

## District Strategic Plan Signature Page

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

<b>District:</b>	Lexington 3
<b>SIDN:</b>	3203
<b>Plan Submission:</b>	School utilizes Cognia
<b>Address 1:</b>	338 West Columbia Avenue
<b>Address 2:</b>	
<b>City:</b>	Batesburg-Leesville, SC
<b>Zip Code:</b>	29006-2028
<b>District Plan Contact Person:</b>	Jeff Potts
<b>District Plan Contact Phone:</b>	(803) 532-1742
<b>District Plan E-mail Address:</b>	jpotts@lex3.org

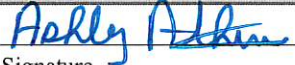

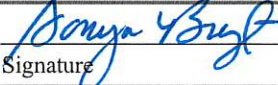


#### Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann.  $\diamond$  59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann.  $\diamond$  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.  $\diamond$  59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann.  $\diamond$  59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann.  $\diamond$  59-10-330); Read to Succeed (S.C. Code Ann.  $\diamond$  59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

#### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Ashley Atkinson</u> Printed Name	 Signature	<u>5/14/24</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Cheryl A. Burgess</u> Printed Name	 Signature	<u>5-14-24</u> Date
<b>District Read To Succeed Literacy Leadership Team Lead</b>		
<u>Sonya Bryant</u> Printed Name	 Signature	<u>5/14/24</u> Date
<b>District Gifted and Talented Coordinator</b>		
<u>Jeff Potts</u> Printed Name	 Signature	<u>4/24/24</u> Date
<b>District Strategic Planning Contact Person</b>		
<u>Jeff Potts</u> Printed Name	 Signature	<u>4/24/24</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.

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

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district’s wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district’s strategic plan required pursuant to Section 59-20-60.
<b>Education and Economic Development Act Assurances for Districts</b> (S.C. Code Ann. § 59-59-10 <i>et seq.</i> ) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. ( <i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i> )
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
<b>Read To Succeed Assurances (Act 284)</b> (S.C. Code Ann. § 59-155-180 <i>et seq.</i> )	
Yes	<b>District Reading Plan</b> The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	<b>4K and 5K Readiness Assessment</b> The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	<b>Third Grade Retention</b> The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students’ needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Gifted and Talented Assurances</b> (SBE Regulation 43-220) <b>Students Served</b> The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
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).

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

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

**Assurances and Terms and Conditions for State Awards**

As the district superintendent of Lexington 3, I certify that this applicant:

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

**Terms and Conditions**

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

## Stakeholder Involvement for District Strategic Plan

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

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Dr. Ashley Atkinson
2.	<b>Principal</b>	Matt Velasquez
3.	<b>Teacher</b>	Shiniqua Mays
4.	<b>Parent/Guardian</b>	Mackenzie Taylor
5.	<b>Community Member</b>	Lancer Shull
6.	<b>Private School Representative</b>	N/A
7.	<b>District Level Administrator</b>	Angie Mishoe
8.	<b>Paraprofessional</b>	Lynne Cade
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Sonya Bryant
10.	<b>School Improvement Council Member</b>	Marett Bishop
11.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Sam Kennedy
12.	<b>District Gifted and Talented Coordinator</b>	Jeff Potts
13.	<b>District Federal Programs Coordinator</b>	Charlene High
<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		
	<b>Principal</b>	Will McGinty
	<b>Principal</b>	Sharah Clark
	<b>Principal</b>	Mary Ann Tillman
	<b>Teacher</b>	Alex Richardson
	<b>Teacher</b>	Jennifer Connelly
	<b>Teacher</b>	Gracyn Livingston
	<b>Community Member</b>	Mike Taylor
	<b>Community Member</b>	Lisa Isenhower
	<b>District Level Administrator</b>	Todd Bedenbaugh
	<b>Board Member</b>	Craig A Caughman
	<b>Board Member</b>	Frances Bouknight
	<b>Board Member</b>	Sonya Cary
	<b>Student</b>	Andrew Hall
	<b>Student</b>	Gage Hays
	<b>Student</b>	Chandler Etheredge

Student	Student Name
Student	Kimberly Balderas-Martinez

## District Requested Strategic Plan Waiver

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

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

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

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

**Not Applicable**

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

# DISTRICT STRATEGIC PLAN

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## NEEDS ASSESSMENT DATA

Provide the link to your district's most recent District Report Card:

**Directions:** [District Report Card](#)

[Working Needs Assessment](#)

 **BL Student Video Mission, Vision, Strategic Planning.mp4**

## **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:** [District Report Card](#)

**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

### ***District All Schools:***

During the needs assessment, two key findings emerged regarding our English Learner (EL) population. Firstly, the number of students with limited English proficiency has consistently doubled every five to eight years, primarily among Spanish-speaking students from Mexico or Central America. This trend is expected to continue. Secondly, the district acknowledges the need to enhance academic support for EL students, particularly in English language acquisition and academic proficiency, as highlighted by the accountability system's focus on student performance.

### ***Early Childhood/Primary (PK–2):***

The strategic plans at all other Batesburg-Leesville schools detail goals that specifically correspond to the improvement of student performance, particularly in English Language Arts (ELA) and math, at the elementary and middle school levels. Recognizing that academic deficits develop over time, the team at Batesburg-Leesville Primary emphasized the importance of early intervention and support, starting from primary school.

While primary grades have no specific state-mandated assessments or accountability rating, the district is committed to measuring and holding itself accountable for student performance, particularly in primary school. The South Carolina Department of Education (SCDE) has collaborated with formative assessment companies to create a projection system to determine the likelihood of student performance in 3rd grade based on spring assessment scores in primary school.

The data from this projection system reveal that a significant number of students in K5 - 2 are not projected to meet grade level standards in 3rd grade. This underscores the urgent need for targeted interventions and instructional strategies to enhance students' abilities in reading and math during the early grades. Therefore, the district's strategic plan emphasizes early identification of at-risk students, tailored interventions, and a comprehensive approach to building a strong foundation in ELA and math from primary school onwards. By addressing these challenges proactively, the district aims to ensure that all students have the necessary skills and knowledge to succeed academically and thrive in their educational journey.

### ***Elementary/Middle (3–8):***

Through the needs assessment, the district identified a significant area of concern: student performance in English Language Arts (ELA) and Mathematics. Specifically, the district observed disparities in ELA and math scores when compared to the state average. These disparities are particularly pronounced among all subgroups, with notable impact on students from impoverished backgrounds, as well as African American and Hispanic subgroups. While the district is encouraged by a recent rise in ELA scores, it acknowledges the possibility that this increase may be influenced by statewide score trends.

***High School (9–12):***

Like in prior grades, many Lexington Three students are not meeting state standards on End-of-Course Exams. However the students have been graduating at a rate that approached 90% for the last few years. In addition, many students are graduating College or Career Ready when compared to other rural schools across the state.

**Teacher/Administrator Quality**

Batesburg-Leesville Schools have been fortunate to uphold a commendable standard of 100% certified instructors in the classroom. However, recognizing the ongoing challenges in teacher recruitment and retention, the district is committed to proactively identifying and implementing comprehensive strategies to attract and retain high-quality educators.

**School Climate**

In recent years, Batesburg-Leesville School District has confronted the challenges posed by its aging facilities. In response, a comprehensive [Facility Study](#) was conducted in 2017 to assess and prioritize the pressing needs of the district's school sites. With a heightened focus on ensuring building safety, particularly in the wake of recent school tragedies, the study served as a pivotal step in identifying critical areas for improvement.

The culmination of these efforts came in 2020 with the passage of a bond referendum, providing the school district with the necessary resources to initiate much-needed renovations and upgrades in two of our schools. This milestone marked the beginning of a concerted effort to address longstanding infrastructure deficiencies and enhance the learning environment for students and staff alike.

However, the timing of these renovations coincided with the onset of the COVID-19 pandemic, which profoundly reshaped the landscape of community engagement for Batesburg-Leesville schools. While the pandemic necessitated innovative approaches to communication and outreach, leading to more efficient channels of engagement with our stakeholders, it also unearthed existing challenges in fostering strong connections between parents, our broader community, and our schools.

Despite the strides made in digital communication and virtual engagement, schools have observed a persistent gap between the level of involvement desired from parents and community members and the actual engagement witnessed. This gap underscores the importance of

fostering meaningful connections and strengthening partnerships between schools, families, and the wider community, particularly as we navigate the evolving landscape of education in a post-pandemic world.

### **Gifted and Talented**

Throughout the COVID-19 pandemic, Batesburg-Leesville Schools observed a decline in the number of students meeting South Carolina's criteria to be identified as academically gifted and talented. This trend was primarily attributed to the widespread disruptions in learning caused by the pandemic, which resulted in many students falling behind their expected academic trajectories. Despite these challenges, students continued to strive to meet the bar established by standardized tests administered prior to the pandemic, leading to a decrease in the number of students identified as academically gifted and talented.

In response to this concerning trend, the district took proactive measures to address the issue. Recognizing the limitations of relying solely on 2nd grade GT exams for identifying gifted students, the district implemented additional online aptitude exams for students in grades 3-8. By expanding the assessment process, the district aimed to identify and support a broader range of students who demonstrate exceptional academic potential.

In addition, parents of existing academically gifted and talented students expressed concerns about the adequacy of support and opportunities available to meet their children's unique educational needs. These concerns underscored the importance of enhancing and diversifying the gifted education program to better meet the needs of all academically gifted students in the district.

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

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

**PERFORMANCE GOAL:**

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

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2028, BLHS will graduate 80% of students College or Career Ready by providing ample access to challenging College and Career Ready opportunities.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>School Report Card</b>	69.8%	<b>Projected Data</b>	72%	74%	76%	78%	80%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Expand rigorous College and Career Readiness opportunities for students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1. Offer Stackable Certification</b>	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$20,000	Perkins Funds	Registration of Students and copies of certifications
<b>2. Expand SC Credential opportunities</b>	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$0	NA	Increased participation, Completion Rates, Post Graduate Success, Partnerships/Collaboration
<b>3. Continuation and expansion of dual enrollment opportunities</b>	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$80,000	General Fund	Expanded offering at USC Sumter, Increased participation, Student Success Rate
<b>4. Increase work/service-based learning opportunities</b>	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$5000	Perkins/State WBL Funding	Increasing number of partnerships with employers and students participating in work-based opportunities

<b>ACTION PLAN FOR STRATEGY #2: Support College and Career Readiness initiatives through strengthening AVID</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.</b> Expand the number of faculty members attending AVID Summer Institute/ pathways	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$20,000	General Fund	Increasing number of faculty members attending Summer Institute, Implementation of AVID Strategies, Culture of Collaboration/sharing AVID Strategies
<b>2.</b> Provide collegiate exposure to students through AVID	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$10,000	General Fund	Transportation records/field trip requests forms, college visits, scholarship awards, college enrollment
<b>3.</b> Ensure that all AVID students take Honors, AP, dual enrollments courses	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$4000	General Fund	Student schedules/grade reports, diverse participation, credit earned, college enrollment

**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  
 Gifted and Talented: Other

**PERFORMANCE GOAL:**

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

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2028, 70% of BLHS students will score a Level 2 or higher on English II End-of-Course exams **AND** 60% of students will score a Level 2 or higher on Algebra 1 End-of-Course exams by addressing the individualized academic needs of the student and supporting at-risk students.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

EOC	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>English II:</b>	52.2%	<b>Projected Data</b>	55.8%	59.3%	62.9%	66.4%	70%
		<b>Actual Data</b>					
<b>Algebra I:</b>	28.3%	<b>Projected Data</b>	34.6%	41.0%	47.3%	53.7%	60%
		<b>Actual Data</b>					

**PERFORMANCE GOAL:**

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

SMART goal must include:

VHO will do WHAT, as measured by HOW and WHEN.

By 2028, 85% of students in BLES & BLMS students will score Approaches or higher on ELA & Math on SC Ready by creating a more rigorous classroom by addressing the academic needs of individual students and supporting at-risk students.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>ELA: SCReady</b>	69.4%	<b>Projected Data</b>	72.5%	75.6%	78.8%	81.9%	85%
		<b>Actual Data</b>					
<b>Math: SCReady</b>	71.3%	<b>Projected Data</b>	74%	76.8%	79.5%	82.3%	85%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Creating a more rigorous classroom environment</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1. Implementing LETRS in conjunction with phonics, spelling, and vocabulary</b>	Through Spring 2028	Literacy Coach, Classroom Teachers, AP, Principal	\$0	NA	Participation & Completion Rates, Curriculum Alignment, differentiation and MTSS
<b>2. Increase STEM activities within the classroom and extracurricular activities</b>	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$1000.00	General Fund, Federal Funds	STEM activities integrated into courses, new extracurricular activities, Makerspace activities in Media Center
<b>3. Support the use of data analysis to inform instructional decisions at the district, school and classroom level</b>	Through Spring 2028	Assistant Superintendent, Director of Acct, Principal, Assistant Principal, Reading Coach	\$0	General Funds	Regular data team meeting minute, agendas, Artifacts, Data Walls, Notebooks, spreadsheet, PD
<b>4. Use of graphic organizers to enhance writing</b>	Through Spring 2028	Coach Literacy, Classroom Teachers	\$0	NA	PD, Writing Portfolio,

<b>5. Implement Into Reading to promote reading, writing, and language development</b>	Through Spring 2028	Coach Literacy, Classroom Teachers, AP, P	\$0	NA	Teacher PD, Instructional Delivery, Teacher Collaboration
<b>6. Implement iReady Assessments and Curriculum</b>	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal, Dir of Assess	\$50,000	General Fund	Monitoring of assessments. Assessment PD with staff members

<b>ACTION PLAN FOR STRATEGY #2: Supporting at-Risk Students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.</b> Create opportunities for intervention through Panther time, enrichment periods, MTSS	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$0.00	General Fund	Intervention log, MTSS roster, MTSS data team minutes, small group phonics intervention
<b>2.</b> Provide individualized support systems for students.	Through Spring 2028	Assistant Superintendent, Principal, Asst Principal	\$0.00	General Fund	MTSS, Intervention, Phonics, Maker Space, and Panther Time
<b>3.</b> Utilize counselors and social workers to provide necessary social and emotional support to ensure academic success.	Through Spring 2028	Guidance, Social Worker, Mental Health	\$0.00	General Fund	Social Worker monthly log report, Guidance Counselor Monthly Log Report, MTSS
<b>4.</b> Opportunities for academic enrichment outside the regular school calendar	Through Spring 2028	Principal, AP	\$20,000	General Fund, Title I, Title III, Title IV,	Fall Enrichment Camp, Spring Enrichment Camp, Summer Camp

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

(\* required)       District Priority

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

**PERFORMANCE GOAL:**

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

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2028, 60% of English learners in Batesburg-Leesville Schools will achieve annual progress in English as evidenced by the ACCESS for ELLs exam through expanding support for English Learners.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>School Report Card</b>	36.8%	<b>Projected Data</b>	33.2%	35.4%	37.5%	40.8%	60%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Providing more supports for English Learners and their instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>1.</b> Increase EL support/teacher at the high school and middle school	Through 2028	CAO, Dir of Acct	\$85,000	General Fund	EL Instructor at Middle and High school
<b>2.</b> Professional development opportunities for working with EL students.	Through 2028	CAO, Dir of Acct, Principal	\$20,000	Title III	More teachers participating in PD
<b>3.</b> Promote parent services at LLC for parents of EL students	Through 2023	District	\$5000	General Fund	Parents of students participating in LLC services
<b>4.</b> Target EL students for the BOOST program	Through 2028	Principal, BOOST instructor	-----	-----	Participation rates in BOOST

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

(\* required)       District Priority

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

**PERFORMANCE GOAL:**

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

SMART goal must include:  
WHO will do WHAT, as measured by HOW and WHEN.

By 2028, 85% of students completing pre-K in the district will be Ready for Kindergarten as indicated by the KRA by implementing additional supports for Pre-K students.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>KRA Data File</b>	77%	<b>Projected Data</b>	78.6%	80.2%	81.8%	83.4%	85%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Expanding Supports for Pre-K Students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Training and implementation of the South Carolina Early Learning Standards for 4K and 5K through the lens of “Personalized Learning” standards-based learning progressions	Weekly planning/training through 2028	AP, Assistant Principal	0	NA	Sign In Sheets
2. Implement the new pre-K curriculum (Pre-K My Way for Pre-K) and train teachers	Through Spring 2028	Assistant Principal, Teachers	\$20,000	General Funds	Sign In Sheets Lesson Plans
3. Host summer enrichment camps	Through Spring 2028	Assistant Superintendent, AP, Principal	\$10000	Title I, Title IV	Enrollment data
4. Set learning goals with parents during CERDEP conferences, based on MyIGDI’s and progress monitoring data	Through Spring 2028	Teachers Instructional Coor.	0	NA	Completed form of set goals with parent signatures

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

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

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

SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

By 2028, 95 percent of students will be satisfied with the social and physical environment in Batesburg-Leesville Schools as measured by the EOC survey by addressing the students’ social emotional needs.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>Students</b>	85.3%	<b>Projected Data</b>	87.2%	89.2%	91.1%	93.1%	95%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Increased support for students' social needs</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increase mental health awareness in order to support students' emotional well-being through education and support initiatives.	Through Spring 2028	Guidance counselor, Mental Health counselor, District Social worker, Principal	\$3,000	General Fund	Programs in place, sign-in sheets, Training agendas, use of services, incident reduction
2. Implement alternative placements with tailored interventions for students needing behavioral support, monitoring progress and adjusting strategies as necessary.	Through Spring 2028	Guidance counselor, Mental Health counselor, District Social worker	\$0.00	NA	Discipline Records, Enrollment Forms, Intervention Plans, Meeting Minutes, placement rates, Progress Monitoring, staff training (if needed)
3. Ensure that each child has an advocate within their school environment	Through Spring 2028	Principal, Assistant Principal, School Guidance Counselor	\$0.00	NA	Project Unify, MTSS, list of students in clubs & organizations

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

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

**PERFORMANCE GOAL:**

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

By 2028, 95 percent of Batesburg-Leesville School parents will be satisfied with home/school relationships by increasing opportunities for parent and family engagement.

SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>Parents</b>	89.7%	<b>Projected Data</b>	90.8%	91.8%	92.9%	93.9%	95%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Increasing opportunities for parent and family engagement.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide multiple means for parent outreach and involvement	Through Spring 2028	Communications, Principals, Asst Principals, Guidance	\$4500	General Fund, Title I	Blackboard connect messages, School Facebook post, Twitter feed, Remind App, Google Classroom, Parent nights
2. Build in open House Events where parents and families can tour the renovated and new facilities, meet teachers and staff, and learn about academic programs and extracurricular activities.	Through Spring 2028	Assistant Superintendent, Principal, AP's	\$0	NA	Attendance rates, promotion, student involvement, feedback
3. Schedule parent-conferences to discuss student progress	Through Spring 2028	Principal, AP's	\$0	NA	Attendance Rates, Communication, teacher and parent, feedback

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

(\* required)       District Priority

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

**PERFORMANCE GOAL:**

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

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By expanding PD opportunities offered to staff, 80 percent of Batesburg-Leesville teachers will agree that there are relevant professional development opportunities offered measured by the 2028 EOC teacher survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
EOC Teacher Survey	60%	Projected Data	64%	68%	72%	76%	80%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Expanding Professional Development offered to staff in the district					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize a cohort professional learning model to provide choice for staff development.	Through Spring 2028	Assistant Superintendent, School Administrators, Cohort Leaders	\$0.00	N/A	Agendas, sign-in sheets, PD feedback, EOC survey results
2. Provide time for collaborative planning and data analysis for teachers to improve instructional practice.	Through Spring 2028	Assistant Superintendent, Director of Accountability, School Administrators, Instructional Coaches	\$0.00	N/A	Agendas, sign-in sheets, PD feedback, EOC survey results
3. Provide ongoing professional development for school initiatives to support implementation of LETRS, iReady, and adaptive learning.	Through Spring 2028	Assistant Superintendent, School Administrators, Instructional Coaches	\$20,000	PDSI, General Fund, Title I, EEDA Grant funds	Agendas, sign-in sheets, PD feedback, EOC survey results
4. Provide opportunities for certified staff to attend state, regional, and national conferences that support school and/or district initiatives.	Through Spring 2028	Assistant Superintendent, School Administrators	\$10,000	PDSI Funds, General Fund, Teacher	Agendas, sign-in sheets, PD feedback, EOC survey results

				Recruitment and Retention Funds, Title 1 Funds	
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**Performance Goal Area:**       Student Achievement\*     Teacher/Administrator Quality\*       School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*

(\* required)       District Priority

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

**PERFORMANCE GOAL:**

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

Through 2028, Lexington Three Schools will maintain a 100% certified instructor rate by retaining and recruiting quality staff members.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	100%	<b>Projected Data</b>	100%	100%	100%	100%	100%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Retaining and recruiting quality staff members</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Increase the number of certified, minority staff through recruitment of highly qualified candidates.	Through Spring 2028	Assistant Superintendent, School Administrators	\$8,000	Teacher Recruitment and Retention Funds	Recruitment Fairs, Interview Records, Higher Ed Contacts
2. Offer PD opportunities to teachers to support teacher growth and career advancement	Through Spring 2028	Assistant Superintendent, Federal Programs, Instructional Coaches	\$5,000	Teacher Recruitment and Retention Funds, Title II	Participation Rates, Teacher Retention, Exit Surveys.Interviews, Peer collaboration , Teacher courses
3.Provide opportunities for teacher input through formats such as Superintendent Listens sessions, School and District Leadership teams, and aspiring leaders cohort.	Through Spring 2028	Superintendent, Assistant Superintendent, Federal Programs, Principal, AP	\$0	N/A	Meeting Agendas, Sign-In Sheets
4. Utilize mentoring and coaching programs to provide new teachers guidance and support from experienced colleagues	Through Spring 2028	Assistant Superintendent, Principals, AP	\$0	N/A	Participation, Quality of matches, Retention, Feedback from participants, Leadership development

5. Allow opportunities for teachers to facilitate professional learning within the building and district	Through Spring 2028	Assistant Superintendent, Principals, AP	\$0	N/A	Participation, Variety of topics, Feedback from participants, Leadership development,
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**Performance Goal Area:**       Student Achievement\*     Teacher/Administrator Quality\*       School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*  
 District Priority

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

**PERFORMANCE GOAL:**

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

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2028, 80 percent of Lexington Three students identified as gifted and talented will score a Exceeds on ELA and Math on SC Ready, facilitated by the provision of enriching experiences tailored to their unique learning needs.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>ELA</b>	74%	<b>Projected Data</b>	75.2%	76.4%	77.6%	78.8%	80%
		<b>Actual Data</b>					
<b>Math</b>	67%	<b>Projected Data</b>	69.6%	72.2%	74.8%	77.4%	80%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Increase the level of rigor of instruction in gifted and talented instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement personalized learning, specifically with the student choice component, into the program.	Through Spring 2028	Assistant Superintendent, Director of Special Services, Principal, AP, Gifted Teachers	\$0.00	GT Funds	Unit Plans, SC Ready Scores
2. Utilize programs such as LEGO, Stock Market Game, and STEM activities to provide rigorous instruction to gifted students in grades 3-8.	Through Spring 2028	Assistant Superintendent, Director of Special Services, Principal, AP, Gifted Teachers	\$10,000	GT Funds	Unit Plans, SC Ready Scores
3. Provide professional materials to teachers in strategies for working with gifted learners.	Through Spring 2028	Assistant Superintendent, Director of Special Services, Federal Programs, Principal, AP	\$1500.00	GT Funds, Federal Funds	PD agendas, PD sign-in sheets

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

(\* required)       District Priority

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

**PERFORMANCE GOAL:**

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

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2028, the district will increase the number of identified artistically Gifted and Talented Students participating in visual and performing arts classes and extracurricular activities by 25% by expanding high quality arts opportunities in the district.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
GT	0	Projected Data	2	4	6	8	10
		Actual Data					

<b>ACTION PLAN FOR STRATEGY #1: Expanding high quality Chorus opportunities in the district.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Expand chorus opportunities through Honors Choir, Panther Choir, and Ukuleles in 4th/5th grade	Through 2028	Fine Art Teachers, Principals	-----	-----	Schedules, Performance Programs
2. Increase student exposure to musicians and ensembles through participation in clinics and competitions	Through 2028	Fine Art Teachers, Principals	-----	-----	Agendas, student enrollment, programs
3. Arrange opportunities for more students to study privately with a master teacher.	Through 2028	Fine Art Teachers, Principals	\$5,000	T Funds,	Emails, Agendas
4. Push participation in SC Region and All State Choir.	Through 2028	Fine Art Teachers, Principals	-----	-----	Agendas, student enrollment

<b>ACTION PLAN FOR STRATEGY #2: Expanding high quality band opportunities in the district.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. More exposure of band to the primary and elementary school students such as recruitment assemblies, instrument petting zoos	Through 2028	Band Teachers, Principals	-----	-----	Agendas, Performance Programs
2. “Early Bird Beginner Band” Camp for the Summer Arts Institute - All incoming 6th graders invited.	Through 2028	Band Teachers, Principals	-----	-----	Agendas, student enrollment
3. More performance opportunities for all band students -Jazz Band, Concert Band, Marching Band and Percussion Ensemble.	Through 2028	Band Teachers, Principals	-----	-----	Performance Programs
4. Introducing AP Music Theory Class	Through 2028	Band Teachers, Principals	\$10,000	General Fund	Student enrollment
5. Expand the Winter Ensemble opportunities to include a Winter Guard and Winter Percussion Ensemble.	Through 2028	Band Teachers, Principals	-----	-----	Performance Programs

6. Incorporate Guest artists, artists in training.	Through 2028	Fine Art Teachers, Principals	-----	-----	Emails, Agendas
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<b>ACTION PLAN FOR STRATEGY #3: Expanding high quality visual arts opportunities in the district.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increase the exposure of visual art programs by partnering for enrichment opportunities in the community	Through 2028	Visual Art Teachers, Principals	-----	-----	Student Art displays
2. Using visual art activities as ways to beautify schools	Through 2028	Visual Art Teachers, Principals	\$10,000	General Fund	Lesson Plans, Student Art displays
3. Incorporate Guest artists, artists in training.	Through 2028	Visual Art Teachers, Principals	-----	-----	Emails, Agendas
4. Participation in local and national juried exhibitions	Through 2028	Visual Art Teachers, Principals	-----	-----	Agendas, student enrollment

**GRADES OF ACADEMIC SERVICE: (Use approved abbreviations for curriculum.)**

		Curriculum Area					
Grade	MODEL	Interdisciplinary	ELA	MATH	Science	Social Studies	
K							
1							
2							
3	Special Class	<a href="#">LEGO Education-Story Starter</a>	South Carolina Journeys (3 <sup>rd</sup> Grade, Vol. 1 and 2) - Houghton Mifflin Harcourt Assorted Novels	Everyday Mathematics (3 <sup>rd</sup> Grade) -McGraw-Hill	<a href="#">William &amp; Mary-Electricity City</a>	<a href="#">William &amp; Mary-The World Turned Upside Down</a>	
4	Special Class		South Carolina Journeys (4 <sup>th</sup> Grade) - Houghton Mifflin Harcourt Assorted Novels	Everyday Mathematics (4 <sup>th</sup> Grade) -McGraw-Hill	Engineering is Elementary – A Long Way Down – Designing Parachutes	<a href="#">William &amp; Mary-Colonial America</a>	
5	Special Class	<a href="#">LEGO Education-WeDo Kits</a>	South Carolina Journeys (5 <sup>th</sup> Grade) - Houghton Mifflin Harcourt Assorted Novels	Everyday Mathematics (5 <sup>th</sup> Grade) - McGraw-Hill	<a href="#">LEGO Education-Simple Machines</a>		

6	<b>Special Class</b>	<b>Curriculum Used</b>	<a href="#">William &amp; Mary- Courage:</a> <a href="#">William &amp; Mary- Persuasion:</a> <a href="#">William &amp; Mary- Autobiographies and Memoirs</a>	<b>Elements of Literature, Introductory Course - Holt, Rinehart, &amp; Winston</b> Assorted Novels	Connected Mathematics 2, Grade 6 - Prentice Hall	<a href="#">Prufrock-Exploring America in the 1960s</a>
7	<b>Special Class</b>	<b>Curriculum Used</b>		<b>Elements of Literature, First Course - Holt, Rinehart, &amp; Winston</b> Assorted Novels	Connected Mathematics 2, Grade 7 - Prentice Hall	<b>Prufrock - Ecopolis</b>
8	<b>Special Class</b>	<b>Curriculum Used</b>		<b>English 1 Honors</b> Prentice Hall <b>Literature, Penguin Edition - Prentice Hall</b> Assorted Novels	<b>Algebra 1 Honors</b> <b>Holt McDougal Common Core Edition Algebra I, Student Ed. - Holt-McDougal</b> Algebra 2 Honors	
9	<b>Special Class</b>	<b>Curriculum Used</b>		<b>English 2 Honors</b> Prentice Hall/Pearson	Holt McDougal Larson	<b>World History Honors</b> Holt, Rinehart, & Winston
10	<b>Special Class</b>	<b>Curriculum Used</b>		<b>English 3 Honors Prentice Hall/Pearson</b>	Geometry Honors  Glencoe	<b>Physical Science Honors</b> Holt, Rinehart, & Winston
11	<b>Special Class</b>	<b>Curriculum Used</b>		<b>English 4 Honors Prentice Hall/Pearson</b>	Pre-Calculus Honor Holt McDougal Larson	<b>Biology I Honors</b> Holt, Rinehart, & Winston  <b>Chemistry I Honors</b> <b>Holt, Rinehart, &amp; Winston</b>

12	Special Class Curriculum Used		AP English Reid/Pearson	AP Calculus Curriculum	AP Biology Pearson	Government & Economics. Honors Holt, Rinehart, & Winston, McGruders
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Grades of Artistic Services:		Model Used: <u>Special Class/After School Curriculum Area</u>									
Grade	Curriculum Used	Interdisciplinary	Dance	Music	Theatre	Visual Arts	Other				
K	Curriculum Used										
1	Curriculum Used										
2	Curriculum Used										
3	Curriculum Used										
4	Curriculum Used										
5	Curriculum Used										
6	Curriculum Used										
7	Curriculum Used										
8	Curriculum Used										
9	Curriculum Used			Teacher selected pieces and units of instruction		Teacher developed units of instruction					
10	Curriculum Used			Teacher selected pieces and units of instruction		Teacher developed units of instruction					
11	Curriculum Used			Teacher selected pieces and units of instruction		Teacher developed units of instruction					
12	Curriculum Used			Teacher selected pieces and units of instruction		Teacher developed units of instruction					

7	Plans due to SCDE November 17, 2017	Template Version 6.21.12
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**GRADES OF ACADEMIC SERVICE: (Use approved abbreviations for curriculum.)**

		Curriculum Area				
Grade	MODEL	Interdisciplinary	ELA	MATH	Science	Social Studies
K						
1						
2						
3	Special Class	<a href="#">LEGO Education-Story Starter</a>	South Carolina Journeys (3 <sup>rd</sup> Grade, Vol. 1 and 2) - Houghton Mifflin Harcourt Assorted Novels	Everyday Mathematics (3 <sup>rd</sup> Grade) -McGraw-Hill	<a href="#">William &amp; Mary-Electricity City</a>	<a href="#">William &amp; Mary-The World Turned Upside Down</a>
4	Special Class		South Carolina Journeys (4 <sup>th</sup> Grade) - Houghton Mifflin Harcourt Assorted Novels	Everyday Mathematics (4 <sup>th</sup> Grade) -McGraw-Hill	Engineering is Elementary – A Long Way Down – Designing Parachutes	<a href="#">William &amp; Mary-Colonial America</a>
5	Special Class	<a href="#">LEGO Education-WeDo Kits</a>	South Carolina Journeys (5 <sup>th</sup> Grade) - Houghton Mifflin Harcourt Assorted Novels	Everyday Mathematics (5 <sup>th</sup> Grade) - McGraw-Hill	<a href="#">LEGO Education-Simple Machines</a>	

6	<b>Special Class</b>	<b>Curriculum Used</b>	<a href="#">William &amp; Mary- Courage:</a> <a href="#">William &amp; Mary- Persuasion:</a> <a href="#">William &amp; Mary- Autobiographies and Memoirs</a>	<b>Elements of Literature, Introductory Course - Holt, Rinehart, &amp; Winston</b> Assorted Novels	Connected Mathematics 2, Grade 6 - Prentice Hall	<a href="#">Prufrock-Exploring America in the 1960s</a>
7	<b>Special Class</b>	<b>Curriculum Used</b>		<b>Elements of Literature, First Course - Holt, Rinehart, &amp; Winston</b> Assorted Novels	Connected Mathematics 2, Grade 7 - Prentice Hall	<b>Prufrock - Ecopolis</b>
8	<b>Special Class</b>	<b>Curriculum Used</b>		<b>English 1 Honors</b> Prentice Hall <b>Literature, Penguin Edition - Prentice Hall</b> Assorted Novels	<b>Algebra 1 Honors</b> <b>Holt McDougal Common Core Edition Algebra I, Student Ed. - Holt-McDougal</b> Algebra 2 Honors	
9	<b>Special Class</b>	<b>Curriculum Used</b>		<b>English 2 Honors</b> Prentice Hall/Pearson	Holt McDougal Larson	<b>World History Honors</b> Holt, Rinehart, & Winston
10	<b>Special Class</b>	<b>Curriculum Used</b>		<b>English 3 Honors Prentice Hall/Pearson</b>	Geometry Honors  Glencoe	<b>Physical Science Honors</b> Holt, Rinehart, & Winston
11	<b>Special Class</b>	<b>Curriculum Used</b>		<b>English 4 Honors Prentice Hall/Pearson</b>	Pre-Calculus Honor Holt McDougal Larson	<b>Biology I Honors</b> Holt, Rinehart, & Winston  <b>Chemistry I Honors</b> <b>Holt, Rinehart, &amp; Winston</b>

12	<b>Special Class Curriculum Used</b>		<b>AP English</b> Reid/Pearson	AP Calculus Curriculum	<b>AP Biology</b> Pearson	<b>Government &amp; Economics. Honors Holt, Rinehart, &amp; Winston, McGruders</b>
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6	Plans due to SCDE November 17, 2017	Template Version 6.21.12
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Grades of Artistic Services:		Model Used: <u>Special Class/After School Curriculum Area</u>									
Grade	Curriculum Used	Interdisciplinary	Dance	Music	Theatre	Visual Arts	Other				
K	Curriculum Used										
1	Curriculum Used										
2	Curriculum Used										
3	Curriculum Used										
4	Curriculum Used										
5	Curriculum Used										
6	Curriculum Used										
7	Curriculum Used										
8	Curriculum Used										
9	Curriculum Used			Teacher selected pieces and units of instruction		Teacher developed units of instruction					
10	Curriculum Used			Teacher selected pieces and units of instruction		Teacher developed units of instruction					
11	Curriculum Used			Teacher selected pieces and units of instruction		Teacher developed units of instruction					
12	Curriculum Used			Teacher selected pieces and units of instruction		Teacher developed units of instruction					

## Competency-Based Education District Application Lexington School District Three

**1. Briefly describe how your district plans to use competency-based education strategies in your schools. Please include a description of how the new or expanding approaches will align with your district strategic plan.**

We envision a system for learning that is not dependent on “seat time” requirements to allow students to demonstrate mastery for learning. Using the Profile of the South Carolina Graduate as the lens for continuous improvement, Lexington School District Three (LSD3) established our competency-based personalized learning vision that has propelled our journey to more effectively meet the needs of all students. Through a culture of reflective development, LSD3 embraces a system value of empowering learners to set goals that engage and demonstrate mastery at a pace that fits their needs with rigor and support. We believe that in order to have a personalized learning educational experience, opportunities for learner agency, authentic learning, and responsive instruction must be embedded throughout our system.

*We are requesting flexibility from specific regulations and policies that will allow us to maximize time in more innovative and engaging ways to support learner needs and attainment of rigorous, well rounded learning experiences.*

Creating flexibility within the constraints of scheduling will enhance and expand Lexington School District Three’s focus on college and career readiness, personalized pathways for learning, and increased student growth and achievement, specifically in the areas of reading and math. While college and career readiness is often thought of as a focus of secondary schools, discussions and awareness begin in the early grades in LSD3. Due to early education and exposure, LSD3 students are more aware of the arts/work/service-based learning opportunities available. Aligned with the district vision to provide broader experiences in college and career readiness, allowing students to demonstrate credit through mastery will impact the scope and scale of courses provided. Through these enhanced opportunities, graduates will demonstrate the skills identified in the Profile of the South Carolina Graduate.

Summer and enrichment learning experiences will empower all LSD3 students to engage in authentic learning experiences shared within the community and beyond. The experiences provided through these opportunities will allow students to cultivate characteristics needed for life and their career. The extended learning options will also allow students to continue to work towards mastery in subject/courses beyond the typically defined grading periods. LSD3 is part of the Summer Learning Network and will apply research-based, practical strategies to the extended learning options, as well as core instruction throughout the year to ensure flexible learning pathways meet the needs of all learners.

LSD3 will utilize flexibility from the requested regulations and legislation to build master schedules in each school that will allow maximum use of time on a daily, quarterly, and year round basis. If students are able to receive credit and grades through demonstrated mastery, schools will provide expanded course offerings in career and technical education, arts, and other areas of interest to help students develop a personalized learning plan to meet their needs. Students and families will still receive regular progress reports and report cards that

include numerical grades for students in grades 6-12.

**2. Describe how you engaged, or plan to engage, parents and community stakeholders in the development, implementation, and/or expansion of competency-based education. Applications should also include any plans to continue seeking parental outreach and consultation once the application is approved.**

Parents and community stakeholders will be engaged through a variety of formats. Our K-8 schools host parent engagement events during the year and plans are in place to share information and gain feedback from participants during our spring events. School leaders plan to educate parents on how the district will utilize flexibility to provide extended learning experiences throughout the year. Previously, our primary and elementary schools have used these events to showcase how students use data notebooks to allow students to set goals, monitor progress, and build learner agency within the classroom. In the fall of 2022, the middle school expanded this idea and hosted a Family Engagement Night that allowed students to showcase how they use learning progressions and goal setting in grades 6-8.

Additional opportunities will be offered in the spring through the School Improvement Council meetings. We will seek to gain feedback from parents and community members to guide the planning for the structure of proposed schedules and learning opportunities. Additionally, lunch and learn sessions will be held during the spring for both parents and business and community stakeholders to gain interest and support for career and technical education opportunities that will be provided beginning in the fall semester of 2023. All of these formats will also provide small groups for the schools to further educate parents on competency based personalized learning structures that are already in place at each school, but may need to be reinforced for deeper understanding. Initial interest in expanding CTE course options has been conducted through in-person consultation with a small group of business partners, but will be expanded to include other business and industry professionals if the waiver request is approved.

**3. Describe, in detail, how the plan supports all students to achieve the skills and competencies identified in the Profile of the South Carolina Graduate.**

The district vision for creating personalized pathways that offer options for student learning demands that the district create structures that allow students to demonstrate mastery through proficiency rather than focus heavily on seat time or artificial learning constraints. Through flexibility with time, we can serve and support all students in achieving the skills and characteristics of the Profile of the SC Graduate. The development of personalized pathways based on formative student data can be used in a variety of educational experiences in our system. If provided flexibility from seat time requirements for the defined minimum program, the district will utilize flexibility to create opportunities for student agency and choice, but

maintain academic standards through demonstrated proficiency. This freedom and authenticity can lead students to further their learning in various arts or career and technology programs as they transition to the higher grades. At the high school level, students would be provided increased access to specialized learning opportunities in the arts and work-based experiences, thereby expanding Career and Technology Education options with credit through demonstrated mastery.

Learning continuums and student profiles are currently used to inform student development and provide evidence of mastery. These learning continuums are continuously evaluated to align with state standards and clearly communicate learning targets. Career and technology education programs have student profiles that are used to demonstrate mastery aligned with course learning indicators. However, with flexibility through the waiver, LSD3 seeks to provide career and technology opportunities in program areas that are not currently offered at Batesburg Leesville High School. These flexible offerings would be provided similarly to internship experiences, but would include credit through demonstrated mastery while working with a credentialed employer within the Batesburg Leesville community.

Flexibility within mandated minutes would also promote integration of science, social studies, and the arts into core content areas in all grades, especially K-8. This would lend itself to an inquiry learning approach that would honor student interest and agency, as well as provide ample opportunities for student mastery of priority standards through a variety of modalities.

**4. Describe how you plan to implement the competency-based learning. Please include evidence of either how the district currently has the capacity to implement the plan, or how the district intends to build the capacity to implement the plan over time. NOTE: Implementation may occur in phases over a period of five or fewer years.**

As a designated Lighthouse district through the Office of Personalized Learning, LSD3 receives ongoing professional development and support to implement, scale and spread competency-based personalized learning. School leaders have a strong investment for the vision of personalized learning in our district. Schedules, professional development, and other structures or "guardrails" that can support or advance the work are given priority and provide the lens for planning and implementation of initiatives for personalized learning to prosper. The vision for a system of competency-based personalized learning held fast throughout the pandemic and work was not stalled, nor was momentum lost on the implementation of learner-centered practices and the development of structures and processes at the systems level. Members of our school-level personalized learning teams receive monthly support from Knowledgeworks staff to build capacity for school leaders as they work in school teams to support other school staff. The district has created an internal Google site resource called *The Source* that is used to maintain and share tools, professional learning resources, and other important materials that teachers and administrators may use to assist them in planning and implementation of competency-based personalized learning.

At the elementary school level, teachers will delve into promoting and facilitating integration of science and social studies standards into language arts and math instruction. This will complement a personalized learning approach that encourages project and problem-based

learning through inquiry, research, and design. A similar structure is being explored through innovative team design in grades 6-8 where teachers are piloting a structure for providing competency-based pathways for students in a multi-age team environment. Our current CTE courses use course profiles to document student mastery. Additionally, the work-based learning program uses the state-provided forms to document student progress and evidence of learning during the work-based learning courses. The course profile system and forms will serve as the basis for development of community-based partner programs. We have community partners in the field of graphic communications, public administration, emergency services, and automotive technology who are willing to serve as field-partners and content-experts. Our system for verifying work-based skill mastery will readily expand to include these partners.

Specifically, the district will:

- Implement scheduling models to provide teachers with flexible time to provide all students with opportunities for cross-curricular, inquiry based learning;
- Implement proficiency-based progress, learner profiles, and customized learning paths;
- Develop ongoing personalized, professional learning system for teachers and administrators to support innovative design of competency-based personalized learning;
- Provide an internal instructional hub website to support access to learning continuums, development materials, examples, and other resources. This hub will continue to be updated to provide support resources;
- Recruit community partners to serve as content experts in partnership with the school district to support and verify student learning in arts and career experiences. These content experts who meet [field experience requirements](#) will serve in an adjunct faculty role to allow students to participate in competency-based learning opportunities. These pathway courses will be conducted in an independent study block with the content expert and will include demonstration of competencies through a portfolio of evidence and successful completion of a precision test in that pathway; and
- Meet with community partners who will serve as content experts to provide and review standards-aligned course profiles and rubric-based rating system. This system will align with profiles already created by the SCDE Office of Career and Technology Education, or other state-standards based programs. The rubric guidelines will align with those already used for the SCDE Work-Based Learning program, thereby providing mid-term and summative ratings of skills to determine course performance and final grades.

**5. Describe how the district will evaluate the plan. At a minimum, the district should describe how it will collect data related to student engagement, instructional practices, performance on assessments (formative, benchmark, and state), high school success, and postsecondary success. NOTE: SDE will be requesting these data for all schools operating under an approved waiver as part of the biennial cyclical review at a later date.**

**Table 1 - Evaluation Measures**

**6. Briefly describe how you plan to support professional learning specific to the implementation of competency-based education.**

As a designated Lighthouse district through the Office of Personalized Learning, LSD3 receives ongoing professional development and support to implement, scale and spread competency-based personalized learning. Members of our school-level personalized learning teams receive monthly support from Knowledgeworks staff to build capacity for school leaders as they work in school teams to support other school staff. As a member of the District Summer Learning Network professional learning cohort, we also receive bi-weekly professional development sessions to provide support and technical assistance to staff as we expand our learning experiences to maximize time and resources for all students. Because of the extensive support that our district receives from collaborating partners, our school administrators and teacher leaders are able to provide ongoing, personalized professional learning to all teachers to support the implementation of competency-based personalized learning. Teachers have weekly collaborative planning opportunities that allow for review of student data, creation and refinement of classroom assessments, and sharing of resources and strategies. Additionally, each school has a structure for ongoing professional learning embedded in the school day where teachers deepen their knowledge and understanding of CBPL strategies and practices. These sessions are facilitated by instructional coaches, teacher leaders, and administrators throughout the school year. These sessions are also supported by Knowledgeworks staff who work directly with teacher teams as needed, to support innovative planning and design.

**7. Include a table identifying any state laws, policies, and/or regulations the district is seeking exemptions from. No district is permitted to request flexibility from all state regulations and statutes.**

**Table 2 - Waivers Requested**

## Waivers Requested - Table 2 Lexington School District Three

Specific state statute or regulation (including specific components) for which the district is seeking exemption.	Rationale
<p>DEFINED PROGRAM, GRADES 6-8 43-232: Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis.</p> <p><i>Because high school courses are offered in grade 8, flexibility is also requested for:</i> 43-234: A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction.</p>	<p>Flexibility in regards to required weekly minutes for subject areas in grades 6-8 would promote innovative team design and would complement a personalized learning approach that utilizes a multi-age/grade approach project that promotes inquiry, research, and design. Flexibility in regards to mandated minutes would allow students to work in the community on project-based learning experiences under supervision and within parameters provided by the school. Failure to receive flexibility would hinder the school's ability to provide innovative schedule design that promotes student choice, learner agency, and engagement in learning.</p>
<p>DEFINED PROGRAM, GRADES 9–12 AND GRADUATION REQUIREMENTS 43-234: A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction.</p>	<p>In order to promote learning that occurs both inside and outside of the physical school building, the ability to award credit based upon course content mastery rather than the number of hours spent in "seat time" will allow the district to provide a greater array of course options. Upon demonstration of mastery of standards and indicators as indicated in a course profile, students would earn the credit for the course, regardless of the hours it took to learn and demonstrate the skills. Failure to receive flexibility would hinder the school's ability to provide credit for a student's demonstration of mastery developed within such learning experiences.</p>
<p>REQUIREMENTS FOR CAREER AND TECHNOLOGY EDUCATION WORK-BASED CERTIFICATION 43-63: School districts will be allowed to petition the State Board of Education through the Division of Teacher Quality at the State Department of Education for a temporary certificate that will allow the employment of an individual in an instructional position provided the individual meets the criteria.</p>	<p>This waiver expands students' ability to access authentic learning experiences in the field with community partners. Community partners have the ability to provide periods of deep, hands-on learning and can verify evidence of mastery as content experts in the field of study. Failure to receive flexibility would hinder the school's ability to provide credit for a student's</p>

	<p>demonstration of mastery developed within authentic, field-based learning experiences.</p>
<p><b>PERSONS REQUIRED TO HOLD A TEACHING CERTIFICATE</b>  <b>43-50:</b> Each individual employed in an instructional, classroom teaching position or who serves in a position designed for the support of the instructional program in a public school of this state must hold an appropriate South Carolina teaching credential. Individuals employed as Trade and Industrial teachers are required to meet all general certification requirements except where specified otherwise.</p>	<p>Allowing flexibility of compliance related to teacher certification for courses would allow LSD3 to utilize a content area expert or field experience expert to fill a limited instructional need in courses that cannot otherwise be provided, while maintaining 75% certification status of teaching staff. All individuals providing instruction to students through flexibility in certification will undergo the federal background and fingerprint check to ensure the safety of students. Failure to receive flexibility would inhibit the district's ability to provide expanded Career and Technical Education opportunities utilizing content experts.</p>
<p><b>READ TO SUCCEED ACT - SUMMER READING CAMP</b>  <b>59-155:</b> Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer.</p>	<p>In order to promote a more robust summer learning opportunity for students, content should be provided based on student need and interest, rather than meeting a required number of hours spent in "seat time". Flexibility will allow teachers to provide innovative and integrated summer learning options. Students who are working below grade level in reading will be provided enrichment and acceleration opportunities embedded in the school year, as well as an extended summer learning experience. Failure to receive flexibility would limit the number of students who participate in summer learning options.</p>

## Competency Based Education Evaluation Measures Lexington School District Three

How will you evaluate your plan? Consider student engagement, instructional practices, performance on assessments (formative, benchmark, and state), high school success, and postsecondary success. <i>What best captures your vision?</i>			
	<i>Where will you see the change?</i>	<i>What Tool(s) will you use to monitor outcomes?</i>	<i>What is the measure of success? (data and expected outcomes)</i>
<b>Leading Indicator(s)</b> <i>These will occur during implementation</i>	<ul style="list-style-type: none"> <li>● Flexible learning spaces, flexible time and pace, learner aligned grouping options</li> <li>● Increased student engagement</li> <li>● Increased parent satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development agendas/tools of implementation</li> <li>● Student participation data</li> <li>● Survey/perception data</li> </ul>	<ul style="list-style-type: none"> <li>● EOC survey data</li> <li>● Riley Institute survey and observational data</li> </ul>
<b>Primary Indicator(s)</b> <i>After multiple years of implementation</i>	<ul style="list-style-type: none"> <li>● Flexible learning environments will provide multi-age collaborations within each school setting that provide increased learning opportunities for all students</li> <li>● Increased community partnerships in field experiences &amp; CTE course offerings</li> <li>● Increased Career &amp; Technology Completer</li> </ul>	<ul style="list-style-type: none"> <li>● Student, teacher, parent survey data</li> <li>● MAP, SC Ready, and EOCEP data</li> <li>● Career pathways enrollment</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in % of students who score at the national percentile or higher on MAP scores in reading and math</li> <li>● Increase in % of students who score met or higher on SCReady scores in reading and math</li> <li>● Increase in % of students who score 70 or above on EOCEP in</li> </ul>

	<p>Status</p> <ul style="list-style-type: none"> <li>● Student Achievement Measures</li> </ul>		<p>Eng 2 and Alg 1</p> <ul style="list-style-type: none"> <li>● Increase in % of students who demonstrate college and career readiness</li> </ul>
Long-Term Indicator(s)	<ul style="list-style-type: none"> <li>● Whole school implementation where the school is learner-centered staffing, flexible learning spaces, flexible time and pace, integrated data management system, learning-aligned grouping options, recognition of anytime anywhere learning, and learning aligned technology</li> <li>● District wide environment where students and teachers have the flexibility of time</li> <li>● More expansive career development opportunities to meet the economic needs of the community</li> <li>● Graduation and Postsecondary outcomes continue on positive trajectory</li> </ul>	<ul style="list-style-type: none"> <li>● Other student performance indicators to include discipline and attendance</li> <li>● Consistent implementation of CBPL practices in K-12 classrooms</li> <li>● Growth on SC Report Card</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease in disciplinary referrals in all grades</li> <li>● Decrease in the number of students who are chronically and habitually truant as defined by state guidelines</li> <li>● Increased community buy-in and support from business leaders and other stakeholders.</li> <li>● Improved ratings of overall school and district performance on the SC Report Card</li> </ul>

## 2024 District Summer School Program Sites Identification

District Name: Lexington County School District Three District Summer School Contact: Mrs. Sonya Bryant

Contact's Phone Number: (803) 532-4423 Contact's Email Address: sbryant@lex3.org

**NO SUMMER SCHOOL PROGRAM SITES**

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Batesburg-Leesville Elementary	Sam Kennedy	skennedy@lex3.org	R2S	YES	Elementary
Batesburg-Leesville High	Margaret Ellis	<a href="mailto:mellis@lex3.org">mellis@lex3.org</a>	Credit Recovery,	NO	High

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