



SPARTANBURG COUNTY SCHOOL DISTRICT THREE

COGNIA 2022

DOMAIN II:

LEARNING CAPACITY

DOMAIN II: INDICATOR 2.1

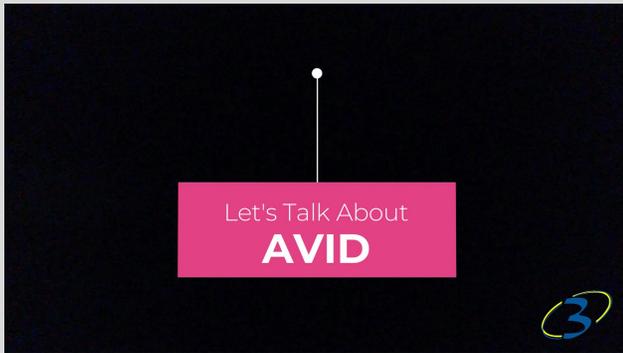
Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

The instructional team in Spartanburg School District Three meets regularly to plan together, analyze test data, and develop a course of action to move us forward instructionally. Over the past five years, our district has focused on implementing AVID strategies in the classroom in grades 6 through 12 and developing/updating District Instructional Guides (DIGs) and common assessments for all subjects in grades K-12. At the middle and high schools, we have expanded our Career and Technical Education (CTE) course offerings to include capstone and completer pathways of Biomedical Science, Gateway to Technology, and Pre-Engineering. Students enrolled in the CTE courses work closely with Daniel Morgan Technology Center and local business partnerships to provide work-based experiences and positive school-to-work transitions. In addition to providing an equitable educational curriculum for general education students, the district maintains a strong special education program that provides equitable access to content. All students in grades 1 through 12 are issued devices for one-to-one learning. Our 4K and 5K students have access to classroom technology appropriate for their age and needs. Schoology is the district's Learning Management System. It allows students, parents, and teachers to communicate and collaborate with one another.

All elementary schools receive Title I funding that is allocated based on the number of Pupils in Poverty each year. Results from the needs assessment and state assessments are used to create spending plans to provide equitable learning opportunities for all students. Teachers at every grade level receive professional development opportunities to ensure quality instruction is provided to all students. Spartanburg District Three secures outside grants to provide opportunities that may not be readily available to students. These grants are used to fund programs such as My Brother's Keeper, Teen Outreach Program, and AVID which increase exposure to learning experiences that better prepare them for success.



DOMAIN II: INDICATOR 2.1



[CLICK HERE TO WATCH:
AVID for Middle School](#)



[CLICK HERE TO WATCH:
AVID for High School](#)



341 Foster Street
Cowpens, SC 29330
Phone: 864.279.6500
Fax: 864.279.6910
www.cowpens.spartanburg3.org

Date: July 26, 2021
To: Mr. Blackwood
From: Kim Goode

Re: **Cowpens Elementary School**
Read to Succeed Info

I would like to recommend that xxxxx be promoted to the 4th grade. After speaking with xxxxx's homeroom teacher and CES's literacy coach, xxxxx has never been a student of concern at Cowpens.

According to xxxxx's teachers, he works hard in class, and performs above average on most assignments and assessments. He attends school regularly.

xxxxx was required to attend summer school due to scoring in the *DINMI* category on the SC Ready test. He did not attend summer school. His mom states that he was in Pennsylvania.

After reviewing his academic data, classroom grades, and historical academic performance while at Cowpens I believe it is in the best interest of Jayden to be promoted to 4th grade. Below is additional data on xxxxx that shows a student that has the potential to be successful in 4th grade.

MAP Reading	F&P Score
Fall – 183, 44%ile	August – L 97%
Spring – 207, 73%ile	October – N -100%
	March O – 99%
	EOY – P 99%

I spoke with Tonda Bailey, Literacy Coach, there were no academic meetings regarding Read to Succeed planned due to his score of 177 or higher. He has never been referred to RTI or a student of concern from his teachers.



*Read to Succeed Portfolio Information
Example
2021*

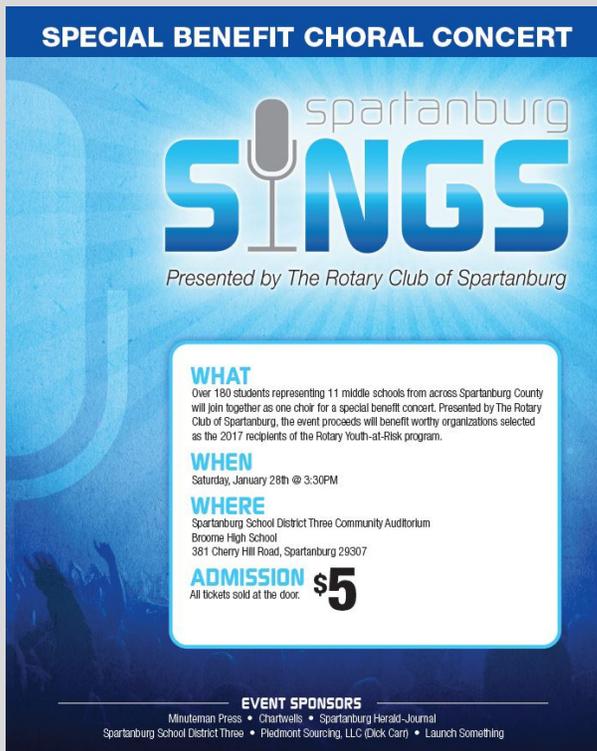
*AVID students learning and sharing through collaboration
2021*



DOMAIN II: INDICATOR 2.2

The learning culture promotes creativity, innovation, and collaborative problem-solving.

Spartanburg County School District Three recognizes the importance of fine arts opportunities and the correlation between these opportunities and student achievement. Students at all grade levels participate in visual and performing arts. In addition, artistically gifted students are identified through a rigorous rubric-based application process to participate in Art or Music Atlas programs. At the high school level, students can enroll in the AP art course for an in-depth study of the art design and technique using a variety of mediums. Cannons Elementary has been an Arts in the Basic Curriculum (ABC) school since 2010. The faculty and staff believe the arts are an essential component in the basic curriculum and are central to student development achieved through making connections, inspiring creativity, and defining culture for all students. Our middle and high schools offer STEM courses and activities to promote creativity, innovation, and collaborative problem-solving.



SPECIAL BENEFIT CHORAL CONCERT

spartanburg
SINGS

Presented by The Rotary Club of Spartanburg

WHAT
Over 180 students representing 11 middle schools from across Spartanburg County will join together as one choir for a special benefit concert. Presented by The Rotary Club of Spartanburg, the event proceeds will benefit worthy organizations selected as the 2017 recipients of the Rotary Youth-at-Risk program.

WHEN
Saturday, January 28th @ 3:30PM

WHERE
Spartanburg School District Three Community Auditorium
Broome High School
381 Cherry Hill Road, Spartanburg 29307

ADMISSION \$5
All tickets sold at the door.

EVENT SPONSORS
Minuteman Press • Chartwells • Spartanburg Herald-Journal
Spartanburg School District Three • Piedmont Sourcing, LLC (Dick Carr) • Launch Something

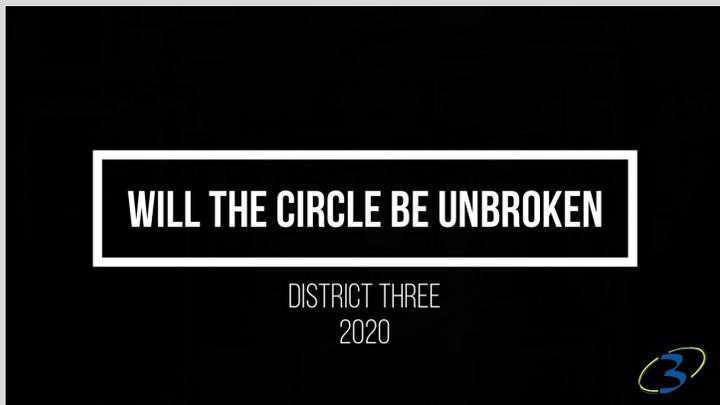
Spartanburg Sings! flier
2017



D3 Artwork on display at Chapman Cultural Center
2020



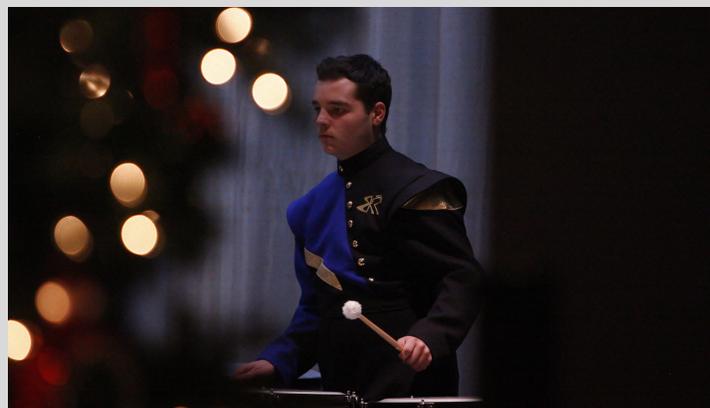
DOMAIN II: INDICATOR 2.2



[CLICK HERE TO WATCH:](#)
[District Three's Collaborative Song](#)
[2020](#)



[CLICK HERE TO WATCH:](#)
[6th Grade's Christmas Gift performance](#)
[2020](#)



District Three's Collaborative DecemberSong performance
Broome High School, Cowpens Middle School, Middle School of Pacolet
2017



DOMAIN II: INDICATOR 2.3

The learning culture develops learners' attitudes, beliefs, and skills needed for success.

As evidenced by data from the SCDE opinion surveys, the percentage of students satisfied with the learning environment in 2021 was 79%. This satisfaction is further noted with 80% of parents and 92% of teachers satisfied with the learning environment. This data is a reflection of the district's focus on creating positive learning cultures within our schools. In addition, our teachers have developed meaningful Student Learning Objectives (SLOs) to identify, monitor, and improve student skills needed to be successful. School administrators conference with teachers regarding these SLOs and monitor progress towards meeting their goals. In addition, our schools remain focused on standards-based instruction and goal setting with students throughout the school year.

A variety of support systems are in place for instructional and personal success such as after school tutoring at all levels, Boys and Girls Club, Centurions Connect, Teen Outreach Program, My Brother's Keeper, AVID, employability class, growth mindset frameworks, Career Development Facilitators and a graduation coach.

STOCKING UP
ON OPPORTUNITIES



[CLICK HERE TO WATCH:](#)
[Centurions Creations](#)
[2020](#)

ABAN AYA GOALS

- I can stand up for myself because.....
- I can identify strengths in myself, my friends, family, and my community.
- I behave responsibly and show respect for myself and others.
- I make healthy decisions that will help me succeed in life.
- I can solve most problems positively and non-violently, and I will seek support from others when I can't.



My Brother's Keeper Powerpoint
2020



DOMAIN II: INDICATOR 2.4

The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

Spartanburg County School District Three recognizes the importance of positive student/adult relationships and their impact on student success. All grade levels within the district have guidance counselors, behavior interventionists, access to mental health services and afterschool tutoring. A large percentage of our elementary students participate in our afterschool Boys and Girls Clubs where they develop positive relationships with adult counselors while completing schoolwork and participating in extracurricular activities. In addition, our middle and high school students receive support in their educational experiences through resources such as My Brother's Keeper, Teen Outreach Program, AVID, senior mentors, Centurions Connect, Career Development Facilitators and the graduation coach. The students are also eligible to participate in a variety of sports and/or extracurricular activities to help develop positive relationships with adults and peers.



Pacolet Elementary School's Boys and Girls Club celebrates Grandparents Day 2019

Miss Centurion Reads screenshots 2020



DOMAIN II: INDICATOR 2.4



[CLICK HERE TO WATCH:
Putting Others First
2019](#)



[Former NFL player and Broome High School
Coach D.J. Moore puts on yearly camp for
aspiring athletes
2019](#)

EDUCATION

Girls on the Run coaches at Cannons Elementary School win national recognition

Chris Lavender chris.lavender@shj.com
Published 3:23 p.m. ET Sept. 26, 2019

[View Comments](#)



Girls on the Run awarded Cannons Elementary School teachers Christon Carroll, left, and Ashley Freeman with the 2019 The Girls on the Run Remarkable Volunteer award during a surprise ceremony Wednesday at the school in Spartanburg School District 3. [ALEX HICKS JR/Spartanburg Herald-Journal] *Herald-Journal*

[Cannons Elementary teachers receive
national award for Girls on the Run coaching
2019](#)

STORY TIME WITH CENTURIIONS



[CLICK HERE TO WATCH:
Story Time with Centurions
A video series where older students read to younger
students during the beginning of the pandemic
2020](#)



DOMAIN II: INDICATOR 2.5

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

In Spartanburg County School District Three, our schools uniformly implement SC standards-based instruction. Core subject areas in grades K-8 utilize a district-approved curriculum guide that is revised cyclically and is used to monitor instruction. Teachers across the district worked in groups to develop District Instructional Guides (DIGs) and revise as needed. Our school principals, district administrators, and reading/math coaches served as facilitators for each content area group to ensure the needs of all learners were considered. We are currently in the process of creating pacing guides for grades K- 8. Teachers will review these guides and make revisions as needed in January. We will begin the process of creating pacing guides with secondary teachers in the spring. Teachers at all levels have common planning periods by content area to review assessment data, discuss instructional expectations, create common assessments, plan rigorous standards-based lessons and conduct PLCs. As state standards come up for review, we encourage our teachers and coaches to serve as representatives on state committees and provide feedback for revision.



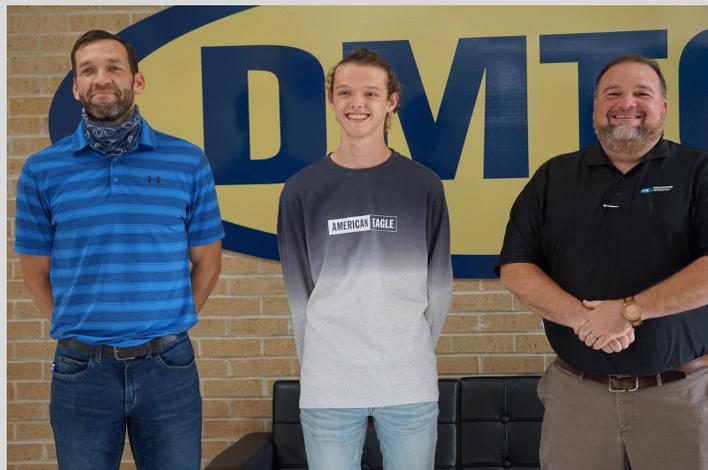
[CLICK HERE TO WATCH:](#)
[High school class shifts production to provide PPE](#)
[to classmates](#)
[2020](#)



District Three student chosen as first student in the country to accept a DRÄXLMAIER Youth Apprenticeship opportunity 2020



DOMAIN II: INDICATOR 2.5



Examples of Signing Days for College and Apprenticeships through the years
2017-2021

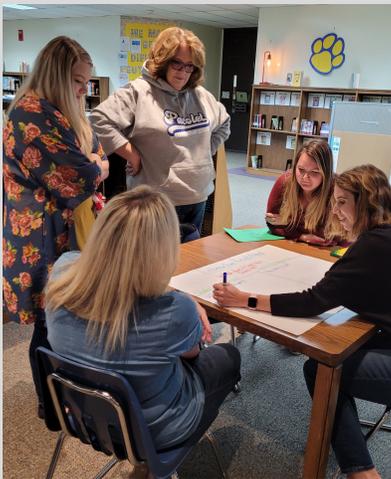


DOMAIN II: INDICATOR 2.6

The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.

Our District’s instructional staff closely monitors the state’s process for updating and adopting content standards each school year. When standards are in the revision process at the state level, we encourage our teachers and school leaders to provide input and serve on committees to give feedback. Within our school campuses, teachers and instructional staff meet weekly to monitor curriculum alignment and fine-tune best practice strategies. Our school administrators develop professional learning plans and goals based on various data points.

Spartanburg District Three instructional teams, comprised of instructional coaches and district-level administration, meet monthly to review instruction occurring across the district. Our district uses various forms of data, both formative and summative, to evaluate the curriculum and make adjustments to instruction. Survey data is utilized to evaluate our programs, professional development, and resources.



Professional Development
2021

Reading Interventionists: November 15, 2021

Attendees:
Windy Hodge
Cathy Ward
Elizabeth Rogers
Courtney Smith
Marlene Jacobs
Petsy Farmer



School Updates	
Cannons	<ul style="list-style-type: none"> Biggest need are those students who came back from virtual RR kids are lower than they normally are, but they are growing 3rd grade – Looking forward to winter MAP to see where the students are performing Test Taking Thursday 12 Read to Succeed students right now
CES	<ul style="list-style-type: none"> Oaks is also working with kindergarten students Jacobs working with two first grade groups who disc. from RR last year. 3rd grade groups – would like to begin test taking strategies 33 Read to Succeed students right now who are being served in some capacity
PES	<ul style="list-style-type: none"> 4 RR groups, 2 3rd grade groups, 2nd grade groups, 2 individuals 35 Read to Succeed students right now... 11 served through resource, serving 24 in RTI
CM	<ul style="list-style-type: none"> New teachers in 6th grade – trying to figure out what are appropriate expectations Working on RTI procedures After school tutoring two days a week (3:15-4:30)
BHS	<ul style="list-style-type: none"> 9th grade is similar to CM's 6th grade Serving them afterschool Without Centurions Connect, small group instruction is being worked on. CC should return in December.

Feedback from November 12:

- Balanced Literacy – split new teachers and old teachers, although need to consider some veteran teachers need to have the refresher
- Some veteran teachers were a little offended that the topic was on engagement.
- Presenters to have a survey to complete as well.

Support needed?

- RR Conference is taken care of
- Behind the glass is something we still need to address. Perhaps could we put the mirror in the wall between Tonda and Marlene's room.

Small group instruction:

- CM beginning to conference with students on their writing/reading

Reading Interventionist Instructional Meeting
2021



DOMAIN II: INDICATOR 2.7

Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.

District Three continues to focus on the needs of the individual learner and provides close monitoring to adjust instruction as needed. Our schools regularly collect and analyze data from various sources such as NWEA MAP, Developmental Reading Assessment (DRA), Phonological Awareness Literacy Screening (PALS), Fountas and Pinnell, MTSS survey, AIMSWEB, end of course assessments, WIDA ACCESS, SC Ready/SC PASS, and formative/summative assessments. Teachers then use the data to determine which students need additional support and intervention. District-wide the data is used to identify students who require Tier 2 or Tier 3 intervention. In addition, students identified are provided additional instruction through the classroom teacher and/or school interventionist. As a result of our middle school data, this year all students in ELA and math courses receive 90 minutes of instruction for each of those content areas. At the high school level, Centurions Connect allows students the opportunity to receive additional support in their classes. Additionally, alternate career paths are offered for students who may not successfully complete their high school diplomas. Through the SC credential program, student needs are monitored and adjusted to create successful pathways beyond high school.

Teachers engage in yearly professional evaluation through the development of Student Learning Outcomes (SLOs), which require administrator conferences, observations, measurable goals, and student achievement data to document learners' needs. School and district summative data is used to identify areas of need and to develop and/or adjust strategies outlined in the district's and schools' strategic plans.



Centurions Connect
2021



LEARNING THROUGH DATA

HOW DO STUDENT LEARNING OBJECTIVES HELP YOU AND YOUR STUDENTS?



[CLICK HERE TO WATCH:](#)
[What our teachers learn from Student Learning Outcomes](#)
[2022](#)

DOMAIN II: INDICATOR 2.8

The system provides programs and services for learners' educational futures and career planning.

All students have the opportunity to engage in activities to help them identify interests that will enable future educational endeavors and career planning. At the elementary level, students begin to explore various college and career options with guest speakers, classroom guidance lessons, and field experiences, such as career days. A dedicated Career Development Facilitator (CDF) provides exposure to educational and career planning at the middle and high schools by providing classroom lessons, administering career assessments, and coordinating guest speakers and career events for students.

Rising 6th graders have the opportunity to apply for AVID, which allows them to receive additional support as an elective course. AVID teaches students study skills in grades 6 through 12 and helps to develop an awareness of college and career opportunities after high school. In 8th grade, students and their parents attend an Individualized Graduation Plan (IGP) conference to review the student's career interest and to declare a potential career cluster related to that interest. Our high school helps prepare students for the next level by offering SAT/ACT preparatory sessions, college campus tours, college admission expectations, financial aid and scholarship help seminars, senior newsletters, and career fairs. High school students also have the opportunity to earn college credit while taking AP or dual enrollment courses through local colleges and universities. Furthermore, our high school has a strong JROTC program that focuses on leadership skills and preparing students for a future career in the military. CTE courses are offered to students to develop career skills through job shadowing, internships, and work-based learning opportunities.



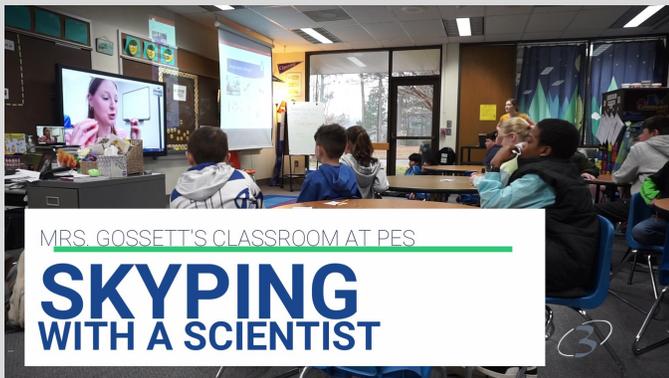
[CLICK HERE TO WATCH:](#)
[Spotlight on 3: Cowpens Elementary](#)
[2020](#)



[CLICK HERE TO WATCH:](#)
[Spotlight on 3: Broome High School](#)
[2021](#)



DOMAIN II: INDICATOR 2.8



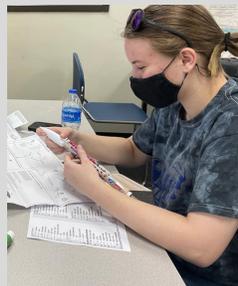
MRS. GOSSETT'S CLASSROOM AT PES

SKYPING WITH A SCIENTIST

[CLICK HERE TO WATCH: Skyping with a Scientist 2020](#)



Spartanburg Academic Movement hosts Smart Start Program 2022



JROTC builds rockets 2022

BLANKET DRIVE FOR THE HOMELESS

THE EMPLOYABILITY EDUCATION CLASSES AT DMTC ARE PARTNERING WITH MIRACLE HILL MISSION TO HELP KEEP THE HOMELESS WARM THIS WINTER SEASON!

We will be accepting gently used and new blankets beginning **Monday, October 11 - November 12** Or you can donate \$5 and we will purchase one on your behalf! 😊

The blankets can be dropped off in the front office of DMTC or in various bins located throughout the building. The students are excited about this opportunity to serve their community!

Thank you in advance for your help!

Blanket Drive for the Homeless Annual Campaign at Daniel Morgan



DOMAIN II: INDICATOR 2.9

The system implements processes to identify and address the specialized needs of learners.

The district has developed an MTSS framework to provide students with academic, behavioral, and emotional supports and interventions. Our district contracts services from a mental health therapist to support students in need of social/emotional interventions or counseling. Additionally, each elementary and middle school has a reading coach and reading/math interventionists to serve students who need more intensive services. The district also employs numerous special education teachers, ESOL teachers, and gifted and talented certified staff to address the specialized needs of learners.

The district's special education department has a formalized process for identifying and serving students. Students are served based on their needs. Needs are met by a continuum of service options including itinerant or consultative services, supplemental services in a resource setting, or supplanted core instruction in a special education environment. Programs are offered, through a multi-district agreement, for students with more significant needs. In addition to providing appropriately certified special education teachers and paraprofessionals, the district employs school psychologists, and contracts services for speech, hearing, vision, physical and occupational therapy services. Our district has formalized procedures for identifying multilingual learners. Specifically, we have a dedicated ESOL teacher in each elementary school and one who serves the middle and high school. In elementary schools, ML students are served through a pull-out/push-in model of support. In middle and high school, students are served in an elective period where they focus on language acquisition and content support. Gifted and talented students are served in a variety of formats, depending on their grade level. We have one teacher who serves our academically gifted students in a pull-out model at the elementary level. Additionally, artistically and musically gifted students are served by our Atlas program after school. At the middle school level, we have honors-level courses to provide accelerated instruction to high-achieving students. These students can earn high school credit as 8th graders through English 1 and Algebra 1 courses. Our high school offers a wide variety of coursework which includes the SC high school credential courses, CTE courses, dual enrollment courses, and Advanced Placement courses.

SEARCH Roles

Organizer: <ul style="list-style-type: none"> • Release appointments • Schedule and online appointments • Transition conferences • Send search referrals • SEARCH folders • Send forms to parents • Upload received records and notify team 	Nurse: <ul style="list-style-type: none"> • Screen vision • Screen hearing • Record results and deliver to evaluation team 	Checkouts: <ul style="list-style-type: none"> • Provide materials for additional children • Support additional children if parent goes to evaluation • Copy County License for file and deliver to Evaluation Team
Speech: <ul style="list-style-type: none"> • Screen for potential speech and language deficits • Record recommendation • Notify completion of SEARCH documents • Notify parent with "Next Steps" packet • Notify SLP of recommendations and copy documents 	Psychologist: <ul style="list-style-type: none"> • Screen for potential cognitive deficits • Screen for potential gross/motor deficits • Record recommendation • Notify Coordinator of potential recommendations and OT/PT concerns 	Follow-Up: <ul style="list-style-type: none"> • If behavior and no disability suspected, Coordinator will finalize referral in Eureka • If evaluation is recommended, contact service school all schedule referral/transition meeting including all relevant team members

SEARCH roles 2021

PROFESSIONAL LEARNING PLAN

SPARTANBURG COUNTY SCHOOL DISTRICT THREE

SUPPORT for SUCCESS

2021-2022

Advancing and supporting the art of teaching and learning
 Focused on **Students**
 Centered in **Research and Standards**
 Grounded in **Best Practices and Teacher Support**

Professional Learning Plan examples 2021

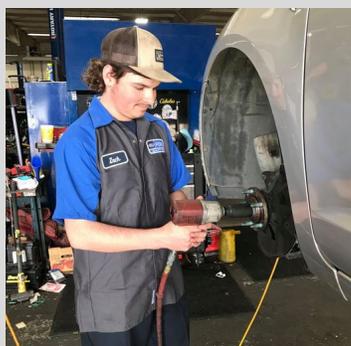
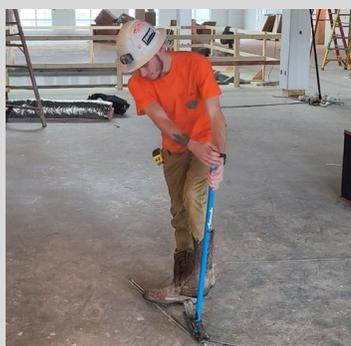
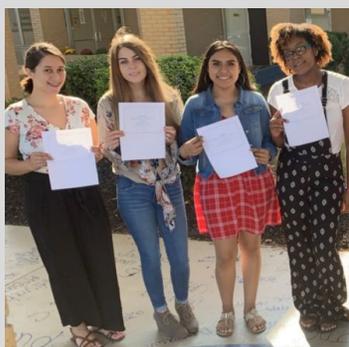
PROFESSIONAL HUB

Website Location:
<https://docs.google.com/spreadsheets/d/1BicJyqjW4J430C4n80vVWmM8t6mC2qy0v7luVt5d4gd-g/edit>

This will be a one-stop shop for all educators in our district. You can access SC state standards, support documents, educational articles, websites and many more resources!



DOMAIN II: INDICATOR 2.9



Examples of Certification Earners
2018-2022



DOMAIN II: INDICATOR 2.10

Learning process is reliably assessed and consistently and clearly communicated.

We strive to communicate frequently and consistently with stakeholders in a clear and understandable format. At the start of each school year, each school outlines important information, policies, and procedures in a student/parent handbook. The handbooks also include a district calendar specifying issuance dates of interims and report cards, holidays, and teacher workdays.

Formative assessment is used regularly to monitor student progress and make instructional decisions. NWEA MAP is given three times a year in Kindergarten through grade 9. Prior to administration, parents receive reminders of testing dates and teachers meet with students to set goals. Individual MAP score reports are sent home to parents to show student progress. Additional student information reports such as PALS, Fountas and Pinnell, SC READY/PASS, DRA, end of course exam scores, ACCESS, and CogAT are shared with parents throughout the school year.

Teachers at each school utilize the PowerSchool grade book feature, which allows for consistent and reliable grading practices across the district. We encourage parents to access the PowerSchool parent portal to monitor students' grades on a regular basis. In addition, students in middle and high school can also access their grades through PowerSchool in a read-only format. At the conclusion of the first and third nine-week grading periods, parents and teachers meet to discuss grades, attendance, assessments, etc. Beginning in the 8th grade, IGP conferences are held annually to discuss career plans and appropriate coursework.

The most current school report card data is located on the Spartanburg County School District Three website. The data provided includes information regarding academic achievement, school improvement, student engagement, and student safety. In October of each year, principals present their school data and subsequent goals to the school board at the monthly meeting and to all stakeholders in the annual Report to the People. The district instructional department also analyzes summative data and reports the findings to the board during a monthly board meeting.

62 STUDENTS
6TH - 8TH

SUMMER SCHOOL
June 7 - July 1

Math
English
Science
Social Studies

Over 700 courses recovered during summer school

So far, 35 high school courses passed during summer school. Some are completing the classes in the lab this semester.

60 STUDENTS
9TH - 12TH

Example of Data Collected from Summer School 2021

TEXT LEVELS (GRADES K-5)
KINDERGARTEN: The Developmental Reading Assessment (DRA) is an individually administered assessment of a child's reading capabilities: accuracy, fluency, and comprehension.
GRADES 1-5: The Fountas and Pinnell (F and P) Benchmark Assessment System is used to determine reading proficiency, including reading accuracy, comprehension, and fluency. Teachers administer the F and P at least three times yearly and use the results to plan instruction. The Text Levels (TL) listed are minimum expectations.

LEXILE LEVELS (GRADES 2-9)
The Lexile scale is a developmental scale for reading that ranges from below 200 for beginning reader material to above 1700 for advanced text. The range indicates the level of text that can be understood by the student 75% of the time. There is not a direct correlation of a Lexile measure to a specific grade level. The Lexile measure indicates the level at which 50% of students at a particular grade level are reading. www.lexile.com.

READ TO SUCCEED LAW
Section 60-165-160 of Act 284, Read to Succeed, states "a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment, SC READY, that equates to Not Met 1 on the prior test, SC PASS." Students scoring 1771 or below on the 3rd grade Spring MAP administration are identified as students for potential state-mandated third grade retention. Should your child not score high enough to demonstrate reading proficiency on SC READY, your child may not be promoted to fourth grade.

nwea map
Measure of Academic Progress is an assessment program purchased from the Northwest Evaluation Association.
MAP (GRADES 2-9)
Measure of Academic Progress (MAP) is a computerized adaptive test. The difficulty of the test is adjusted to the student's performance based on how well the student has answered questions. MAP measures a student's progress and growth. It shows how a child has grown from one year to the next in reading, language usage, science and math skills. Teachers gain information on students' strengths and specific areas of weakness.

THE SOUTH CAROLINA COLLEGE AND CAREER-READY ASSESSMENT (SC READY) is a statewide assessment in mathematics, science, and social studies.
https://ed.sc.gov/news/test/ilets/sc-ready-files/sc-ready-spring-2018-assessment-brochure/

SC PASS (PALMETTO ASSESSMENT OF STATE STANDARDS)
SCPASS is a statewide science assessment. Grade 4 will take the science assessment. Grade 5 will not take the social studies test this year.

If you have questions about MAP or any part of this brochure, please contact your child's school.
Cannon's Elementary 279-8100
Coppens Elementary 279-8500
Follett Elementary 279-8500

SPARTANBURG COUNTY SCHOOL DISTRICT THREE
ELEMENTARY GRADE LEVEL EXPECTATIONS

Example of Grade Level Expectations Brochure 2020



DOMAIN II: INDICATOR 2.11

Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

District Three is engaged in processes that use formative and summative data to improve student learning for individual and collective groups of students. We maintain a yearly assessment calendar that clearly delineates assessment dates. Our District testing coordinator maintains ethical and effective assessment trainings for each test administration. Formative data is continuously collected and analyzed during weekly instructional meetings. These discussions lead to modifications in instruction and enhanced learning experiences for students. System-wide data is utilized to determine the effectiveness of instructional practices and improve student growth. Based on this longitudinal data, we created our district's Academic Recovery Plan to assess the impact of the pandemic and to create a targeted plan of action. Included in this plan are the following:

- MTSS Coordinator
- Instructional Technology Coordinator
- District Graduation Coach
- Reading and math interventionists
- Behavior interventionists
- Before and after school tutoring



MULTI-TIERED SYSTEMS OF SUPPORT

N URTURING	E DUICATING	S UPPORTING	T OGETHER
RESPONSE TO INTERVENTION (RTI) ACADEMIC SUPPORT Tier 1: Core Instruction Tier 2: Small Group Instruction Tier 3: Individualized Instruction	POSITIVE BEHAVIOR INTERVENTION & SUPPORTS (PBIS) BEHAVIOR SUPPORTS Tier 1: School-wide/Classroom Expectations Tier 2: Small Group Behavior Supports Tier 3: Individualized Behavior Supports	SC RESILIENT SCHOOLS SPARTANBURG ACADEMIC MOVEMENT Trauma-Informed School-wide and Classroom Practices	SOCIAL EMOTIONAL LEARNING (SEL) Goal 1: Promote students' self awareness, self management, social awareness, relationship, and responsible decision-making skills Goal 2: Improve student attitudes and beliefs about self, others, and school

MTSS Explanation
2022

A CULTURE OF FEEDBACK
THE SUPERINTENDENT'S EVALUATION



[CLICK HERE TO WATCH:
Explaining the Superintendent's Evaluation](#)



DOMAIN II: INDICATOR 2.12

The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Spartanburg County School District Three has a process to continuously assess its effectiveness system-wide. Data drives our decision-making with instruction, with our teachers, with our school and district administrative staff, and with our programs. Formative data is continuously collected and analyzed during weekly instructional meetings. These discussions lead to modifications in instruction and enhanced learning experiences for students. System-wide data is utilized to determine the effectiveness of instructional practices and improve student growth. Teachers engage in yearly professional evaluations through the development of Student Learning Outcomes (SLOs), which require administrator conferences, observations, measurable goals, and student achievement data to document learners' needs. Teachers and administrators are evaluated routinely through the expanded ADEPT and PADEPP processes. Spartanburg District Three instructional teams, comprised of instructional coaches and district-level administration, meet monthly to review instruction occurring across the district. Our district uses various forms of data, both formative and summative, to evaluate the curriculum and make adjustments to instruction. Our instructional focus includes programs and frameworks such as Balanced Literacy, small group instruction, Reading Recovery, interventionists, coaching, and instructional technology (Dreambox, USA Testprep, IXL, Schoology, MAP, iReady). Survey data is utilized to evaluate our programs, professional development, and resources. Beginning in late spring or early summer, data from the previous school year is analyzed and used to evaluate progress towards our district's strategic plan and to determine if any adjustments are necessary. Stakeholders are involved in these meetings to evaluate and refine school-based goals and give feedback on federal funding.

ANNUAL SCHOOL IMPROVEMENT COUNCIL REPORT TO THE PARENTS 2020-2021

*** CANNON ELEMENTARY SCHOOL ***

SCHOOL ACHIEVEMENTS

- Cannon has been an AHS in the basic curriculum school since 2011.
- Authentic learning experiences in science, technology, engineering, art and mathematics minor skills needed for their future careers.
- Reading Recovery is fully implemented in our school with services provided by a reading interventionist, a reading coach and two teachers providing one-on-one instruction.
- Math intervention supported by a math interventionist, a math specialist and a district math coach. Teachers provide small group instruction and a variety of strategies for math instruction.
- In using the Compassionate Schools model, teachers and students are given strategies on how to manage emotions to self-regulate.

1315 OLD CONVERSE ROAD, SPARTANBURG, SC 29307
PHONE: 803.535.4333
WWW.SPARTANBURG.SCHOOLSDISTRICTTHREE.COM

POINTS OF PRIDE

- Received a SC Arts Commission Grant for \$15,000.
- Received a Distinguished Arts Program Grant from the South Carolina Department of Education for \$15,000.
- Completed community service projects during the month of February as we completed "Smiling with a Learning Heart."
- Recognized students and staff weekly for academic, leadership and outstanding characteristics.
- 100% of the teachers and staff members at Cannon have been trained in the Compassionate Schools Model.

PURPOSE OF REPORT

The Annual School Improvement Council Report to the Parents is issued by Cannon Elementary School in accordance with South Carolina law to share information on the school's progress in meeting various goals and objectives, the work of the School Improvement Council, and other accomplishments during the school year.

OUR MISSION, IN SPARTANBURG COUNTY SCHOOL DISTRICT THREE, IS TO PROVIDE EXPERIENCES AND TEACH WORLD CLASS SKILLS AND VALUES WHICH EMPOWER ALL CHILDREN TO ACHIEVE THEIR FULLEST POTENTIAL.

SIC MEMBERS

- Heather Blanton - Parent
- Christon Carroll - Chair
- Nicole McAmish - Parent
- Meghan McDaniels - Teacher
- Sydney Turner - Teacher
- Heather Grow - Community Member
- Rosa Shipley - Community Member
- Elizabeth Phillips - Principal

Example of an SIC Report to the People 2021



2021-22 Middle and Secondary School Literacy Reflection Tool

District Name: Spartanburg 03
School Name: Cannon High School
Principal Name: Rocky Davis
Email: rpdavis@spartanburgo3.org

Section A: Use of Data

Description Area: A. The school documents and reviews the reading and writing assessment and instruction planned for at least three high-achieving students and the intervention provided at strategic times who are not able to comprehend grade-level texts. A Comprehensive System of Assessment (Formative Assessment/End-of-Course and End-of-Course Assessment/Formative Assessment/End-of-Course and End-of-Course Assessment/End-of-Course) from the state assessment system. The school provides Formative Assessment in a Classroom/Identify Action Plan Monitor and Evaluate the Plan/Communication of Data.

Description Area: Provide Sources of Evidence/Measure Analysis/Chart/Record of Reading/Reading/Writing/Assessing/Engagement/Intervention/Reading Logs/Reading/Writing/Assessing/Intervention/Assessable/Notes/Strategy/Writing/Writing about Reading/Note-taking/Strategies/Transferred/Competence

Notes: A1. Teachers use a formative assessment system to individualize and identify students for students. A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. A3. Teachers work together to learn to collect and analyze data to make instructional decisions to provide students and individual students. They create action plans, and plans to monitor how the work is going. Finally, they use data to make decisions. A4. Teachers collect the analysis data to determine targeted, effective instruction. A5. Reading.

Section B: Core Instruction

Example of a Reflection tool 2021