District Strategic Plan
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District Strategic Plan Signature Page

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

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

Superintendent		
Dr. Ferlondo J. Tullock Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
Mr. Gary Porth, Esquire Printed Name	_____ Signature	_____ Date
District Read To Succeed Literacy Leadership Team Lead		
Mrs. Christia E. Murdaugh Printed Name	_____ Signature	_____ Date
District Gifted and Talented Coordinator		
Dr. Cinthia T. Wolfe Printed Name	_____ Signature	_____ Date
District Strategic Planning Contact Person		
Mrs. Christia E. Murdaugh Printed Name	_____ Signature	_____ Date

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 *et seq.* (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 *et seq.*)
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. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
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 *et seq.*)

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).
Yes	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. *(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.)*
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.

Communication and Reporting Requirements

Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.

Provide comments on why any of the Gifted and Talented assurances above are **not met**:

District Proficiency-Based System
(SBE Regulation 43-234)

Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

Yes	The district's Proficiency-Based System Plan:
	   • 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	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request. • 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 *et seq.* (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2016)) if the amount of this award is $50,000 or more.

Terms and Conditions

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

Yes	**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
	
	• Applicant and/or any of its principals, subgrantees, or subcontractors
	    • 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: • 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**	Dr. Treda Keith-Nelson
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**	Dr. Wanda Adams
11.	**School Improvement Council Member**	TBD
12.	**District Gifted and Talented Coordinator**	Dr. Cinthia T. Wolfe
13.	**District Federal Programs Coordinator**	Mrs. Christia E. Murdaugh
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	

District 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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	

Calhoun County Public Schools Needs Assessment Data

ELA

Reduce the percentage of students in K through 8th grades performing below grade level in 2022 as determined by STAR Reading. Moving Tier 2 and 3 students by 10 points each year.

Math

Reduce the percentage of students in K through 8th grades performing below grade level in 2022 as determined by STAR Math. Moving Tier 2 and 3 students by 10 points each year.

STAR Reading Below Level Performance

	Does Not Meet
■ CCHS	28%
■ SM	42%
■ SR	44%

■ CCHS ■ SM ■ SR

Calhoun County Public Schools Needs Assessment Data

STAR Math Below Level Performance

	Does Not Meet			
■ CCHS	60%			
■ SM	44.90%			
■ SR	41.90%			

■ CCHS ■ SM ■ SR
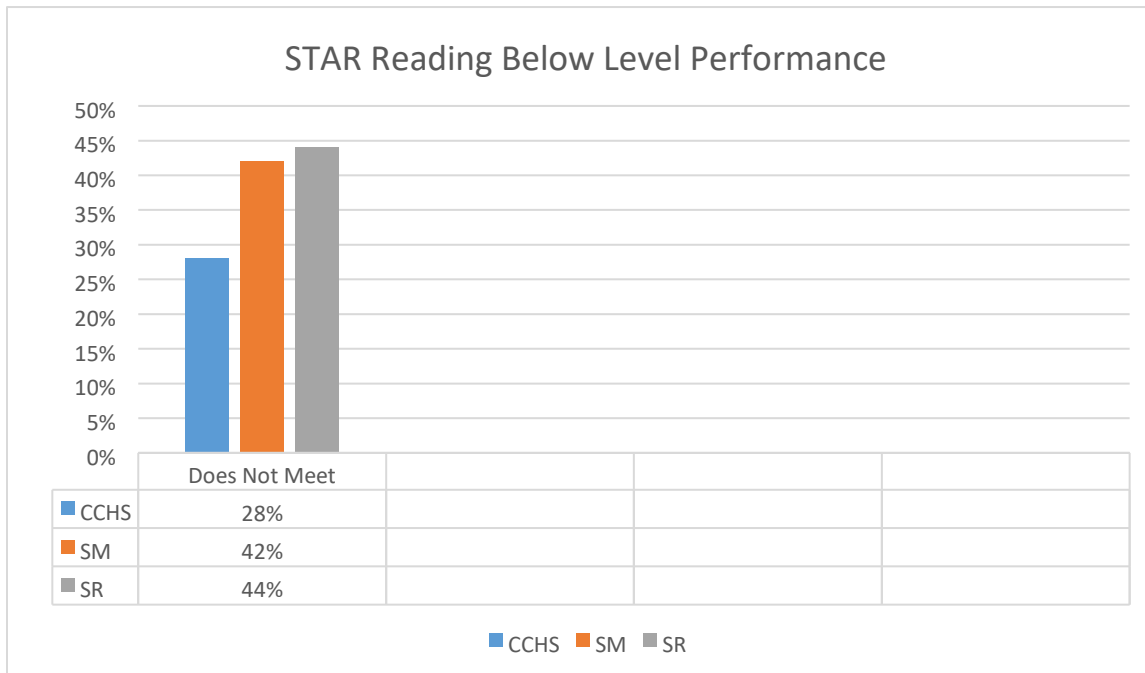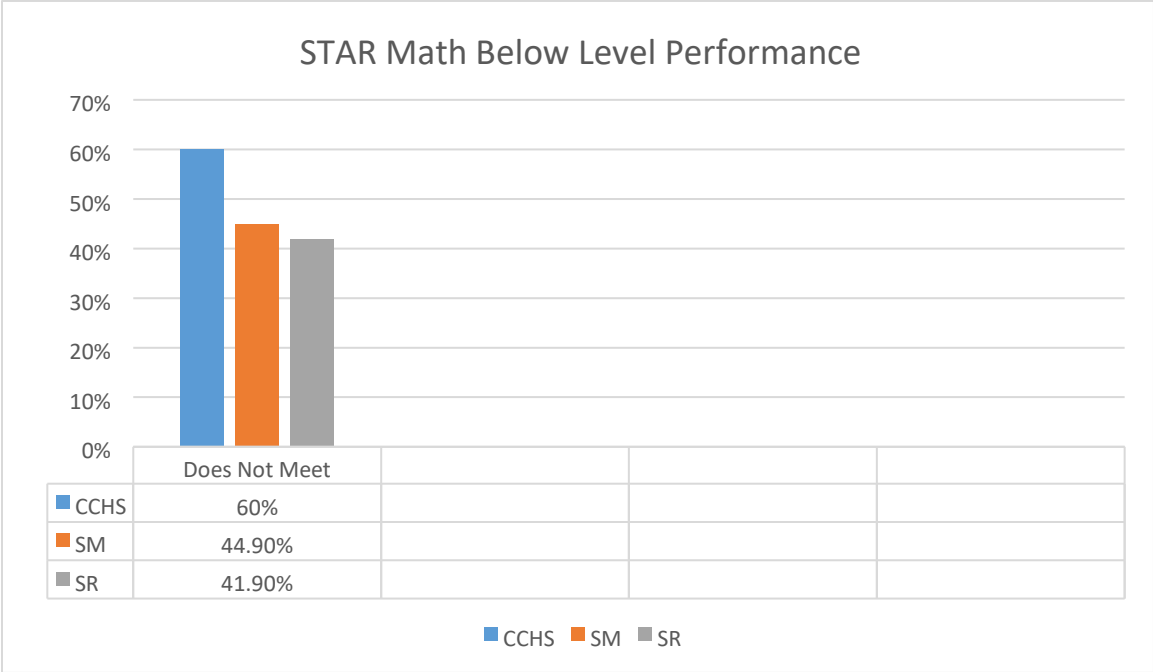
Reading Endorsement for Teachers – 89%

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. Based upon the exceed and met scores: SC Ready: The data for SC Ready ELA is 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 SC PASS: Science is expected to increase 10% each year. By the end of the fifth year, science will increase from the Baseline of 31.5% to 46% by 2026/27. We will continue to break down the areas of concern by doing the following: 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. EOC: 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. We will continue to break down the areas of concern by doing the following: 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. In accordance with ACT 284, teachers must have a certain number of reading courses to receive their endorsement. Currently, 96% of of our teachers have started working toward their endorsement. It is also important that teachers have professional development opportunities to assist in their growth process to improve student achievement. We have extended Tuesdays to help students reach their academic success by providing assistance to those who cannot attend after-school.
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. This year has been combated with the pandemic and working to close the achievement gap and provide social and emotional services to students and teachers. The district is committed to increasing achievement and improving wellness in our district. Data: Student achievement data 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

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	ESSER and other Federal funds	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**
SC Ready ELA SC Ready Math SC PASS Science English II Algebra I Biology US History	27.5 21.0 31.5 59.1 17 15.2 14.5	**Projected Data:** 30.3 23.1 34.7 65.0 18.7 16.7 16	33.3 25.4 34.7 71.5 20.6 18.4 18	36.3 27.9 33.2 78.7 22.7 20.2 20	39.9 30.7 42 86.6 25 22.2 22	43.3 33.8 46 95.3 38 24.4 24.2

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 assessment (CASE 21, AimsWeb, and STAR) that is 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

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.**	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
STAR Reading CC	28	Projected Data:	48	58	68	78
STAR Math CC	60	38	80	90	100	100
STAR Reading SM	42	70	62	72	82	92
STAR Math SM	44.9	52	64.9	74.9	84.9	94.9
STAR Reading SR	44	54.9	64	74	84	94
STAR Math SR	41.9	54	61.9	71.9	81.9	91.9
		51.9				

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 STAR 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	--	--	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%

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

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

Calhoun County School District
Gifted and Talented Program

The Gifted and Talented Program of Calhoun County School District serves students in grades 3 through 12. Students served in the program are provided a challenging curriculum that affords them an opportunity to reach their maximum potential.

Initial testing for the gifted program takes place in the fall of the school year. Second grade students participate in census testing at the school and do not need to be referred. Testing and screening for additional students take place each school year during the spring. Notification of students who qualify for the gifted and talented program is done at the end of the school year. Students who qualify will be eligible for placement in the gifted and talented program the upcoming school year.

Third through eighth grade students who demonstrate academic excellence may be referred for gifted and talented screenings by parents, teachers and administrators.   Referral forms can be obtained from the School Counseling Department at the K-8 Schools. The deadline to return referral forms for the 2021-2022 School Year is March 31, 2022.

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

St. Matthews K-8

Empower, Compete, Succeed

135 Saints Avenue
St. Matthews, SC 29135
Phone: (803) 655-2750
Fax: (803) 874-2413

Dr. Treda Keith-Nelson, *Principal*
Fred S. Mack, Ed. S., *Assistant Principal*

February 22, 2022

Dear Parent(s)/Guardian(s),

The Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT) were administered to second grade students in November, 2020. Students are identified as gifted and talented by the State of South Carolina if they meet one of the criteria below.

- A composite score at the 96th national age percentile or higher on the Cognitive Abilities Test (CogAT).

OR

- A score at the 93rd national age percentile or higher on the (CogAT) and at the 94th national percentile or higher in reading or math on the (ITBS).

Attached is a profile narrative of your child's results. There will be a "G & T" Qualified label on the lower left side of the profile sheet, IF your child qualified for the gifted and talented program. Please contact me if you have any questions.

Sincerely,

Loressa Jenkins,
Elementary School Counselor

"Together we have, can, and will do what's best for children."

The mission of Calhoun County Public Schools is to empower all students to compete and succeed in an ever-changing global society.

St. Matthews K-8

Empower, Compete, Succeed

135 Saints Avenue
St. Matthews, SC 29135
Phone: (803) 655-2750
Fax: (803) 874-2413

Dr. Treda Keith, *Principal*
Fred S. Mack, Ed. S., *Assistant Principal*

October 7, 2021

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 11, 2021
Tuesday, October 12, 2021
Wednesday, October 13, 2021
Monday, October 18, 2021
Tuesday, October 19, 2021

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

Day	Test
Monday, Oct. 11	CogAT (Verbal) • Picture Analogies • Sentence Completion • Picture Classification
Tuesday, Oct. 12	CogAT (Quantitative) • Number Analogies • Number Puzzles • Number Series
Wednesday, Oct. 13	CogAT (Nonverbal) • Figure Matrices • Paper Folding • Figure Classification
Monday, Oct. 18	Iowa Assessments • Reading: Picture Stories • Reading: Sentences • Reading: Stories
Tuesday, Oct. 19	Iowa Assessments • Mathematics: Part 1 • Mathematics: Part 2

Testing Tips/Reminders

- 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)

"Cardinals Soar: Every day we rise!"

The mission of Calhoun County Public Schools is to empower all students to compete and succeed in an ever-changing global society.

"Cardinals Soar: Every day we rise!"

The mission of Calhoun County Public Schools is to empower all students to compete and succeed in an ever-changing global society.

Calhoun County Public Schools

GIFTED AND TALENTED PROGRAM

THE GIFTED AND TALENTED PROGRAM OF CALHOUN COUNTY SCHOOL DISTRICT SERVES STUDENTS IN GRADES 3 THROUGH 12. STUDENTS SERVED IN THE PROGRAM ARE PROVIDED A CHALLENGING CURRICULUM THAT AFFORDS THEM AN OPPORTUNITY TO REACH THEIR MAXIMUM POTENTIAL.

INITIAL TESTING FOR THE GIFTED PROGRAM TAKES PLACE IN THE FALL OF THE SCHOOL YEAR. SECOND GRADE STUDENTS PARTICIPATE IN CENSUS TESTING AT THE SCHOOL AND DO NOT NEED TO BE REFERRED. TESTING AND SCREENING FOR ADDITIONAL STUDENTS TAKE PLACE EACH SCHOOL YEAR DURING THE SPRING. NOTIFICATION OF STUDENTS WHO QUALIFY FOR THE GIFTED AND TALENTED PROGRAM IS DONE AT THE END OF THE SCHOOL YEAR. STUDENTS WHO QUALIFY WILL BE ELIGIBLE FOR PLACEMENT IN THE GIFTED AND TALENTED PROGRAM THE UPCOMING SCHOOL YEAR.

THIRD THROUGH EIGHTH GRADE STUDENTS WHO DEMONSTRATE ACADEMIC EXCELLENCE MAY BE REFERRED FOR GIFTED AND TALENTED SCREENINGS BY PARENTS, TEACHERS AND ADMINISTRATORS. REFERRAL FORMS CAN BE OBTAINED FROM THE SCHOOL COUNSELING DEPARTMENT AT THE K-8 SCHOOLS. THE DEADLINE TO RETURN REFERRAL FORMS FOR THE 2021-2022 SCHOOL YEAR IS MARCH 31, 2022.

CALHOUN COUNTY PUBLIC SCHOOL DISTRICT
ACADEMIC GIFTED AND TALENTED PROGRAM

2021-2022 REFERRAL FORM

The student(s) listed below is/are being referred for academic screening for Calhoun County School District Gifted and Talented Program. The deadline to submit this form is March 31, 2022.

STUDENT NAME	GRADE	GENDER	ACTION (Office Use)

Referral Made By: _____ Date:
_____

Relationship to Candidate (Check one):   ( ) Teacher   ( ) Parent   ( ) other

South Carolina Department of Education

District Proficiency-Based System Plan Application

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

Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Room 501
Columbia, South Carolina 29201

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF FEDERAL AND STATE ACCOUNTABILITY
DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

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

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

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

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

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

Section I

Date Submitted:	4/26/2022
District:	Calhoun County Public Schools
APPLICATION PREPARED AND SUBMITTED BY:	
Name:	Dr. Melissa Peeples and Christia Murdaugh
Position:	Curriculum Specialist and Chief Academic Officer
Phone Number:	803-655-2661/803-655-2610

E-mail address:	mpeeples@ccpsonline.net/cmurdaugh@ccpsonline.net

Section 2

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

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

There are three goals that have precipitated the decision to use proficiency-based instruction:

1. By 2027, Calhoun County Public schools will work to increase student achievement by .7% on state assessments.
2. By 2027, Calhoun County Public Schools will increase the number of diplomas earned that are college or career ready by .5% each year.
3. By 2027, Calhoun County Public Schools will increase the STAR Reading and Math scores by 10 points to heighten the passage rates on state assessments.

2. Which schools within the district are involved? Sandy Run K8 School, St. Matthews K8 School, and Calhoun County High School

3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process? Students that are homebased, in need of initial credit and/or credit recovery are eligible to participate in a proficiency-based course.

4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs? APEX. It aligned with the needs as it covered the SC Standards and allowed for rigorous and intense curriculum.

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

6. Please attach the district's policy on the proficiency-based system plan.
https://boardpolicyonline.com/?b=calhoun&s=431265

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college? The plan will assist students by providing an additional resource to ensure that they have an opportunity to earn the required credits for high school graduation.

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

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan? Once students are identified as struggling in a course, the teachers use the proficiency based system to assist the student in mastering specific content along with re--teaching and tutoring. For students with an IEP or 504 Plan, the content within the proficiency based program can be individualized to meet the needs of those students.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends? The district offers afterschool tutorial programs to assist students with the mastery content-recovery. Additional resources are used to supplement the proficiency based program to ensure the students are successful.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used? The plan is evaluated after each semester. It will be analyzed by reviewing each student's performance from their 4 content courses. Data will be gathered at the end of 4th quarter. Students and parents will be notified of the stages as to when they will be able to begin credit recovery.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course. The Guidance Department evaluates transcripts and quarterly grades. From those evaluations, when they notice that a student is in need of a proficiency based course, a parent/student conference is scheduled to discuss the various options. Students are then enrolled in a proficiency based course.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities? No

14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum. Dr. Melissa Peeples—Curriculum Specialist and Mrs. Krystal Weeks-Zeigler- Director of Instructional Technology

15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.
Tara King 202597
Sumesh Nair 238008
Syed Boddu 243166
Alicia Dixon 303476

2022 District Summer School Program Sites Identification

District Name: <u>Calhoun County Public Schools</u>   **District Summer School Contact: <u>Christia Murdaugh</u>**

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

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
St. Matthews K-8 School	Dr. Treda Keith-Nelson	tkeith@ccpsonline.net	1-8/R2S	YES	E/M
Sandy Run School	Mr. John C. Mack	cmack@ccpsonline.net	1-8/R2S	YES	E/M
Calhoun County High School	Mr. Milton Howard	mhoward@ccpsonline.net	Credit Recovery	YES	HS

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than <u>April 30, 2022.</u> If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at <u>bleviner@ed.sc.gov</u>.