District Strategic Plan Signature Page

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

District:	Kershaw
SIDN:	2801
Plan Submission:	School utilizes Cognia
Address 1:	2029 West Dekalb St.
Address 2:	
City:	Camden, SC
Zip Code:	29020
District Plan Contact Person:	Matia Goodwin
District Plan Contact Phone:	8034328416
District Plan E-mail Address:	matia.goodwin@kcsdschools.net

Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

Superintendent		
Dr. Harrison Goodwin Printed Name	Signature	4/7/25 Date
Chairperson, District Board of Trustees		
Dr. James Smith Printed Name	Signature	4/8/2025 Date
District Read To Succeed Literacy Leadership Team Lead		
Virgina Catoe Printed Name	Signature	4/8/2025 Date
District Gifted and Talented Coordinator		
Matia Goodwin Printed Name	Matia Goodwin Signature	4/8/2025 Date
District Strategic Planning Contact Person		
Matia Goodwin Printed Name	Matia Goodwin Signature	4/8/2025 Date

Assurances for District Strategic Plan

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

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

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

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

Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

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

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

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

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

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

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

Assurances and Terms and Conditions for State Awards
As the district superintendent of Kershaw, I certify that this applicant:

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

Terms and Conditions

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

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

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

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

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	**Superintendent**	Dr. Harrison Goodwin
2.	**Principal**	Matia W. Goodwin
3.	**Teacher**	Betsy Horton
4.	**Parent/Guardian**	Dehanna Lane
5.	**Community Member**	Angela Thompson
6.	**Private School Representative**	n/a
7.	**District Level Administrator**	Daniel Matthews
8.	**Paraprofessional**	Mona Raley
9.	**District Read To Succeed Literacy Leadership Team Lead**	Virgina Catoe
10.	**District Read To Succeed Literacy Leadership Team Member**	Dr. Merriman Nichols
11.	**School Improvement Council Member**	Laina Shoemake
12.	**District Gifted and Talented Coordinator**	Matia Goodwin
13.	**District Federal Programs Coordinator**	Virginia Catoe
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	
	District Level Administrator	Lesley Corner

District Requested Strategic Plan Waiver

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

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

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

☑ **Not Applicable**

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

District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2024/25 to 2028/29

District:	Kershaw
SIDN:	2801
Plan Submission:	School utilizes Cognia
Address 1:	2029 West Dekalb St.
Address 2:	
City:	Camden, SC
Zip Code:	29020
District Plan Contact Person:	Matia Goodwin
District Plan Contact Phone:	8034328416
District Plan E-mail Address:	Matia.goodwin@kcsdschools.net

Required Signature Page

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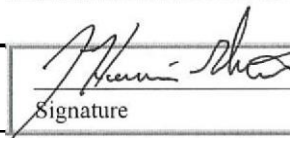
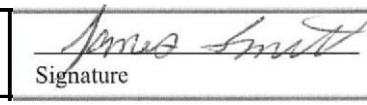
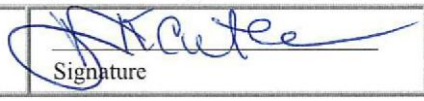
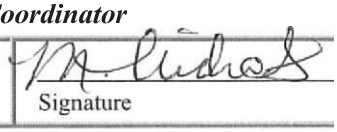
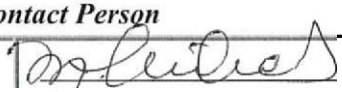
Assurances for the District Strategic Plans

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 *el seq.* {Supp. 2004)); District and School Planning (SBERegulation 43-261); Student Health and Fitness Act (S.C. Code Ann. {; 59-10-330); Read to Succeed (S.C. Code Ann. {; 59-155-180 *et seq.);* Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

Required Printed Names and Signatures

Superintendent		
Dr Harrison Goodwin Printed Name	 Signature	4/29/24 Date
Chairperson, District Board of Trustees		
Dr James Smith Printed Name	 Signature	4/30/24 Date
District Read To Succeed Literacy Leadership Team Lead		
Virginia Catoe Printed Name	 Signature	4-29-24 Date
District Gifted and Talented Coordinator		
Dr. Meriman Nichols Printed Name	 Signature	4/29/24 Date
District Strategic Planning Contact Person		
Dr Meriman Nichols Printed Name	 Signature	4/29/24 Date

Assurances for District Strategic Plan

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

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

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

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

Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

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

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

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

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

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

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

Assurances and Terms and Conditions for State Awards
As the district superintendent of Kershaw, I certify that this applicant:

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

Terms and Conditions

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

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

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

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

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	**Superintendent**	Dr. Harrison Goodwin
2.	**Principal**	Matia W. Goodwin
3.	**Teacher**	Betsy Horton
4.	**Parent/Guardian**	Dehanna Lane
5.	**Community Member**	Angela Thompson
6.	**Private School Representative**	n/a
7.	**District Level Administrator**	Daniel Matthews
8.	**Paraprofessional**	Mona Raley
9.	**District Read To Succeed Literacy Leadership Team Lead**	Virgina Catoe
10.	**District Read To Succeed Literacy Leadership Team Member**	Dr. Merriman Nichols
11.	**School Improvement Council Member**	Laina Shoemake
12.	**District Gifted and Talented Coordinator**	Dr. Merriman Nichols
13.	**District Federal Programs Coordinator**	Virginia Catoe
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	
	District Level Administrator	Lesley Corner

District Requested Strategic Plan Waiver

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

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

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

☑ **Not Applicable**

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

DISTRICT STRATEGIC / SCHOOL RENEWAL PLAN

District Name: Kershaw County School District

X☐ District Strategic Plan ☐ School Renewal Plan

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

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

The Strategic Plan for Kershaw County School District is a comprehensive framework designed to enhance the overall educational experience and outcomes for students within the district. Focused on elevating proficiency in math and literacy, this strategic initiative aims to empower KCSD PK-12 students with the critical skills and knowledge necessary for success in an ever-evolving global landscape across all content areas.

Key Objectives:

- **Improving Math Proficiency**:
  - Implementing a targeted and cohesive math curriculum that aligns with SC-CCR state standards and incorporates best practices to meet the needs of all students.
  - Providing professional development opportunities for teachers to enhance their instructional strategies and integrate technology effectively using current adult learning practices.
  - Establishing regular assessments and progress monitoring mechanisms to identify areas of improvement and track student growth.
- **Enhancing Literacy Skills**:
  - Developing a robust literacy program that encompasses reading, writing, and communication skills across all grade levels that aligns with the SC-CCR state standards.
  - Investing in resources, including books, technology, and other educational materials, to create a literacy-rich environment.
  - Collaborating with parents and the community to foster a culture of reading and lifelong learning.
- **Data-Driven Decision-Making**:
  - Implementing a data-driven approach to identify areas of improvement, track student performance, and measure the effectiveness of evidenced-based instructional strategies.
  - Utilizing assessment data to tailor interventions, cross-curricular opportunities, and support services for students who may be struggling in math or literacy.
  - Establishing a system for continuous improvement based on regular analysis and feedback loops through a district professional learning community model.
- **Technology Integration**:
  - Incorporating technology tools and resources to enhance math and literacy instruction, providing students with engaging and interactive learning experiences.
  - Ensuring equitable access to technology for all students and offering training for educators to effectively integrate digital resources into their teaching practices.
- **Community Engagement**:
  - Fostering strong partnerships with parents, community organizations, and local businesses to create a supportive learning environment.
  - Organizing regular communication channels, such as electronic media, town hall meetings, and newsletters, to keep the community informed about the progress of the strategic plan and actively seek input.
- **Professional Development**:

- Prioritizing ongoing professional development opportunities for educators to stay abreast of the latest pedagogical approaches, instructional technologies, and high leverage practices (HLPs) in math and literacy education.
- Encouraging collaboration among educators to share successful strategies and experiences.

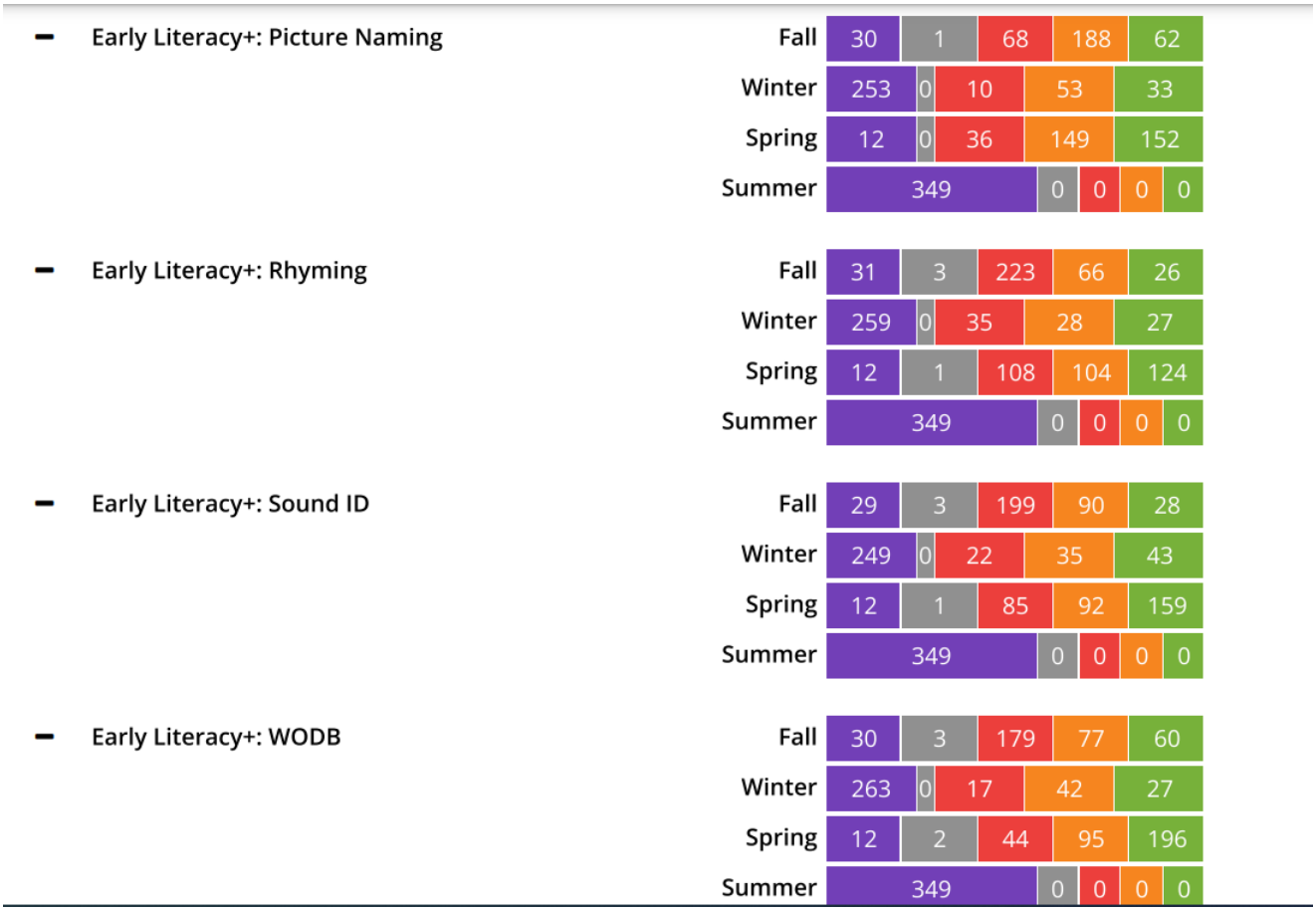
By prioritizing math and literacy education through these strategic initiatives, Kershaw County School District is poised to foster a learning environment that equips students with the skills and knowledge necessary for success in academic pursuits and beyond. The KCSD Strategic Plan serves as a roadmap for continuous improvement, ensuring that the district remains responsive to the evolving needs of its students and community.

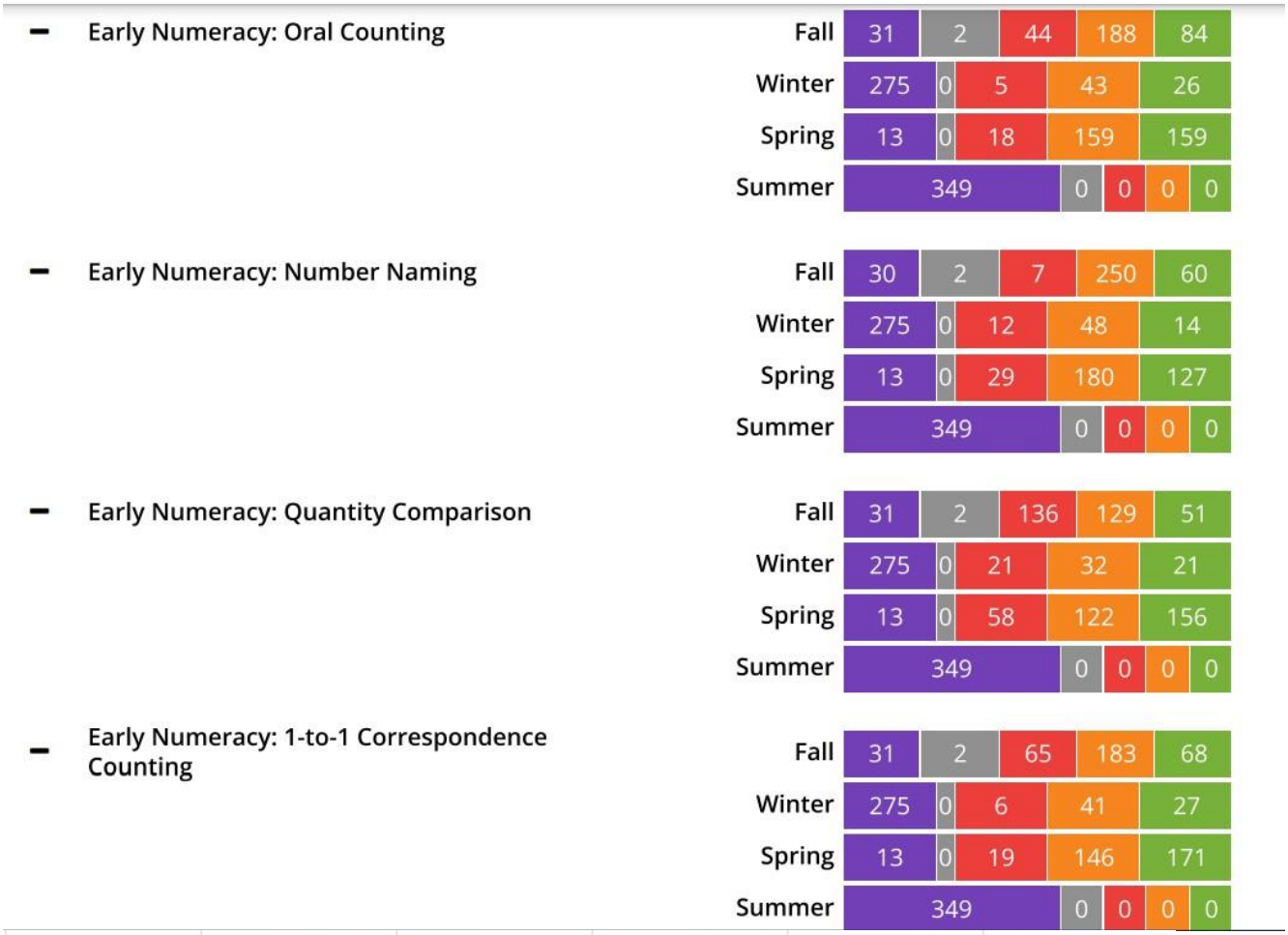
NEEDS ASSESSMENT DATA

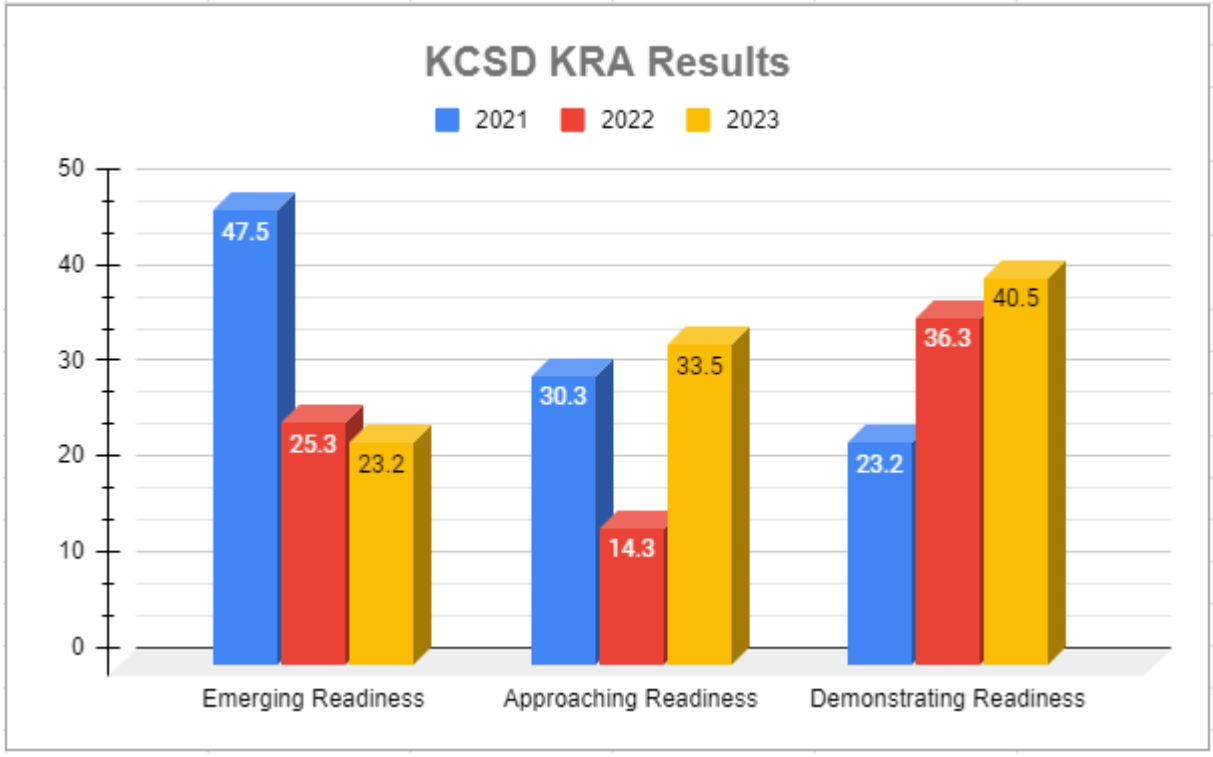
KCSD State Report Card: **https://www.kcsdschools.net/services/state-report-card**

KCSD has seen positive growth in Acadience data for students especially in kindergarten and first grade for early literacy skills. This can be attributed to strengthening the Core Instruction and focused research-based interventions focusing on early literacy skills. As well as the implementation of districtwide CERDEP 4K programs. KCSD third-grade scores continue to improve on SC Ready. 7 out of 9 schools saw positive growth this past year. This could be attributed to the summer reading camp for K-2 students who were at risk as identified by data, targeted tutoring afterschool tutoring programs, research-based curriculum, and research-based interventions.

2023 MyIgdis







KRA Key:

Emerging	The child demonstrates minimal skills and behaviors of being prepared for kindergarten
Approaching	The child demonstrates some skills and behaviors of being prepared for kindergarten.

Demonstrating	The child demonstrates foundational skills and behaviors of being prepared for kindergarten.

KCSD Student Data for Below Benchmark BOY and EOY 2021-2022 and 2022-2023

Grade Level	District Beginning of the Year (BOY) Benchmark 2021	District End of the Year (EOY) Benchmark 2022	Percentage Change	District Beginning of the Year (BOY) Benchmark 2022	District End of the Year (EOY) Benchmark 2023	Percentage Change
K	56	39	17	58	34	24
1st grade	63	51	12	64	48	16
2nd grade	47	45	2	45	37	8
3rd grade	46	42	4	52	42	10

SC Ready (3rd ELA) (Meets and Exceeds)			
School	**21/22**	**22/23**	**Growth**
KCSD	44.1	50.8	6.7
STATE	48	53.4	5.4

SC Ready (4th ELA) (Meets and Exceeds)			
School	**21/22**	**22/23**	**Growth**
KCSD	47.9	55.5	7.6
State	50.4	57.1	6.7

SC Ready (5th ELA) (Meets and Exceeds)			
School	**21/22**	**22/23**	**Growth**
KCSD	48.7	54	5.3
STATE	48.3	55.2	5.9

ELA Findings:

Fourth grade also saw positive growth in 8 out of 9 schools and growth above the state average. Fifth grade saw positive growth in 6 out of 9 schools and growth overall.

SC Ready (3rd Math) (Meets and Exceeds)			

School	21/22	22/23	Growth
KCSD	47.8	47.1	-0.7
STATE	51	53.6	2.6

SC Ready (4th Math) (Meets and Exceeds)

School	21/22	22/23	Growth
KCSD	38	46.3	8.3
STATE	43.4	47	3.6

SC Ready (5th Math) (Meets and Exceeds)

School	21/22	22/23	Growth
KCSD	38.1	41.2	3.1
STATE	43.4	44.7	1.3

Math Findings:
Third grade math 5 out of 9 schools saw positive growth but as a whole did not meet positive growth. Fourth grade math was above the state average for growth and 8 out of 9 schools had positive growth. Fifth grade had positive growth in 6 out of 9 schools and was above the state average in growth overall.

SC PASS (4th Grade Science) (Meets and Exceeds)

School	21/22	22/23	Growth
KCSD	38.3	43.8	5.5
STATE	46.4	46.6	0.2

Science Findings:
SC PASS in 4th grade saw growth in 7 out of 9 elementary schools and higher growth than the state average.

SC Ready Subgroup Data:

SWD (Students with Disabilities) ELA

ELA Grade	Level 1	2	3	4	Grand Total
3	68.55%	15.32%	9.68%	6.45%	100.00%
4	57.81%	21.88%	13.28%	7.03%	100.00%
5	56.52%	26.09%	13.04%	4.35%	100.00%
6	57.48%	33.86%	7.09%	1.57%	100.00%
7	61.21%	24.14%	12.93%	1.72%	100.00%
8	57.02%	29.75%	9.92%	3.31%	100.00%

Grand Total	59.78%	25.17%	10.94%	4.10%	100.00%

SWD Math

Math Grade	Level 1	2	3	4	Grand Total
3	62.90%	19.35%	15.32%	2.42%	100.00%
4	65.89%	17.83%	6.98%	9.30%	100.00%
5	59.83%	24.79%	10.26%	5.13%	100.00%
6	70.00%	25.38%	3.85%	0.77%	100.00%
7	80.17%	16.38%	2.59%	0.86%	100.00%
8	77.87%	15.57%	5.74%	0.82%	100.00%
Grand Total	**69.38%**	**19.92%**	**7.45%**	**3.25%**	**100.00%**

SWD Science

Science Grade	Level 1	2	3	4	Grand Total
4	68.99%	12.40%	13.95%	4.65%	100.00%
6	78.29%	13.95%	4.65%	3.10%	100.00%
Grand Total	**73.64%**	**13.18%**	**9.30%**	**3.88%**	**100.00%**

Black Students ELA

ELA Grade	Level 1	2	3	4	Grand Total
3	26.76%	22.41%	28.43%	22.41%	100.00%
4	19.63%	24.91%	27.85%	27.61%	100.00%
5	17.55%	28.49%	27.52%	26.44%	100.00%
6	19.00%	28.62%	24.91%	27.46%	100.00%
7	19.02%	28.95%	29.55%	22.49%	100.00%
8	17.69%	26.94%	29.45%	25.91%	100.00%
Grand Total	**19.85%**	**26.78%**	**27.94%**	**25.42%**	**100.00%**

Black Student Math

Math Grade	Level 1	2	3	4	Grand Total
3	27.49%	25.45%	29.16%	17.90%	100.00%
4	28.41%	25.34%	23.37%	22.88%	100.00%
5	23.80%	34.98%	26.68%	14.54%	100.00%
6	32.53%	34.14%	23.99%	9.34%	100.00%

7	38.78%	39.86%	13.01%	8.35%	100.00%
8	39.59%	31.29%	16.04%	13.08%	100.00%
Grand Total	**31.91%**	**31.95%**	**21.91%**	**14.23%**	**100.00%**

Hispanic Students ELA

ELA	Level				
Grade	**1**	**2**	**3**	**4**	**Grand Total**
3	29.07%	25.58%	29.07%	16.28%	100.00%
4	33.78%	29.73%	20.27%	16.22%	100.00%
5	25.93%	28.70%	26.85%	18.52%	100.00%
6	29.41%	29.41%	16.67%	24.51%	100.00%
7	26.88%	30.11%	27.96%	15.05%	100.00%
8	28.26%	30.43%	20.65%	20.65%	100.00%
Grand Total	**28.65%**	**29.01%**	**23.60%**	**18.74%**	**100.00%**

Hispanic Students Math

Math	Level				
Grade	**1**	**2**	**3**	**4**	**Grand Total**
3	34.88%	24.42%	25.58%	15.12%	100.00%
4	39.19%	35.14%	17.57%	8.11%	100.00%
5	33.94%	35.78%	22.94%	7.34%	100.00%
6	40.20%	34.31%	18.63%	6.86%	100.00%
7	51.58%	31.58%	10.53%	6.32%	100.00%
8	48.94%	29.79%	8.51%	12.77%	100.00%
Grand Total	**41.43%**	**31.96%**	**17.32%**	**9.29%**	**100.00%**

Hispanic Students Science

Science	Level				
Grade	**1**	**2**	**3**	**4**	**Grand Total**
4	48.65%	20.27%	25.68%	5.41%	100.00%
6	49.02%	21.57%	20.59%	8.82%	100.00%
Grand Total	**48.86%**	**21.02%**	**22.73%**	**7.39%**	**100.00%**

ML (Multi-Language Learners) ELA

ELA	Level			
Grade	**1**	**2**	**3**	**4**
3	50%	41.7%	8.3%	0%

ML (Multi-Language Learners) Math

Math	Level			
Grade	**1**	**2**	**3**	**4**
3	39.6%	36.9%	23.3%	0%

4	53.8%	34.6%	7.7%	3.8%	4	46.2%	53.8%	3.8%	0%
5	41.5%	36.6%	17.1%	2.4%	5	45.1%	42.3%	15.1%	2.4%
6	60.5%	31.6%	7.9%	0%	6	68.4%	26.6%	7.9%	0%
7	66.7%	30.1%	2.87%	0%	7	91.7%	8.3%	0%	0%
8	60.1%	28.6%	10.7%	0%	8	75.0%	25.0%	0%	0%
Grand Total	**55.1%**	**34.1%**	**9.3%**	**1.5%**	**Grand Total**	**55.1%**	**34.1%**	**9.3%**	**1.5%**

GT (Gifted and Talented) Students ELA

ELA Grade	Level 1	2	3	4	Grand Total
3	0.00%	2.06%	25.77%	72.16%	100.00%
4	0.00%	5.08%	15.25%	79.66%	100.00%
5	0.00%	3.73%	20.90%	75.37%	100.00%
6	0.00%	1.96%	16.99%	81.05%	100.00%
7	0.75%	2.99%	19.40%	76.87%	100.00%
8	1.31%	3.27%	20.26%	75.16%	100.00%
Grand Total	**0.38%**	**3.17%**	**19.52%**	**76.93%**	**100.00%**

GT Students Math

Math Grade	Level 1	2	3	4	Grand Total
3	0.00%	4.12%	34.02%	61.86%	100.00%
4	0.00%	5.08%	22.03%	72.88%	100.00%
5	0.75%	9.70%	38.06%	51.49%	100.00%
6	1.31%	11.76%	44.44%	42.48%	100.00%
7	2.96%	23.70%	30.37%	42.96%	100.00%
8	2.60%	16.23%	29.87%	51.30%	100.00%
Grand Total	**1.39%**	**12.39%**	**33.50%**	**52.72%**	**100.00%**

GT Students Science

Science Grade	Level 1	2	3	4	Grand Total
4	1.69%	7.63%	29.66%	61.02%	100.00%
6	3.27%	3.92%	37.91%	54.90%	100.00%
Grand Total	**2.58%**	**5.54%**	**34.32%**	**57.56%**	**100.00%**

2023 SC Ready (6th ELA) (Meets and Exceeds)			
School	**21/22**	**22/23**	**Growth**
KCSD	43.8	52.4	9.6
STATE	45.1	53.4	8.3
2023 SC Ready (7th ELA) (Meets and Exceeds)			
School	**21/22**	**22/23**	**Growth**
KCSD	45.7	52	6.3
STATE	43.2	50	6.8
2023 SC Ready (8th ELA) (Meets and Exceeds)			
School	**21/22**	**22/23**	**Growth**
KCSD	51.2	55.4	2.4
STATE	45.9	53.1	7.2

Findings SC Ready 6-8 ELA:

KCSD sixth grade ELA had positive growth in all four schools and exceeded the state average. Seventh-grade ELA also saw growth at all four schools and positive growth. 3 out of 4 schools saw positive growth in 8th-grade ELA.

SC Ready (6th Math) (Meets and Exceeds)			
School	**21/22**	**22/23**	**Growth**
KCSD	28.1	33.3	5.2
STATE	35.7	36.3	0.6
SC Ready (8th Math) (Meets and Exceeds)			

School	**21/22**	**22/23**	**Growth**
KCSD	25.6	29.1	3.5
STATE	30.2	31.6	1.4

Findings SC Ready 6-8 Math:

Sixth grade math saw positive growth in 3 out of 4 schools and exceeded the state math growth. Eighth-grade math showed growth in all four schools and exceeded the state growth.

EOC (End of Course) All Students

Subject Legend
A = Algebra
B = Biology
E2 = English 2
H = History

	Grade					
Subject	**A**	**B**	**C**	**D**	**F**	**Grand Total**
A	4.97%	8.86%	17.71%	26.35%	42.12%	100.00%
B	9.33%	10.53%	16.99%	19.14%	44.02%	100.00%
E2	19.60%	22.47%	25.55%	21.15%	11.23%	100.00%
H	14.63%	9.31%	13.83%	17.29%	44.95%	100.00%
Grand Total	**12.04%**	**12.97%**	**18.76%**	**21.22%**	**35.01%**	**100.00%**

SWD

	Grade				
Subject	**B**	**C**	**D**	**F**	**Grand Total**
A	0.00%	0.00%	20.00%	80.00%	100.00%
B	0.00%	0.00%	0.00%	100.00%	100.00%
E2	50.00%	0.00%	50.00%	0.00%	100.00%
H	0.00%	33.33%	33.33%	33.33%	100.00%
Grand Total	**6.67%**	**6.67%**	**20.00%**	**66.67%**	**100.00%**

Black Students

	Grade

Subject	A	B	C	D	F	Grand Total
A	1.69%	7.30%	15.73%	31.46%	43.82%	100.00%
B	2.75%	8.26%	16.51%	21.10%	51.38%	100.00%
E2	7.69%	20.77%	26.92%	32.31%	12.31%	100.00%
H	9.09%	5.19%	6.49%	20.78%	58.44%	100.00%
Grand Total	**4.66%**	**10.73%**	**17.41%**	**27.73%**	**39.47%**	**100.00%**

Hispanic Students

Subject	Grade A	B	C	D	F	Grand Total
A	3.64%	9.09%	20.00%	20.00%	47.27%	100.00%
B	4.76%	2.38%	11.90%	19.05%	61.90%	100.00%
E2	12.50%	27.08%	16.67%	18.75%	25.00%	100.00%
H	8.00%	8.00%	12.00%	10.00%	62.00%	100.00%
Grand Total	**7.18%**	**11.79%**	**15.38%**	**16.92%**	**48.72%**	**100.00%**

EOC Test Scores by Subject

Subject	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
Algebra	1,007	35.35%	26.42%	19.46%	9.93%	8.84%	66.62	14.62
Biology	837	41.46%	16.01%	16.97%	12.78%	12.78%	66.15	17.93
English 2	909	14.30%	18.92%	23.54%	22.11%	21.12%	76.31	14.80
U.S. History and the Constitution	785	39.11%	17.58%	13.12%	11.08%	19.11%	67.42	20.44

EOC Test Scores by Demographics

Algebra 1

Students	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
ALL	1,007	35.35%	26.42%	19.46%	9.93%	8.84%	66.62	14.62
Male	518	37.45%	26.83%	17.95%	8.88%	8.88%	65.84	14.99

Female	489	33.13%	25.97%	21.06%	11.04%	8.79%	67.45	14.18
Hispanic or Latino	94	42.55%	23.40%	19.15%	9.57%	5.32%	63.97	14.09
American Indian or Alaska Native	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	311	50.48%	28.62%	13.18%	3.86%	3.86%	61.36	12.13
White	537	24.77%	26.82%	23.28%	13.04%	12.10%	70.09	14.88
Two or more races	59	42.37%	16.95%	16.95%	13.56%	10.17%	66.31	15.73
Disabled	124	67.74%	24.19%	4.84%	2.42%	0.81%	56.10	10.28
Not Disabled	883	30.80%	26.73%	21.52%	10.99%	9.97%	68.10	14.54
Limited English Proficient (LEP)	39	61.54%	23.08%	12.82%	0	2.56%	56.62	12.24
Non-LEP	968	34.30%	26.55%	19.73%	10.33%	9.09%	67.02	14.57
Pupils in Poverty (PIP)	598	43.31%	28.60%	16.89%	7.53%	3.68%	63.09	12.67
Non-SIP	391	21.99%	23.27%	24.30%	13.55%	16.88%	72.35	15.48
Homeless	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military	63	28.57%	23.81%	22.22%	11.11%	14.29%	70.33	14.66
Foster	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Gifted and Talented	172	2.33%	11.63%	22.09%	25.58%	38.37%	84.15	12.38
Algebra 1 (4,114)	546	17.40%	26.19%	24.36%	16.85%	15.20%	73.18	14.32
Intermediate Algebra (4,117)	445	55.06%	27.64%	14.16%	1.80%	1.35%	59.21	10.62
Other Courses	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Biology

Students	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
ALL	837	41.46%	16.01%	16.97%	12.78%	12.78%	66.15	17.93
Male	429	44.76%	14.22%	16.55%	10.72%	13.75%	65.23	18.65
Female	408	37.99%	17.89%	17.40%	14.95%	11.76%	67.12	17.09
Hispanic or Latino	87	48.28%	14.94%	19.54%	6.90%	10.34%	63.98	16.56
Asian	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	241	61.00%	16.60%	11.20%	6.22%	4.98%	58.22	15.73
Native Hawaiian or Other Pacific Islander	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	468	30.98%	15.81%	19.87%	17.09%	16.24%	70.22	17.69
Two or more races	37	35.14%	16.22%	10.81%	10.81%	27.03%	70.54	19.78
Disabled	96	75.00%	10.42%	8.33%	4.17%	2.08%	51.91	14.58

Not Disabled	741	37.11%	16.73%	18.08%	13.90%	14.17%	68.00	17.49
Limited English Proficient (LEP)	29	65.52%	17.24%	6.90%	3.45%	6.90%	57.72	14.12
Non-LEP	808	40.59%	15.97%	17.33%	13.12%	13.00%	66.46	17.98
Pupils in Poverty (PIP)	473	50.11%	18.82%	14.16%	8.88%	8.03%	61.89	16.69
Non-SIP	342	26.90%	12.87%	21.93%	18.42%	19.88%	72.72	17.78
Military	51	17.65%	15.69%	21.57%	25.49%	19.61%	75.37	15.10
Foster	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gifted and Talented	158	0.63%	4.43%	21.52%	29.75%	43.67%	86.97	11.02
Biology 1 (3,221)	827	40.75%	16.20%	17.17%	12.94%	12.94%	66.44	17.83
Other Courses	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

English 2

Students	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
ALL	909	14.30%	18.92%	23.54%	22.11%	21.12%	76.31	14.80
Male	464	18.10%	20.26%	23.06%	23.06%	15.52%	74.08	14.99
Female	445	10.34%	17.53%	24.04%	21.12%	26.97%	78.62	14.24
Hispanic or Latino	103	26.21%	18.45%	17.48%	24.27%	13.59%	72.07	16.15
Asian	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Black or African American	272	18.38%	28.31%	28.31%	14.71%	10.29%	71.28	13.15
Native Hawaiian or Other Pacific Islander	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	489	10.02%	14.11%	22.90%	25.56%	27.40%	79.48	14.41
Two or more races	40	10.00%	17.50%	17.50%	22.50%	32.50%	80.68	14.16
Disabled	90	53.33%	22.22%	11.11%	11.11%	2.22%	61.61	13.26
Not Disabled	819	10.01%	18.56%	24.91%	23.32%	23.20%	77.92	14.05
Limited English Proficient (LEP)	37	51.35%	24.32%	8.11%	13.51%	2.70%	61.03	14.73
Non-LEP	872	12.73%	18.69%	24.20%	22.48%	21.90%	76.95	14.45
Pupils in Poverty (PIP)	512	17.77%	23.83%	25.39%	18.75%	14.26%	73.17	14.20
Non-SIP	367	7.90%	11.99%	21.80%	26.70%	31.61%	81.27	14.10
Military	55	5.45%	10.91%	23.64%	34.55%	25.45%	81.24	12.37
Foster	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gifted and Talented	161	N/A	0.62%	8.07%	21.12%	70.19%	92.98	7.88
English 2 (3,025)	890	13.03%	18.88%	23.93%	22.58%	21.57%	76.81	14.48
Other Courses	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A

U.S. History and the Constitution

Students	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
ALL	785	39.11%	17.58%	13.12%	11.08%	19.11%	67.42	20.44
Male	398	40.20%	17.09%	13.07%	9.05%	20.60%	66.99	21.23
Female	387	37.98%	18.09%	13.18%	13.18%	17.57%	67.86	19.57
Hispanic or Latino	86	50.00%	18.60%	15.12%	4.65%	11.63%	62.23	18.29
Asian	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	194	55.15%	18.56%	9.79%	7.73%	8.76%	59.13	18.34
White	454	30.40%	17.62%	13.66%	13.22%	25.11%	71.88	20.31
Two or more races	47	36.17%	12.77%	17.02%	17.02%	17.02%	67.79	20.80
Disabled	69	75.36%	18.84%	4.35%	0	1.45%	48.28	14.65
Not Disabled	716	35.61%	17.46%	13.97%	12.15%	20.81%	69.26	19.96
Limited English Proficient (LEP)	23	78.26%	21.74%	0	0	0	50.57	10.07
Non-LEP	762	37.93%	17.45%	13.52%	11.42%	19.69%	67.93	20.45
Pupils in Poverty (PIP)	381	48.82%	19.16%	12.60%	9.71%	9.71%	61.78	18.83
Non-SIP	358	26.82%	15.64%	13.41%	13.69%	30.45%	74.50	20.14
Homeless	1							

Military	38	34.21%	15.79%	10.53%	10.53%	28.95%	72.13	21.22
Foster	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gifted and Talented	204	7.84%	9.80%	12.25%	17.16%	52.94%	86.32	15.20
U.S. History and the Constitution (3320)	669	44.10%	18.83%	13.30%	10.31%	13.45%	64.39	19.29
AP U.S. History (3372)	112	7.14%	10.71%	12.50%	16.07%	53.57%	86.66	15.21

	School Report Cards	
School	**21/22**	**22/23**
Blaney Elementary	Average (46)	Good (59) (+13)
Camden Elementary	Below Average (41)	Average (49) (+8)
Doby's Mill Elementary	Average (44)	Good (57) (+13)
Jackson Elementary	Below Average (40)	Below Average (38) (-2)
Lugoff Elementary	Good (55)	Excellent (71) (+16)
Midway Elementary	Average (45)	Average (47) (+2)
North Central Elementary	Below Average (37)	Good (55) (+18)
Pine Tree Hill Elementary	Below Average (39)	Average (52) (+13)
Wateree Elementary	Below Average (41)	Good (53) (+12)
Camden Middle	Average (40)	Average (43) (+3)
Lugoff Elgin Middle	Good (54)	Good (55) (+1)
North Central Middle	Good (48)	Average (46) (-2)
Stover Middle	Average (43)	Average (41) (-2)
Camden High	Average (51)	Below Average (46) (-5)
Lugoff-Elgin High	Average (59)	Average (58)(-1)
North Central High	Good (61)	Average (54) (-7)
Woolard Technology	n/a	n/a

SC Report Card Findings:

SC Report Card saw growth in nine schools while seven did not show growth. All schools were Average or Above with two Below Average. Three schools were within three points of being Excellent with one school receiving Excellent.

GT Students being served through Honors or AP at the High School

District 76.03%
Camden High 75.1%
Lugoff Elgin High 73.9%
North Central High 79.1%

Course	# of 3s	# of 4s	# of 5s	22-23 % passage (3,4,5)	21-22
District Total	180	107	66	353/561 62.72	239/486 49.2

AP Score Findings:
Kershaw County Schools offer 13 AP courses districtwide, with AP Seminar being new this past school year. In the 22-23 school year, students took 561 AP tests and 365 students scored a 3 or better. This is a passage rate of 62.72% up from 49.2% the year before. An additional 75 students took AP classes in the 22-23 year. This could be accredited to the addition of an AP Capstone program at LEHS and the Social Studies vertical alignment within Gifted services elementary through middle school to prepare students for this higher-order inquiry learning.

School	20/21	21/22	22/23
Camden High	351	214	444
Lugoff Elgin High	352	308	397
North Central High	104	73	168
District	**807**	**595**	**1009**

Dual Credit Findings:
Dual enrollment has also increased at Central Carolina Community College from 595 in the 21-22 school year to 1009 in the 22-23 school year. This is higher than the district's 20-21 school year numbers of 807 during the pandemic.

Targeted Support and Subgroups:

Underperforming Subgroup	# of Elementary/Middle Schools Identified	# of High Schools Identified	Total # of School Identified
Students with Disabilities	8	1	9
Students in Poverty	4	1	5
Race_Black	5	1	6
Race_Hispanic	1	1	2
			0
			0
Total	9	1	10

Conclusions based on Rating Points	
Strengths	Reading is a relative strength however there is still room for improvement.
Opportunities for Growth	SWD, black students, Hispanic students, and students in poverty

KCSD Graduation Rate 2020-2023

District Four-Year Cohort Graduation Rate

	2020	2021	2022	2023
District	86.3	86.3	83.3	81.8
State	82.2	83.3	83.8	83.8

Chronic Absenteeism Trend Data

School	2020-2021	2021-2022	2022-2023
Baron Dekalb Elementary	31.1%		
Bethune Elementary	9.1%		
Mt. Pisgah Elementary	35.5%		
Blaney Elementary School	6.4%	14.6%	17.6%
Camden Elementary	17.0%	22.4%	14.8%
Doby's Mill Elementary	10.0%	15.1%	17.5%
Jackson School	16.8%	23.8%	21.9%
Lugoff Elementary	15.0%	16.6%	14.1%

Midway Elementary	20.5%	33.1%	26.4%
North Central Elementary		28.1%	23.9%
Pine Tree Hill Elementary	6.5%	14.8%	12.6%
Wateree Elementary	14.4%	23.8%	13.7%
Camden Middle	25.4%	22.0%	23.4%
Lugoff-Elgin Middle	11.3%	24.3%	23.8%
North Central Middle	39.1%	27.6%	31.0%
Stover Middle	20.5%	30.8%	22.8%
Camden High	31.7%	33.5%	17.1%
Lugoff-Elgin High	27.5%	28.8%	24.0%
North Central High	27.4%	30.7%	27.9%

TOTALS

Elementary	**14.1%**	**20.4%**	**17.4%**
Middle	**22.6%**	**25.9%**	**24.6%**
High	**28.8%**	**30.7%**	**22.4%**
District	**20.7%**	**24.9%**	**20.7%**

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Student Achievement, including sub-groups

Early Childhood/Primary (PK–2):

KCSD has seen positive growth in Acadience data for students especially in kindergarten and first grade for early literacy skills. This can be attributed to strengthening the Core Instruction and focused research-based interventions focusing on early literacy skills. Additionally, we implemented districtwide CERDEP 4K programs. Since 2021, KCSD has seen positive growth in Kindergarten students who are demonstrating readiness for Kindergarten (from 23.5% in 2021 to 40.5% in 2023). This increase can be attributed to having CERDEP 4K programs in all of our nine Title I elementary schools which target and serve 340 of our most at-risk early learners. Likewise, by having CERDEP classes in all elementary schools, preschool students who have disabilities can benefit from mainstreaming services. In 2023, all CERDEP programs adopted a new curriculum based on the science of reading to help prepare the rising Kindergarteners for the transition to the new 2023 ELA standards. CERDEP teachers were trained in a new assessment, MyIGDIs, to progress monitor ELA and math. Additionally, KCSD has also seen positive growth in Acadience data for students, especially in kindergarten and first grade for early literacy skills, which can be attributed to strengthening the Tier 1 core instruction and focused research-based interventions on early literacy skills. Finally, in 2022, KCSD operated the school calendar on a staggered start for 4K and 5K so that teachers could work with rising students to build relationships and conduct pre-assessments in advance of mandated state assessments (4K: MyIGDIs and 5K: KRA).

2023 Baseline Data

MyIGDIs: 30% of CERDEP-eligible 4K students were able to identify rhyming word pairs through phonemic awareness activities as determined by MyIGDIs. Progress monitoring data will increase 2% annually to meet annual targets specified in the plan.

KRA: 40% of incoming Kindergarteners are ready for school as evidenced by the state-mandated Kindergarten Readiness Assessment. Teachers will focus on Tier 1 instruction based upon the SC-Early Learning Standards and focused intervention. District readiness data will improve 4% annually as specified in the plan.

DIBELS: Using Acadience (DIBELS) composite scores, 52% of first graders scored above are well above; 63% of second graders scored above or well above. Progress monitoring data will increase by 5% annually as specified in the plan.

Elementary/Middle (3–8):

ELA

KCSD third-grade scores continue to improve on SC Ready. Seven of nine Title I elementary schools saw positive growth in 2023, which could be attributed to the summer reading camp for K-2 students who were at risk as identified by data. During the 2022-2024 school terms, this cohort of students received targeted tutoring during our after-school tutoring programs using a research-based curriculum and research-based interventions. Our fourth-grade district cohort also saw positive growth in 8 out of 9 schools and growth above the state average; our fifth-grade district cohort saw positive growth in 6 out of 9 schools and growth overall. KCSD sixth and seventh grade ELA had positive growth in all schools and exceeded the state average. Three out of four schools had growth in eighth grade ELA. SWD grades 3-8 scored behind their peers in SC Ready Reading and Math.

2023 ELA Baseline Data on SCReady ELA.

Grade Level	Does Not Meet	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	26.7%	22.4%	28.4%	22.4%
4	19.60%	24.90%	27.90%	27.60%
5	17.50%	28.50%	27.50%	26.40%
6	19%	28.6%	24.9%	27.4%
7	18.90%	28.80%	29.40%	22.40%
8	17.60%	26.80%	29.40%	25.80%

Science

2023 SCPASS Science data:

4th grade: 43.8% scored meets or exceeds

6th grade: 38.3% scored meets or exceeds

Math

As for math, our third-grade district cohort saw positive growth in 5 of 9 schools; however, as a district, this cohort did not meet positive growth. Fourth grade math was above the state average for growth and 8 out of 9 schools had positive growth. Fifth grade had positive growth in 6 out of 9 schools and was above the state average in growth overall. Sixth grade math saw positive growth in 3 out of 4 schools and exceeded the state math growth. Eighth-grade math showed growth in all four schools and exceeded the state growth. SWD grades 3-8 scored behind their peers in SC Ready Reading and Math.

2023 Math Baseline Data on SCReady Math:

Grade Level	Does Not Meet	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	25.9%	24.1%	25.3%	24.7%
4	28.8%	23.2%	25.2%	22.9%
5	25.4%	32.9%	23.6%	18%
6	35.5%	34.1%	21.6%	8.7%
7	38.8%	39.9%	13%	8.4%
8	39.6%	31.3%	16%	13.1%

High School (9–12):

Kershaw County Schools offers 13 AP courses districtwide, with AP Seminar being new this past school year. In the 22-23 school year, students took 561 AP tests and 365 students scored a 3 or better. This is a passage rate of 62.72% up from 49.2% the year before. An additional 75 students took AP classes in the 22-23 year. This could be accredited to the addition of an AP Capstone program at LEHS and the Social Studies vertical alignment within Gifted services elementary through middle school to prepare students for this higher-order inquiry learning. Dual enrollment has also increased at Central Carolina Community College from 595 in the 21-22 school year to 1009 in the

22-23 school year. This is higher than the district's 20-21 school year numbers of 807 during the pandemic.

EOC Scores- Kershaw County School District continues on a growth journey with our EOC Scores. Although we are within 5% of the state average in all areas, we want higher achievement for our students. For English 2 and Biology 1 EOC scores, we are within 1% of the state average for our passage rates. For Algebra 1, our passage rate is 4.8% below the state average. For US History, we are 1.7% below the state average. When disaggregating the current scores, we do see significant achievement gaps between our white and minority students, between pupils of poverty and those who are not, between students who do and do not receive special services, and between students with limited English proficiency and those who are proficient in English.

2023 Baseline Data on SC EOCEP by Subject Area: (C or Above)

English 2- 66.8%

Biology- 41.7%

US History- 43.3%

Algebra 1- 38.2%

The 2023 KCSD Graduation Rate baseline data is 81.8% for the four-year graduation cohort. Annual targets are noted in the plan.

Teacher/Administrator Quality

Beginning the Fall of 2024 under Proviso 1A.73, all K-3 teachers, special education, interventionists, reading coaches, and administrators will be required to take the Language Essentials for Teachers of Reading and Spelling (LETRS) training. To prepare for this district-wide training, several schools were early adopters and began LETRS training during the 23-24 school year. This training in the science of reading was beneficial in helping to select a new ELA textbook adoption which will be used beginning the fall of 2024. Reading coaches, along with the Director for Intervention/Enrichment and the Director for Elementary Educator, worked with all schools to help prepare for the implementation of the new ELA standards in order to increase educator awareness around the Science of Reading and best practices. Additionally, after reviewing our Eleot data, KCSD has chosen to focus on student engagement as a key factor for improving student achievement and teacher efficacy. 86% of current Multilingual Specialists have obtained their ESOL certification. KCSD will increase the number of ESOL Endorsements of General Education teachers. KCSD uses a Multi-Tiered System of Support (MTSS) Process Guide as a framework for our district and school professional learning communities. An area of focus for our district continues to be with our PLCs; district wide training in a unified PLC model would be beneficial.

2023 Baseline Data from eleot Observations Tool

Target Skill	**23-24 Score**
Digital Learning; Subskill: Using Digital Tools to communicate and/or work collaboratively	2.02/1.77
Progress Monitoring; Subskill: Learners understand and/or are able to explain how their work is assessed.	2.92/2.65
Active Learning; Subskill: Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments.	2.98/2.64

Using 2023 school report card data, teacher retention data is 85.1%. Annual targets to improve teacher retention are noted in the plan.

School Climate

In 2023, our SC Distinct Report Card indicated the 83.9% of parents were satisfied with home school relations. KCSD has identified this area as a critical area in a student's success. Parent school relationships are key to problem solving to benefit students academically and social emotionally. We have also recognized that school attendance since the pandemic has been an obstacle to student success, especially those who are chronically absent. In 2022-2023, our chronic absenteeism is 20.7% district wide. Baseline Data- Using 2023 school report card data, KCSD overall absenteeism rate is 20.7%. Annual targets are noted in the plan.

Other (such as district and/or school priorities)

KCSD recognizes that after the pandemic professional learning communities need to be a focus for the district. PLCs will help (1) build a stronger community amongst the teachers, (2) focus on Tier I quality high-leverage instructional practices, (3) are an important part of the MTSS support for students, (4) direct data-driven instruction tailored to students' needs, and (5) are part of a healthy school ecosystem. An area of focus for our district continues to be with our PLCs; district wide training in a unified PLC model would be beneficial. Below is the link for the KCSD PLC plan moving forward districtwide.
https://docs.google.com/document/d/1GpEERJMT4L7Eyp_XoEbef4TI0-W5Kk1lOILJl360BcI/edit?usp=sharing

Gifted and Talented *(District Level Only)*

In 2023, KCSD served 791 students grades 3-8. Gifted and Talented students. Although these students are scoring meets and above on SCReady subsections, our goal is to move them to the exceeds category.

2023 Baseline Data from SCReady (elementary and middle) and Course Enrollment (High).

For our GT students. SC Ready Data for ELA shows a meet and exceed rate of 96.45%, with 76.93% scoring exceeds. SC Ready Math 3-8 rates are lower. 86.22% of GT students scored meets or exceeds expectations with only 52.72% of students scoring exceeding. SC PASS for science grades 4 and 6 91.88% meets and exceeds with 57.56% exceeding. At this time SC PASS for Social Studies is not tested for baseline data. 76.03% of gifted and talents students are served at the high school level through honors or AP classes.

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

(required)* ☐ District Priority

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

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PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, 40% of KCSD CERDEP-eligible 4K students will be able to identify rhyming word pairs through phonemic awareness activities as determined by myIGDIs progress monitoring data.

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

INTERIM PERFORMANCE GOAL: From 2024-2029, the percentage of CERDEP-eligible 4K students able to identify rhyming word pairs through phonemic awareness activities as determined by myIGDIs progress monitoring data will increase by 2% annually. We will meet the annual targets below.

DATA Source(s): MyIGDIs

Baseline: 2023: 30% of CERDEP-eligible 4K students were able to identify rhyming word pairs through phonemic awareness activities as determined by myIGDIs progress monitoring data.

2023 – 24 – Projected Data: 32%
2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: 34%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 36%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 38%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 40%
2027 – 28 – Actual Data: Click or tap here to enter text.

STRATEGY #1: Offer training to enhance teacher expertise and instructional practice to provide explicit skill instruction and interventions.

In the chart below, enter the action plan for implementing this strategy.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train teachers in the state-mandated 4K assessment	2024-2029	Director for Elementary Education, CERDEP Lead Teacher, KCSD SLP and School Psychologist	$500	CERDEP	Training logs Frontline Professional Development reports Student progress reports
2. Progress monitor 4K students using the state-mandated 4K assessment	2024-2029	CERDEP teachers	Sub costs, as needed	General Fund	Student progress reports Data tracking charts
3. Monitor growth in MTSS monthly collaborative PLCs	2024-2029	Director for Elementary Education, school administrators, and CERDEP teacher	N/A	N/A	Student progress reports Data tracking charts Teacher SLO data
4. Share progress monitoring data with Kindergarten teachers	2024-2029	CERDEP teachers, Kindergarten teachers, administrators	N/A	N/A	Student progress reports ELA standard checklists Kindergarten report cards

					Teacher SLO data PLC meeting minutes Frontline Professional Learning sign in rosters
5.Train teachers in Language Essentials for Teachers of Reading and Spelling (LETRS)	2025-2027	CERDEP teachers	Sub costs	State funding under Proviso 1A.73	Completion of LETRS online coursework Certificates of attendance Lesson planning
6. Train teachers in the SCDE Pyramid PIECES (Promoting Integrated Early Childhood Emotional and Social supports)	2024-2025	CERDEP teachers and IAs	Sub costs	SCDE	Completion of Pyramid training Certificates of attendance Parent communication
7. Train 4k teachers in the district adopted curriculum	2024-2029	CERDEP Teachers	Sub costs	CERDEP General Fund	Frontline Professional Development Report and Pacing Guides
8. Develop and implement a special education preschool itinerant service delivery model	2024 - 2029	Special Services Coordinator, Director of Special Services	NA	General Fund	Caseload reports Student IEP progress reports Consultation service logs District LRE reports
9. Train special education preschool teachers in the district adopted curriculum	2024-2029	Special Services Coordinator, Director of Special Services	$6000 2024-25, Curriculum Costs TBD 2025 -2029, Stipends, Sub Costs	General Fund	Professional Development Participation Reports
10. Train preschool staff in the district's 4K Problem Solving Model to identify and evaluate students with disabilities	2024-2029	Director of Elementary Education, Special Services Coordinator	NA	General Fund	Professional Development Participation Rosters

11. Utilize Special Education coach(es) to provide instructional support to Special Education teachers.	2024-2029	Special Education Coach(es), Special Services Coordinator		General Fund	Consultation logs Student IEP Progress Reports

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, 60% of incoming Kindergartners will be ready for school as determined by KRA data.

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

INTERIM PERFORMANCE GOAL: From 2024-2029, we will increase the percentage of incoming Kindergartners who are ready for school by 4% each year by focusing on high-quality Tier 1 instruction and focused interventions. We will meet the annual targets below.

DATA Source(s): KRA 2.0

Baseline: 40%

2023 – 24 – Projected Data: 44%
2023 – 24 – Actual Data: 40%

2024 – 25 – Projected Data: 48%
2024 – 25 – Actual Data: 34.05%

2025 – 26 – Projected Data: 52%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 56%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 60%
2027 – 28 – Actual Data: Click or tap here to enter text.

STRATEGY #1: Provide 5K teachers with high quality professional development in the Science of Reading ELA standards and aligned assessments.

In the chart below, enter the action plan for implementing this strategy.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train teachers to implement district-adopted ELA curriculum with fidelity	Fall 2024 - Spring 2029	Director for Elementary Education Director for Intervention and Enrichment	$6000	General	Subgroup analysis Training presentations Frontline Professional Development reports Student progress reports
2. Train teachers in state-adopted 5K assessment	2024-2029	Director of Assessment Director for Elementary Education Kindergarten teachers	Sub costs, as needed	General Fund	Student progress reports Data tracking charts KRA reports to parents

3. Progress monitor 5K students using the ELA state-adopted curriculum	2024-2029	Director for Elementary Education, school administrators, and 5K teachers	$1500	General Fund	KRA reports to parents RtI student data profiles Kindergarten standards based report cards Staggered start school calendar under S. 418
4. Monitor growth of student progress in MTSS monthly collaborative PLCs	2024-2029	Director for Elementary Education, school administrators, reading coaches, 5K teachers	N/A	N/A	Student progress reports Data tracking sheets Teacher SLO data
5. Train teaches in Language Essentials for Teachers of Reading and Spelling (LETRS)	2024-2026	5K teachers school administrators	Sub costs	State funding under Proviso 1A.73	Completion of LETRS online coursework LETRS certificates of attendance Lesson planning
6. Purchase and implement with fidelity district-adopted ELA curriculum for students with disabilities that supports progress in the general education curriculum.	2024-2029	Special Services Coordinator, Director of Special Education	Curriculum Costs TBD Stipends and Sub costs, as needed	General Fund and IDEA	Lesson Plans Student IEP Progress Reports KRA Reports
7. Evaluate Least Restrictive Environment (LRE) of students with disabilities to maximize participation in general education settings and curriculum. Develop and implement procedure(s) and locate programs and staff to support LRE.	2024-29	Director of Special Education	None	NA	District LRE and caseload reports
8. Utilize Special Education coach(es) to provide instructional	2024-2029	SPED Coaches, Special Education Coordinator	None	NA	Consultation logs

support to Special Education teachers.					

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

(required)* ☐ District Priority

uires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 A☐ Gifted and Talented: Other

PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, 78 % of 1st graders and 87% of 2nd graders will have composite scores of at or well above on Acadience (DIBELS).

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

INTERIM PERFORMANCE GOAL: From 20224-2009, we will increase Acadience (DIBELS) composite scores to at or well above for 1st and 2nd grade by 5% each year. We will meet the annual targets below.

DATA Source(s): Acadience (DIBELS) Composite Scores

Baseline: 1st grade above or well above 52%
2nd grade above or well above 63%

2023 – 24 – Projected Data: 1st-57% 2nd-68%
2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: 1st-63% 2nd-73%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 1st-68% 2nd-77%

2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 1st-73% 2nd-82%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 1st-78% 2nd-87%
2027 – 28 – Actual Data: Click or tap here to enter text.

STRATEGY #1: Provide targeted core reading instruction and reading interventions to meet the needs of students.

In the chart below, enter the action plan for implementing this strategy.

ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide science of reading training for interventions based on Acadience benchmarks and progress monitor with fidelity	Fall 2024 - Spring 2029	Director of Intervention, Director of Elementary Education, School Administrators, Reading/MTSS Coaches, Director of SPED, Coordinator of MLs	$30,000	Title I	Progress Monitoring Data in Acadience and Benchmarks to include subgroup data
2. Utilize the state and district adopted reading curriculum with fidelity	Fall 2024-Spring 2029	Director of Intervention, Director of Elementary Education, School Administrators,	None	SCDE	Progress Monitoring Data in Acadience and Benchmarks to include subgroup data

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Reading/MTSS Coaches, Coordinator of MLs			
3.ESOL endorsement for General Education teachers for Tier 1 instruction of Multilingual Learners	2024-2029	Coordinator of MLs	$6000 annually	Title III	ESOL Endorsement on professional licenses
4. Train and provide opportunities for collaboration with Special Education teachers and general education teachers in the new standards and curriculum.	2024-2029	Director of Special Education, Director of Elementary Education	Sub costs	General Fund and IDEA	SWD ELA and Acadience Data i-Ready data
5. Purchase and implement with fidelity district-adopted ELA curriculum for students with disabilities that supports progress in	2024-2029	Special Services Coordinator, Director of Special Services	Curriculum costs TBD Stipend and Sub costs, as needed	IDEA and General Fund	i-Ready and Acadience data Student IEP progress reports

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
the general education curriculum.					
6. Evaluate Least Restrictive Environment (LRE) of students with disabilities to maximize participation in general education settings and curriculum. Develop and implement procedure and staff and locate programs to support LRE.	2024-2029	Director of Special Education	None	NA	District LRE and caseload reports
7. Utilize Special Education coach(es) to provide instructional support to Special Education teachers.	2024-2029	SPED Coach(s), Special Services Coordinator	None	NA	Consultation logs

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, the percentages of students scoring met or exceeds in ELA on SC Ready will be 3rd (70.8%), 4th (75.5%), 5th (74.0%), 6th (63.1%), 7th (66.3%), and 8th (61.2%).

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

INTERIM PERFORMANCE GOAL: From 2024-2009, ELA scores in grades 3-8 SC Ready will increase 4% meets or exceeds expectations each year. We will meet the annual targets below.

DATA Source(s): 2023 SC Ready ELA Scores

2023 ELA Baseline Data on SCReady ELA.

Grade Level	Does Not Meet	Approaches Expectations	Meets Expectations	Exceeds Expectations	
3	26.7%	22.4%	28.4%	22.4%	50.8%
4	19.60%	24.90%	27.90%	27.60%	55.5%
5	17.50%	28.50%	27.50%	26.40%	53.9%
6	19%	28.6%	24.9%	27.4%	52.3%
7	18.90%	28.80%	29.40%	22.40%	51.8%
8	17.60%	26.80%	29.40%	25.80%	55.2%

2023 – 24 – Projected Data: 3rd-54.8, 4th-59.5, 5th-57.9, 6th-56.4, 7th-55.8, and 8th 59.2
2023 – 24 – Actual Data: 3rd- 44.65; 4th-46.19; 5th-43.96; 6th-42.89; 7th-40.69; 8th- 41.8%

2024 – 25 – Projected Data: 3rd-58.8, 4th-63.5, 5th-61.9, 6th-60.4, 7th-59.8, and 8th 63.2
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 3rd-62.8, 4th-67.5, 5th-65.9, 6th-64.4, 7th-63.8, and 8th 67.2
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 3rd-66.8, 4th-71.5, 5th-69.9, 6th-68.4, 7th-67.8, and 8th 71.2
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 3rd-70.8, 4th-75.5, 5th-73.9, 6th-67.4, 7th-71.8, and 8th 75.2
2027 – 28 – Actual Data: Click or tap here to enter text.

STRATEGY #1: Provide consistent targeted core reading instruction and intervention to meet identified student needs as identified through evidence-based assessments. Click or tap here to enter text.

In the chart below, enter the action plan for implementing this strategy.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Implement SCDE adopted ELA curriculum with fidelity.	Fall 2024-Spring 2029	Director of Elementary Education and ELA	TBD	SCDE Title I Supplemental Materials	SC Ready and MAP PD Surveys and Frontline Attendance
2.K-3 Teachers will be trained in LETRS	Fall 2024-Spring 2029	Director of Elementary Education and ELA	Sub cost	SCDE	K-3, SPED, and Interventionist SCDE Completion Reports
3.Project Read intervention for ELA training for intervention Tier II, Tier III, and where appropriate SPED.	Fall 2024-Sprin 2029	Director of Intervention and Director of Special Education	Sub cost Materials TBD	SCDE	MAP, Acadience, and SC Ready data
4. i-Ready ELA targeting subgroups for intervention and special education where appropriate	Fall 2024-Spring 2029	Director of Intervention and Director of Special Education	$200,000/yr.	ATSI and Title I	i-Ready growth reports and SC Ready
5. Purchase and implement with fidelity district-adopted ELA curriculum for students with	2024-2029	Special Services Coordinator, Director of Special Education	Curriculum Costs TBD	General Fund and IDEA	Acadience, MAP, iReady, and SC Ready data

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
disabilities that supports progress in the general education curriculum			Stipend and sub costs, as needed		Student IEP Progress Reports
6. ESOL Endorsement for General Education teachers for Tier 1 instruction of Multilingual Learners	2024-2029	Coordinator of MLs	$6000/yr	Title III	ESOL Endorsement
7. Evaluate Least Restrictive Environment (LRE) of students with disabilities to maximize participation in general education settings and curriculum. Develop and implement procedure and staff and locate programs to support LRE.	2024-29	Director of Special Education	None	NA	District LRE and caseload reports
8. Utilize Special Education coach(es) to provide instructional support to Special Education teachers.	2024-2029	SPED Coaches, Special Services Coordinator	None	NA	Consultation logs

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, 86.8% of KCSD students will score a C or higher on the English 2 EOC.

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

INTERIM PERFORMANCE GOAL: From 2024-2029. KCSD will increase the number of students scoring C or above on the English 2 EOC by 4% each year. We will meet the annual targets below/.

DATA Source(s): 2023 English 2 EOC Mastery Rates

2023 Baseline: English 2 (C or above): 66.8%

2023 – 24 – Projected Data: 70.8%
2023 – 24 – Actual Data: 74.52%

2024 – 25 – Projected Data: 74.8%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 78.8%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 82.8%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 86.8%
2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core reading instruction and intervention to meet identified student needs as identified through evidence-based assessments.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement SCDE adopted ELA curriculum with fidelity.	2024-2029	Director of Elementary Education and ELA	TBD	SCDE	EOC Frontline Surveys
2. Create district benchmarks with Mastery Connect to monitor interim growth, updated annually.	2024-2029	Director of Elementary Education, Chief Academic Officer, and instructional coaches	TBD	General Fund	EOC Data and Benchmark Data
3. ESOL Endorsement for General Education teachers for Tier 1 instruction of Multilingual Learners	2024-2029	Coordinator of MLs	$6,000/yr.	Title III	ESOL Endorsement
4. Purchase and implement with fidelity district-adopted ELA curriculum for students with disabilities that supports progress in the general education curriculum.	2024-2029	Special Services Coordinator, Director of Special Services	Curriculum costs TBD Stipend and sub costs, as needed	General Fund and IDEA	EOC data Student IEP progress reports
5. Evaluate Least Restrictive Environment (LRE) of students with disabilities to maximize participation in general education settings and curriculum. Develop and implement	2024-29	Director of Special Services	None	NA	District LRE and caseload reports EOC Data

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
procedures and staff and locate programs to support LRE.					
6. Utilize Special Education coach(es) to provide instructional support to Special Education teachers.	2024-2029	SPED Coaches, Special Services Coordinator	None	NA	Consultation logs

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

(required)* ☐ District Priority

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

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PERFORMANCE GOAL: During the 2024-2029 district renewal cycle, We will increase the percentage of SC Ready Math scores of meets or exceeds to 3rd Grade (72.1%); 4th Grade (71.3%); 5th Grade (66.2%); 6th Grade (58.3%), 7th Grade (46.4%), 8th Grade (54.1%).

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

INTERIM PERFORMANCE GOAL: From 2024-2029, students in grades 3rd-8th grade will increase their SC Ready Math scores to meets or exceeds by 5% each year. We will meet the annual targets below.

DATA Source(s): 2023 SC Ready Math

2023 Math Baseline Data on SCReady Math:

Grade Level	Does Not Meet	Approaches Expectations	Meets Expectations	Exceeds Expectations	
3	25.9%	24.1%	25.3%	24.7%	50%
4	28.8%	23.2%	25.2%	22.9%	48.1%
5	25.4%	32.9%	23.6%	18%	41.6%
6	35.5%	34.1%	21.6%	8.7%	30.3%
7	38.8%	39.9%	13%	8.4%	21.4%
8	39.6%	31.3%	16%	13.1%	29.1%

2023 – 24 – Projected Data: 3rd Grade: 55%; 4th Grade: 53.1%; 5th Grade: 46.6%; 6th Grade: 35.3%; 7th Grade: 26.4% ; 8th Grade: 34.1%

2023 – 24 – Actual Data: 3rd-50; 4th -48.1; 5th-41.6; 6th – 30.3; 7th – 27.4; 8th – 26.4

2024 – 25 – Projected Data: 3rd Grade: 60%; 4th Grade: 58.1%; 5th Grade: 51.6%; 6th Grade: 40.3%; 7th Grade: 31.4% ; 8th Grade: 39.1%
2024 – 25 – Actual Data:

2025 – 26 – Projected Data: 3rd Grade: 65%; 4th Grade: 63.1; 5th Grade: 56.6; 6th Grade: 45.3%; 7th Grade: 36.4% ; 8th Grade: 44.1%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 3rd Grade: 70%; 4th Grade: 68.1%; 5th Grade: 61.6%; 6th Grade: 40.3%; 7th Grade: 31.4% ; 8th Grade: 39.1%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 3rd Grade: 75%; 4th Grade: 73.1%; 5th Grade: 66.6%; 6th Grade: 45.3%; 7th Grade: 36.4% ; 8th Grade: 44.1%
2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core math instruction and intervention to meet identified student needs as identified through evidence-based assessments.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement SCDE approved standards and curriculum with fidelity.	2024-2029	Administrators, Math Coaches, and Teachers	TBD	SCDE	SC Ready, MAP. PD Surveys and Frontline Attendance
2. Utilize math coaches, hired to address the subgroup deficits, to coach general education teacher, interventionist, and SPED teachers in the eight mathematical practices.	2024-2029	Math coaches and school administrators	$320,000/yr.	ATSI/General Fund	SC Ready, MAP, Mastery Connect, subgroup data

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Utilize i-Ready for intervention and with subgroups (SPED, Poverty, ML) to fill in student skill gaps.	2024-2029	Director of Intervention, Director of Special Services, Coordinator of ML and school administrators	$200,000/yr.	Title I	i-Ready assessments and SC Ready subgroup data
4. Purchase and implement district adopted math curriculum for students with disabilities that supports progress in the general education curriculum.	2024-2029	Special Services Coordinator, Director of Special Education	Curriculum Costs TBD Stipend and sub costs, as needed	IDEA and General Fund	SC Ready, MAP, i-Ready, student IEP progress reports, and HMH growth measures
5. ESOL Endorsement for General Education teachers for Tier 1 instruction of Multilingual Learners	2024-2029	Coordinator of MLs	$6000/yr.	Title III	ESOL Endorsement
6. Evaluate Least Restrictive Environment (LRE) of students with disabilities to maximize participation in general education settings and curriculum. Develop and implement procedure and staff and locate programs to support LRE.	2024-29	Director of Special Services	None	NA	District LRE and caseload reports
7. Utilize Special Education Coach(es) to provide instructional support to Special Education teachers.	2024-2029	SPED Coaches, Special Services Coordinator		General Fund	Consultation logs

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

(required)* ☐ District Priority

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

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PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle. 60.2% of Algebra 1 students will score a C or higher on the EOC. *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

INTERIM PERFORMANCE GOAL: From 2024-2029, Algebra 1 EOC scores of C's of higher will increase by 5% each year. We will meet the annual targets below.

DATA Source(s): 2023 Algebra 1 EOC- Percentage of Students with a C or higher.

Baseline: 38.2

2023 – 24 – Projected Data: 43.2
2023 – 24 – Actual Data: 40.26

2024 – 25 – Projected Data: 48.2
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 53.2
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 55.2
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 60.2

2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Provide teachers with professional development and support opportunities using the new standards and curriculum resources available.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement SCDE approved standards and curriculum with fidelity	2024-2029	Math Coaches, district math coordinator, Director of Elementary Education, Director of Intervention, and school administrators	TBD	SCDE	SC Ready, MAP. PD Surveys and Frontline Attendance
2. Utilize math coaches, hired to address the subgroup deficits, to coach general education teacher, interventionist, and SPED teachers in the eight mathematical practices.	2024-2029	CAO, Director of Intervention, Director of Elementary, and Director of Special Education and school administrators	$320,000/yr.	ATSI/General Fund/Title I	Subgroup SC Alg. 1 EOC data
3. Use Mastery Connect to develop uniform common assessments to focus instructional strategies and guide data conversations between teachers and schools	2024-2029	Academic Department staff, principals and teachers	$450,000	ESSER/General Funds	Alg. I data and Mastery-Connect Assessment Data

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Use digital resources to maximize student access to differentiated instructional tools for Tier I instruction as well as Tier II and Tier III Intervention	2024-2029	Academic Department staff, principals and teachers	$250,000	General Fund	Edmentum Suite Usage Data, iReady reports
5. Increased Teacher Observations to include fidelity checks to ensure that teachers are using approved resources and appropriate strategies	2024-2029	Academic Department, Principals	None	None	ELEOT Observation reports
6. ESOL Endorsement for General Education teachers for Tier 1 instruction of Multilingual Learners	2024-2029	Coordinator of MLs	$6000/yr	Title III	ESOL Endorsement
7. Purchase and implement with fidelity district-adopted math curriculum for students with disabilities that supports progress in the general education curriculum	2024-2029	Special Services Director, Director of Special Services	Curriculum Costs TBD Stipends and sub costs, as needed	General Fund and IDEA	EOC data Student IEP Progress Reports
8. Evaluate Least Restrictive Environment (LRE) of students with disabilities to maximize participation in general	2024-29	Director of Special Education	None	NA	District LRE and caseload reports

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
education settings and curriculum. Develop and implement procedure and staff and locate programs to support LRE.					
9. Utilize Special Education coach(es) to provide instructional support to Special Education teachers.	2024-2029	SPED Coaches, Coordinator of Special Services	None	NA	Consultation logs

To add a row, go to the last box and press the tab button

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐ Gifted and Talented: Other

PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, SC Pass Science scores of meets and exceeds will be 4th grade (68.8%) and 6th grade (63.3%).

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

INTERIM PERFORMANCE GOAL: From 2024-2029, students in grades 4th and 6th will increase their SC PASS Science scores by 5% meets and exceeds each year. We will meet the annual targets below.

DATA Source(s): 2023 SC Pass

Baseline: 4th Grade 43.8% and 6th Grade 38.3% Meets or Exceeds

2023 – 24 – Projected Data: 4th grade 48.8% and 6th grade 43.3%
2023 – 24 – Actual Data: No new data due to new standards

2024 – 25 – Projected Data: 4th grade 53.8% and 6th grade 48.3%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 4th Grade 58.8% and 6th grade 53.3%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 4th grade 63.8% and 6th grade 58.3%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 4th grade 68.8% and 8th grade 63.3%
2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: By the end of 2029 school year, create common assessments and benchmark assessments for item and data analysis across the district to streamline science instruction.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize a Science Coach to monitor and train teachers in SCDE standards and approved curriculum.	2024-2029	Science Coach Administrators	$100,000/yr.	General Fund Fund 326	SC PASS
2. Provide high-quality training to all science teachers on 3D assessment to guide their understanding of the assessments to select items for common assessments on Mastery Connect. The common assessments will lead to conversations between teachers and schools that will focus on instructional strategies and data.	2024-2029	Science Coach Cohort of K-8 science teachers Director of Elementary Education District Academic Officer	TBD	Professional Development Fund: Local Funds	Curriculum Maps and Trackers on MasteryConnect Common Assessment Data
3. Utilize predictive assessments in Mastery Connect for assessments for preparation for SC Pass Science.	2024-2029	Science Coach Cohort of K-8 science teachers	TBD	Professional Development Fund: Local Funds	SC Pass
4. Develop a professional development for all administrators on 2021 science standards (**Supporting Science Instruction for Administrators**)	2024-2029	Science Coach Director of Elementary Education District Academic Officer	$6,000/yr.	Professional Development fund: Local Researching for a grant to	Equitable classroom observations for science (Eleot and 4.0) Frontline Surveys

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Kershaw County Administrators Department of Teaching and Learning Clemson University		fund this opportunity	
5. Create district benchmarks with MasteryConnect to monitor student growth.	2024-2029	Science Coach Director of Elementary Education District Academic Officer Cohort of science teachers	TBD	TBD	SC Pass and benchmark data
6. ESOL Endorsement for General Education teachers for Tier 1 instruction of Multilingual Learners	2024-2029	Coordinator of MLs	$6,000/yr.	Title III	ESOL Endorsement

To add a row, go to the last box and press the tab button

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: During the 2024-2029 district renewal cycle, 66.7% of KCSD students will score a C or higher on the Biology EOC.

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

INTERIM PERFORMANCE GOAL: From 2024-2029, students will increase their Biology I scores by 5% each year. We will meet the annual targets below.

DATA Source(s): EOC Biology 1 EOC Mastery (%C or Higher)

Baseline: 41.7%

2023 – 24 – Projected Data: 46.7%
2023 – 24 – Actual Data: 44.41 – Grew but did not hit projection

2024 – 25 – Projected Data: 51.7%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 56.7%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 61.7%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 66.7%

2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: By the end of 2029 school year, create common assessments and benchmark assessments for item and data analysis across the district to streamline Biology instruction

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of Biology standard with fidelity.	2024-2029	Science Coach and administrators	$100,000	General Fund	EOC
2. Create districtwide benchmarks and curriculum guides to reflect standards.	2024-2029	Science Coach	TBD	General Fund	EOC and mastery connect benchmarks
3. Provide high-quality training to all science teachers on 3D assessment to guide their understanding of the assessments to select items for common assessments on Mastery Connect.	2024-2029	Science Coach Cohort of Biology teachers Director of Elementary Education District Academic Officer	$6,000/yr.	Professional Development Fund: Local Funds	Curriculum Maps and Trackers on MasteryConnect Common Assessment Data
4. Utilize predictive assessments in MasteryConnect for assessments for preparation for SC Pass Science.	2024-2029	Science Coach Cohort of Biology teachers	$6,000/yr.	Professional Development Fund: Local Funds	EOC BIO I

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Develop a professional development for all administrators on 2021 science standards (**Supporting Science Instruction for Administrators**)	2024-2029	Science Coach Director of Elementary Education District Academic Officer Kershaw County Administrators Department of Teaching and Learning Clemson University	$6,000/yr.	Professional Development fund: Local Researching for a grant to fund this opportunity	Equitable classroom observations for science (Eleot and 4.0) Frontline Surveys
6. ESOL Endorsement for General Education teachers for Tier 1 instruction of Multilingual Learners	2024-2029	Coordinator of MLs	$6,000/yr.	Title III	ESOL Endorsement

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: During the 2024-2029 district renewal cycle, 68.3% of US History students will make a C or above on the EOC.

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

INTERIM PERFORMANCE GOAL: From 2024-2029, students will increase their US History scores by 5% each year. We will meet the annual targets below.

DATA Source(s): 2023 EOC US History Mastery (C or Higher)

Baseline: 43.3%

2023 – 24 – Projected Data: 48.3%
2023 – 24 – Actual Data: 43.37

2024 – 25 – Projected Data: 53.3%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 58.3%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 63.3%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 - Projected Data: 68.3%

2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Provide social studies teachers with professional development and support opportunities using the new standards and curriculum resources available.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide PD through the SCDE on US History standards and item analysis.	2024-2029	SCDE Education Associate	TBD	SCDE	US History EOC
2. Create a Canvas Class for Social Studies teacher to share ideas, lessons, and resources districtwide	2024-2029	Director of Intervention/Social Studies Coordinator Social Studies Team Leads	None	n/a	Completed professional development and a shared Canvas Classroom for resources across the district
3. Mastery Connect benchmarks grades 2-12 based on Social Studies Standards	2024-2029	Director of Intervention/Social Studies Coordinator Social Studies Team Leads	TBD	General Fund	Benchmark data
4. Social Studies Weekly provided for elementary students in 4th and 5th grade to build their US History knowledge prior to attending high school.	2024-2029	Director of Elementary	TBD	Title I	Benchmark Data

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, 91.8% of KCSD students will graduate on time.

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

INTERIM PERFORMANCE GOAL: From 2024-2029, the four-year graduation cohort rate will increase by 2% each year. We will meet the annual targets below.

DATA Source(s): 2023 SCDE KCSD Graduation Rate

Baseline: 81.8%

2023 – 24 – Projected Data: 83.8%
2023 – 24 – Actual Data: 82.4%

2024 – 25 – Projected Data: 85.8%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 87.8%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 89.8%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 - Projected Data:	91.8%
2027 – 28 – Actual Data:	Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Provide teachers with professional development and support opportunities using Career and College Readiness Assessments, Early Warning System and MTSS to promote strategies to improve graduation rates.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Date Huddles	2024-2029	CAO, Academic Staff and Administrators	TBD	None	Quarterly Data Huddles that focus on subgroup growth and support from the DO
2. Career and College Readiness tools in the Middle and High School	2024-2029	CCR School Counselors, Administrators, and Academic Staff	TBD	General Fund	Number of CCR students in the 12th grade
3. Promote CTE courses and ensure students complete their career path.	2024-2029	CCR School Counselors, Administrators, and Academic Staff	TBD	Perkins Funding	CTE Completers
4. Utilize and Early Warning System to identify students at risk of failing or not graduating starting in elementary school through 12th grade.	2024-2029	CAO, Academic Staff and Administrators	$30,000/yr.	Title I	RTI Stored EWS Reports and student case files within the platform
5. Utilize Special Education Coach(es) to support college and career readiness of students with disabilities.	2024-2029	SPED Coaches, Special Services Coordinator	None	NA	Transition IEP Goal Progress Reports

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

(required)* ☐ District Priority

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

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

By 2029, only 10.7% of KCSD students will be classified as chronically absent (missing 10% or more of school days).

INTERIM PERFORMANCE GOAL: Each year, KCSD will achieve a 2% reduction in overall absenteeism rates compared to the previous year with a specific focus on decreasing the number of students classified as chronically absent.

DATA Source(s):2023 SC District Report Card- Chronically Absenteeism

Baseline: 20.7%

2023 – 24 – Projected Data: 18.7%
2023 – 24 – Actual Data: 20.5%

2024 – 25 – Projected Data: 16.7%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 14.7%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 12.7%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 - Projected Data: 10.7%
2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Create more opportunities for parents and community to participate in family and community engagement activities.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize state reporting to streamline attendance tracking and generate real-time reports for analysis.	2024-2029	Director of Student Information School registrars School administrators	$30,000/yr	General fund Title I	PowerSchool attendance reports PCG/RtI Stored tracking reports School report card data PowerSchool PD certifications TIP conference data tracking
2. Host workshops to educate parents on the importance of attendance and provide resources for overcoming common barriers.	2024-2029	Counselors School administration Title I Family Engagement Coordinator	TBD	ARP funds Title I General fund Grant funding (ie. Countdown to Kindergarten)	Sign in sheets Fliers Meeting minutes Social media analytics School website (FACE) CTK grant proposal and evaluation

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Identify and provide additional support to students showing early signs of chronic absenteeism, involving counselors or support staff.	2024-2029	Title I Family Engagement Coordinator Counselors and support staff School administrators	TBD	ARP funds Title I General fund	Staffing reports PowerSchool attendance reports Parent conferences MTSS school-based meetings
4. Develop a reward system for students with improved attendance, recognizing and celebrating achievements at regular intervals	2026-2029	School administrators	TBD	Title I Grant Local school funds - PTO/PTA	Reward Incentives and School/Parent Engagement Calendars
5. Establish partnerships with local community organizations to address external factors affecting attendance, such as healthcare or transportation issues.	2024-2029	LiveWell Kershaw Coalition United Way Counselors School administrators KCSD District administrators	TBD	ARP grant funds Title I (FACE) General fund	Frontline Professional Growth attendance reports Minutes from meetings Presentations to local boards Grant opportunities Social media analytics School website analytics

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Increased pay for attendance secretaries to improve employee quality and retention	2024-2029	KCSD Board Members KCSD Finance Dept.	TBD	General fund	Salary study Pay scales
7. Increased training on prevention strategies and resources for school administration	2024-2029	School Administrators and Director of Student Information	TBD	General Fund	Frontline attendance

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: During the 2024-2029 district renewal cycle, KCSD will recruit, mentor, and support teachers to improve the teacher retention rate to 95.1%

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

From 2024-2029, the teacher retention rate will increase by 2% annually. We will meet the annual targets below.

INTERIM PERFORMANCE GOAL:

DATA Source(s): 2023 SC Report Card Teacher Retention Data

Baseline: 85.1%

2023 – 24 – Projected Data: 87.1%
2023 – 24 – Actual Data: 84.6%

2024 – 25 – Projected Data: 89.1%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 91.1%
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 93.1%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 95.1%
2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Implement retention bonuses and provide coaching support for teachers.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase Teacher pay	2024-2029	BOE and Superintendent	TBD after legislative sessions yearly	General Fund	General Fund ledger
2. Increase awareness of alternative pathways for instructional assistants and non-tradition candidates.	2024-2029	Director of Teacher Quality, Chief of Human Resources, and Principals	$25,000/yr. $2,000/yr. marketing	General Fund	HR hiring data
3. Provide high quality mentors to new teachers.	2024-2029	Director of Teacher Quality, Chief of Human Resources, and Principals	Stipend for Mentors	General Fund	ADEPT training, Frontline Attendance
4. Maintain and continuing build Teacher Cadet programs through CERRA and add ProTeam to all middle schools.	2024-2029	Director of Teacher Quality, Chief of Human Resources, and Principals	TBD	General Fund	Course enrollment
5. Reimbursement for Praxis test needed to teach	2024-2029	Director of Teacher Quality, Chief of Human	$6,000/yr	General Fund	Passing test score data

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Resources, and Principals			
6. Implement teacher retention bonuses.	2024-2029	Superintendent and Chief Financial Officer	$500,000/yr	General Fund	Teacher retention percentages yearly
7. Utilize Special Education coach(es) to provide support to Special Education teachers.	2024-2029	SPED Coaches, Special Services Coordinator	None	NA	Consultation logs HR personnel data

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, KCSD teachers will average 2.62 in Digital Learning, 3.52 in Progress Monitoring, and 3.59 in Active Learning on the Effective Learning Environment Observation Tools (ELEOT) tool.

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

INTERIM PERFORMANCE GOAL: From 2024-2029, KCSD teachers will increase in the area of Digital Learning, Progress Monitoring, and Active Learning on the Effective Learning Environment Observation Tools (ELEOT) tool by .15 points each year. We will meet the annual targets below.

DATA Source(s): 2022-2023 ELEOT Observation Tool Reports by Domain and Subskills

Baseline:

Target Skill	**23-24 Score**
Digital Learning; Subskill: Using Digital Tools to communicate and/or work collaboratively	2.02/1.77
Progress Monitoring; Subskill: Learners understand and/or are able to explain how their work is assessed.	2.92/2.65

Active Learning; Subskill: Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments.	2.98/2.64

DATA Source(s): ELEOT Reports

2024 – 25 – Projected Data: Digital Learning: 2.17 Subskill: 1.92
Progress Monitoring: 3.07 Subskill: 2.80
Active Learning: 3.13 Subskill: 2.79
2024 – 25 – Actual Data: Digital Learning: 2:29
Progress Monitoring: 3.08
Active Learning: 3.09

2025 – 26 – Projected Data: Digital Learning: 2.32 Subskill: 2.07
Progress Monitoring: 3.22 Subskill: 2.95
Active Learning: 3.28 Subskill: 2.94
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: Digital Learning: 2.47 Subskill: 2.22
Progress Monitoring: 3.37 Subskill: 3.07
Active Learning: 3.43 Subskill: 3.09
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: Digital Learning: 2.62 Subskill: 2.37
Progress Monitoring: 3.52 Subskill: 3.22
Active Learning: 3.58 Subskill: 3.24
2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Train all educators in PLCs to be used throughout the district in all settings.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create core district leadership team in research-based PLC model	2024-2025	Curriculum and Instruction Department Director for Intervention and Enrichment Coordinator of Instructional Technology	None	None	KCSD MTSS Model Frontline professional development registration and sign in sheets Book study reading guide Presentations at monthly administrator meetings
2. Train core district leadership team in research-based PLC model	2025-2026	Curriculum and Instruction Department Director for Intervention and Enrichment	$16,150	Title II	KCSD MTSS Model Frontline professional development registration and sign in sheets Book study reading guide

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Coordinator of Instructional Technology			Presentations at monthly administrator meetings
3. Conduct book study with district administrators on research-based PLC model	2024-2025	Curriculum and Instruction Department Director for Intervention and Enrichment Coordinator of Instructional Technology	$5,000	Title I and Title II	Frontline professional development registration and sign in sheets
4. Visit PLC-certified district to observe PLCs in action	2025-2026	Curriculum and Instruction Department Director for Intervention and Enrichment Coordinator of Instructional Technology	$2,000	Title I and Title II	Site visit agendas and district team report

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Train administrators and special educators in their roles in MTSS	2024-2029	Director of Intervention and Enrichment Director of Special Services Administrators	None	None	Frontline professional development registration and sign in sheets Student engagement survey and observational reports
6. Train district instructional coaches using the Self-Assessment of MTSS (SAM) and their role in MTSS	2024-2029	Director of Intervention and Enrichment Administrators Instructional Coaches	None	None	Frontline professional development registration and sign in sheets Student engagement survey and observational reports
7. Host monthly virtual meetings with interventionists to support Tier II and Tier III interventions and progress monitoring	2024-2029	Director of Intervention and Enrichment	None	None	Frontline professional development registration and sign in sheets ELEOT reports Software usage reports and analytics
8. Provide training to administrators in the ELEOT observation tool yearly.	2024-2029	Chief Academic Officer	None	None	ELEOT Rating

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL: By the end of the 2024-2029 district renewal cycle, 72.72% of GT students will score exceeding on SCReady Math.

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

INTERIM PERFORMANCE GOAL: KCSD will increase the number of GT students scoring exceeding on SC Ready Math by 4% annually. We will meet the annual targets below.

DATA Source(s): 2023 SC Ready Math (GT Subgroup)

Baseline: 52.72% of GT students scoring exceeding in Math

2023 – 24 – Projected Data: 56.72%
2023 – 24 – Actual Data: 58.32%

2024 – 25 – Projected Data: 60.72%
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 64.72%

2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 68.72%
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 72.72 %
2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Design and implement differentiated instructional strategies that challenge and engage gifted and talented students.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Curriculum guide planning to include a focus on standards that GT students need additional support in.	2024-2029	GT Teachers and Director of Intervention and Enrichment	None	none	SC Ready Math scores and Math MAP scores
2. Increase Math related manipulatives to incorporate into Units of Study.	2024-2029	GT Teachers and Director of Intervention and Enrichment	$5,000/yr.	General Fund	SC Ready Math scores and Math MAP scores
3. Attend Math focused PD and incorporate 8 mathematical practices into Units of Study.	2024-2029	GT Teachers and Director of Intervention and Enrichment	None (substitutes not required)	none	SC Ready Math scores and Math MAP scores
4.					

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5.					
6.					
7.					

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

(required)* ☐ District Priority

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

PERFORMANCE GOAL:

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

INTERIM PERFORMANCE GOAL: GT students in 3-8 grades will increase the number of students meeting expectations on SC Ready Math to exceeding by 4% annually.

DATA Source(s): SC Ready

Baseline: 76.86% meet or exceed expectations with 52.72% of students exceeding

2023 – 24 – Projected Data: 56.72
2023 – 24 – Actual Data: 70.78%

2024 – 25 – Projected Data: 60.72
2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: 64.72
2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: 68.72
2026 – 27 – Actual Data: Click or tap here to enter text.

2027 – 28 – Projected Data: 72.72
2027 – 28 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Design and implement differentiated instructional strategies that challenge and engage gifted and talented students.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Curriculum guide planning to include a focus on standards that GT students need additional support in.	2024-2029	GT Teachers and Director of Intervention and Enrichment	none	none	SC Ready Math scores and Math MAP scores
2. Increase Math related manipulatives to incorporate into Units of Study.	2024-2029	GT Teachers and Director of Intervention and Enrichment	$5,000/yr.	General Fund	SC Ready Math scores and Math MAP scores
3. Attend Math focused PD and incorporate 8 mathematical practices into Units of Study.	2024-2029	GT Teachers and Director of Intervention and Enrichment	None (substitutes not required)	none	SC Ready Math scores and Math MAP scores
4.					