District Strategic Plan
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District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2020/21 to 2024/25
Upcoming School Year: 2021/22

District:	Florence 3
SIDN:	2103
Plan Submission:	School utilizes Cognia
Address 1:	125 South Blanding Street
Address 2:	
City:	Lake City, SC
Zip Code:	29560
District Plan Contact Person:	Kasey Miles Feagin
District Plan Contact Phone:	8433748652
District Plan E-mail Address:	kfeagin@fsd3.org

Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

Superintendent		
Dr. Laura Hickson Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
Barbara Bryant Printed Name	_____ Signature	_____ Date
District Read To Succeed Literacy Leadership Team Lead		
Mary Howard Printed Name	_____ Signature	_____ Date
District Gifted and Talented Coordinator		
Dr. Cutina Barrineau Printed Name	_____ Signature	_____ Date
District Strategic Planning Contact Person		
Kasey Miles Feagin Printed Name	_____ Signature	_____ Date

Assurances for District Strategic Plan

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

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
Yes	**Academic Assistance, PreK–3** The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The district encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
N/A	**Innovation** The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	**Developmental Screening** The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	**Half-Day Child Development** The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	**Developmentally Appropriate Curriculum for PreK–3** The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
No	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
	Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60.

Education and Economic Development Act Assurances for Districts
(S.C. Code Ann. § 59-59-10 *et seq.*)
The superintendent certifies that:

Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Read To Succeed Assurances (Act 284)
(S.C. Code Ann. § 59-155-180 *et seq.*)

Yes	**District Reading Plan** The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	**4K and 5K Readiness Assessment** The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	**Third Grade Retention** The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	**Reading Coaches** The district supports school based reading coaches in every elementary school.
Yes	**Interventions** The district provides interventions based on data for all students identified.
Yes	**Summer Reading Camps** The district offers summer reading camps for those students identified.

Gifted and Talented Assurances
(SBE Regulation 43-220)
Students Served
The district serves:

Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:

Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.

Curriculum, Instruction, and Assessment
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:

Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.

Programming Models and Time
The district:

Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	**Innovative Model (SCDE approved)** Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.

Staffing Requirements
The district must:

Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. *(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)*
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.

Communication and Reporting Requirements

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

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

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

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

Yes	The district's Proficiency-Based System Plan: • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught; • Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request. • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.

Assurances and Terms and Conditions for State Awards
As the district superintendent of Florence 3, I certify that this applicant:

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

Terms and Conditions

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

Yes	**Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.
Yes	**Deobligation of Funds** After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
Yes	**Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.
Yes	**Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed $25 per day for in-state travel and $32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
Yes	**Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
Yes	**Reports** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
Yes	**Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
Yes	**Certification Regarding Suspension and Debarment** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the ● Applicant and/or any of its principals, subgrantees, or subcontractors 　● are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and 　● are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. ● Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	**Audits** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: ● Entities expending $750,000 or more in federal awards: Entities that expend $750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. ● Entities expending less than $750,000 in federal awards: Entities that expend less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	**Records** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	**Superintendent**	Dr. Laura Hickson
2.	**Principal**	Dr. Sharon Williams
3.	**Teacher**	Jessica Spurrell
4.	**Parent/Guardian**	Nakisha McKnight
5.	**Community Member**	Carla Angus
6.	**Private School Representative**	Steve Phillips
7.	**District Level Administrator**	Kasey Feagin
8.	**Paraprofessional**	Gloria McFadden
9.	**District Read To Succeed Literacy Leadership Team Lead**	Mary Howard
10.	**District Read To Succeed Literacy Leadership Team Member**	Lisa Williams
11.	**School Improvement Council Member**	Yamekia Robinson
12.	**District Gifted and Talented Coordinator**	Dr. Cutina Barrineau
13.	**District Federal Programs Coordinator**	Angelia Scott
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	
	District Level Administrator	Allana Prosser

District Requested Strategic Plan Waiver

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

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

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

☑ **Not Applicable**

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

School Report Card Link:
https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RCZzaWQ9MjEwMzAwMA

Needs Assessment Data

Florence School District Three was approximately 3300 students in grades 3K-12. We are located in Lake City in the lower part of Florence county. We serve three other communities: Coward, Scranton and Olanta.
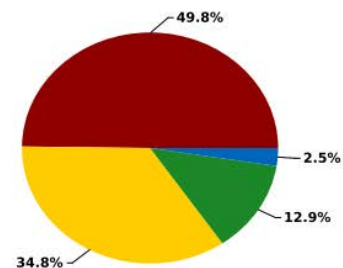
Below is a copy of our most recent MAP assessment data in Language Arts: Reading. Currently in our district, we have 816 students (49.8%) in grades 2-8 who did not meet expectations based on our Winter MAP. We have 570 students (34.8%) who scored in the Approaches expectations category. Only 212 students (12.9%) scored in the Meets Expectations category and only 41 students (2.5%) scored in the Exceeds Expectations category.

Language Arts: Reading

Projected to: **South Carolina College-and-Career-Ready Assessments** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/south-carolina-linking-study/

Grade	Student Count	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	228	92	40.4%	88	38.6%	43	18.9%	5	2.2%
3	205	87	42.4%	81	39.5%	36	17.6%	1	0.5%
4	261	147	56.3%	79	30.3%	28	10.7%	7	2.7%
5	207	95	45.9%	79	38.2%	22	10.6%	11	5.3%
6	230	95	41.3%	96	41.7%	29	12.6%	10	4.3%
7	264	148	56.1%	88	33.3%	25	9.5%	3	1.1%
8	244	152	62.3%	59	24.2%	29	11.9%	4	1.6%
Total	1639	816	49.8%	570	34.8%	212	12.9%	41	2.5%

Below is a copy of our most recent MAP assessment data in Math. Currently in our district, we have 752 students (45.9%) in grades 2-8 who did not meet expectations based on our Winter MAP. We have 660 students (40.3%) who scored in the Approaches expectations category. Only 194 students (11.8%) scored in the Meets Expectations category and only 33 students (2.0%) scored in the Exceeds Expectations category.

Math: Math K-12

Projected to: **South Carolina College-and-Career-Ready Assessments** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/south-carolina-linking-study/

Grade	Student Count	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	227	70	30.8%	103	45.4%	47	20.7%	7	3.1%
3	207	76	36.7%	88	42.5%	40	19.3%	3	1.4%
4	263	123	46.8%	104	39.5%	29	11.0%	7	2.7%
5	207	100	48.3%	79	38.2%	25	12.1%	3	1.4%
6	229	102	44.5%	101	44.1%	21	9.2%	5	2.2%
7	263	146	55.5%	97	36.9%	15	5.7%	5	1.9%
8	243	135	55.6%	88	36.2%	17	7.0%	3	1.2%
Total	1639	752	45.9%	660	40.3%	194	11.8%	33	2.0%
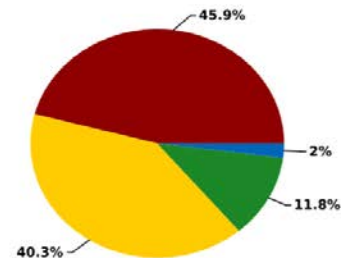
On our annual state assessments, our students scored as follows:

District Level Details

SC READY Performance by Grade Level

English Language Arts (Reading and Writing)

Percent Met or Exceeding
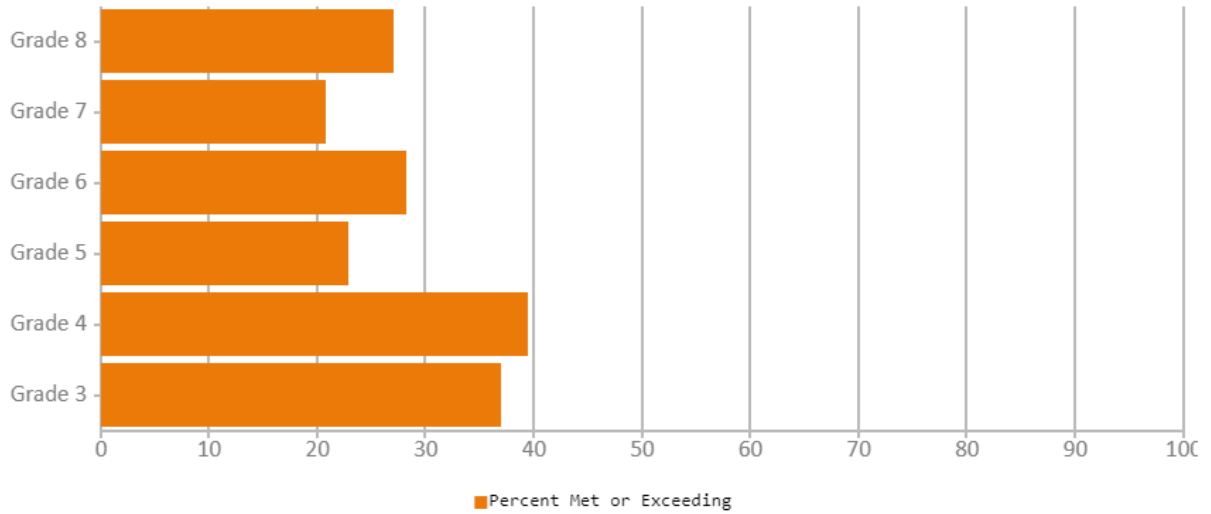
Percent Met or Exceeding

Mathematics
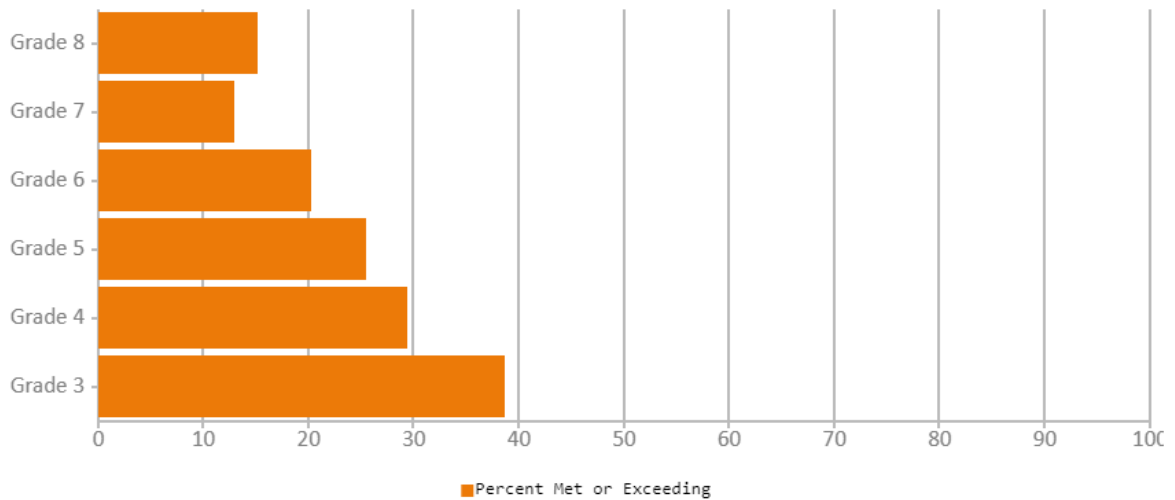
Percent Met or Exceeding

As you can see from the above charts, our 4th graders had the highest scores for ELA and our 3rd graders had the highest scores for Math. However, all of our grade levels were below the state average. We have continued to work with our students in all grade levels 3rd-8th to try to improve these scores. We

use our coaches to assist teachers ensuring our students are prepared for all assessments. We also conduct regular PLCs with all teachers to help with teaching strategies.

Our EOC scores are reflected below:

End-of-Course Assessment Results in English 1 and Algebra 1

English - Scoring C or Higher

District   35.6%   (89 / 250)

State   56.3%   (32823 / 58287)

Algebra - Scoring C or Higher

District   24.4%   (61 / 250)
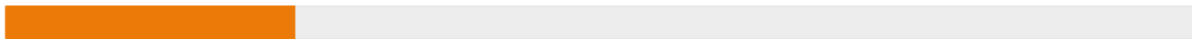
State   54.9%   (31973 / 58189)

End-of-Course Assessment Results in Biology and US History and the Constitution

Biology - Scoring C or Higher

District   44.8%   (112 / 250)
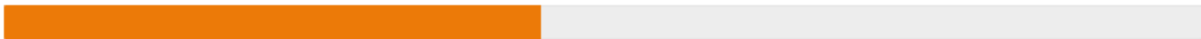
State   54.4%   (32142 / 59117)

US History and the Constitution - Scoring C or Higher

District   16.9%   (31 / 183)
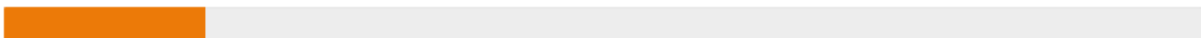
State   47.7%   (23609 / 49528)
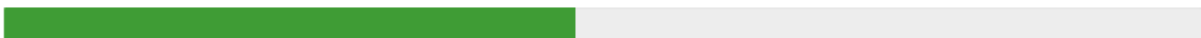
We continue to work on our EOC scores at the high school level. We have implemented boot camps for students and teachers to help them prepare for these assessments. Our goal is to decrease the number

of failures on all four of the EOC assessments. We have shown improvement in Biology and are working to improve in the other three tested subjects.

At our high school, ACT and Ready to Work continues to be a focus in order to ensure all of our graduates are college and/or career ready. Below is the data for these two assessments:

The ACT

Average ACT Score Achieved by Students : English, Math, Reading, Science, Composite of all four tests
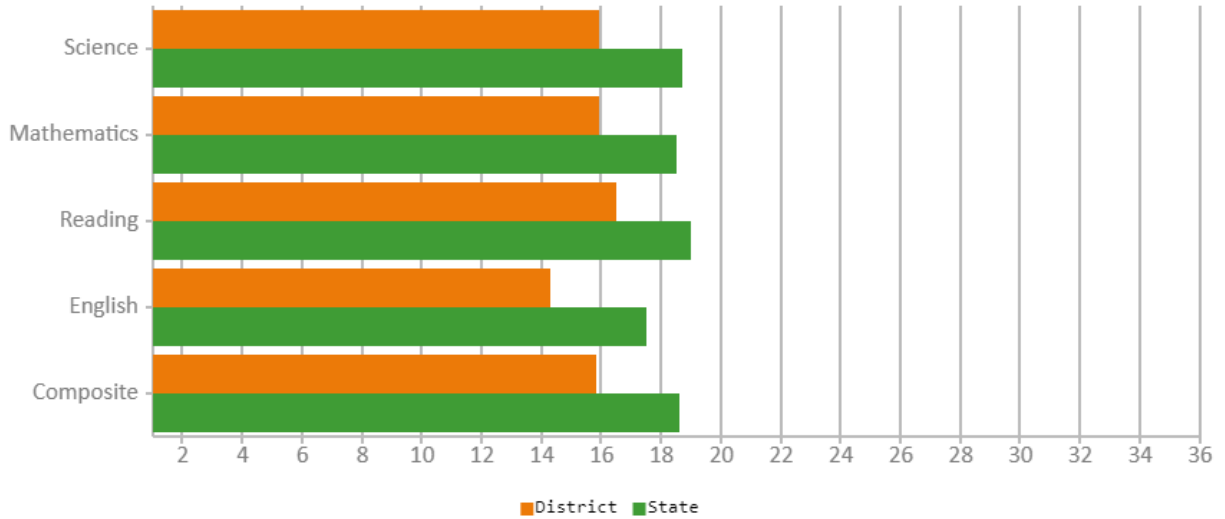
Career Readiness Assessments
Percent of Students Earning Platinum, Gold, Silver, or Bronze Ready to Work (R2W) Certificate
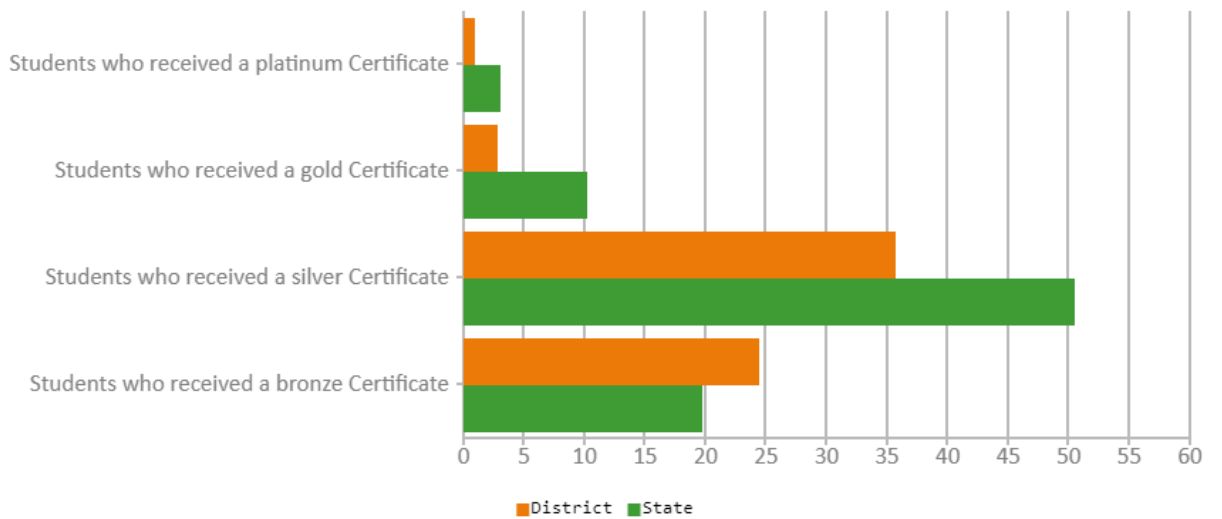
Even though we are below the state average on ACT, we continue to show some improvement and through our ACT boot camps and include ACT like problems into our daily curriculum, we hope to continue to show progress.

We have increased the number of students scoring silver and Gold Certificates for Ready to Work. We are working to decrease the number of students scoring in the Bronze category. We continue to use boot camps to prepare our students for this assessment as well.

We are nowhere near where we need to be in achieving our assessment goals but we continue to work daily with our teachers, students and parents to insure we are moving in the right direction. Having a good understanding of our data is key. We continue to analyze and break down our data and use data to inform our instruction.

We continue to work our graduation rate. Below is the data for the past several years. We continue to have bi-weekly meeting with our schools concerning our graduation rate. These meetings are used to monitor all students and their transcripts to ensure they are ready for graduation in four years.

Graduation Rate ⓘ

On-Time Graduation Rate

District   71.8%

[orange bar]   🔍 Details

State   82.2%

[green bar]   🔍 Details

District Four-Year Cohort Graduation Rate

	2017	2018	2019	2020
District	86.5	74.6	72.4	71.8
State	84.6	81.0	81.1	82.2

Even though our needs for our students are great, we have outstanding leaders and faculty members that are working with our students to close the achievement gaps we continue to see in our data.

Executive Summary of Needs Assessment Data Findings

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

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

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

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

Student Achievement

Primary School (K - 2)

1.	Benchmark Assessment: 4K myIGDIs Winter Results Alliteration – 98/123=80% Cut Range & Tier 1 Picture Naming- 80/123= 65% Cut Range & Tier 1 WODB – 77/123= 63% Cut Range & Tier 1 Rhyming – 74/123= 60% Tier 2 & 3 Sound – 66/123= 46% Tier 2 &3 Our CERDEP PreK classes are tracking student's progress many ways to support early literacy standards. Actions plans are created using data to help intervene early and provide all learners with targeted support for success. A review of our data shows strengths in Alliteration, Picture Naming, and Which One Does Belong. The shows deficits in rhyming and sound identification. Additional supports for Phonological Awareness and Alphabet Knowledge are including in Morning Meetings, small group instruction, and individual groups.

Elementary/Middle School (3 - 8)

2.	Math SC Ready - 23% met and above up from 21% Science SC Ready - 25% met and above up from 19% ELA SC Ready - 24% remain at met and above Although our students are growing on SC Ready in math and science, our SC Ready scores are still below the state average. Our scores are lower than the state average in all four subjects. In an effort to improve in growing our students academically in all four core subjects, we are implementing more reading and math interventions in both elementary and middle for the upcoming school year. We are also adding a tutoring program for students below reading level and strategic spiral review on a daily basis.

High School (9 - 12)

3.	Graduation Rate - 71.8% down from 72.4% EOC Algebra 1 - 24.4% down from 30.4% EOC English - 35.6% up from 30.8% EOC Biology - 44.8% up from 44.6% EOC US History - 16.9% down from 27.9% Ready to Work - Silver certificate - 35.7% down from 36.6% / Gold certificate - 2.8% down from 3.0% / Platinum certificate - 0.9% up from 0.5% ACT - English Benchmark Score Met - 24.0% up from 17.9% / Math Benchmark Score Met - 6.7% up from 5.1%/ Reading Benchmark Score Met - 15.3% up from 7.1% / Science Benchmark Score Met - 4.0% up from 3.9%/ All 4 subjects - 2.7% up from 1.9% SAT - Reading and Writing - 462 down from 466/ Math - 419 down from 445/ Composite - 1021 down from 1064 CCR - College or Career Ready - 78.7% up from 50.6% / College and Career Ready - 16.7% up from 12.5% / College Ready - 19.0% up from 13.6% / Career Ready - 76.4% up from 49.4% Dual Enrollment with at least 6 hours with a grade of C or higher for 11th & 12th graders- 78.1% up from 70.8% Regular data analysis continues at the high school level. Reviewing state testing subgroup data continues to show an achievement gap with our African American population and our disabled population. Specific plans have been put in place to track and monitor these subgroups as well as our ELL subgroup. This continues to be a district focus as we move forward.

Teacher/Administrator Quality

4.	Percentage of Teachers with Advanced Degrees - 57.8% down from 60.2% Percentage of Teachers on Continuing Contracts - 55.6% down from 65.5% Percentage of Teachers Returning - 78.1% down from 79.1% The district used the Florence School District evaluation system based on the 4.0 Rubric to evaluate teacher effectiveness. Professional development opportunities continue to be provided based on results form a Needs Assessment Survey. The district will also focus on developing an incentive plan to retain highly effective teachers. Literacy continues to be a district-wide focus for all teachers.

School Climate

5.	Teacher Attendance - 94.4% down from 94.8% Chronic Absenteeism - 16.5% down from 17.3% Percentage of Teachers, Students and Parents Satisfied with Home-School relations - Teachers - 78.9%, Students 79.5% and Parents - 80.8% Percentage of Teachers, Students and Parents Satisfied with the Physical Environment - Teachers - 79.0%, Students 64.7% and Parents - 80.6% Percentage of Teachers, Students and Parents Satisfied with the Learning Environment - Teachers - 66.1%, Students 77.1% and Patents - 73.7% All 8 schools continue to look at their individual data related to school climate. School climate surveys are completed by each school to keep a better pulse on the district's goal to provide invitational education for all. The schools will provide quarterly survey opportunities for all parents to provide feedback on their satisfaction with their child(ren)'s learning environment, physical environment and home school relations. We continue to offer Parent Academies for our parents in order to provide our parents with current, up-to-date information concerning their children and the children's educational expectations and experiences.

Gifted and Talented

6.	3rd-6th grade Gifted & Talented Academic students are provided pull out classroom instruction in which the core subjects are integrated in hands-on learning lessons with an emphasis on areas of improvement as based upon assessments as well as pre-post assessments while 6th-8th grade have a specific class period designated as GT. Although less than five percent of all 3rd-8th GT students are scoring at the low level in the SCReady ELA standards, 57% are scoring at the mid-level in Language for Writing while 53% of our 3rd-6th grade GT students are scoring at the mid-level in Reading Inquiry compared to 45% for all GT students. In regards to SCReady Math, less than 10% of GT students scored at the low level in any SCReady Math standards area, however, 42% of all 3rd-8th grade GT students scored at the mid-level in the area of Geometry while 50% of 7th and 8th grade GT students scored at the mid-level in both Base Ten & Data Analysis. In regards to support for improvement in these mid-level areas, class sessions begin with spiral reviews that target these areas of improvement and small group as well as individual instruction is provided based upon the individual students' areas of need.

Performance Goal

Performance Goal Area:	District Priority
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	Goal 1: By 2024-2025, the percentage of our disabled students in grades 3-8 who score met or higher on the state ELA assessment will increase from 20% to 46% and the percentage scoring met or higher for the math assessment will increase from 25% to 46% and the percentage of our ML population in grades 3-8 who score met or higher on the state ELA assessment will increase from 45% to 65% and the percentage scoring met or higher for math will increase from 30% to 50 percent.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
ELA State Testing	SC Ready D - 20% ELL - 45%	**Projected Data:** Ready D - 24% ELL - 49%	Ready D - 28% ELL - 53%	Ready D - 32% ELL - 57%	Ready D - 36% ELL - 61%	Ready D - 40% ELL - 65%
Math State Testing	SC Ready D- 25% ELL - 30%	**Projected Data:** SC Ready D- 29% ELL - 34%	SC Ready D- 33% ELL - 38%	SC Ready D- 37% ELL - 42%	SC Ready D- 41% ELL - 46%	SC Ready D- 46% ELL - 50%

Action Plan

Strategy #1: Establish a consistent alignment of the district's ELA/literacy and math programs to include curriculum, assessment, instructional strategies and resources to support the needs of all students including the disabled population and ELL students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Create and implement a District Literacy Action Plan to addressing closing the achievement gaps in the ELL population and the disabled population.	October 2021 - June 2025	Director of Literacy District Instructional Team Lead Teachers/ Instructional Leaders	0	N/A	Literacy Plan Agendas for meetings and training
2. Create and implement a District Math Action Plan to addressing closing the achievement gaps in Math for the ELL population and the disabled population.	October 2021- June 2025	Director of Literacy District Instructional Team Lead Teachers/ Instructional Leaders	n/a	n/a	Literacy Plan Agendas for meetings and trainings
3. Pacing guides for ELA and math will be developed and aligned to state standards. These pacing guides will be updated and adjusted as needed.	August 2021-June 2025	District Instructional Team Lead teachers/ instructional coaches	N/A	N/A	Pacing guides Agendas from training Benchmark analysis
4. Benchmark assessments will be established and monitored for ELA and math at all levels. K-8 will take benchmarks three times a year and 9-12 will be taken at least twice a year.	August 2021-June 2025	Chief Academic Officer District Instructional Team Lead Teachers / Instructional Coaches	$100,000	Local Funds	Benchmark Scores and analysis

Performance Goal

Performance Goal Area:	District Priority
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2024-2025, our Graduation Rate will increase from 72% to 80% and our College and/or Career Readiness Rate will increase from 78% to 85%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
Graduation Rate	72%	**Projected Data:** 74%	76%	77%	78%	80%
College and/or Career Readiness Rate	78%	**Projected Data:** 79%	80%	82%	84%	85%

Action Plan

Strategy #1: Strategy 1: Establish a consistent way to monitor students and their 9GR starting in 9th grade.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. High Schools will monitor all students and their transcripts from grades 9-12 to ensure students are ready for graduation in four years.	August 2021-June 2025	School Leadership Teams	n/a	n/a	Minutes from meetings Grad Rate and CCR tracking
2. Students will be offered credit recovery and initial credit as needed to ensure they have needed classes for graduation credit.	August 2021-June 2025	School Administration District Instructional Team	$20,000	Title One Local Funds	Student Grades Planning meetings for courses - minutes Grad Rate Tracking and CCR tracking
3. Students will be offered boot camps and other review opportunities prior to state testing.	August 2021-June 2025	School Administration District Instructional Team	$10,000	Local Funds	Test scores Training agendas and materials Attendance Sheets
4. Conduct monthly graduation meetings to target students who need extra support.	August 2021-June 2025	Chief Academic Officer District Instructional Team School Administration	N/A	N/A	Minutes from meetings Grad tracking

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024-2025, FSD3's chronic absenteeism rate will decrease from 11.32% to 6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**
Chronic Absenteeism	11.32%	**Projected Data:** 10%	9%	8%	7%	6%

Action Plan

Strategy #1: School officials will monitor weekly attendance and place students on attendance plans and/or truancy intervention plans as needed.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Schools will send out attendance letters as well do calls out to notify parents when students are absent.	August 2021- June 2025	District Attendance Team School Attendance Teams	N/A	N/A	Minutes from meetings Attendance Tracking
2. School officials will schedule attendance meetings and/or truancy meetings as needed with students and their parents.	August 2021- June 2025	School Attendance Team District Attendance Team	N/A	N/A	Minutes of Meetings Attendance Data
3. Schools will offer incentives for class attendance and individual attendance.	August 2021- June 2025	School Attendance Team	$5000	Local Funds	Attendance Data Documentation showing incentives given
4. Schools will use the following sites for attendance strategies for students and their schools : www.attendanceworks.org and http://absencesaddup.org/	August 2021- June 2025	District Attendance Team School Attendance Team	N/A	N/A	Documentation of strategies used Meeting minutes

Performance Goal

Performance Goal Area:	Gifted and Talented: Academic
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024-2025, the percentage of 3-8 GT students scoring met or above on the state assessment in ELA, math and science will be at or above 82%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
SC Ready ELA	89%	**Projected Data:** 90%	91%	92%	93%	94%
SC Ready Math	89%	**Projected Data:** 90%	91%	92%	93%	94%
SC Ready Science	70%	**Projected Data:** 75%	77%	79%	80%	82%

Action Plan

Strategy #1: Establish a consistent alignment of our GT Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all GT students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Develop and create a Gifted and Talented Committee.	August 2021-June 2025	GT Coordinator District Instructional Leaders	N/a	n/a	List of GT committee members Meeting minutes
2. Continuously review state assessment data for GT identified student and utilize data to evaluate and revise if necessary the scope/sequence of the current GT Program.	August 2021-June 2025	GT Committee GT Teachers	N/A	N/A	Data Analysis of GT state data Revision of scope/sequence
3. Utilize the revised scope and sequence to evaluate current Gifted and Talented curriculum/framework.	August 2021-June 2025	GT Committee GT Teachers	N/A	N/A	Revision of GT curriculum/framework
4. Set yearly review of curriculum to ensure GT sequence is consistently aligned to national and state GT standards.	August 2021-June 2025	GT Committee GT Teachers	N/A	N/A	Revision of GT curriculum/framework
5. Continue to provide pull-out program at the elementary level that utilizes the district GT scope/sequence and curriculum/framework.	August 2021-June 2025	GT Coordinator	N/A	N/A	Schedule for GT teacher indicating GT classes
6. Continue to provide a defined class for GT at the middle school level that utilizes the district's GT scope/sequence and curriculum/framework.	August 2021-June 2025	GT Coordinator	N/A	N/A	Schedule for GT teacher indicating GT classes
7. Provide enrichment as well as differentiated opportunities and experiences for all GT students in the regular classroom.	August 2021-June 2025	School Leadership Team Classroom teachers GT teachers GT Coordinator	N/A	N/A	Lesson plans/ pictures of events

8. Provide enrichment opportunities and experiences beyond the classroom such as field experiences and summer programing.	August 2021-June 2025	GT Coordinator GT Teachers School Leadership Teams Classroom Teachers	N/A	N/A	Lesson plans, pictures of events, flyers in regards to events

Performance Goal

Performance Goal Area:	Gifted and Talented: Social and Emotional				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024-2025, the percentage of GT parents satisfied with the support services provided to gifted and talented students as measured by a district created survey will increase from 80% to 90%.				

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**
Survey results - Percent of parents satisfied with GT Services	80%	**Projected Data:** 82%	84%	86%	88%	90%

Action Plan

Strategy #1: Promote an educational climate and culture that supports and enhances the success of GT students and their parents.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Administer and review parent survey results for GT Support Services satisfaction.	August 2021-June 2025	GT Coordinator GT Teachers	N/A	N/A	Survey results and analysis
2. Provide career counseling to GT students and parents, especially those in undeserved populations.	August 2021-June 2025	GT Coordinator GT Teachers School Counselors CDFs School Administrators	N/A	N/A	Lesson plans, flyers of career day/events
3. Provide GT parent communication through flyers, newsletters, district website, parent meetings, and telephone calls.	August 2021-June 2025	GT Coordinator GT Administrators	N/A	N/A	Samples of communications disseminated throughout the school year
4. Provide guidance and counseling services that are unique to the gifted child, as needed.	August 2021-June 2025	GT Coordinator GT Teachers School Administrators School Counselors	N/A	N/A	Schedules, lesson plans, counseling session notes

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024-2025, a minimum of 85% of all stakeholders will be satisfied with the learning environment, the social and physical environment and the school-home relationships as measured by the state survey.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
Learning Environment Students Parents	T- 80% S- 61% P-80%	**Projected Data:** T- 81% S- 65% P-81%	T- 82% S- 70% P-82%	T- 83% S- 75% P-83%	T- 84% S- 80% P-84%	T- 85% S- 85% P-85%
Social and Physical Environment Students Parents	T- 79% S- 65% P-81%	**Projected Data:** T- 80% S- 70% P-82%	T- 81% S- 75% P-83%	T- 82% S- 80% P-84%	T- 83% S- 83% P-84%	T- 85% S- 85% P-85%
Home-School Relations Students Parents	T- 66% S- 77% P-73%	**Projected Data:** T- 70% S- 80% P-78%	T- 75% S- 82% P-80%	T- 80% S- 83% P-82%	T- 83% S- 84% P-84%	T- 85% S- 85% P-85%

Action Plan

Strategy #1: Promote an educational climate and culture that enhances the safety and success of all children.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Continue to provide professional development trainings for employees district wide and school improvement councils on effective parent conferences, and how to involve parents and community in the educational process.	June 2021-June 2025	School Administrators Parent Liaisons	N/A	N/A	Agendas from Trainings
2. Develop a written home/school communication plan outlining how parents are informed of students' academic progress and revise as needed.	August 2021 - June 2025	Director of Communications School Leadership Teams	0	N/A	Communication Plan
3. Update and continue to implement the National Network of Parenting Partners' parental involvement plan.	August 2021-June 2025	School Principals	N/A	N/A	Documentation from Parenting Partners
4. Continue to provide parent involvement workshops to help families support their child's educational development/academic achievement.	August 2021-June 2025	School Liaisons School Principals	N/A	N/A	Workshop Agendas and Sign In Sheets
5. Administer and analyze a district-developed school climate survey 2 to 3 times a year. Use data to form a Plan of Action based on identified areas of need.	August 2021-June 2025	School Leadership Teams	N/A	N/A	Survey Results Data Analysis Action Plan
6. Update district crisis management plans. Monitor school level plans. Carry out all monthly emergency drills.	August 2021-June 2025	School Administrators District Safety Team	N/A	N/A	Crisis Management Plans Documentation of Drills Safety Meetings
7. Each school will have at least 4 student clubs, to include the Dr. Ronald E. McNair Science Club. A plan will be developed for guidelines and implementation.	August 2021-June 2025	School Leadership Team	N/A	N/A	Club Meetings / calendar Club meetings

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	Goal 7: By 2024-2025, the percent of all students in grades 3-8 who score met or above on the ELA assessments will increase from 29% to 55% and English EOC passage rate will increase from 57% to 70% and ACT Reading and English proficiency rates will increase from 16% in Reading to 26% and will increase in English from 11% to 21 percent.

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**
SC Ready	29%	**Projected Data:** 34%	40%	45%	50%	55%
English EOC	57%	**Projected Data:** 60%	63%	65%	68%	70%
ACT Reading and English	R- 16% Eng - 11%	**Projected Data:** R- 18% Eng - 13%	R-20% Eng - 15%	R- 22% Eng - 17%	R- 24% Eng - 19%	R- 26% Eng - 21%

Action Plan

Strategy #1: Establish a consistent alignment of our ELA/Literacy Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team School Leadership Team	N/A	N/A	Training documentation Agendas Sign In Sheet
2. Develop a District Literacy Plan based on the SC State Literacy Plan. Track data on all subgroups. Create Action Plans addressing the needs based on the data obtained.	August 2021-June 2025	Director of Literacy School Leadership Team Instructional Coaches	N/A	N/A	Literacy Plan Training on plan documentation
3. Create informational pamphlets and newsletters sharing the Literacy Plan with all stakeholders and provide parental support to actively engage readers at home and how to support struggling readers.	August 2021-June 2025	Director of Literacy School Administrators Instructional Coaches	N/A	N/A	Pamphlet/ newsletters
4. Provide professional development for the schools reviewing the District Literacy Plan while developing the School Literacy Plans.	August 2021-June 2025	Director of Literacy School Leadership Teams Instructional Coaches	N/A	N/A	Agendas Sign in Sheets

5. Provide professional development on the ELA SC College-and-Career Ready Standards.	August 2021-June 2025	District Instructional Team School Leadership Team Instructional Coaches	N/A	N/A	Agendas Sign-In Sheets Training Information
6. Create district-wide ELA Pacing Guides for each grade level. Include common assessments. Revise, edit, implement.	August 2021-June 2025	Director of Literacy School Leadership Team Instructional Coaches	N/A	N/A	Pacing guides Assessment Data
7. Attend State and local ELA professional development opportunities and share with appropriate personnel.	August 2021-June 2025	District Instructional Team School Leadership Team Instructional Coaches Classroom teachers	$3500	Local Funds Title One Funds	Training Information PLC agendas and Sign-In Sheets
8. Develop a Career Education Plan beginning at the elementary level, including Career Fairs at all grade levels. Research available resources. Identify district-wide program to implement across all grade levels.	August 2021-June 2025	School Counselors School Leadership Team CDFs	N/A	N/A	Career Fair documentation Agendas / Sign-In Sheets Plan

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	Goal 8: By 2024-2025, the percent of all students in grades 3-8 who score met or above on the math assessment will increase from 23% to 48% and math EOC passage rate will increase from 33% to 58% and ACT math proficiency rates will increase from 11% to 25%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**
SC Ready	23%	**Projected Data:** 28%	33%	38%	43%	48%
ACT Math	11%	**Projected Data:** 13%	16%	19%	22%	25%
Math EOC	33%	**Projected Data:** 38%	43%	48%	53%	58%

Action Plan

Strategy #1: Establish a consistent alignment of our mathematics program to include curriculum, assessments, instructional strategies and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development to all staff on the profile of the SC Graduate: world Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team School Leadership Teams	N/A	N/A	Sign-In Sheets, Agendas
2. Develop a district math plan to increase the level of rigor in math instruction and implement the plan to track the data. a	August 2021-June 2025	District Instructional Team Lead Teachers School Leadership Teams	0	N/A	Sign In Sheets Copy of math plan
3. Provide professional development for the schools reviewing the district math plan while developing the school math plans.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Sign-Sheets Agendas
4. Provide professional development on the math SC College and Career Ready Standards.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Sign-Sheets Agendas
5. Attend state and local math professional development opportunities and share with appropriate personnel.	August 2021-June 2025	School Leadership Team Math Leaders	$2000	Title 1	Travel Requests Agendas

6. Create a district-wide math pacing guide for each grade level. Include common assessments. Revise, edit and implement.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Math plan Agendas from meetings Sign-In Sheets Data Analysis

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Goal 9: By 2024-2025, the percent of students in grades 3-8 scoring meet or higher on the science state assessment will increase from 26% to 52% and the percent of students scoring proficient on the ACT science portion will increase from 15% to 30% and the passage rate for science EOC will increase from 46% to 66 percent.

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**
SC Ready	26%	**Projected Data:** 32%	37%	42%	47%	52%
Science EOC	46%	**Projected Data:** 50%	54%	58%	62%	66%
Science ACT	15%	**Projected Data:** 18%	21%	24%	27%	30%

Action Plan

Strategy #1: Strategy #1: Establish a consistent alignment of our Science Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Agendas Trainings/ Sign In Sheets
2. Provide all schools with a science curriculum that offers the latest research based instructional strategies. Encourage scientifically rich classroom environments. Promote the rigor, relevance, and integration of other disciplines in the science classrooms. Establish outside collaborative Science Partners.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Training Agendas Sign-In Sheets Documentation of Science Partners
3. Provide professional development on the SC Academic Standards and Performance Indicators for Science.	August 2021- June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Training documentation Agenda Sign-In Sheets

4. Attend State and local Science professional development opportunities and share with appropriate personnel.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	$3000	Local Funds	PLC documentation Sign-In Sheets Agendas
5. Create district-wide Science pacing guides for all grade levels and include common assessments for the tested grades	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Pacing Guides Agendas for trainings
6. Provide a science boot camp for all Biology EOC students.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Sign In Sheet Plans for Boot Camp

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	Goal 10: By 2024-2025, the passage rate for students on the US History EOC test will increase from 37% to 57 percent.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
US History EOC Test	37%	**Projected Data:** 41%	45%	49%	53%	57%

Action Plan

Strategy #1: Strategy #1: Establish a consistent alignment of our Social Studies Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Agendas Training Materials
2. Provide professional development based on needs assessment survey.	August 2021 - June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	$2000	Title 2	Sign in Sheets Agendas Training Materials
3. Attend State and local Social Studies professional development opportunities and share with appropriate personnel.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	$2000	Local Funds	Sign in Sheets Agendas Training Materials
4. Create a district-wide Social Studies pacing guide for all grade levels. Include common assessments. Revise, edit, implement.	August 2021 - June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Pacing Guide Training Materials

5. Provide US History EOC boot camp to prepare students for testing.	August 2021 - June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Sign In Sheet Agendas Training Materials

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024-2025, FSD3 will increase our teacher retention rate from 83% to a minimum of 93%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**
Teacher Retention Rate	83%	**Projected Data:** 85%	87%	89%	91%	93%

Action Plan

Strategy #1: Establish professional development opportunities which will increase teacher proficiency in student achievement and teacher performance.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development for all school leadership teams and teachers on best practices and effective coaching strategies.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	PLC documentation Agendas Training Materials
2. Using district evaluation data, identify areas of needed support and work with teachers to develop an improvement plan if needed.	August 2021-March 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Data Analysis Improvement plans Agendas
3. Administer a needs assessment and survey yearly to determine teacher needs.	August 2021-June 2025	District Instructional Team School Leadership Teams	N/A	N/A	Needs Assessments survey Data Analysis
4. Data conferencing with teachers at least three times a year to discuss performance on benchmarks and other student data.	August 2021-June 2025	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	Data Conference Agendas Meeting Schedule
Strategy #2: Establish a district incentive plan based on student achievement.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**

1. Develop an incentive plan that recognizes teacher effectiveness based on student results scoring an overall student achievement.	August 2021-June 2025	District Instructional Team Director of HR School Leadership Teams	$5000	Local Funds	Incentive plan

<p style="text-align:center;">**GIFTED AND TALENTED REQUIRED TABLES**</p>

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

DISTRICT:　　　**Florence School District Three**　　　**GT INFORMATION FOR SCHOOL YEAR:**

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

DISTRICT: Florence School District Three   **INFORMATION FOR SCHOOL YEAR:**

GIFTED AND TALENTED SCOPE AND SEQUENCE

A gifted and talented scope and sequence is utilized in the following grades for: A CURRICULUM PLANNING/PACING GUIDE SUMMER MEETING HAS BEEN SCHEDULED FOR JULY 2021 SO THAT THE 21-22 SCHOOL YEAR WILL START WITH A SCOPE AND SEQUENCE AS WELL AS AN UPDATED GT BROCHURE AND UPDATED GT FCSD3 HANDBOOK.	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic													
Artistic													

Formal gifted and talented curriculum is utilized in the following grades for: CURRENTLY, CURRICULUM IS BASED UPON GRADE LEVEL, GT AREA, GT PROGRAM (PULL OUT, SPECIAL CLASS, ETC) AND THE INDIVIDUAL NEEDS OF THE STUDENTS as well as utilization of William & Mary, Mentoring Minds for 3rd-8th grade. PLANS HAVE BEEN MADE TO DISCUSS/ADOPT A COMPOSITE 3RD-8TH CURRICULUM DURING THE DISTRICT'S GT SCOPE AND SEQUENCE SUMMER MEETING SCHEDULED FOR JULY 2021.	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic													
Artistic													

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

			CURRICULUM AREA				
GRADE	**MODEL**	*Use approved abbreviations for curriculum.*	**INTERDISCIPLINARY**	**ELA**	**MATH**	**SCIENCE**	**SOCIAL STUDIES**
3	Pull Out	**Curriculum Used**		Williams & Mary Units of Study; Personal Learning as based upon MAP and State assessment Results	Personal Learning as based upon MAP and State assessment Results Mentoring Young Minds Math	M33N M33A M33D M33G	WMDI TDU- National History Day project / research skills
4	Pull Out	**Curriculum Used**		Williams & Mary Units of Study; Personal Learning as based upon MAP and State assessment Results	TDU Non-fiction n Unit of Study JLL2 Mentoring Young Minds Math ; Personal Learning as based upon MAP and State assessment Results	M34A M34D	WMEC TDU- National History Day project / research skills
5	Pull Out	**Curriculum Used**		Williams & Mary Units of Study; Personal Learning as based upon MAP and State assessment Results	TDU Non-fiction Unit of Study JLL3 Mentoring Young Minds Math Personal Learning as based upon MAP and State assessment Results	M35N	WMEC TDU- National History Day project / research skills
6	Special Class	**Curriculum Used**		TDU morning show filming and editing with computer applications Personal Learning as based upon MAP and State assessment Results	TDU- Google CS First coding and robotics Mentoring Young Minds Math ; Personal Learning as based upon MAP and State assessment Results		TDU- National History Day project / research skills

| 7 | Special Class | **Curriculum Used** | | TDU- Novel studies Kaplan PSAT/NMSQT Prep 2018 The Princeton Review Cracking the PSAT/NMSQT www.schools.shmoop.com www.prepfactory.com Personal Learning as based upon MAP and State assessment Results | TDU - SC Council of Economic Education Series Biomathematics: Human & Animals Math in the Arts: Literacy, Visual Arts, Music Personal Learning as based upon MAP and State assessment Results | TDU- Dynamics: Forces & Loads Kinematics: Motion & Movement | TDU- National History Day project / research skills |

8	Special Class	**Curriculum Used**		TDU - Kaplan PSAT/NMSQT Prep 2018 The Princeton Review Cracking the PSAT/NMSQT www.schools.shmoop.com www.prepfactory.com	TDU - Biomathematics: Human & Animals Math in the Arts: Literacy, Visual Arts, Music	TDU - Dynamics: Forces & Loads Kinematics: Motion & Movement	TDU- National History Day project / research skills
9	Special Class	**Curriculum Used**		English II Honors McDougal Littell Literature, along with novel studies Short stories	Geometry Honors Flipped packets with supplements	Physical Science Textbooks: Physical Science (Glencoe) & Chemistry Matter and Change (Glencoe) S3 Physical Science Curriculum (modifications) Biology by Miller & Levine	TDU- National History Day project / research skills
10	Special Class	**Curriculum Used**		English III Honors Textbook: McDougal Littell American Literature, novel studies, independent projects	Algebra II Honors Algebra 2, Glencoe	Chemistry I Honors Textbooks: Chemistry Matter and Change (Glencoe) & Chemistry Zumdahl	TDU- National History Day project / research skills
11	Special Class	**Curriculum Used**		English IV Honors Other texts – Beowulf, Canterbury Tales, Macbeth Sir Gawain & Green Knight Hamlet Jekyll & Hyde Pride & Prejudice	Algebra III Teacher created materials Kuta software FDTC Math 110 curriculum when appropriate	Biology AP Environmental Science AP Miller, G. Tyler (2004) Living in the Environment, 13th Ed. Wadsworth Publishing.	US History AP Bailey et al. *The American Pageant*, 12th ed. Teacher created materials

| 12 | Special Class | **Curriculum Used** | | English V AP British Literature
Resources/Texts
Primary text:
Arp, Thomas R. and Greg
Johnson. Perrine's Literature: Structure, Sound, and Sense. 10th Edition. Boston: Wadsworth Cengage Learning, 2009.
Secondary texts: ____
Meyer, Michael. The Bedford Introduction to Literature: Reading, Thinking, Writing. 7th Edition. Boston: Bedford/St. Martin's, 2005.
The Inferno, Dante
The Metamorphosis, Franz Kafka
The Death of Ivan Ilych, Leo Tolstoy | Algebra IV Honors

Teacher created materials
Kuta software
FDTC Math 110 curriculum when appropriate | | TDU- National History Day project / research skills |

DISTRICT: Florence School District 3   **INFORMATION FOR SCHOOL YEAR:**

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used:_____Pull Out / Special Class _____

GRADE	*(Use approved abbreviations for curriculum.)*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
3	**Curriculum Used**			Teaching Movement & Dance (Sixth Edition), A Sequential Approach to Rhythmic Movement by Phyllis S. Weikart Orff Schulwerk approach			
4	**Curriculum Used**			Teaching Movement & Dance (Sixth Edition), A Sequential Approach to Rhythmic Movement by Phyllis S. Weikart Orff Schulwerk approach		TDU printmaking using the linoleum cutter	

5	**Curriculum Used**			Teaching Movement & Dance (Sixth Edition), A Sequential Approach to Rhythmic Movement by Phyllis S. Weikart Orff Schulwerk approach		TDU printmaking using the linoleum cutter	
6	**Curriculum Used**			1. Curriculum is teacher-created. Major focuses include: guitar, piano, and steel drum performance Other units include: Careers in Music; Musical Genres & History; Music Across the Curriculum (Integrated with other contents and study in conjunction with other art forms). 2. Resources include: Alfred's Complete Level 1 & Supplementary Materials; Hal Leonard's Guitar Method 1; Trinidad's Musical Journey; Jumbie Jam Beginner's Guide & Songbook; and Teacher-created materials. GT Chorus - Teacher created curriculum (based on abilities, levels, and interest of students) - No specific texts are used. - Resources include various music pieces. Students are exposed to beginning choreography through an Artist In Residence.		Art And The Human Experience Multicultural Art Projects for Students print making and clay sculpture/ African masks and Australian Boomerangs	

7	**Curriculum Used**			Show Choir - Teacher created curriculum (based on abilities, levels, and interest of students) - No specific texts are used. - Resources include various music pieces. Students are taught movement and choreography through an Artist In Residence.		Art And The Human Experience Multicultural Art Projects for Students print making and clay sculpture/ African masks and Australian Boomerangs	
8	**Curriculum Used**			Show Choir - Teacher created curriculum (based on abilities, levels, and interest of students) - No specific texts are used. - Resources include various music pieces. Students are taught movement and choreography through an Artist In Residence.		Art And The Human Experience Multicultural Art Projects for Students print making and clay sculpture/ African masks and Australian Boomerangs	
9	**Curriculum Used**			Book - Lessons for Sight Singing Choral Music - Let Everything that hath Breath - Jeffery L. Ames Shout unto God - Heather Sorenson This is Me - Arr. Mac Huff Beautiful: The Carole King Musical - Roger Emerson Your Grace Will Lead Us Home - Arr. Russell Mauldin Roots and Wings - Arr. Ed Lojeski Cool Moon - Richard A. Williamson Jordan's Angels - Rollo A. Dilworth Chili Caliente - David Giardinere			

10	**Curriculum Used**			Book - Lessons for Sight Singing Choral Music - Let Everything that hath Breath - Jeffery L. Ames Shout unto God - Heather Sorenson This is Me - Arr. Mac Huff Beautiful: The Carole King Musical - Roger Emerson Your Grace Will Lead Us Home - Arr. Russell Mauldin Roots and Wings - Arr. Ed Lojeski Cool Moon - Richard A. Williamson Jordan's Angels - Rollo A. Dilworth Chili Caliente - David Giardinere			
11	**Curriculum Used**			Book - Lessons for Sight Singing Choral Music - Let Everything that hath Breath - Jeffery L. Ames Shout unto God - Heather Sorenson This is Me - Arr. Mac Huff Beautiful: The Carole King Musical - Roger Emerson Your Grace Will Lead Us Home - Arr. Russell Mauldin Roots and Wings - Arr. Ed Lojeski Cool Moon - Richard A. Williamson Jordan's Angels - Rollo A. Dilworth Chili Caliente - David Giardinere			

12	Curriculum Used			Book - Lessons for Sight Singing Choral Music - Let Everything that hath Breath - Jeffery L. Ames Shout unto God - Heather Sorenson This is Me - Arr. Mac Huff Beautiful: The Carole King Musical - Roger Emerson Your Grace Will Lead Us Home - Arr. Russell Mauldin Roots and Wings - Arr. Ed Lojeski Cool Moon - Richard A. Williamson Jordan's Angels - Rollo A. Dilworth Chili Caliente - David Giardinere			

DISTRICT: Florence School District Three   **INFORMATION FOR SCHOOL YEAR:**

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

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

FSD3 had a GTA/GTR brochure available that includes the process for referring, screening and evaluating students for both GTA and GTR as well as the process for notifying parents of testing and the results. The brochure is also available in Spanish. In grades 3-5, students already identified as GTA are given a GT Parent Handbook and an informational meeting is held at the beginning of the school year by the elementary GTA teacher. Letters are sent to notify parents of additional testing for possible GT placement before testing such as CogAt, ITBS, Ravens, and STAR. Letters are sent with results after testing as well. For GTR, letters are sent to the parents of students who have been referred and screened when results from auditions are received. Schools notify parents and students before auditions are held for GTR Music and Visual Arts.

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.

December 1, 2017

FLORENCE COUNTY SCHOOL DISTRICT THREE

Post Office Drawer 1389 • 125 S. Blanding Street
Lake City, South Carolina 29560
Phone (843) 374-8652 • Fax (843) 374-0610
www.florence3.k12.sc.us

September 27, 2018

To the Parents of:
«Student_Fname» «Student_Mname» «Student_Lname»
«Mailing_Address»
«City», SC «Zip»

Dear Parents,

Your child, **«Student_Fname» «Student_Mname» «Student_Lname»** has been referred to
determine eligibility for the Florence County School District Three academically gifted and
talented program for the 2020-2021 school year. An additional aptitude test is needed to
progress to the screening process. Your child will be given the «Test_Given» test by a district
test evaluator at school during the regular school day the week of **«Test_Month_Week_Year»**.
After the test is given, the test results will be sent to my office.

**The screening process must be completed in order to determine eligibility for
placement into the TAG program for 2020-2021. Initial screening does not
guarantee placement.**

Thank you for your continued support and involvement in your child's education.

Sincerely,

Dr. Cutina P. Barrineau

Cutina P. Barrineau, EdD
Project Director of Magnet Schools
Director of Gifted and Talented Services

pc: «Principal», Principal
         «GC», Guidance Counselor
         «Sch_Psych», School Psychologist

Trial Placement Option

The Evaluation/Placement Team may allow placement of a child in the academically gifted and talented program on a trial basis (Regulation 43:220 GIFTED AND TALENTED II.8.b.).

Elementary School 3-5
Trial Placement may be granted if:
- the GT class has an enrollment of less than 15 students
- the child has maintained Exemplary grades in the areas of ELA and/or Math in the previous grade level
- the child has a school counselor and teacher written recommendation for trial gifted placement

Middle School 6-8
Trial Placement may be granted if:
- the GT class has an enrollment of less than 18 students
- the child has maintained a minimum of a "B" average in the previous grade level/subject area(s) in which he/she is seeking trial GT placement
- the child has a school counselor and teacher written recommendation for trial gifted placement in each subject area in which he/she is seeking trial GT placement

High School
Trial Placement may be granted if:
- the GT class has an enrollment of less than 18 students
- the child has maintained a minimum of a "B" average in the previous grade/subject area(s) in which he/she is seeking trial placement
- the child has a school counselor and teacher written recommendation for trial GT placement in each subject area in which he/she is seeking trial GT placement

For more information about Trial Placement, see your child's school Counselor

Or

Contact Dr. Cutina Powell Barrineau, District TAG Coordinator, (843) 374-8652, ext. 10122

Florence County School District Three
P.O. Drawer 1389
125 S. Blanding Street
Lake City, SC 29560
843.374.8652

FLORENCE SCHOOL DISTRICT 3
A PREMIER DISTRICT OF CHOICE.

100% College and Career Readiness

How Do We Identify and Serve Academically Gifted and Talented Students?

Processes for Referring, Screening, Assessing and Placing Eligible Students Grades 3-12

S.C. STATE BOARD OF EDUCATION
DEFINITION OF GIFTED AND TALENTED:

"Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential." (24 S.C. Code Ann. Regs. 43-220.1(A)(1)).

IDENTIFICATION PROCESS:

(1) Referral*
(2) Screening
(3) Assessment
(4) Placement

(1) Referral

Students may be referred for the Gifted and Talented Program by:

> Parent/Guardian
> Teacher/Administrator/Other
> Self

You may pick up Referral Forms at your child's school from the Principal or Guidance Counselor.

*Note: If your child was previously identified as gifted in another SC district or another state, please provide the following documentation to your child's school counselor: (1) evidence of academic performance, (2) previous standardized test results, and (3) transfer letter from previous district's/state's gifted program. These materials will be used by the School Referral Team to expedite assessment of the student's eligibility for the G/T program.

(2) Screening

Students in grades 3-12 become eligible for services if they demonstrate high aptitude **at or above the 96th national age percentile** on a composite score on an individual or group aptitude test.

All district 2nd graders take an aptitude test called the *CogAT*.

Students who do not meet the 96th percentile on the aptitude test composite score may still qualify for the Gifted and Talented Program if they meet the requirements for **two of the three** dimensions listed below:

(1) Dimension A: Aptitude/Reasoning Ability

Score at or above the 93rd national percentile on the Verbal, Non- Verbal, Quantitative, and/or Composite score on an aptitude test.

(2) Dimension B: Academic Achievement
Score at or above the 94th national percentile in Reading and/or Mathematical concepts and problem solving on a nationally normed assessment instrument

♦ All district 2nd graders take an achievement test called *Iowa Test of Basic Skills*.

♦ All district 3rd-11th graders take the *Measurement of Academic Progress (MAP)* achievement test each fall.

Obtains a qualifying score on SC READY ELA or SC READY Math.

(3) Dimension C: Intellectual/Academic Performance

Elementary

Obtain a qualifying score on the *SC Performance Task Assessments* in grades 2-5 which is administered in spring to those students who met requirements of Dimension A or B.

Qualifying scores on *SC Performance Task Assessments*:

Entering Grade 3: Primary verbal: ≥ 16
    Primary nonverbal: ≥ 16
Entering Grade 4: Primary verbal: ≥ 18
    Primary nonverbal: ≥ 18
Entering Grade 5: Intermediate verbal: ≥ 16
    Intermediate nonverbal: ≥ 22
Entering Grade 6: Intermediate verbal: ≥ 18
    Intermediate nonverbal: ≥ 25

Middle/High

Final yearly grade point average (GPA) of at least 3.75 on a 4.0 scale in core academic courses (English, math, science, social studies, or yearlong world language).

(3) Assessment

Once the referral form is in hand, the school's MTSS team will forward the information to the District Evaluation Team. This team will assess the student's eligibility for the Gifted and Talented Program. It is possible that the Team will recommend additional testing for the student. A letter explaining the outcome will be sent to the parent/guardian of the student.

(4) Placement

Once a student is identified as Academically Gifted and Talented, he/she will be placed into the appropriate academic support for grade level:

Elementary
Gifted students, grades 3-6, are provided academic support through a pull-out program. They will leave the regular classroom and work with the G/T Teacher on advanced academic work.

Middle School
Gifted students, grades 6-8, are provided academic support through special academic classes. These classes meet daily and are focused on providing independent student research based on SC academic standards.

High School
Gifted students, grades 9-12, are provided rigorous academic work through HONORS classes in core academic areas. These classes are taught by teachers with certificate endorsement in teaching gifted students. Additionally, *Advanced Placement* (AP) classes are offered.

December 1, 2017

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Application

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

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

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF FEDERAL AND STATE ACCOUNTABILITY

DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

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

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

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

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

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

Section I

Date Submitted:	
District:	Florence School District Three
Name:	Kasey Miles Feagin
Position:	Chief Operations Officer
Phone Number:	843-374-8652
E-mail address:	kfeagin@fsd3.org

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.

   We implemented our credit Recovery Program after many students were not being successful in some of their courses. Our main focus was providing 9th graders students with an opportunity to recover credits especially since studies have shown that grade 9 can be a tough transition for students. Many of our students were failing classes with averages between 50 and 59. We decided to implement a credit recovery program what would address the needs of all our students and help them graduate on time. We also saw a need for helping our students who were behind with credits and who needed to earn additional units. We wanted to be able to offer a way for students who were behind academically to try to get caught up and get in their correct grade.

2. Which schools within the district are involved

   Lake City High School, J Paul Truluck Magnet School & the Alternative Center for Education

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

   Any student who has failed a class with a 50 or higher is eligible for our credit recovery program. Any student who is behind academically and wants to earn additional credits, may use our program to attempt to enroll in our program for initial credit using the APEX program. Students can appeal the process if they have a valid reason. Students are eligible for initial credit courses once they get approval from administration.

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?

   We will be using APEX as the vendor in conjunction with certified teachers to assist in meeting the needs of the students who seek to attain credit recovery and initial credit.

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

   The district will offer a comprehensive curriculum that addresses standards covered in individual courses. Certified teachers will ensure the standards are taught in depth and completed with a level of proficiency. APEX will be used as remediation for students, as well as used for our homebound students, adult learning students and in our alternative learning setting.

6. Please attach the district's policy on the proficiency-based system plan.
   http://www.florence3.k12.sc.us/common/pages/DisplayFile.aspx?itemId=19922969

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

   The plan will allow students to recover content and courses they may have missed during regular instructional hours (credit recovery). As they recover the content through enrichment and tutorials, assignments will be based on their individual needs. We also allow students to earn initial credit since some of our students are starting high school over aged and already behind academically.

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?

The district has an administrator for virtual learning whose job is to oversee APEX and all students enrolled in APEX. We also have a virtual learning certified teacher whose job is to contact students and parents about the students and their progress. We have several instructional assistants who would as APEX facilitators and we have certified teachers who serve as teachers of records who also contact and work directly with these students. Students who need assistance get direct help from all of these people when needed to work through the courses. Parents receive weekly email updates and progress reports on how the students are progressing through the course. Students are also getting regular progress reports.

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?

Students who have struggled within the traditional classroom setting may or may not benefit from on-line proficiency-based instruction. We do prove our students with available times students have with certified teachers to help assist them and answer any questions they may have about the content. Students who have accommodations based on their IEP or 504 plans must have a meeting prior to being placed on the on-line program to ensure their accommodations can and are meet.

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?

Our district also offers content recovery in addition to credit recovery. Content recovery allows students to recovery a 9 weeks of material at a time and not waiting until the end of the course until they have failed the entire course. APEX is used for this because teachers can go into the program and assign just the standards they have address and/or the standards the student struggled with and allow them to go through the tutorials and redo the work to help improve their grades.

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?

Our virtual school administrator works directly with district staff as well as with principals to look at students and their progress. Data is constantly being assessed throughout as students are being enrolled in classes. At the end of the school year, we do analyze successful completion rates. This is done for every school and for the district as a whole. We look at which classes we have the greatest success rate and which classes do students tend to struggle with and supports we can put in place to help students with in the future.

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

In addition to our school counselors, we also have a full time virtual certified teacher and a virtual school administrator who works directly with our APEX students. Their job is to work with the students and to give them and their parents' regular updates on progress.

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

Yes. Certified teachers can make changes to assignments as needed to meet the needs of their students.

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.

Kasey Miles Feagin – Chief Operations Officer
Edward Brogdon – Virtual School Administrator
Joshua Jennings – Virtual School Teacher

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

Currently these are our Teachers of Record:
Joshua Jennings – ELA courses - # 276946
Miranda Atkinson – math courses - #195449
Thomas Bucks – history courses - #283529
Michael Clark – Music Appreciation - #257685
Rhonda Dollard – science courses - #270769
Jeremy Gerken – Government and Economics - #226135
Rabon Parker – history courses - # 274332
Ashley Stark – College and Career Prep courses - #235200
Lloyd Tarun – science courses - #286930
Celissa Roberts-Washington – Intro to Business & Technology   & Business Law - # 232978
Karen Wilson –Financial Literacy - #192787
Crystal Huckabee – ELA - #214434
Susan Cox – Music Appreciation - #231427
James Wolfe – Psychology - #253495

2021 District Summer School Program Sites Identification

District Name:	**Florence District 3**	**District Summer School (SS) Program Contact:**	**Mary Howard**
District SS Contact's Phone Number and Extension:	**843-374-8652**	**District SS Contact's Email Address:**	**mhoward@fsd3.org**

☐ **NO SUMMER SCHOOL PROGRAM SITES FOR SUMMER 2021**

Directions: 1) List and complete all information for all school sites in the district that will implement a Summer School Program.

      2) SBE Reg. 43-240: Summer School Program Criteria

      a. Answer "Yes" if the Summer School Program meets the following SBE Reg. 43-240 criteria:

- **Grades 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level.
- **Grades 9–12** students are awarded high school credit. (**This does not include Credit Recovery.**)

      b. Answer "No" if the Summer School Program does not meet the criteria stated above.

Name of Sites for Summer School Program	Name of Summer School Site Administrator	E-mail Address of Summer School Site Administrator	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		Check one		
				Yes	No	Elem.	Middle	High
21st Century Summer Program	Cutina Barrineau	cbarrineau@fsd3.org	Other		X	X		
Community Partnership Reading Camp	Mary Howard Allana Prosser	mhoward@fsd3.org aprosser@fsd3.org	Other – Reading Camp			X		
Read to Succeed Summer Camp	Mary Howard	mhoward@fsd3.org	Read to Succeed	X		X		
CERDEP- 4K Summer Camp	Mary Howard	mhoward@fsd3.org	Other	X		X		
Middle School Promotion	Kasey Feagin	kfeagin@fsd3.org	Promotion	X			X	
Initial Credit	Kasey Feagin	kfeagin@fsd3.org	Initial Credit/	X				X

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the 2021–22 District Strategic Plan) no later than <u>Friday, April 30, 2021.</u> If you have any questions, contact Karen Byrum at 803-734-8489 or by e-mail at kbyrum@ed.sc.gov.