

LEA Strategic Plan Information

0201 - Aiken County Public School District (0201) Public District - FY 2022 - 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 Minolfo, Ph.D.

*** 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**



Needs Assessment Data

0201 - Aiken County Public School District (0201) Public District - FY 2022 - LEA Strategic Plan - Rev 0

State Report Cards for Districts and Schools

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

<https://screportcards.ed.sc.gov/overview/?q=eTOyMDIwJnQ9RCZzaWQ9MDIwMTAwMA>

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

Our 2020 Balanced Scorecard is uploaded in the related documents section.

Executive Summary of Needs Assessment Data

0201 - Aiken County Public School District (0201) Public District - FY 2022 - LEA Strategic Plan - Rev 0

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 2018 report card, 52.1% of our second grade students are on track for success in English Language Arts by the third grade. 53.1% are on track for success in Mathematics. 33.39% of students enrolling in kindergarten are ready to learn. The breakdown by domain is Social Foundation - 46.95%, Language and Literacy - 31.48%, Mathematics - 21.35%, and Physical Well-Being - 55.01%.

On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

* Elementary/Middle (3-8)

37.3% of our students scored met and exceeding on SC Ready English Language Arts compared to 41.7% statewide. 37% of our students scored met and exceeding on the mathematics portion of SC Ready compared to 44.6% statewide. Students scoring met or exceeding on SCPASS Science was 47.3% compared to 49.4% statewide. In SCPASS Social Studies, 68.4% scored met or exemplary 68.6% statewide. It is significant that 22.3% of our African American students scored met or exceeding in ELA and 22.1% in math. 26.9% of ELLs scored met or exceeding in ELA while 30.% scored met or exceeding in math. In the disabled subgroup, 5.8% scored met or exceeding in ELA. 6.8% scored met or exceeding in math.

On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

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

While it is down slightly from 90.0% the previous, Aiken's four-year graduation rate 88.9% compared to 81.0% for the state. Dropouts occur at roughly half the state-wide rate - 1.0% compared to 1.9%. 76.9% of diploma earners are college or career ready. 41.2% are college and career ready. 43.7% are college ready. 74.4 % are career ready. The percent of students in 2017-18 who met the ACT college benchmark scores were 43.8% for English, 26.9% for math, 32.4% for reading, and 23.1% for science. 15.1% met the benchmark on all four assessments. 84.6% of Aiken's students earned a National Career Readiness Certificate (NCRC). 63.3% of the NCRCs were Silver or higher. With 2958 Advanced Placement exams administered 36.9% were 3 or higher. Our average composite SAT score was 1067 compared to 1064 state-wide.

On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

*** Teacher/Administrator Quality**

On the 2018 Report Card, the percent of teachers with advanced degrees is down from 57.35 in 2016-17 to 55.8% in 2017-18. Teacher attendance is also down by 1.4% points to 92.8%. The three-year average of teachers returning from the previous year is stable with a slight decrease from 89.2% to 88.8%.

*** School Climate**

On the 2018 Report Card Survey, 55.2% of our students scored "Committed" on the Student Engagement Survey. The breakdown by domain is Cognitive - 51.7%, Behavioral - 56.6%, and Emotional - 57.4%. On the teacher, parent, and student opinion surveys, 84.6% of teachers, 77.9% of students, and 82.4% of parents were satisfied with the learning environment. 85.4% of teachers, 79% of students, and 79.3% of parents were satisfied with the social and physical environment. For school home relations, 80.4% of teachers, 80.5% of students, and 72.6% of parents were satisfied. While 81.4% of parents report that their child feels safe at school, only 64.5% believe teachers and school staff prevent or stop bullying at school.

On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

Other (such as district priorities)

The percent of ELL students who met progress toward the proficiency target is 53.9% compared to 48.6% statewide in 2018.

On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

* Gifted and Talented

18.2% of our students were served by our Gifted and Talented program in 2018. 19.1% of the students were served by our Gifted and Talented program in 2019-2020.

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Plan Items

1 Student Achievement*

Performance Goal:

By the year 2023-24, 50% of students in grades 3-8 will score met or exceeding on SC Ready in both ELA and Math.

PM 1.1 By 2021-22 39.8% of students in grades 3-8 will score met or exceeding on SC Ready ELA and 43.4% will score met or exceeding on SC Ready Math.

Analysis of Actual vs. Projected Data:

2018-2019: ELA 37.3% Math 37.0% 2019-2020: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

S 1.1.1 Benchmark 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 1.1.1.1 Benchmark Assessments

Action Step:

Benchmark assessments will be administered in ELA, Math, Science, and Social Studies at the end of the 1st, 2nd, and 3rd quarters.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

AS 1.1.1.2 Data debriefing and analysis

Action Step:

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

Person Responsible:

Phyllis Gamble, Julie Revelle, and Mendi Tucker

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 1.1.1.3 Provide reading and math intervention

Action Step:

1. Provide reading intervention via Read 180 and System 44. 2. Provide math intervention through Math 180 3. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer. 4. Provide Reading Coaches in elementary schools. 5. Reading Inventory and Math Inventory

Person Responsible:

Julie Revelle, Mendi Tucker, Phyllis Gamble, and Michelle Dove

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

AS 1.1.1.4 Provide learning opportunities that address the diverse needs of ELL students.

Action Step:

1. Develop collaborative learning groups including professional development opportunities
2. Professional development opportunities, including Universal Design for Learning approaches, on meeting the diverse needs of learners.
3. Rosetta Stone for up to 100 ELL students
4. Sheltered English I for ELL Students
5. Maintain a common delivery model for ESOL instruction including push-in for content support of State Standards

Person Responsible:

Kristy Cansler

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 1.1.1.5 Provide learning opportunities that address the diverse needs of students

Action Step:

1. Expand the implementation of school-based thematic programs such as magnet schools, schools of technology, and world language immersion.
2. Expand the number of Advanced Placement and dual enrollment courses offered to students in high schools.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

S 1.1.2 Lexile and Quantile levels measured using the Reading Inventory and Math Inventory
Evidence-Based Research:
Williamson, Gary L. (2016). Novel Interpretations of Academic Growth (JAEPR). Charlotte, NC:
University of North Carolina.

AS 1.1.2.1 Provide reading and math intervention

Action Step:

1. Provide reading intervention via Read 180 and System 44.
2. Provide math intervention through Math 180
3. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer.
4. Provide Reading Coaches in elementary schools.
5. Reading Inventory and Math Inventory

Person Responsible:

Julie Revelle, Mendi Tucker, Phyllis Gamble, and Michelle Dove

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

AS 1.1.2.2 Provide learning opportunities that address the diverse needs of ELL students.

Action Step:

1. Develop collaborative learning groups including professional development opportunities
2. Professional development opportunities, including Universal Design for Learning approaches, on meeting the diverse needs of learners.
3. Rosetta Stone for up to 100 ELL students
4. Sheltered

English I for ELL Students 5. Maintain a common delivery model for ESOL instruction including push-in for content support of State Standards

Person Responsible:

Kristy Cansler

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 1.1.2.3 Provide learning opportunities that address the diverse needs of students

Action Step:

1. Expand the implementation of school-based thematic programs such as magnet schools, schools of technology, and world language immersion. 2. Expand the number of Advanced Placement and dual enrollment courses offered to students in high schools.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

2 Student Achievement*

Performance Goal:

By the year 2023-24, 40% of African American students in grades 3-8 will score met or exceeding on SC Ready in both ELA and Math.

PM 2.1 By 2021-22 25% of African American students in grades 3-8 will score met or exceeding on SC Ready ELA and 25% will score met or exceeding on SC Ready Math.

Analysis of Actual vs. Projected Data:

2018-2019: ELA 22.3% Math 22.1% 2019-2020: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

S 2.1.1 Benchmark 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 2.1.1.1 Benchmark Assessments

Action Step:

Benchmark assessments will be administered in ELA, Math, Science, and Social Studies at the end of the 1st, 2nd, and 3rd quarters.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

AS 2.1.1.2 Data debriefing and analysis

Action Step:

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

Person Responsible:

Phyllis Gamble, Julie Revelle, and Mendi Tucker

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

S 2.1.2 Lexile and Quantile levels measured using the Reading Inventory and Math Inventory

Evidence-Based Research:

Williamson, Gary L. (2016). Novel Interpretations of Academic Growth (JAEPR). Charlotte, NC: University of North Carolina.

AS 2.1.2.1 Provide reading and math intervention

Action Step:

1. Provide reading intervention via Read 180 and System 44.
2. Provide math intervention through Math 180
3. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer.
4. Provide Reading Coaches in elementary schools.
5. Reading Inventory and Math Inventory

Person Responsible:

Julie Revelle, Mendi Tucker, Phyllis Gamble, and Michelle Dove

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

AS 2.1.2.2 Provide learning opportunities that address the diverse needs of students

Action Step:

1. Expand the implementation of school-based thematic programs such as magnet schools, schools of technology, and world language immersion. 2. Expand the number of Advanced Placement and dual enrollment courses offered to students in high schools.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

3 Student Achievement*

Performance Goal:

By the year 2023-24, 41% of English Language Learners in grades 3-8 will score met or exceeding on SC Ready in ELA and 43% will score met or exceeding in Math.

PM 3.1 By the year 2021-22, 30% of English Language Learners in grades 3-8 will score met or exceeding on SC Ready in ELA and 33% will score met or exceeding in Math.

Analysis of Actual vs. Projected Data:

2018-2019: ELA 26.9% Math 30.0% 2019-2020: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

S 3.1.1 Benchmark 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 Benchmark Assessments

Action Step:

Benchmark assessments will be administered in ELA, Math, Science, and Social Studies at the end of the 1st, 2nd, and 3rd quarters.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

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 benchmark and other data to make informed instructional decisions leading to improved student achievement.

Person Responsible:

Phyllis Gamble, Julie Revelle, and Mendi Tucker

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

S 3.1.2 Lexile and Quantile levels measured using the Reading Inventory and Math Inventory Evidence-Based Research:
Williamson, Gary L. (2016). Novel Interpretations of Academic Growth (JAEPR). Charlotte, NC: University of North Carolina.

AS 3.1.2.1 Provide learning opportunities that address the diverse needs of ELL students.

Action Step:

1. Develop collaborative learning groups including professional development opportunities 2. Professional development opportunities, including Universal Design for Learning approaches, on meeting the diverse needs of learners. 3. Rosetta Stone for up to 100 ELL students 4. Sheltered English I for ELL Students 5. Maintain a common delivery model for ESOL instruction including push-in for content support of State Standards

Person Responsible:

Kristy Cansler

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

4 Student Achievement*

Performance Goal:

By the year 2023-24, 25% of disabled students in grades 3-8 will score met or exceeding on SC Ready in both ELA and Math.

PM 4.1 By the year 2021-22, 10% of disabled students in grades 3-8 will score met or exceeding on SC Ready in both ELA and Math.

Analysis of Actual vs. Projected Data:

2018-2019: ELA 5.8% Math 6.8% 2019-2020: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

S 4.1.1 Benchmark 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 Benchmark Assessments

Action Step:

Benchmark assessments will be administered in ELA, Math, Science, and Social Studies at the end of the 1st, 2nd, and 3rd quarters.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

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 benchmark and other data to make informed instructional decisions leading to improved student achievement.

Person Responsible:

Phyllis Gamble, Julie Revelle, and Mendi Tucker

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

S 4.1.2 Lexile and Quantile levels measured using the Reading Inventory and Math Inventory

Evidence-Based Research:

Williamson, Gary L. (2016). Novel Interpretations of Academic Growth (JAEPR). Charlotte, NC: University of North Carolina.

AS 4.1.2.1 Provide reading and math intervention

Action Step:

1. Provide reading intervention via Read 180 and System 44.
2. Provide math intervention through Math 180
3. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer.
4. Provide Reading Coaches in elementary schools.
5. Reading Inventory and Math Inventory

Person Responsible:

Julie Revelle, Mendi Tucker, Phyllis Gamble, and Michelle Dove

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

AS 4.1.2.2 Provide learning opportunities that address the diverse needs of students

Action Step:

1. Expand the implementation of school-based thematic programs such as magnet schools, schools of technology, and world language immersion.
2. Expand the number of Advanced

Placement and dual enrollment courses offered to students in high schools.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 4.1.2.3 Provide learning opportunities that address the specific needs of disabled students.

Action Step:

1. Develop collaborative learning groups including professional development opportunities
2. Professional development opportunities, including Universal Design for Learning approaches, on meeting the diverse needs of learners.
3. Student Intervention Teams (SIT)
4. Preschoolers Acquiring Language Skills (PALS)
5. Accommodations Labs
6. Special Education training for support staff

Person Responsible:

Cassie Cagle

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

5 Student Achievement*

Performance Goal:

By the year 2023-24 70% of second grade students will be on track for success in third grade ELA and math as reported on the SC School Report Card.

PM 5.1 By the year 2021-22, 56.5% of second grade students will be on track for success in third grade ELA and math as reported on the SC School Report Card.

Analysis of Actual vs. Projected Data:

2018-2019: ELA 52.1% Math 53.1% 2019-2020: ELA 55.4% Math 59.1%

S 5.1.1 Lexile and Quantile levels measured using the Reading Inventory and Math Inventory Evidence-Based Research:

Williamson, Gary L. (2016). Novel Interpretations of Academic Growth (JAEPR). Charlotte, NC: University of North Carolina.

AS 5.1.1.1 Provide reading and math intervention

Action Step:

1. PK through 1st grade students will receive core reading instruction at their own instructional level via Waterford. 2. 2nd graders will receive reading intervention via Exact Path. 3. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer. 4. Provide Reading Coaches for Elementary Schools. 5. PALS (Preschoolers Acquiring Language Skills) 6. Student Intervention Teams 7. Math Inventory and Reading Inventory

Person Responsible:

Julie Revelle, Mendi Tucker, Michelle Dove, and LaToya Wiley

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

S 5.1.2 Standards-based Report Card Evidence-Based Research:

Spencer, Kyle. (2012). Standards-Based Grading: New Report Cards Aim to Make Mastery Clear. Education Digest: Essential Readings Condensed for Quick Review, v78 n3 p4-10

AS 5.1.2.1 Implement Standards-based Report Cards

Action Step:

1. Establish stakeholder working group.
2. Evaluate reliability and longitudinal validity of existing standards-based report card.
3. Research recording systems and performance-based report card credibility across the state.
4. Develop performance-based report card for all elementary grades.
5. Collect input from community and parent groups on performance-based report cards.
6. Provide professional development to teachers on performance-based report cards.
7. Implement large informational campaign to educate stakeholders.
8. Implement performance-based report cards beginning with kindergarten and adding a grade level each year.

Person Responsible:

Julie Revelle and Mendi Tucker

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

S 5.1.3 Students Participating in Language Immersion

Evidence-Based Research:

Butler Stewart, Karen. A Meta-Analysis of the Relationship between Learning a Foreign Language in Elementary School and Student Achievement. ProQuest LLC, Ed.D. Dissertation, The University of Alabama.

AS 5.1.3.1 World Language Opportunities for All Students

Action Step:

1. Establish a World Language working group to conduct research and develop a vertical 4K-12 World Language strategy. 2. Ensure at least 4 years of World Language at the high school level and build post-secondary partnerships for student transition. 3. Ensure every middle school provides world language opportunities. 4. Identify and implement ways to integrate World Languages into existing learning experiences, to include the needs of our English as Second Language students. 5. Make an effort to recruit and hire multi-lingual teachers. 6. Implement World Language immersion at the elementary level.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Year one costs for additional FTE at 3 schools	\$195,000.00

S 5.1.4 Benchmark 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 5.1.4.1 Benchmark Assessments

Action Step:

Benchmark assessments will be administered in ELA and Math at the end of the 1st, 2nd, and 3rd quarters.

Person Responsible:
Jeanie Glover
Estimated Begin Date:
8/19/2019
Estimated Completion Date:
6/1/2024

AS 5.1.4.2 Data debriefing and analysis

Action Step:

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

Person Responsible:
Phyllis Gamble, Julie Revelle, and Mendi Tucker
Estimated Begin Date:
7/1/2019
Estimated Completion Date:
6/30/2024

6 Student Achievement*

Performance Goal:

By the year 2023-24 the percent of students scoring C or better on the EOC assessment will be 70% for English and 80% for Algebra.

PM 6.1 By the year 2021-22 the percent of students scoring C or better on the EOC assessment will be 59.5% for English and 70.5% for Algebra.

Analysis of Actual vs. Projected Data:

2019-2020: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

S 6.1.1 Benchmark 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 6.1.1.1 Develop strategic partnerships

Action Step:

Maintain and expand partnerships with Ruth Patrick Science Center, USC-Aiken, Aiken Technical College, Public Education Partners, and the State Department of Education to support expanded classroom experiences.

Person Responsible:

Mike Rosier

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 6.1.1.2 Benchmark Assessments

Action Step:

Benchmark assessments will be administered in EOC courses at the end of the 1st, 2nd, and 3rd quarters.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

AS 6.1.1.3 Data debriefing and analysis

Action Step:

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

Person Responsible:

Phyllis Gamble and Bert Postell

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

S 6.1.2 Lexile and Quantile levels measured using the Reading Inventory and Math Inventory Evidence-Based Research:

Williamson, Gary L. (2016). Novel Interpretations of Academic Growth (JAEPR). Charlotte, NC: University of North Carolina.

AS 6.1.2.1 Provide reading and math intervention

Action Step:

1. Provide reading intervention via Read 180 and System 44. 2. Provide math intervention through Math 180 3. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer. 4. Provide Reading Coaches in elementary schools. 5. Reading Inventory and Math Inventory

Person Responsible:

Michelle Dove, Phyllis Gamble, and Bert Postell

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2024

AS 6.1.2.2 Provide learning opportunities that address the diverse needs of students

Action Step:

1. Expand the implementation of school-based thematic programs such as magnet schools, schools of technology, and world language immersion. 2. Expand the number of Advanced Placement and dual enrollment courses offered to students in high schools.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

7 Student Achievement*

Performance Goal:

The four-year cohort graduation rate will increase from 88.9% in 2017-18 to 92% in 2023-24.

PM 7.1 The four-year cohort graduation rate will increase from 88.9% in 2017-18 to 90% in 2019-20.

Analysis of Actual vs. Projected Data:

2018-2019: 88.9% 2019-2021: 91.2%

S 7.1.1 Four Year Graduation Rate

Evidence-Based Research:

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

AS 7.1.1.1 Provide opportunities for students to become college and career ready.

Action Step:

1. Career focused course offerings beginning in the middle school 2. Strategic partnerships with business and industry 3. Expanded Work-Based Learning (WBL) experiences 4. Jump start program - paid summer internships

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 7.1.1.2 High Schools that Work

Action Step:

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

Person Responsible:

Bert Postell

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

6/30/2024

AS 7.1.1.3 Virtual Opportunities

Action Step:

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

Person Responsible:

Michelle Dove

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

6/30/2024

AS 7.1.1.4 Provide reading intervention

Action Step:

1. Provide reading intervention via Read 180 and System 44. 2. Provide school based and in home instructional intervention opportunities before, during, and after school and during the summer.

Person Responsible:

Bert Postell and Michelle Dove

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/11/2024

8 School Climate*

Performance Goal:

By the year 2023-24 80% of students surveyed will score "committed" on the Student Engagement Survey.

PM 8.1 By the year 2019-20 the percent of students scoring "committed" on the Student Engagement Survey will increase from 55.2% to 64%.

Analysis of Actual vs. Projected Data:

2018-2019: 55.2% 2019-2020: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

S 8.1.1 Student Engagement Survey Evidence-Based Research:

Parsons, Seth A.; Nuland, Leila Richey; Parsons, Allison Ward (2014). The ABCs of Student Engagement. Phi Delta Kappan, v95 n8

AS 8.1.1.1 Promote the attributes of a "premier Student."

Action Step:

Informational campaign designed to encourage students to express these attributes:
Perseverance, involvement, engagement, knowledge application, studiousness, discipline, technology focus, goal orientation, and life long learning.

Person Responsible:

Mike Rosier

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 8.1.1.2 Implement initiatives focusing on a culture of quality

Action Step:

1. Community Day of Caring 2. Student, staff, and community recognition at school board meetings 3. Participate in charity drives 4. Promote service organizations in our schools 5. Elevate the importance of the roles of SIC and PTO 6. Various advisory committees consisting of students, teachers, parents, clergy, business, and other community members 7. Partner with city and county governments in character education programs 8. Emphasize the Profile of the South Carolina Graduate

Person Responsible:

Dr. Salvatore Minolfo and Dr. Corey Murphy

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 8.1.1.3 Promote community service

Action Step:

1. Encourage service organizations in schools 2. Incentives for volunteering 3. Include community needs and service project ideas on the district website 4. Develop and age-appropriate framework for student community service 5. Compile and promote through the district web page and social media a variety of service learning opportunities 6. Recognize service learning milestones 7. Identify and recommend service learning hours

Person Responsible:

Mike Rosier, Sharon Worley, Bert Postell, Phyllis Gamble

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 8.1.1.4 Expand Mentoring Programs

Action Step:

1. High-quality, district-wide process and program for school-based mentoring for students Designate/hire a District mentoring coordinator. Provide National Mentoring Partnership training and research best practices/programs. Complete a District-wide assessment of current school-based mentoring programs. Complete a District-wide assessment of current community mentoring programs offering/providing services to ACPSD students. Review and Develop District-wide models/policies/procedures/training/forms/evaluation process for school-based mentoring programs. Acknowledge new opportunities and answer existing challenges. 2. Enhanced mentoring opportunities for students through community partners Create a District-Community Mentoring Team. Designate/Identify District team members from across grade levels and including all student groups. Recruit/Identify a community nonprofit (not currently running a mentoring program) to serve as a community mentoring liaison. Use a Collective Impact Model to build collaboration and consensus in support of a District-wide school-based mentoring program through clarity of purpose/goals/process.

Person Responsible:

Johnny Spears

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2022

S 8.1.2 Secure, flexible, state-of-the-art learning environments

Evidence-Based Research:

Kariippanon, Katharina E.; Cliff, Dylan P.; Lancaster, Sarah L.; Okely, Anthony D.; Parrish, Anne-Maree. (2018). Perceived Interplay between Flexible Learning Spaces and Teaching, Learning and Student Wellbeing. Learning Environments Research, v21 n3

AS 8.1.2.1 Update and maintain facilities

Action Step:

1. Utilize the 1% sales tax to complete specific projects in conjunction with other capital funds.
2. Utilize bond referendum funds to complete specific projects in conjunction with other capital funds
3. Expand and upgrade technology through the five-year technology plan
4. Continue to explore 1:1 technology options
5. Make safety upgrades to all existing facilities and include them in all new construction and renovations

Person Responsible:

Dr. Corey Murphy

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 8.1.2.2 Flexible learning environments

Action Step:

1. Explore the concept of year-round school
2. Comprehensive alternative learning environment
3. Common service delivery model for ELL students
4. Common service delivery model for academically and artistically GT students
5. Continue to explore 1:1 computing options
6. Expand the Aiken County Virtual Academy (ACVA)
7. Identify and expand thematic programs in all schools

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

6/30/2024

9 School Climate*

Performance Goal:

By the year 2023-24 90% 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

PM 9.1 By the year 2021-22 at least 80% 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:

2019-2020: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

S 9.1.1 Survey Responses

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, Jørn; 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 Teacher Appreciation Efforts

Action Step:

1. Amp the Appreciation - Downtown Aiken Event
2. One Team Pep Rally
3. Teacher of the Year
4. First Year Teacher of the Year

Person Responsible:

Mike Rosier and Jennifer Hart

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

6/30/2024

AS 9.1.1.2 Promote positive youth development

Action Step:

1. Leader in Me 2. Continue comprehensive community review of Code of Conduct
3. Regular review of individual graduation plans
4. Engage Advisory Councils in positive youth development
5. Training on family engagement

Person Responsible:

Dr. Corey Murphy

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

6/30/2024

AS 9.1.1.3 Choice options for parents and students

Action Step:

Thematic and magnet programs including language immersion, arts, leadership, advanced placement, Cambridge, STEM, STEAM, and early college.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 9.1.1.4 Parent and community involvement in schools

Action Step:

1. Literacy, technology, and other training opportunities for parents and the community 2. 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. 3. Workshops to include bullying, Parent Portal, homework, school and district web page navigation, volunteering 4. Expand advisory committees to include constituencies such as manufacturing, professional, civic, and other organizations

Person Responsible:

Jeanie Glover and Dr. Salvatore Minolfo

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 9.1.1.5 Improve communication

Action Step:

1. Maintain the board's communication committee 2. Increase the use of web communication and social media 3. Regular town hall meetings around the district

Person Responsible:

Mike Rosier

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 9.1.1.6 Implement recommendations from stakeholder committees

Action Step:

From time to time the board or the administration appoints committees (ex: Salary committee, work load and job task analysis committee, retention committee, discipline committee, communications committee, etc.). Recommendations from these committees will receive appropriate attention and where possible and in keeping with its strategic priorities will be implemented by the district.

Person Responsible:

Senior Staff

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

10 Teacher/Administrator Quality*

Performance Goal:

The percentage of teachers with advanced degrees as reported on the school report card will increase from 55.8% in 2017-18 to 60% in 2023-24.

PM 10.1 The percentage of teachers with advanced degrees as reported on the school report card will increase from 56.6% in 2019-20 to 57.7% in 2021-22.

Analysis of Actual vs. Projected Data:

2018-2019: 55.8% 2019-2020: 56.6%

S 10.1.1 Degree/endorsement attainment

Evidence-Based Research:

Snoek, Marco; Knezic, Dubravka; Van Den Berg, Emina; Emmelot, Yolande; Heyma, Arjan; Sligte, Henk Impact of In-Service Master of Education Programmes on Teachers and Their Working Environment. European Journal of Teacher Education, v41 n5 p620-637 2018

AS 10.1.1.1 Math Masters Cohort

Action Step:

Two-year learning cohort designed specifically to advance the teaching and learning of mathematics leading to a Master's degree from the University of South Carolina in Columbia. All coursework delivered either on-site in Aiken County or online.

Person Responsible:

Jeanie Glover

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2021

Funding Application	Grant	Notes	Amount
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Other	Other	Corporate partnership	\$250,000.00
<p>AS 10.1.1.2 Coursework support</p> <p>Action Step: Provide funding for Read to Succeed, ESOL, GT, and other courses leading to endorsements</p> <p>Person Responsible: Kristy Cansler</p> <p>Estimated Begin Date: 7/1/2019</p> <p>Estimated Completion Date: 6/30/2024</p>	<p>S 10.1.2 Professional Development</p> <p>Evidence-Based Research: Measuring the Quality of Professional Development Training. Gaumer Erickson, Amy S.; Noonan, Patricia M.; Brussow, Jennifer; Supon Carter, Kayla. Professional Development in Education, v43 n4 p685-688 2017</p>	<p>AS 10.1.2.1 Professional Development Management</p> <p>Action Step: Individualized professional development monitored and recorded in an automated management system. Since all experiences are recorded in the system, teachers and their supervisors will have the ability to goal set for degree attainment.</p> <p>Person Responsible: Jennifer Hart</p> <p>Estimated Begin Date:</p>	

7/2/2019

Estimated Completion Date:

6/30/2021

AS 10.1.2.2 Systematic Evaluation Process

Action Step:

Create a systematic evaluation process tailored to support growth and capacity building for all positions.

Person Responsible:

Jennifer Hart

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2021

AS 10.1.2.3 Leadership Training

Action Step:

1. Leadership Summit 2. 18 month Leadership cohorts for department heads, assistant principals, and teachers 3. Ongoing PD on quality standards-based curriculum, creating formative assessments, and providing differentiated instruction, school improvement, and management skills

Person Responsible:

Senior Staff

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

11 Teacher/Administrator Quality*

Performance Goal:

By the year 2023-24 95% of teachers, administrators, and other professional staff will be fully certified and maintain all appropriate endorsements for their positions (R2S, GT, ESOL, AP, etc.).

PM 11.1 By the year 2021-22 78% of teachers, administrators, and other professional staff will be fully certified and maintain all appropriate endorsements for their positions (R2S, GT, ESOL, AP, etc.).

Analysis of Actual vs. Projected Data:

2018-2019: 2019-2020:

S 11.1.1 Balanced Scorecard Evidence-Based Research:

Kaplan, R.S. & Norton, D.P., Harvard University (1992) Driving Improvement with a Balanced Scorecard, Cowart, Scott K. School Administrator, v67 n2 p16-19 Feb 2010 Teacher Certification and Academic Growth among English Learner Students in the Houston Independent School District. REL 2018-284. Ruiz de Castilla, Verónica. Regional Educational Laboratory Southwest Choice, Challenge, and Collaboration: Giving Teachers of Gifted Students What They Need in Professional Development Green, Bonnie Rhyne. ProQuest LLC, Ph.D. Dissertation, Mercer University

AS 11.1.1.1 Recruit innovative, quality professionals

Action Step:

1. Recruitment specialist 2. Aggressive system of recruitment to include local, state, and nationwide searches 3. Expand and nurture relationships with USCA, CERRA, and other teacher/administrator pipelines 4. Explore the possibility of adding one to two days to induction teacher contracts for training and orientation.

Person Responsible:

Jennifer Hart

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 11.1.1.2 Retain innovative, quality professionals

Action Step:

1. Professional development coordinator 2. Purposeful professional growth that is individualized and monitored 3. Evaluation and review processes designed to support growth and build capacity 4. Expand and promote staff recognition programs 5. Expand mentoring program beyond induction year

Person Responsible:

Jennifer Hart

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

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

Performance Goal:

By the year 2023-2024, the percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on ELA on SCReady will increase by 10%.

PM 12.1 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:

2019-2020: SCREADY was not administered in 2019-2020 due to the COVID-19 pandemic.

S 12.1.1 SCReady ELA scores
Evidence-Based Research:

Van Tassel-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 12.1.1.1 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:

Brian Gibbons

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

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

Performance Goal:

By the year 2023-2024, the percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on Math on SCReady will increase by 10%.

PM 13.1 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:

2019-2020: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

S 13.1.1 SCReady math scores

Evidence-Based Research:

Evidence-Based Research: Van Tassel-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 attitude? Performance trends of top student. Retrieved from <http://eric.ed.gov>

AS 13.1.1.1 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:

Brian Gibbons

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

6/30/2024

14 Gifted and Talented: Other (District Plan Only)

Performance Goal:

By the year 2023-2024, the percentage of students state identified as Gifted and Talented in grades 3-8 will increase by 5%.

PM 14.1 By 2021, the number of gifted and talented students will increase by 2.5%.

Analysis of Actual vs. Projected Data:

2018-2019: 20.8% 2019-2020: 19.1%

S 14.1.1 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 14.1.1.1 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:

Brian Gibbons

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2024

AS 14.1.1.2 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:

Brian Gibbons

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

6/30/2024

Gifted and Talented Required Tables

0201 - Aiken County Public School District (0201) Public District - FY 2022 - 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	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district utilizes trial placement (1 year conditional placement) for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input type="checkbox"/>	<input type="checkbox"/>
	6-8	<input type="checkbox"/>	<input type="checkbox"/>
	9-12	<input type="checkbox"/>	<input type="checkbox"/>
The district utilizes a local identification process (local criteria rubric) for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9-12	<input type="checkbox"/>	<input type="checkbox"/>
The district utilizes a formal withdrawal policy for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Gifted and Talented Scope and Sequence

		K	1	2	3	4	5	6	7	8	9	10	11	12
A gifted and talented scope and sequence is utilized in the following grades for:	Academic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Artistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		K	1	2	3	4	5	6	7	8	9	10	11	12
Formal gifted and talented curriculum is utilized in the following grades for:	Academic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Artistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Gifted and Talented Grades of Academic Service

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

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

9	Curriculum Used	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)
10	Curriculum Used	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)
11	Curriculum Used	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)
12	Curriculum Used	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)	AP / Honors College Board / ACPSPD Curriculum (teac)

Gifted and Talented Grades of Artistic Services

Model Used:

Summer Program


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

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

9	Curriculum Used	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)
10	Curriculum Used	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)
11	Curriculum Used	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)
12	Curriculum Used	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD Curriculum (teacher-created)	ACPSD 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	 2020-2021 GTA Brochure

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

Proficiency-Based System

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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 2012-13 was 78.5%. The graduation rate has increased to 90% for 2016-17. The student retention rate for 2012-13 was 2.1%. The retention rate dropped to 1.8% in 2017. The drop-out rate for 2012 was 3.8%. It has decreased to 2% in 2017.

*** 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, and in limited cases APEX 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 of 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.) Due 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 and 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 options 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/assessments 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.**

Dustin Fowler, Curriculum Technology Specialist.

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

Melissa Allgood- 179496

Melissa Bauers- 222732

Brandon Beaulieu- 230540

Charles Bell- 193515

Virginia (Jenny) Browder- 257677

Rebecca Dubose- 246013

Christopher Emerling- 207656

Dustin Fowler- 233043

Alison Gibson- 239096

Christine Gregory- 297117

Rebekah Hannon- 231360

John Hostetler 251611

Kayla Hostetler 251650

Alvina Jackson 258394

Kari Ledbetter 163808

Carolyn McCurdy 247131

Tiffany Middlebrooks 905141

Joseph (Joey) Middlebrooks 196606

David Mihoulides 177034

Neil Nelson 257617

Melissa Overcash 256023

Stephanie Ramey 236134

Patricia (Patty) Toepke 153017

Paul Vance 230910

Tara-Wessinger Hanna 217425

Jennifer Wilson 262976

Sandra Zeller 265719

Identification of Summer School Program Sites

0201 - Aiken County Public School District (0201) Public District - FY 2022 - LEA Strategic Plan - Rev 0

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
*	*	*	* Select... ▼	* Select... ▼	* Select... ▼

Assurances

0201 - Aiken County Public School District (0201) Public District - FY 2022 - LEA Strategic Plan - Rev 0

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))**

* <input type="checkbox"/> Yes <input type="checkbox"/>	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).
* <input type="checkbox"/> Yes <input type="checkbox"/>	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).
* <input type="checkbox"/> Yes <input type="checkbox"/>	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.
* <input type="checkbox"/> Yes <input type="checkbox"/>	Staff Development

	<p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Technology</p> <p>The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Innovation</p> <p>The district funds innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Collaboration</p> <p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Developmental Screening</p> <p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Half-Day Child Development</p> <p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Developmentally Appropriate Curriculum for PreK-3</p>

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

	<p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Third Grade Retention</p> <p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Reading Coaches</p> <p>The district supports school based reading coaches in every elementary school.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Interventions</p> <p>The district provides interventions based on data for all identified students.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Summer Reading Camps</p> <p>The district offers summer reading camps for identified students.</p>
<p>Gifted and Talented</p>	
<p>Gifted and Talented Assurances (SBE Regulation 43-220)</p>	
<p>The district serves:</p>	
<p>* <input type="text" value="Yes"/></p>	<p>Academically gifted and talented students in elementary school (grades 3-5).</p>
<p>* <input type="text" value="Yes"/></p>	<p>Academically gifted and talented students in middle school (grades 6-8).</p>
<p>* <input type="text" value="Yes"/></p>	<p>Academically gifted and talented students in high school (grades 9-12).</p>

* 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;
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* 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.
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Staffing Requirement

The district must:	
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* Yes ▼	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
* Yes ▼	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. (A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)
* Yes ▼	Provide planning times for Gifted and Talented teachers. The standard is 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.

Provide comments on why any of the gifted and talented assurances above are not met:

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

<input type="checkbox"/>	<input type="checkbox"/>	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy.
<input type="checkbox"/>	<input type="checkbox"/>	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:		
<input type="checkbox"/>	<input type="checkbox"/>	Explains how the needs assessment substantiates the district's Proficiency-Based System;
<input type="checkbox"/>	<input type="checkbox"/>	Describes the subject area course procedures for the high school proficiency-based credits the district will implement;
<input type="checkbox"/>	<input type="checkbox"/>	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;
<input type="checkbox"/>	<input type="checkbox"/>	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;
<input type="checkbox"/>	<input type="checkbox"/>	Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required;
<input type="checkbox"/>	<input type="checkbox"/>	Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
<input type="checkbox"/>	<input type="checkbox"/>	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
<input type="checkbox"/>	<input type="checkbox"/>	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.

* <input type="checkbox"/>	Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.
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Terms and Conditions for State Awards Assurances

As the district superintendent, I certify that this applicant:	
* <input type="checkbox"/>	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.
* <input type="checkbox"/>	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.
* <input type="checkbox"/>	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.
* <input type="checkbox"/>	Will comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
* <input type="checkbox"/>	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.
* <input type="checkbox"/>	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.

* Yes ▼	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
* Yes ▼	Will comply with the Ethics, Government Accountability, and Campaign Reform Act [S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2016)].
* Yes ▼	Will comply with the Drug Free Workplace Act [S.C. Code Ann. § 44-107-10 et seq. (Supp. 2016)] if the amount of this award is \$50,000 or more.

Terms and Conditions

* Yes ▼	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
* Yes ▼	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and 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.</p>
* Yes ▼	<p>Reduction in Budgets and Negotiations</p>

	<p>The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.</p>
* <input type="checkbox"/> Yes <input type="checkbox"/> ▼	<p>Amendments to Grants</p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
* <input type="checkbox"/> Yes <input type="checkbox"/> ▼	<p>Use of Grant Funds</p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
* <input type="checkbox"/> Yes <input type="checkbox"/> ▼	<p>Submission of Expenditure Reports</p> <p>Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for January 1 through March 30 must be filed by May 15).</p>
* <input type="checkbox"/> Yes <input type="checkbox"/> ▼	<p>Obligation of Grant Funds</p> <p>Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty days after the end of the grant period.</p>
* <input type="checkbox"/> Yes <input type="checkbox"/> ▼	<p>Deobligation of Funds</p> <p>After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
* <input type="checkbox"/> Yes <input type="checkbox"/> ▼	<p>Documentation</p>

	<p>The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims".</p>
<p>* <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Travel Costs</p> <p>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.</p>
<p>* <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Honoraria</p> <p>Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
<p>* <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Reports</p> <p>The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
<p>* <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Copyright</p> <p>The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
<p>Certification Regarding Suspension and Debarment</p>	

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.
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* Yes ▼

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.

Waiver

0201 - Aiken County Public School District (0201) Public District - FY 2022 - 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 Waiver 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)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation 43-205	

Other:	SBE Regulation Regulation 43-232 and 43-234	
Other:	SBE Regulation SBE Regulation 43-234	