

## District Strategic Plan Signature Page

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

<b>District:</b>	Williamsburg
<b>SIDN:</b>	4501
<b>Plan Submission:</b>	School utilizes Cognia
<b>Address 1:</b>	500 North Academy Street
<b>Address 2:</b>	
<b>City:</b>	Kingstree, SC
<b>Zip Code:</b>	29556-3408
<b>District Plan Contact Person:</b>	Dr. Monica Brewton
<b>District Plan Contact Phone:</b>	843-355-5571
<b>District Plan E-mail Address:</b>	mbrewton@wcsd.k12.sc.us

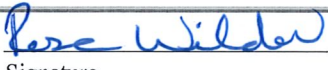
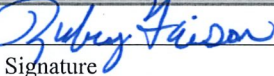
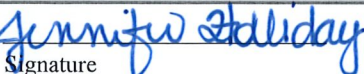

#### Required Signature Page

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

<b><i>Superintendent</i></b>		
<u>Dr. Rose Wilder</u> Printed Name	 Signature	<u>4-28-2021</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Inactive</u> Printed Name	_____ Signature	_____ Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Ruby Faison</u> Printed Name	 Signature	<u>4/28/2021</u> Date
<b><i>District Gifted and Talented Coordinator</i></b>		
<u>Jennifer Holliday</u> Printed Name	 Signature	<u>4/28/2021</u> Date
<b><i>District Strategic Planning Contact Person</i></b>		
<u>Dr. Monica Brewton</u> Printed Name	 Signature	<u>4-28-2021</u> Date

## Assurances for District Strategic Plan

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> 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	<b>Innovation</b> The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> 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	<b>Developmental Screening</b> 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	<b>Half-Day Child Development</b> 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	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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	<b>Parenting and Family Literacy</b> 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	<b>Recruitment</b> 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	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.
<b>Students Health and Fitness Act Assurance</b> (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.
<b>Education and Economic Development Act Assurances for Districts</b> (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.
<b>Read To Succeed Assurances (Act 284)</b> (S.C. Code Ann. § 59-155-180 <i>et seq.</i> )	
Yes	<b>District Reading Plan</b> 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	<b>4K and 5K Readiness Assessment</b> 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	<b>Third Grade Retention</b> 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	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Gifted and Talented Assurances</b> (SBE Regulation 43-220) <b>Students Served</b> 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).

<b>Academically and Artistically Gifted and Talented Plan</b>	
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.
<b>Curriculum, Instruction, and Assessment</b>	
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.
<b>Programming Models and Time</b>	
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	<b>Innovative Model (SCDE approved)</b> Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
<b>Staffing Requirements</b>	
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.
No	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.
<b>Communication and Reporting Requirements</b>	
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 <b>not met</b> :	
<div style="border: 1px solid black; padding: 5px; min-height: 30px;"> Local funds are not available to serve grades 1-2 nor artistic 3-5. </div>	
<b>District Proficiency-Based System</b> (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"> <li>• The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.</li> </ul>

Yes	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> <li>• Explains how the needs assessment substantiates the district's Proficiency-Based System;</li> <li>• Describes the subject area course procedures for the high school proficiency-based credits the district will implement;</li> <li>• 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;</li> <li>• 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;</li> <li>• Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and</li> <li>• Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.</li> </ul>
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"> <li>• Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.</li> </ul>

**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 et seq. (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2016)) if the amount of this award is \$50,000 or more.

**Terms and Conditions**

Yes	<p><b>Completeness of Proposal</b></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><b>Non-awards/Termination</b></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><b>Reduction in Budgets and Negotiations</b></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><b>Amendments to Grants</b></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><b>Use of Grant Funds</b></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><b>Submission of Expenditure Reports</b></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><b>Obligation of Grant Funds</b> 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><b>Deobligation of Funds</b> 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><b>Documentation</b> 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 <a href="http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/">http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/</a>.</p>
Yes	<p><b>Travel Costs</b> Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (<a href="http://www.gsa.gov">www.gsa.gov</a>) 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 <a href="http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf">http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf</a>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p><b>Honoraria</b> 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><b>Reports</b> 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><b>Copyright</b> 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><b>Certification Regarding Suspension and Debarment</b> By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> <li>• Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> <li>• 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</li> <li>• are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.</li> </ul> </li> <li>• 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.</li> </ul>
Yes	<p><b>Audits</b> 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"> <li>• 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.</li> <li>• 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).</li> </ul>
Yes	<p><b>Records</b> 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.

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Dr. Rose Wilder
2.	<b>Principal</b>	Berlinda Mack
3.	<b>Teacher</b>	Jarvese Johnson
4.	<b>Parent/Guardian</b>	Javonne Montgomery
5.	<b>Community Member</b>	Gayle Tremble
6.	<b>Private School Representative</b>	Glenn Matthews
7.	<b>District Level Administrator</b>	Shaunta Mack
8.	<b>Paraprofessional</b>	Jennifer Lamb
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Ruby Faison
10.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Debbie Ipock
11.	<b>School Improvement Council Member</b>	Johnnie Mae Blakeley
12.	<b>District Gifted and Talented Coordinator</b>	Jennifer Holliday
13.	<b>District Federal Programs Coordinator</b>	Dr. Ernestine Young
	<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	

## District Requested Strategic Plan Waiver

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

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

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:  
<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

<b>District Wavier Requested and Approved</b>	<b>Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.</b>
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)	



# DISTRICT OR SCHOOL PLAN

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## NEEDS ASSESSMENT DATA

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

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RCZzaWQ9NDUwMTAwMA>

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

### Primary/Elementary

Fall 2020 PALS-PreK District Summary							
Task	# of Students Assessed	Max Score	Spring Dev. Range*	District Range	District Mean (Average)	District Median	District Model(s)
Name Writing	79	7	5	0-7	3	2	0
Uppercase Alphabet	79	26	12	0-26	6	1	0
Lowercase Alphabet	79	26	9	0-26	4	0	0
Letter Sounds	79	26	4	0-23	1	0	0
Beginning Sound Awareness	79	10	5	0-10	2	0	0
Print and Word Awareness	79	10	7	0-9	3	3	1
Rhyme Awareness	79	10	5	0-8	3	3	3
Nursery Rhyme Awareness	79	10	6	0-8	3	2	0

\*NOTE: Spring developmental ranges reflect appropriate literacy expectations for four-year-old children who are preparing to start kindergarten.

Kindergarten Readiness Assessment (KRA) 2020		
Number of Students	Percentage	KRA Results
36	16.7	Demonstrating Readiness
92	42.6	Approaching Readiness
88	40.7	Emerging Readiness

### MAP Data: 2020-21

#### Math

Grade	Percent Met	Percent Not Met
1	45.3	54.7
2	35.3	64.7
3	45.3	54.7
4	43.6	56.4
5	51.6	48.4

#### Reading

Grade	Percent Met	Percent Not Met
1	57	43
2	44	56
3	39.3	60.7
4	36	64
5	35.6	64.4

## Middle Schools

### MAP Data :2020-21 Math

Grade	Percent Met	Percent Not Met
6	27	73
7	43	57
8	51.3	48.7

### Reading

Grade	Percent Met	Percent Not Met
6	41.3	58.7
7	36.3	63.7
8	41.3	52.7

## High Schools

Fall 20-21 EOC Test Administration (As of 02/28/21)		
Subject	Number Tested	Percent Scored "C" or Better
Algebra I	42	11.8
Biology I	111	20.7
English III	59	30.3
US History and Constitution	57	12.2

### ACT: Percent of Students Who Met College Readiness Benchmarks

# of Students Tested	English (%)	Math (%)	Reading (%)	Science (%)	Met All Four (%)
78	19	5	12	5	3

### SAT: Percent of Graduates Who Met SAT Benchmarks\*

# of Students Tested	ERW** (%)	Math (%)	Both (%)	None (%)
144	26	3	3	74

\*Data reflects yearly high school graduates

\*\*Evidence-based Reading and Writing

### Advanced Placement: Percent of Students Who Met the Benchmark of Scoring Three or Higher on AP Exam\*

To be Determined

### Completers: Percent of Career and Technology Completers Earning National or State Credentials

8

### ASVAB: Percent of Students Earning a Scale Score of 31 or Higher

12.6

### Graduation Rate

84%

### Work Ready Assessment: Percent of Students Scoring Platinum, Gold, or Silver

29.7

## 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

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

#### **Student Achievement, including sub-groups**

##### ***Early Childhood/Primary (PK–2):***

The most recent SC *Phonological Awareness Literacy Screening* (PALS) data for Pre-K students submitted to SCDE reflects approximately 50% of students and higher needing intensive support in recognizing the lowercase alphabet, letter sounds and beginning sounds. 20% -34% of our students need more time to master name writing, recognizing uppercase letters and nursery rhymes yet still fewer will need over and beyond support with print words and rhyming words. The *Kindergarten Readiness Assessment* (KRA) reflects 17% of students demonstrating readiness and 83% needing more support. As well as the *SCMTSS* Data reflecting 23% of **Kindergarten** meeting their growth goals as noted by *MAP Reading* while 77% not meeting growth goals.

The latest *SCMTSS* data reflects 18% of Grade 1 students met growth goals in reading as noted by *MAP Reading*. However, our most recent *MAP Reading* data 2020-21 reveals 56% of students meeting growth goals of which 7% of the scores were typical growth and 93% of the scores were atypical growth. Grade 1 students that met growth goals in *MAP Math* is 46% of which 34% of the scores reflect typical growth and 66% of the scores reflect atypical growth.

Forty-three percent of Grade 2 students met growth goals as noted by *MAP Reading* of which 37% of the scores reflect typical growth and 63% of the scores reflect atypical growth. Forty percent of Grade 2 students met growth goals for *MAP Math* in which 37% of scores reflect typical growth and 63% of scores reflect atypical growth. Grade 2 students scores on the *CogAT* revealed that 183 students tested 0 met the criteria for Dimension A. Scores on the *Iowa Assessments* (IA) reflect 187 students tested of which five students were identified for further testing which is the performance component.

The results of our universal screening assessments reflect a need for looking closely at the preparation level of our primary school (K-2) students as well as the academic growth of all students. The latest 2020-21 data reflect a cohesive need for improvement beginning in the foundational years. In order to achieve at high levels, we must first academically grow the population of students in our district, in an effort to be competitive with their peers. Once we are able to fill more learning gaps, we can better focus on the rigor of the very specific state accountability tests in which students are required to take.

Our goal as a district is to increase student growth from approximately 20% meeting benchmarks to 45% or higher meeting growth benchmarks. Our longitudinal study currently reflects that student growth achievement has been decreasing yearly.

### ***Elementary/Middle (3–8):***

An analysis of the district's longitudinal SC Ready scores indicates a need to increase students' individual needs. In 2019, 25.10% 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 45.4%. On the SC Ready Mathematics assessment, 21.9% of students in Williamsburg County scored met or exceeding, while students across the state averaged 45.1%. As a result, we must look deeper into our students' individual growth by analyzing progress monitoring data periodically throughout the year.

Each of our students in 3rd grade through 8th grade is administered the NWEA Measures of Academic Progress (MAP) assessment at the beginning, middle, and end of each school year as a tool to measure student progress. The data depicted below must be analyzed knowing the antecedents. In March of 2020, students in Williamsburg County School District began remote learning due to the growing concerns of the Covid-19 Pandemic. Students worked from home with and others without parental guidance. Each school conducted the fall administration of MAP face-to-face in a secure testing environment. We cannot assure that the testing environment met the expectations of a secured testing environment during the winter administration as most Williamsburg County students participated in virtual MAP testing at home with their parents. Consequently, the growth depicted by the Winter MAP data reports primarily represents atypical growth for students in Williamsburg County School District.

While atypical, the NWEA MAP data report shows that 43.9 % of our 3rd-grade students met their projected growth target in reading, and 48.8% met their projected goals in math. In 4th grade, 33.8% met projected growth goals in reading, while 47.2 % of students met growth goals in math. Among 5th graders, 37.4% met growth goals in reading, while 55.7% met growth goals in math. Of the Gifted and Talented (GT) students that engaged in MAP testing, 66.7% of the students identified as GT in English Language Arts met their targets while no math GT students in 3rd through 5th grade GT met their MAP growth target.

Much like our upper elementary data, the MAP data for students in 6th grade through 8th grade demonstrated an atypical growth pattern. In 6th grade, 40.1 % of students met their projected growth goal in reading, while only 32.2% of 6th graders met their math projected growth. The 7th-grade data showed that 37.6 % of students met their ELA projected growth, and 49.4% met their math targets. The 8th graders showed the largest percentage of growth with 46% of students meeting their projected growth goals in reading, and 64.1 % of students meeting targets in math. When analyzing Gifted and Talented (GT) students' MAP data, the data represented that 53.5% of 6th through 8th grade GT students met their projected growth goals in ELA. In comparison, only 50% of 6th through 8th grade GT students met their projected growth goals in math.

Longitudinally, Williamsburg County School District students have been averaging 24% met or exceeding on the ELA section of SC Ready test and 18.2% met or exceeding on the SC Ready math test. When matching SC Ready data with the atypical MAP data above, it becomes clear that we must focus on our students' individual needs, meeting them where they are to ensure that we can prepare them for success.

### ***High School (9-12)***

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 2021 EOC scores, 11.8% of high school students are meeting the benchmark of scoring an 80 or higher on the End of Course Assessment for Mathematics, while 30.3% of High School students in Williamsburg County scored an 80 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.

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

- 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

The College Readiness data reflect graduating seniors of the reporting year. The overall ACT composite score for Williamsburg County School District in 2020 was 14.8 points, while the mean composite score in South Carolina was 18.4 points. In 2020, 3% of test-takers in Williamsburg County met the College and Career Readiness Benchmark on all parts of the ACT. Only 19% met the benchmark for the English section of the exam, and 5% of students met the College Readiness Benchmark for the math section.

Williamsburg County students average composite score was 834 points on the SAT in 2020, while the state composite score was 1019 points. In 2020, 3% of Williamsburg County students met the college readiness benchmark for the reading and math sections of the SAT. At the same time, 26 % of all Williamsburg County School District graduating test-takers met the SAT College and Career Readiness benchmark of 480 points, while 3% met the College Readiness Benchmark of 530 points. Williamsburg County had 6 students enrolled in AP courses in 2020.

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 Ready to Work Career Assessment; or
- Earns a scale score of 31 or higher on the ASVAB

In Williamsburg County, we offer nine career clusters. Within those clusters, 8% of Williamsburg County students graduated as completers with Career and Technical Education certification. Of the 2020 graduates, 29.7% of students earned a platinum, gold, or silver certificate on the career readiness exam. At the same time, 12.6 % of the students in the graduation cohort who took the ASVAB scored 31 or higher.

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 2020 graduation cohort was 84.3%. 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.

### Teacher/Administrator Quality

Williamsburg County School District sees a direct correlation between teacher/administrative quality and the academic success of its students. Currently, the district has 43.5% of its teachers on continuing contract, 81% of teachers returning from the previous year, 5.3% vacancies over 9 weeks, and 3.3% of teachers are inexperienced or out of field in core classes.

WCSD surveyed teachers in 2021, and data showed a high level of job satisfaction throughout the district, yet student data that shows students are not being academically successful does not support the idea the high percentage of teachers who are satisfied with their job.

The percent MET of WCSD elementary students for MAP math is 44.2% and for MAP reading is 42.3%. For middle school, the percent MET for MAP math is 40.4%, and MAP reading is 39.63%. For high school students, EOC scores for students scoring C or better are as follows: Algebra I, 11.8%; Biology I, 20.7%; English II, 30.3%; US History, 12.2%.

To bridge the gap between teacher/administrator quality and student achievement, the district will develop and implement a district-wide curriculum, supporting teachers and administrators with curriculum implementation, of 53 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.

### **School Climate**

Williamsburg County School District surveyed teachers and administrators in 2021 regarding school climate. Seventy-four percent of teachers surveyed indicated that classroom behavior/discipline interfered with the delivery of instruction. To address this concern, WCSD will provide additional guidance with MTSS to promote a reduction in student behaviors that ultimately will decrease out-of-school suspensions by 2% annually from the current suspension rate (2020) of 28.6%.

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 student 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 hire, 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 expectations for monitoring of behavioral data in PowerSchool, the district will review and analyze data, including teacher surveys, for revision and refinement of MTSS implementation.

### **Gifted and Talented District Test Data**

<b>MAP Grades 3-10</b>	<b>Percent MET Projected Growth Goal</b>
ELA	56
Math	63
<b>EOC (Grades 11-12)</b>	<b>Percent Scoring 80 or Above</b>
ELA	90
Math	57
<b>WIN (Grade 12)</b>	<b>Percent Scoring Platinum, Gold, Silver</b>
	97
<b>PSAT/SAT/ACT (Grades 10-12)</b>	<b>Percent MET for Benchmark (Combined)</b>
ELA	65
Math	56
<b>Composite SAT/ACT</b>	<b>Percent Scoring Benchmark</b>
Composite SAT	91 Scored 1020 or Higher*
Composite ACT	65 Scored 20 or Higher**

\*ACT English Benchmark Composite = 15

\*\*SAT Reading/Writing Benchmark (Grade 11) Composite=990

## PERFORMANCE GOAL AREA: (\* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

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

## PERFORMANCE GOAL:

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

**Goal: By 2026, all WCSD students will demonstrate academic proficiency by meeting the following benchmarks annually:**

### Primary/Elementary Schools

PALS—The percentage of students sustaining readiness will increase by 5%.

KRA—The percentage of students demonstrating readiness will increase by 5%.

MAP—The percentage of students meeting their projected growth goals will increase in reading and math by 5%.

### Middle Schools

MAP—The percentage of students meeting their projected growth goals will increase in reading and math by 5%.

### High Schools

EOCEP-- The percentage of students meeting the benchmark of 80 or above will increase by 5% on English II, Algebra I, United States History and Constitution, and Biology I.

WIN—The percentage of students earning a Platinum, Gold, or Silver will increase by 5%.

SAT—The composite score will increase by 5%.

ACT—The composite score will increase by 5%.

CTE Completers—The percentage of completers earning a state or national certification will increase by 5%.

ASVAB—The percentage of students making a 31 or above will increase by 5%.

GRADUATION RATE—The percentage of students graduating will increase by 1% per year over the five-year period.



## INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): See below

AVERAGE BASELINE:  
See below

Primary/Elementary	Baseline	2021-22	2022-23	2023-24	2024-2025	2025-26
<b>PALS Projected Data</b>	No Baseline	Baseline Year				
<b>PALS Actual Data</b>						
KRA Projected Data	33.33%	38.33%	43.33%	48.33%	52.33%	57.33%
KRA Actual Data						
<b>MAP Math Projected Data</b>	44.2%	49.2%	54.2%	59.2%	64.2%	69.2%
<b>MAP Math Actual Data</b>						
MAP Reading Projected Data	43.38%	48.38%	52.38%	57.38%	62.38%	67.38%
MAP Reading Actual Data						
Middle School	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>MAP Math Projected Data</b>	40.4%	45.4%	50.4%	55.4%	60.4%	65.4%
<b>MAP Math Actual Data</b>						
MAP Reading Projected Data	39.63%	44.63%	49.63%	54.63%	59.63%	64.63%
MAP Reading Actual Data						
High School	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>English II Projected Data</b>	30.3%	35.3%	40.3%	45.3%	50.3%	55.3%
<b>English II Actual Data</b>						
Algebra I Projected Data	11.8%	16.8%	21.8%	26.8%	31.8%	36.8%
Algebra I Actual Data						
<b>US History Projected Data</b>	12.2%	17.2%	22.2%	27.2%	32.2%	37.2%
<b>US History Actual Data</b>						
Biology I Projected Data	20.7%	25.7%	30.7%	35.7%	40.7%	45.7%
Biology I Actual Data						
<b>WIN Projected Data</b>	29.7%	34.7%	39.7%	44.7%	49.7%	54.7%
<b>WIN Actual Data</b>						
ACT Composite Projected Data	14.8	15.5	16.2	17	17.8	18.6
ACT Composite Actual Data						
<b>SAT Composite Projected Data</b>	834	876	919	964	1012	1062
<b>SAT Composite Actual Data</b>						

CTE Completers Projected Data	8%	13%	18%	23%	28%	33%
CTE Completers Actual Data						
<b>ASVAB Projected Data</b>	12.6%	17.6%	22.6%	27.6%	32.6%	37.6%
<b>ASVAB Actual Data</b>						
Graduation Rate Projected Data	84%	85%	86%	87%	88%	89%
Graduation Rate Actual Data						

**Action Plan for Strategy 1: WCSD will provide professional development opportunities for all teachers.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: 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 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 applications
4.Refine the professional development plan.	2021-2026 Ongoing	Executive Directors of Professional Development, Instructional Support, and Curriculum Team	\$25,000	Title I, General Funds	End-of-the year review, action plan

**Action Plan for Strategy 2: WCSD will implement evidence-based instructional strategies that are rigorous, standards-based, and allow for remediation/extension.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Create MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Executive Director of Instructional Support	\$50,000	Title I, General Funds	Visuals supports, MTSS district plan, agendas, sign-in sheets
2.Implement MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Executive Director of Instructional Support	\$375,000	Title I, Title II, General Funds	Professional development artifacts, brochures, guidance document
3.Review and analyze evidence of implementation.	2021-2026 Ongoing	Chief Academic Officer, Executive Director of Instructional Support, Executive Director of Certified Evaluation	\$50,000	Title I, Title II, General Funds	Evidence binders, mid-year implementation rubric, observations, Learning Walk
4.Refine MTSS academic framework.	2021-2026 Ongoing	Chief Academic Officer, Executive Director of Instructional Support	\$20,000	Title I, Title II, General Funds	Guide of expectation, end-of-year action plan

**Action Plan for Strategy 3: WCSD will monitor student progress using district formative and summative assessments.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: 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 Testing and Assessment	\$100,000	Title I	Assessment timeline, created assessments
2.Review and analyze data for trends.	2021-2026 Ongoing	Executive Director of Instructional Support, Curriculum Team, Director of Testing and Assessment	\$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	Executive Director of Instructional Support, Curriculum Team, Director of Testing and Assessment	\$50,000	General Funds	Revised assessments, professional development, end-of-year action plan, CEUs earned

**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

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

Other

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

**Goal: By 2026, all WCSD will increase the on-time graduation rate by 1% annually from 84.3% to 89.3% by aligning the middle and the high school curriculums.**

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

**DATA**

**SOURCE:**

**Graduation**

**Rate**

**AVERAGE BASELINE: 84.3%**

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>Projected Data</b>	85.3%	86.3%	87.3%	88.3%	89.3%
<b>Actual Data</b>					

### Action Plan for Strategy 1: Develop WCSD curriculum.

ACTIVITY	TIMELINE (Start and EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: 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 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

**Action Plan for Strategy 2: WCSD will provide professional development for teachers and administrators on curriculum implementation.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and EndDates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1.Create and implement a district-wide professional development plan.	2021-26 Ongoing	Chief Academic Officer, 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, Executive Director of Instructional Support, Director of Special Services, Executive Director of Certified Evaluations	\$500,000	Title I, Title II, Grant Funds, General Funds	Learning Walk summaries, observations, lesson plans



**Action Plan for Strategy 3: WCSD will administer summative and formative assessments.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and EndDates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1.Create a district assessment timeline and administer created assessments.	2021-2026 Ongoing	Executive Directors of Professional Development and of Instructional Support, Director of Testing and Assessment	\$100,000	Title I	Assessment timeline, created assessments
2.Review and analyze data for trends.	2021-2026 Ongoing	Executive Director of Instructional Support, Curriculum Team, Director of Testing and Assessment	\$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	Executive Director of Instructional Support, Curriculum Team, Director of Testing and Assessment	\$50,000	General Funds	Revised assessments, professional development, end-of-year action plan, CEUs earned

**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

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

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:  
WHO will do WHAT, as measured by HOW and WHEN.

**Goal: By 2026, WCSD will increase the percentage of continuing contract teachers by 2% annually from a baseline of 43.5% to 53.5% as measured by annual SCLEAD Data.**

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

DATA SOURCE(s):  
SCLEAD  
AVERAGE BASELINE:  
43.5%

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>Projected Data</b>	45.5%	47.5%	49.5%	51.5%	53.5%
<b>Actual Data</b>					

**Action Plan for Strategy 1: WCSD will recruit highly-qualified teachers.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1.Create and revise job description.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$5000	General Funds	Dossier of job descriptions
2.Develop recruitment plan.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$25,000	General Funds	Planning documents, agendas, sign-ins, recruitment plan
3.Implement recruitment plan.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$100,000	General Funds	Web-based job application tool, advertisement artifacts
4.Monitor and assess recruitment plan.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$5000	General Funds	Surveys, mid-year checkpoints
5.Revise and refine recruitment plan.	2021-2026 Ongoing	Directors of Certified and Classified Employees	\$5000	General Funds	End-of-the-year review, action plan

**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

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

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:  
WHO will do WHAT, as measured by HOW and WHEN.

**Goal: By 2026, WCSD will develop a district-wide curriculum and support teachers and administrators with implementation as measured by the increase in the percentage of students showing growth on formative and summative assessments.**

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

DATA SOURCE(s):  
MAP and EOC for  
2021-22

AVERAGE BASELINE:  
None Available

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>Projected Data</b>	% MET for MAP Growth Goal  Increase in % C or above for EOC	Growth in MAP and EOC	Growth in MAP and EOC	Growth in MAP and EOC	Growth in MAP and EOC
<b>Actual Data</b>					

**Action Plan for Strategy 1: Develop WCSD curriculum.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: 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 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

**Action Plan for Strategy 2: WCSD will provide professional development for teachers and administrators on curriculum implementation.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Create and implement a district-wide professional development plan.	2021-26 Ongoing	Chief Academic Officer, 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, Executive Director of Instructional Support, Director of Special Services, Executive Director of Certified Evaluations	\$500,000	Title I, Title II, Grant Funds, General Funds	Learning Walk summaries, observations, lesson plans

**Action Plan for Strategy 3: WCSD will administer summative and formative assessments.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1.Create a district assessment timeline and administer created assessments.	2021-2026 Ongoing	Executive Directors of Professional Development and of Instructional Support, Director of Testing and Assessment	\$100,000	Title I	Assessment timeline, created assessments
2.Review and analyze data for trends.	2021-2026 Ongoing	Executive Director of Instructional Support, Curriculum Team, Director of Testing and Assessment	\$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	Executive Director of Instructional Support, Curriculum Team, Director of Testing and Assessment	\$50,000	General Funds	Revised assessments, professional development, end-of-year action plan, CEUs earned

**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

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

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:  
WHO will do WHAT, as measured by HOW and WHEN.

**Goal: By 2026, the out-of-school suspension rate will decrease by 2% annually from 28.6% as measured by PowerSchool incident management reports.**

**PERFORMANCE GOAL: Meet annual targets below.**

**DATA SOURCE(s):**  
**PowerSchool**  
**AVERAGE**  
**BASELINE:28.6%**

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>Projected Data</b>	26.6%	24.6%	22.6%	20.6%	18.6%
<b>Actual Data</b>					



**Action Plan for Strategy 1: Develop and implement a district MTSS behavioral/socio-emotional framework.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE DCOST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Organize stakeholders to create and plan professional development on MTSS behavioral/socio-emotional framework.	2021-2026 Ongoing	Chief Academic Officer, Executive Directors of Instructional Support, Special Services, and Student Services, Director of School Counselors	\$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 Psychologist, Director of School Counselors	\$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.	2021-2026 Ongoing	Chief Academic Officer, Executive Directors of Student Services and Special Services, Director of School Counselors	\$25,000	Title I, General Funds	Evidence binders, mid-year implementation review, teacher survey data
4.Refine MTSS behavioral/socio-emotional framework based on assessment results.	2021-2026 Ongoing	Chief Academic Officer, Executive Directors of Student Services and Special Services, Director of School Counselors	\$25,000	Grand Funds, Title I, General Funds	End-of-year action plan, teacher survey data analysis

*To add a row, go to the last box and press the tab button.*

**Action Plan for Strategy 2: Hire and train behavioral interventionists.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Develop a job description and hire behavioral interventionists.	2021-2026 Ongoing	Directors of Certified and Classified Employees, Director of School Counselors	\$500,000	Title I, General Funds	Job descriptions, work agreements
2.Create and provide professional development for behavioral interventionists.	2021-2026 Ongoing	Executive Directors of Professional Development and Student Services, School Psychologists, Director of School Counselors	\$30,000	Grant Funds, Title I, General Funds	Agendas, sign-in sheets, sessions' evaluations, certificates of attendance
3.Implement MTSS behavioral/ socio-emotional framework.	2021-2026 Ongoing	Executive Director of Student Services, Director of School Counselors	\$15,000	Grant Funds, General Funds	Professional development artifacts, brochures, guidance document
4.Monitor and refine the implementation of the MTSS behavior plan.	2021-2026 Ongoing	Chief Academic Officer, Executive Directors of Student Services and Instructional Support, Director of School Counselors	\$30,000	Grant Funds, Title I, General Funds	End-of-year action plan, PowerSchool incident reports

*To add a row, go to the last box and press the tab button.*

**Action Plan for Strategy 3: Monitor district and school PowerSchool Incident Management reports.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: 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, Director of PowerSchool	\$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, Director of PowerSchool	\$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, Director of PowerSchool	\$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, Director of PowerSchool	\$5000	Grant Funds, General Funds	PowerSchool Incident Reports, End-of-year action plan

*To add a row, go to the last box and press the tab button.*

**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

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

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:  
WHO will do WHAT, as measured by HOW and WHEN.

**By 2026, the critical thinking, creativity, problem solving, and communication skills of all elementary and middle school academic GT students will improve by 5% annually as measured by the percentage of students scoring a level 3 or higher on the project-based learning rubric.**

**GOAL: Meet annual targets below.**

DATA SOURCE(s): See  
Below

AVERAGE BASELINE:  
None Available

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>Projected Data</b>					
<b>Actual Data</b>	Baseline Year				

**Action Plan for Strategy 1: WCSD will develop and implement project-based learning in all gifted and talented classes.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Collaborate to create a project-based learning curriculum and create timeline for elementary and middle school students.	2021-2026 Ongoing	Director of Gifted and Talented, Executive Directors of Professional Development, and Instructional Support	\$10,000	Gifted and Talented Funds, General Funds	PBL curriculum, sign-in sheets, agendas, timeline for creation and implementation
2. Provide professional development on project-based learning.	2021-2026 Ongoing	Director of Gifted and Talented, Chief Academic Officer, Executive Director of Instructional Support	\$5000	Gifted and Talented Funds, Grants	Professional development plan, agendas, sign-in sheets, evaluations, certificates
3. Monitor implementation of the project-based learning curriculum.	2021-2026 Ongoing	Director of Gifted and Talented, Curriculum Team	\$100	Gifted and Talented Funds	Observations, feedback, Learning Walks
4. Review and refine the implementation of the project-based learning curriculum.	2021-2026 Ongoing	Director of Gifted and Talented, Curriculum Team	\$100	Gifted and Talented	Rubrics, student progress/scores, end-of-year review, action plan

*To add a row, go to the last box and press the tab button.*

**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

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

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:  
WHO will do WHAT, as measured by HOW and WHEN.

**By 2026, the performance of artistically-gifted and talented students will increase in the areas of performance by 5% annually as measured by the percentage of students scoring a level 3 or higher on the performance rubric.**

INTERIM PERFORMANCE GOAL: Meet annual targets below.

**DATA SOURCE(s):**  
Scores on Rubric  
**AVERAGE BASELINE:**  
None Available

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>Projected Data</b>					
<b>Actual Data</b>	Baseline year				

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

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1. Collaborate to review the SCDE and national rubric and to create a WCSD rubric implementation plan.	2021-2026 Ongoing	Director of Gifted and Talented, GT Curriculum Committee	\$100	Gifted and Talented Funds	Rubric, implementation plan, agendas, sign-in sheets
2. Customize and implement master classes for all gifted and talented students.	2021-2026 Ongoing	Director of Gifted and Talented, GT Curriculum Committee	\$10,000	Gifted and Talented Funds, General Funds	Rubric, surveys, student portfolios, artist portfolios, customized plan, Learning Walks
3. Provide professional development in standards and evidence-based instructional strategies aligned with the performance rubric for artistic gifted and talented students.	2021-2026 Ongoing	Director of Gifted and Talented, GT Curriculum Committee	\$5000	Gifted and Talented Funds, Grants	Agendas, sign-in sheets, professional development plan, evaluation survey
4. Monitor student performance through the use of WCSD rubric.	2021-2026 Ongoing	Director of Gifted and Talented, Executive Director of Instructional Support, GT Curriculum Committee	\$100	Gifted and Talented Funds	Observations, feedback, student portfolios
5. Adjust and refine implementation of instructional strategies according to evidence.	2021-2026 Ongoing	Director of Gifted and Talented	\$100	Gifted and Talented Funds	Rubric, observations, action plan

## **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.

		<b>ACADEMIC</b>	<b>ARTISITIC</b>
The district utilizes state identification of gifted and talented students for:	<b>grades 1-2</b>		
	<b>grades 3-5</b>	X	X
	<b>grades 6-8</b>	X	X
	<b>grades 9-12</b>	X	X
The district utilizes trial placement (1 year conditional placement) for:	<b>grades 1-2</b>		
	<b>grades 3-5</b>		
	<b>grades 6-8</b>		
	<b>grades 9-12</b>		
The district utilizes a local identification process (local criteria rubric) for:	<b>grades 1-2</b>		
	<b>grades 3-5</b>		
	<b>grades 6-8</b>		
	<b>grades 9-12</b>		
The district utilizes a formal withdrawal policy for:	<b>grades 1-2</b>		
	<b>grades 3-5</b>	X	X
	<b>grades 6-8</b>	X	X
	<b>grades 9-12</b>	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
	<b>Academic</b>				x	x	x	x	x	x	x	x	x
<b>Artistic</b>				x	x	x	x	x	x	x	x	x	x
Formal gifted and talented curriculum is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>Academic</b>				x	x	x	x	x	x	x	x	x
<b>Artistic</b>				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		
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DISTRICT: Williamsburg

INFORMATION FOR SCHOOL YEAR: 20-21

**GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES**

Model Used:           Pull Out or Special Class          

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	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	

**DISTRICT: Williamsburg T**

**INFORMATION FOR SCHOOL YEAR: 20-21**

**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 website 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.

## School District of Williamsburg County

500 N. Academy Street - Kingstree, South Carolina 29556

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



August 25, 2020

Dear Parent:

Your child, \_\_\_\_\_, has met the state requirements for the Academically Gifted and Talented Program. This selection was based on meeting two of the three requirements: 1. An aptitude score at or above the 93<sup>rd</sup> national age percentile, 2. An achievement score at or above the 94<sup>th</sup> percentile in reading comprehension or mathematics, or 3. A Grade Point Average at or above 3.75. I am including a copy of your child's student profile sheet with all scores and measures used for placement.

Our enrichment pull-out program serves identified students in grades 3-5. Beginning in grade 6, we serve through cluster grouping and/or accelerated 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](mailto:jholliday@wcsd.k12.sc.us).

Sincerely,

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



**SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

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# **District Proficiency-Based System Plan Application**

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

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

**SOUTH CAROLINA DEPARTMENT OF EDUCATION  
OFFICE OF FEDERAL AND STATE ACCOUNTABILITY**

**DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION**

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

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

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

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

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

## Section I

<b>Date Submitted:</b>	April 30, 2021
<b>District:</b>	Williamsburg County
<b>APPLICATION PREPARED AND SUBMITTED BY:</b>	
<b>Name:</b>	Shaunta P. Mack
<b>Position:</b>	Executive Director of Instructional Support
<b>Phone Number:</b>	843-355-5571
<b>E-mail address:</b>	srmack@wcsd.k12.sc.us



## Section 2

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

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

It is the goal of Williamsburg County school district to increase our graduation rate by 1% annually by 2026. Historically, the graduation rate in Williamsburg County School District has fluctuated and is currently at 82.2%. Based on our current rate, there is a need in WCSD to provide opportunities for students to recover credits not earned on the first attempt, offer an additional opportunity when scheduling conflicts arise, and to offer opportunities for students placed on homebound to have access to credit-bearing courses.

2. Which schools within the district are involved?

The schools that have the option of using the proficiency-based program are Kingstree Senior High School, C E Murray High School, Hemingway High School, Kingstree Middle Magnet School, C E Murray Middle School, and Hemingway M B Lee Middle School.

3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process?

Considerations for enrollment in a proficiency-based courses will be placed on

- Completion of prerequisite coursework
- Teacher recommendation
- Prior performance in proficiency-based courses

Students will have 10 days to appeal the enrollment decision in writing. A meeting will be held within 7 days of receiving the appeal to make a final enrollment determination. The principal, parent/guardian, student, and school counselor should attend the meeting.

4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?

WCSD chose Edgenuity as our proficiency-based program for the next 5 years. Edgenuity efficacy data shows that students make significant gains in all subjects. Edgenuity case studies have shown that its Courseware Solutions have been effective in increasing the opportunities of students to recover and obtain credit. When vetting the program, curriculum team members viewed the course structures and content of the courses to ensure alignment with state standards and the flexibility for differentiation to meet the needs of all students. WCSD's goal is to increase our graduation rate by 1% annually by 2026. After researching, all evidence supports that with clear expectations for implementation and monitoring, Edgenuity will be a fit for the district.

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

Edgenuity will be used to provide additional opportunities to earn credit for transfer students, homebound students, to address scheduling conflicts, and to offer students access to courses that are not offered within the district.

6. Please attach the district's policy on the proficiency-based system plan.

The information below is currently under review to be instated.

*The board believes that the district should provide students with opportunities to obtain course credit based upon demonstration of mastery of standards and competencies at a proficient level while offering flexibility in seat-time requirements.*

*Students may obtain proficiency-based credit for courses that have been approved by the South Carolina Department of Education. Approval for these courses is obtained in conjunction with the district strategic plan.*

*Teachers of all proficiency-based credit courses must hold a South Carolina teaching credential and must hold content certifications for all proficiency-based subjects taught. For proficiency-based courses including a lab setting, a teacher who is properly certified specific to the content area for the course will communicate regularly with the student and directly monitor the student's progress. All instructional paraprofessionals assisting with proficiency-based credit courses will work under the direct supervision of a certified teacher.*

*The superintendent or his/her designee is responsible for ensuring that the academic standards and individual learning needs of students are addressed in each proficiency-based course and that students receive additional instruction, practice time, and support to help students enrolled in these courses achieve proficiency.*

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?

The WCSD proficiency-based plan allows students an opportunity to earn initial credit and credit recovery courses. Edgenuity allows for accommodations and differentiation. The plan offers students an opportunity to recover credits and to take initial credit courses. Edgenuity requires students to build time management skills and self-directedness as they work through the course with the support of the teacher of record and the lab monitor.

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

WCSD will ensure that students have the skills and knowledge needed for subsequent work in the content areas by ensuring that students with prior enrollment in proficiency-based courses are screened at the beginning of the subsequent course. The screening data will be used to provide tiered instructional support for students with the intent of ensuring that the students have prerequisite skills and knowledge needed to acquire the content of the course assigned.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?

All students enrolled in Edgenuity will have access to the teacher of record weekly via email, virtual support, and/or, individual/small group support. The teacher of record will be available to provide support to students as needed via small group or individual support. Students with IEPs will have support from their team lead via the Edgenuity classroom and the resource classroom. Additionally, Edgenuity has embedded accommodations that will be used for students based on identified needs.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?

Williamsburg County School District offers a multi-tiered system of support for all students. Students are expected to acquire the content of the state standards during Tier1 instruction. When students need additional support to acquire the content of the state standards, they are offered Tier 2 support. That support is offered by the teacher with an option to use Edgenuity for content recovery within the traditional classroom to assist students in having the material taught to them in a different way using Edgenuity units to address standards-based needs of individual students.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?

Edgenuity data will be reviewed and evaluated monthly by school leadership teams to determine if students are receiving the level of support required. The analysis will be done by the WCSD Curriculum and Instruction team and by each school team. When conducting the evaluation, the teams will evaluate the total enrollment, completion rate for each student, passing rate, and the level of support provided by the monitors and the teacher of record, and the IEP lead teachers for students with Individual Education Programs.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.

Teachers in WCSD recommend a student for credit recovery based upon his/her acquisition of the standards and his/her final grade report. Once notified, the guidance department will use the recommendation form to evaluate the student's permanent record and historical records. The guidance department will conference with the parent and student to discuss the recommendation by the teachers, and the options available for the student to obtain the credit. Parents will be notified of the NCAA regulations for credit recovery and initial credit courses, the expectations of a student enrolled in a proficiency-based program, and the level of support and monitoring that the student will receive. If the parent and student agree, they will sign the application and proceed with enrollment into the proficiency-based program.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?

Yes, the properly certified teacher can manipulate assignments and assessments based on student needs.

14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.

The courses are evaluated by the Curriculum and Instruction team:  
Jennifer Holliday, Director of GT and Fine Arts

Debbie Ipock, Coordinator of Humanities  
 Shaunta Mack, Executive Director of Instructional Support

15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.

Please see the chart below.

<b>Teacher</b>	<b>Certificate Number</b>	<b>Courses Assigned</b>
Arunarani, Singh	287844	Earth Science and Biology
Robert Woods	265715	Earth Science and Biology
Christopher Cheely	252602	Chemistry
Dawn Dawes	291650	English I-IV
Barbara Giles	135048	English I-IV
Tanecia Barnaby	286464	English I-IV
Anita Gethers	250130	English I-IV
Lysandra Lawrence	158868	Algebra I, II, Probability and Statistics, Geometry, Pre-Calculus
Akondi Sumalatha	287598	Algebra I, II, Probability and Statistics, Geometry, Pre-Calculus
Kathakonda Praveen	278560	Algebra I, II, Probability and Statistics, Geometry, Pre-Calculus
Marion Sutherland Hinds	287093	World History, US History and Constitution, Government, Economics, Sociology, Psychology
Jessie Scott	302081	World History, US History and Constitution, Government, Economics, Sociology, Psychology
Robert Parnell	299733	World History, US History and Constitution, Government, Economics, Sociology, Psychology
Buckston Davis	176435	World History, US History and Constitution, Government, Economics

## 2021 District Summer School Program Site Identification

District Name: Williamsburg County School District Summer School Contact: Dr. Ernestine Young  
 Contact's Phone Number: 843-355-5571 Contact's Email Address: stine@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
C. E. Murray Middle	Dr. Gwen Harris	gharris@wcsd.k12.sc.us	Academic Assistance	yes	Middle
C. E. Murray High	Dr. Gwen Harris	gharris@wcsd.k12.sc.us	Initial Credit/Credit Recovery	yes	High
Greeleyville Elementary	Berlinda Mack	bnmack@wcsd.k12.sc.us	Read to Succeed/Academic Assistance	yes	Elementary
Hemingway Elementary	Patricia Burch	pburch@wcsd.k12.sc.us	Read to Succeed/Academic Assistance	yes	Elementary
Hemingway High	Dr. Tara Richardson	trichardson@wcsd.k12.sc.us	Initial Credit/Credit Recovery	yes	High
Hemingway M. B. Lee Middle	Dr. Tara Richardson	trichardson@wcsd.k12.sc.us	Academic Assistance	yes	Middle
Kenneth Gardner Elementary	Dr. Jennifer Sabb	jsabb@wcsd.k12.sc.us	Read to Succeed/Academic Assistance	yes	Elementary
Kingstree Middle Magnet School of the Art	James Carraway	jcarraway@wcsd.k12.sc.us	Academic Assistance	yes	Middle
Kingstree High	Terrence Snider	tsnider@wcsd.k12.sc.us	Initial Credit/Credit Recovery	yes	High
W. M. Anderson Primary School	Dr. Reagan Miles	rmiles@wcsd.k12.sc.us	Read to Succeed/Academic Assistance	yes	Primary

*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, 2021**. If you have any questions, contact Karen Cook at 803-734-4040 or by e-mail at [kcook@ed.sc.gov](mailto:kcook@ed.sc.gov).*