0201 - Aiken County Public School District (0201) Public District - FY 2023 - LEA Strategic Plan - Rev 0

21st Century Graduate Profile

* Plan Submission

○ School does not utilize Cognia

○ School utilizes Cognia

● District and all district schools utilize Cognia

* Phase of Plan

● Initial 5-year plan

○ Update 1

○ Update 2

○ Update 3

○ Update 4

○ Update (due to Waiver)

District Plan Contact Information

* Name

Salvatore A Minolfo

* Phone

8036412428

* Email

sminolfo@acpsd.net

* **Superintendent's Name**

King Laurence

* **Board of Trustees Chairperson's Name**

Dr. John Bradley

Date of Plan Approval by the Board

0201 - Aiken County Public School District (0201) Public District - FY 2023 - LEA Strategic Plan - Rev 0

Stakeholder Names

Superintendent

Name	* King Laurence

Principal

Name	* Allyson Long
Name	* Eileen Denise McCray
Name	* Paige Day
Name	* Dr. Ka'Ron Webb
Name	* Kenneth Lott

Teacher

Name	* Misty McConnell
Name	* Melissa Ferraro
Name	* Nicole Stansell
Name	* Allison Bennet
Name	* Vondra Savage

Name | * Meredith Noland

Name | * Dr. Anne Poplin

Name | * Veronica Sharpe

Name | * Kelsey Yarbrough

Name | * Jessica Outzs

Name | * Jessica Thomas

Name | * Holly Hayes

Parent/Guardian

Name | * Teresa Reeves

Name | * James Broome

Name | * Ben Harm

Name | * Dr. Tom Burns

Community Member

Name | * Rysheeka Bush

Name | * Betty Ryberg

Name | * Dr. Judy Beck

Name | * Will Williams

Name | * Dr. Teresa Pope

Name | * Steve Simmons

Name	* Terra Carroll

District Level Administrators

Name	* Jennifer Hart
Name	* Jeanie Glover
Name	* Dr. Corey Murphy
Name	* Tray Traxler
Name	* Michael Rosier
Name	* Kate Olin
Name	* Julie Revelle
Name	* Bert Postell
Name	* Dr. Salvatore Minolfo
Name	* Sharon Worley
Name	* Carl White
Name	* Dr. Tim Yarborough
Name	* LaToya Wiley

District Read to Succeed Literacy Leadership Team Lead

Name	* Micki Dove

District Read to Succeed Literacy Leadership Team Member

Name	* Holly Hayes

School Improvement Council Member(s)

Name	* James Broome

District Gifted and Talented Coordinator

Name	* Brian Gibbons

District Federal Programs Coordinator

Name	* Kristy Cansler

Other Stakeholders

Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

BELIEF STATEMENT

We believe that...

- each individual has inherent genius and value that benefit from inspiration and nurture.
- safe and secure environments are paramount for success.
- access to equitable opportunities is a fundamental right for all.
- proactive and collaborative approaches cultivate growth and success.
- clear, precise communication that is inclusive and timely is essential for a successful system.

MISSION STATEMENT

The mission of Aiken County Public Schools, the unifying agent of new horizons and extraordinary possibilities, is to ensure all students thrive as future-ready, globally mindful, and productive citizens through a responsive and inclusive school system distinguished by

- High quality and student-centered learning experiences
- Transformative stakeholder partnerships
- A culture of purpose, innovation, and excellence

- responsible and accountable citizens demonstrate strength of character.
- a community's stability and strength are rooted in its connectedness.
- embracing a changing world sparks innovation.

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State Report Cards for Districts and Schools

* **Provide the link to your school's most recent District Report Card**

https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZzaWQ9MDIwMTAwMA

Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning.

Our 2022 Balanced Scorecard is uploaded in the related documents section.

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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 Cards for Districts and Schools

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

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

According to our 2021 report card, 74.9% of our second grade students are on track for success in English Language Arts by the third grade. 80.0% are on track for success in Mathematics. 20.0% of students enrolling in kindergarten are ready to learn. The breakdown by domain is Social Foundation – Not Reported, Language and Literacy – 24.8%, Mathematics - 20.9%, and Physical Well-Being – Not Reported.

* Elementary/Middle (3-8)

38.0% of our students scored met and exceeding on SC Ready English Language Arts compared to 42.6% statewide. 31% of our students scored met and exceeding on the mathematics portion of SC Ready compared to 37.3% statewide. Students scoring met or exceeding on SCPASS Science was 39.6% compared to 43.3% statewide.

* High School (9-12)

Aiken's four-year graduation rate is 90.5% compared to 83.3% for the state. Dropouts occur at roughly half the state-wide rate – 2.4% compared to 5.5%. 69.4% of diploma earners are college or career ready. 32.0% are college and career ready. 35.6% are college ready. 65.8 % are career ready. The percent of students in 2020-21 who met the ACT college benchmark scores were 34.2% for English, 18.7% for math, 27.2% for reading, and 19.3% for science. 11.5% met the benchmark on all four assessments. 80.5% of Aiken's students earned a National Career Readiness Certificate (NCRC). 60.3% of the NCRCs were Silver or higher. With 2423 Advanced Placement exams administered 38.7% were 3 or higher. Our average composite SAT score was 979 compared to 1028 state-wide.

* Teacher/Administrator Quality

On the 2021 Report Card, the percent of inexperienced teachers teaching in core classes is 18.4% which is up from 13.0%. Teacher attendance is also up to 93.8%. The three-year average of teachers returning from the previous year is stable with a slight decrease from 88.0%.

* School Climate

On the 2021 Report Card Survey, the teacher, parent, and student opinion surveys, 89.3% of teachers, 81.9% of students, and 83.6% of parents were satisfied with the learning environment. 89.6% of teachers, 83.0% of students, and 81.0% of parents were satisfied with the social and physical environment. For school home relations, 84.4% of teachers, 82.2% of students, and 69.9% of parents were satisfied. While 86.4% of parents report that their child feels safe at school, only 60.0% believe teachers and school staff prevent or stop bullying at school.

Other (such as district priorities)

The percent of ELL students who met progress toward the proficiency target is 31.7% compared to 38.7% statewide in 2021.

* Gifted and Talented

19.1% of our students were served by our Gifted and Talented program during the 2019-2020 school year. 18.8% of the students were served by our Gifted and Talented program in 2020-2021.

0201 - Aiken County Public School District (0201) Public District - FY 2023 - LEA Strategic Plan - Rev 0

Plan Items

1 District Priority

Performance Goal:

We will align time and resources to reflect our priorities.

PM 1.1 Year-over-Year Retention Staff, Teachers and Administrators, Stakeholder Surveys and Community Town Halls

Analysis of Actual vs. Projected Data:

2022-2023: Baseline

S 1.1.1 Increase Overall Retention of Teachers and Staff Retention of Early Career Educators (3 years) Year-to Year Overall Retention of all ACPSD employees

Evidence-Based Research:

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1)

AS 1.1.1.1 Retain Staff - Increase Overall Retention of Teachers and Staff

Action Step:

A. Engage employees in 2-way communication: 1. conduct surveys to collect input 2. provide timely feedback B. Provide instructional staff with protected time for planning and collaboration: 1. Increase time to plan/collaborate 2. Provide unencumbered planning C. Establish roles and responsibilities for all positions: 1. Conduct a job task analysis for all positions 2. Communicate roles and responsibilities D. Ensure adequate staffing in all schools/departments: 1. Provide competitive salaries 2. Conduct salary study and continue to evaluate current pay scales for all positions 3. Obtain qualified substitutes 4. Improve substitute fill rate E. Streamline/focus efforts

based on our priorities: 1. Identify and analyze what is mandatory and what is discretionary; What are the benefits? Does it align with our priorities? (What is on our plate? What should we keep? What can be eliminated?) 2. Examine opportunities to reduce amount of testing 3. Allow schools flexibility to customize the use of discretionary funds 4. Reduce the number of initiatives that we undertake and then don't abandon them prematurely, distinguishing between district and school initiatives 5. Ensure proper research, planning, training, implementation and review of initiatives F. Provide opportunities for effective professional development and career pathway development: 1. Identify individual/staff needs 2. Provide job embedded professional development 3. Explore expanded paid professional development for teachers/staff 4. Continued implementation of Aiken Leads, the career pathway initiative for employees

Person Responsible:

Chief Officer of Human Resources and Administration

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

[S] 1.1.2 Investigate a modified year-round calendar: Parent, Staff and Student Perceptions of implementation at conclusion of year 1 Number of students served during intercession weeks Academic growth among students served during intersession

Evidence-Based Research:

Fitzpatrick D, Burns J. PROTOCOL:Single-track year-round education for improving academicachievement in U.S. K-12 schools: Results of a meta-analysis.Campbell Systematic Reviews. 2019;15:e1053.https://doi.org/10.1002/cl2.105326 of 28|FITZPATRICK and BURNS

[AS] 1.1.2.1 Investigate a modified year-round calendar

Action Step:

A. Establish a committee of all stakeholders: community members, parents, students, teachers, administrators, district staff, support staff, school board representatives Research modified

calendar concept: 1. Research districts with successful implementation 2. Investigate potential impact on time, costs, resources, students, staff and families (child care?), transportation, facility projects, hiring/staffing 3. Investigate legal requirements with State department 4. Develop implementation timeline B. Develop draft calendar(s) for review: 1. Explore possibility of early dismissal for professional development opportunities for teachers, and/or teacher collaboration/planning C. Provide communication, gather input, and provide feedback: 1. Disseminate details regarding the structure of the calendar and total instructional days 2. Conduct surveys 3. Schedule town hall meetings 4. Provide timely feedback

Person Responsible:

Chief Officer of Operations and Assistant Superintendent of Elementary Schools

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

[S] 1.1.3 Create a unified school district through effective and timely communication, equal access, and increased involvement.

Evidence-Based Research:

Natale, K., Lubniewski, K. (2018). Use of Communication and Technology among Educational Professionals and Families. International Electronic Journal of Elementary Education. This report is available at https://files.eric.ed.gov/fulltext/EJ1172270.pdf

[AS] 1.1.3.1 Implement a unified school district through effective and timely communication, equal access, and increased involvement.

Action Step:

A. Provide frequent communication: 1. Provide weekly updates to all stakeholders as appropriate (teacher specific, community specific, etc.) 2. Review/analyze ways we disseminate information, adjust as needed to ensure all stakeholders are reached 3. Continue to focus on the "why" - provide frequent reminders to stakeholders of our mission 4. Ensure transparency of

information 5. Translate information/documentation in order so all parents receive information in a language that they understand B. Ensure 2-way communication and provide opportunities for feedback: 1. Conduct surveys or other avenues to allow for input 2. Provide timely feedback in multiple formats: results, graphs, etc. C. Ensure all schools have equal opportunities for student success: 1. Provide equal access and resources 2. Highlight all schools across the district D. Demonstrate visibility, accessibility, and support by district leadership through regular school visits E. Provide ACPSD community events: 1. Town hall meetings 2. Parent advisory meetings 3. Student advisory meetings 4. Ecumenical advisory meetings 5. Community partnerships 6. Whole district-type events that bring students/staff together 7. Field day activities, ex: 5K runs, etc. 8. Day of Caring and Principal for a Day

Person Responsible:

Director of Communications

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2027

S 1.1.4 Provide equitable opportunities and access for students.

Evidence-Based Research:

Dana Ansel, Shaun Dougherty, Walter Ecton, Kristian Holden & Roddy Theobald (2022) Student Interest and Equitable Access to Career and Technical Education High Schools of Choice, Journal of School Choice, DOI: 10.1080/15582159.2022.2039427

AS 1.1.4.1 Provide equitable opportunities and access for students.

Action Step:

A. Analyze class offerings: 1. Obtain student and community input on career center and elective classes for students to ensure opportunities to explore careers are given 2. Explore the possibility of a high school arts/music/creative magnet school 3. Communicate career paths to all students at all grade levels B. Provide funding to support equitable programming across all

schools regardless of school size: 1. Instructional offerings 2. Athletics 3. Transportation 4. Staffing 5. Facilities C. Provide awareness and access to resources for college and career pathways: 1. Provide website location for those opportunities such as dual enrollment, career education, early college, Aiken Scholars Academy, etc. D. Contract for periodic demographic zoning studies to utilize facilities to their potential E. Provide support for parents such as: parenting classes, tutoring, homework help, technology, etc. F. Provide Wi-Fi to students who do not have access G. Provide free breakfast and lunch for all students: 1. Continue to explore additional CEP opportunities H. Increase funding for instructional supplies for all schools I. Provide adequate staffing: 1. Reduce counselor/student ratios to provide adequate SEL support 2. Increase the number of computer technicians to support 1-1 3. Increase staffing for Maintenance 4. Increase staffing for Safety and Security System installation and maintenance J. Establish care closets in all schools stocked with hygiene items, school supplies, spare clothes, etc.

Person Responsible:
Chief Officer of Operations and Student Services

Estimated Begin Date:
7/1/2022

Estimated Completion Date:
6/30/2027

2 Student Achievement*

Performance Goal:

We will ensure high-quality learning experiences aligned with our purpose.

PM 2.1 High Quality Instruction

Analysis of Actual vs. Projected Data:

By May 2023, reduce the percentage of students falling in the high-risk category for reading difficulties by 20% (10% by Spring 2022 and an additional 10% by Spring 2023) with a strategic focus on those students

experiencing the most significant learning loss (lowest quintile using a cohort approach). By May 2023, reduce the gap between end-of-year Lexile scores and EOY College and Career Readiness target levels by 20% (10% by Spring 2022 and an additional 10% by Spring 2023) as evidenced by Fastbridge with a strategic focus on those students experiencing the significant learning loss (lowest quintile using cohort approach). Reduce the gap between mean end-of-the-year Quantile scores and EOY College and Career Readiness target levels in mathematics by approximately 20% by Spring 2023 (10% by Spring 2022 and an additional 10% by Spring 2023) with a strategic focus on those students demonstrating the most significant learning loss (lowest quintile using a cohort approach). By Fall 2022, 95% of students who fail EOC courses by 20%. By 2023, decrease the percentage of students who participate in academic recovery during the summer of 2022 will successfully pass courses through content recovery to ensure on-time graduation.

[S] 2.1.1 Increase number of students served in ACPSD Early Learning Programs Increase percentage of Early Learning & Head Start students demonstrating Kindergarten Readiness

Evidence-Based Research:

Diamond, K.E., Justice, L.M., Siegler, R.S., & Snyder, P.A. (2013). Synthesis of IES Research on Early Intervention and Early Childhood Education. (NCSER 2013-3001). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the IES website at http://ies.ed.gov/.

[AS] 2.1.1.1 Expanded early learning opportunities
Action Step:

A. Evaluate current offerings for early learners. B. Investigate funding opportunities to increase enrollment C. Prioritize resources (funding and availability) based on community needs D. Investigate partnerships to include training of community early learning centers E. Create a campaign to increase awareness of offerings F. Implement new offerings across the district G. Expand evaluation measurement of efficacy of programs

Person Responsible:
    Director of Early Learning

Estimated Begin Date:

[S] 2.1.2 Personalized learning for all: Establish goals for ACPSD students based on individual needs, post-secondary pathways, and learning styles Complete implementation of personalized student learning plan Parent Indicator: percentage indicating they receive regular updates on their child's educational progress.

Evidence-Based Research:

Candace Walkington & Matthew L. Bernacki (2020) Appraising research on personalized learning: Definitions, theoretical alignment, advancements, and future directions, Journal of Research on Technology in Education, 52:3, 235-252, DOI: 10.1080/15391523.2020.1747757

[AS] 2.1.2.1 Personalized learning for all

Action Step:

A. Create a task force for personalized learning to research current school-based practices and define outcomes of personalized learning. B. Establish goals for ACPSD students based on individual needs, post-secondary pathways, and learning styles. C. Create a plan for ongoing teacher training and support to implement personalized learning D. Develop, implement, and evaluate professional development E. Implement personalized learning for all F. Evaluate the effectiveness on student outcomes G. Celebrate personalized learning outcomes at all levels

Person Responsible:
Director of Curriculum Support

Estimated Begin Date:
7/1/2023

Estimated Completion Date:
6/30/2027

[S] 2.1.3 Expanded opportunities and participation in Career and Technology Education (CTE) learning: Increase percentage of seniors completing a CTE pathway

Evidence-Based Research:

Dana Ansel, Shaun Dougherty, Walter Ecton, Kristian Holden & Roddy Theobald (2022) Student Interest and Equitable Access to Career and Technical Education High Schools of Choice, Journal of School Choice, DOI: 10.1080/15582159.2022.2039427

[AS] 2.1.3.1 Expanded opportunities and participation in Career and Technology Education (CTE) learning.

Action Step:

A. Create a K-12 district-wide task force comprised of all stakeholder groups to identify opportunities available, community needs, and areas of expansion of programs B. Identify future trends and research to offer innovative learning experiences C. Explore ways to offer expanded access for students with disabilities D. Create an awareness campaign of CTE offerings and future employment opportunities beginning in elementary school utilizing post-completers of the programs E. Explore how block scheduling can increase access and opportunity to CTE offerings F. Evaluate the impact of the expanded CTE program

Person Responsible:

Director of Career and Technology Education

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2027

[S] 2.1.4 Mathematical proficiency for all: Reduce the gap between mean end-of-the-year Quantile scores and EOY College and Career Readiness target levels in mathematics by approximately 202% by Spring 2023 (10% by Spring 2022 and an additional 10% by Spring 2023) with a strategic focus on those students demonstrating the most significant learning loss (lowest quintile using a cohort approach).

Evidence-Based Research:

Burns, M. and Pulles, S. M. (2022). Alignment of K-8 Mathematics Interventions with Strands of Mathematical Proficiency in Meta-Analytic Research. Psychology in the Schools, Volume 59, Issue 6. The article may be accessed at: https://doi.org/10.1002/pits.22676

AS 2.1.4.1 Mathematical proficiency for all

Action Step:

A. Clearly define mathematical proficiency at all levels to include automaticity and conceptual understanding B. Evaluate current mathematical proficiency at all levels C. Investigate and implement targeted evidence-based practices for mathematics instruction to include components such as mathematical process standards, automaticity, and conceptual understanding D. Provide ongoing training and support for teachers E. Investigate the use of technological tools to support mathematical proficiency F. Utilize data for ongoing monitoring and evaluation G. Implement and monitor systemic interventions H. Use formal and informal observations and coaching support to provide teacher feedback on high-quality instruction I. Utilize assessments and data debriefings to provide feedback to students, teachers, and administrators J. Implement teacher and student goal setting conferences

Person Responsible:

Chief Officer of Instruction

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

S 2.1.5 Reading proficiency for all: By May 2023, reduce the percentage of students falling in the high-risk category for reading difficulties by 20% (10% by Spring 2022 and an additional 10% by Spring 2023) with a strategic focus on those students experiencing the most significant learning loss (lowest quintile using a cohort approach).

Evidence-Based Research:

Durda, T., Artelt, C., Lechner, C.M., et al. Proficiency level descriptors for low reading proficiency: An integrative process model. Int Rev Educ 66, 211-233 (2020). https://doi.org/10.1007/s11159-020-09834-1

AS 2.1.5.1 Reading proficiency for all

Action Step:

A. Clearly define reading proficiency at all levels B. Identify current progress monitoring tools and provide support in the use of these tools C. Evaluate current reading proficiency at all levels D. Provide professional development on high-quality core instruction based on the literacy framework E. Utilize data for ongoing monitoring and evaluation F. Implement and monitor systemic interventions G. Use formal and informal observations and coaching support to provide teacher feedback on high-quality instruction H. Utilize assessments and data debriefings to provide feedback to students, teachers, and administrators I. Implement teacher and student goal setting conferences

Person Responsible:

Chief Officer of Instruction

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

S 2.1.6 Inclusive learning experiences so students of all abilities and disabilities have equal access to high quality learning experiences.

Evidence-Based Research:

Diamond, K.E., Justice, L.M., Siegler, R.S., & Snyder, P.A. (2013). Synthesis of IES Research on Early Intervention and Early Childhood Education. (NCSER 2013-3001). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the IES website at http://ies.ed.gov/.

AS 2.1.6.1 Inclusive learning experiences so students of all abilities and disabilities have equal access to high quality learning experiences.

Action Step:

A. Evaluate current offerings for early learners. B. Investigate funding opportunities to increase enrollment C. Prioritize resources (funding and availability) based on community needs D. Investigate partnerships to include training of community early learning centers E. Create a campaign to increase awareness of offerings F. Implement new offerings across the district G. Expand evaluation measurement of efficacy of programs

Person Responsible:

Director of Early Learning and Director of Special Programs

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2027

S 2.1.7 Systemic academic and behavioral interventions at all levels

Evidence-Based Research:

Annis, Kevin Daniel, "Using multi-tiered systems of support to improve student outcomes" (2020). Masters Projects. 15. https://scholarworks.gvsu.edu/gradprojects/15

AS 2.1.7.1 Systemic academic and behavioral interventions at all levels.

Action Step:

A. Evaluate current academic and behavioral interventions through ACPSD's multi-tiered system of supports B. Research evidence-based interventions for academics and behavior C. Create a bank of resources to use as interventions D. Provide ongoing training and supports for all staff E. Assist schools in completing resource mapping for academics and behaviors F. Monitor and evaluate academic and behavioral outcomes

Person Responsible:

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

PM 2.2 Professional Development: Percentage of Teachers Trained on Instruction Hub and Percentage of Teacher utilization of Instruction Hub

Analysis of Actual vs. Projected Data:

2022-2023: Percentage of Teachers Trained on Instruction Hub: Baseline (Not Available Currently)
Percentage of Teacher utilization of Instruction Hub: Baseline (Not Available Currently)

S 2.2.1 Percentage of Teachers Trained on Instruction Hub/ Percentage of Teacher utilization of Instruction Hub

Evidence-Based Research:

Jennifer Gore & Brooke Rosser (2022) Beyond content-focused professional development: powerful professional learning through genuine learning communities across grades and subjects, Professional Development in Education, 48:2, 218-232, DOI: 10.1080/19415257.2020.1725904

AS 2.2.1.1 Comprehensive professional development library

Action Step:

A. Evaluate the needs of all staff to determine professional development offerings. B. Compile and categorize current professional development offerings. C. Create differentiated professional development offerings based on identified needs. D. Develop a roll out plan for utilizing Professional Learn throughout the district. E. Evaluate the effectiveness of comprehensive professional development library.

Person Responsible:

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

PM 2.3 Technology: Percentage of teachers scoring proficient on digital proficiency test

Analysis of Actual vs. Projected Data:

2022-2023: Baseline (Not Available Currently)

S 2.3.1 Digitally proficient teachers and students: Implementation of the SC Computer Science and Digital Literacy Standards Percentage of teachers scoring proficient on digital proficiency test, Integration of Digital Literacy standards within curriculum maps Implementation of assessment plan aimed at measuring digital proficiency standards at each level.

Evidence-Based Research:

Patrick SK, Grissom JA, Woods SC, Newsome UW. Broadband Access, District Policy, and Student Opportunities for Remote Learning During COVID-19 School Closures. AERA Open. January 2021. doi:10.1177/23328584211064298

AS 2.3.1.1 Digitally proficient teachers and students

Action Step:

A. Define digital proficiency for students and staff at all levels using the South Carolina Digital Literacy standards B. Create a taskforce for digital proficiency to establish a continuum of digital proficiency for K-12 C. Develop and implement a plan for ongoing training and support D. Develop and conduct formal and informal assessments to evaluate digital proficiency E. Monitor and adjust the continuum based on current technological advancements

Person Responsible:

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

S 2.3.2 Purposeful use of technology: Percentage of teachers indicating that "Computers are used effectively for instruction at my school." "Percentage of students indicating agreement that I use computers and other technology at my school to help me learn." *

Evidence-Based Research:

Patrick SK, Grissom JA, Woods SC, Newsome UW. Broadband Access, District Policy, and Student Opportunities for Remote Learning During COVID-19 School Closures. AERA Open. January 2021. doi:10.1177/23328584211064298

AS 2.3.2.1 Purposeful use of technology

Action Step:

A. Utilize LVE task force to define purposeful use and establish expectations at each level B. Use a technology framework such as SAMR model to evaluate current uses of technology C. Create a training and development plan for purposeful use of technology for both teachers and students D. Create a bank of digital tools and resources for all levels including a training plan for ongoing support E. Conduct formal and informal observations to assess the instructional use of technology

Person Responsible:

Director of Curriculum Support

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

[S] 2.3.3 Percentage of families indicating they can access the internet at home (registration data) Percentage of student population accessing the digital learning management system (Schoology & Edmentum)

Evidence-Based Research:

Patrick SK, Grissom JA, Woods SC, Newsome UW. Broadband Access, District Policy, and Student Opportunities for Remote Learning During COVID-19 School Closures. AERA Open. January 2021. doi:10.1177/2332858421064298

[AS] 2.3.3.1 Expanded access to the Internet

Action Step:

A. Evaluate the data on internet connectivity B. Investigate community partnerships to expand access to rural areas C. Continue to supply hotspots to students in need D. Investigate funding sources to assist with public internet E. Investigate the use of buses as mobile hotspots F. Secure expanded access

Person Responsible:

Director of Technology

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2027

[S] 2.3.4 Expand course offerings in the cyber field at all schools Expand enrichment opportunities focused on cyber-related activities (CyberPatriot & National Cyber League) - number of schools with offerings and number of of students participating Expand relationship with the USC Aiken Center for Cyber Initiatives and Awareness (CCIA) to help build teacher content knowledge and awareness in cyber.

Evidence-Based Research:

Dana Ansel, Shaun Dougherty, Walter Ecton, Kristian Holden & Roddy Theobald (2022) Student Interest and Equitable Access to Career and Technical Education High Schools of Choice, Journal of School Choice, DOI: 10.1080/15582159.2022.2039427

AS 2.3.4.1 Expanded cyber partnerships and opportunities

Action Step:

A. Leverage current partnerships to expand cyber opportunities B. Create a campaign to increase awareness of cyber opportunities at all levels to all stakeholders C. Expand course offerings in the cyber field at all schools D. Conduct ongoing research of possible opportunities/trends and create a list to disseminate to all levels E. Expand enrichment opportunities focused on cyber-related activities F. Research possible funding sources to expand cyber-related offerings G. Provide ongoing support and training

Person Responsible:

Director of Career and Technology Education

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

3 Student Achievement*

Performance Goal:

We will ensure high-quality learning experiences aligned with our purpose.

PM 3.1 By 2022-23 (38.0%) 43.0% of students in grades 3-8 will score met or exceeding on SC Ready ELA and (31.0%) 36.0% will score met or exceeding on SC Ready Math.

Analysis of Actual vs. Projected Data:

2020-2021: ELA: 38.0% Math: 31.0% 2021-2022: ELA: Math:

S 3.1.1 Formative assessments

Evidence-Based Research:

Herman, J. L., Osmundson, E., & Dietel, R. (2010). Benchmark assessments for improved learning (AACC Policy Brief). Los Angeles, CA: University of California.

AS 3.1.1.1 Formative Assessments

Action Step:

Formative assessments (NWEA MAP) will be administered in ELA and Math at the end of the 1st, 2nd, and 3rd quarters.

Person Responsible:

Chief Officer of Instruction

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2027

AS 3.1.1.2 Data debriefing and analysis

Action Step:

School-based instructional teams, with support from district content interventionists, regular meet to analyze data to make informed instructional decisions leading to improved student achievement.

Person Responsible:

Assistant Superintendents

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

AS 3.1.1.3 Provide reading and math intervention

Action Step:

A. Provide reading intervention with research-based curriculum. B. Provide math intervention with research-based curriculum. C. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer. D. Provide Reading Coaches in elementary schools. E. NWEA MAP Reading and Math

Person Responsible:

Assistant Superintendents

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

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4 Student Achievement

Performance Goal:

We will ensure high-quality learning experiences aligned with our purpose.

PM 4.1 By the year 2022-23, (38.7%) 43.7% of English Language Learners in grades 3-8 will score "Met Progress Toward Proficiency Target."

Analysis of Actual vs. Projected Data:

2020-2021: 38.7% 2021-2022:

S 4.1.1 Formative assessments

Evidence-Based Research:

Herman, J. L., Osmundson, E., & Dietel, R. (2010). Benchmark assessments for improved learning (AACC Policy Brief). Los Angeles, CA: University of California.

AS 4.1.1.1 Formative Assessments

Action Step:

Formative assessments (NWEA MAP) will be administered in ELA and Math at the end of the 1st, 2nd, and 3rd quarters.

Person Responsible:

Chief Officer of Instruction

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

AS 4.1.1.2 Data debriefing and analysis

Action Step:

School-based instructional teams, with support from district content interventionists, regular meet to analyze data to make informed instructional decisions leading to improved student achievement.

Person Responsible:

Assistant Superintendents

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

We will ensure high-quality learning experiences aligned with our purpose.

PM 5.1 The four-year cohort graduation rate will increase from 90.5% in 202-21 to 93.0% in 2022-2023.

Analysis of Actual vs. Projected Data:
2020-2021: 90.5% 2021-2022:

S 5.1.1 Four Year Graduation Rate

Evidence-Based Research:

Every Student Succeeds Act High School Graduation Rate: Non-Regulatory Guidance US Department of Education

AS 5.1.1 Provide opportunities for students to become college and career ready.

Action Step:

A. Career focused course offerings beginning in the middle school B. Strategic partnerships with business and industry C. Expanded Work-Based Learning (WBL) experiences D. Jump start program - paid summer internships

Person Responsible:

Chief Officer of Instruction

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

AS 5.1.1.2 High Schools that Work

Action Step:

Maintain High Schools that Work and Making Middle Grades Work in all secondary schools

Person Responsible:

Assistant Superintendent of Middle Schools and Assistant Superintendent of High Schools

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

AS 5.1.1.3 Virtual Opportunities

Action Step:

Continue partnership with SC Virtual, Aiken County Virtual Academy (ACVA) to provide expanded course offerings and opportunities for credit and content recovery.

Person Responsible:

Director of Curriculum Support

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

AS 5.1.1.4 Provide reading intervention

Action Step:

A. Provide reading intervention research-based curriculum. B. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer.

Person Responsible:

Chief Officer of Instruction

Estimated Begin Date:

7/1/2022

6 Gifted and Talented: Academic* (District Plans Only)

Performance Goal:

By the year 2022-2023, the percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on Math on SCReady will increase by 10%.

PM 6.1 The percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on math on SCReady will increase by 2% each year.

Analysis of Actual vs. Projected Data:
2021-2022: Baseline (Not Available)

S 6.1.1 SCReady math scores

Evidence-Based Research:

Evidence-Based Research: VanTassel-Baska, J. (2015). Gifted education in the age of content standards. In T. Kettler (Ed.), Modern curriculum for gifted and advanced academic students (pp. 69-88). Waco, TX: Prufrock Press, Inc. Xiang, Y. Dahlin, M., Cronin, J., Theaker, R., Durant, S. (2011). Do high flyers maintain their altitude? Performance trends of top student. Retrieved from http://eric.ed.gov

AS 6.1.1.1 Gifted and Talented Professional Development

Action Step:

Professional development specifically focused on research-based instructional strategies and best practices will be provided for gifted and talented teachers.

Person Responsible:

Federal Programs Coordinator

7 Gifted and Talented: Academic* (District Plans Only)

Performance Goal:

By the year 2022-2023, the percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on ELA on SCReady will increase by 10%.

PM 7.1 The percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on ELA on SCReady will increase by 2% each year.

Analysis of Actual vs. Projected Data:

2021-2022: Baseline (Not Available)

S 7.1.1 SCReady ELA scores

Evidence-Based Research:

VanTassel-Baska, J. (2015). Gifted education in the age of content standards. In T. Kettler (Ed.), Modern curriculum for gifted and advanced academic students (pp. 69-88). Waco, TX: Prufrock Press, Inc. Xiang, Y. Dahlin, M., Cronin, J., Theaker, R., Durant, S. (2011). Do high flyers maintain their altitude? Performance trends of top student. Retrieved from http://eric.ed.gov

AS 7.1.1.1 Gifted and Talented Professional Development

Action Step:

Professional development specifically focused on research-based instructional strategies and best practices will be provided for gifted and talented teachers.

Person Responsible:

Federal Programs Coordinator

Estimated Begin Date:
7/1/2022

Estimated Completion Date:
6/30/2027

8 Gifted and Talented: Other (District Plan Only)

Performance Goal:

By the year 2022-2023, the percentage of students state identified as Gifted and Talented in grades 3-8 will increase by 5%.

PM 8.1 By 2022, the number of gifted and talented students will increase by 2.5% from 18.1% in 2020-2021 to 20.6%.

Analysis of Actual vs. Projected Data:
2020-2021: 18.1%

S 8.1.1 GIFT database reports
Evidence-Based Research:

Feldhusen, J. (Ed.) (2001). Talent development in gifted education. Retrieved from http://eric.ed.gov; VanTassel-Baska, J. (2015). Gifted education in the age of content standards. In T. Kettler (Ed.), Modern curriculum for gifted and advanced academic students (pp. 69-88). Waco, TX: Prufrock Press, Inc.; Xiang, Y. Dahlin, M., Cronin, J., Theaker, R., Durant, S. (2011). Do high flyers maintain their altitude? Performance trends of top students. Retrieved from http://eric.ed.gov

As 8.1.1.1 Local Identification in Grades 3-8
Action Step:

Students in grades 3-5 will be locally identified and will receive gifted and talented services in an effort to develop their talents.

Person Responsible:
Federal Programs Coordinator

Estimated Begin Date:
7/1/2022

Estimated Completion Date:
6/30/2027

AS 8.1.1.2 investigate resources for talent development in Grades K-2

Action Step:
Teachers in grades K-2 will receive professional development and resources needed to design and implement talent development lessons with all students in grades K-2.

Person Responsible:
Federal Programs Coordinator

Estimated Begin Date:
7/1/2022

Estimated Completion Date:
6/30/2027

9 School Climate*

Performance Goal:
We will leverage a variety of impactful stakeholder partnerships.

PM 9.1 By the year 2022-23 at least 85% of teachers, students, and parents surveyed will express satisfaction with the learning environment, the social and physical environment, and home school relations as measured by

the Teacher, Student, Parent Opinion Survey

Analysis of Actual vs. Projected Data:

2020-2021: Percent satisfied with learning environment 89.3% Teachers; 81.9% Students; 83.6% Parents Percent satisfied with social and physical environment 89.6% Teachers; 83.0% Students; 81.0% Parents Percent satisfied with school-home relations 84.4% Teachers; 82.2% Students; 69.9% Parents 2021-2022: Percent satisfied with learning environment % Teachers; % Students; % Parents Percent satisfied with social and physical environment % Teachers; % Students; % Parents Percent satisfied with school-home relations % Teachers; % Students; % Parents

[S] 9.1.1 Impactful Stakeholder Partnerships: Stakeholder Surveys; Stakeholder Participation

Evidence-Based Research:

Examining Relationship between Teachers' Self-Efficacy and Job Satisfaction Türkoglu, Muhammet Emin; Cansoy, Ramazan; Parlar, Hanifi Universal Journal of Educational Research, v5 n5 p765-772 2017 School-Related Social Support and Students' Perceived Life Satisfaction Danielsen, Anne G.; Samdal, Oddrun; Hetland, Jorn; Wold, Bente Journal of Educational Research, v102 n4 p303-320 Mar-Apr 2009 School-Family Relationships, School Satisfaction and the Academic Achievement of Young People Hampden-Thompson, Gillian; Galindo, Claudia Educational Review, v69 n2 p248-265 2017

[AS] 9.1.1.1 Partnerships to guide pathway options for student success

Action Step:

A. Implement a structured plan to develop student success and impact stakeholder growth. B. Establish a K-12 approach to career and college pathways. C. Develop a database of business and stakeholder partners. D. Create a standardized SWOT analysis tool. E. Create an approach to integrate real-world applications through business and industry partners

Person Responsible:

Chief Officer of Human Resources and Administration and Director of Communications

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

AS 9.1.1.2 Measurable goals that foster accountability and student success

Action Step:

A. Create standards for success that hold all parties accountable. B. Develop measurable goals. C. Design level-specific rubrics to measure student success. D. Design level-specific rubrics to measure partnership success.

Person Responsible:

Chief Officer of Human Resources and Administration and Director of Communications

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2027

AS 9.1.1.3 Well-informed community that understands the district's "how" and "why"

Action Step:

A. Implement a proactive communications plan for community education such as "do you know" campaigns, area-based awareness workshops, student success showcases, etc. B. Implement a proactive communications plan for internal stakeholder education such as professional development, "do you know" campaigns, vertical articulation, student success showcases, etc. C. Develop and implement periodic stakeholder surveys to measure current knowledge of the district's "how" and "why." D. Streamline communication for stakeholders.

Person Responsible:

Director of Communications

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

AS 9.1.1.4 Targeted recruitment of stakeholder partnerships

Action Step:

A. Identify underutilized community groups such as retirees, equestrians, military, etc. and seek sustainable partnerships. B. Sustain and strengthen current partnerships by highlighting successes, exploring new opportunities, celebrating commitments, etc. C. Internal employees and schools D. Promote School Improvement Councils (SIC), Parent Teacher Organizations (PTO and PTA), Title I, II, and III constituency committees, and other school-based and district organizations. E. Expand advisory committees to include constituencies such as manufacturing, professional, civic, and other organizations

Person Responsible:

Director of Administration and Director of Communications

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2027

10 School Climate*

Performance Goal:

We will recruit, support, and retain a diverse group of highly competent and passionate individuals.

PM 10.1 Survey of ACPSD Staff indicating they feel supported by school and district administration in their roles.

Analysis of Actual vs. Projected Data:

2021-2022: Baseline year

[S] 10.1.1 Recruit a diverse group of highly competent, passionate individuals: Complete and Implement a plan aimed at increasing diversity in ACPSD Overall ACPSD of Full-time Staff Diversity Percentage of Minority Percentage increase year-over-year of male certified employees (elementary) and minority certified employees

Evidence-Based Research:

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1)

[AS] 10.1.1.1 Recruit a diverse group of highly competent, passionate individuals.

Action Step:

A. Analyze current recruitment plan. B. Develop a written comprehensive recruitment plan to include: 1. Improve diversity within recruitment. 2. Implement a robust advertising campaign through on-line avenues. 3. Analyze historical recruitment trends to inform planning for new recruitment calendars. C. Enhance and develop partnerships with post-secondary institutions. 1. Expand cross functional recruitment teams. 2. Seek additional opportunities for engagement with post-secondary institutions. 3. Seek targeted opportunities for engagement with HBCU's. D. Expand school to work opportunities. 1. Highlight nontraditional pathways for growth. 2. Engage with high school students highlighting growth opportunities. E. Analyze current HR on-line resources. 1. Simplify the web page to provide quick access for prospective employees. 2. Review HRIS PowerSchool systems to determine underused resources. 3. Enhance the information provided to prospective employees to include benefits information

Person Responsible:

Chief Officer of Human Resources and Administration

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

S 10.1.2 Support and retain staff at all levels: Complete a comprehensive review of all aspects of the current on-boarding process to identify opportunities for improvement Percentage increase year-over-year of male certified employees (elementary) and minority certified employees

Evidence-Based Research:

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1)

AS 10.1.2.1 Support and retain staff at all levels.

Action Step:

A. Analyze current on-boarding processes. 1. First year in district 2. First year in role B. Develop a written retention plan. 1. Make plans applicable to certified and classified staff. 2. Review stipends for mentors. 3. Explore including stipends for classified staff mentors/buddies. C. Provide job-based training for new to position classified staff through year 1 by determining critical training and support needs. D. Provide supervisor training on how to support and retain individuals at all levels. E. Enhance knowledge of various career pathways for growth within the organization. 1. Continued implementation of Aiken Leads, the career pathway initiative for employees F. Conduct a market analysis to determine alignment of pay scales and methods/schedules for staff.

Person Responsible:

Chief Officer of Human Resources and Administration

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

S 10.1.3 Provide on-going support by promoting a positive work environment: Evaluation and revision of employee recognition programs at the District and School Levels Percentage agreement that "The level of teacher and staff morale is high at my school.* Percentage of agreement that "Teachers at my school are recognized and appreciated for good work."

Evidence-Based Research:

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1)

AS 10.1.3.1 Provide on-going support by promoting a positive work environment.

Action Step:

A. Analyze existing employee incentive and recognition programs. B. Refine written employee incentive and recognition programs to encompass staff at all levels. C. Analyze results of changes made following Job Task Analysis and determine if further action is required. D. Increase awareness of components and accessibility of Employee Assistance Program. E. Analyze the feasibility of stay interviews to improve work environments. F. Utilize data from exit interviews to improve work environments.

Person Responsible:

Chief Officer of Human Resources and Administration and Employee Relations Coordinator

Estimated Begin Date:
7/1/2023

Estimated Completion Date:
6/30/2027

11 Teacher/Administrator Quality*

Performance Goal:

We will foster an environment of equity, inclusion, and unity of purpose with mutual respect.

PM 11.1 Percentage of all staff participating in diversity/equity training

Analysis of Actual vs. Projected Data:

2022-2023: Baseline year

[S] 11.1.1 Establish an effective, comprehensive system for accessing school and community resources. / Create an internal guide that includes all school-based and community-based resources that are available to students and their families.

Evidence-Based Research:

Min, M., Anderson, J.A., and Chen, M. (2017). School Community Journal, 2017, Vol. 27, No. 1 Available at http://www.schoolcommunitynetwork.org/SCJ.aspx

[AS] 11.1.1.1 Establish an effective, comprehensive system for accessing school and community resources. / Create an internal guide that includes all school-based and community-based resources that are available to students and their families.

Action Step:

A. Create an accessible school-based and community-based resource guide for parents, students, and community members. B. Train school staff on the resources that are available to students and families, including how and when to access them. C. Increase collaboration with community partners to provide programs within the school setting that address at-risk and vulnerable students and families. (Parent training, seminars, resources, etc.) D. Hire additional student service workers to expedite family support for accessing basic needs and resources. (To include schools that do not qualify for Title 1 support.)

Person Responsible:

Chief Officer of Operations and Student Services

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2027

[S] 11.1.2 District-wide focus on teaching, observing, and practicing positive behavior to create a culture of mutual respect and integrity for all: stablish a district wide mentoring program at all grade levels (# of students participating in mentoring programs.) Train staff in de-escalation and positive behavior

expectations. The establishment of a student-led peer mediation at all high schools Percentage of parents, teachers and students reporting "satisfied with the school learning environment

Evidence-Based Research:

Hudson, N.J. (2020) An In-Depth Look at a Comprehensive Diversity Training Program for Faculty. California Polytechnic State University, San Luis Obispo. This article may be found at the following: https://files.eric.ed.gov/fulltext/EJ1256240.pdf

AS 11.1.2.1 District-wide focus on teaching, observing, and practicing positive behavior to create a culture of mutual respect and integrity for all.

Action Step:

A. Train staff to identify, teach, and model behaviors that foster mutual respect and integrity. B. Train staff to deescalate and reteach positive behavior expectations. C. Use of appropriate social skills. D. Establish a district wide mentoring program at all grade levels E. Create a focus group to research and establish leveled restorative discipline practices as an addendum to the Code of Conduct.

Person Responsible:

Director of Student Services

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

S 11.1.3 Training for all staff on diversity, equity, and inclusion that is specific, continuous, and intentional.

Evidence-Based Research:

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1)

Action Step:

A. Contract with an outside source to conduct a comprehensive equity audit and needs assessment. B. Use results of the equity audit and needs assessment to contract with an outside source to develop and implement a quarterly training plan for all district and school departments. C. Create a professional development day with a focus on diversity, equity, and inclusion. (Example: Day of Humanity, Day of Diversity)

Person Responsible:

Chief Officer of Operations and Student Services and Director of Student Services

Estimated Begin Date:

7/1/2023

Estimated Completion Date:

6/30/2027

S 11.1.4 Staffing is diverse and representative of the population and community we serve: Ethnic percentage of staff compared to student population Overall ACPSD of Full-time Staff Diversity percentage Percentage increase year-over-year of male certified employees (elementary) and minority certified employees

Evidence-Based Research:

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1)

AS 11.1.4.1 Staffing is diverse and representative of the population and community we serve.

Action Step:

A. Intensify recruitment and retention efforts by creating a diversity campaign that highlights how our district fosters an inclusive and unified teaching and learning environment. B. Create and promote recruitment goals targeted at increasing the number of male certified employees at the

elementary level, increasing the number of minority certified employees, and increasing the number of under-represented groups at all levels. C. Reduce barriers to employment by offering free training, stipends, and test fee waivers to fill high need vacancy areas D. Incentivize current staff to seek higher education opportunities and training E. Incentivize classified staff to seek opportunities to obtain teaching certification F. Develop a district position to lead the efforts of creating and sustaining a culture of equity and inclusion.

Person Responsible:

Chief Officer of Human Resources and Administration

Estimated Begin Date:

7/1/2022

Estimated Completion Date:

6/30/2027

0201 - Aiken County Public School District (0201) Public District - FY 2023 - LEA Strategic Plan - Rev 0

Gifted and Talented Policies and Practices

Policies and Practices	Grade Level	Academic	Artistic
The district utilizes state identification of gifted and talented students for:	1-2	☐	☐
	3-5	✓	☐
	6-8	✓	☐
	9-12	✓	☐
The district utilizes trial placement (1 year conditional placement) for:	1-2	☐	☐
	3-5	✓	☐
	6-8	☐	☐
	9-12	☐	☐
The district utilizes a local identification process (local criteria rubric) for:	1-2	☐	☐
	3-5	✓	☐
	6-8	✓	☐
	9-12	☐	☐
The district utilizes a formal withdrawal policy for:	1-2	☐	☐
	3-5	✓	☐

	6-8	9-12
	☑	☑
	☑	
	☐	☐

A gifted and talented scope and sequence is utilized in the following grades for:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Artistic	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

Formal gifted and talented curriculum is utilized in the following grades for:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Artistic	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑

Gifted and Talented Grades of Academic Service

Grade	Model	Use approved abbreviations for curriculum	Curriculum Area			
			Interdisciplinary	ELA	Math	Science	Social Studies
K		Curriculum Used					
1		Curriculum Used					

		Curriculum Used			
2		Curriculum Used			
3	Special Class	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
4	Special Class	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
5	Special Class	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
6	Special Class	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
7	Special Class	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
8	Special Class	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)

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Gifted and Talented Grades of Artistic Services

Model Used:
Summer Program

Grade		
9	Curriculum Used	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac
10	Curriculum Used	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac
11	Curriculum Used	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac
12	Curriculum Used	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac	AP / Honors College Board / ACPSD Curriculum (Teac

Grade	Use approved abbreviations for curriculum	Interdisciplinary	Dance	Music	Theatre	Visual Arts	Other

Grade							
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used		ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
4	Curriculum Used		ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
5	Curriculum Used		ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
6	Curriculum Used		ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
7	Curriculum Used		ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
8	Curriculum Used		ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)

	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
9					
10	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
11	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)
12	Curriculum Used	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)	ACSPD Curriculum (teacher-created)

Describe the ways in which the district notifies parents and community of its nomination and identification. Parents are notified via letters from the student's principal in each school. Letters are sent home to students based on either state or local identification. In addition, parents of locally identified students are notified that local placement is based on an annual evaluation from the school's evaluation placement team. Information regarding the GT programs is on the district's website and in school handbooks.

Documents

Type	Document Template	Document/Link
GT Identification Screening Notification [Upload between 1 and 4 document(s)]	N/A	◈ 2021-2022 Gifted and Talented Brochure ◈ ACPSD PTA Parent

ITBS COGAT Parent Letter

* All Gifted and Talented information has been completed on this page.

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- ☐ Not Applicable

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.

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

The purpose of implementing a Proficiency-Based System for Aiken County Public Schools is to increase the graduation rate and decrease student retention and drop-out rates. The graduation rate for 2018 was 88.9%. The graduation rate has increased to 90.5% for 2021. The student retention rate for 2021 was 1.5%. The retention rate dropped from 1.8% in 2019. The drop-out rate for 2021 was 2.4%. It has increased by 2% since 2019.

* 2. Which schools within the district are involved?

ACPSD students in grades 7 to 12 in all ACPSD middle or high schools are eligible.

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

Students in grades 7 to 12 are eligible, with priority given to (1) seniors given the course to graduate, (2) new students entering the school during the current school year who have been on a different schedule, and (3) students needing core courses that are graduation requirements. Building level principals, or their designees will grant approval to enroll in Proficiency-Based courses. Students can appeal to their school administrator.

* 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?

The Virtual SC Program is our primary content, a nd in limited cases Edmentum is used. The content is updated annually to be aligned to the SC Standards.

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

The district offers a comprehensive curriculum to address all areas of concern.

* 6. Please provide the link to the district's policy on the proficiency-based system plan.

https://boardpolicyonline.com/?b=aiken
https://www.acpsd.net/site/Default.aspx?PageID=1514

* 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?

A Proficiency-Based System provides an active learning experience by the use of interactive media. By exploring topics from multiple angles and by participating actively in their learning, students move forward deliberately in an interactive and engaged learning environment. Our Proficiency-Based System provides students with flexibility to access and work in their courses in a variety or learning environments, and with a variety of technologies. Students work at their own pace within parameters set by a pacing guide, and with support of their certified teacher.

* 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 EOCT, on-time graduation rates, post-requisite coursework will be monitored for all students participating in this program.

* 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?

Prior to the enrollment of a student with disabilities, the IEP team must decide whether or not an online instructional delivery method is appropriate for a student to receive a FAPE. The student's IEP must also determine whether or not the student's accommodations can be provided through virtual learning. (for example, preferential seating close to the instructor is not applicable in a virtual setting.) Dues to the unique design of virtual learning, extended time as an accommodation should be clearly described using Virtual SC padding guides. Each sponsored student's IEP must show documentation of these considerations for a student to be permitted to enroll in one or more proficiency-based courses (and subsequently receive a FAPE).

* 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?

Content Recovery shall be defined as a course-specific, skill-based learning opportunity for students who are enrolled in a course with the original teacher of record assigned by the school. ACPSD provides two types of

content recovery: Unit Recovery for Mastery and Semester Recovery for Content. Content recovery shall be governed by the following guidelines:

- Students enrolled in Carnegie unit bearing courses, grades seven through 12, who have failed a full grading period (Q1, Q2, Q3) in one or more content area courses are eligible to participate in content recovery.
- Students shall be eligible to enroll in content recovery if the semester/quarter grade is 59 or below and they are actively enrolled in the course for which they are recovering content.
- The number of content recovery opportunities available to students during the academic year shall not be limited.
- Content recovery options will be available through either an approved system provided by the State Virtual Program or an approved vendor.
- The district will provide information, training, and support to ensure that students, faculty, and parents/legal guardians are aware of content recovery opportunities.
- Content recovery during the regular school day will be available to students at no cost.

Unit Recovery for Mastery allows students to recover no more than a quarter of the course, including one or more units of study and/or supplemental assignments/activities assigned and approved by a certified teacher, as needed for student mastery of course content.

- Students will work for a mastery grade of 60 within the assigned units.
- Student will have four weeks from the date of enrollment to complete Unit Recovery for Mastery. The school administrator or designee can re-evaluate the need for extended time.

Semester Recovery for Content allows students to re-take the entire first semester of content in a virtual setting while simultaneously continuing in second semester with the original teacher of record by the school.

- Students will work on all semester one content and the semester one grade will be replaced with the earned grade.
- Students will complete the coursework within the second semester, with deadlines determined by the program enrolled.

* 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?

This Proficiency-Based System is analyzed each semester during the school year an d at the end of each school year. The assessment data which precipitated the decision to use Proficiency-Based instruction will be reported by high schools to the Coordinator for Innovative Programs, who will compile the data. EOCT, enrollment, completion rates, post requisite course success and graduation rates will be measured.

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

Counselors discuss virtual course optio ns on an individual basis with students and parents depending on the needs and goals of the student.
Our district has a virtual course contract that must be signed by a parent and student prior to a virtual course being approved. The contract outlines general course guidelines, requirements, and deadlines for successful completion of a virtual course.
Students who fail a course are given the option to participate in credit recovery and/or content recovery to expedite the process of earning a credit. This occurs during the school year and also during the summer. Students are informed that the course is designed to recover content and credit based on proficiency versus a seat time requirement.

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

Teachers assist students in a variety of ways. The most common way students are assisted is direct communication, either over the phone or via messaging (Text/Genius). In cases where students attend the schools where teachers work during the day, direct face-to-face interactions occur, depending on what the problem is that the student is struggling with. Teachers use communication tools like Blackboard connect to host reviews or tutorials for students. Teachers also use video streaming apps to post video tutorials that can be shared with individual students, or the group as a whole. Finally, with courses like math for example, course work may be modified in order to assist at risk students that don't have the technical expertise to complete assignments as they are in the course. Teachers who modify the assignments in our courses are careful not to omit content addressed in standards.

* 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.

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

ACVA

Tara Wessinger-Hanna - 217425

Kayla Hostetler - 251650

Paul Vance - 230910

David Mihoulides - 1177034

Neil Nelson - 257617

Cristina Ungureanu - 212632

Christine Gregory - 297117

Jennifer Wilson - 262976

Virginia Browder - 257677

Carolyn Long McCurdy - 247131

Melissa Bauers - 222732

Sharonda Jacobs (ASA Geometry Summer 2021) - 212519

Jonyetta Thomas - 261750

Laura Caswell - 234677

Aiken iNNOVATE

Lisa Duckett - 275766

Sandra Zeller - 265719

Joseph Middlebrooks - 196606

Charlotte Taylor - 294056

Alvina Jackson - 258394

Tiffany Middlebrooks - 905141

Rebekah Hannon - 231360

Melissa Allgood - 179496

Melissa Overcash - 256023

Stephanie Ramey - 236134

Kari Ledbetter - 163808

John Hostetler - 251611

Alison Gibson - 239096

Brandon Beaulieu - 230540

Margo Gore - 189479

Kevin Ayers - 232820

Ramona Parsons - 247508

Terry Gallmann - 223959

Glenda Smith - 186444

Rebecca Dubose - 246013

Beth Moyer - 217870

Catherine Kuzmeski - 298877

Deborah Niiya - 209686

Leigh Watkins - 181794

Te Koehler - 241063

Mary Sincioco - 297491

Patricia Lowry-Wojcik - 289057

Teresa Johnson - 193809

Cathy Pitts - 131950

Joy Waters - 118353

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☐ ☐ **No Summer School Program Sites**

Directions

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

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

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

  i) Grades 1-8 students are required to attend the Summer School Program in order to be promoted to the next grade level.

  ii) Grades 9-12 students are awarded high school credit.

Site Information

Name of Site for Summer School Program	Name of Site Administrator	E-mail Address of Site Administrator	Purpose of Summer School Program	Meets SBE Reg. 43-240: Summer School Program Criteria	Grade Level
* Aiken Elementary	* Cindy Hewitt	* cdefillips@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Belvedere Elementary	* Allyson Long	* along@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Busbee Elementary	* Sonya Colvin	* scolvin@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼

School	Name	Email			
* Byrd Elementary	* Renae Enlow	* renlow@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Chukker Creek Elementary	* Sara-Beth Brown	* sbbrown@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Clearwater Elementary	* Leslie Lowe	* lbee@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* East Aiken School of the Arts	* Lisa Fallaw	* lfallaw@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Gloverville Elementary	* Nathan Lobaugh	* nlobaugh@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Graniteville Elementary	* Michelle Padgett	* mpadgett@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Greendale Elementary	* Caroline Barker	* cbarker@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* JD Lever Elementary	* Michael Truitt	* mtruitt@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Jefferson Elementary	* Becky Wilson	* bwilson@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Millbrook Elementary	* John Metts	* jmetts@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Mossy Creek Elementary	* Jeffery Matthews	* jmatthews2@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* North Aiken Elementary	* Elisa Sanders-Pee	* espee@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼

School	Contact	Email	Program		Level
* North Augusta Elementary	* Patricia Wilson	* pwilson@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Oakwood-Windsor Elementary	* Davina Truitt	* davinat@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Redcliffe Elementary	* Terra Van der Linden	* tlinden@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Ridge Spring-Monetta Elementary	* Callie Herlong	* cherlong@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Warrenville Elementary	* Charlene Heard	* cheard@acpsd.net	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* Aiken Intermediate	* Denise McCray	* emccray@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* A L Corbett Middle	* Michelle Kennedy	* mkennedy@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Jackson Middle	* Perry Smith	* psmith2@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Kennedy Middle	* Dr. Ryan Ashley	* rashley@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Langley-Bath-Clearwater Middle	* Casey Rogers	* crogers@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Leavelle McCampbell Middle	* Dr. Tiffany Hall	* thall4@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼

School	Contact	Email	Permission		Level
* New Ellenton STEAM Magnet	* Shunte Dugar	* sdugar@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* North Augusta Middle	* Kimbra Meek	* kherndon@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Paul Knox Middle	* Paige Day	* pday@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Ridge Spring-Monetta Middle	* Sidney Johnson	* sjohnson5@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Schofield Middle	* Dr. Scott Floyd	* sfloyd@acpsd.net	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Aiken High	* Dr. Jason Holt	* jasonh@acpsd.net	* Initial HS Credit ▼	* Yes ▼	* High ▼
* Aiken Scholars Academy	* Martha Messick	* mmessick@acpsd.net	* Initial HS Credit ▼	* Yes ▼	* High ▼
* Midland Valley High	* Sheldon Higgenbottom	* shiggenbottom@acpsd.net	* Initial HS Credit ▼	* Yes ▼	* High ▼
* North Augusta High	* John Murphy	* jmurphy@acpsd.net	* Initial HS Credit ▼	* Yes ▼	* High ▼
* Ridge Spring-Monetta High	* Dr. KaRon Webb	* kwebb@acpsd.net	* Initial HS Credit ▼	* Yes ▼	* High ▼

* Silver Bluff High	* Dr. Katie Hawks	* khawks@acpsd.net	* Initial HS Credit ▼	* Yes ▼	* High ▼
* South Aiken High	* Samuel Fuller	* sfuller@acpsd.net	* Initial HS Credit ▼	* Yes ▼	* High ▼
* Wagener-Salley High	* Rasheem Neloms	* rneloms@acspd.net	* Initial HS Credit ▼	* Yes ▼	* High ▼

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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 school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the 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 school/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 in professional development and classroom instruction in order to improve teaching and learning.

* Yes ▼

Innovation

The district funds 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 such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

* Yes ▼

Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* Yes ▼

Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

* Yes ▼

Developmentally Appropriate Curriculum for PreK-3

The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

*	Yes ▼

Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

*	Yes ▼

Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

*	Yes ▼

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards 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 S.C. Code Ann. § 59-10-330, 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, pursuant to S.C. Code Ann. § 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.)
*	Yes ▼	Each middle and high school in the district employs certified career development facilitators who perform the thirteen 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 sixteen 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 for dropping out of school 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
(S.C. Code Ann. § 59-155-180 et seq.)

* Yes ▼ | **District Reading Plan**

The district has a 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 any students who are not reading on grade level by the completion of third grade are provided with an instructional program based upon each student's needs as determined by local and state formative and summative assessment data. Furthermore, the district will provide intervention services–including summer reading camps–to reduce the number of students needing retention at the beginning of the following 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 identified students.

* Yes ▼

Summer Reading Camps

The district offers summer reading camps for identified students.

* Yes ▼

Gifted and Talented

Gifted and Talented Assurances
(SBE Regulation 43-220)

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's comprehensive plan is aligned and coordinated with a continuum of services that addresses the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the plan:

* 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;

* 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 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 approaches incorporating acceleration and enrichment;

* [Yes ▼] Opportunities for the critical consumption, use, and creation of information using available technologies;

* [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;

* [Yes ▼] Meets or surpasses the minimum programming minutes for the approved model of services.

Innovative Model (SCDE approved)

* [N/A ▼] Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.

Staffing Requirement

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 certified teachers.)

* | Yes ▼ |

Provide planning times for Gifted and Talented teachers. The standard is two hundred fifty 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 and 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 interpret 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 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.

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

* [Yes ▼] The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy.

* [Yes ▼] The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

The district's Proficiency-Based System Plan:

* [Yes ▼] Explains how the needs assessment substantiates the district's Proficiency-Based System;

* [Yes ▼] Describes the subject area course procedures for the high school proficiency-based credits the district will implement;

* [Yes ▼] Provides 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;

* [Yes ▼] Provides documentation that proves each course, and all proficiency assessments for direct instruction, are aligned to the State-adopted subject area academic standards for the current year;

* [Yes ▼] Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required;

* [Yes ▼] 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.

* Yes ▼	Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.

Terms and Conditions for State Awards Assurances

As the district superintendent, 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 non-state 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 budget line item, and can differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, if any, regardless of the type of funds 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 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 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**
*	Yes ▼	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**
*	Yes ▼	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**
*	Yes ▼	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**
*	Yes ▼	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 days after the end of the grant period.
*	Yes ▼	**Deobligation of Funds**
*	Yes ▼	After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
*		**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".

Travel Costs

*[Yes ▼]

Travel costs, if allowed under this solicitation, must not exceed the 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 this document). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.

Honoraria

*[Yes ▼]

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.

Reports

*[Yes ▼]

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.

Copyright

*[Yes ▼]

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.

Certification Regarding Suspension and Debarment

By submitting an application, the applicant certifies, to the best of his/her knowledge and belief, the applicant and/or any of its principals, subgrantees, or subcontractors:

*	Yes ▼	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; has committed a violation of federal or state antitrust statutes relating to the submission of offers; participated in the commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property;
*	Yes ▼	Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above;
*	Yes ▼	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.

Audits

Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:

*	Yes ▼	The applicant acknowledges and understands that entities expending $750,000 or more in federal 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.

The applicant acknowledges and understands that entities expending 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.

Yes ▼

0201 - Aiken County Public School District (0201) Public District - FY 2023 - LEA Strategic Plan - Rev 0

- ☐ **Not Applicable**

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

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

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

	District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	The School District of Aiken County hereby requests the State Board of Education to waive compliance from Regulation 43-205(IV)B(3)b, which states, "A teacher must not be assigned classes requiring more than four preparations per day," for the teachers in the following schools: Aiken County Career and Technology Center, Aiken High School, Midland Valley High School, North Augusta High School, Ridge Spring Monetta Middle/High School, Silver Bluff High School, South Aiken High School, and Wagener-Salley High School. Special education teachers in these schools have been assigned classes that show more than four preparations per day, however, multiple levels meet during one class period.

#	Waiver type	Description
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	The School District of Aiken County hereby requests the State Board of Education to waive compliance from Regulation 43-205(IV)B(3)b for the teachers in the following schools in our district: Aiken High School, South Aiken High School, Midland Valley High School, Ridge Spring Monetta High School, North August High School, Silver Bluff High School, Wagener Salley High School, and Silver Bluff High School. This waiver was previously approved for the duration of this strategic plan. With a seven-period day it is occasionally (however rarely) necessary for a teacher to take on a 6th period. In order to ensure that 360 minutes of instructional time, a teacher could be over by as much as 60 minutes per week.
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation Regulation 43-205	The School District of Aiken County hereby requests the State Board of Education to waive compliance from Regulation 43-205 (IV) B. 2, Library Media Specialists, for the Aiken Scholars Academy. The Aiken Scholars Academy is a partnership between the University of South Carolina Aiken (USCA) and Aiken County Public School District (ACPSD) to create an academic school of excellence. The school provides an elite academic experience for qualified students and is beginning its second year in August 2019 on the USCA campus. The Academy offers advanced students an engaging educational experience that introduces and then immerses them into the collegiate environment. Students have full access to the USCA library and its staff, including all academic support services.

Other:	SBE Regulation 43-232 and 43-234	Minutes in a school day/Length of School Day The School District of Aiken hereby requests the State Board of Education to waive compliance from Regulation 43-232(I) and 43-234 (VI) Regulation (C)(1) for all middle and high schools offering virtual credit-bearing courses. The district will offer a full-time virtual program as a proficiency-based alternative, where the minutes in a school day/length of school day will not align to the set, structured amounts of time of a regular school day.
Other:	SBE Regulation SBE Regulation 43-234	The School District of Aiken hereby requests the State Board of Education to waive compliance from Regulation 43-234(II)B for all middle and high schools offering virtual credit-bearing courses. The district will offer a full-time virtual program as a proficiency-based alternative, where a focus on seat time will create a barrier.

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Required Documents

Type	Document Template	Document/Link
GT Identification Screening Notification [Upload between 1 and 4 document(s)]	N/A	• 2021-2022 Gifted and Talented Brochure • ACPSD PTA Parent Notification • ITBS COGAT Parent Letter
2020-21 District Academic Calendar [Upload 1 document(s)]	N/A	• 2020-2021 ACPSD Calendar
District Policy for Credit Recovery [Upload 1 document(s)]	N/A	• Credit Recovery Policy IKA

Optional Documents

Type	Document Template	Document/Link
Additional Documentation	N/A	• District Strategic Plan Extension Approval Letter • 2021-2022 Assessment Infograph • 2021-2022 Assessment Calendar 030122

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Checklist Description (Collapse All Expand All)

▪ **1. Plan Information and Stakeholders**   Not Reviewed ▾

1. Strategic Plan Information is correct and acceptable.

2. Stakeholder listing is appropriate.

▪ **2. Needs Assessment**   Not Reviewed ▾

1. Link is correct.

2. Executive Summary content is clear and acceptable.

▪ **3. Performance Goals, Interim Performance Goals, Indicators of Implementation   Not Reviewed ▾
and Action Steps**

1. All required performance goal areas have been addressed.

2. Goals are complete and appropriate.

3. Goals contain all necessary parts.

4. Action steps contain complete information and are clear and appropriate.

▪ **4. Read to Succeed**   Not Reviewed ▾

1. Responses are clear, complete and appropriate.

2. Responses are complete, clear and appropriate.

▪ **5. Gifted and Talented Required Tables**   Not Reviewed ▾

1. Responses are complete, thorough and appropriate

6. Proficiency-Based System

1. Responses are complete, clear and appropriate.

Not Reviewed ▼

7. Identification of Summer School Program Sites

1. Responses are clear, thorough and appropriate.

Not Reviewed ▼

8. Assurances

1. Responses are appropriate.

Not Reviewed ▼

9. Waiver

1. Waiver documentation correct, if applicable.

Not Reviewed ▼

10. Related Documents

1. Any uploaded documents are correct and appropriate.

Not Reviewed ▼