

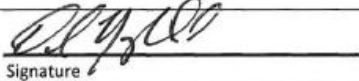
District Strategic Plan Signature Page
Strategic Plan for 5 Year Cycle: 2025-2026 to 2029-2030
Upcoming School Year: 2026-2027

District Name:	Barnwell
SIDN:	0601
Plan Submission:	District and all district schools utilize Cognia
Address 1:	770 Hagood Avenue
Address 2:	
City, State:	Barnwell, SC
Zip Code:	29812
District Plan Contact Person:	Franklin McCormack
District Plan Contact Phone:	8034501078
District Plan E-mail Address:	fmccormack@bcsd.net

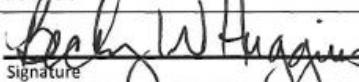
Superintendent

Crystal F. Stapleton		4/21/26
Printed Name	Signature	Date

Principal

Derek Youngblood		4/15/26
Printed Name	Signature	Date

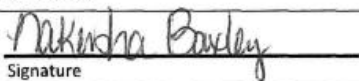
Chairperson, District Board of Trustees

Becky Huggins		4/21/26
Printed Name	Signature	Date

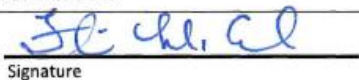
District Read to Succeed Literacy Leadership Team Lead

Debra McCord		4/15/2026
Printed Name	Signature	Date

District Gifted and Talented Coordinator

Nakeisha Baxley		04/15/2026
Printed Name	Signature	Date

District Strategic Planning Contact Person

Franklin McCormack		4/15/2026
Printed Name	Signature	Date

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.

Assurances for School Renewal Plans

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

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))
Yes	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
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 <i>et seq.</i>)
	The superintendent certifies that:
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.

Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
	Read To Succeed Assurances (Act 284) (S.C. Code Ann. §59-155-180 <i>et seq.</i>)
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
	Gifted and Talented Assurances (SBE Regulation 43-220)
	Students Served The district serves:
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
N/A	Artistically gifted and talented students in elementary school (grades 3–5).
N/A	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

	Academically and Artistically Gifted and Talented Plan The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
	Curriculum, Instruction, and Assessment Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
	Programming Models and Time The district:
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
N/A	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
	Staffing Requirements The district must:

Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
	Communication and Reporting Requirements
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
	Provide comments on why any of the Gifted and Talented assurances above are not met :
	District Proficiency-Based System (SBE Regulation 43-234)
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.
Yes	The district's Proficiency-Based System Plan: <ul style="list-style-type: none"> Explains how the needs assessment substantiates the district's Proficiency-Based System; Describes the subject area course procedures for the high school proficiency-based credits the district will implement; Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught;

	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.
	Assurances and Terms and Conditions for State Awards As the district superintendent of the above-named district, I certify that this applicant:
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of

	their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. §2-17-10 et seq. and §8-13-100 et seq. (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2016)) if the amount of this award is \$50,000 or more.
	Terms and Conditions
Yes	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p>Reduction in Budgets and Negotiations</p> <p>The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.</p>
Yes	<p>Amendments to Grants</p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
Yes	<p>Use of Grant Funds</p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p>Submission of Expenditure Reports</p> <p>Claims for reimbursement must be made at least quarterly and must be consistent with</p>

	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 <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors

	<ul style="list-style-type: none"> ○ are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and ○ are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. <ul style="list-style-type: none"> • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	<p>Audits</p> <p>Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> • Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	<p>Records</p> <p>The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Crystal F. Stapleton
2.	Principal	Derek Youngblood
3.	Teacher	Supreethi Mukthipudi
4.	Parent/Guardian	Hilary Hindman
5.	Community Member	Dana Bell
6.	Private School Representative	N/A
7.	District Level Administrator	Franklin McCormack
8.	Paraprofessional	Tina Smith
9.	District Read to Succeed Literacy Leadership Team Lead	Debra McCord
10.	District Read to Succeed Literacy Leadership Team Member	Daphne Still
11.	School Improvement Council Member	Victor Jones
12.	District Gifted and Talented Coordinator	Nakeisha Baxley
13.	District Federal Programs Coordinator	Daphne Still
	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	
14.	District Level Administrator	Kim Rhoad
15.	District Level Administrator	Michael Beasley
16.	District Level Administrator	Holly Hutto
17.	District Level Administrator	Shawn Williams
18.	District Level Administrator	John Moody

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/>

All initial waiver requests and evaluations should be submitted via the Formstack link:

https://scde.formstack.com/forms/ofsa_waiver_form

Comprehensive Needs Assessment Data

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

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

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.) *Note: A link to the school report card will no longer be accepted.*

NEEDS ASSESSMENT

BARNWELL COUNTY SCHOOL DISTRICT

The following Needs Assessment contains data referenced in the Executive Summary.

Barnwell County School District is officially the consolidation of all previous districts in Barnwell County. First, Barnwell School District 19 merged with Barnwell School District 29 on July 1, 2022 to create Barnwell Consolidated School District. On July 1, 2024, Barnwell School District 45, Barnwell County Career Center and Barnwell Consolidated School District joined to form Barnwell County School District. Click the links below to access State Report Card results.

[Barnwell County School District Report Card](#)

Table 1*[HIGH] On-Time Graduation Rate and College and Career Readiness (CCR) Rate*

High School		On-Time Grad Rate		CCR Rate	
Year	Subgroups	%	Student Count	%	Student Count
2024/25	Female	94.5	(103 / 109)	*	*
	Male	79.4	(108 / 136)	*	*
	Regular Education	90.9	(189 / 208)	82.7	(172 / 208)
	Special Education	59.5	(22 / 37)	51.4	(19 / 37)
	Black	84.2	(133 / 158)	70.3	(111 / 158)
	Other	100.0	(11 / 11)	90.9	(10 / 11)
	White	88.2	(67 / 76)	92.1	(70 / 76)
Barnwell County School District		86.1	(211 / 245)	78.0	(191 / 245)

Table 2*[HIGH] English 2 and Algebra 1 End-of-Course Examination Program (EOCEP) Passing Rate*

High School		English 2 EOCEP Passing Rate		Algebra 1 EOCEP Passing Rate	
Year	Subgroups	%	Student Count	%	Student Count
2024/25	Female	69.9	(65 / 93)	57.7	(60 / 104)
	Male	71.7	(91 / 127)	44.3	(54 / 122)
	Regular Education	74.4	(145 / 195)	52.2	(107 / 205)
	Special Education	44.0	(11 / 25)	33.3	(7 / 21)
	Black	63.3	(69 / 109)	41.4	(53 / 128)
	Other	75.0	(27 / 36)	50.0	(10 / 20)
	White	80.0	(60 / 75)	65.4	(51 / 78)
Barnwell County School District		70.9	(156 / 220)	50.9	(114 / 226)

Table 3*[MIDDLE] English Language Arts (ELA) and Math Meets or Exceeds on SC Ready*

Middle School		ELA Meets or Exceeds on SC Ready		Math Meets or Exceeds on SC Ready	
Year	Subgroups	%	Student Count	%	Student Count
2024/25	Female	53.4	(194 / 363)	18.5	(67 / 363)
	Male	43.5	(155 / 356)	21.6	(77 / 356)
	Regular Education	54.7	(337 / 616)	23.1	(142 / 616)
	Special Education	11.7	(12 / 103)	1.9	(2 / 103)
	Black	42.5	(158 / 372)	14.5	(54 / 372)
	Other	45.8	(49 / 107)	20.6	(22 / 107)
	White	59.2	(142 / 240)	28.3	(68 / 240)
Barnwell County School District		48.5	(349 / 719)	20.0	(144 / 719)

Table 4*[ELEMENTARY] English Language Arts (ELA) and Math Meets or Exceeds on SC Ready*

Elementary School		ELA Meets or Exceeds on SC Ready		Math Meets or Exceeds on SC Ready	
Year	Subgroups	%	Student Count	%	Student Count
2024/25	Female	56.6	(180 / 318)	39.0	(124 / 318)
	Male	52.9	(200 / 378)	43.7	(165 / 378)
	Regular Education	61.8	(361 / 584)	46.1	(269 / 584)
	Special Education	17.0	(19 / 112)	17.9	(20 / 112)
	Black	48.1	(176 / 366)	31.7	(116 / 366)
	Other	54.9	(45 / 82)	46.3	(38 / 82)
	White	64.1	(159 / 248)	54.4	(135 / 248)
Barnwell County School District		54.6	(380 / 696)	41.5	(289 / 696)

Table 5*[PRIMARY] Kindergarten Readiness Assessment (KRA)*

Primary School		Demonstrating Readiness on KRA		Approaching Readiness on KRA		Emerging Readiness on KRA	
Year	Subgroups	%	Student Count	%	Student Count	%	Student Count
2025/26	Female	37.4	(46 / 123)	35.0	(43 / 123)	27.6	(34 / 123)
	Male	18.4	(25 / 136)	43.4	(59 / 136)	38.2	(52 / 136)
	Regular Education	31.3	(68 / 217)	38.2	(83 / 217)	30.4	(66 / 217)
	Special Education	7.1	(3 / 42)	45.2	(19 / 42)	47.6	(20 / 42)
	Black	24.6	(31 / 126)	37.3	(47 / 126)	38.1	(48 / 126)
	Other	20.8	(5 / 24)	33.3	(8 / 24)	45.8	(11 / 24)
	White	32.1	(35 / 109)	43.1	(47 / 109)	24.8	(27 / 109)
Barnwell County School District		27.4	(71 / 259)	39.4	(102 / 259)	33.2	(86 / 259)

Table 6*Gifted and Talented Students (3-8) who Exceed on the English Language Arts (ELA) & Math Portions of SC Ready*

Gifted & Talented		ELA & Math Exceeds on SC Ready Grades 3-8	
Year	Subgroups	%	Student Count
2024/25	Female	46.4	(26 / 56)
	Male	56.3	(27 / 48)
	Regular Education	51.5	(51 / 99)
	Special Education	40.0	(2 / 5)
	Black	54.3	(19 / 35)
	Other	40.0	(4 / 10)
	White	50.8	(30 / 59)

Barnwell County School District	51.0	(53 / 104)
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Table 7

Teachers, Students, and Parents who Agree with the School Climate

School Climate Survey		Learning Environment		Social & Physical Environment		Home-School Relations	
Year	Subgroups	%	Survey Count	%	Survey Count	%	Survey Count
2024/25	Teachers	93.9	268	96.2	268	87.6	268
	Students	84.1	1946	87.0	1946	93.0	1946
	Parents	92.8	89	88.8	89	94.6	89
Barnwell County School District		85.6	2303	88.1	2303	92.4	2303

Table 8

Students (K-8) who Performed On or Above Grade Level on the Reading Portion of iReady

K-8		Reading On or Above Grade Level on iReady Fall 2025		Reading On or Above Grade Level on iReady Winter 2026	
Year	Subgroups	%	Student Count	%	Student Count
2025/26	Female	21.8	(206 / 947)	35.7	(349 / 977)
	Male	20.6	(209 / 1016)	31.0	(334 / 1078)
	Regular Education	N/A			
	Special Education				
	Black	17.3	(176 / 1019)	28.7	(300 / 1046)
	Other	22.7	(27 / 119)	31.9	(44 / 138)
	White	25.7	(212 / 825)	38.9	(339 / 871)
Barnwell County School District		21.1	(415 / 1963)	33.2	(683 / 2055)

Table 9

Students (K-8) who Performed On or Above Grade Level on the Math Portion of iReady

K-8		Math On or Above Grade Level on iReady Fall 2025		Math On or Above Grade Level on iReady Winter 2026	
Year	Subgroups	%	Student Count	%	Student Count
2025/26	Female	9.6	(91 / 945)	20.4	(199 / 976)
	Male	12.6	(129 / 1025)	24.2	(261 / 1077)
	Regular Education	N/A			
	Special Education				
	Black	8.0	(81 / 1016)	18.0	(188 / 1044)
	Other	15.0	(18 / 120)	22.5	(31 / 138)
	White	14.5	(121 / 834)	27.7	(241 / 871)
Barnwell County School District		11.2	(220 / 1970)	22.4	(460 / 2053)

Table 10
Chronically Absent Students in All Schools

All Schools		Chronically Absent Students	
Year	Subgroups	%	Student Count
2024/25	Female	28.1	(445 / 1581)
	Male	27.2	(478 / 1760)
	Regular Education	27.3	(783 / 2869)
	Special Education	29.7	(140 / 472)
	Black	30.0	(571 / 1904)
	Other	15.9	(37 / 232)
	White	26.1	(315 / 1205)
	Barnwell County School District	27.6	(923 / 3341)

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The percentage of students who graduate in four years or less (i.e., on-time graduation rate) varies among subgroups. Female students in Barnwell County School District achieved an on-time graduation rate of 94.5% (up from 89.6% the previous year) and outperformed the population of female students across the state of South Carolina (see Table 1). As indicated in Table 1, female students outperformed their male counterparts by 15.1 percentage points, and regular education students outperformed special education students by 31.4 percentage points (down from 39.5 percentage points the previous year) in the area of on-time graduation. As a side note, not all students are vying for a high school diploma (i.e., some students receiving special services are a part of our Employability Credential or Certificate of Attendance programs).

The college- and career-readiness (CCR) rate is based on the criteria listed below (see [2024-25 Accountability Manual for School and District Report Cards](#)).

A student is deemed College Ready if the student meets one or more of the following criteria:

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

A student is deemed Career Ready if the student meets one or more of the following criteria:

- Is a CTE complete and earns a national industry credential or a state industry credential as determined by the business community.
- Earns a Level 3 or above on the SC Career Ready Test.
- Earns a scale score of 31 or higher on the ASVAB.
- Successfully completes a state-approved work-based learning exit evaluation from an employer.
- Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential.

The percentage of students who meet the criteria for college or career readiness after four years of high school varies among subgroups. The CCR Rate for students from Barnwell County School District was 78.0% (up from 76.1%) – outperforming students across the State of South Carolina by 4.6 percentage points. CCR Rate data from Table 1 also indicates that regular education students outperformed our special education students by 31.3 percentage points (down from 44.7 percentage points the previous year). A 21.8 percentage point gap (15.9 percentage point gap the previous year) in CCR Rate exists between white and black students with white students achieving a 92.1% rate (up from 84.8% rate the previous year) compared to black students achieving a 70.3% rate (up from 68.9% rate the previous year) (see Table 1).

End of Course Examination Program (EOCEP) scores in English 2 and Algebra 1 revealed academic achievement gaps between subgroups on the high school level. As a highlight from Table 2, 80.0% (down from 93.2%) of white students passed the English 2 EOCEP. The passage rate on the English 2 EOCEP indicates that regular education students performed 30.4 (down from 47.8) percentage points better than special education students, and white students outperformed black students by 16.7 (down from 18.1) percentage points (see Table 2). As for our student's performance on Algebra 1 EOCEP, the overall passage rate was low, 50.9% (up from 40.3%) with white students performing 24.0 percentage points higher than black students (see Table 2).

All students (grades kindergarten through 8) take an interim assessment via iReady to track their progress throughout the school year. iReady data pertaining to Reading indicates that 33.2% of K-8 students are on or above grade level in the Winter of 2026 – a 12.1 percentage point increase from the Fall of 2025 (see Table 8). As for math, 22.4% of K-8 students performed on or above grade level in the Winter of 2026 – a 11.2 percentage point increase from the Fall of 2025 (see Table 9). All K-8 teachers are now analyzing iReady data with fidelity via Professional Learning Communities (PLC) throughout the school year to ensure instructional practices are driven by the progress our students are making in the classroom.

The performance of middle school students (grades 6 through 8) in Barnwell County School District on the ELA and Math portions of SC Ready are displayed in Table 3. As indicated in Table 3, 48.5% (up from 33.3% the previous year) of middle school students performed at the Meets or Exceeds level on ELA and 20.0% (up from 19.2%) performed at the Meets or Exceeds level on Math. The overall performance of middle school students in Barnwell County School District is trailing the State average by 8.1 (down from 19.5) percentage points in ELA and 15.2 (down from 16.2) percentage points in Math.

The overall performance of elementary school students (grades 3 through 5) on the ELA and Math portions of SC Ready are outlined in Table 4. As indicated in Table 4, 54.6% (up from 43.6% the previous year) of elementary school students

performed at the Meets or Exceeds level on ELA and 41.5% (up from 38.6% the previous year) performed at the Meets or Exceeds level on Math. The overall performance of elementary students in Barnwell County School District is trailing the State average by 8 (down from 13.6) percentage points in ELA and 11.2 (down from 13.5) percentage points in Math. Furthermore, a significant achievement gap exists between the performance of elementary school students when comparing Regular and Special Education students as Regular Education students outperformed Special Education students by 44.8 (up from 34.7) percentage points in ELA and 28.2 (up from 27.9) percentage points in Math (see Table 4). White elementary students performed 16.0 (down from 19.2) percentage points better than Black students in ELA and 22.6 (up from 19.9) percentage points better than Black students in Math (see Table 4).

The overall performance of Child Early Reading Development and Education Program (CERDEP) students “demonstrating readiness” on the Kindergarten Readiness Assessment (KRA) in the Fall of 2025 is 27.4%, down from 29.5% (see Table 5). Additionally, female CERDEP students outperformed male CERDEP students by 19.0 (down from 19.7) percentage points (see Table 5). “Demonstrating readiness” on the KRA means that a child demonstrates foundational skills and behaviors of being prepared for kindergarten. Barnwell County School District added an additional CERDEP classroom during the 2024-25 school year to ensure more students are demonstrating readiness for kindergarten.

Overall, gifted and talented (GT) students in grades 3 through 8 who exceeded expectations on the ELA and Math portions of SC Ready is 51% (down from 52.3%) (see Table 6). Additionally, male GT students outperformed female GT students by 9.9 (up from 5.1) percentage points, and black GT students outperformed white GT students by 3.5 (down from 20.6) percentage points (see Table 6).

School climate survey data in Table 7 indicated that the percentage of teachers and parents who agree with the learning environment as it pertains to school climate are statistically the same at 93.9% and 92.8%. Students and parents who

agree with the school climate were also statistically the same in two categories – 87.0% of students and 88.8% of parents agree with the social & physical environment whereas 93.0% of students and 94.6% of parents agree with home-school relations. These survey results are also used to calculate the state’s district and school ratings released annually. Most importantly, the results from the surveys are used to guide the district’s continuous improvement efforts.

Chronic Absenteeism is federally defined as students who were absent for 10 percent or more school days during the school year in which they were enrolled. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. Data from Table 10 indicates that 27.6% (up from 21.1%) of students in Barnwell County School District were deemed as chronically absent. As a side note, 22.3% of students across all districts and schools in South Carolina were chronically absent.

The Expanded ADEPT Support and Evaluation System (Assisting, Developing, and Evaluating Professional Teaching) plays a critical role in our district’s improvement journey. As part of this evaluation process, three categories of teachers are formally observed annually, including Induction Teachers, Annual Formal Teachers, and Formal Recertification Teachers. All certified staff take part in the overall evaluation system and complete Student Learning Objectives (SLOs) and professional development plans. The observation cycle, however, refreshes every five years.

In South Carolina, the certification period is five years. At the end of each five-year period, all certified staff, as part of their certificate renewal process and to be eligible for continuous employment, must complete a formative evaluation. These teachers are considered Formal Recertification Teachers for the purposes of the ADEPT system. Induction teachers are those teachers in either their first or second year of teaching. Districts have the option of identifying teachers as induction for

three years, but our district does not normally have a practice of doing so. Induction teachers complete a formative evaluation process.

Following the completion of a successful induction year, teachers advance to an Annual Formal status and participate in a summative evaluation process. Formal observations with pre- and post-conferences are part of both the formative and summative evaluation processes. As part of the new system, South Carolina developed a holistic rubric to not only rate teachers but to also provide a formal model for proficiency expectations that outlines standards and linear progressions for certified staff to use for continuous improvement. The 4.0 Teaching Rubric includes twenty-three indicators. These indicators are grouped into four domains consisting of planning, instruction, environment, and professionalism.

The classroom evaluation cycle consists of announced and unannounced formal classroom observations with pre-conferences for those observations announced, and post-conferences for both. Through this process, areas of reinforcement (i.e., areas of strength) and areas of refinement (i.e., areas needing improvement) are identified during the post-conferences. A single area of reinforcement and a single area of refinement are meant to be the primary focuses of the post-conferences. Both the teachers and evaluators identify these areas. Evaluators are asked to select areas of reinforcement that identify behaviors that will have the greatest impact on the professional and are behaviors the teacher is unconsciously competent in that greatly impact student learning in a positive manner. Areas of refinements are those that will most immediately and directly benefit students by altering teacher behaviors. The refinement and reinforcement plans are not meant to identify weaknesses or strengths; on the contrary, they are intended to guide improvements in practice and professional growth.

Formal evaluations are housed in a shared SC LEAD database. This database is accessible to the evaluator, evaluatees, mentors, building administrators and district administrators. In addition to housing evaluation data, the system stores the district's ADEPT plans which detail specifics for the evaluation cycle each school year.

All teachers, regardless of their certification status, receive instructional support through the implementation of walkthrough observations. As a part of our continuous improvement efforts, Barnwell County School District developed a walkthrough observation form that is based on Cognia’s Effective Learning Environments Observation Tool (eleot) – a student-centered observation tool – but incorporates teacher behaviors as well. Principals and assistant principals are not only trained to use the walkthrough observation form through professional development and monthly curriculum meetings, but are required to complete weekly observations using this tool.

Although some of our standardized test scores are below state averages, we are proud of the progress our schools are making in the areas of ELA and Math. Our district is implementing professional learning communities (PLCs) with fidelity to analyze data and address student needs early and often. A heavy emphasis is placed on the full implementation of MTSS processes to address academic and behavior deficiencies. Instructional coaches are stationed at every primary and elementary school to support our student’s growth. Barnwell County School District consists of wonderful educators, students, parents, and community members. We are a team striving to provide a bright future for our children.

Executive Summary of Needs Assessment Data Findings

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

Student Achievement, including sub-groups
<p><i>Early Childhood/Primary (PK-2):</i></p> <p>1. Student performance in the core areas in grades K-2 continue to be areas of needed focus. The district and schools will implement a series of specific strategies to address deficiencies and expand upon areas of success. An analysis of the data can be found in the Executive Summary included in the Needs Assessment.</p>
<p><i>Elementary/Middle (3-8):</i></p> <p>2. Student performance in the core areas in grades 3-8 continue to be areas of needed focus. The district and schools will implement a series of specific strategies to address deficiencies</p>

and expand upon areas of success. An analysis of the data can be found in the Executive Summary included in the Needs Assessment.

High School (9-12):

3. Student progress towards meeting the requirements outlined by the College and Career Ready Metric is a continuous area of improvement. A continuous focus on students graduating from high school on time is an additional area of needed focus. The district and schools will implement strategies targeted towards improving performance in grades K-8 to create a strong foundation for high school where strategies targeted towards meeting the individual needs and goal areas of students will be implemented. An analysis of the data can be found in the Executive Summary included in the Needs Assessment.

Teacher/Administrator Quality

4. The continued focus on creating and improving professional growth of all staff, certified and classified, is needed. Strategies targeted specifically towards recruitment and retention of staff, increasing overall staff satisfaction, and providing leadership and professional growth opportunities for all staff will be a focus of implemented strategies across the district. An analysis of the data can be found in the Executive Summary included in the Needs Assessment.

School Climate

5. A continued focus on ensuring satisfaction with students, parents and staff is evidenced as a need according to school climate surveys. Specific strategies will be implemented to improve those rates across the district. An analysis of the data can be found in the Executive Summary included in the Needs Assessment.

Other (such as district and/or school priorities)

Gifted and Talented

6. Student performance in the core areas continues to be areas of needed focus. The district and schools will implement a series of specific strategies to address deficiencies and expand upon areas of success. An analysis of the data pertaining to Gifted and Talented students can be found in the Executive Summary included in the Needs Assessment.

Performance Goals

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.

Performance Goal Area: Gifted and Talented*

(*required)

PERFORMANCE GOAL:

Barnwell County School District will increase the percentage of state-identified gifted and talented students in grades 3 through 8 performing at “exceeds” on the ELA and Math portions of SC Ready to 72.3% by 2030. // Average baseline is based on 2023/24 data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
SC Ready Exceeds in ELA and Math	52.3	Target: 56.3 Actual: 51.0	Target: 60.3 Actual:	Target: 64.3 Actual:	Target: 68.3 Actual:	Target: 72.3 Actual:

GIFTED AND TALENTED STRATEGY #1

Increase the performance of students served through gifted and talented courses (Cognia PS 24, 27, 31).

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide differentiated instruction in all gifted and talented courses.	August 2025 – ongoing	Chief Academic Officer, Gifted and Talented	\$0	N/A	Lesson plans, pacing guides, classroom observations

		Coordinator, School Administrators			
2. Provide teachers with professional development activities to support gifted learners.	August 2025 – ongoing	Gifted and Talented Coordinator, School Administrators	\$2,500	General Funds, Title II Professional Development Funds	Professional development calendars, agendas, sign-in sheets
3. Provide an advanced pacing in all gifted and talented classes to accelerate and enrich student learning.	August 2025 – ongoing	Gifted and Talented Coordinator, School Administrators	\$0	N/A	Pacing guides, lesson plans, classroom observations
4. Implement elements required in the South Carolina Honors Framework Implementation Guide in all gifted and talented classes.	August 2025 – ongoing	Gifted and Talented Coordinator, School Administrators	\$0	N/A	Pacing guides, lesson plans, classroom observations
5. Provide assistance for teachers completing gifted and talented endorsement requirements.	June 2025 – ongoing	Gifted and Talented Coordinator	\$0	N/A	Professional development schedules, teacher certifications
6. Create and implement rigorous, multi-faceted project based learning opportunities for students.	June 2025 – ongoing	Gifted and Talented Coordinator, School Administrators	\$0	N/A	Pacing guides, lesson plans, classroom observations, student projects & portfolios

Performance Goal Area: Gifted and Talented*

(*required)

PERFORMANCE GOAL:

Barnwell County School District will increase the percentage of students in grades 3 through 5 who meet the state’s criteria for the gifted and talented program to 7.2% by 2030. // Average baseline is based on 2023/24 data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Gifted and Talented Students Meeting the State’s Criteria	5.7	Target: 6.0 Actual: 4.3	Target: 6.3 Actual:	Target: 6.6 Actual:	Target: 6.9 Actual:	Target: 7.2 Actual:

GIFTED AND TALENTED STRATEGY #1

Provide enrichment opportunities for students to develop increased thinking and reasoning skills (Cognia PS 17, 18, 22, 23).

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provided structured cognitive development activities for 1st and 2nd graders.	August 2025 – ongoing	Chief Academic Officer, Gifted and Talented Coordinator, School Administrators	\$500	General Fund	Programs purchased, implementation schedules, lesson plans
2. Implement STEM activities in grades K-3 including Robotics, Coding, etc.	August 2025 – ongoing	Chief Academic Officer, Gifted and Talented	\$1,000	General Fund	Implementation schedules, lesson plans, pacing guides

		Coordinator, School Administrators			
3. Provide parents with enrichment activities and resources to use with children at home through information sessions.	August 2025 – ongoing	School Administrators	\$1,000	General funds, Federal funds	Parent workshop flyers, agendas, sign-in sheets
4. Provide enrichment opportunities for students not currently served through the gifted and talented programs including project based learning.	August 2025 – ongoing	Gifted and Talented Coordinator	\$0	N/A	Pacing guides, lesson plans, classroom observations, student work samples

Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL:

Barnwell County School District will increase the percentage of students, parents, and teachers satisfied with the learning environment, social and physical environment, and home-school relations by 2030 according to the identified targets below.

// Average baseline is based on 2023/24 data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Learning Environment	86.8	Target: 87.8 Actual: 85.6	Target: 88.8 Actual:	Target: 89.8 Actual:	Target: 90.8 Actual:	Target: 91.8 Actual:
Social & Physical Environment	88.2	Target: 89.0 Actual: 88.1	Target: 89.8 Actual:	Target: 90.6 Actual:	Target: 91.4 Actual:	Target: 92.2 Actual:
Home-School Relations	92.6	Target: 93.0 Actual: 92.4	Target: 93.0 Actual:	Target: 93.0 Actual:	Target: 93.0 Actual:	Target: 93.0 Actual:

SCHOOL CLIMATE STRATEGY #1

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being (Cognia PS 3).

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Expand parent/family involvement programs districtwide to help all families establish environments to support children as students. Require each school to hold a minimum of four parent night events each year and include parent/family involvement action steps in their respective school's strategic plan. This includes hosting some sessions within the community so that training can be offered in locations outside of schools. Topics to be included will be at a minimum ParentPortal, ParentSquare, FinalForms, DRC Beacon, iReady, supporting young readers and writers, and Google Classroom. – Discontinued MasteryConnect for DRC Beacon.	August 2025 – ongoing	Assistant Superintendent, Principals	\$0	N/A	School Strategic Plans, Parent/Family Event Advertisements
2. Implement two mandatory parent conference days for grades K-12 within the district, the 1st and 3rd nine weeks. [Days and times are established on the district calendar.]	June 2025 – ongoing	Superintendent, Chief Academic Officer, Curriculum Directors	\$0	N/A	District Calendar
3. Provide continued training and information sessions on the use of ParentPortal and FinalForms. This will be done as part of the beginning of the year events for parents, including Meet and Greet, Open House, etc.	August 2025 – ongoing	Principals	\$0	N/A	Training Schedules, Samples of Information Shared with Parents

4. Utilize volunteers in each school to enhance student learning through mentoring opportunities and enrichment opportunities for students. Ensure all volunteers have completed a SLED check through the Human Resources Department at the district office.	August 2025 – ongoing	Chief Human Resources Officer	\$0	N/A	Volunteer List, Examples of Mentoring Opportunities
5. Expand the summer literacy initiatives to engage more families in summer literacy opportunities throughout the school year. This includes visiting sites around town to provide literacy tips, read with students and families, and give away books to create libraries at home.	June 2025 – ongoing	Chief Academic Officer, Curriculum Directors	\$2,000	Title IV Funds	Summer Literacy Initiative Calendar, Community Event Calendar
6. Utilize school and district social media sites to share district information.	January 2025 – ongoing	Assistant Superintendent, Chief Academic Officer, Curriculum Directors, Principals	\$0	N/A	Social Media Sites
7. Implement an online student enrollment system via FinalForms.	Spring 2025 – ongoing	Assistant Superintendent, IT Director, Principals	\$0	N/A	System Reports, Calendar of Implementation Dates

SCHOOL CLIMATE STRATEGY #2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs where leaders regularly evaluate organizational conditions (Cognia PS 2, 26).

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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1. Include Chief Operations Officer in the monthly district leadership team meetings and provide a time on the agenda for them to share important information, discuss procedures, share concerns, etc. Meet additionally, as needed, with the Maintenance Supervisors to discuss maintenance of the district's facilities, services, and equipment.	June 2025 – ongoing	Superintendent, Chief Operations Officer	\$0	N/A	Meeting Minutes, Meeting Agendas
2. Implement a system to monitor depreciation of equipment and work with multiple departments to create a replacement plan for such equipment.	June 2025 – ongoing	Chief Operations Officer, Maintenance Supervisors	\$0	N/A	Records of Depreciation of Equipment
3. Require Safety Committee meetings and develop a reporting system for safety issues.	August 2025 – ongoing	Chief Operations Officer, School Safety Committees	\$0	N/A	Safety Committee Responsibilities, Meeting Schedules and Minutes
4. Conduct ongoing training and monitoring of staff in emergency management procedures.	July 2025 – ongoing	Chief Operations Officer	\$0	N/A	Emergency Management Guide, Emergency Procedures & Annual Training Documentation
5. Require a minimum of two intruder drills per school year and coordinate with law enforcement and emergency management agencies to host active shooter drill trainings and reviews.	August 2025 – ongoing	Superintendent, Assistant Superintendent, Chief Operations Officer, School Administrators	\$0	N/A	Drill Reports, Meeting Agendas and Minutes, Drill Calendars
6. Implement a geo tracking, gps, and badging system on buses to modernize routing, loading and disembarking tracking, and student ridership.	August 2025 – ongoing	IT Director, Chief Operations Officer, Transportation Director	\$6,000	General Funds	Reoccurring Software and Technology Ridership Reports, Route Descriptions, Student Location Reports

7. Continue to coordinate expansion of Emergency Evacuation Plans, including offsite evacuation sites for each school.	Summer 2025 – ongoing	Superintendent, Assistant Superintendent	\$0	N/A	Evacuation Plans, Evacuation Site Agreements
8. Implement Threat Assessment Protocols and Procedures. Reflect upon School Incident Command information for areas to be strengthened.	Summer 2025 – ongoing	Superintendent, Assistant Superintendent, Principals, Chief Operations Officer	\$0	N/A	Handbook Procedures, Safety Meeting Minutes, Meeting Agendas
9. Implement a system to communicate school emergency management procedures, processes, and drill information to parents.	August 2025 – ongoing	Superintendent, Assistant Superintendent, Principals, Chief Operations Officer	\$0	N/A	Communication Samples, Informational Session Schedules

SCHOOL CLIMATE STRATEGY #3

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources (Cognia PS 15).

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Utilize the state's Grants Application System (GAPS) and Grants Electronic Management System (GEMS) to ensure accuracy of grants and financial systems.	June 2025 – ongoing	Chief Financial Officer, Director of Federal Programs, CTE Director	\$0	N/A	Application Reports, Federal Budgets, Federal Expenditures, Federal Grant Applications
2. Continue to implement the new process for planning the budget, ensuring the alignment of district budget with the system's purpose and direction. This includes each department	June 2025 – ongoing	CFO	\$0	N/A	Budgetary Planning Packet, Completed District Budget

completing a budgetary planning packet to be submitted to the Chief Financial Officer (CFO) outlining budgetary needs and how accounts specific to that department should be allocated most efficiently.					
3. Utilize the needs assessment of facilities to determine greatest facility priorities.	June 2025 – ongoing	Superintendent, Chief Financial Officer	\$0	N/A	Facilities Priority List
4. Develop a written list of quality control procedures for monitoring of compliance with system expectations for school facilities and learning environments. Revisit and revise annually.	June 2025 – ongoing	Superintendent, Chief Financial Officer	\$0	N/A	Written Quality Control Procedures for Monitoring Compliance with System Expectations
5. Conduct a survey regarding resource management and utilize the results in strategic planning.	June 2025 – ongoing	Superintendent, Chief Financial Officer	\$0	N/A	Survey Questions, Survey Results
6. Conduct annual data entry training for school level staff prior to the beginning of each school year in addition to onsite technical support visits prior to quarterly reporting submissions.	August 2025 – ongoing	IT Director, Assistant Superintendent	\$0	N/A	Agendas, Sign-In Sheets, Meeting Notes, Follow-Up Visits
7. Implement procedures for data entry for student PowerSchool data including but not limited to the following: EFA/EIA coding, Precode, Incident Management, Attendance/Truancy, Special Programs, etc.	August 2025 – ongoing	IT Director	\$0	N/A	BCSD Data Entry Protocols
8. Conduct annual training for school attendance clerks and provide one-on-one support with accessing and utilizing chronic absenteeism reports to drive school interventions.	August 2025 – ongoing	IT Department	\$0	N/A	Training Materials, Absenteeism Reports, Intervention Plans
9. Continue to streamline finance procedures, including digitalizing direct deposit, check requests, and supporting documentation.	Spring 2025 – ongoing	Chief Financial Officer	\$0	N/A	Procedures Outlining New Processes, Updated Financial Procedures Handbook

10. Continue to modernize processes within the Human Resources (HR) Department to better utilize human resources and ensure accuracy of information systems and databases, including but not limited to fully utilizing HR modules in Harris for reports and PANS, digitizing the volunteer application and approval process, and automated staff attendance procedures and timesheets.	Spring 2025 – ongoing	Assistant Superintendent, Chief HR Officer, Director of HR	\$10,000	Federal Grants, Local Funds	HR Procedures, Digitized Forms, Electronic Volunteer Application and Database, Attendance Software Reports
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SCHOOL CLIMATE STRATEGY #4

Leaders cultivate effective individual and collective leadership among stakeholders to uphold the institution's priorities and to drive continuous improvement (Cognia PS 8, 9).

ACTION PLAN FOR STRATEGY #4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide information to stakeholders, including parents and students, on the district's website. Monitor data results of website frequency visits to determine best means for communicating information. On the website, also include information resources for staff, parents, and students to support educational programs within the district.	June 2025 – ongoing	Assistant Superintendent	\$0	N/A	Website Data Reports, Website Access, List of Information Resources Available on the Website
2. Continue utilizing the local newspaper to share important information and happenings within the school district, including advertisement of meetings and events.	June 2025 – ongoing	Superintendent	\$0	N/A	Newspaper Articles, Advertisements

3. Utilize the communications email distribution and other communication channels to share information regarding the district's vision and mission.	June 2025 – ongoing	Superintendent, Chief Financial Officer	\$0	N/A	Press Releases, Email Communications, ParentSquare Communications
4. Conduct a needs assessment regarding effectiveness of information resources and related personnel and utilize the results in strategic planning.	June 2025 – ongoing	Superintendent	\$0	N/A	Survey Questions, Survey Results
5. Maintain a District Public Relations Plan.	August 2025 – ongoing	Superintendent, Chief Financial Officer	\$0	N/A	Public Relations Plan

SCHOOL CLIMATE STRATEGY #5

Learners benefit from a formal structure that fosters positive relationships with peers and adults (Cognia PS 4).

ACTION PLAN FOR STRATEGY #5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Expand upon mentoring initiatives so each school creates and implements a plan to ensure students will be paired with an adult advocate in a small group structure or on an individual basis for each student within the school system.	August 2025 – ongoing	Assistant Superintendent, Principals	\$0	N/A	Mentor Framework, School List of Students and Advocate, Mentor Curriculum/Activities, School Schedules
2. Continuously revise and implement a Comprehensive Mentoring Framework to expand upon and formalize programs. Research additional programs that have found success reaching youth small, rural areas.	August 2025 – ongoing	Assistant Superintendent, Chief Academic Officer, School Administrators	\$0	N/A	Mentor Framework

SCHOOL CLIMATE STRATEGY #6

Learners' needs drive the equitable allocation and management of digital resources that are integrated by professional staff to deepen and advance learners' engagement with instruction and stimulate their curiosity. (Cognia PS 1, 15, 23).

ACTION PLAN FOR STRATEGY #6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Utilize technology and web-based platforms to support the district's educational delivery model, including iReady, DRC Beacon, EDPlan SC, and Progress Learning. – Discontinued MasteryConnect for DRC Beacon	August 2025 – ongoing	IT Director, Chief Academic Officer	\$70,000	General Funds, Federal Funds	Technology and Web-Based Platforms Reports, Training Materials
2. Annually update the district's technology plan and budget according to the needs assessments conducted with the schools, administrators, teachers, and students.	June 2025 – ongoing	IT Director	\$0	N/A	District Technology Plan, Technology Budget
3. Require each school to develop a school-level technology plan to be included with the district technology plan.	June 2025 – ongoing	IT Director	\$0	N/A	School Technology Plans
4. Utilize needs assessments to inform the development of school system and school technology plans.	June 2025 – ongoing	IT Director	\$0	N/A	Technology Plans, Needs Assessment Data
5. Revisit and revise policies relative to technology use based on the current, updated technology plan. This includes revisiting and creating a one-to-one policy for using technology in the classroom.	June 2025 – ongoing	IT Director	\$0	N/A	District Technology Plan, Revised Policies
6. Develop and implement a written set of school system quality control procedures that monitor the effectiveness of technology services.	June 2025 – ongoing	IT Director	\$0	N/A	Written Set of Quality Control Procedures

7. Conduct a survey regarding resource management and utilize the results in strategic planning.	June 2025 – ongoing	Superintendent, IT Director	\$0	N/A	Survey Questions, Survey Results
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SCHOOL CLIMATE STRATEGY #7					
Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities and promote and develop their self-confidence and love of learning (Cognia PS 16, 20).					

ACTION PLAN FOR STRATEGY #7:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement a STAR Academy for middle grade and ninth-grade students in an effort to increase attendance, grades, and social emotional health to promote a successful graduation path upon entering high school.	Spring 2025 – ongoing	Superintendent, Assistant Superintendent, Chief Academic Officer	\$100,000	Innovative Grant Funds, Local Funds, Federal Funds	Curriculum, Staff Reports, Student Data Including Attendance and Grades
2. Provide a comprehensive list of supporting services available to students and their families. Have nurses and guidance counselors use this list when seeking support services.	June 2025 – ongoing	Assistant Superintendent, Chief Officer of Special Services	\$0	N/A	List of Services
3. Require each school to implement a systematic bullying prevention and/or character education program within each respective school. These programs are to be referenced in each school's renewal plan.	August 2025 – ongoing	Principals	N/A	School Local Funds	List of Bullying Prevention and Character Education Programs, School Renewal Plans
4. Conduct a comprehensive needs assessment including support systems and utilize the results in strategic planning.	June 2025 – ongoing	Superintendent, District Chiefs	\$0	N/A	Needs Assessment Data

5. Provide annual district training and mentoring for support staff members.	June 2025 – ongoing	Chief Human Resources Officer	\$7,000	General Fund	SafeSchools Training, Sign-In Sheets, Agendas, Support Staff Mentoring Plan
6. Coordinate enrollment information for children to ensure services such as Medicaid and Health screenings are provided.	August 2025 – ongoing	Chief Officer of Special Services, School Administrators	\$0	N/A	Enrollment Information, Student Services' Lists
7. Implement the Comprehensive Guidance Model with an increased focused on individual and group counseling.	August 2025 – ongoing	Assistant Superintendent, Chief Officer of Special Services, School Administrators, School Counselors	\$0	N/A	Schedules for Counseling, Meeting Minutes
8. Provide staff support and training for students with truancy and absenteeism concerns.	August 2025 – ongoing	Assistant Superintendent, Chief Officer of Special Services, IT Director	\$2,000	General Fund	Truancy Procedures, Chronic Absenteeism Procedures and Training, Intervention Plans, Judicial Dockets
9. Provide support and training for school administration and staff focusing on meeting the needs of Multilingual Learner (ML) Students.	August 2025 – ongoing	Director of Federal Programs, ML Teachers	\$0	N/A	Agendas, Meeting Minutes, Training Materials
10. Implement the Multi-Tiered System of Supports (MTSS) Model providing academic and behavior supports for students.	August 2025 – ongoing	Chief Officer of Special Services, Chief Academic Officer, Principals	\$0	N/A	MTSS Frameworks, Training Session Agendas, Schedules, Support Materials
11. Provide staff with training focused on Erin's Law.	Fall 2025 – ongoing	Assistant Superintendent	\$7,000	General Fund	SafeSchools Courses, Completion Reports
12. Provide ongoing training on Title IX to ensure prompt and appropriate responses to support students and staff in a safe environment.	August 2025 – ongoing	Assistant Superintendent	\$0	N/A	SafeSchools Reports, Training Materials, Agendas, Sign-In Sheets

13. Utilize a Social Emotional Learning (SEL) Screener bi-annually to better identify and monitor social and/or emotional indicators that negatively impact students.	Fall 2025 – ongoing	Assistant Superintendent, Chief Academic Officer, Chief Officer of Special Services	\$12,000	Title IV Funds	SEL Screener Data, MTSS Procedures, Intervention Plans, Progress Monitoring Data
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Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL:

Barnwell County School District will increase the on-time graduation rate to 90.1% and the CCR rate to 83.6% by 2030.

// Average baseline is based on 2023/24 data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
[HIGH] On-Time Graduation Rate	82.6	Target: 84.1 Actual: 86.1	Target: 85.6 Actual:	Target: 87.1 Actual:	Target: 88.6 Actual:	Target: 90.1 Actual:
[HIGH] College- and Career-Readiness (CCR) Rate	76.1	Target: 77.6 Actual: 78.0	Target: 79.1 Actual:	Target: 80.6 Actual:	Target: 82.1 Actual:	Target: 83.6 Actual:

STUDENT ACHIEVEMENT STRATEGY #1

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers (Cognia PS 28, 29).

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement Career Readiness Curriculum to support students with career assessments and soft skills, and, ultimately, career placement upon graduation.	Fall 2025 – ongoing	Chief Academic Officer, Curriculum Directors	\$12,000	General Fund	Software Data Reports from Progress Learning, Instructional Plans, Master Schedules, and Career Assessment Scores

STUDENT ACHIEVEMENT STRATEGY #2

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning. This practice ensures that instruction is characterized by high expectations and learner-centered practices that deepens individual learners’ knowledge and understanding of the curriculum (Cognia PS 21, 22, 26).

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Explore opportunities to expand articulation agreements with institutes of higher education to increase dual enrollment opportunities for high school students.	April 2025 – ongoing	Chief Academic Officer, Curriculum Directors, High School Principals	\$0	N/A	Course Catalog, Master Schedule, Student Enrollment Data

2. Implement structures and assessments necessary to promote student attainment of the South Carolina Seal of Biliteracy.	Spring 2025 – ongoing	District Test Coordinator, Principal, ML Coordinator	\$1,000	General Fund	Data Reports, Assessment Results, Test Preparation Schedule, Curriculum Alignment
3. Utilize a data management system aligned to the Federal Accountability Model to track students' progress towards on-time graduation and college and career readiness (CCR) indicators. The data will be used to personalize student learning.	Spring 2025 – ongoing	Chief Academic Officer, Curriculum Directors, High School Administrators	\$0	N/A	CCR Spreadsheet, On-Time Graduation, Student Achievement Results, Accountability Rubric

STUDENT ACHIEVEMENT STRATEGY #3

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions (Cognia PS 27).

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement a comprehensive Work Based Learning (WBL) Plan which addresses WBL opportunities for students as part of the Career Readiness curriculum through job shadowing opportunities, virtual job shadowing opportunities, internships, and apprenticeships.	Fall 2025 – ongoing	Chief Academic Officer, Curriculum Directors, High School Administrators, Career Development Facilitators	\$0	N/A	Master Schedules, WBL Agreements, Student Portfolios, Student Schedules, Career Accountability Report
2. Continue to implement and expand proficiency based opportunities for students in both regular education settings as well as the alternative program to recover content and credits, to include	August 2025 – ongoing	Chief Academic Officer, Principals	\$100,000	EEDA Grant Funds, At-Risk Funds	Data Reports, Master Schedule, Credits Earned, Graduation Rate

obtaining initial credits in middle through high school grades. Consider implementing a proficiency based assessment for ML students as a measure of proficiency for a Spanish I credit.					
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Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL:

Barnwell County School District will increase the percentage of elementary and middle school students performing at “meets” or “exceeds” on the ELA and Math portions of SC Ready and the percentage of high school students passing the English 2 and Algebra 1 EOCEP by 2030 according to the identified targets below. // Average baseline is based on 2023/24 data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
[ELEMENTARY] SC Ready Data Meets or Exceeds in ELA	44.5	Target: 47.0 Actual: 54.6	Target: 49.5 Actual:	Target: 52.0 Actual:	Target: 54.5 Actual:	Target: 57.0 Actual:
[ELEMENTARY] SC Ready Data Meets or Exceeds in Math	39.3	Target: 41.8 Actual: 41.5	Target: 44.3 Actual:	Target: 46.8 Actual:	Target: 49.3 Actual:	Target: 51.8 Actual:
[MIDDLE] SC Ready Data Meets or Exceeds in ELA	33.1	Target: 35.6 Actual: 48.5	Target: 38.1 Actual:	Target: 40.6 Actual:	Target: 43.1 Actual:	Target: 45.6 Actual:

[MIDDLE] SC Ready Data Meets or Exceeds in Math	18.8	Target: 21.8 Actual: 20.0	Target: 24.8 Actual:	Target: 27.8 Actual:	Target: 30.8 Actual:	Target: 33.8 Actual:
[HIGH] English 2 End of Course Examination Program (EOCEP) Passing Rate	77.3	Target: 78.2 Actual: 70.9	Target: 79.1 Actual:	Target: 80.0 Actual:	Target: 80.9 Actual:	Target: 81.8 Actual:
[HIGH] Algebra 1 End of Course Examination Program (EOCEP) Passing Rate	48.6	Target: 50.6 Actual: 50.9	Target: 52.6 Actual:	Target: 54.6 Actual:	Target: 56.6 Actual:	Target: 58.6 Actual:

STUDENT ACHIEVEMENT STRATEGY #1

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity (Cognia PS 15, 23).

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Support a continuous implementation of a 1:1 Technology Initiative for all students in grades K-8 with a device refurbishment plan.	Fall 2025 – ongoing	IT Director	\$80,000 - \$100,000 annually	Refurbishment Funds, Formula Grants	1:1 Refurbishment Plan, Technology Plan, Financial Records
2. Expand the use of artificial intelligence (AI) robots to provide remediation in ELA and Math for K-12 students. (In grades 7-12, AI robots are used in special service classrooms.)	Spring 2025 – ongoing	Superintendent, Assistant Superintendent, School Administrators	\$100,000	Federal Funds	Observations, Purchasing Records, Learning Data

STUDENT ACHIEVEMENT STRATEGY #2

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum so that learners have equitable opportunities to realize their learning potential (Cognia PS 16, 17, 18, 22).

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Maintain and continuously review/revise the Barnwell County School District Curriculum Frameworks for ELA, Math, Science and Social Studies through the utilization of district curriculum teams composed of teachers and/or departments in all grade levels to make yearly revisions.	April 2025 – ongoing	Chief Academic Officer, Curriculum Directors	\$0	N/A	Revised BCSD Curriculum Frameworks
2. Continue to expand class and course offerings K-12 to reflect Computer Science Standards and	Spring 2025 – ongoing	Chief Academic Officer, Curriculum Directors	\$10,000	Local Funds, Title II Funds, Professional	Course Descriptions, Student Schedules, Pacing Guides, Lesson

concepts along with computing basics to include exploratory offerings in K-8.				Development Funds	Plans, Professional Development Sessions, Sign-In Sheets
<p>3. Monitor and support each school in providing a comprehensive and rigorous curriculum for all students beyond what is outlined in the curriculum frameworks. Require each school to include in their strategic plan how they will address each of the components listed below. This includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Financial Literacy • Foreign Language • Health Instruction (including Reproductive Health Instruction in grades 6-9 and CPR in high school) • Keyboarding/Computer Science Instruction 	June 2025 – ongoing	Chief Academic Officer	\$10,000	General Fund	School Strategic Plans
4. Continue to implement a District Reading Plan and ensure that each school (K-8) submits a school-level reading plan for approval annually.	April 2025 – ongoing	Chief Academic Officer	\$0	N/A	District Reading Plan, School Reading Plan
5. Require schools to implement STEAM activities within their instruction (i.e., STEAM Day, projects, pacing guides) and ensure that each school includes Action Steps for implementing STEAM within their school's five-year plan.	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors, School Administrators	\$100,000	Competitive Grant Funds, Federal Funds, General Fund	STEAM Outline of Activities at Each School, School Strategic Plans, Personnel Report
6. Ensure and require each school (K-12) to have a Career Awareness Plan as part of their school strategic plans.	August 2025 – ongoing	Chief Academic Officer	\$0	N/A	School Strategic Plans
7. Implement a District Literacy Framework that focuses on the science of reading to establish exemplary literacy classrooms for all students in grades K through 12.	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors, School Administrators	\$0	N/A	Balanced Literacy Frameworks, Instructional Observations, Student Data Reports

STUDENT ACHIEVEMENT STRATEGY #3

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being by placing a heavy emphasis on understanding learners' needs and interests (Cognia PS 22, 24, 29).

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Update district benchmarks for the following grade levels and departments. Grades 1, 2: Quarterly ELA, Math, Science, Social Studies (4 Quarters) Grades 3-8: Quarterly ELA, Math, Science, Social Studies (3 Quarters) Grades 9-12: 6-Week and 12-Week in EOCEP tested subjects, including English II, Algebra I, Biology, and US History	Fall 2025 – ongoing	Chief Academic Officer, Curriculum Directors	\$6,000	General Fund	DRC Beacon License and Agreement, Purchasing Records – Discontinued MasteryConnect and using DRC Beacon
2. Ensure schools utilize professional learning community (PLC) meetings to discuss data and determine adjustments needed for whole group and small group instruction.	Summer 2025 – ongoing	Chief Academic Officer, Curriculum Directors, School Administrators	\$0	N/A	Data Reports, Meeting Minutes
3. Utilize a comprehensive assessment framework to monitor student's reading and writing performance, strengths, and weaknesses using a multifaceted assessment approach.	August 2025 – ongoing	Chief Academic Officer, Chief Officer of Special Services, District Testing Coordinator, School Administrators	\$50,000	General Fund, State Formative Assessment Funds	Summative and Formative Assessment Results, Diagnostic Screening Reports, Progress Monitoring Data, MTSS Referrals and Progress, State and District Reading and Writing Assessment Data

STUDENT ACHIEVEMENT STRATEGY #4

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments by giving staff members the support they need to strengthen their professional practice (Cognia PS 6, 10, 11).

ACTION PLAN FOR STRATEGY #4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Include professional learning opportunities on multiple instructional strategies, especially differentiation, personalized learning, and MTSS, within professional development and district curriculum team meetings, as well as the research to support such practices. Visit the instructional frameworks with staff members at the beginning of the academic year to outline instructional strategy expectations.	August 2025 – ongoing	Chief Academic Officer, Chief Officer of Special Services	\$0	N/A	Barnwell County School District Professional Development Plan, District Curriculum Team Agendas and Sign-In Sheets
2. Include expected instructional strategies on observation forms, both walk through and formal, aligned to the Cognia Performance Standards and the South Carolina Teaching Standards 4.0 Rubric.	Fall 2025 – ongoing	Chief Academic Officer	\$0	N/A	Walkthrough Observation Form, Formal Observation Form

STUDENT ACHIEVEMENT STRATEGY #5

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning (Cognia PS 30).

ACTION PLAN FOR STRATEGY #5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement two mandatory parent conference days for grades K-12 within the district during the 1st and 3rd nine weeks. [Days and times are established on the district calendar.]	Fall 2025 – ongoing	Superintendent, Assistant Superintendent	\$0	N/A	District Calendar
2. Ensure all schools include information regarding grading and reporting of student achievement in student/parent handbooks.	June 2025 – ongoing	Chief Academic Officer	\$0	N/A	Student/Parent Handbooks for Each School
3. Provide continued PowerTeacher Pro support, including a beginning of the year training for all teachers.	August 2025 – ongoing	IT Director, Principals	\$0	N/A	Support Sessions, Feedback from Staff, Updated Grade Books

STUDENT ACHIEVEMENT STRATEGY #6

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions (Cognia PS 27).

ACTION PLAN FOR STRATEGY #6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Ensure each school has a MTSS Team in place to address student needs and to ensure early intervention for Tier 2 and 3 students.	August 2025 – ongoing	Chief Officer of Special Services, Principals	\$0	N/A	List of MTSS Team Members
2. Continue using an online platform as a progress monitoring tool and supplemental assistance program for ELA and Math in Kindergarten through 8th grades.	August 2025 – ongoing	Chief Academic Officer	\$100,000	General Fund, State Funds	Professional Development Platform Reports

3. Continue to utilize Multilingual Learner (ML) teachers for a pull-out program to provide support services to the ML students in the district.	June 2025 – ongoing	Federal Programs Coordinator	\$150,000	General Fund, Federal Funds	BCSD ML Handbook
4. Continue implementing the BCSD Gifted and Talented Plan as indicated in our district strategic plan. Convene the team to monitor progress of the plan and review/revise it annually.	August 2025 – ongoing	Gifted and Talented Coordinator, Chief Academic Officer	\$0	N/A	BCSD Gifted and Talented Plan, Meeting Agendas, Meeting Sign-In Sheets
5. Implement the action steps within the BCSD Reading Plan and ensure that each school has a rigorous and appropriate school reading plan that is implemented with fidelity and updated annually.	June 2025 – ongoing	Chief Academic Officer	\$0	N/A	BCSD Reading Plan
6. Annually revise the district's alternative program plan.	April 2025 – ongoing	Alternative Program Director	\$0	N/A	Meeting Agendas, Meeting Minutes (attendance included in minutes)
7. Ensure that career awareness opportunities are being provided to students in grade levels K-8 and require schools to include their career awareness activities in their individual school plans.	April 2025 – ongoing	Chief Academic Officer, Principals Career Development Facilitators	\$100,000	State CDF Funding	School Strategic Plans

STUDENT ACHIEVEMENT STRATEGY #7

Professional staff members receive the support they need to strengthen their professional practice, especially as it pertains to the analysis of student data, to ensure that instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum (Cognia PS 6, 22).

ACTION PLAN FOR STRATEGY #4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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1. Assist schools in creating standards-based and quality student assessments. Further, support the teachers in analyzing data to determine individual student needs and assist in appropriately modifying the curriculum. This assistance includes updating and administering common assessments in grades K-8 in all core academic areas and EOCEP courses at the high school, administering quarterly benchmarks in accordance with pacing guides, and administering iReady Reading Assessments a minimum of three times per year in grades K-8. Students significantly below grade level for reading will be assessed more frequently.	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors, Interventionists, Reading Coaches	\$0	N/A	Common Assessments, District Benchmarks, iReady Data
2. Utilize professional learning communities (PLCs) to support and strengthen our school staff members' interpretation and use of data.	July 2025 – ongoing	Chief Academic Officer, Curriculum Directors, Principals	\$0	N/A	Training Materials, Sign-In Sheets and Agendas, District Professional Development Plan

STUDENT ACHIEVEMENT STRATEGY #8

The governing authority collaborates with leaders and actively engages stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being to drive continuous improvement (Cognia PS 3, 8).

ACTION PLAN FOR STRATEGY #8:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide access to state testing data reports to stakeholders through the Report to the People and via the district website.	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors, Principals	\$0	N/A	Data Reports, Report to the People

2. Provide support and assistance to the schools during their meetings regarding school improvement, including School Improvement Council meetings, Title I meetings, etc. Seek increased stakeholder input when creating and/or updating the district strategic plan.	August 2025 – ongoing	All District Administrators	\$0	N/A	District Strategic Plan Meeting Minutes
3. Provide school and district leaders with professional development focused on evidence-based practices aligned with district and state policies to support literacy instruction and performance.	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors	\$0	N/A	Sign-In Sheets, Meeting Agendas, Email Invitations

STUDENT ACHIEVEMENT STRATEGY #9

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources (Cognia PS 15).

ACTION PLAN FOR STRATEGY #9:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Continue our process for planning the budget, ensuring the alignment of district budget with the system's purpose and direction. This includes each department completing a budgetary planning packet to be submitted to the Chief Financial Officer (CFO) outlining budgetary needs and how accounts specific to that department should be allocated most efficiently.	June 2025 – ongoing	Chief Financial Officer	\$0	N/A	Budgetary Planning Packet, Completed District Budget
2. Review and approve school schedules to ensure maximum instructional time is being utilized.	June 2025 – ongoing	Chief Academic Officer	\$0	N/A	School Schedules
3. Create, with the help of a leadership team, a district-wide school year calendar that sufficiently	March 2025 – ongoing	Superintendent, Assistant	\$0	N/A	District Calendar

coordinates with all instructional and assessment programs as an assurance the calendar supports the educational programs and system operations.		Superintendent, School Administrators			
4. Implement a modified calendar with intercession periods scheduled to provide targeted remediation and enrichment for students based on individual, instructional needs.	Spring 2025 – ongoing	Superintendent, Assistant Superintendent, School Administrators	\$0	N/A	Approved Calendar

STUDENT ACHIEVEMENT STRATEGY #10

Leaders create, maintain, and regularly evaluate institutional structures and organizational conditions and processes that support learners and staff members in both stable and changing environments (Cognia PS 11, 26).

ACTION PLAN FOR STRATEGY #10:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Continue to work with the Barnwell County Emergency Management office to build a monolithic dome that will serve as a safe room for emergency evacuations.	June 2025 – ongoing	Superintendent, Assistant Superintendent, Chief Officer of Operations	\$10,000,000	FEMA Grant, Local Funds	Meeting Minutes, Completed Project
2. Design, develop, and construct a new CTE Focused High School in Barnwell County.	June 2025 – ongoing	Superintendent, Assistant Superintendent, Chief Officer of Operations	\$135,000,000	Savannah River Site Plutonium Settlement Funds, Career Center Funds, SCDE Funds	Meeting Minutes, Completed Project
3. Revisit and review the current referral process and Individualized Education Plan (IEP) process	June 2025 – ongoing	Chief Officer of Special Services	\$0	N/A	Referral Process

through special services, making any necessary updates and/or revisions.					
4. Maintain and strengthen the partnership with Barnwell County Mental Health to provide counseling services to identified students within the schools and alternative programs. As a partner, ask that a representative serves on district planning teams, such as strategic planning, health committees, alternative redesign committee, etc.	August 2025 – ongoing	Superintendent, Assistant Superintendent, Chief Officer of Special Services	\$0	N/A	District Strategic Plan Meeting Agendas, Memorandum of Agreement with Barnwell County Mental Health
5. Utilize countywide services related to educational and career planning, including South Carolina Department of Commerce (Regional Workforce Advisor), Southern Carolina Business Alliance, Barnwell County Economic Development Board, etc.	June 2025 – ongoing	Superintendent	\$0	N/A	Examples of Partnership Efforts, Meeting Minutes Between Organizations

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL:

Barnwell County School District will increase the percentage of CERDEP students “demonstrating readiness” on the KRA to 59.5% by 2030. // Average baseline is based on Fall 2024 data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
[PRIMARY] Kindergarten Readiness Assessment (KRA) Data	29.5	Target: 35.5 Actual: 27.4	Target: 41.5 Actual:	Target: 47.5 Actual:	Target: 53.5 Actual:	Target: 59.5 Actual:

Child Early Reading Development and Education Program (CERDEP) Students Demonstrating Readiness						
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STUDENT ACHIEVEMENT STRATEGY #1

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity (Cognia PS 15, 23).

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Support a continuous implementation of a 1:1 Technology Initiative for all Pre-K students with a device refurbishment plan.	Fall 2025 – ongoing	IT Director	\$2,000 Annually	Refurbishment Funds, Formula Grants	1:1 Refurbishment Plan, Technology Plan, Financial Records

STUDENT ACHIEVEMENT STRATEGY #2

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum so that learners have equitable opportunities to realize their learning potential (Cognia PS 16, 17, 18, 22).

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Ensure and require each Pre-K school to have a Career Awareness Plan as part of their school strategic plans.	August 2025 – ongoing	Chief Academic Officer	\$0	N/A	School Strategic Plan
2. Implement a District Literacy Framework that focuses on the science of reading to establish exemplary literacy classrooms for all Pre-K students.	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors, School Administrators	\$0	N/A	Balanced Literacy Frameworks, Instructional Observations, Student Data Reports

STUDENT ACHIEVEMENT STRATEGY #3

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities and promote and develop their self-confidence and love of learning (Cognia PS 16, 20).

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide parenting workshops and classes through the district's Early Steps to School Success program.	June 2025 – ongoing	School Administrators	\$1,500	Save the Children	Schedule of Parenting Workshops, Materials Shared at Parenting Workshops
2. Continue utilizing the state-approved assessment and curriculum for the four-year-old classrooms funded by the Child Early Reading Development and Education Program (CERDEP).	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors, School Administrators	\$0	N/A	Assessment Data Results from Completed Assessments, Instructional Plans

3. Continue partnership with Children’s Trust of South Carolina to support pre-birth to school-aged children by implementing the Healthy Families America (HFA) model for our home-visiting initiative.	June 2025 – ongoing	Chief Academic Officer, Early Childhood Director	\$250,000	General Assembly	HFA Home Visitation Log, HFA Home Visitation Parent Survey
4. Continue partnership with the Darnell Committee to provide scholarships to children for enrollment in child development centers.	June 2025 – ongoing	Chief Academic Officer, Early Childhood Director	N/A	Darnell Committee	List of Scholarship Recipients
5. Expand the 3- & 4-year-old programs to include an additional class.	January 2026 – ongoing	Chief Academic Officer, Early Childhood Director	N/A	First Steps	Assessment Tool Results, Attendance Data
6. Add an additional 3K through 5K Montessori class.	August 2026 – ongoing	Chief Academic Officer, Early Childhood Director	\$36,000	General Funds	MyIDGIs Assessment Results, Kindergarten Readiness Assessment Results

Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL:

Barnwell County School District will increase the retention rate and professional growth of both certified and classified staff by 2030 according to the identified targets below. // Average baseline is based on 2023/24 data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Teacher Attendance Rate School Report Card Data	93.4	Target: 93.5 Actual: 94.3	Target: 94.0 Actual:	Target: 94.5 Actual:	Target: 95.0 Actual:	Target: 95.0 Actual:

Teacher Retention Rate School Report Card Data	81.1	Target: 82.6 Actual: 87.8	Target: 84.1 Actual:	Target: 85.6 Actual:	Target: 87.1 Actual:	Target: 88.6 Actual:
Teachers Feel Safe Rate School Report Card Data	98.1	Target: 98.3 Actual:	Target: 98.5 Actual:	Target: 98.7 Actual:	Target: 98.9 Actual:	Target: 99.1 Actual:

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning (Cognia PS 10, 13).

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Attend recruitment fairs to recruit strong educators and staff members to come to Barnwell County School District.	March 2025 – ongoing	Chief Officer of Human Resources, Human Resources Director	N/A	General Fund	List of Recruitment Fairs Attended, Calendar of Dates for Recruitment Fairs
2. Provide written procedures for consistency in the hiring process districtwide. Provide	June 2025 – ongoing	Chief Officer of Human Resources	\$0	N/A	Written Hiring Procedures

professional learning for best practices during recruiting, interviewing, and hiring process.					
3. Utilize a Teacher Forum districtwide with previous Teachers of the Year. The purpose of this organization will be to participate in discussions on national, state, and local educational issues, have dialogue with key leaders and policy makers about educational issues, give recognition to local students, and develop teacher leadership.	August 2025 – ongoing	Superintendent, District Teacher of the Year	\$0	N/A	Teacher Forum Meetings, Agendas, and Sign-In Sheets
4. Ensure the Human Resources (HR) Department has written quality assurance procedures in place for monitoring qualified staff, including a checks and balances procedure, a consistent protocol for obtaining references for possible employees, etc.	August 2025 – ongoing	Assistant Superintendent, Chief Officer of HR	\$0	N/A	Written Procedures for Monitoring Qualified Staff
5. Partner with colleges to provide onsite classes for students in a teacher preparation program.	August 2025 – ongoing	Chief Academic Officer, Chief Officer of Human Resources	\$0	N/A	Class Schedules, Observations
6. Continue to expand partnerships with institutions of Higher Education to support our "Grow Our Own" initiatives. Current partners include USC, Voorhees and The Citadel. These partnerships support current employees in obtaining degrees necessary for certification requirements.	Spring 2025 – ongoing	Superintendent, CFO, Assistant Superintendent, Chief Academic Officer, Chief Officer of HR	\$0	N/A	MOA with Universities and Colleges, Employee Participation Records, Course Completion Records

TEACHER/ADMINISTRATOR QUALITY STRATEGY #2

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement (Cognia PS 8).

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Develop written policies that ensure a balance between proper controls and effective support of staff to ensure accountability for student and staff performance.	June 2025 – ongoing	Chief Officer of HR	\$0	N/A	Policies
2. Continue to maintain a district handbook outlining emergency procedures for the schools and districts.	June 2025 – ongoing	Assistant Superintendent, Chief Operations Officer	\$0	N/A	District Emergency Procedures Handbook
3. Monitor and approve school handbooks to address policies and procedures for each school. Ensure each are posted online.	June 2025 – ongoing	Superintendent, Assistant Superintendent	\$0	N/A	School Handbooks
4. Continue to review staff code of ethics and ensure understanding of professional responsibilities. Address formal letters of reprimand when policies are violated.	August 2025 – ongoing	Assistant Superintendent, Chief Officer of HR	\$0	N/A	Meeting Agenda
5. Maintain a current list of faculty and staff assignments and review them annually to ensure compliance with the required credentials for professional staff members.	August 2025 – ongoing	Chief Officer of HR	\$0	N/A	List of Assigned Staff for Compliance, Updated Files on South Carolina Educator
6. Provide annual emergency management training for all staff, certified and classified, in all schools and at the district level.	August 2025 – ongoing	Superintendent, Assistant Superintendent, Principals	\$0	N/A	Training Materials, Agenda, Sign-In Sheets
7. Revisit and update the district's Acceptable Use Policy and corresponding board policies.	May 2025 – ongoing	IT Director, Assistant Superintendent	\$0	N/A	Revised Policy, Meeting Minutes
8. Provide training annually for teachers on PowerTeacher Pro.	August 2025 – ongoing	IT Department	\$0	N/A	Training Schedule, Agenda, Sign-In Sheets

TEACHER/ADMINISTRATOR QUALITY STRATEGY #3

Leaders cultivate effective individual and collective leadership among stakeholders enabling professional staff members to embrace effective collegiality and collaboration. (Cognia PS 5, 9).

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Update and maintain district observational forms, including the online walkthrough observation form. Require a minimum of ten walkthrough observations per week in each school. Continue to require state-issued formal observations for teachers as it pertains to their certification status. Two observations will be required for those staff members needing improvement.	August 2025 – ongoing	Chief Officer of Human Resources, Chief Academic Officer	\$0	N/A	Walkthrough Observation Forms via Google Forms, Formal Observation Forms via SCLead
2. As part of the instructional framework, require quarterly data meetings between school administration and classroom teachers to review achievement data.	August 2025 – ongoing	Chief Academic Officer, School Administrators	\$0	N/A	Data Charts from Meetings, Agendas, Meeting Minutes
3. Update the current district organizational chart.	June 2025 – ongoing	Superintendent, Assistant Superintendent	\$0	N/A	Organizational Chart
4. Establish clear policies that define “autonomy” for district and school leaders, making it clear what each level of staff is responsible for doing within his or her department in the district office.	August 2025 – ongoing	Human Resources Department	\$0	N/A	Handbooks for Outlining Roles and Responsibilities of Each Level of Staff

TEACHER/ADMINISTRATOR QUALITY STRATEGY #4

Leaders actively engage stakeholders to support the institution’s priorities and guiding principles that promote learners’ academic growth and well-being (Cognia PS 3).

ACTION PLAN FOR STRATEGY #4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide continued communication and staff development on the district’s purpose and direction. Revisit the purpose and direction at each administrator meeting and ensure all administrators and leaders are aware of the purpose and direction, and ensure professional learning focuses on both the purpose and direction.	August 2025 – ongoing	Superintendent, Assistant Superintendent	\$0	N/A	Agendas from Meetings, Professional Learning Materials for Administrators
2. Involve all district leaders and school administrators in making decisions regarding the district strategic plan and district improvement plan/efforts.	August 2025 – ongoing	Assistant Superintendent	\$0	N/A	Agendas and Sign-In Sheets from District Planning Sessions, Examples of Decisions in Support of District Improvement Plans
3. Involve all stakeholder groups in creating and annually revising the District Strategic Plan.	January 2025 – ongoing	Assistant Superintendent	\$0	N/A	Agendas and Sign-In Sheets from District Planning Sessions, Examples of Decisions in Support of District Improvement Plans
4. Continue to utilize a Superintendent Advisory Council to discuss issues in regards to the district’s purpose and direction, using the group to share	August 2025 – ongoing	Superintendent	\$0	N/A	Agendas and Minutes from Advisory Council Meetings

information and get input in decisions being made within the district.					
5. Provide training for school level administrators on using the walkthrough observation form to evaluate effective classroom instruction in core and non core areas. An emphasis will be placed on observing special education classrooms and instructional components from the curriculum frameworks.	July 2025 – ongoing	Chief Academic Officer	\$0	N/A	Training Materials, Administrator Presentations, Sign-In Sheets

TEACHER/ADMINISTRATOR QUALITY STRATEGY #5

Professional staff members receive the support they need to strengthen their professional practice (Cognia PS 6).

ACTION PLAN FOR STRATEGY #5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Align professional development with goals for student achievement, individual staff needs and the Barnwell County School District Certified Teacher Standards. Create and implement the Barnwell County School District Professional Development Plan. Have each school submit the school's detailed professional development plans the summer prior to the academic year.	August 2025 – ongoing	Assistant Superintendent, Chief Academic Officer	\$0	N/A	Supervision and Evaluation Documents with Criteria for Improving Professional Practice and Student Success
2. Establish an ongoing system of tracking, monitoring, assessing and analyzing the effectiveness of professional development programs.	August 2025 – ongoing	Assistant Superintendent	\$0	N/A	Program Evaluation Reports

3. Collect and analyze classroom observation data at each monthly district curriculum meeting. Create ongoing lists of instructional needs and action steps.	August 2025 – ongoing	Chief Academic Officer	\$0	N/A	Observation Data Reports
4. Provide annual EDPlan training for staff to ensure student performance data is utilized as a driving force when making instructional decisions.	August 2025 – ongoing	IT Director, Chief Officer of Special Services	\$0	N/A	Training Materials, Sign-In Sheets, Agendas
5. Utilize reading coaches and/or interventionists in the primary and elementary schools to assist teachers in planning effective literacy lessons, provide modeling for well-developed literacy lessons, provide support for literacy development within the schools, and possibly provide interventions to students.	August 2025 – ongoing	Chief Academic Officer, Principals	\$Coaches' and Interventionists' Salaries and Fringe Benefits	State Funding	Reading Coach and Interventionists Reflections, Calendars, Meeting Minutes

TEACHER/ADMINISTRATOR QUALITY STRATEGY #6

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs and the implementation of curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness (Cognia PS 7, 12).

ACTION PLAN FOR STRATEGY #6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities on best practices in instruction to positively impact student achievement in the district curriculum team meetings and have those team members serve as ongoing leaders of professional learning	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors, Coaches, Interventionists, IT Director, Principals	\$0	N/A	Barnwell County School District Professional Development Plan, Curriculum Team

communities (PLCs) within their schools. A focus will be on personalized learning strategies and MTSS training. Additionally, support will be provided to school leaders with the transition to new Math standards, project based learning, iReady, and DRC Beacon. – The MasteryConnect platform was discontinued and replaced with the DRC Beacon Assessment.					Meetings, Agendas, Sign-In Sheets, Professional Learning Materials
2. Utilize reading coaches and/or interventionists in the primary and elementary schools to assist teachers in planning effective literacy lessons, provide modeling for well-developed literacy lessons, provide support for literacy development within the schools, and provide interventions to students.	August 2025 – ongoing	Chief Academic Officer, Curriculum Directors, Reading Coaches, Interventionists	Coaches' and Interventionists' Salaries and Fringe Benefits	State Funds	Reaching Coach and Interventionists Reflections, Meeting Minutes, Calendars
3. Implement evaluation strategies to increase teacher proficiency through - Administrator walkthrough observations and feedback - Barnwell County School District formal observations and teacher self-reflections - SLO/GBE conferences three times per year.	August 2025 – ongoing	Chief Officer of Human Resources, Chief Academic Officer	\$0	N/A	Walkthrough Observations, Formal Observations, Self-Reflection Guidelines, SLO/GBE District Guidelines
4. Utilize the District Curriculum Directors to provide support to teachers using a variety of delivery modes.	August 2025 – ongoing	Chief Academic Officer	Curriculum Directors' Salary and Fringe Benefits	General Funds	Meeting Minutes, Examples of Support Provided, Examples of PD Delivered
5. Continue utilizing mentors within the schools for first year teachers and teachers going through the ADEPT process.	August 2025 – ongoing	Chief Academic Officer, Chief Officer of Human Resources	~\$1,200 per Teacher	Title II Funds	List of District Mentors, Mentor Guidebook

TEACHER/ADMINISTRATOR QUALITY STRATEGY #7

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being (Cognia PS 24, 29, 30).

ACTION PLAN FOR STRATEGY #7:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide training opportunities on interpreting data and use of data for paraprofessionals. This training is already provided to all certified teachers in the district.	August 2025 – ongoing	Chief Academic Officer, Principals	\$0	N/A	Professional Learning Session Agendas, Sign-In Sheets
2. Provide written procedures specific to the use of data training in the district professional development plan.	June 2025 – ongoing	Chief Academic Officer	\$0	N/A	District Professional Development Plan
3. Continue to expand the district professional development plan to include professional learning for all departments and areas district-wide, rather than separate plans. Utilize coordinated calendars and documents to ensure a balanced schedule that alleviates demands on staff. Provide professional development in a multitude of ways including face-to-face, virtually and blended opportunities to better meet the needs of the staff.	June 2025 – ongoing	Chief Academic Officer	\$0	N/A	District Professional Development Plan
4. Provide monthly support for guidance counselors and career development facilitators on implementing the guidance and work based learning frameworks.	August 2025 – ongoing	Chief Officer of Special Services, Assistant Superintendent	\$0	N/A	Professional Learning Session Agendas, Sign-In Sheets
5. Utilize employee webpages to better meet the needs of staff and continuously provide on demand professional development opportunities.	Spring 2025 – ongoing	Chief Academic Officer, Principals, Assistant	\$0	N/A	Webpages, Monitoring

		Superintendent			Reports, Implementation Sessions
6. Expand information accessible to District Employee Webpages to include certification, mentor and ADEPT handbooks, eLearning resources, and guidance resources to support school staff.	Summer 2025 – ongoing	Assistant Superintendent, Chief Officer of Human Resources, Chief Academic Officer	\$0	N/A	Website, Handbooks
7. Provide information about state conferences, workshops, and professional learning opportunities to principals, as well as a professional development allocation to each principal to determine most needed expenditures for his or her respective school.	August 2025 – ongoing	District Administrators	N/A	General Fund, Title II Funds	Professional Development Registration and Reports, Correspondence Shared with Principals, Expenditure Reports



GIFTED AND TALENTED REQUIRED TABLES

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

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

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

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

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Teacher Developed Units	Curriculum Used		X	X		
4	Teacher Developed Units	Curriculum Used		X	X	X	X
5	Teacher Developed Units	Curriculum Used		X	X	X	X
6	Teacher Developed Units	Curriculum Used		X	X	X	X
7	Teacher Developed Units	Curriculum Used		X	X		
8	Teacher Developed Units	Curriculum Used		X	X		
9	Teacher Developed Units	Curriculum Used		X	X	X	X
10	Teacher Developed Units	Curriculum Used		X	X	X	X
11	Teacher Developed Units	Curriculum Used		X	X	X	X
12	Teacher Developed Units	Curriculum Used		X	X	X	X

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Special Classes

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

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

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

Barnwell County School District notifies as needed through GT Handbook, letters mailed home, Parent Square, social media, school websites, and teacher classroom sites.

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.



District Summer School Program Sites Identification

District Name: <u>Barnwell County School District</u>	District Summer School Contact: <u>Debra McCord</u>
Contact's Phone Number: <u>803.541.1300</u>	Contact's Email Address: <u>dmccord@bcsd.net</u>

SUMMER SCHOOL PROGRAM SITES: YES

Directions: 1) If you answered "YES" to having a summer school program site, complete the information below.
 2) Upload this completed form as a PDF document to the District Strategic Renewal Application.

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Barnwell Elementary	Kay Gooding	☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☒ Other: <u>Remediation and Enrichment</u>	Elementary School
Barnwell High	Derek Youngblood	☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☒ Credit Recovery ☐ Other: _____	High School

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Barnwell Primary	Jared Thrasher	☐ Gr. 1-8 Promotion ☒ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☒ Other: <u>CERDEP</u>	Elementary School
Blackville-Hilda High	Christina Snider	☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☒ Credit Recovery ☐ Other: _____	High School
Guinyard-Butler Middle	Henrietta Williams	☒ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: _____	Middle School
Kelly Edward Elementary	Krystle Speller	☐ Gr. 1-8 Promotion ☒ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☒ Other: <u>CERDEP</u>	Elementary School
Macedonia Elementary	Chelsea Calhoun	☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☒ Other: <u>Remediation and Enrichment and 21st CCLC</u>	Elementary School

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Macedonia Middle	Chelsea Calhoun	☒ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: _____	Middle School
Williston-Elko High	Anthony Flowers	☐ Gr. 1-8 Promotion ☐ Read to Succeed ☒ Initial HS Credit ☒ Credit Recovery ☐ Other: _____	High School
Williston-Elko Middle	Patricia Ulmer	☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: _____	Middle School

For questions, contact dssr@ed.sc.gov

District Renewal Plan Checklist

Are the following complete?

√	District Strategic Plan Signature Page
√	Assurances for Plan
√	Stakeholder Involvement for Plan
√	Proficiency-based Initial Plan or Evaluation submitted via Formstack
√	Comprehensive Needs Assessment Data
√	Executive Summary of Needs Assessment Data Findings
√	Performance Goal and Action Plan: Area – Student Achievement
√	Performance Goal and Action Plan: Area – School Climate
√	Performance Goal and Action Plan: Area – Teacher/Administrator Quality
√	Performance Goal and Action Plan: Area – Gifted and Talented
√	Gifted and Talented Table/Plan
√	Summer School Information

Once all boxes are checked, the plan can be submitted.