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District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27
Upcoming School Year: 2024/25

District:	Calhoun
SIDN:	0901
Plan Submission:	School utilizes Cognia
Address 1:	125 Herlong Ave.
Address 2:	
City:	St. Matthews, SC
Zip Code:	29135
District Plan Contact Person:	Christia Murdaugh
District Plan Contact Phone:	8036557310
District Plan E-mail Address:	cmurdaugh@ccpsonline.net

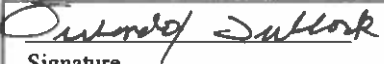

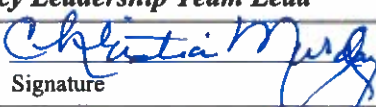

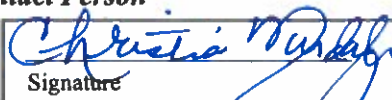
Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Ferlondo J. Tullock</u> Printed Name	 Signature	4/28/2025 Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Gary Porth, Esquire</u> Printed Name	 Signature	4/29/2025 Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mrs. Christia E. Murdaugh</u> Printed Name	 Signature	4/28/25 Date
<i>District Gifted and Talented Coordinator</i>		
<u>Dr. Treda Keith-Nelson</u> Printed Name	 Signature	4/28/25 Date
<i>District Strategic Planning Contact Person</i>		
<u>Mrs. Christia E. Murdaugh</u> Printed Name	 Signature	4/28/25 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 EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Yes	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 :	
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
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 Calhoun, I certify that this applicant:

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

Terms and Conditions

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

Yes	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	Dr. Ferlondo J. Tullock
2.	Principal	Mr. Milton Howard
3.	Teacher	Mrs. Elisa Holman-Brown
4.	Parent/Guardian	Mrs. Amy Williams
5.	Community Member	Mrs. Loressa Jenkins
6.	Private School Representative	NA
7.	District Level Administrator	Mr. George Kiernan
8.	Paraprofessional	NA
9.	District Read To Succeed Literacy Leadership Team Lead	Mrs. Christia E. Murdaugh
10.	District Read To Succeed Literacy Leadership Team Member	Mrs. Christia Murdaugh
11.	School Improvement Council Member	Mrs. Lacey Rabon
12.	District Gifted and Talented Coordinator	Dr. Treda Keith-Nelson
13.	District Federal Programs Coordinator	Mr. Fred Mack
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	

District Requested Strategic Plan Waiver

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

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

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

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



Not Applicable

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

NEEDS ASSESSMENT UPDATE

**DR. FERLONDO TULLOCK, SUPERINTENDENT
MRS. CHRISTIA MURDAUGH, CHIEF ACADEMIC OFFICER**

STATE ASSESSMENT DATA

- EOC

<https://ed.sc.gov/data/test-scores/state-assessments/end-of-course-examination-program-eocep/2023//eocep-demographic-scores/?districtCode=0901&schoolCode=999>

- SC Ready

<https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2023/district-scores-by-grade-level/?districtCode=0901&schoolCode=999>

IREADY THIRD WINDOW ASSESSMENT (PRE AND POST) **READING**

Schools	Diagnostic Window	Students Mid or Above Grade Level	Students Early On Grade Level	Students One Grade Level Below	Students Two Grade Levels Below	Students Three Grade Levels Below
CCHS	FALL	2%	9%	16%	7%	66%
CCHS	SPRING	11%	11%	23%	5%	50%
SRS	FALL	8%	12%	45%	16%	19%
SRS	SPRING	21%	23%	32%	11%	13%
SMK8	FALL	8%	15%	35%	17%	25%
SMK8	SPRING	24%	19%	27%	14%	17%

IREADY THIRD WINDOW ASSESSMENT (PRE AND POST) MATH

Schools	Diagnostic Window	Students Mid or Above Grade Level	Students Early On Grade Level	Students One Grade Level Below	Students Two Grade Levels Below	Students Three Grade Levels Below
CCHS	FALL	1%	6%	15%	13%	65%
CCHS	SPRING	15%	31%	5%	11%	38%
SRS	FALL	3%	8%	51%	20%	19%
SRS	SPRING	19%	15%	44%	12%	10%
SMK8	FALL	3%	7%	44%	22%	25%
SMK8	SPRING	13%	15%	42%	14%	15%

Executive Summary of Needs Assessment Data Findings

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

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

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

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

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	<p>Based upon the exceed and met scores:</p> <p>SC Ready: The data for SC Ready ELA is expected to grow 10% each year. By the end of the fifth year, ELA will increase from the Baseline of 27.5% to 43.3% and math will increase from the baseline of 21% to 33.8% by 2026/27</p> <p>We will continue to break down the areas of concern by doing the following:</p> <ol style="list-style-type: none"> 1. Provide professional development opportunities for teacher growth in instruction 2. Provide formative assessments, progress monitoring assessments, and benchmark assessments that assist with gathering data to improve academic achievement 3. Continue with our MTSS program to provide rigorous instruction for students to build their achievement 4. Provide after school programs to assist students 5. Continue implementing a protected enrichment time for tiered instruction 6. Make data driven decisions based on the district data to improve instructions 7. Implement social and emotional learning for all students 8. Continue with Personalized and Visual Learning
High School (9 - 12)	
2.	<p>EOC:</p> <p>The data for English II is expected to grow 10% each year. By the end of the fifth year, English II will increase from the Baseline of 59.1% to 95.3%, Algebra will increase from the baseline of 17% to 38%, Biology will increase from the baseline of 15.2% to 24.4%, and USH will increase from the baseline of 14.5% to 24.2% by 2026/27.</p> <p>We will continue to break down the areas of concern by doing the following:</p> <ol style="list-style-type: none"> 1. Provide professional development opportunities for teacher growth in instruction 2. Provide formative assessments, progress monitoring assessments, and benchmark assessments that assist with gathering data to improve academic achievement 4. Provide after school programs to assist students 5. Continue implementing Saints Success for additional instruction 6. Make data driven decisions based on the district data to improve instructions 7. Implement social and emotional learning for all students 8. Continue with Personalized and Visual Learning
Teacher/Administrator Quality	
3.	<p>Since the inception of the Read to Succeed Act, Calhoun County Public Schools have taken on the responsibility to ensure that our teachers have the certificate add on required by the SCDE. Our baseline by the new start of our DSP was 84%. To date, we are trying to have 98% of our meet the criteria. Additionally, procuring certified teachers have been difficult, but we are working to increase our certified staff. Our baseline begin with 11 non-certified, however to date, we are down to 7. We are working tirelessly to have a full, highly qualified faculty.</p>
School Climate	

4. Teaching and Learning is the primary focus in Calhoun County Public Schools. The district articulates a shared purpose and clear educational vision focused on academics, safety and wellness of the students. The district is committed to increasing achievement and improving wellness in our district. Family engagement is a staple to the success of our students. Our baseline data for parental involvement was cited as 83.2%. We are striving to increase to 98% in hopes that the majority of parents will have involvement in their child's success.
- Data: Student achievement data, parent engagement, and social and emotional wellness programs.
- The district will increase parental involvement in the following ways:
1. Communication: We keep parents in the loop on an ongoing basis.
 2. Personalize: We are a Personalized Learning district. Parents expect it, too, and new technology tools can help parents customize how they're connected to their children's schools. Therefore, parents are updated on their student's academic performance through Parent Portal, Remind, and website information.
 3. Set the tone: Teachers share a bit of information about themselves at the start of the year and communicate with parents throughout the year.
 4. Build relationships: Teachers focus on building relationships with parents to establish trust and foster those relationships throughout the year. Our schools also ensure that parents have opportunities to build rapport with their child's support network.
 5. Share accountability: All faculty members are expected to participate in the school's communications efforts.
 6. Invite parents to be partners and empower them: Through parent engagement, teachers should invite parents to share information about their child's strengths and weaknesses, increase the type of support system they have at home, and whether anything going on in the child's life may impact classroom behavior. This is essential in equipping teachers to meet students' needs. Additionally, design opportunities where parents can learn strategies to use at home to work with their child at home.
 7. Share the positive: Communicate the positive accomplishments with parents.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, Calhoun County Public Schools will increase the percent of parents satisfied with school-home relations by .5% each year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Report Card	83.2%	Projected Data: 83.7%	84.2%	84.7%	85.2%	85.7
		Actual Data: 80.5	81.8	90.1		

Action Plan

Strategy #1: Increase communication and involvement with school/home relations.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide more opportunities for parents to become involved in their child's learning.	2022-2027	District and School Levels	250,000.00	Title I, IV and ESSER III(Ends Sept. 30th 2024)	Flyers Agenda' Parent Sign-in Sheets Pictures Surveys

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2026-27, Calhoun County Public Schools will work for the next five years to increase their met/exceeds by 10% each year. On the EOC , students will increase their performance by 10% by scoring a C or higher.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
English II	59.1	Projected Data:	71.5	78.7	86.6	95.3
Algebra I	43.3		52.3	57	62.7	68
Biology	15.2		18.4	20.2	22.2	24.4
US History	14.5		16	20	22	24.2
			18.3			
		Actual Data:				
		65.3	47.7	67.9		
		96.1	40.5	48.1		
		41.7	32.4	35.0		
		24	21.2	12.8		

Action Plan

Strategy #1: Increase student achievement on state-wide assessments.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide a district-wide state assessments AimsWeb and iReady comparable to the state performance standards.	2022-2027	District Office Teaching and Learning	28,500.00	General Fund	Data
2. Provide software resources for teachers and students to practice mastery of standards.	2022-2027	District Office Teaching and Learning	250,000.00	General Fund	Performance Data
3. Support Implementation of an after school program for all grade levels.	2022-2027	District Level and School Level	100,000.00	ATSI/ESSER III	Attendance and Data
4. Provide professional development for teachers and administrators growth and student achievement.	2022-2027	District and School Levels	75,000.00	General and Federal	PD Hours Agenda Travel Attendance Roster Requisitions
5. Provide an upgraded device for all students.	2022	IT Department	500,000.00	ESSER I and III	Device Logs Inventory Lists
6. Collect and analyze data to evaluate the effectiveness of the curriculum, progress of students, and intervention needed for continued improvement.	2022-2027	District and School Levels	1500.00	General Fund	Sign-in sheets Agendas Data
7. Provide training for staff on the use of data to diagnose students' strengths and weaknesses.	2022-2027	District and School Levels	1000.00	Federal Funds	Agendas Sign-in sheets Data Forms Assessment Data
8. Implement a new curriculum for reading and math.	2022-2027	District Level/Teaching and Learning	25,000.00	Federal Funds	Curriculum Team List Agendas Sign-in Sheets

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, Calhoun County Public Schools will increase the number of diplomas earned who are college or career ready by .5% each year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Report Card	68.7	Projected Data: 69.2	69.7	70.2	70.7	71.2
		Actual Data: 74.7	73.4	88.7		

Action Plan

Strategy #1: To increase the number of students receiving a high school diploma and a silver or higher on WorkKeys					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Enhance the College and Career Readiness course at the high school level.	2022-2027	District and School Levels	10,000.00	General and Federal Funding	State Assessment scores Field Experiences Both Physical and Virtual
2. to increase the number of students scoring a Gold or higher on the Readiness exam.	2022-2027	District and School Levels	7,000.00	EEDA and Federal Funds	State Assessment Practice Tests

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	New Goal: By 2027, Calhoun County Public Schools will increase the iReady Reading and Math scores by 10% to heighten the passage rates on the state assessments. Retired goal due to new formative assessment after the purchase of the new formative assessment:By 2027, Calhoun County Public Schools will increase the STAR Reading and Math scores by 10 points to heighten the passage rates on the State-Assessments.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
iReady Reading CC	2%	Projected Data:	5%	12.1%	13.3%	14.6%
iReady Math CC	1%		4%	16.5%	18.2%	20%
iReady Reading SM	8%		11%	26.4%	29%	32%
iReady Math SM	3%		9%	14.3%	15.7%	17.3%
iReady Reading SR	8%		11%	23.1%	25.4%	27.9%
iReady Math SR	3%		9%	20.9%	23%	25.3%
		Actual Data:				
		11%	11%	43%		
		15%	15%	63%		
		24%	24%	39%		
		13%	13%	27%		
		21%	21%	38%		
		19%	19%	30%		

Action Plan

Strategy #1: Increase student mastery on the STAR assessments as noted in the District Recovery Plan.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide the iReady assessment to garner data three times a year.	2022-2027	District Level/teaching and Learning	30,000.00	General Funds	Assessment Data
2. Continue LETRS implementation to K-3 teachers to enhance how to teach reading.	2022-2027	State Level	N/A	State Funded	Final scores
3. Continue providing PD on Personalized Learning.	2022-2027	District and School Levels	25,000.00	Federal Funding	Agendas Sign-In Surveys
4. Continue data meetings to provide useful data to teachers, students and parents to set goals for achievement with each assessment period.	2022-2027	District and School Levels	--	--	Agendas Sign-In Sheets Data Data Walls
5. Continue to conduct MTSS meetings to analyze and discuss tiered infrastructure to help match academic and social and emotional behavior assessments to reach every students' needs.	2022-2027	District and School Levels	\$7500.00	Title IV	MTSS/SEIT Coordinator Assessment Data MTSS Sign-in sheets MTSS agenda

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, Calhoun County Public Schools will increase the number of teachers receiving their reading endorsement courses from 84% to 98% by 2027.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Data received from VirtualSC	84%	Projected Data: 84%	88%	92%	96%	98%
		Actual Data: 92%	96%	97.8		

Action Plan

Strategy #1: Increase teachers completing their reading endorsement courses for the state.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide funding to assist teachers in obtaining their endorsement.	2022-2027	District	4,000.00	General	Form of participation Invoice

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, the district will decrease the number of non-certified teachers from 11 to 0.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Report Card	11	Projected Data: 8	5	2	3	0
		Actual Data: 3	9	7		

Action Plan

Strategy #1: Implement a program that will attract certified teachers.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Retaining and Retention funds to attract certified teachers to our district.	2022-2027	District Level	134,00.00	Voorhees/Federal Funding	Participation Form Contracts
2. Provide a new teacher/mentor program.	2022-2027	District Level	6,500.00	Federal	Participation Forms ADEPT list

DISTRICT:

GT INFORMATION FOR SCHOOL YEAR:

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

DISTRICT:

INFORMATION FOR SCHOOL YEAR:

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

DISTRICT:

INFORMATION FOR SCHOOL YEAR:

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

GRADE	MODEL	CURRICULUM AREA					
		Use approved abbreviations for curriculum.	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K	Special School Program	Curriculum Used	X				
1	Special School Program	Curriculum Used	X				
2	SSP	Curriculum Used	X				
3	SSP	Curriculum Used	X				
4	SSP	Curriculum Used	X				
5	SSP	Curriculum Used	X				
6	SSP	Curriculum Used	X				
7	Extension Model	Curriculum Used		X	X	X	X
8	EM	Curriculum Used		X	X	X	X
9	EM	Curriculum Used		X	X	X	X
10	EM	Curriculum Used		X	X	X	X
11	EM	Curriculum Used		X	X	X	X
12	EM	Curriculum Used		X	X	X	X

DISTRICT:

INFORMATION FOR SCHOOL YEAR:

DISTRICT:

INFORMATION FOR SCHOOL YEAR:

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Extension Model

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

DISTRICT: Calhoun County Public Schools

INFORMATION FOR SCHOOL YEAR:

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

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

Calhoun County Public Schools notify parents and community of its nomination and identification through letters, parent meetings, newsletters, and brochures.

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

Calhoun County Public Schools
FORM TO EXPLAIN PERFORMANCE TASK ASSESSMENT TO PARENTS

Academic Gifted and Talented Identification

Your child has met the required state criteria to participate in the South Carolina Performance Task Assessment this spring. Verbal and nonverbal tasks will be administered to each qualifying student on separate days and are approximately 90 minutes per session.

When taking the Performance Tasks Assessment, students participate in a series of lessons. In each lesson, the test administrator presents a skill to the group. Students interact with the test administrator with questions and responses, including a practice problem. Then students work independently on a task that assesses how students process and use the demonstrated skill.

Students are encouraged to respond to all tasks. Please note that some of the skills and tasks may be at a higher level than those presented during regular classroom instruction. This is in keeping with the purpose of the Performance Tasks Assessment to identify students who will benefit from advanced curriculum and instruction.

The state testing window is **February 22, 2022 – March 11, 2022.**

Your child is scheduled for testing on **February 23, 2022 and February 24, 2022.**

Responses are scored with a point-scale rubric. There is a separate score for the verbal and nonverbal tasks.

Student results are due back to the district no later the **May 27, 2022.**

Parents will be notified of results.

Preparing Your Child:

Please save this notice and share the information with your child close to his/her testing dates.

- Help your child approach the testing in a relaxed, positive way.
- Explain that the purpose of taking the Performance Tasks is to learn and use skills on several tasks.
- Tell your child that he/she needs to listen to directions and focus on the task.
- There are multiple acceptable responses and all responses are considered.
- Emphasize that these tasks require no special preparation.

If you have additional questions, please contact the Performance Tasks Contact for your district.

Loressa Bonnett-Jenkins,
lbjenkins@ccpsonline.net
(803)655-2750

Sandy Run K-8 Gator News!!!

Volume 1, Issue 1

August/September



Dear Sandy Run K8 Family,

Welcome to the start of a brand new school year! We hope you all had an amazing and rejuvenating summer, filled with adventures and cherished memories. As the new principal of this incredible school, it is my honor to welcome each and every one of you back to our halls of learning.

This year, our school is embracing a powerful theme that illustrates our collective journey together: "Unleash Your Potential". It is a reminder that within each and every one of us lies incredible talent, creativity, and the ability to achieve greatness.

At SRK8, we believe in creating an environment that nurtures growth, fosters curiosity, and encourages exploration—for our teachers as well as our students. Our dedicated teachers and staff are here to guide and support our students on this exciting journey of self-discovery. And we are here to support our teachers in the same journey.

We are passionate about igniting the spark within our students and helping them develop the necessary skills to succeed academically, socially, and emotionally.

Remember, it is not the limits imposed upon you that define your potential; rather, it is the belief in yourself and the determination to go beyond those limits that truly matters. *Be fearless in the pursuit of your dreams, for the possibilities are endless when you unleash your potential.*

Throughout the school year, we will provide teachers and students with a diverse range of opportunities to explore different fields, discover their passions, and cultivate talents. Whether it's participating in learning teams, engaging in community service, or challenging yourself academically, each experience will help you unlock new dimensions of your potential.

As we embark on this journey together, we encourage you to support and uplift one another. We are a community of learners, where each individual brings something unique to the table. By fostering a supportive environment, we create the perfect conditions for **everyone** to thrive and unlock their true potential.

We have no doubt that this school year will be filled with achievements, breakthroughs, and moments of awe-inspiring growth. Together, let us unleash our potential and create a legacy of excellence at SRK8 that will resonate for years to come.

Respectfully,

Floyd W. Dinkins III and Michelle Bradley

Student Safety & Security SAFETY:

Safety drills are scheduled and practiced each school year to familiarize students with procedures should an actual emergency occur.



SECURITY: During the school day, exterior doors to the building are locked. Please do not place our students or staff in uncomfortable situations by knocking on locked doors to enter the school. When you visit, please sign in at the main office before proceeding into the hallway. A Visitor's Badge must be worn while you are in the building.

Please Welcome Our New Gators' Faculty and Staff

Mrs. Jacqueline Herod, 5th Grade ELA/Science
Ms. Kelly Ellis, Cafeteria Manager
Mr. Norman Aiken, Custodian
Ms. Cheryl Parson, SPED Teacher Assistant
Mr. Floyd Dinkins, Principal

2023-2024 Character Trait of the Month
September- Caring and Friendship
Showing understanding of others by treating them with kindness, compassion, generosity, and a forgiving spirit.





Parent Pick-Up and Drop-Off

Parents, please be reminded of the following times and procedures for Drop-Off and Pick-Up from school:

~ Drop Off Time ~

7:20AM - 8:00 AM

Drop-Off Procedure ~

The school day begins at 8:00 AM. In an effort to secure a safe learning environment for your child, please do not drop your child(ren) off prior to 7:20 AM. A staff member is on duty each morning from 7:20 AM to 8:00 AM to greet your child. Also, for safety protocols, please do not drop your child off in the parking lot. All cars should report to the drive-thru area which allows your child a safe entry into the building. If your child arrives after 8:00 AM, he/she is considered tardy. Please be prepared to walk your child into the office and sign him/her in.

**STUDENT
PICK UP
AND
DROP OFF
AREA**

~ Pick-Up Time ~

Regular School Day

3:00 PM

Early Dismissal Day

1:00 PM

Pick-Up Procedure ~

Early Departure: We understand that emergencies may arise or you may have a long drive to a doctor's visit. If your child must be signed out early, please do so before 2:30 p.m. The office will not be able to release students after 2:30 PM.

Car Rider Dismissal: Please line up in the loading area and wait in your cars. All car riders will be dismissed from the bus loop (once buses have departed) or the cafeteria entrance.

For student safety, please do not drive around a vehicle until asked to do so by one of the teachers/administrators on duty. In addition, **students will be not be released to go to a car in the parking lot.**

If you are entering the school, please park in the parking lot.

✪ Attention Parents of 2nd Graders! Gifted and Talented (GT) Testing Coming Soon! ✪

We are excited to announce that Gifted and Talented (GT) testing for our 2nd-grade students will be taking place at SRK8 from October 9th to October 13th. This is an excellent opportunity to identify and nurture the unique talents and abilities of our young learners.

Testing Schedule:

- **Date:** October 9th - October 13th
- **Location:** SRK8

What is GT Testing? GT testing aims to identify students who demonstrate exceptional intellectual ability or talent in one or more areas such as language arts, mathematics, science, or the arts. It provides an opportunity for these students to receive specialized instruction and enrichment opportunities to further develop their potential. We look forward to seeing our 2nd-grade students shine during GT testing!

Saints 2023 Middle School Football Schedule

Date	Opponent	Time	Location
9/7/23	Bamberg-Ehrhardt	5:30 pm	Calhoun County
9/14/22	Swansea	5:30 pm	Swansea
9/21/23	Edisto	5:30 pm	Calhoun County
9/28/23	Blackville-Hilda	6:00 pm	Blackville
10/5/23	Denmark-Olar	6:00 pm	Calhoun County
10/12/23	Bye		
10/19/23	Howard	6:00 pm	Howard

BOLD denotes home game



Breakfast

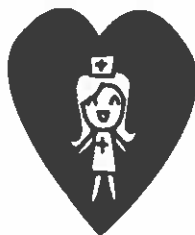
Hours

7:20 AM - 8:00AM

The early bird catches the worm!

We encourage you to have your child at school no later than 7:45; however, we know emergencies arise but please note that any

student arriving after 8:00am will not receive breakfast.



News from the Nurse

Parents please be reminded that students are not allowed to bring prescription or over-the-counter medicine to school. If your child has a prescription that needs to be taken at school, you (the parent) must bring the prescription along with a doctor's note to the nurse.

Parent Portal

Parent Portal offers tools to help you stay engaged in your child's learning

The Parent Portal, is your connection to your student's educational record. In the Parent Portal you can access your child's report cards and progress reports, communicate with your child's teacher, review and update emergency contact information. Explore the Portal today to find out how you can utilize the tools available and have a better understanding of your child's educational journey. Please contact your child's school counselor to receive your child's log in information.

With your account, you may access attendance, schedules, grades and assignment information regarding your child(ren).

Hello Parents, Guardians, & Community Members:

This year, We look forward to proudly serving as your School Counselors again and we are certainly excited about getting to know each of the new students and parents.

We truly count it a honor to be in such a wonderful community oriented, family friendly environment.

Throughout the school year, students can expect to meet for classroom guidance lessons., small groups and individuals sessions, as needed. Students, parents, and teachers may refer a student to the counselor for personal, social, or academic issues. We are also seeking positive role models to serve as classroom guidance speakers and or student mentors.

We are also looking forward to a continued partnership with community members and parents!

If you have any questions, please do not hesitate to contact us at: (803) 655-2746.

Peggy Whittenburg	6th—8th School Counselor
Betsy Tant	CD-5th School Counselor

School Counselor
SPOTLIGHT



Date: August 02, 2023
Time: 6:00 PM
Location: Calhoun County High School Auditorium

AGENDA



**Calhoun County High School
and
Orangeburg Calhoun Technical College**



Early College/Honors Academy Informational Meeting

Opening Welcome

Dr. Walt Tobin,
President, Orangeburg Calhoun Technical College

Greetings

Dr. Treda Keith-Nelson
Chief of Accountability and Administrative Officer,
Calhoun County Public Schools

CCHS Early College/Honors Academy Overview

Dr. Wanda Green-Adams, Early College Coordinator

OCTECH Early College Overview

Dr. Melissa T. Price, Dean of Early College
Early College Team

QUESTIONS & ANSWERS

Closing Remarks

Mr. Milton Howard,
Calhoun County High School Principal

Notes:

October 4, 2023

To the Parents of Second Grade Students,

The norm-referenced tests for gifted and talented screenings are administered in the fall of each year to the students in second grade. Students will take both an aptitude (COG-AT), and an achievement test (ITBS). The students will need to ensure they are in attendance on the specified days of school. Breakfast and lunch will be provided during their normal times. The purpose of the tests is to identify students for the Gifted and Talented Program.

Second grade students at St. Matthews K-8 will be tested on the following days:

Monday, October 9, 2023
 Tuesday, October 10, 2023
 Wednesday, October 11, 2023
 Thursday, October 12, 2023
 Friday, October 13, 2023

Please take note of these dates and plan to have your child in school, on time, and ready for the tests. Also, all parts of the test must be complete in order to properly score the results. Students should also get plenty of sleep the night before the tests, and have a good breakfast in the morning. Your cooperation is needed in order for your child to perform his/her best on the tests.

Sincerely,

Loressa Jenkins

Elementary School Counselor

Test Schedule

Tips/Reminders

Day	Monday, Oct. 9	Tuesday, Oct. 10	Wednesday, Oct. 11
Test	CogAT (Verbal) • Picture Analogies • Sentence Completion • Picture	CogAT (Quantitative) • Number Analogies • Number Puzzles • Number Series	CogAT (Nonverbal) • Figure Matrices • Paper Folding • Figure Classification

"Building a Foundation for a Successful Future"
 The mission of Calhoun County Public Schools is to provide a high-quality education for every child.

- Please see that your child gets rest on the nights before these tests.
- Please make sure that your child eats a nourishing breakfast each day.
- Make every effort to have your child in school and on time except in case of illness.
- Please see that your child brings at least two #2 pencils to school. Pencils are required for marking test answer documents.
- Encourage your child to listen attentively to the test administrator's directions.
- Encourage your child to read each test question and each response carefully before selecting an answer.
- Encourage your child to stay calm if there are questions that seem difficult. (Encourage your child to choose his/her best answer)

Testing

Thursday, Oct. 12	<ul style="list-style-type: none">• Reading: Picture Stories• Reading: Sentences• Reading: Stories
Friday, Oct. 13	<ul style="list-style-type: none">• Mathematics: Part 1• Mathematics: Part 2

Calhoun District Proficiency Plan

Respectfully submitted through Formstack. A copy was not sent to the email.

2025 District Summer School Program Sites Identification

District Name: Calhoun **District Summer School Contact:** Christia Murdaugh

Contact's Phone Number: 803-655-2610 **Contact's Email Address:** cmurdaugh@ccpsonline.net

☐ **NO SUMMER SCHOOL PROGRAM SITES**

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Calhoun County High School	Milton Howard	mhoward@ccpsonline.net	9-12	yes	HS
St. Matthews K-8 School	Melissa Peeples	mpeeples@ccpsonline.net	1-8	yes	E/M
Sandy Run School	Floyd Dinkins	fdinkins@ccpsonline..net	1-8	yes	E/M

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