



DISTRICT STRATEGIC PLAN

Spartanburg School
District Three

2022 - 2026

DISTRICT OR SCHOOL PLAN

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District Strategic Plan Signature Page
Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27

District:	Spartanburg 3
SIDN:	4203
Plan Submission:	School utilizes Cognia
Address 1:	3535 Clifton Glendale Road
Address 2:	
City:	Spartanburg, SC
Zip Code:	29307
District Plan Contact Person:	Windy Hodge
District Plan Contact Phone:	8647066328
District Plan E-mail Address:	whodge@spartanburg3.org

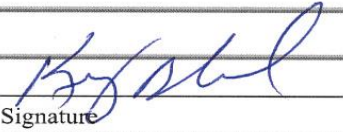

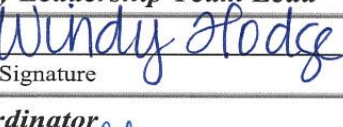
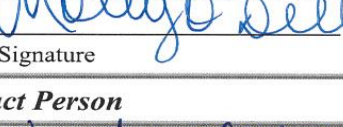
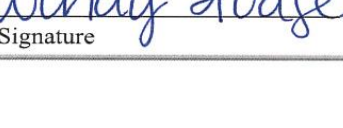
Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Mr. Kenny Blackwood</u> Printed Name	 Signature	<u>4/27/22</u> Date
Chairperson, District Board of Trustees		
<u>Mr. Chris Jolley</u> Printed Name	 Signature	<u>4/27/2022</u> Date
District Read To Succeed Literacy Leadership Team Lead		
<u>Mrs. Windy Hodge</u> Printed Name	 Signature	<u>4/26/2022</u> Date
District Gifted and Talented Coordinator		
<u>Mrs. Molly O'Dell</u> Printed Name	 Signature	<u>4/26/22</u> Date
District Strategic Planning Contact Person		
<u>Mrs. Windy Hodge</u> Printed Name	 Signature	<u>4/26/2022</u> Date

Assurances for District Strategic Plan

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

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

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

Academically and Artistically Gifted and Talented Plan	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
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District Proficiency-Based System (SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

Yes	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught; • Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.
Assurances and Terms and Conditions for State Awards As the district superintendent of Spartanburg 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	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p>Reduction in Budgets and Negotiations</p> <p>The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.</p>
Yes	<p>Amendments to Grants</p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
Yes	<p>Use of Grant Funds</p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p>Submission of Expenditure Reports</p> <p>Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).</p>

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

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Mr. Kenny Blackwood
2.	Principal	Mrs. Allison Berry
3.	Teacher	Mrs. Denise Bryson
4.	Parent/Guardian	Mrs. Tonya McCullough
5.	Community Member	Mr. Wayne Meredith
6.	Private School Representative	Mrs. Cindy Snead
7.	District Level Administrator	Mrs. Windy Hodge
8.	Paraprofessional	Mrs. Kristy Courtney
9.	District Read To Succeed Literacy Leadership Team Lead	Mrs. Windy Hodge
10.	District Read To Succeed Literacy Leadership Team Member	Ms. Courtney Smith
11.	School Improvement Council Member	Mrs. Nicole McAmish
12.	District Gifted and Talented Coordinator	Mrs. Molly O'Dell
13.	District Federal Programs Coordinator	Mrs. Cindy Snead
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	

NEEDS ASSESSMENT DATA

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

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZzaWQ9NDIwMzAwMA>

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the state report card.** (Charts, graphs, or other formats of data may be used.)

PALS District 4K 2021-2022

Task	Fall Average Developmental Range	Mid-year Average Developmental Range	Spring Developmental Range Goal
Name Writing	2	6	5-7
Uppercase Alphabet Recognition	6	13	12-21
Lowercase Alphabet Recognition	4	11	9-17
Letter Sounds	1	6	4-8
Beginning Sound Awareness	2	6	5-8
Print Word Awareness	2	6	7-9
Rhyme Awareness	3	5	5-7
Nursery Rhyme Awareness	3	8	6-10

DRA District 5K 2021-2022

School	% Below Grade Level	% On Grade Level	% Above Grade Level	Assessment Date
Cannons	66	18	16	Fall 2021
Cannons	26	40	35	March 2022
CES	77	7	13	Fall 2021
CES	16	60	24	March 2022
PES	71	7	22	Fall 2021
PES	32	42	26	March 2022
District	71	11	17	Fall 2021
District	25	47	28	March 2022

Measures of Academic Progress Percentage of Students Projected to Score Meets/Exceeds

READING GRADE 2

School Year	Grade Level	Fall	Winter	Spring
2020-2021	Grade 2	14%	24%	27%
2021-2022	Grade 2	29%	33%	TBD

MATH GRADE 2

School Year	Grade Level	Fall	Winter	Spring
2020-2021	Grade 2	19%	28%	32%
2021-2022	Grade 2	50%	45%	TBD

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 status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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

[State Report Card for districts and schools' data](#)

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

Student Achievement, including sub-groups

Early Childhood/Primary (PK–2):

According to Phonological Awareness Literacy Screening (PALS) assessment data, a large percentage of our students come to school with a lower demonstrated readiness to learn. To address those needs, we have planned the following: PALS professional development for all 4K teachers; One-on-one conferences with 4K teachers and principals to discuss results of PALS assessment; Vertical alignment meetings between 4K and 5K; Parent meetings during staggered attendance; Pacing guides completed and implemented.

Our DRA data in 5K demonstrates the need for more students to reach grade level standards. To address those needs, we have planned the following: Balanced Literacy Approach; Pacing guides completed and implemented; Vertical alignment between 5K and 1st grade; Parent meetings during staggered attendance; PD on analyzing DRA and using information to guide instruction.

Measures of Academic Progress data outlines the need for growth in our second graders in ELA and math. Our plan for addressing this need is as follows: Standards based lesson planning; Balanced Literacy Approach; Reading Intervention (Reading Recovery, LLI....); Goal Setting; Parent Conferencing regarding grade level standards; Differentiated reading groups in all classrooms to target instruction; PD on analyzing MAP and F and P data to guide instruction; Pacing guides completed and implemented; Create and utilize personalized skill plans within digital resources; Data meetings with each school to determine strengths and weaknesses; Number Talks; Math Interventionists.

Elementary/Middle (3–8):

According to SC READY data, English Language Arts is an area of need for each grade. In grades 4 and 5, African American males scored lower in ELA. This trend continues in the middle school. Our disabled group was the lowest scoring group. African American males score lower in math in grades 3, 4 and 5. The same is true for our ESOL population. This trend continues to the middle school. Our disabled group was the lowest scoring group. Students in grades 6th–8th performed below the state percentile average of meeting or exceeding in English language arts for the last two SC Ready English Language Arts testing periods. African American and disabled subgroups scored the lowest. Students in grades 6th–8th performed below the state percentile average of meeting or exceeding in Math for the last two SC Ready Math testing periods, except for 8th grade. African Americans and special needs subgroup scored the lowest. We plan to address these needs in a variety of ways that include PLCs with common planning, Create and utilize personalized skill plans within digital resources; Define academic vocabulary and test taking strategies; Formative and summative assessments (standards-based); Data analysis – Correlations between MAP and SC READY (Linking Study).

High School (9–12):

Over the past three years, End of Course scores have decreased in the following subjects: Algebra 1, Biology 1, and U.S. History. However, our fall Algebra 1 scores increased significantly when comparing our fall EOCEP scores. Our SAT and ACT scores do not show a consistent pattern. Grad rate has risen; however, trend data indicates it widely varies from year to year. We are optimistic about the upward trend we have seen for the past two years. Our plan to address these needs include the following: Standards based lesson planning; WICOR strategies continue to be implemented; Ensure teachers use assessment results to design/enhance academic plans, identify struggling students, provide remediation to ensure student success; Develop/implement formative and summative assessments; Data meetings with each school to determine strengths and weaknesses; ARC Lab, Centurions Connect, AVID; New PLTW at the middle school; TOPs (Teen Outreach Program); Graduate mentoring.

Teacher/Administrator Quality

Report card data shows that the number of teachers with advanced degrees has decreased over the last several years. Also, we struggle getting minority teachers to apply to our district. We are developing a recruiting plan to develop this. We are currently working with Upstate and Clemson to help recruit minority teachers. Our retention percentage has decreased. We have implemented an exit interview system to identify reasons why our teachers are leaving. While the retention numbers are still considered in the excellent range, it is unusual for our district to lose teachers. We plan to address these needs through the following steps: Partner with USC Upstate to offer a master's degree program free of charge; Tuition reimbursement program; Establish strategies to recruit and develop a global and diverse staff population; Assess, collect, analyze, and evaluate annual attrition data for trends; Provide meaningful professional development for all teachers; Provide a research-based mentoring program for teachers and administrators; Provide a leadership academy for educators aspiring to become administrators – D3 Leads; Implement a professional development leadership academy for assistant school administrators on SPED law.

School Climate

State report card data demonstrates the need to increase satisfaction rates for parents, teacher, and students. Parent satisfaction with the social/physical environment, home/school relationships, and the learning environment needs to improve. As far as teacher satisfaction, we need to improve in the areas of social/physical environment and home/school relationships. There is a need to increase student satisfaction with the learning environment. We plan to address these needs in a variety of ways that include social media/ Website communications; Common protocol for communication for stakeholders/parents; Increase community partnerships to provide resources for the school climate improvement; Conduct focus groups with stakeholders to gain input on efforts to improve school climate; Coordinate schedules of instructional coaches to provide planning time with teachers; K-12 common learning management system used (Schoology).

Other (such as district and/or school priorities)

Increase SCREADY scores for African American males, Special Education students, and ESOL students on SCREADY. These three subgroups have consistently scored below other subgroups.

Gifted and Talented (*District Only*)

Our minority percentages in GT are extremely low:

African American – 8%

Hispanic - 2%

Special Ed. - 2%

This is an area of study to find indicators where improvement needs to be made- (see District Priority).

PERFORMANCE GOAL AREA: (* required)

- ☐ **Student Achievement*** ☐ Teacher/Administrator Quality*
☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
☐ Gifted and Talented: Artistic ☐ 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 2026, 70% of pre-kindergarten students will be within or above the expected range of all 8 tasks on the Phonological Awareness Literacy Screening (PALS) assessment.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): PALS Assessment

AVERAGE BASELINE: 60%

60%	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	62%	64%	66%	68%	70%
Actual Data					

STUDENT ACHIEVEMENT: By 2026, 70% of pre-kindergarten students will be within or above the expected range of all 8 tasks on the Phonological Awareness Literacy Screening (PALS) assessment.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
PALS professional development for all 4K teachers	Ongoing	EC Coordinator	\$0	NA	PALS Assessment
One-on-one conferences with 4K teachers and principals to discuss results of PALS assessment	Ongoing	EC Coordinator, Principal	\$0	NA	PALS Assessment, Teacher Feedback
Vertical alignment meetings between 4K and 5K	Ongoing	EC Coordinator	\$0	NA	PALS Assessment, KRA
Parent meetings during staggered attendance	Ongoing	4K/5K Teachers, Principals	\$0	NA	Parent and Teacher Feedback
Pacing guides completed and implemented	August 2022	4K/5K Teachers, EC Coordinator	\$0	NA	PALS Assessment, Formative Assessment

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, 80% of 5K students will score on Level 3 independent on DRA at the EOY as detailed below.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): DRA

AVERAGE BASELINE: 73%

73%	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	74.5%	76%	77.5%	79%	80%
Actual Data					

STUDENT ACHIEVEMENT: By 2026, 80% of 5K students will score on Level 3 independent on DRA at the EOY as detailed below.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Balanced Literacy Approach	Ongoing	Dir. of Acad., Reading Coaches	\$0	NA	SC READY, MAP, F&P Levels, Formative Assessments
Vertical alignment between 5K and 1 st grade	Ongoing	Reading Coaches, Principals	\$0	NA	1 st Grade Readiness Scores
Pacing guides completed and implemented	August 2022	Director of Academics, Principals, Reading Coaches, Math Interventionists	\$5000	NA	Title 1
Parent meetings during staggered attendance	Ongoing	5K Teacher, Principals	\$0	NA	Parent and Teacher Feedback
PD on analyzing DRA and using information to guide instruction	Ongoing	EC Coordinator	\$0	NA	Formative Assessments, DRA Results

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, 70% of students in Grade 2 will reach a Reading MAP score of 194 in Spring administration.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):NWEA MAP (Measures of Academic Progress)

AVERAGE BASELINE: 27%

27%	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	30%	40%	50%	60%	70%
Actual Data					

STUDENT ACHIEVEMENT: By 2026, 70% of students in Grade 2 will reach a Reading MAP score of 194 in Spring administration.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Standards based lesson planning	Ongoing	Teachers, Principals	\$0	NA	Formative, Summative Assessments
Balanced Literacy Approach	Ongoing	Teachers, Reading Coach	\$0	NA	Formative, Summative Assessments
Reading Intervention (Reading Recovery, LLI....)	Ongoing	Teachers, Reading Interventionists, Reading Coach	\$5,000	Title 1	Running Records, Formative Assessments
Goal Setting	Ongoing	Teachers	\$0	NA	Formative, Summative Assessments
Parent Conferencing regarding grade level standards	Ongoing	Teachers, Principals	\$0	NA	Parent Feedback, Formative Assessments
Differentiated reading groups in all classrooms to target instruction	Ongoing	Teachers, Reading Coach, Principal	\$0	NA	Formative, Summative Assessments
PD on analyzing MAP and F and P data to guide instruction	Ongoing	Teachers, Instructional Coach/ Interventionist, Principal, District Instructional Team	\$0	NA	Teacher Feedback, Classroom Achievement on MAP Growth
Pacing guides completed and implemented	Ongoing	Dir. of Academics, Instructional Coaches, and Interventionists	\$0	NA	Teacher Feedback, Student Achievement
Create and utilize personalized skill plans within digital resources	Ongoing	Instructional Tech. Coord., Teachers	\$20,000	At-Risk EIA Funding	Student Growth and Achievement (IXL Reports)
Data meetings with each school to determine strengths and weaknesses	Ongoing	DTC, Instructional Coach, Principal Teachers	\$0	NA	Action Plans, Formative and Summative Assessments

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, 70% of students in Grade 2 will reach a Math MAP score of 190 in Spring.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): NWEA MAP (Measures of Academic Progress)

AVERAGE BASELINE: 32%

	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	39%	46%	53%	60%	70%
Actual Data					

STUDENT ACHIEVEMENT: By 2026, 70% of students in Grade 2 will reach a Math MAP score of 190 in Spring.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Standards based lesson planning	Ongoing	Teachers	\$0	NA	Formative/Summative Assessments
Number Talks	Ongoing	Math Interventionist, Teachers	\$0	NA	Math Achievement (MAP, SC READY, Common Assessments)
Math Intervention	Ongoing	Math Interventionist, Teachers	\$0	NA	Math Achievement (MAP, SC READY, Common Assessments)
Goal Setting	Ongoing	Teachers, Students	\$0	NA	Goal Tracking/ Results
Parent Conferencing regarding grade level standards	Ongoing	Teachers, Principals	\$0	NA	Parent Feedback, Student Growth on Formative/Summative Assessments
Pacing guides completed and implemented	Ongoing	Director of Academics, Instructional Coaches, and Interventionist	\$5000	Title 1	Math Achievement (MAP, SC READY, Common Assessments)
Create and utilize personalized skill plans within digital resources	Ongoing	Instructional Tech. Coord., Teachers	\$20,000	At-Risk EIA Funding	Student Growth and Achievement (IXL Reports)
Data meetings with each school to determine strengths and weaknesses	Ongoing	DTC, Principal	\$0	NA	Math Achievement (MAP, SC READY, Common Assessments)

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, 70% of students in grades 3-5 will meet standards on the SC READY ELA (Meet and Exceeds), 90% will score approaching or higher.
- By 2026, 70% of students in grades 3-5 will meet SC Ready Assessment for Math (Meets or Exceeds), 90% will score approaching or higher.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): SC READY

AVERAGE BASELINE: ELA 40.8%, Math 53.8%

ELA	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	44%	50%	56%	62%	70%
Actual Data					
MATH	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	57%	60%	63%	66%	70%
Actual Data					

STUDENT ACHIEVEMENT:

- By 2026, 70% of students in grades 3-5 will meet standards on the SC READY ELA (Meet and Exceeds), 90% will score approaching or higher.
- By 2026, 70% of students in grades 3-5 will meet SC Ready Assessment for Math (Meets or Exceeds), 90% will score approaching or higher.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Standards based lesson planning	Ongoing	Teachers	\$0	NA	Formative/Summative Assessments
Balanced Literacy Approach	Ongoing	Teachers, Reading Coach	\$0	NA	Formative, Summative Assessments
Pacing Guide Development	Ongoing	Dir. of Academics, Instructional Coaches, and Interventionists	\$0	NA	Teacher Feedback, Student Achievement
Parent Conferencing regarding grade level standards	Ongoing	Teachers, Principals	\$0	NA	Parent Feedback, Student Growth on Formative/Summative Assessments
Data analysis - Correlations between MAP and SC READY (Linking Study)	Ongoing	Teachers, Instructional Coach, Principals	\$0	NA	Student Achievement (MAP, SC READY, Common Assessments)
Goal setting	Ongoing	Teachers, Students	\$0	NA	Goal Tracking/ Results
Number Talks	Ongoing	Instructional Interventionist, Teachers	\$0	NA	Student Achievement (MAP, SC READY, Common Assessments)
Formative and summative assessments (standards-based)	Ongoing	Teacher, Principal, Instructional Coaches, Interventionists	\$0	NA	Student Achievement (MAP, SC READY, Common Assessments)
Define academic vocabulary and test taking strategies	Ongoing	Teacher, Principal, Instructional Coaches, Interventionists	\$0	NA	Student Achievement (MAP, SC READY, Common Assessments)
Create and utilize personalized skill plans within digital resources	Ongoing	Instructional Tech. Coord., Teachers	\$20,000	At-Risk EIA Funding	Student Growth and Achievement (IXL Reports)

Using digital resources to create formative and summative assessments from released test items	Ongoing	Instructional Tech. Coord., Teachers	\$3,000	General Funding	Student Achievement (MAP, SC READY, Common Assessments)
Data meetings with each school to determine strengths and weaknesses	Ongoing	DTC, Instructional Coach, Principal Teachers	\$0	NA	Action Plans, Formative and Summative Assessments
PLCs with common planning	Ongoing	Teacher, Principal, Instructional Coaches, Interventionists	\$0	NA	Student Achievement (MAP, SC READY, Common Assessments)

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, 70% of students in grades 6-8 will meet standards on the SC READY ELA (Meets and Exceeds), 90% will be approaching or higher.
- By 2026, 0% of students in grades 6-8 will meet standard on the SC Ready Assessment for Math (Meets and Exceeds), 90% will be approaching or higher.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): SC Ready

AVERAGE BASELINE: ELA 31.2%, Math 25.6%

ELA	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	37%	45%	53%	61%	70%
Actual Data					
MATH	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	34%	45%	53%	61%	70%
Actual Data					

STUDENT ACHIEVEMENT:

- By 2026, 70% of students in grades 6-8 will meet standards on the SC READY ELA (Meets and Exceeds), 90% will be approaching or higher.
- By 2026, 0% of students in grades 6-8 will meet standard on the SC Ready Assessment for Math (Meets and Exceeds), 90% will be approaching or higher.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Standards based lesson planning	Ongoing	Teachers	\$0	NA	Formative/Summative Assessments
Parent conferencing regarding grade level standards	Ongoing	Teachers, Principals	\$0	NA	Parent Feedback, Student Growth on Formative/Summative Assessments
Pacing guides completed and implemented	Ongoing	Dir. of Academics, Instructional Coaches, and Interventionists	\$0	NA	Teacher Feedback, Student Achievement
PD on data analysis to address content area weaknesses	Ongoing	Teachers, Instructional Coach/ Interventionist, Principal, District Instructional Team	\$0	NA	Teacher Feedback, Classroom Achievement on MAP, SC READY, Common Assessments
Define academic vocabulary and test taking strategies	Ongoing	Teacher, Principal, Instructional Coaches, Interventionists	\$0	NA	Student Achievement (MAP, SC READY, Common Assessments)
Number Talks	Ongoing	Instructional Interventionist, Teachers	\$0	NA	Student Achievement (MAP, SC READY, Common Assessments)
Balanced Literacy Approach	Ongoing	Teachers, Reading Coach	\$0	NA	Formative, Summative Assessments
Create and utilize personalized skill plans within digital resources	Ongoing	Instructional Tech. Coord., Teachers	\$20,000	At-Risk EIA Funding	Student Growth and Achievement (IXL Reports)
Using digital resources to create formative and summative assessments from released test items	Ongoing	Instructional Tech. Coord., Teachers	\$3,000	General Funding	Student Achievement (MAP, SC READY, Common Assessments)

Data meetings with each school to determine strengths and weaknesses	Ongoing	DTC, Instructional Coach, Principal Teachers	\$0	NA	Action Plans, Formative and Summative Assessments
PLCs within grade levels and departments	Ongoing	Teacher, Principal, Instructional Coaches, Interventionists	\$0	NA	Student Achievement (MAP, SC READY, Common Assessments)

PERFORMANCE GOAL AREA: (* required)

- ☒ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026

- 70% pass on EOCEP English 2 exam
- 70% on EOCEP Algebra 1 exam
- 70% on EOCEP Biology 1 exam
- 70% on EOCEP US History exam

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): EOCEP

AVERAGE BASELINE: Eng.2 56.9%, Alg. 41.4%, Bio 56%, USH 54%

English 2	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	59%	62%	65%	68%	70%
Actual Data					
Algebra 1	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	46%	52%	58%	64%	70%
Actual Data					
Biology 1	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	59%	62%	65%	68%	70%
Actual Data					
US History	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	57%	60%	63%	66%	70%
Actual Data					

STUDENT ACHIEVEMENT:

By 2026:

- 70% pass on EOCEP English 2 exam
- 70% on EOCEP Algebra 1 exam
- 70% on EOCEP Biology 1 exam
- 70% on EOCEP US History exam

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Standards based lesson planning	Ongoing	Teachers	\$0	NA	Formative/Summative Assessments
WICOR strategies continue to be implemented	Ongoing	Teachers, Instructional Coach, AVID Coordinator	\$0	NA	Student Achievement (Classroom Performance, Course Passage Rates, EOCEP Scores)
Ensure teachers use assessment results to design/enhance academic plans, id struggling students, provide remediation to ensure student success	Ongoing	Teachers, Instructional Coach, Principals	\$0	NA	Student Achievement (EOCEP Scores, Common Assessments)
Develop/implement formative and summative assessments	Ongoing	Teachers, Instructional Coach, Principals	\$0	NA	Student Achievement (EOCEP Scores, Common Assessments)
Data meetings with each school to determine strengths and weaknesses	Ongoing	Teachers, Instructional Coach, Principals	\$0	NA	Student Achievement (EOCEP Scores, Common Assessments)

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, Broome High School's graduation rate will be 93%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): Graduation Rate

AVERAGE BASELINE: 91.9%

	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	92%	92.2%	92.5%	92.7%	93%
Actual Data					
MATH	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data					
Actual Data					

STUDENT ACHIEVEMENT:

By 2026, Broome High School's graduation rate will be 93%.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Graduate mentoring	Ongoing	Principal, Teachers, Guidance	\$0	NA	Graduation Rate
Increase opportunities for HS credit at the MS level	Ongoing	Director of Academics, Principals	\$0	NA	Graduation Rate
College and Career Readiness counseling	Ongoing	Guidance Counselors, CDFs, Principal	\$0	NA	College and Career Readiness Percentages
DMTC -new courses offered	August 2022	DMTC Director	\$50,000	DMTC General Funds, CTE Funds	Course Enrollment, Completer Status
Career readiness pathway	Ongoing	CDF	\$0	NA	College and Career Readiness Percentages
Major Clarity	August 2021	Guidance Counselors, CDFs, Principal			
TOPs (Teen Outreach Program)	August 2021	CDF, Graduation Coach, TOPs Coordinator	\$31,000	CDC Grant	Student Achievement, Graduation Rate
New PLTW at the middle school	August 2021	PLTW Instructor, Principal	\$30,000	PLTW Grant	Student Achievement, Graduation Rate
AVID	Ongoing	AVID Instructors, Principal	\$40,000	AVID Grant	Student Achievement, Graduation Rate
Extracurricular activities and clubs offered	Ongoing	Athletic Director, Coaches, Club Sponsors, Principal	\$50,000	General Fund	Extracurricular Participate Rates, Graduation Rate, Student Achievement
Centurions Connect	Ongoing	BHS Staff	\$0	NA	Student Achievement, Graduation Rate
ARC Lab	Ongoing	ARC Facilitator, Principal	\$25,000	Title IV	Student Achievement, Graduation Rate

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, 80% of teachers will have advanced degrees.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): Educator Licenses

AVERAGE BASELINE: 72%

	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	73%	74.5%	76%	77.5%	80%
Actual Data					

TEACHER QUALITY:
By 2026, 80% of teachers will have advanced degrees.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Partner with USC Upstate to offer a master's degree program free of charge	Ongoing	Director of Academics	\$74,000	SCDE Grant	Master's Completion
Tuition reimbursement program	Ongoing	Deputy Superintendent	\$5,000	SCDE Grant	Teacher Advanced Degrees

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, the percentage of teachers leaving the district for another teaching position will be 5% or less.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): Contracts Issued, Resignation Letters

AVERAGE BASELINE: 12%

	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	12%	11%	9%	7%	5%
Actual Data					

TEACHER QUALITY:

By 2026, the percentage of teachers leaving the district for another teaching position will be 5% or less.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Establish strategies to recruit and develop a global and diverse staff population.	Ongoing	Deputy Supt.	\$10,000	General Fund, CERRA Grant	Recruitment/Retention Percentages
Assess, collect, analyze, and evaluate annual attrition data for trends.	Ongoing	Deputy Supt.	\$0	NA	Recruitment/Retention Percentages, Result Trends
Provide meaningful professional development for all teachers	Ongoing	Director of Academics, Instructional Team	\$15,000	Title IV	Teacher Feedback, Student Achievement
Provide a research-based mentoring program for teachers and administrators.	Ongoing	Deputy Supt.	\$10,000	General Fund	Induction Teacher Retention Rate
Provide a leadership academy for educators aspiring to become administrators - D3 Leads	Ongoing	Superintendent	\$10,000	General Fund	Retention Rate
Implement a professional development leadership academy for assistant school administrators on SPED law.	Ongoing	Director of Exceptional Children	\$0	NA	AP Feedback
Use PLCs to promote continuous improvement.	Ongoing	Principals, Director of Academics	\$0	NA	Student Achievement (Formative/Summative Assessments)

PERFORMANCE GOAL AREA: (* required)

☐ Student Achievement*

☐ Teacher/Administrator Quality*

☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

☐ District Priority

☐ Gifted and Talented: Academic

☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Artistic

☐ 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 2026...

95% parents satisfied with social/physical environment

95% of parents satisfied with home/school relationships

95% teachers satisfied with social/physical environment

95% teachers satisfied with home/school relationships

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): State Opinion Surveys

AVERAGE BASELINE: P/SP 90%, P/HS 94%, T/SP 85%, T/HS 87.7%

Soc./Physical Environment Parents	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	90%	92%	93%	94%	95%
Actual Data					
Home/School Relations - Parents	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	94%	94.2%	94.5%	94.8%	95%
Actual Data					
Soc./Physical Environment Teachers	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	85%	88%	91%	93%	95%
Actual Data					
Home/School Relations - Teachers	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	87.7%	89%	91%	93%	95%
Actual Data					

SCHOOL CLIMATE:

By 2026...

95% parents satisfied with social/physical environment

95% of parents satisfied with home/school relationships

95% teachers satisfied with social/physical environment

95% teachers satisfied with home/school relationships

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Social media/ Website communications	Ongoing	Director of Communication, Principals	\$10,000	General Fund	Participation Rates, School Climate Results
Common protocol for communication for stakeholders/parents	Ongoing	Director of Communication, Principals	\$0	NA	School Climate Results
Increase community partnerships to provide resources for the school climate improvement	Ongoing	District Office Admin., School Admin.	\$0	NA	School Climate Results
Conduct focus groups with stakeholders to gain input on efforts to improve school climate	Ongoing	District Office Admin., School Admin.	\$0	NA	School Climate Results, SIC Minutes
Coordinate schedules of instructional coaches to provide planning time with teachers	Ongoing	Principals	\$0	NA	School Climate Results, Intermittent Feedback Surveys
K-12 common learning management system used (Schoology)	August 2022	Instructional Technology Coordinator, Teachers, Principals	\$0	Provided by State Grant	School Climate Results

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026....

- 95% of students satisfied with learning environment
- 95% of parents satisfied with learning environment

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): State Opinion Surveys

AVERAGE BASELINE: Students – 83%, Parents – 81%

Students	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	83%	86%	89%	92%	95%
Actual Data					
Parents	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	83%	86%	89%	92%	95%
Actual Data					

SCHOOL CLIMATE:

By 2026....

95% of students satisfied with learning environment

95% of parents satisfied with learning environment

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Monthly safety drills	Ongoing	Dept. Supt., Principals	\$0	NA	Safety Drill Documentation
Social media alerts for all events/information	Ongoing	Director of Communications, Principals	\$0	NA	Climate Survey Results
Focus groups with stakeholders to improve learning environment	Ongoing	Superintendent, Principals	\$5,000	General Fund	SIC Minutes, Climate Survey Results
Implementation of Positive Behavior Intervention and Supports (PBIS) in all schools	August 2022	MTSS Coordinator	\$10,000	ESSER Funds	PowerSchool Reports on Incidents
Hotspots available to families when needed for eLearning	Ongoing	Director of Technology, Principals	\$15,000	General Fund	Climate Survey Results

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, increase meet/exceed SC READY scores for SPED student by 10% for the district.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): SC READY

AVERAGE BASELINE: ELA 9%, Math 10%

ELA	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	11%	13%	15%	17%	19%
Actual Data					
Math	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	12%	14%	16%	18%	20%
Actual Data					

DISTRICT PRIORITY:

By 2026, increase meet/exceed SC READY scores for SPED student by 10% for the district.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Specially Designed Instruction in Reading	Ongoing	Teacher, Principal, Reading Coach	\$0	NA	Reading Achievement (MAP, SC READY)
Specially Designed Instruction in Math	Ongoing	Teacher, Principal, Math Interventionist	\$0	NA	Reading Achievement (MAP, SC READY)
Track student data	Ongoing	Teacher, Principal	\$0	NA	Student Achievement (MAP, SC READY)
Teacher collaboration across learning environments, including common language	Ongoing	Teacher, Principal	\$0	NA	Student Achievement (MAP, SC READY)
Digital resources for personalized learning (Spider, Lindamood-Bell, iReady, Dreambox, IXL)	Ongoing	Instructional Technology Coordinator, Teacher, Principal	\$20,000	Federal Funds	Student Achievement (MAP, SC READY)

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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 2026, increase SC READY scores for African Americans students 10% on SC READY ELA and Math.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): SC READY

AVERAGE BASELINE: ELA 31%, MATH 33%

ELA	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	33%	35%	37%	39%	41%
Actual Data					
Math	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	35%	37%	39%	41%	43%
Actual Data					

DISTRICT PRIORITY:

By 2026, increase SC READY scores for African Americans students 10% on SC READY ELA and Math.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
After school tutoring	Ongoing	Principal, Teacher	\$20,000	EIA Funds	Student Achievement (MAP, SC READY)
Math and reading intervention	Ongoing	Math and Reading Interventionist	\$250,000	Federal Funds, General Fund	Student Achievement (MAP, SC READY)
My Brother's Keeper initiative	Ongoing	MBK Coordinator	\$28, 750	MBK Grant	Student Achievement (MAP, SC READY)
Student goal setting	Ongoing	Teachers, Principals	\$0	NA	Percentage of Goals Achieved, Student Achievement (MAP, SC READY)
Small group instruction	Ongoing	Teachers, Instructional Coaches, Principals	\$0	NA	Student Achievement (MAP, SC READY)

PERFORMANCE GOAL AREA: (* required)

- ☐ Student Achievement* ☐ Teacher/Administrator Quality*
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priority
- ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Social and Emotional
- ☐ Gifted and Talented: Artistic ☐ 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?

At least 50% of our ELL students will meet progress toward proficiency target.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): WIDA ACCESS

AVERAGE BASELINE: 31.7%

	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	34%	38%	42%	46%	50%
Actual Data					

DISTRICT PRIORITY:

At least 50% of our ELL students will meet progress toward proficiency target.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Provide exemplars for proficiency levels in speaking	Ongoing	ESOL Teachers	\$0	NA	Proficiency Levels
Goal setting	Ongoing	ESOL Teachers	\$0	NA	Percentage of Goals Achieved
Teacher collaboration across learning environments, including common language	Ongoing	ESOL Teachers, Title III Coordinator, Principal	\$0	NA	Student Achievement (ACCESS)
Utilize Guiding Principles and ELD Standards for planning and instruction	Ongoing	ESOL Teachers	\$0	NA	Student Achievement (ACCESS)
Review service delivery models	Ongoing	ESOL Teachers, Title III Coordinator, Principal	\$0	NA	Student Achievement (ACCESS)
Track student data	Ongoing	ESOL Teachers, Title III Coordinator, Principal	\$0	NA	Student Achievement (ACCESS)
IXL skill plan for WIDA ACCESS	Ongoing	ESOL Teachers, Instructional Technology Coordinator, Principal	\$0	NA	Student Achievement (ACCESS)



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed District Exemplary Literacy Reflection Tool
District Name: Spartanburg School District Three

A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.

Assessment

A Comprehensive System of Assessment

- Summative Assessment
 - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
 - Fountas and Pinnell, DRA, Dominie
 - MAP
 - Star Reading
 - iReady
 - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
 - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B4. Teachers monitor student engagement in reading and writing and use this data to build stamina.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Rarely	Sometimes	Routinely	
B6. Teachers use shared writing experiences to model accuracy and fluency in writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B7. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.				
Supplemental Instruction <ul style="list-style-type: none"> Foundational Reading Skills <ul style="list-style-type: none"> Listening Comprehension Concepts about Print Phonemic Awareness and Phonics Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.) Small Group and Individual Instruction to Target and Intensify Instruction				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

D. Schools in this district embed practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment Assessing for Inquiry-based Learning: <ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
D7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

E. Schools in this district ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
Reading Engagement: <ul style="list-style-type: none"> • Student Choice • Blocks of time to read, write, and research • Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

E. Schools in this district ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
know what to do in order to maximize time.				
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

F. Schools in this district provide teacher and administrator training in reading and writing instruction.				
Professional Development <ul style="list-style-type: none"> • Literacy Competencies for PreK-5th Grade Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning • Early Learning Standards for 4K • REL Practice Guides on WWC • Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study) 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

G. Schools in this district develop strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Literacy Partnerships				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> County libraries are used to increase the volume of reading in the community over the summer State and local arts organizations Volunteers Social service organizations School media specialists 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.				
Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> Teachers consult and document use of SC standards to plan instruction. Opportunities for professional learning in literacy and opportunities for teachers to get the required literacy teacher endorsements Opportunities for inquiry-based instruction which provides large block of time for reading, writing, and researching Increased number of teachers in the district with the required literacy teacher endorsements Opportunities to engage in literacy activities at school parent nights at the elementary levels District-wide professional development on balanced literacy 	<ul style="list-style-type: none"> Continue to replenish/build classroom libraries Analyze and use data to increase student achievement on a routine basis Professional development on reading and writing in the content areas Implementation of small group instruction based on data Goal-setting with students during individual conferences

Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

Goal #1:

Reduce the percentage of third graders performing below grade level in the fall of 2020-21 as determine by MAP from 45% to 35% in the spring of 2021.

Progress:

In the spring of 2021, 36.4% of students scored below grade level.

Goal #2:

Increase the number of teachers with the appropriate literacy teacher endorsements as required for their certification by the Read to Succeed Act from 90% to 100%.

Progress:

At this time, 95% of teachers have completed the R2S endorsements.

Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans.** Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

Goal #1:

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from 36.4% to 30% in the spring of 2022.

Action Steps:

- Goal-setting/Conferencing
- Balanced Literacy professional development
- Professional development for teachers in literacy

Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans.** Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

Goal #2:

Increase the number of middle school students scoring meets and exceeds in the spring of 2021 as determined by SC READY from 39.5% to 45% in the spring of 2022.

Action Steps:

- Balanced Literacy professional development
- Goal-setting/Conferencing
- Analyzing MAP data/projections for instruction
- Differentiated lessons for personalized learning



Gifted and Talented Required Tables

SPARTANBURG SCHOOL DISTRICT THREE

*Please indicate with an asterisk all the above members who are also on the District Strategic Plan Committee

ASSURANCES FOR DISTRICT PLANS

(Mandated Components -bubble in affirmative responses) Gifted and Talented Statute SC Code of Laws 59-29-170 Assurances

- Serve academically gifted and talented students in elementary (grades 3-5)
- Serve academically gifted and talented students in middle school (grades 6-8)
- Serve academically gifted and talented students in high school (grades 9-12)
- Serve artistically gifted and talented students in elementary (grades 3-5)
- Serve artistically gifted and talented students in middle school (grades 6-8)
- Serve artistically gifted and talented students in high school (grades 9-12)
- Serve academically gifted and talented students in grade one and two (optional)

Comments:

Gifted and Talented State Board of Education Regulation Assurances

Offer a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of gifted students

Academic Programming Assurances- The District Provides:

- differentiated curriculum, instruction, and assessment that maximize the potential of the identified students;
- support services that facilitate student learning and personalize education (e.g., mentorships, online courses, independent study, assistive technologies, guidance, academic support, staff development, academic competition);
- programming models that facilitate the delivery of differentiated curriculum and instruction
- a teacher-pupil ratio that fosters positive results;
- appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met;
- systematic assessment of student progress and program effectiveness relative to goals.
- compliance with the Weekly Minutes Requirement for the proper program model

Comments:

To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programming for academically gifted and talented students must reflect the following characteristics:

- content, process, and product standards that exceed the state adopted standards for all students and that provide challenge at an appropriate level for strengths of individual students;
- goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem solving skills;
- instructional strategies that promote inquiry and accommodate the unique needs of gifted learners;
- a confluent approach that incorporates acceleration and enrichment;
- opportunities for critical consumption, use and creation of information using available
- evaluation of student performance and program effectiveness.

Comments:

Staffing of the Gifted and Talented Academic Classes

- Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.
- Each teacher of a state funded gifted and talented course or class shall have completed a gifted and talented endorsement program approved by the State Department of Education to include beginning and intermediate—gifted and talented endorsement or the teacher shall have completed the requirements for gifted and talented certification. (Academic Teachers Only)

- Appropriate, data driven, and research supported ongoing staff development activities in gifted education shall be provided and documented annually as required in the annual reporting required by the State Department of Education.

- The preparation of differentiated curriculum for gifted and talented students requires planning time for teachers at each level. Teachers shall be provided two hundred and fifty minutes per week or the appropriate grade level equivalent for planning.

- Annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other gifted and talented student topics shall be provided for all teachers working with gifted and talented students.

Comments:

Artistic Programming Assurances- The District Provides:

- differentiated curriculum, instruction, and assessment that maximize the potential of the identified students;

- support services that facilitate student learning and personalize education (e.g., mentorships, online courses, independent study, assistive technologies, guidance, academic support, staff development, academic competition);

- programming models that facilitate the delivery of differentiated curriculum and instruction;

- a teacher-pupil ratio that fosters positive results;

- appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

Comments:

To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programming for the artistic gifted and talented students must reflect the following characteristics:

- content, process, and product standards that exceed the state-adopted arts standards for all students;

- goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;

- instructional strategies that accommodate the unique needs of gifted learners;

- opportunities for global communication⁷ and research using available technologies; and

- evaluation of student performance and programming effectiveness as related to the goals of the programming submitted in the local gifted and

- talented five-year plan.

Comments:

Staffing of the Gifted and Talented Artistic Classes

- Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.

- Professional Development: Appropriate, ongoing staff development activities related to serving gifted and talented students shall be provided by the district annually.

Comments:

Board Approval for the School District of Spartanburg School District Three

The filing of this plan and report has been authorized by the Board of Education and the undersigned representatives have been authorized by the formal action of the Board to file this plan and to act as the authorized representatives of the district in connection with this plan.

<u>Kenny Blackwood</u> Superintendent (Printed Name)	<hr style="border: none; border-top: 1px solid black;"/> Superintendent (Signature)	<hr style="border: none; border-top: 1px solid black;"/> Date
<u>Molly O'Dell</u> Coordinator for Gifted and Talented Academic (Printed Name)	<hr style="border: none; border-top: 1px solid black;"/> Coordinator for Gifted and Talented (Signature)	<hr style="border: none; border-top: 1px solid black;"/> Date
<u>Cindy Snead</u> Coordinator for Gifted and Talented Artistic (Printed Name)	<hr style="border: none; border-top: 1px solid black;"/> Coordinator for Gifted and Talented (Signature)	<hr style="border: none; border-top: 1px solid black;"/> Date

SECTION II. PROGRAM OVERVIEW

SCHOOLS (List number of each.)

ELEMENTARY (Pre-k- 5) 3 MIDDLE (6-8) 1 HIGH (9-12) 1

Other grade grouping models (such as K-2, 3-6, 8-12, Junior High, etc.) Please list format and number of schools in each model.

Cannons Elementary School 4K-5

Cowpens Elementary School 4K-5

Pacolet Elementary School 4K-5

Clifdale Middle School 6-8

Broome High School 9-12

Gifted Magnet Schools or Gifted Magnet Programs : NA

District Charter Schools - NA

POLICIES/PRACTICES

Please bubble in below for "yes" responses only.

The District uses State Identification of Gifted and Talented Students

- Elementary (3-5)
- Middle School (6-8)
- High School (9-12)

Indicate on the table below the grades addressed in your written scope and sequence for gifted and talented services.

(Use an X for yes, D for Developing, and leave blank for No responses.)

Gifted and Talented Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic				X	X	X	X	X	X				
Artistic				X	X	X	X	X	X				

Indicate on the table below the grades at which differentiated written curriculum is the basis for gifted and talented instructional programs.

(Use an X for yes, D for Developing, and leave blank for No responses.)

Gifted and Talented Curriculum	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic										X	X	X	X
Artistic										X	X	X	X

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

Grade	MODEL	Curriculum Area					
			Interdisciplinary	ELA	MATH	Science	Social Studies
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3		Curriculum Used	Teacher-created PBL units	<p>Jacob's Ladder (William and Mary LA curriculum)</p> <p>Music of the Hemispheres (Michael Clay Thompson poetry curriculum)</p> <p>Building Language (Michael Clay Thompson vocabulary curriculum)</p>	<p>M3: Awesome Algebra</p> <p>Teacher-created unit on algebraic thinking</p> <p>FairShares: Investigations in Numbers, Data and Space</p>		
4		Curriculum Used	<p>Teacher-created PBL units</p> <p>Leadership Curriculum : Changing Tomorrow</p>	<p>Jacob's Ladder (William and Mary LA curriculum)</p> <p>Building Poems (Michael Clay Thompson poetry curriculum)</p> <p>Caesar's English I (Michael Clay Thompson vocabulary curriculum)</p>	<p>M3: At the Mall with Algebra</p> <p>Teacher-created unit on algebraic thinking</p> <p>Get it Together</p>		
5		Curriculum Used	<p>Teacher-created PBL units</p> <p>Leadership Curriculum : Changing Tomorrow</p>	<p>Jacob's Ladder (William and Mary LA curriculum)</p> <p>Building Poems (Michael Clay Thompson poetry curriculum)</p> <p>Caesar's English I (Michael Clay Thompson vocabulary curriculum)</p>	<p>M3: Record Makers and Breakers</p> <p>Teacher-created unit on algebraic thinking</p> <p>Get it Together</p>		
6-12		Curriculum Used	Teacher-created PBL units				

Grades of Artistic Services:

		Curriculum Area
--	--	-----------------

Grade		Interdisciplinary	Dance	Music	Theatre	Visual Arts	Other
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used						
4	Curriculum Used			SC Music Standards, advanced level		SC Visual Art Standards, advanced level	
5	Curriculum Used			SC Music Standards, advanced level		SC Visual Art Standards, advanced level	
6	Curriculum Used			1.SC Music Standards, advanced level 2.Teacher created https://spart3-my.sharepoint.com/:f:/g/personal/dhorne_spartanburg3_org/EmXG0YyUJFNDg-kCyrCA3usBpjGS3hLzexy2_DqsjQcZdQ?e=lbqri5		SC Visual Art Standards, advanced level	
7	Curriculum Used			1.SC Music Standards, advanced level 2.Teacher created https://spart3-my.sharepoint.com/:f:/g/personal/dhorne_spartanburg3_org/EmXG0YyUJFNDg-kCyrCA3usBpjGS3hLzexy2_DqsjQcZdQ?e=lbqri5		SC Visual Art Standards, advanced level	
8	Curriculum Used			1.SC Music Standards, advanced level 2.Teacher created https://spart3-my.sharepoint.com/:f:/g/personal/dhorne_spartanburg3_org/EmXG0YyUJFNDg-kCyrCA3usBpjGS3hLzexy2_DqsjQcZdQ?e=lbqri5		SC Visual Art Standards, advanced level	
9-12	Curriculum Used						

SECTION III.

DISTRICT GIFTED AND TALENTED PLAN FOR:		DATE: 2021-2022																			
Performance Goal Area: ___x___ Academic ___ Artistic ___ Both (Choose one below to bubble in)																					
<input type="radio"/> Curriculum, Instruction, and Assessment <input type="radio"/> Socio-emotional Guidance and Counseling <input type="radio"/> Programmatic Improvements <input type="radio"/> Professional Development* (may be interwoven into the first three)																					
PERFORMANCE GOAL 1.1: (desired result of student learning)	Students will develop independence and leadership skills through PBL with 80% exhibiting exemplary performance as measured by a Habits of Leadership rubric.																				
INTERIM PERFORMANCE GOAL:	See Data Below																				
DATA SOURCE (S)	Rubric																				
OVERALL MEASURES:	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">2017</td> <td style="width: 16.6%;">2018</td> <td style="width: 16.6%;">2019</td> <td style="width: 16.6%;">2020</td> <td style="width: 16.6%;">2021</td> <td style="width: 16.6%;">2022</td> </tr> <tr> <td></td> <td>50</td> <td>60</td> <td>65.5</td> <td>75.25</td> <td>80</td> </tr> <tr> <td>46</td> <td>49</td> <td>55</td> <td>61</td> <td>68</td> <td></td> </tr> </table> <p>*Represents projections of Improvement</p>			2017	2018	2019	2020	2021	2022		50	60	65.5	75.25	80	46	49	55	61	68	
2017	2018	2019	2020	2021	2022																
	50	60	65.5	75.25	80																
46	49	55	61	68																	

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
PD for teachers in Project Based Learning	2018-2020	Gifted and Talented Teachers, Assistant Superintendent of Instruction, Literacy Coaches	600.00	TBD	Increase of students' scores on rubric.	Completed
Develop project-based learning units	2018-2023	Gifted and Talented Teachers, Assistant Superintendent of Instruction, Literacy Coaches	0	TBD	Each year, we will add an additional unit for project-based learning	Monitor- yes

Lessons to help students plan and present a public PBL presentation	August 2018-June 2023	Gifted and Talented Teachers	0	n/a	Increase of students' scores on rubric	Monitor - yes
Implement a leadership curriculum for GT students in grades 3-5	August 2019-June 2023	Gifted and Talented Teachers	0	n/a	Increase of students' scores on rubric	Monitor- yes

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE:2021-2022

Performance Goal Area: ☒ Academic ☐ Artistic ☐ Both
(Choose one below to bubble in)

- ☐ Curriculum, Instruction, and Assessment ☐ Socio-emotional Guidance and Counseling
☐ Programmatic Improvements ☐ Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL 1.2:
(desired result of student learning)
Students will be able to use inquiry skills to pursue expanded knowledge and explore ideas, with 80 % exhibiting exemplary performance as measured by the Habits of Effective Inquiry rubric.

INTERIM PERFORMANCE GOAL: See data below

DATA SOURCE (S): Rubric

OVERALL MEASURES:	2017	2018	2019	2020	2021	2022
	54	62	65	71	77.25	80
	54	58	62	71	74	

*Represents projections of Improvement

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Develop a network of mentors/professionals to provide guidance and feedback to students as they work through the inquiry process.	August 2018- June 2023	Gifted and Talented Teachers, Assistant Superintendent of Instruction, Literacy Coaches	0	n/a	Numbers of mentors/professionals will increase.	Monitor- yes
Develop a curriculum for the research process.	August 2018- June 2023	Gifted and Talented Teachers, Assistant Superintendent of Instruction, Literacy Coaches	0	n/a	Lessons for each individual step in research process	Monitor- yes

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: 2021-2022

Performance Goal Area: ___x___ **Academic** ___ Artistic ___ Both
(Choose one below to bubble in)

- ☐ Curriculum, Instruction, and Assessment
 ☐ Socio-emotional Guidance and Counseling
☐ Programmatic Improvements
 ☐ Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL 1.3: (desired result of student learning)	The percentage of GT Academic students meeting or exceeding the estimated growth target on the Reading/Math portion of MAP in grades 3-8 will increase from 45% to 80% by 2022.						
INTERIM PERFORMANCE GOAL:	See data below						
DATA SOURCE (S):	NWEA MAP						
OVERALL MEASURES:	ELA	2017	2018	2019	2020	2021	2022
	Projected		60	65	70	75	80
	Actual		51	59	COVID	72	
	Math	2017	2018	2019	2020	2021	2022
	Projected		60	65	70	75	80
	Actual		57	62	COVID	71	
	*Represents projections of Improvement						

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Develop personalized learning plans with GT students in grades 3-5.	August 2019 - June 2023	Gifted and Talented Teachers	0	n/a	Personalized learning plans with individualized ELA and math goals in place Increase in MAP scores	Monitor- yes

Expand the collection of fiction and non-fiction for the 3-5 GT program to facilitate differentiated ELA work.	August 2019-June 2023	Gifted and Talented Teachers	\$1,000	TBD	Annotated list of titles in the collection	Monitor-yes
Locate/develop differentiated math activities corresponding to the NWEA MAP learning continuum (as a supplement to the Mentoring Mathematical Minds curriculum in place.)	August 2019-June 2023	Gifted and Talented Teachers	\$200	TBD	Completed collection of lessons and activities Increase in MAP scores	Monitor-yes

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: 2021-2022

Performance Goal Area: _____ Academic ___x___ Artistic ___ Both
 (Choose one below to bubble in)

- ☐ Curriculum, Instruction, and Assessment Programmatic Improvements
 ☐ Socio-emotional Guidance and Counseling
 ☐ Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL
2.1:
(desired result of student learning)

Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

INTERIM PERFORMANCE GOAL:

DATA SOURCE (S):

Surveys and Data from Social Media interaction

OVERALL MEASURES:

2017	2018	2019	2020	2021	2022

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Educate stakeholders on the impact of the arts related to student achievement.	2019-2021	All Fine Arts Teachers	\$250.00		Flyers Posters Letters to Parents	Yes
Write five-year arts education plan.	2019-2020	Arts Steering Committee	0	n/a	Five-year plan written	Yes
Music teachers meet with state expert.	2019-2021	Music teachers	0	n/a	Music teachers attend	
Plan for all arts teachers to meet with facilitator during professional development days.	2019-2024	All	0	n/a	Sign-in sheets	
Review and revise arts as a part of the	2019-2021	All music and art teachers	0	n/a	Printed Arts Teacher	Yes

curriculum review cycle					Handbook	
ID partners of the arts.	2019-2023					Continuing

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: 2021-2022

Performance Goal Area: _____ Academic ___x___ Artistic ___ Both

(Choose one below to bubble in)

- ☐ Curriculum, Instruction, and Assessment
- ☐ Socio-emotional Guidance and Counseling
- ☐ Programmatic Improvements
- ☐ Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL 2.1:
(desired result of student learning)

Within five years, review align and unify district arts curricula, including standards, essential learning and common rubrics so that students will have art learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnership

INTERIM PERFORMANCE GOAL:

DATA SOURCE (S):
Grade Band specific curricula
Numbers of common rubrics
Surveys

OVERALL MEASURES:

2017	2018	2019	2020	2021	2022

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Conduct a needs assessment for facility, equipment and technology for arts education to determine priorities	2019-2020	Horne	0	n/a	Facility upgrades	continuing
Conduct a needs assessment / survey of students and families for class schedule options and after-school programming	2019	Horne	0	n/a	Development of new Arts G/T Plan	Yes
Develop an improvement plan utilizing the data gathered from the Year 1 needs assessment.	2019-2021	D. Horne S. Little	0	n/a	Action Plan	Continuing
Work with administration for input	2019-2020	D. Horne Principals	0	n/a	New Schedule	Continuing

into scheduling and after-school opportunities.						
Secure additional funding sources to support and implement improvement plan.	2019-2013	All Fine Arts Teachers	o	n/a	Grants funded	Continuing



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201

South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201

The district has an approved Proficiency-Based System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate the district's plan by answering the questions below. Upload the completed document with the District Strategic Plan into either the Member Center or GEMS.

School District: Spartanburg School District Three

Name: Windy Hodge

Title/Position: Director of Academics

Email Address: whodge@spartanburg3.org

Phone Number: (864) 279-6005

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.

The district must have a system that can remediate students who, for whatever reasons, find themselves behind in their academics. The use of a proficiency-based instructional system allows the district to remediate a student's specific area of weakness without having the student repeat the entire course.

2. Please list the specific courses students took.

The remedial courses that Broome High School students have participated in this school year include credit recovery courses for:

- Foundations of Algebra
- Intermediate Algebra
- Algebra 2
- Geometry
- English 1
- English 2
- English 3
- English 4
- Integrated Science
- Physical Science
- Biology
- Chemistry
- Anatomy and Physiology
- Physics
- World Geography
- U.S. History
- Government
- Economics

3. Please provide the number of students who took a course, and how many students successfully completed it.

Course	# Enrolled	# Completed
Foundations of Algebra	9	2
Intermediate Algebra	1	1
Algebra 2	1	3
Geometry	1	0
English 1	17	8
English 2	2	1
English 3	7	0
English 4	5	2
Integrated Science	6	4
Physical Science	3	2
Biology	4	1
Chemistry	6	1
Anatomy and Physiology	2	1
Physics	2	0
World Geography	3	2
US History	2	1
Government	2	0
Economics	1	0

4. Please list the South Carolina properly certified teachers who were assigned to the above students.

The department chair for each core area works closely with the teacher of record and student to assign the required modules to complete credit recovery. Once completed, the student will earn credit for the course recovered.

5. Please have the properly certified content area teachers provide examples of how they directly assisted struggling students. Examples include manipulating or differentiating on-line curriculum to accommodate the student's learning modalities, providing tutoring, exchanging emails to discuss lessons, etc.

- Individual tutoring before and after school
- ARC Lab after school - transportation provided
- Tutoring during our Smart Lunch
- Modified assignments online
- Contact through Schoology and emails

6. Provide examples of how schools used content-recovery (best practices or alternative methods of instruction) for low performing students in danger of failing a course.

For content recovery, required work is fulfilled prior to the completion of the course. Content recovery allows students to complete the required work and pass the current grading period versus waiting until the end of the semester. Students are provided time during the day (Smart Lunch) and after school (ARC Lab) to complete work, in addition to the regularly scheduled class time. Transportation is provided home for students working in the ARC Lab after school.