

District Strategic Plan Table of Contents

Signature Page	2
Assurances	3
Stakeholders	8
Waiver Requests	9
Needs Assessment Data	10
Executive Summary of Needs Assessment (Summary of Conclusions)	13
Performance Goals and Action Plans	15
Gifted and Talented	45
District Proficiency-Based System	54
District Site Identification of Summer School Programs	55

District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2021/22 to 2025/26
Upcoming School Year: 2025/26

District:	Williamsburg
SIDN:	4501
Plan Submission:	School utilizes Cognia
Address 1:	500 North Academy Street
Address 2:	
City:	Kingstree, SC
Zip Code:	29556-3408
District Plan Contact Person:	Genia Smith
District Plan Contact Phone:	843-355-5571
District Plan E-mail Address:	gesmith@wcsd.k12.sc.us



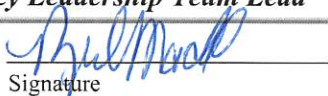
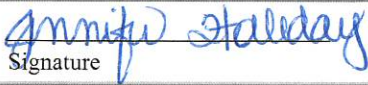
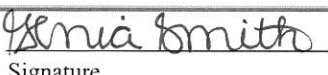
Required Signature Page

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. Kelvin Wymbs</u> Printed Name	 Signature	4-7-2025 Date
<i>Chairperson, District Board of Trustees</i>		
<u>Marva Cannon</u> Printed Name	 Signature	4-7-2025 Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Berlinda Mack</u> Printed Name	 Signature	03-27-25 Date
<i>District Gifted and Talented Coordinator</i>		
<u>Jennifer Holliday</u> Printed Name	 Signature	3/27/25 Date
<i>District Strategic Planning Contact Person</i>		
<u>Genia Smith</u> Printed Name	 Signature	3-27-25 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%; padding: 2px;">Not Applicable</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 Williamsburg, 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	<p>Obligation of Grant Funds</p> <p>Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.</p>
Yes	<p>Deobligation of Funds</p> <p>After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
Yes	<p>Documentation</p> <p>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/.</p>
Yes	<p>Travel Costs</p> <p>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.</p>
Yes	<p>Honoraria</p> <p>Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
Yes	<p>Reports</p> <p>The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
Yes	<p>Copyright</p> <p>The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p>Certification Regarding Suspension and Debarment</p> <p>By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <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	<p>Audits</p> <p>Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> • 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	<p>Records</p> <p>The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Dr. Kelvin Wymbs
2.	Principal	Berlinda Mack
3.	Teacher	Anita Gethers
4.	Parent/Guardian	Javonne Montgomery
5.	Community Member	Mark Easterling
6.	Private School Representative	Glenn Matthews
7.	District Level Administrator	Genia Smith
8.	Paraprofessional	Jennifer Lamb
9.	District Read To Succeed Literacy Leadership Team Lead	Berlinda Mack
10.	District Read To Succeed Literacy Leadership Team Member	Angela McClary-Rush Fred
11.	School Improvement Council Member	Dr. Myron Davis
12.	District Gifted and Talented Coordinator	Jennifer Holliday
13.	District Federal Programs Coordinator	Dr. Ernestine Young
	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/>

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>)	Not Applicable
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	The School District of Williamsburg County requests the State Board of Education to waive compliance from Regulation 43-205(IV)(B)(3)(b) for the teachers in the secondary schools in the district. This regulation interferes with the Student Achievement and Teacher/Administrator Quality goals set forth in the District Strategic Plan. Due to teacher shortages, some teachers will be asked to teach more than 1500 minutes per week in order to support student progress and academic proficiency.
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	The School District of Williamsburg County requests the State Board of Education to waive compliance from Regulation 43-205(IV)(B)(3)(c) for the teachers in the secondary schools in the district. This regulation interferes with the Student Achievement and Teacher/Administrator Quality goal set forth in the District Strategic Plan. Due to teacher shortages, some teachers will be asked to teach more than four preparations per day in order to support student progress and academic proficiency.
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	The School District of Williamsburg County requests the State Board of Education to waive compliance from Regulations 43-205 (III) (A)(1)(a) and 43-205 (IV)(A)(1)(a) for C. E. Murray Middle, C. E. Murray High, Hemingway M B Lee Middle, and Hemingway High school. This regulation interferes with the Student Achievement and Teacher/Administrator Quality goal set forth in the District Strategic Plan that addresses the need to align the curriculums at the middle and high level with the intent of meeting the needs of all students and removing transitional barriers as we work to increase the percentage of students graduating on time.
5. Other (Include the SBE Regulation number to be waived)	The School District of Williamsburg County requests the State Board of Education to waive compliance from Regulations 43-231(II) (A), 43-232 (I)(A), and 43-234(II)(B) for all schools. These regulations interfere with the Teacher Administrator Quality and the Student Achievement goals set forth in the District Strategic Plan that strives to increase student performance. We anticipate that the operation of a Virtual Learning Program will require flexibility in the length of the school day and the seat-time requirements to obtain course credits. We will focus on the quality of instruction provided rather than the length of the day.
6. Other (Include the SBE Regulation number to be waived)	The School District of Williamsburg County requests the State Board of Education to waive compliance for Regulations 43-234(VI)(D)(I) the teacher load must not exceed the maximum of 150 students daily. Class size must not exceed the maximum of 35 students. 43-234(VI)(D)(2)(a) a maximum of 40 students per period with a total teaching load of 240 students daily is permitted for physical education teachers. Due to the shortages of teacher statewide, Kingstree High School has some classes that exceed the maximum enrollment, in an effort to get as many students as possible served in a classroom with a certified teacher.

NEEDS ASSESSMENT DATA

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

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RCZzaWQ9NDUwMTAwMA>

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

Primary / Elementary School

Kindergarten Readiness Assessment (KRA)										
Category	2021		2022		2023		2024		2025	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%
Demonstrating Readiness	36	16.7	33	19.2	49	23.8	47	27.6	63	37.7
Approaching Readiness	92	42.6	76	44.2	76	36.9	68	40	64	38.3
Emerging Readiness	88	40.7	63	36.6	81	39.3	55	32.4	40	24

Assessment	NWEA MAP Math			i-Ready Math	
Year	2021	2022	2023	2024	2025
Grade	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)
1	14	36	25	46	54
2	16	53	25	42	54
3	19	55	38	65	65
4	19	34	38	50	60
5	22	55	44	61	52

Assessment	NWEA MAP Reading			i-Ready Reading	
Year	2021	2022	2023	2024	2025
Grade	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)
1	26	30	26	33	32
2	16	44	33	45	50
3	19	44	36	65	61
4	20	41	43	70	62
5	30	50	52	58	53

Middle Schools

Assessment	NWEA MAP Math			i-Ready Math	
Year	2021	2022	2023	2024	2025
Grade	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)
6	16	33	33	46	56
7	23	51	36	33	47
8	36	49	41	48	48

Assessment	NWEA MAP Reading			i-Ready Reading	
Year	2021	2022	2023	2024	2025
Grade	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)	Percent Met (Fall to Spring)
6	25	36	37	60	56
7	29	40	50	52	49
8	32	46	52	50	51

High Schools

End of Course Examination (EOCEP)								
	2021		2022		2023		2024	
Subject	Number of Students	Percent that Scored "C" or better	Number of Students	Percent that Scored "C" or better	Number of Students	Percent that Scored "C" or better	Number of Students	Percent that Scored "C" or better
Algebra 1	204	13.23	279	14.7	250	24	169	69.23
Biology 1	219	18.27	219	20.55	235	13.19	217	33.19
English II	214	39.24	195	23.08	221	65.61	219	72.15
US History & Constitution	204	7.87	215	7.91	196	23.98	202	22.78

*** Data below is as measured by the State Report Card Data ***

College & Career Ready Indicators				
Category	2021	2022	2023	2024
Percentage in the graduation cohort who are college or career ready	40.4	42.9	48.5	61.3
Percentage in the graduation cohort who are college and career ready	15	12.5	13.7	12.4
Percentage in the graduation cohort who are college ready	21.8	18.3	19.5	13.4
Percentage in the graduation cohort who are career ready	33.6	37	42.7	60.4

Graduation Rate			
2021	2022	2023	2024
66.1	74.4	78.8	84.7

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	
Primary School (K - 2)	
1.	<p>Students in first and second grade take the i-Ready interim assessment during the Fall, Winter, and Spring season. i-Ready Reading data demonstrated that 32% of 1st grade and 50% of 2nd grade students met their projected growth target. On the i-Ready Math assessment, 54% of 1st grade and 54% of 2nd grade students met their projected growth targets in mathematics.</p> <p>The results of our universal screening assessments reflect a need to look closely at the preparation and academic growth of our primary students. The latest data reflects a cohesive need for improvement beginning in the foundational years. In order to achieve at elevated levels, we must first grow the population of students in our district.</p> <p>Our goal is to increase student achievement in all areas. To meet the goal, we are implementing a new curriculum in all reading and math classes, teachers are receiving small group, one-to-one, and individual professional development through Professional Learning Communities (PLC). PLC's are facilitated by Reading, Math and Instructional Coaches. In addition, WCSD has switched from NWEA Map to iReady and the students are utilizing the personalized paths to assist with closing the achievement gaps.</p>
Elementary/Middle School (3 - 8)	
2.	<p>An analysis of the district's longitudinal SC Ready scores indicated a need to increase focus on meeting the individual needs of student. In 2024, 41.6% of the students in Williamsburg County School District scored met or exceeds in English Language Arts on the SC Ready assessment, while students across the state averaged 54.1%. On the SC Ready Mathematics assessment, 25.3% of students in Williamsburg County scored met or exceeds, while students across the state averaged 42.8%. As a result, we must look deeper into our student's individual growth by analyzing progress monitoring data periodically.</p> <p>Students were administered i-Ready interim assessment at the beginning, middle, and end of the school year. When analyzing the i-Ready Reading data for 2025, 61% of 3rd, 62% of 4th, 53% of 5th, 56% of 6th, 49% of 7th, and 51% of 8th grade students met their growth targets. On the i-Ready Math for 2024, 65% of 3rd, 60% of 4th, 52% of 5th, 56% of 6th, 47% of 7th, and 48% of 8th grade students met their growth targets.,</p> <p>To meet our goal of demonstrating growth annually, we are implementing a new curriculum in all reading and math classes, teachers are receiving small group, one-to-one, and individual professional development through Professional Learning Communities (PLC). PLC's are facilitated by Reading, Math and Instructional Coaches. In addition, WCSD switched from NWEA Map to iReady and the students are utilizing the personalized paths to assist with closing the achievement gaps.</p>
High School (9 - 12)	
3.	<p>High school students begin taking the End of Course (EOC) examination for Algebra 1 in the 9th grade, and most students take English 2 in the 10th grade. The EOC examinations align with the South Carolina College and Career Ready Standards and are 20% of a student's final grade in that particular course. According to the District's 2024 EOC scores, 69.23% of high school students are meeting the benchmark of scoring a 70 or higher on the End of Course Assessment for Mathematics, while 72.15% of High School students in Williamsburg County scored a 70 or higher on the English 2 End of Course Assessment. Consequently, there is a growing pattern of low academic achievement as we continue to examine College and Career Readiness data at the high-school level.</p> <p>College Readiness - A student in South Carolina is considered college-ready if the student met one of the following criteria:</p> <ul style="list-style-type: none">• Scores a composite score of 20 or higher on the ACT composite;

- Scores a composite score of 1020 or higher on the SAT composite; or
- Scores a three or higher on an Advanced Placement exam

In 2024, 13.4% of graduating seniors were categorized as college ready.

Career Readiness - A student in South Carolina is considered Career-ready if the student met one of the following criteria:

- Is a Career and Technology completer and earns a national industry credential or a state industry credential as determined by the business community
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam or Silver, Gold, or Platinum on the WIN Career Assessment; or
- Earns a scale score of 31 or higher on the ASVAB

In 2024, 60.4% of graduating students were categorized as career-ready.

Graduation Rates - A student in South Carolina is included in the graduation cohort for a given year if the student's initial year in 9th grade was three years before the current year. The cohort is noted by the spring semester date of the student's 9th-grade year (all exclusions must be supported by valid documentation). The on-time graduation rate for the 2024 graduation cohort was 84.7%.

Aligning the rigor and expectations of the middle and high school curriculums will benefit students as they transition from middle to high school, will encourage greater focus on meeting the needs of all students in grades 8-12, and will encourage students to finish high school coursework on time. In addition, tracking students upon entry into 9th grade will be beneficial as we work to ensure that the needs of all students are met.

Teacher/Administrator Quality

4. To bridge the gap between teacher/administrator quality and student achievement, the district will implement a district-wide curriculum, supporting teachers and administrators with curriculum implementation, creation of common assessments/benchmarks, analysis of data to inform instructional practices, and providing professional development based on needs and data. The implementation of this curriculum will improve teacher quality while positively impacting student achievement by improving MAP and EOC scores each year. In addition, the district will develop a recruitment and retention plan to ensure that highly qualified teachers are in place in all schools.

School Climate

5. Currently, all schools in WCSD have implemented the Multi-Tiered Systems of Support (MTSS), a framework where academic and behavior functions are intertwined to promote positive academic and behavioral outcomes for all students. Strong MTSS establishes the conditions for learning wherein students feel socially and emotionally safe, supported, and challenged. A positive culture and climate are leading indicators of increased academic achievement, increased teacher retention, and decreased disciplinary referrals.
To reduce the number of out-of-school suspensions, WCSD will implement the behavioral-socio-emotional side of the MTSS framework by establishing and optimizing the implementation of the district model at all schools, including the implementation of behavioral and social/emotional screeners. The framework requires adults and students to apply the knowledge, attitudes, and skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
In addition to establishing the MTSS behavioral/socio-emotional framework, the district will continue to train and provide professional development for behavior specialists. The specialists, in collaboration with school teams, will implement, monitor, refine, and assess the plans each year. Through the use of district-wide monitoring behavioral data in PowerSchool, the district will review and analyze data, including teacher surveys for revision and refinement of MTSS implementation.

Performance Goal

Performance Goal Area:	Gifted and Talented: Academic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2025-26 school year, all elementary and middle school GT students will improve critical thinking, creativity, problem-solving, and communication skills through project-based learning. Students will improve their performance by 75% of students scoring 19 or higher on district rubric.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Project-based Learning Rubric	60	Projected Data: N/A	N/A	65	75	80
		Actual Data: Planning Year	Training Year	70% at Elementary Level only	75 at Elementary Level only	

Action Plan

Strategy #1: WCSD will develop and implement project-based learning in all gifted and talented classes.					
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 PD in Project-Based Learning	21-22	GT Coordinator	\$1,000	GT and General Funds	Sign-In Sheets, Design Project-Based Learning
2. Complete district rubric focusing on critical thinking, creativity, problem-solving, and communication skills	22-23	GT Coordinator and Teachers	N/A	N/A	Rubric
3. Monitor strategies and practices by conducting observations and providing feedback	Yearly	GT Coordinator	N/A	N/A	Observations and feedback
4. Review and analyze data to trends	Yearly	GT Coordinator and GT Teachers	N/A	N/A	Data Analysis and Sign-In Sheets
5. Adjust and refine PBL or district rubric according to evidence	Yearly	GT Coordinator and GT Teachers	N/A	N/A	Revised Rubric

Performance Goal

Performance Goal Area:	Gifted and Talented: Artistic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2025-26 school year, all artistic GT students will participate and will score a level 3 or higher on district level rubric in the level of Performance (Creating for Visual Art and Performing for Music) in their GT identified area.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Performance Rubric	60	Projected Data: N/A	N/A	65	80	85
		Actual Data: Planning Year	Training Year	75	80	

Action Plan

Strategy #1: WCSD will create and implement a standards-based performance rubric for artistically-gifted and talented students.

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. Complete district rubric for performance and making art for all GT students	22-23	GT Coordinator and Fine Arts Teachers	N/A	GT Budget	Rubric
2. Develop and implement master classes for all GT artistic students	Yearly	GT Coordinator and Fine Arts Teachers	\$10,000	GT Budget	Rubric and Survey
3. Provide PD in evidence-based instructional strategies for artistic GT student	Yearly	GT Coordinator	\$5,000	GT Budget and Grants	Agenda, Sign-In Sheets
4. Monitor strategies and practices by conducting observations and providing feedback	Yearly	GT Coordinator	N/A	N/A	Classroom Observations and Feedback
5. Review and analyze data to see trends	Yearly	GT Coordinator and Fine Arts Teachers	N/A	N/A	Data Analysis, Sign-In Sheets
6. Adjust and refine instructional strategies and rubric according to evidence	Yearly	GT Coordinator and Fine Arts Teachers	N/A	N/A	Revised Rubric Classroom Observations

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 2026, the out-of-school suspension rate will decrease to 18.6% as measured by PowerSchool incident management records.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
PowerSchool	28.6	Projected Data: 26.6	24.6	22.6	20.6	18.6
		Actual Data: 25.35	28.4	18.3	20.94	

Action Plan

Strategy #1: Continue to organize stakeholders to create and plan professional development on MTSS behavioral/socio-emotional framework.					
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. Continue to organize stakeholders to create and plan professional development on MTSS behavioral/socio-emotional framework.	2021-2026 Ongoing	Deputy Superintendent, Executive Directors of Instructional Support, Special Services, and Student Services,	\$10,000	Grant Funds, General Funds	Completed professional development schedule, agendas, sign-in sheets, MTSS behavioral/socio-emotional framework
2. Implement the district MTSS behavioral/socio-emotional framework.	2021-2026 Ongoing	Executive Directors of Student Services and Special Services, School Psychologists	\$500,000	Grant Funds, Title I, General Funds	Professional development artifacts, brochures, guidance documents
3. Monitor the implementation of the MTSS behavioral/socio- emotional framework and make any necessary refinements based upon feedback/assessment results.	2021-2026 Ongoing	Deputy Superintendent, Executive Directors of Student Services and Special Services,	\$25,000	Title I, General Funds	Evidence binders, mid-year implementation review, teacher survey data
Strategy #2: Continue to use behavior interventionists to support schools.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create and provide professional development for behavioral interventionists.	2021-2026 Ongoing	Executive Directors of Professional Development and Student Services, School Psychologists	\$30,000	Grant Funds, Title I, General Funds	Agendas, sign-in sheets, sessions' evaluations, certificates of attendance

2. Continue to implement MTSS behavioral/socio-emotional framework.	2021-2026 Ongoing	Executive Director of Student Services	\$15,000	Grant Funds, General Funds	Professional development artifacts, brochures, guidance document
3. Monitor and refine the implementation of the MTSS behavior plan.	2021-2026 Ongoing	Deputy Superintendent, Executive Directors of Student Services and Instructional Support	\$30,000	Grant Funds, Title 1, General Funds	End-of-year action plan, PowerSchool incident reports

Strategy #3: Monitor district and school PowerSchool Incident Management reports.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop a district-wide expectation for monitoring MTSS behavioral/socio- emotional data and PowerSchool Incident Management Reports.	2021-2026 Ongoing	Executive Director of Student Services, District Registrar	\$25,000	Grant Funds, General Funds	District discipline handbook and guidance document, MTSS framework
2. Offer professional development for monitoring expectations for the review and analysis of reports.	2021-2026 Ongoing	Executive Director of Student Services and Special Services, District Registrar	\$50,000	Grant Funds, General Funds	PowerSchool Incident Reports, professional development artifacts, surveys
3. Provide and implement progress monitoring expectations for the review and analysis of reports.	2021-2026 Ongoing	Executive Director of Student Services and Special Services, District Registrar	\$20,000	Grant Funds, General Funds	PowerSchool Incident Reports, progress and monitoring data
4. Conduct a quality-assurance check yearly.	2021-2026 Ongoing	Executive Director of Student Services and Special Services, District Registrar	\$5,000	Grant Funds, General Funds	PowerSchool Incident Reports, End-of-year action plan

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, the percentage of kindergarten students demonstrating readiness will increase to 56.7% as measured by the KRA (Kindergarten Readiness Assessment).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Kindergarten Readiness Assessment (KRA)	16.7	Projected Data: 21.7	26.7	36.7	46.7	56.7
		Actual Data: 19.2	23.8	27.6	37.7	will be provided once available

Action Plan

Strategy #1: WCSD will provide professional development opportunities for all 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. Create and develop professional development plan on instructional models and curriculum.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$50,000	Title 2 and Title 1	Sign-in sheets, agendas, professional development plan
2. Assess the implementation of the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$50,000	Title I, General Funds	Sessions' evaluations, certificates of attendance, review of professional development application-school mint grow data
3. Implement professional development plan.	2021-2026 Ongoing	Executive Director of Professional Development	\$375,000	Title 1, Title II, General Funds	Sign-in sheets, agendas, sessions' evaluations, certificates of attendance
4. Continuously progress monitor and fine the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$100,000	Technical Assistance Funds, ESSER, Title 1	End-of-the-year review, action plan
Strategy #2: WCSD will implement evidence-based instructional strategies that are rigorous, standards-based, and allow for remediation/extension.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review, analyze, and refine MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Director of School Accountability, Executive Director of Professional Development and Instructional Support. Executive Director of	\$20,000	Title I, Title II, General Funds	Guide of expectation, end-of-year action plan

		Special Services			
2. Create MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Executive Director of Special Services	\$50,000	Title 1, General Funds	Visuals supports, MTSS district plan, agendas, sign-in sheets
3. Implement MTSS academic framework.	2021-2026 Ongoing	MTSS Facilitators, Director of Special Services, Chief Academic Officer	\$375,000	Title II, Title 1, General Funds	Professional development artifacts, brochures, guidance document
Strategy #3: WCSD will monitor student progress using district formative and summative assessments.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a district assessment timeline and administer created assessments.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, Director of Accountability	\$100,000	Title 1	Assessment timeline created assessments
2. Review and analyze data for trends.	2021-2026 Ongoing	Directors of Elementary, Primary, and Secondary Programs, Curriculum Team, Director of Accountability	\$50,000	Title I	Assessments, data
3. Provide professional development based on emerging trends.	2021-2026 Ongoing	Executive Director of Professional Development	\$375,000	Title I, General Funds	Professional development plan for assessments, agendas, sign-in sheets, sessions' evaluations, certificates of attendance
4. Refine and adjust assessments and/or instructional strategies according to assessment data.	2021-2026 Ongoing	Directors of Elementary, Primary, and Secondary Programs, Director of Accountability	\$50,000	General Funds	Revised assessments, professional development, end-of-year action plan, CEUs earned

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, the percentage of elementary students meeting their projected growth goals (Fall to Spring) will increase in math to 58% and in reading to 62.2% as measured by Measure of Academic Progress (MAP Year 21-23) / (i-Ready Year 24-26). By 2026, the percentage of middle students meeting their projected growth goals (Fall to Spring) will increase in math to 65% and in reading to 68.7% as measured by Measure of Academic Progress (MAP Year 21-23) / (i-Ready Year 24-26)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Formative Assessment (MAP Math Elementary 21 - 23) (i-Ready Math Elementary 24 - 26)	18	Projected Data: 23	28	38	55.5	58
		Actual Data: 46.6	34.0	52.8	57.3	will be provided once available
Formative Assessment (MAP Reading Elementary 21 - 23) (i-Ready Reading Elementary 24 - 26)	22.2	Projected Data: 27.2	32.2	42.2	58.2	62.2
		Actual Data: 41.8	38.0	54.2	52.1	will be provided once available
Formative Assessment (MAP Math Middle 21 - 23) (i-Ready Math Middle 24 - 26)	25	Projected Data: 30	35	45	55	65
		Actual Data: 44.3	36.7	42.3	50.1	will be provided once available

Formative Assessment (MAP Reading Middle 21 - 23) (i-Ready Math Middle 24 - 26)	28.7	Projected Data: 33.7	38.7	48.7	51.4	68.7
		Actual Data: 40.7	46.3	54	52.2	will be provided once available

Action Plan

Strategy #1: WCSD will provide professional development opportunities for all 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. Create and develop professional development plan on instructional models and curriculum.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$50,000	Title II and Title I	Sign-in sheets, agendas, professional development plan
2. Implement professional development plan.	2021-2026 Ongoing	Executive Director of Professional Development	\$375,000	Title I, Title II, General Funds	Sign-in sheets, agendas, sessions' evaluations, certificates of attendance
3. Assess the implementation of the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$50,000	Title I, General Funds	Sessions' evaluations, certificates of attendance, review of professional development application-school mint grow data
4. Continuously progress monitor and fine the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$100,000	Technical Assistance Funds, ESSER, Title I	End-of-the-year review, action plan
Strategy #2: WCSD will implement evidence-based instructional strategies that are rigorous, standards-based, and allow for remediation/extension.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Create MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Executive Director of Special Services	\$50,000	Title 1, General Funds	Visuals supports, MTSS district plan, agendas, sign-in sheets
2. Implement MTSS academic framework.	2021-2026 Ongoing	MTSS Facilitators, Director of Special Services, Chief Academic Officer	\$375,000	Title II, Title I, General Funds	Professional development artifacts, brochures, guidance document
3. Review, analyze, and refine MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Director of School Accountability, Executive Director of Professional Development and Instructional Support, Executive Director of Special Services	\$20,000	Title I, Title II, General Funds	Guide of expectation, end-of-year action plan
Strategy #3: WCSD will monitor student progress using district formative and summative assessments.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a district assessment timeline and administer created assessments.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, Director of Accountability	\$100,000	Title 1	Assessment timeline created assessments
2. Review and analyze data for trends.	2021-2026 Ongoing	Directors of Elementary, Primary, and Secondary Programs, Curriculum Team, Director of Accountability	\$50,000	Title I	Assessments, data
3. Provide professional development based on emerging trends.	2021-2026 Ongoing	Executive Director of Professional Development	\$375,000	Title I, General Funds	Professional development plan for assessments, agendas, sign-in sheets, sessions' evaluations, certificates of attendance

4. Refine and adjust assessments and/or instructional strategies according to assessment data.	2021-2026 Ongoing	Directors of Elementary, Primary, and Secondary Programs, Director of Accountability	\$50,000	General Funds	s Revised assessments, professional development, end-of-year action plan, CEUs earned
--	----------------------	--	----------	---------------	---

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, the percentage of students meeting the benchmark of 70 or above will increase to 79.25% in English II, to 53.23% in Algebra I, to 58.27% in Biology I and to 47.84% in U. S. History and the Constitution as measured by the EOCEP.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
EOCEP - English II	39.24	Projected Data: 44.24	49.24	59.24	69.24	79.25
		Actual Data: 23.08	65.6	72.15	Will be provided once available	
EOCEP - Algebra I	13.23	Projected Data: 18.23	23.23	33.23	43.23	53.23
		Actual Data: 14.70	24.0	69.23	Will be provided once available	
EOCEP - Biology I	18.27	Projected Data: 23.27	28.27	38.27	48.27	58.27
		Actual Data: 20.55	13.2	33.19	Will be provided once available	
EOCEP - USHC	7.84	Projected Data: 12.84	17.84	27.84	37.84	47.84
						Page

		Actual Data: 7.91	24.0	22.78	Will be provided once available	
--	--	----------------------	------	-------	---------------------------------------	--

Action Plan

Strategy #1: WUSD will provide professional development opportunities for all 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. Create and develop professional development plan on instructional models and curriculum.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$50,000	Title II and Title I	Sign-in sheets, agendas, professional development plan
2. Implement professional development plan.	2021-2026 Ongoing	Executive Director of Professional Development	\$375,000	Title I, Title II, General Funds	Sign-in sheets, agendas, sessions' evaluations, certificates of attendance
3. Assess the implementation of the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$50,000	Title I, General Funds	Sessions' evaluations, certificates of attendance, review of professional development application-school mint grow data
4. Continuously progress monitor and fine the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$100,000	Technical Assistance Funds, ESSER, Title 1	End-of-the-year review, action plan
Strategy #2: WUSD will implement evidence-based instructional strategies that are rigorous, standards-based, and allow for remediation/extension.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Create MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Executive Director of Special Services	\$50,000	Title 1, General Funds	Visuals supports, MTSS district plan, agendas, sign-in sheets
2. Implement MTSS academic framework.	2021-2026 Ongoing	MTSS Facilitators, Director of Special Services, Chief Academic Officer	\$375,000	Title II, Title I, General Funds	Professional development artifacts, brochures, guidance document
3. Review, analyze, and refine MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Director of School Accountability, Executive Director of Professional Development and Instructional Support, Executive Director of Special Services	\$20,000	Title I, Title II, General Funds	Guide of expectation, end-of-year action plan
Strategy #3: WCSD will monitor student progress using district formative and summative assessments.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a district assessment timeline and administer created assessments.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, Director of Accountability	\$100,000	Title I	Assessment timeline created assessments
2. Review and analyze data for trends.	2021-2026 Ongoing	Directors of Elementary, Primary, and Secondary Programs, Curriculum Team, Director of Accountability	\$50,000	Title I	Assessments, data
3. Provide professional development based on emerging trends.	2021-2026 Ongoing	Executive Director of Professional Development	\$375,000	Title I, General Funds	Professional development plan for assessments, agendas, sign-in sheets, sessions' evaluations, certificates of attendance
4. Refine and adjust assessments and/or instructional strategies according to assessment data.	2021-2026 Ongoing	Directors of Elementary, Primary, and Secondary Programs, Director of Accountability	\$50,000	General Funds	Revised assessments, professional development, end-of-year action plan, CEUs earned

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, we will increase the amount of students district-wide who are college or career ready by addressing the following measures: ***The percentage of students earning a Platinum, Gold, or Silver certificate will increase to 66.1% as measured by the WIN Assessment. ***The composite score for students will increase to 984 as measured by the SAT. ***The composite score for students will increase to 18.6 as measured by the ACT. ***The percentage of completers earning a state or national certificate will increase to 35% as measured by the Career Ready qualifications. ***The percentage of students making a 31 or above will increase to 30% as measured by the ASVAB.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SAT - Composite Score	884	Projected Data: 904	924	944	964	984
		Actual Data: 857	866	883	Will be provided once available	
ACT - Composite Score	15.1	Projected Data: 15.8	16.5	17.2	17.9	18.6
		Actual Data: 16.1	16.1	14.5	Will be provided once available	
CTE Completers	13.7	Projected Data: 18.7	18.2	23.2	28.2	35%
		Actual Data: 13.2	22.8	41.9	Will be provided once available	
		Projected				Page

ASVAB	6.2	Data: 11.2	11.2	16.2	21.2	30%
		Actual Data: 1.5	0.8	9.2	Will be provided once available	
Career Readiness Assessment	26.1	Projected Data: 31.1	36.1	39.2	56.1	66.1
		Actual Data: 24.4	27.0	39.2	Will be provided once available	

Action Plan

Strategy #1: WCSD will provide professional development opportunities for all 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. Create and develop professional development plan on instructional models and curriculum.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$50,000	Title II and Title I	Sign-in sheets, agendas, professional development plan
2. Implement professional development plan.	2021-2026 Ongoing	Executive Director of Professional Development	\$375,000	Title I, Title II, General Funds	Sign-in sheets, agendas, sessions' evaluations, certificates of attendance
3. Assess the implementation of the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$50,000	Title I, General Funds	Sessions' evaluations, certificates of attendance, review of professional development application-school mint grow data
4. Continuously progress monitor and fine the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$100,000	Technical Assistance Funds, ESSER, Title I	End-of-the-year review, action plan
Strategy #2: Strategy #2: WCSD will implement evidence-based instructional strategies that are rigorous, standards-based, and allow for remediation/extension.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Executive Director of Special Services	\$50,000	Title I, General Funds	Visuals supports, MTSS district plan, agendas, sign-in sheets
2. Implement MTSS academic framework.	2021-2026 Ongoing	MTSS Facilitators, Director of Special Services, Chief Academic Officer	\$375,000	Title II, Title I, General Funds	Title II, Title I, General Funds

3. Review, analyze, and refine MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Director of School Accountability, Executive Director of Professional Development and Instructional Support, Executive Director of Special Services	\$20,000	Title I, Title II, General Funds	Guide of expectation, end-of-year action plan
Strategy #3: WCSD will monitor student progress using district formative and summative assessments.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a district assessment timeline and administer created assessments.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, Director of Accountability	\$100,000	Title 1	Assessment timeline created assessments
Strategy #4: Develop/adopt and effectively implement WCSD curriculum.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Organize teams of teachers, administrators, and consultants to research and to revisit current curriculum.	2021-2026 Ongoing	Executive Directors of Instructional Support and Curriculum Team	\$100,000	Title I, General Funds	List of team members, agendas, sign-in sheets
2. Collaborate in the development of specific content-area guides.	2021-2026 Ongoing	Executive Directors of Instructional Support and Curriculum Team	\$9,240	Title I, General Funds	Completed content-area guides, agendas, sign-in sheets
3. Create a timeline to develop and revise pacing guides, curriculum, and assessments.	2021-2026 Ongoing	Executive Directors of Instructional Support and Curriculum Team	\$500,000	Title I, General Funds	Completed timeline, revised pacing guides, curriculum
4. Create and implement a district-wide professional development plan.	2021-26 Ongoing	Deputy Superintendent, Executive Directors of Professional Development, and Instructional Support	\$50,000	Title I, General Funds	Completed professional development plan, agendas, sign- in sheets
5. Provide professional development on the implementation of the curriculum.	2021-2026 Ongoing	Executive Directors of Professional Development and Instructional Support	\$200,000	Technical Assistance Funds, Title 1, ESSER	Agendas, sign-in sheets, session evaluations, certificates of attendance, professional development applications

6. Implement and monitor the WCSD curriculum.	2021-2026 Ongoing	Deputy Superintendent, Directors of Elementary, Primary, and Secondary Programs, Executive Director of Special Services, Executive Director of Certified Evaluations	\$200,000	Technical Assistance Funds, Title 1, ESSER	Learning Walk summaries, observations, lesson plans
---	----------------------	--	-----------	--	---

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, the percentage of students graduating on time will increase to 81.1% as measured by the graduation rate.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Graduation Rate	66.1	Projected Data: 69.1	72.1	75.1	78.1	81.1
		Actual Data: 74.4	78.8	84.7	Will be provided once available	

Action Plan

Strategy #1: Refine and/or develop WCSD core curriculum.					
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. Organize teams of teachers, administrators, and consultants to research and to revisit current curriculum.	2021-2026 Ongoing	Executive Directors of Instructional Support and Curriculum Team	\$100,000	Title I, General Funds	List of team members, agendas, sign-in sheets
2. Collaborate in the development of specific content-area guides.	2021-2026 Ongoing	Executive Directors of Instructional Support and Curriculum Team	\$200,000	Title I, General Funds	Completed content-area guides, agendas, sign-in sheets
3. Create a timeline to develop, revise, and/or adopt pacing guides, curriculum, and assessments.	2021-2026 Ongoing	Executive Directors of Instructional Support and Curriculum Team	\$500,000	Title I, General Funds, ESSER	Completed timeline, revised pacing guides, curriculum
Strategy #2: WCSD will provide professional development for teachers and administrators on curriculum implementation.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create and implement a district-wide professional development plan.	2021-26 Ongoing	Deputy Superintendent, Executive Directors of Professional Development, and Instructional Support	\$50,000	Title I, General Funds	Completed professional development plan, agendas, sign-in sheets
2. Provide professional development on the implementation of the curriculum.	2021-2026 Ongoing	Executive Directors of Professional Development and Instructional Support	\$500,000	Title I, Title II, General Funds	Agendas, sign-in sheets, session evaluations, certificates of attendance, professional development applications

3. Implement and monitor the WCSD curriculum.	2021-2026 ongoing	Chief Academic Officer, Elementary Instructional Specialist, Executive Director of Special Services, Executive Director of School and Teacher Effectiveness.	\$500,000	Title I, Title II, Grant Funds, General Funds	Learning Walk summaries, observations, lesson plans
---	-------------------	--	-----------	---	---

Strategy #3: WCSD will administer summative and formative assessments.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a district assessment timeline and administer created assessments.	2021-2026 Ongoing	Executive Directors of Professional Development and of Instructional Support, Director of Accountability	\$100,000	Title I	Assessment timeline, created assessments
2. Review and analyze data for trends.	2021-2026 Ongoing	Office of Curriculum, Instruction, and Assessments	\$50,000	Title I	Assessments and data
3. Provide professional development based on emerging trends.	2021-2026 Ongoing	Executive Director of Professional Development	\$375,000	Title I, General Funds	Professional development plan for assessments, agenda, sign-in sheets, sessions' evaluations, certificates of attendance
4. Refine and adjust assessments and/or instructional strategies according to assessment data.	2021-2026 Ongoing	Chief Academic Officer, Elementary Instructional Specialist, Curriculum Team, Director of Accountability	\$50,000	General funds	Revised assessments, professional development, end-of-year action plan, CEUs earned

Strategy #4: Implement MTSS systems and structures to properly account for students upon entry into the 9th grade through graduation.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Organize a team to develop a plan to track students upon entry into 9th grade.	2021-2022 Ongoing	Executive Director of Guidance and Special Programs, Chief Academic Officer, District Registrar	\$1,000	General Fund	Agendas, Sign-in Sheets, team rosters
2. Collaborate to develop a plan to support students identified as at-risk	2022-2026 Ongoing	Director of Accountability, District Registrar, Executive Director of Guidance and Special Programs	\$1,000	General Fund	Tracking plan, Agendas, sign-in sheets

3. Implement and monitor the plan to track and support at-risk students.	2022-2026 Ongoing	Director of Accountability, District Registrar, Executive Director of Guidance and Special Programs	\$5,000	Title I, General Funds, ESSER	Monitoring timeline, monitoring data, summaries from each monitoring interval
4. Refine and adjust the implementation plan based on monitoring data	2022-2026 Ongoing	Executive Director of Guidance and Special Programs, Chief Academic Officer, District Registrar	\$1,000	General Funds	End of the year action plan, adjusted tracking plan, agendas, sign-in sheet

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 2026, the percentage of continuing contract teachers will increase to 53.5 as measured by the annual SCLEAD data.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC LEAD	43.5	Projected Data: 45.5	47.5	49.5	46%	53.5
		Actual Data: 52	55	38	46	

Action Plan

Strategy #1: WCSD will recruit and retain highly-qualified teachers and leaders.					
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. Develop recruitment and retention plan.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$25,000	General Funds	Planning documents, agendas, sign-ins, recruitment plan
2. Implement recruitment and retention plan.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$100,000	General Funds	Web-based job application tool, advertisement artifacts
3. Monitor and assess recruitment and retention plan.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$5,000	General Funds	Surveys, mid-year checkpoints
4. Revise and refine recruitment and retention plan.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$50,000	Technical Assistance Funds General Funds	End-of-the-year review, action plan
5. Plan and attend recruitment events in and out of state	2021-2026 ongoing	Director of Certified and Classified Staff	\$20,000	General Funds	Recruitment schedule developed
6. Develop and institute a robust coaching and mentoring process and onboarding process for all staff.	2022-2026 ongoing	Executive Director of Professional Development and Instructional Support, Directors of Human Resources, Executive Director of School and Teacher Effectiveness, Chief Academic Officer	\$50,000	General Fund, technical assistance funds	onboarding schedule, mentor assignments and plans

GIFTED AND TALENTED REQUIRED TABLES

DIRECTIONS: As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

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	X
	grades 6-8	X	X
	grades 9-12	X	X
The district utilizes trial placement (2 year conditional placement) for:	grades 1-2		
	grades 3-5	X	
	grades 6-8		
	grades 9-12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1-2		
	grades 3-5	X	
	grades 6-8		
	grades 9-12		
The district utilizes a formal withdrawal policy for:	grades 1-2		
	grades 3-5	X	X
	grades 6-8	X	X
	grades 9-12	X	X

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												
	Artistic												
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
	Artistic			x	x	x							

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pull Out	Curriculum Used	TDA				
4	Pull Out	Curriculum Used	TDA				
5	Pull Out	Curriculum Used	TDA				
6	Special Class	Curriculum Used		TDA	TDA		
7	Special Class	Curriculum Used		TDA	TDA		
8	Special Class	Curriculum Used		TDA	TDA		
9	Special Class	Curriculum Used		TDA	TDA		
10	Special Class	Curriculum Used		TDA	TDA		
11	Special Class	Curriculum Used		TDA	TDA		
12	Special Class	Curriculum Used		TDA	TDA		

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: _____ Pull Out or Special Class _____

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			TDA		TDA	
4	Curriculum Used			TDA		TDA	
5	Curriculum Used			TDA		TDA	
6	Curriculum Used			TDA		TDA	
7	Curriculum Used			TDA		TDA	
8	Curriculum Used			TDA		TDA	
9	Curriculum Used			TDA		TDA	
10	Curriculum Used			TDA		TDA	
11	Curriculum Used			TDA		TDA	
12	Curriculum Used			TDA		TDA	

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
Parents are notified of identification by written and verbal communication. Gifted and Talented guidelines and identification requirements are located on our district's webpage and brochures are located in the front office of each school.

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.

Academically Services Provided

- Gifted and Talented students are served by a special class for ELA and Math. Multi-age classroom is utilized for 4/5 ELA. Curriculums used in special class is for acceleration.
- High School GT students are served through Honors classes which are differentiated for the GT student.

Artistically Services Provided

- Students who meet qualifying score from process are identified as artistic gifted and talented. Artistic GT students are served by pull-out in elementary and special class in middle and high school.

Other Opportunities

- Teacher Workshops
- Master Classes
- Superintendent's Art Gallery
- Adapted Curriculum
- Student Summer Enrichment Activities
- All County Musical Festival
- Academic Challenge Matches
- PSAT/SAT Preparation Information
- Field Trips



Additional Information

- Recommendation forms and additional information for gifted and talented can be found on district website: www.wcsd.k12.sc.us
- Letters will be sent to parents of students that qualify for services.
- Informational session for newly identified students will be held yearly by the District GT Director.

Contact Information

Jennifer Holliday
Gifted and Talented Director
843-355-5571
jholliday@wcsd.k12.sc.us

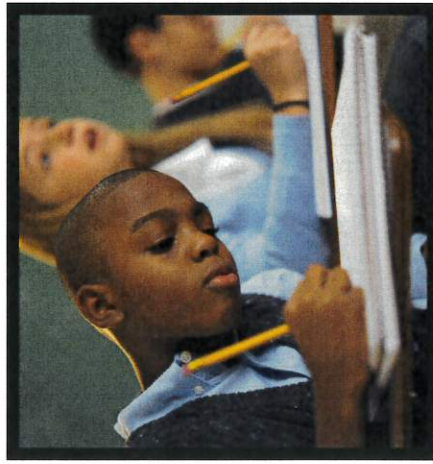


Gifted and Talented Regulations R-43-220

Purpose: The State Board of Education recognized the need to provide gifted education services to identified students in grades three through twelve. These regulations provide the framework for provision of these services. All regulations must be followed in order to qualify for state funding.

In order to comply with the South Carolina Education Improvement Act of 1984, school districts must provide programs for all gifted and talented students at the elementary and secondary levels. These programs shall develop the unique talents of students.

**WILLIAMSBURG COUNTY
 SCHOOL DISTRICT
 500 N. ACADEMY STREET
 KINGSTREE, SC 29556**



Academically and Artistically Gifted and Talented Program

Dr. Kelvin Wymbs, Superintendent

The Williamsburg County School District Gifted and Talented Program Mission

The Gifted and Talented Program of the Williamsburg County School District provides challenging, relevant, and enriching programs of study for identified students in grades 3-12. This program is designed to cultivate the talents of these outstanding young people. All students will be served at their school.

Student Eligibility Requirements Grade 2

The screening process for determining student eligibility for the Academically Gifted and Talented Program begins in the second grade. Regulation 43-220 requires that all second grade students in South Carolina public schools be administered an aptitude test (CogAT) and an achievement test (ITBS). Students who score at the 93rd national age percentile or higher on both measures qualify for Academically Gifted and Talented placement. If a child does not qualify in both dimensions, he/she will be administered Performance Tasks (Project STAR) in the spring of the school year. Eligible students will begin to receive services during the third grade.

State Identification

Student identification is a multi-step process which occurs in the fall and spring:

- Referral (by parent, student, teacher, or administrator)
- Assessment of eligibility
- Retesting
- Placement— August and May

Student State Eligibility Requirements

ACADEMIC

Students in grades 3-12 qualify for the Academically Gifted and Talented Program when two of the three dimensions have been met.

Dimension A-Aptitude/Reasoning

93rd or higher national age percentile

(CogAT or NNAT3)

Dimension B-Academic Achievement

94th or higher national age percentile

(IOWA, i-Ready, or SCREADY)

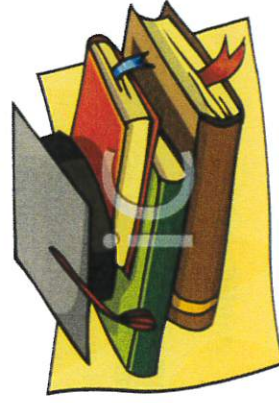
Dimension C-Academic Performance

Performance Tasks (Grades 2-5)

or 3.75 GPA (Grades 6-12)

Local Identification

Students are identified by triangulation of CogAT, i-Ready, and SC Ready test data within each school grades 3-6. The number of students for local identification for each school is determined by how many slots are available after state identified students are enrolled.



ARTISTIC

Music

- Audition (Students are required to complete a video taped audition which includes rhythm task and singing or playing an instrument.)
- Interview (Students must complete a written interview.)

Visual Art

- Portfolio (Students are required to include at least two art pieces in which one must be a still-life.)
- Interview (Students must complete a written interview.)

Dance

- Audition (Students will learn a counted phrase then they will replicate it by themselves. Students will be guided through a structured improvisation and then asked to improvise to certain situations.)

- Interview (Students must complete a written interview.)

Drama

- Audition (Students will portray a person involved in a specific action and perform a one minute memorized presentation.)
- Interview (Students must complete a written interview.)





School District of Williamsburg County

"Imagine Greatness"

Post Office Box 1067 • Kingstree, South Carolina 29556
Telephone (843) 355-5571 Fax (843) 355-3213
www.wcsd.k12.sc.us

Dr. Kelvin Wymbs, Superintendent

March 24, 2024

Dear Parent:

Your child, _____, has met the state requirements for the Academically Gifted and Talented Program. This selection was based on meeting the following requirements: 1. An aptitude score at or above the 93rd national age percentile, 2. An achievement score at or above the 94th percentile in reading comprehension or mathematics. I am including a copy of your child's student profile sheet with all scores and measures used for placement.

Our gifted and talented teacher serves identified students in grades 3-5. Beginning in grade 6, we serve through special classes in areas of strength. Please ask your child's school about services offered.

Congratulations on your child's high level of achievement, and we look forward to serving your child.

If you have questions or concerns, please contact me at (843) 355-5571 or jholliday@wcsd.k12.sc.us.

Sincerely,

Jennifer Holliday
Director of Fine Arts, Gifted and Talented, and Grants

Williamsburg County School District

500 N. Academy Street - Kingstree, South Carolina 29556

Telephone (843) 355-5571 Fax (843) 355-3213



See Formstack for PBS Evaluation

2025 District Summer School Program Sites Identification

District Name: Williamsburg County School District

District Summer School Contact: Dr. Ernestine Young

Contact's Phone Number: 843-355-5571

Contact's Email Address: enyoung@wcsd.k12.sc.us

☐ **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
W.M. Anderson Primary School	Mrs. Debbie Donnelly	ddonnelly@wcsd.k12.sc.us	Enrichment	Yes	Primary
Greeleyville STEAM Academy/ Site- W.M. Anderson Primary	Mrs. Jennifer Murray-Brown	jlmurray@wcsd.k12.sc.us	Enrichment/ Read to Succeed	Yes	Elementary
Kenneth Gardner Leadership Academy/ Site: Kingstree Middle Magnet School	Ms. Keyanna Hampton	khampton@wcsd.k12.sc.us	Enrichment/ Read to Succeed	Yes	Elementary
Kingstree Middle Magnet School	Ms. Ayesha Hannibal	ahannibal@wcsd.k12.sc.us	Enrichment	Yes	Middle
C.E. Murray Middle School/ Site: Kingstree Middle Magnet School	Mr. Jonathan Chandler	jchandler@wcsd.k12.sc.us	Enrichment	Yes	Middle
Kingstree High School	Mr. Mark Fraiser	mfraiser@wcsd.k12.sc.us	Initial Credit, Credit Recovery	Yes	High
Hemingway Elementary School	Mr. Woodrow Nesbit	wnesbit@wcsd.k12.sc.us	Enrichment	Yes	Elementary

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
			Read to Succeed		
Hemingway MB Lee Middle School/ Site: Hemingway High School	Mr. Myron Frieson	mfrieson@wcsd.k12.sc.us	Enrichment	Yes	Middle
Hemingway High School	Mr. Myron Frieson	mfrieson@wcsd.k12.sc.us	Initial Credit, Credit Recovery	Yes	High

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2025. If you have any questions, contact Clint Palmer at 803-734-6010 or by e-mail at cpalmer@ed.sc.gov.