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2025. If you have any questions, contact Clint Palmer at 803-734-6010 or by e-mail at [cpalmer@ed.sc.gov](mailto:cpalmer@ed.sc.gov).*