

District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2023/24 to 2027/28

District:	Marlboro
SIDN:	3501
Plan Submission:	School does not utilize Cognia
Address 1:	122 Broad Street
Address 2:	
City:	Bennettsville, SC
Zip Code:	29512
District Plan Contact Person:	Barbara McCall
District Plan Contact Phone:	18434794016
District Plan E-mail Address:	bmccall@marlboro.k12.sc.us

Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Donald Andrews</u> Printed Name	<u>Donald E. Andrews</u> Signature	<u>4-3-23</u> Date
Chairperson, District Board of Trustees		
<u>Michael Coachman</u> Printed Name	<u>Michael Coachman</u> Signature	<u>4-3-23</u> Date
District Read To Succeed Literacy Leadership Team Lead		
<u>Selina Blue</u> Printed Name	<u>Selina Blue</u> Signature	<u>2/27/23</u> Date
District Gifted and Talented Coordinator		
<u>Kentrina Bridges</u> Printed Name	<u>Kentrina Bridges</u> Signature	<u>3/28/23</u> Date
District Strategic Planning Contact Person		
<u>Barbara McCall</u> Printed Name	<u>Barbara McCall</u> Signature	<u>3/27/2023</u> Date

Assurances for District Strategic Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
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.
No	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

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

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

Assurances and Terms and Conditions for State Awards

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

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

Terms and Conditions

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

Yes	<p>Obligation of Grant Funds</p> <p>Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.</p>
Yes	<p>Deobligation of Funds</p> <p>After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
Yes	<p>Documentation</p> <p>The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.</p>
Yes	<p>Travel Costs</p> <p>Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p>Honoraria</p> <p>Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
Yes	<p>Reports</p> <p>The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
Yes	<p>Copyright</p> <p>The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p>Certification Regarding Suspension and Debarment</p> <p>By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	<p>Audits</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	Donald Andrews
2.	Principal	Crystal Halma
3.	Teacher	Angela Branton
4.	Parent/Guardian	Koya Johnson
5.	Community Member	Heather Adams
6.	Private School Representative	No participation
7.	District Level Administrator	Dr. Jason Bryant
8.	Paraprofessional	Elzandria McArthur
9.	District Read To Succeed Literacy Leadership Team Lead	Selina Blue
10.	District Read To Succeed Literacy Leadership Team Member	Dr. Kimberly Walsh
11.	School Improvement Council Member	Reneaka McCoy
12.	District Gifted and Talented Coordinator	Kentrina Bridges
13.	District Federal Programs Coordinator	Margaret Quick
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 District Literacy Leadership Team for Read to Succeed		
	District Level Administrator	Hazel Ellison
	District Level Administrator	Pamela Johnson
	District Parent Coordinator	Marquita McLain

District Requested Strategic Plan Waiver

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

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

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

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

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	Due to the teacher shortage, our teachers may need to teach more than 1,500 minutes per week to ensure properly certified instructors teach all students.
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2023/24 to 2027/28

District:	Marlboro
SIDN:	3501
Plan Submission:	School does not utilize Cognia
Address 1:	122 Broad Street
Address 2:	
City:	Bennettsville, SC
Zip Code:	29512
District Plan Contact Person:	Barbara McCall
District Plan Contact Phone:	18434794016
District Plan E-mail Address:	bmccall@marlboro.k12.sc.us

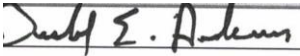



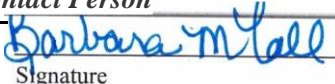
Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Donald Andrews</u> Printed Name	 Signature	<u>3-13-23</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Michael Coachman</u> Printed Name	 Signature	<u>3-13-23</u> Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Selina Blue</u> Printed Name	 Signature	<u>3/27/23</u> Date
<i>District Gifted and Talented Coordinator</i>		
<u>Kentrina Bridges</u> Printed Name	 Signature	<u>3/28/23</u> Date
<i>District Strategic Planning Contact Person</i>		
<u>Barbara McCall</u> Printed Name	 Signature	<u>3-13-23</u> Date

Assurances for District Strategic Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
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.
No	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students’ needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

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

Yes	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught; • Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.
Assurances and Terms and Conditions for State Awards As the district superintendent of Marlboro, I certify that this applicant:	
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 <i>et seq.</i> (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 <i>et seq.</i> (Supp. 2016)) if the amount of this award is \$50,000 or more.
Terms and Conditions	
Yes	Completeness of Proposal All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
Yes	Non-awards/Termination The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
Yes	Reduction in Budgets and Negotiations The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
Yes	Amendments to Grants Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	Use of Grant Funds Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
Yes	Submission of Expenditure Reports Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).

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

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Donald Andrews
2.	Principal	Crystal Halma
3.	Teacher	Angela Branton
4.	Parent/Guardian	Koya Johnson
5.	Community Member	Heather Adams
6.	Private School Representative	No participation
7.	District Level Administrator	Dr. Jason Bryant
8.	Paraprofessional	Elzandria McArthur
9.	District Read To Succeed Literacy Leadership Team Lead	Selina Blue
10.	District Read To Succeed Literacy Leadership Team Member	Dr. Kimberly Walsh
11.	School Improvement Council Member	Reneaka McCoy
12.	District Gifted and Talented Coordinator	Kentrina Bridges
13.	District Federal Programs Coordinator	Margaret Quick
	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 District Literacy Leadership Team for Read to Succeed	
	District Level Administrator	Hazel Ellison
	District Level Administrator	Pamela Johnson
	District Parent Coordinator	Marquita McLain

District Requested Strategic Plan Waiver

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

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

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

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

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	Due to the teacher shortage, our teachers may need to teach more than 1,500 minutes per week to ensure properly certified instructors teach all students.
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

DISTRICT

TABLE OF CONTENTS

Needs Assessment Data	1
Executive Summary of Needs Assessment Data Findings ...	8
Performance Goals and Action Plans....	10
Read to Succeed....Submitted in October	
Gifted and Talented Required Tables (<i>District level only</i>)....	51
District Proficiency-Based System (<i>District level only</i>)....	65
District Summer School Programs Site Identification (<i>District level only</i>)....	71

NEEDS ASSESSMENT DATA

Provide the link to your district's or school's most recent State Report Card:

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9RCZzaWQ9MzUwMTAwMA>

SC Ready by Grade Level

English Language Arts (ELA)

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	244	45.1%	24.6%	22.1%	8.2%	30.3%	54.9%	385.4	110.6
4	243	49.4%	27.6%	11.5%	11.5%	23.0%	50.6%	435.7	106.8
5	243	42.8%	37.9%	14.4%	4.9%	19.3%	57.2%	478.5	89.4
6	266	31.6%	40.6%	16.9%	10.9%	27.8%	68.4%	515.0	105.4
7	323	46.7%	34.1%	13.9%	5.3%	19.2%	53.3%	530.2	92.0
8	316	39.2%	31.3%	22.2%	7.3%	29.4%	60.8%	576.3	109.7

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	244	40.6%	27.0%	19.7%	12.7%	32.4%	59.4%	403.5	100.4
4	243	53.9%	27.6%	11.5%	7.0%	18.5%	46.1%	409.9	90.2
5	242	55.0%	31.4%	10.3%	3.3%	13.6%	45.0%	450.5	74.8
6	266	48.9%	38.7%	9.4%	3.0%	12.4%	51.1%	462.6	70.7
7	323	55.1%	35.0%	7.4%	2.5%	9.9%	44.9%	487.7	64.7
8	320	63.4%	25.6%	7.5%	3.4%	10.9%	36.6%	517.2	72.8

Measures of Academic Progress Data
Reading - Percentage of Students

Grade Level	Lo	Lo-Avg	Avg	Hi-Avg	Hi
K	30%	21%	18%	18%	13%
1	38%	25%	18%	11%	7%
2	42%	28%	13%	11%	6%
3	34%	21%	21%	16%	5%
4	45%	21%	19%	11%	1%
5	44%	31%	16%	5%	2%
6	49%	24%	16%	7%	1%
7	51%	22%	15%	10%	2%
8	42%	27%	18%	8%	4%

Measures of Academic Progress Data
Reading - Percentage of Students

Grade Level	Lo	Lo-vg	Avg	Hi-Avg	Hi
K	27%	29%	16%	15%	12%
1	38%	27%	22%	8%	3%
2	29%	12%	15%	15%	10%
3	32%	20%	17%	20%	8%
4	32%	22%	15%	19%	5%
5	32%	25%	25%	13%	3%
6	31%	27%	17%	14%	9%
7	37%	27%	21%	6%	3%
8	34%	26%	18%	14%	5%

2022 EOCEP Scores - Marlboro County High (3501026)

End of Course Examination Scores by Demographic

Test Score by Subject

Subject	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
Algebra	205	58.54%	28.29%	9.76%	2.93%	0.49%	58.79	9.63
Biology	260	70%	11.54%	12.31%	3.46%	2.69%	55.94	13.91
English 2	230	30%	25.65%	22.17%	16.09%	6.09%	67.70	13.81
U.S. History and the Constitution	197	62.44%	19.80%	9.14%	4.57%	4.06%	55.59	16.23

Algebra

Student Demographic	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
ALL STUDENTS	205	58.54%	28.29%	9.76%	2.93%	0.49%	58.79	9.63
Male	102	68.63%	27.45%	1.96%	1.96%		56.19	8.36
Female	103	48.54%	29.13%	17.48%	3.88%	0.97%	61.36	10.11
Hispanic or Latino	2							
American Indian or Alaska Native	4							
Asian	1							
Black or African American	133	60.15%	27.82%	9.02%	2.26%	0.75%	58.31	9.55
White	51	54.90%	25.49%	15.69%	3.92%		60.33	10
Two or more races	12							
Disabled	22	86.36%	9.09%	4.55%			52.36	7.17
Not Disabled	183	55.19%	30.60%	10.38%	3.28%	0.55%	59.56	9.61
Non-LEP	205	58.54%	28.29%	9.76%	2.93%	0.49%	58.79	9.63
Pupils in Poverty (PIP)	167	59.88%	26.95%	10.18%	2.40%	0.60%	58.44	9.56
Non-SIP	29	51.72%	31.03%	10.34%	6.90%		61.52	9.70
Gifted and Talented	1							
Algebra 1 (4,114)	90	63.33%	30%	3.33%	3.33%		57.67	8.42
Intermediate Algebra (4,117)	115	54.78%	26.96%	14.78%	2.61%	0.87%	59.66	10.40

Biology

Student Demographic	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
ALL STUDENTS	260	70%	11.54%	12.31%	3.46%	2.69%	55.94	13.91
Male	130	73.08%	13.08%	7.69%	3.85%	2.31%	54.81	13.43
Female	130	66.92%	10%	16.92%	3.08%	3.08%	57.08	14.28
Hispanic or Latino	4							
American Indian or Alaska Native	12							
Asian	1							
Black or African American	157	74.52%	12.74%	9.55%	1.91%	1.27%	54.13	11.73
Native Hawaiian or Other Pacific Islander	1							
White	74	60.81%	10.81%	14.86%	6.76%	6.76%	59.99	16.86
Two or more races	10							
Disabled	28	100%					44.46	6.05
Not Disabled	232	66.38%	12.93%	13.79%	3.88%	3.02%	57.33	13.95

Non-LEP	260	70%	11.54%	12.31%	3.46%	2.69%	55.94	13.91
Pupils in Poverty (PIP)	195	76.41%	10.26%	10.26%	2.56%	0.51%	53.82	12.12
Non-SIP	55	49.09%	16.36%	18.18%	7.27%	9.09%	63.05	16.16
Homeless	1							
Gifted and Talented	7							
Biology 1 (3,221)	260	70%	11.54%	12.31%	3.46%	2.69%	55.94	13.91

English 2

Student Demographic	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
ALL STUDENTS	230	30%	25.65%	22.17%	16.09%	6.09%	67.70	13.81
Male	107	36.45%	26.17%	16.82%	14.95%	5.61%	66.12	14.01
Female	122	24.59%	25.41%	26.23%	17.21%	6.56%	69.02	13.53
Hispanic or Latino	5							
American Indian or Alaska Native	12							
Asian	1							
Black or African American	128	29.69%	32.03%	19.53%	14.84%	3.91%	66.23	13.33
White	71	32.39%	16.90%	22.54%	19.72%	8.45%	69.82	14.28
Two or more races	10							

Disabled	26	65.38%	23.08%	11.54%			55.46	10.23
Not Disabled	204	25.49%	25.98%	23.53%	18.14%	6.86%	69.25	13.43
Non-LEP	230	30%	25.65%	22.17%	16.09%	6.09%	67.70	13.81
Pupils in Poverty (PIP)	163	32.52%	28.83%	23.31%	11.66%	3.68%	65.66	13.08
Non-SIP	51	17.65%	19.61%	15.69%	33.33%	13.73%	75.08	13.66
Gifted and Talented	6							
English 2 (3,025)	230	30%	25.65%	22.17%	16.09%	6.09%	67.70	13.81

U.S. History and the Constitution

Student Demographic	Number Tested	Scored F (0-59)	Scored D (60-69)	Scored C (70-79)	Scored B (80-89)	Scored A (90-100)	Mean Score	Standard Deviation
ALL STUDENTS	197	62.44%	19.80%	9.14%	4.57%	4.06%	55.59	16.23
Male	94	64.89%	22.34%	5.32%	3.19%	4.26%	54.54	15.56
Female	103	60.19%	17.48%	12.62%	5.83%	3.88%	56.54	16.77
Hispanic or Latino	2							
American Indian or Alaska Native	12							
Black or African American	115	64.35%	19.13%	8.70%	6.09%	1.74%	53.83	15.98
Native Hawaiian or Other Pacific Islander	1							
White	57	59.65%	21.05%	8.77%	3.51%	7.02%	58.49	16.09
Two or more races	6							
Disabled	19							
Not Disabled	178	58.99%	21.35%	10.11%	5.06%	4.49%	56.86	16.33
Limited English Proficient (LEP)	1							
Non-LEP	196	62.76%	19.39%	9.18%	4.59%	4.08%	55.55	16.27
Pupils in Poverty (PIP)	138	67.39%	16.67%	9.42%	2.17%	4.35%	53.85	16.09
Non-SIP	37	45.95%	32.43%	10.81%	8.11%	2.70%	61.08	14.78
U.S. History and the Constitution (3320)	197	62.44%	19.80%	9.14%	4.57%	4.06%	55.59	16.23

**Gifted and Talented Data
Grades 3-8**

		Number of GT Students Tested SC Ready	Number of GT Students Scoring Exceeding on SC Ready	Percentage of GT Students Exceeding on SC Ready
2021-2022	ELA	42	29	69%
	Math	42	15	36%

**Gifted and Talented Data
High School EOC**

	Number of Students Scoring A/B on EOC	Number of GT Students Scoring A/B on EOC	Percentage of GT Students Scoring A/B on EOC
2021-2022	47	26	55%

GT Arts (Based on GIFT Data)

	GT Arts Eligible	GT Arts Currently Serving	Percentage of Artistic GT Students Being Served
2021-2022	292	62	21%

**Gifted and Talented Data
High School Dual Enrollment**

	Number of Students Enrolled in Dual Enrollment Courses	Number of GT Students Enrolled in Dual Enrollment Courses	Percentage of GT Students Enrolled in Dual Enrollment Courses
2021-2022	111	34	30%

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

State Report Card for districts and schools data

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

Student Achievement, including sub-groups
<i>Early Childhood/Primary (PK–2):</i> Measure of Academic Progress Data shows a weakness in reading and math for our younger grades. This is an area we will continue to strengthen. - Based on the data, reading and math is a major concern for rising third graders.
<i>Elementary/Middle (3–8):</i> SC Ready ELA and Math continue to show a weakness for our district in comparison to the state averages. - Reading and Math will be areas of focus for grades 3-8.
<i>High School (9–12):</i> -Based on the data, the high school will continue to implement strategies to increase the graduation rate. Student achievement, as measured by the End-of-Course Examination Program assessments will continue to be a focus for the high school. The instructional leadership team will implement strategies related to improving curriculum, instruction, and data disaggregation to improve student achievement in this area. -Based on the data, the high school will continue to focus on increasing the number of students with disabilities graduating with a high school diploma. - Based on the CATE data, the high school will focus on increasing the number of students enrolled in CATE classes as well as the number of CATE Completers.
Teacher/Administrator Quality
The teacher shortage continues to affect our district. The district will engage in a number of steps detailed in the Action Plans aimed to increase teacher retention rate through support and professional development for teachers and administrators.
School Climate
A safe and orderly learning environment continue to be priorities for all stakeholders. The district will continue to promote classroom behaviors that promote learning and respectful interactions.
Other (such as district and/or school priorities)
Click or tap here to enter text.
Gifted and Talented (<i>District Level Only</i>)
Based on the data, the Gifted and Talented Program shows weakness in serving academically and artistically identified students in their area(s) of giftedness.

Based on the data, the Gifted and Talented Program shows weakness in increasing the number of newly eligible students entering into the program.

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

(* required)

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

1. The percentage of students in grades Kindergarten through 2nd Grade meeting or exceeding their projected growth on Measures of Academic Progress (MAP) will increase in ELA from **19.8%** to **42%** by 2027-28.

2. The percentage of students in grades Kindergarten through 2nd Grade meeting or exceeding their projected growth on Measures of Academic Progress (MAP) will increase in Math from **25%** to **45%** by 2027-28.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2023-24	2024-25	2025-26	2026-27	2027-28
DATA SOURCE(s) MAP	Goal 1: MAP ELA 19.8%	Projected Data	22%	27%	32%	37%	42%
		Actual Data					
DATA SOURCE(s) MAP	Goal 2: MAP Math 23.2%	Projected Data	25%	30%	35%	40%	45%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Support effective ELA and Math Instruction in grades PreK-2nd

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide reading and math instructional support to enhance teachers' content knowledge, best practices, and development/use of educational resources (i.e.: coaching support, Fountas & Pinnell, LETRS, leveled libraries with multiple copies of books, American Reading Company (ARC), Read to Succeed courses, content specific workshops, Creative Curriculum, Content Conferences,)	July 2023 – June 2028	Department of Curriculum, Instruction, and Assessment, School Administration, Reading Coaches	\$10,000	State Funds General Funds, Title I, Title II, Read to Succeed Funds	Fountas & Pinnell Data Lesson Plans PLC Agendas Educ. Resource PD Agenda Sign-In Sheets Certificates from R2S Course Work Schedules
2. Identify and implement research based best practices (programs, interventions, and assessments) to meet the identified needs of students (i.e., Fountas & Pinnell benchmarking, structured literacy instruction, Kindergarten Readiness Assessment-KRA, Teaching Strategies GOLD, LETRS, NWEA Measures of Academic Progress(MAP), teacher made assessments, common assessments gradual release model, small group instruction for ELA and Math)	July 2023 – June 2028	Department of Curriculum, Instruction, and Assessment, School Administration, Reading Coaches	\$10,000	General Funds, Title I, Title II, Read to Succeed Funds	Fountas & Pinnell Data KRA Assessment Data Lesson Plans KRA MAP Data Teaching Strategies GOLD Schedules

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Continue to emphasize and implement a structured approach to lesson planning, assessment planning, and observational feedback based on SC Early Learning Standards, ELA and Math SC State Standards and the SCTS 4.0 rubric.	July 2023 – June 2028	Department of Curriculum, School Administration,	\$2,000	General Funds Federal Programs	Lesson plans PLC Agendas Sign in Rosters Observation reports Curriculum PD
4. Emphasize effective utilization of technology to impact student engagement and achievement (i.e., online programs, digital notebooks, interactive workspaces, Chrome books	July 2023 – June 2028	Department of Curriculum, School Administration, Teachers, Technology	\$5,000	General Funds District Funds Federal Funds	Lesson plans Classroom observations Instr./Tech PD
5. Utilize the MTSS model to improve and monitor the effectiveness of instruction.	July 2023 – June 2028	Department of Curriculum, School Administration, Teachers	\$1,000	General Funds Federal Funds	MTSS Team Meetings Student Data Walk-Through Observations Classroom Observations
6. Provide opportunities for vertical and horizontal articulation/planning across grade levels and schools	July 2023 – June 2028	Department of Curriculum, School Administration, Teachers	\$0	N/A	PLC Vertical Planning District vertical planning sessions

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Provide district training on the implementation of SC Early Learning, College and Career Ready standards	July 2023 – June 2028	Department of Curriculum, School Administration, Teachers	\$0	N/A	Agendas Sign –In Sheets Walkthrough Observations Formal Observations Lesson plans
8. Administer assessments three times a year for progress monitoring (i.e., Teaching Strategies Gold, Fountas & Pinnell, MAP Growth and MAP Reading Fluency)	July 2023 – June 2028	Department of Curriculum, School Administration, Teachers, Testing Coordinator		General Funds Title I	Student Data Reports

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

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

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

PERFORMANCE GOAL:

1. The percentage of students in third grade meeting or exceeding grade level expectations on SC READY assessment will increase in ELA from 30.3% in Spring 2022 to 36.1% in Spring 2028
2. The percentage of students in fourth grade meeting or exceeding grade level expectations on SC READY assessment will increase in ELA from 23.0% in Spring 2022 to 27.5% in Spring 2028
3. The percentage of students in fifth grade meeting or exceeding grade level expectations on SC READY assessment will increase in ELA from 19.3% in Spring 2022 to 23.1% in Spring 2028
4. The percentage of students in third grade meeting or exceeding grade level expectations on SC READY assessment will increase in Math from 32.4% in Spring 2022 to 42.6% in Spring 2028
5. The percentage of students in fourth grade meeting or exceeding grade level expectations on SC READY assessment will increase in Math from 18.5% in Spring 2022 to 24.8% in Spring 2028
6. The percentage of students in fifth grade meeting or exceeding grade level expectations on SC READY assessment will increase in Math from 13.6 in Spring 2022 to 18.2% in Spring 2028
7. The percentage of students with disabilities in grades 3-5 will show an increase of one year's annual growth from 17.8% in to 46% on MAP Reading by 2028.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Year	Third Goal Percentage	
	ELA (Yearly increase of 3.0%)	Math (Yearly increase of 5.0%)
2024	32.1%	35.7%
2025	33.1%	37.5%
2026	34.1%	39.4%
2027	35.1%	41.4%
2028	36.1%	42.6%

Year	Fourth Goal Percentage	
	ELA (Yearly increase of 3.0%)	Math (Yearly increase of 5.0%)
2024	24.4%	20.4%
2025	25.1%	21.4%
2026	25.9%	22.5%
2027	26.7%	23.6%
2028	27.5%	24.8%

Year	Fifth Goal Percentage	
	ELA (Yearly increase of 3.0%)	Math (Yearly increase of 5.0%)
2024	20.5%	15%
2025	21.1%	15.7%
2026	21.7%	16.5%
2027	22.4%	17.4%
2028	23.1%	18.2%

ACTION PLAN FOR STRATEGY #1 Support effective ELA and Math Instruction in grades 3-5.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide opportunities for vertical and horizontal articulation/planning across grade levels and schools	July 2023 – June 2028	Department of Curriculum, Instruction and Assessment School Administration	\$0	N/A	PLC Vertical Planning District vertical planning sessions
2. Identify and implement research-based practices (programs, interventions, and assessments) to meet the identified needs of students (i.e., Benchmark data, MAP data, teacher made assessments, SC Ready Data, SCPASS Data, ARC, IXL Data)	July 2023 – June 2028	Department of Curriculum, Instruction and Assessment School Administration Reading Coaches Teachers	\$10,000	General Fund Federal Funds	Walkthrough data Lesson Plans Data Notebooks Student Data Program Data Reports
3. Provide ongoing professional development to enhance teachers' content knowledge (i.e., weekly PLCs, district professional development, state, and national conferences)	July 2023 – June 2028	Department of Curriculum, Instruction and Assessment School Administration Reading Coaches SDE Consultant	\$5,000	General Funds Federal Funds	Lesson Plans Meeting Agendas Sign-in Sheets Walk-Through Observation data Formal Observation data Training notes/handouts Reflection Tool Documentation Student data

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Provide training on the implementation of SC College and Career Standards in ELA and Math.	July 2023 – June 2028	Department of Curriculum, Instruction and Assessment School Administration SDE Consultant	\$5000	General Funds Federal Funds	Lesson Plans Meeting Agendas Sign-in Sheets Walk-Through Observation data Formal Observation data Training notes/handouts Reflection Tool Documentation Student data
5. Administer assessments for progress monitoring (i.e., Mastery Connect, Instructure Benchmark, and MAP)	July 2023 – June 2028	Department of Curriculum, Instruction and Assessment School Administration Teachers	\$10,000	General Funds Federal Funds	Student Data Item analysis Reports Data Notebooks

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

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

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

PERFORMANCE GOAL:

1. The percentage of students in six grade meeting or exceeding grade level expectations on SC READY assessment will increase in ELA from 27.8% in Spring 2022 to 33.2 % in Spring 2028
 2. The percentage of students in seventh grade meeting or exceeding grade level expectations on SC READY assessment will increase in ELA from 19.2 % in Spring 2022 to 22.3 % in Spring 2028
 3. The percentage of students in eighth grade meeting or exceeding grade level expectations on SC READY assessment will increase in ELA from 29.4% in Spring 2022 to 35.1 % in Spring 2028
 4. The percentage of students in sixth grade meeting or exceeding grade level expectations on SC READY assessment will increase in Math from 12.4% in Spring 2022 to 15.9% in Spring 2028
 5. The percentage of students in seventh grade meeting or exceeding grade level expectations on SC READY assessment will increase in Math from 9.9% in Spring 2022 to 13.3% in Spring 2028
 6. The percentage of students in eighth grade meeting or exceeding grade level expectations on SC READY assessment will increase in Math from 10.9% in Spring 2022 to 13.9% in Spring 2028
-
1. The percentage of students in grades 6-8 meeting or exceeding grade level expectations on SC READY assessment will increase in Math from 15.8% to 40% by 2027-28.
-

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Year	Sixth Grade Goal Percentage	
	ELA (Yearly increase of 3.0%)	Math (Yearly increase of 5.0%)
2024	29.4%	13.1%
2025	30.4%	13.7%
2026	31.3%	14.4%
2027	32.2%	15.1%
2028	33.2 %	15.9%

Year	Seventh Grade Goal Percentage	
	ELA (Yearly increase of 3.0%)	Math (Yearly increase of 5.0%)
2024	19.2%	10.9%
2025	20.4%	11.5%
2026	20.9%	12%
2027	21.6%	12.6%
2028	22.3 %	13.3%

Year	Eight Grade Goal Percentage	
	ELA (Yearly increase of 3.0%)	Math (Yearly increase of 5.0%)
2024	31.2%	10.9%
2025	32.1%	12%
2026	33.1%	12.6%
2027	34.1%	13.2%
2028	35.1 %	13.9%

ACTION PLAN FOR STRATEGY #1: Support effective ELA and Math instruction in grades 6-8

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide opportunities for vertical and horizontal articulation/planning across grade levels and schools	July 2023-June 2028	Curriculum Department, School Administration	\$0	N/A	Meeting Agendas Sign in sheet Lesson plans
2. Provide ongoing professional development to enhance teachers' content knowledge (i.e., weekly PLCs, district professional development, state and national conferences)	July 2023-June 2028	Curriculum Department, School Administration	\$0	N/A	Lesson Plans Meeting Agendas Sign-in Sheets Walk-Through Observation data Formal Observation data Training notes/handouts Reflection Tool Documentation Student data
3. Identify and implement research based best practices (programs, interventions, and assessments) to meet the identified needs of students (i.e., Instructure, IXL, Newsela, structured literacy instruction, NWEA Measures of Academic Progress, Math Nation, teacher made assessments, common assessments, and small group instruction for ELA and Math)	July 2023 – June 2028	Curriculum Department, School Administration, Teachers	\$20,000	General Funds, Title I	Walkthrough data Lesson Plans Data Notebooks Student Data Program Data Reports

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Enhance classroom libraries by adding leveled readers (i.e., American Reading Company)	July 2023- June 2028	Curriculum Department, School Administration, Teachers	\$100,000	Title I, Title II	Lesson plans, Program Reports
5. Provide ongoing training on the implementation of SC college and career standards in ELA and Mathematics (i.e. weekly PLCs. District professional development, state and national conferences).	July 2023- June 2028	Curriculum Department, School Administration, Teachers	\$10,000	Title I, Title II	Meeting Agendas Sign-In Sheets Student data Lesson Plans Walkthrough Observation data Formal Observation data
6. Administer assessments for progress monitoring (i.e., Mastery Connect, Instructure Benchmark, and MAP)	July 2023- June 2028	Curriculum Department, School Administration, Teachers	\$10,000	General Funds, Title I	Student Data Item analysis Reports Data Notebooks

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

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

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

PERFORMANCE GOAL:

1. The percentage of students as measured by graduation rate will increase from **69.8%** to **85%** by 2027-2028.
2. The percentage of students in grades 9-11 with scores of 60 or above on End-of-Course Examination Program (EOCEP) assessments will increase from **45% to 65%** by 2027-28.
3. The percentage of students in grade 9-11 with scores of 60 or above on English 2 on the English End-of-Course Exam will increase from **70% to 85%** by 2027-28
4. The percentage of students in grade 9-11 with scores of 60 or above on Algebra 1 End-of-Course Exam will increase from **41.5 % to 68%** by 2027-28.
5. The percentage of students in grade 10-11 with scores of 60 or above on U. S. History End-of-Course Exam will increase from **37.6% to 60% by 2027-28**

The percentage of students in grade 10-11 with scores of 60 or above on Biology 1 End-of-Course Exam will increase from **30% to 60%** by 2027-28.
6. The percentage of students with disability as measured by graduation rate will increase from 15% to 30% by 2027-28.

PERFORMANCE GOAL:

7. The percentage of students participating in the Career and Technology program will increase from 535 to 750 by 2027-28.
8. The percentage of students successfully becoming completers will increase from 49 per state report card to 150 by 2027-28.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2023-24	2024-25	2025-26	2026-27	2027-28
DATA SOURCE(s) Graduation Rate	Goal 1: Graduation Rate 2022 69.8%	Projected Data	73%	77%	81%	83%	85%
		Actual Data					
DATA SOURCE(s) School Report Card	Goal 2: End-of-Course Exams 45%	Projected Data	49%	52%	56%	59%	65%
		Actual Data					
DATA SOURCE(s) School Report Card	Goal 3: English 2 End-of-Course Exams 70%	Projected Data	75%	80%	84%	86%	90%
		Actual Data					
DATA SOURCE(s) School Report Card	Goal 4: Algebra 1 End-of-Course Exams 41.5%	Projected Data	48%	53%	58%	63%	68%
		Actual Data					
DATA SOURCE(s) School Report Card	Goal 5: US History End-of-Course Exams 37.6%	Projected Data	42%	47%	52%	57%	60%
		Actual Data					
DATA SOURCE(s) School Report Card	Goal 6: Biology End-of-Course Exams 30%	Projected Data	39%	44%	49%	54%	60%
		Actual Data					
DATA SOURCE(s) School Report Card	Goal 7: Graduation Rate Students with Disabilities 15%	Projected Data	18%	23%	25%	28%	30%
		Actual Data					

DATA SOURCE(s) School Report Card	Goal 8: CTE Enrollers 535	Projected Data	600	650	675	700	750
		Actual Data					
DATA SOURCE(s) School Report Card	Goal 9: CTE Completers 49	Projected Data	75	85	95	100	105
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Graduation Rate-Provide alternative settings or means for students to earn credits toward graduation.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Continue to provide Credit Recovery and Edgenuity Learning for students in grades 9 – 12 (differentiated instruction) with a focus on courses required for graduation	July 2023 – June 2028	Executive Director of Curriculum, Principals, Guidance Counselors Teachers	\$12,500 yearly	State Funds General Funds	Weekly Edgenuity Reports, Individual Graduation Plan/ Progress Report, Transcript audits
2. Continue to provide opportunities for students to earn additional courses required for graduation through SC Virtual School	July 2023 – June 2028	Executive Director of Curriculum, Principals, Guidance Counselors Teachers	N/A	State Funds, General Funds	Weekly Edgenuity Reports, Individual Graduation Plan/ Progress Report, Sign-in sheets Report Cards Attendance Reports

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Weekly Progress Reports Transcript audits
3. Continue to provide attendance recovery session afterschool.	July 2023 – June 2028	Principals, School Counselors Teachers	\$12,500 yearly	State Funds General Funds	Sign-in Sheets Report Cards Attendance Reports Weekly Progress Reports

ACTION PLAN FOR STRATEGY #2: Graduation Rate- Improve accuracy of student records and registrations to better manage students' academic progress towards graduation.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to use Individual Graduation Plans with parents, students, and counselors to assess academic progress toward graduation.	July 2023 – June 2028	Executive Director of Curriculum, Principals, Teachers	\$500 yearly	State Funds District Funds	Sign-in Sheets Student IGPs Graduation Progress Schedules Meeting Agendas Meeting Notes with parents
2. Provide training for school counselors to track students and maintain records to increase the accuracy of master scheduling.	July 2023 – June 2028	Executive Director of Curriculum, Principals	\$2400 yearly	State Funds District Funds	Master Schedule Meeting Agendas PD training agenda

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Utilize continuous transcript audits to increase academic progress towards graduation.	July 2023 – June 2028	Executive Director of Curriculum, Principals	\$1,500 yearly	State Funds District Funds	Student transcripts Transcript Audit reports

ACTION PLAN FOR STRATEGY #1: End of Course passage rate-provide staff development that adjust curricula and instructional programs.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide district/school professional development in the implementation of classroom “Best Practices”.	July 2023-June 2028	Executive Director of Curriculum, Principals, Teachers	\$3,000 yearly	State Funding District Funding	Sign in Sheets Agendas Walkthrough/Observation Teacher Lesson Plans Evaluation Forms
2. Provide training in disaggregating all test data (MAP, District Benchmark and EOCEP).	July 2023-June 2028	Executive Director of Curriculum, K-12 Directors, Principals, District Testing Coordinator, Teachers	\$1000 yearly	State Funding District Funding	Sign-In Sheets Agendas Teacher Data Notebooks MAP Reports EOCEP data School Data Reports School Data Meetings Student Learning Objectives (SLOs)

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Provide professional development and planning sessions for the implementation of state approved academic standards for all core content area classes.	July 2023 – June 2028	Executive Director of Curriculum, K-12, Directors, Principals, Teachers	\$3000 yearly	State Funding District Funding	Sign In Sheets Agendas Teacher Lesson Plans Walkthrough Observation
4. Provide professional development in the use of alternative instructional methods to improve proficiencies of students with varied learning styles and student engagement strategies	July 2023 – June 2028	Executive Director of Curriculum K-12, Directors, Principals, Teachers	\$0	N/A	Sign In Sheets Agendas Teacher Lesson Plans Walkthrough Observation
5. Provide staff training in the use of U.S.A Test Prep, IXL, Flocabulary, Math Nation to ensure additional academic support for special education students enrolled in all EOCEP assessed courses.	July 2023 – June 2028	Executive Director of Curriculum K-12, Directors, Principals, Teachers Programs Reps	\$35,000	State Funding, District Funding, Federal Funding	Sign In Rosters Agendas Teacher Lesson Plans Walkthroughs/Observation Data Reports

ACTION PLAN FOR STRATEGY #2: EOCEP Passage Rates-Enhance curricula and instructional programs (Grades 9-12).

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Coordinate vertical and horizontal articulation activities during early release school professional development days for all core content areas.	July 2023 – June 2028	Executive Director of Curriculum K-12, Directors, Principals, Teachers	\$500	State Funding, District Funding, Federal Funding	Sign In Rosters Agendas Curriculum Guides Pacing Guides
2. Differentiate instruction by implementing Mastery Connect, IXL Skill Plan, and small group instruction for 9th – 12th graders.	July 2023 – June 2028	Executive Director of Curriculum K-12, Directors, Principals, Teachers	\$7,500	State Funds, District Funds	Benchmark Test Walkthroughs/Observations Lesson Plans Department/PLC Meeting Agendas Faculty Meetings

ACTION PLAN FOR STRATEGY #3: EOCEP Passage Rates-Utilize assessment tools to evaluate student performance data (Grades 9-12).

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monitor the utilization of District Benchmark disaggregated data for all EOCEP assessments through departmental meetings, PLC	July 2023 – June 2028	Executive Director of Curriculum K-12, Directors, Principals,	\$0	N/A	Department/PLC Meeting Agendas Faculty Meetings District Lead Data Review Meetings

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
meetings and Instructional Leadership Team meetings.		Testing Coordinator, Teachers			
2. Monitor the utilization of EOCEP assessment disaggregated data.	July 2023 – June 2028	Executive Director of Curriculum K-12, Directors, Principals, Instructional Coach, Testing Coordinator, Teachers	\$0	N/A	Department/PLC Meeting Agendas Faculty Meetings District Lead Data Review Meetings
3. Supervise the use of EOCEP assessment items on teacher made tests to ensure correlation to the state approved academic standards done within grade level, departmental meetings	July 2023 – June 2028	Principals, Instructional coach, Testing Coordinator, Teachers	\$0	N/A	Lesson plans PLC meetings Program reports
4. Offer an EOCEP Assessment Parent Informational Night to communicate with parents of students taking EOCEP assessments.	July 2023 – June 2028	Principals, Testing Coordinator, Teachers	\$500	Title I General Fund	Sign-In Sheets Agendas Flyers Social Media Post Information packets

ACTION PLAN FOR STRATEGY #1: CTE Enroller: Ensure students are aware of benefits of enrollment, completion, and credentialing in CTE courses.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Host curriculum fair for students and families to see what CTE courses are offered.	May and October of 2023	CATE Director CTE Instructors	\$350	Instructional/General Funds	Program/Agenda Fliers Trifolds
2.Provide opportunities for students enrolled in CTE courses to share the great things happening in their classroom at lunch time.	Monthly throughout July 2023- June 2027	CATE Director CTE Instructors	n/a	n/a	Pictures Student surveys
3.Allow students to create appropriate school enterprise to display skills learned in CTE courses.	July 2023- June 2027	CTE Instructors Students enrolled in CTE courses	\$500-\$3000	EIA	Fliers Pictures Videos
4.Invite industry partners into the school to share with students the benefits of credentialing in High School	July 2023- June 2027	CATE Director CATE Administrative Assistant CTE Instructors	n/a	n/a	Pictures Invitations Guest Speaker forms
5.Provide off-site tours for students to see credentialing careers in action.	July 2023- July 2027	GCDF Career Specialist CATE Director CTE Instructors	\$500-\$1000	Perkins	District field trip form

ACTION PLAN FOR STRATEGY #2: CTE Completers: Assure that staff is provided with necessary equipment, software, text, and knowledge to provide certifications and complete understanding of courses taught to ensure students can complete pathways and obtain credentials.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Survey staff to analyze what equipment, software, and text are needed to ensure the courses taught are taught with fidelity.	April 2023-annually to 2027	CATE Director CTE Administrative Assistant	n/a	n/a	Completed surveys
2.Survey staff on professional development needs	April 2023-annually to 2027	CATE Director CTE Administrative Assistant	n/a	n/a	Completed surveys
3.Allocate funding for staff to make needed purchases for course success.	March 2023-annually to 2027	CATE Director	\$90,000	Instructional Perkins EIA	Purchase orders Receipts Invoices
4.Schedule professional development opportunities for staff	Bi-weekly	CATE Director CTE Administrative Assistant	\$10,000	Perkins Instructional	Agendas New strategies being implemented
5.Contact vendors/supplies to provide catalogs and exemplars of content that can be used for interactive instruction.	March 2023 and annually to 2027	CTE Administrative Assistant	n/a	n/a	Catalogs Exemplars

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6.Observe classrooms and provide staff with feedback to increase content mastery and development of skills necessary for students to be successful in courses taught.	Bi-weekly beginning March 2023	CATE Director CTE Teacher Leaders	n/a	n/a	Walkthrough tools Walkthrough feedback Pictures Data

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

(* required)

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

1. The percentage of teachers returning from the previous year will increase from 82.2% in 2021-2022 to 90% in 2027-2028.
2. The percentage of teachers with advanced degrees will increase from 57.9% in 2021-2022 to 70% in 2027-2028.
3. The percentage of administrators scoring exemplary on at least one PADEPP standards will increase from 57.1% in 2021-2022 to 100% in 2027-2028.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2023-24	2024-25	2025-26	2026-27	2027-28
DATA SOURCE(s) School Report Card	Goal 1: Teachers Retuning 82.2%	Projected Data	84%	86%	88%	89%	90%
		Actual Data					
DATA SOURCE(s) School Report Card	Goal 2: Advanced Degrees 57.9%	Projected Data	60%	62%	65%	67%	70%
		Actual Data					
DATA SOURCE(s) SCLead PADEPP Results	Goal 3: PADEPP Scoring Exemplary 57.1%	Projected Data	65%	75%	85%	95%	100%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Support teachers at all levels through collaborative and differentiated professional learning.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide beginning of the school year orientation for new/induction teachers.	July 2023-June 2028	Executive Director Human Resources Induction Coordinator	\$500.	District Funds	Attendance Records Orientation Materials
2. Provide monthly Induction Teacher PLCs	August 2023-June 2028	Induction Coordinator	\$750	District Funds	Attendance Records
3. Provide trained assistance teams (mentors & administrators) for Induction and Annual Summative contract teachers and continue to provide training and support for mentor teachers	August 2023-June 2028	Induction Coordinator Human Resources SCTS 4.0 Training Team	Varies depending on the number of Induction Teachers per year	ADEPT Funds	Attendance Records Successful Completion of ADEPT and Induction
4. Provide beginning of the school year orientation for new hires to outline district policies and procedures	August 2023-June 2028	Executive Director Human Resources	\$750	District Funds	Attendance Records Orientation Materials

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Develop and provide a comprehensive professional development calendar to include effective teaching strategies that works best for all learning levels and classroom environments.	July 2023-June 2028	Professional Development Coordinator Department of Curriculum, Instruction, and Assessment	\$0	NA	Yearly Professional Development Schedule
6. Provide on-going professional development opportunities for administrators, teachers, and para professionals on behavior management strategies.	July 2023-June 2028	Department of Curriculum, Instruction, and Assessment	\$25,000	Professional Development Funds District Funds	Attendance Records Professional Development Schedule Certificates of Completion

ACTION PLAN FOR STRATEGY #2: . Increase awareness of opportunities to obtain advanced degrees

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide information to administrators, teachers, and para professionals regarding advance degree opportunities	July 2023-July 2028	Executive Director of Human Resources Department of Curriculum, Instruction, and Assessment	\$0	NA	1. Provide information to administrators, teachers, and para professionals regarding advance degree opportunities
2. Partner with colleges and universities to offer courses towards advanced degrees	July 2023-July 2028	Executive Director of Human Resources Department of Curriculum, Instruction, and Assessment	\$0	NA	2. Partner with colleges and universities to offer courses towards advanced degrees
3.Partner with colleges to provide opportunities for classified staff to earn a teaching degree.	July 2023-July 2028	Executive Director of Human Resources	\$10,000	District Funds State Funds	3.Partner with colleges to provide opportunities for classified staff to earn a teaching degree.

ACTION PLAN FOR STRATEGY #: 3. Increase leadership skills of administrators

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide administrators with a comprehensive overview of the PADEPP process	July 2023-June 2028	Executive Director of Human Resources	\$0	NA	Attendance Record Sign In Sheet Meeting Agenda
2. Provide opportunities for principals to participate in the state Principal Induction Program (PIP)	July 2023-June 2028	Executive Director of Human Resources	Varies depending on the number of administrators	Varies	Certificates of Completion District Travel Forms
3. Provide district level mentors and other support for administrators	July 2023-June 2028	Executive Director of Human Resources	\$0	NA	Meeting Dates/Notes
4. Provide administrators with professional development that helps refine their instructional leadership and management skills.	July 2023-June 2028	Executive Director of Human Resources Department of Curriculum, Instruction, and Assessment	\$20,000	District Funds	Meeting Dates/Notes
5. Provide training on how to understand and use data and	July 2023-June 2028	Department of Curriculum,	\$20,000	District Funds	Meeting Dates/Notes

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
assessments to improve and personalize classroom practice and student learning.		Instruction, and Assessment			

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

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

PERFORMANCE GOAL:

1. The students in the Gifted and Talented program will show an increase in the number of students in grades three through eight who score in the Exceeds/Meets categories on State Standardized Tests at a growth of five percentage points each year until the end of the 2028 school year.
2. The students in the Gifted and Talented Program will show an increase in the number of students in grades 9-12 who score an A or B on State Standardized Test will increase to 80% by the end of the 2028 school year.
3. The number of Gifted and Talented students in grades nine through twelve who are enrolled in Advanced Placement or Dual Enrollment will increase to 80% by the end of the 2028 school year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2023-24	2024-25	2025-26	2026-27	2027-28
DATA SOURCE(s) EOCEP	Goal 2 EOCEP: 55%	Projected Data	60%	65%	70%	75%	80%
		Actual Data					
DATA SOURCE(s) SC Ready	Goal 1 Exceeding in ELA:69%	Projected Data	74%	79%	84%	89%	94%
		Actual Data					

DATA SOURCE(s) SC Ready	Goal1 Exceeding in Math: 36%	Projected Data	41%	46%	51%	56%	61%
		Actual Data					
DATA SOURCE(s) PowerSchool	Goal 3 Enrolled in Dual Enrollment: 30%	Projected Data	40%	50%	60%	70%	80%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: : Provide and implement a research-based gifted/accelerated curriculum and strategies to serve academically Gifted and Talented students.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement the Mentoring Mathematical Minds Curriculum in grades 3-6 by purchasing 2 units each year.	July 2023 – June 2028	GT Teacher District GT Coordinator Curriculum Director	\$7000	State GT Funds	Teacher Lesson Plans
2. Implement Project Lead the Way in grades 3-8	July 2023 – June 2028	GT Teacher District GT Coordinator Curriculum Director	\$2000	State GT Funds	Teacher Lesson Plans Student Projects

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.Increase the number of STEM based field trips.	July 2023 – June 2028	GT Teacher District GT Coordinator Curriculum Director	\$5,000	Curriculum Funds	Field study forms
4.Continue implementation of the William and Mary Language Arts GT Curriculum in grades 3-7	July 2023 – June 2028	GT Teacher District GT Coordinator Curriculum Director	\$5000	Curriculum Funds	Teacher Lesson Plans Student Projects
5.Implement the research-based Jacobs Ladder Reading Comprehension program in grades 3-6.	July 2023 – June 2028	GT Teacher District GT Coordinator Curriculum Director	\$5000	Curriculum Funds	Teacher Lesson Plans Student Projects
6.Continue implementation of the dual enrollment program at the high school level.	July 2023 – June 2028	Curriculum Director Principal	\$10,000	District Funds	Student Schedules
7.Provide a weekly pullout program for all 3-8 gifted and talented students to receive rigorous instruction from a GT endorsed teacher.	July 2023-June 2028	GT Teacher District GT Coordinator Curriculum Director	\$10,000	State GT Funds	Schedules Attendance Records

ACTION PLAN FOR STRATEGY #2: Provide GT teachers with knowledge of research-based practices for educating gifted students.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide monthly professional development focused on research-based practices for gifted students	July 2023 – June 2028	District GT Coordinator Curriculum Director	\$3000	Teacher Quality	Sign in Sheets
2. Collaborate with the SC Consortium and Region Six to receive research-based strategies.	July 2023 – June 2028	District GT Coordinator Curriculum Director	\$2000	State GT Funds	Sign-in Sheets Travel Forms Professional Development Sign-in Sheets
3. Attend National and State GT Conferences.	July 2023 – June 2028	GT Teacher District GT Coordinator Curriculum Director	\$3000	State GT Funds	Travel Forms Registration Forms Professional Development Sign-in Sheets
4. Provide a Gifted and Talented cohort to provide teachers with their Gifted and Talented endorsement	July 2023-June 2028	GT Teacher District GT Coordinator Curriculum Director	\$12,000	State GT Funds	Certification

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

(* required)

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

PERFORMANCE GOAL:

- 1. Marlboro County School District will provide a learning environment for 95% of the Gifted and Talented identified Arts students that will maximize their potential in their area of giftedness by the end of the 2028 school year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2023-24	2024-25	2025-26	2026-27	2027-28
DATA SOURCE(s) PowerSchool	Percentage of Students enrolled in their area of giftedness: 21%	Projected Data	35%	50%	65%	80%	95%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Students will receive regular instruction from an endorsed teacher.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Yearly auditions will be held to identify artistically gifted students	July 2023 – June 2028	District GT Coordinator Principal Arts Teachers	\$1,200	GT Funds	Applications
2. Arts Camp will be provided to all artistically gifted students	July 2023 – June 2028	District GT Coordinator Director of Curriculum	\$10,000	GT and Curriculum Funds	Student Attendance
3. GT identified students will receive rigorous instruction from GT Endorsed teachers.	July 2023 – June 2028	District GT Coordinator Principals Director of Curriculum Teacher Quality	N/A	N/A	Teacher Certification

ACTION PLAN FOR STRATEGY #2: : Increase the amount of exposure to students from the state/community arts programs.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Students will participate in magnet specific (Visual Art/Instrumental Music/Dance/Chorus/Theatre) field trips	July 2023 – June 2028	District GT Coordinator Director of Curriculum Teachers	\$10,000	Curriculum Funds	Sign in Sheets
2.Increase the number of students auditioning for community performances.	July 2023 – June 2028	District GT Coordinator Director of Curriculum Teachers	N/A	N/A	Programs
3.Obtain artists in residence to work with GT students twice a year.	July 2023 – June 2028	District GT Coordinator Director of Curriculum Teachers	\$1,200	State GT Funds	Student Rosters
4.Students will participate in State Competitions.	July 2023 – June 2028	District GT Coordinator Director of Curriculum Teachers	\$5,000	State GT Funds Curriculum Funds	Student Applications

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

(* required)

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

1. All Marlboro County Schools will achieve a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey. As evidence by a 12% increase (3% each year) by June 2028
2. By June 2028, Marlboro County School District will increase classroom behaviors that promote learning and respectful interactions, as evidenced by a 40% (8% each year) reduction in student behavioral referrals (from 1191 to 784) as reported on the SDE School Report Card in Unsafe Incident Information as reported in the 2021-2022 Incident Management System (IMS)

INTERIM PERFORMANCE GOAL #1: Meet annual targets below.

	AVERAGE BASELINE		2023-24	2024-25	2025-26	2026-27	2027-28
DATA SOURCE(s) SDE School Report Card Survey	Teachers 84.6%	Projected Data	87.3%	89.9%	92.6%	95.3%	98.2%
		Actual Data					
	Students 80.8%	Projected Data	83.2%	85.7%	88.2%	90.9%	93.6%
		Actual Data					
	Parents 78.3%	Projected Data	80.6%	83%	85.5%	88%	90.7%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Enhance communication to foster stakeholder engagement.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide an onsite law enforcement officer (School Resource Officer)	July 2023-June 2028	Superintendent Marlboro County Sheriff Department and Bennettsville City Police	\$70,000.00	Marlboro County Sheriff Department and Bennettsville City Police Grants	Availability of an SRO.
2. Develop and administer a local school climate survey annually during the fall.	July 2023-June 2028	Executive Director for Curriculum	\$1,500	General Funds	Survey Results
3. Promote the use of district and school website by developing guidelines for website consistency and continue to promote and utilize parent portal to foster communication between teacher and parent.	July 2023-June 2028	Executive Director of Public Information, Director of Technology, Principals, District/School Webmasters	0	NA	Survey Results or Responses Usage Reports and Spot Checks

ACTION PLAN FOR STRATEGY #2: Provide opportunities for parents to assume leadership roles as informed and confident advocates for their children’s education, for their school’s performance and for the quality of life within the community.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide training of trainer’s professional development to central/local district parent units and parent leaders on the Parent Leadership Development model that includes, a parent’s role, rights, and responsibilities as partners with the school	July 2023-June 2028	Ex. Director of Curriculum and Instruction, Curriculum District Parenting/Family Literacy Coordinator, Principal Parenting Educator	TBD	Title I	Meetings Sign-In Sheets Agendas

ACTION PLAN FOR STRATEGY #3: Ensure a safe and healthy environment by maintaining a 100% implementation of all local, state and federal safety requirements through 2028.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to conduct required fire, earthquake, tornado, lockdowns and intruder drills at all	July 2023-June 2028	Director of Student Services, Executive Directors, Directors,	0	NA	Drill Reports

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
schools and district facilities.		Principal			
2. Continue to review and update District Crisis Plan	July 2023-June 2028	Executive Director of Student Services & Principals	0	NA	Crisis Management Report
3.Continue to provide district supported safety training for all employees including intruder drills and reunification.	July 2023-June 2028	Executive Director of Student Services Director of Public Information, Principals	0	NA	Sign-In Sheets

INTERIM PERFORMANCE GOAL #2: Meet annual targets below.

	AVERAGE BASELINE		2023-24	2024-25	2025-26	2026-27	2027-28
DATA SOURCE(s) SDE School Report Card Survey	1191	Projected Data	1095	1008	927	853	784
		Actual Data					

ACTION PLAN FOR STRATEGY #: 1. Provide on-going professional development

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDIN G SOURCE	INDICATORS OF IMPLEMENTATION
1.Provide monthly PD: Classroom management, Behavior Modification, and De-escalation Strategies	July 2023-June 2028	Principal/AP	\$2,000	Title I Title II	Agendas Sign-in Sheets Minutes from Meetings
2. Provide opportunities for teachers to observe teachers implementing classroom management techniques	July 2023-June 2028	Principals/AP	\$2,000 (Substitute coverage may be needed)	Title I	Walk-Thru Observation
3.Uniform Classroom Management Plan	July 2023-June 2028	Principals/AP	\$0	NA	Observations Behavior Management Plans Teacher documentation

ACTION PLAN FOR STRATEGY #2: Assist teachers by providing and supporting developmentally appropriate and student-centered classroom management strategies for classroom discipline issues.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide of School Behavior Interventionists	July 2023- June 2028	District/Human Resources/ Special Education Services	TBD	General Fund Grants	Discipline Referrals, Interventionists logs

GIFTED AND TALENTED REQUIRED TABLES

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

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

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
4	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
5	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
6	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
7	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
8	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
9	Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units		

10	Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units		
11	Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units		
12	Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units		

DISTRICT: Marlboro County School District

INFORMATION FOR SCHOOL YEAR: 2023-2024

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Special Class/Summer Enrichment

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		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
4	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
5	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
6	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
7	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
8	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
9	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	

10	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
11	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
12	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	

DISTRICT: Marlboro County School District

INFORMATION FOR SCHOOL YEAR: 2023-2024

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
The district notifies parents and community of its nomination and identification through parent letters, phone calls, social media, and brochures.

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.



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Application

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

South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201 **SOUTH CAROLINA DEPARTMENT OF EDUCATION**

DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

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

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

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

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

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

Section I

Date Submitted: April 30, 2023

District: Marlboro County

APPLICATION PREPARED AND SUBMITTED BY:

Name: Michael Dease

Position: Principal

Phone Number: 843-479-5900

E-mail address: mdease1@marlboro.k12.sc.us

Section 2

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

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.

The decision to use a proficiency-based system is due to the desire to increase our graduation rates based on 9-GRs. When we set a goal, the district will support us by approving for us to offer opportunities for students to regain credits loss using standard's based alternative instructional programs. Additionally, we would like to work to close the achievement gap that was stretched due to the COVID-19 pandemic by providing other educational opportunities for students to increase mastery of concepts not yet mastered.

2. Which schools within the district are involved?

This plan was created and established to be used at Marlboro County High School.

3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process?

These courses are offered for credit recovery, which means students must have met the attendance requirements for seat time. Students are required to have a minimum of 120 hours of seat time to be awarded credit in a course. The other requirement is that a student scored between a 51-59 when they took the course. Based on that criterion being met, an eligible student will be referred to the administration by the guidance department. After administrative review, students will be provided with the necessary information for enrollment in the credit recovery course. Students will not need to appeal the decision because if they meet the required criteria they are eligible for enrollment in the course.

4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?

Edgenuity and SC Virtual are used for credit recovery. These programs contain standard based instruction and content that matches the courses offered face-to-face at our school and follows the standards and content that would be provided in the face-to-face course. All content is reviewed by administrators before enrolling students in these courses. Additionally the administrative staff has met with district level staff to review the content offered in these two platforms.

5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern?

The district will utilize this proficiency system for credit recovery and content recovery initially. We have a goal to roll out advanced course offerings utilizing Edmentum. This software will possibly be utilized in the future for scheduling conflicts, homebound students, as well as other potential concerns that may arise when it relates to students being enrolled in face-to-face courses that may cause serious conflict or delay of success.

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

Our Credit Recovery program is only for students who have failed a course and wish to recover the credit with a defined mastery of standard not accomplished during the initial course. This course is identified as "credit recovery" because students will be given a diagnostic test to measure their mastery of portions of the course. The student will only complete content modules for portions of the course in which they did not master the standards. Students depending on the level of mastery and performance may earn up to an average of 70 depending on the culminating assessment of standards prescribed. Our Content Recovery policy is defined by placing students in online courses after a review of student progress during 25% of the course to allow students with the help of this online program to redo and be re-assessed on standards that were not achieved at a satisfactory level during the initial instruction of the course. This intervention will be guided by the school-level proficiency-based committee and student's teacher on an individual basis as an academic intervention. The goal is to allow students to work to develop a higher level of proficiency in the subject instead of only obtaining minimal competency or even failing the course. Initial Credit offerings will only be allowed for online courses in a blended model with content specific certified teachers in our Adult Education and Alternative School settings where scheduling is strained in order to keep these students on their intended academic paths.

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?

The purpose of providing a proficiency-based system is to allow students to successfully complete courses in which they were enrolled and were able to achieve between a 51-59. Currently many of the courses offered during the traditional school day can be matched to digital courses found in the Edgenuity software that we utilize for Credit Recovery. The courses are accredited by the state of South Carolina and aligned with current academic standards. Additionally, they provide enriching instruction and lessons with progress monitoring and activities that allow the students to show mastery of the content. This provides each student with a one-on-one learning experience geared to their personal ability to move as quickly or slowly through the content as needed.

8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?

The school requires that the student completes 100% of the online course with at least 70% mastery. Quizzes and assessments are provided throughout the course and students must achieve a 70 or greater on these assessments before the course will allow them to progress through the assigned modules. At the end of the course a cumulative assessment is provided. This assessment will also average into the students overall academic rating to measure students' mastery of the concepts taught.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?

Marlboro County High School staff members are willing to provide support to students who struggle in these online proficiency-based courses by providing tutoring and support during the time allocated for students to work on this material. Students with IEPs and 504s will receive the same support outlined in the federal document that governs the face-to-face instruction that is provided to them.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?

The teacher of record can place students in the corresponding Edgenuity courses to match the course that they are traditionally taking in the face-to-face classroom setting to review and provide additional support for content not yet mastered. This teacher will monitor the students' progress on a weekly basis to provide the necessary support needed to ensure successful completion of the content they need to master while ensuring that the student remains on track for completion in a timely manner. The teacher of record will also modify assignments to accommodate any document learning needs according to IEP and 504 documents. Teachers will use autonomy for alternative methods of instruction that best fit the students that they are serving to address specific performance results and/or trends.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?

This plan will be analyzed each quarter at the end of each nine weeks by the principal and his/her administrative team alongside the Counseling Department. These team members are the Proficiency Based Credit Committee for the school. The Assistant Principal for C&I will evaluate the individual and collective student data for success in improving academic achievement level and ultimately gaining credit in the course. A comparison of student proficiency based on assessed work and requirements for credit will serve as an evaluation of the success of this program. The student's progression towards the credits required to obtain a diploma will be presented as a data point for the success of this plan. The team as a whole will discuss pros and cons, what is working and not working, and re-evaluate to ensure that the best interest of the students are being met each quarter in utilizing this program or if other avenues are needed.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.

Parents attend meetings are invited to attend open houses, parent nights, as well as parent teacher conferences that allow them to be exposed to the proficiency-based course opportunity. The content will be advertised on our social media pages as well as our school and district website. The policy is presented during school board meetings, which are live streamed and open to the public. This information will also be documented in the student handbook.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?

Yes. In the software, the supporting teacher can review the course and assignments by standards. The teacher can inactivate specific lessons and program assignments based on different student learning styles or specific strategies they desire for the student to learn in regard to those lessons on specific standards.

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

Administrative Team

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

Alexa Sanders - (cert.#) ELA
Latonya Boatwright (cert#) Sci
Penny Oxendine (cert.#) S.S.
Chowardy Valluru (cert.#) Math

2023 District Summer School Program Sites Identification

District Name: Marlboro County School District District Summer School Contact: Selina Blue

Contact's Phone Number: 843-544-5565 Contact's Email Address: sblue@marlboro.k12.sc.us

☐ **NO SUMMER SCHOOL PROGRAM SITES**

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Bennettsville Intermediate School	Selina Blue	sblue@marlboro.k12.sc.us	Read to Succeed	Yes	Elementary

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2023. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at bleviner@ed.sc.gov.

GIFTED AND TALENTED REQUIRED TABLES

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

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

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
4	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
5	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
6	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
7	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
8	Pullout/Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units	PLTW and Differentiation as Appropriate	
9	Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units		

10	Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units		
11	Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units		
12	Special Class	Curriculum Used	Teacher Made Units	Teacher Made Units	Teacher Made Units		

DISTRICT: Marlboro County School District

INFORMATION FOR SCHOOL YEAR: 2023-2024

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Special Class/Summer Enrichment

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		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
4	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
5	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
6	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
7	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
8	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
9	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	

10	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
11	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	
12	Curriculum Used		Teacher Made Units	Teacher Made Units	Teacher Made Units	Teacher Made Units	

DISTRICT: Marlboro County School District

INFORMATION FOR SCHOOL YEAR: 2023-2024

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
The district notifies parents and community of its nomination and identification through parent letters, phone calls, social media, and brochures.

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.



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Application

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

South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201 **SOUTH CAROLINA DEPARTMENT OF EDUCATION**

DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

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

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

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

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

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

Section I

Date Submitted: April 30, 2023

District: Marlboro County

APPLICATION PREPARED AND SUBMITTED BY:

Name: Michael Dease

Position: Principal

Phone Number: 843-479-5900

E-mail address: mdease1@marlboro.k12.sc.us

Section 2

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

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.

The decision to use a proficiency-based system is due to the desire to increase our graduation rates based on 9-GRs. When we set a goal, the district will support us by approving for us to offer opportunities for students to regain credits loss using standard's based alternative instructional programs. Additionally, we would like to work to close the achievement gap that was stretched due to the COVID-19 pandemic by providing other educational opportunities for students to increase mastery of concepts not yet mastered.

2. Which schools within the district are involved?

This plan was created and established to be used at Marlboro County High School.

3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process?

These courses are offered for credit recovery, which means students must have met the attendance requirements for seat time. Students are required to have a minimum of 120 hours of seat time to be awarded credit in a course. The other requirement is that a student scored between a 51-59 when they took the course. Based on that criterion being met, an eligible student will be referred to the administration by the guidance department. After administrative review, students will be provided with the necessary information for enrollment in the credit recovery course. Students will not need to appeal the decision because if they meet the required criteria they are eligible for enrollment in the course.

4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?

Edgenuity and SC Virtual are used for credit recovery. These programs contain standard based instruction and content that matches the courses offered face-to-face at our school and follows the standards and content that would be provided in the face-to-face course. All content is reviewed by administrators before enrolling students in these courses. Additionally the administrative staff has met with district level staff to review the content offered in these two platforms.

5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern?

The district will utilize this proficiency system for credit recovery and content recovery initially. We have a goal to roll out advanced course offerings utilizing Edmentum. This software will possibly be utilized in the future for scheduling conflicts, homebound students, as well as other potential concerns that may arise when it relates to students being enrolled in face-to-face courses that may cause serious conflict or delay of success.

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

Our Credit Recovery program is only for students who have failed a course and wish to recover the credit with a defined mastery of standard not accomplished during the initial course. This course is identified as "credit recovery" because students will be given a diagnostic test to measure their mastery of portions of the course. The student will only complete content modules for portions of the course in which they did not master the standards. Students depending on the level of mastery and performance may earn up to an average of 70 depending on the culminating assessment of standards prescribed. Our Content Recovery policy is defined by placing students in online courses after a review of student progress during 25% of the course to allow students with the help of this online program to redo and be re-assessed on standards that were not achieved at a satisfactory level during the initial instruction of the course. This intervention will be guided by the school-level proficiency-based committee and student's teacher on an individual basis as an academic intervention. The goal is to allow students to work to develop a higher level of proficiency in the subject instead of only obtaining minimal competency or even failing the course. Initial Credit offerings will only be allowed for online courses in a blended model with content specific certified teachers in our Adult Education and Alternative School settings where scheduling is strained in order to keep these students on their intended academic paths.

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?

The purpose of providing a proficiency-based system is to allow students to successfully complete courses in which they were enrolled and were able to achieve between a 51-59. Currently many of the courses offered during the traditional school day can be matched to digital courses found in the Edgenuity software that we utilize for Credit Recovery. The courses are accredited by the state of South Carolina and aligned with current academic standards. Additionally, they provide enriching instruction and lessons with progress monitoring and activities that allow the students to show mastery of the content. This provides each student with a one-on-one learning experience geared to their personal ability to move as quickly or slowly through the content as needed.

8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?

The school requires that the student completes 100% of the online course with at least 70% mastery. Quizzes and assessments are provided throughout the course and students must achieve a 70 or greater on these assessments before the course will allow them to progress through the assigned modules. At the end of the course a cumulative assessment is provided. This assessment will also average into the students overall academic rating to measure students' mastery of the concepts taught.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?

Marlboro County High School staff members are willing to provide support to students who struggle in these online proficiency-based courses by providing tutoring and support during the time allocated for students to work on this material. Students with IEPs and 504s will receive the same support outlined in the federal document that governs the face-to-face instruction that is provided to them.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?

The teacher of record can place students in the corresponding Edgenuity courses to match the course that they are traditionally taking in the face-to-face classroom setting to review and provide additional support for content not yet mastered. This teacher will monitor the students' progress on a weekly basis to provide the necessary support needed to ensure successful completion of the content they need to master while ensuring that the student remains on track for completion in a timely manner. The teacher of record will also modify assignments to accommodate any document learning needs according to IEP and 504 documents. Teachers will use autonomy for alternative methods of instruction that best fit the students that they are serving to address specific performance results and/or trends.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?

This plan will be analyzed each quarter at the end of each nine weeks by the principal and his/her administrative team alongside the Counseling Department. These team members are the Proficiency Based Credit Committee for the school. The Assistant Principal for C&I will evaluate the individual and collective student data for success in improving academic achievement level and ultimately gaining credit in the course. A comparison of student proficiency based on assessed work and requirements for credit will serve as an evaluation of the success of this program. The student's progression towards the credits required to obtain a diploma will be presented as a data point for the success of this plan. The team as a whole will discuss pros and cons, what is working and not working, and re-evaluate to ensure that the best interest of the students are being met each quarter in utilizing this program or if other avenues are needed.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.

Parents attend meetings are invited to attend open houses, parent nights, as well as parent teacher conferences that allow them to be exposed to the proficiency-based course opportunity. The content will be advertised on our social media pages as well as our school and district website. The policy is presented during school board meetings, which are live streamed and open to the public. This information will also be documented in the student handbook.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?

Yes. In the software, the supporting teacher can review the course and assignments by standards. The teacher can inactivate specific lessons and program assignments based on different student learning styles or specific strategies they desire for the student to learn in regard to those lessons on specific standards.

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

Administrative Team

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

Alexa Sanders - (cert.#) ELA
Latonya Boatwright (cert#) Sci
Penny Oxendine (cert.#) S.S.
Chowardy Valluru (cert.#) Math

2023 District Summer School Program Sites Identification

District Name: Marlboro County School District District Summer School Contact: Selina Blue

Contact's Phone Number: 843-544-5565 Contact's Email Address: sblue@marlboro.k12.sc.us

☐ **NO SUMMER SCHOOL PROGRAM SITES**

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Bennettsville Intermediate School	Selina Blue	sblue@marlboro.k12.sc.us	Read to Succeed	Yes	Elementary

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2023. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at bleviner@ed.sc.gov.