

District Strategic Plan Signature Page

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

District:	Anderson 2
SIDN:	0402
Plan Submission:	School utilizes Cognia
Address 1:	10990 Belton-Honea Path Highway
Address 2:	
City:	Honea Path, SC
Zip Code:	29654
District Plan Contact Person:	Russell Clark
District Plan Contact Phone:	864 369 4607
District Plan E-mail Address:	Rclark@asd2.org

Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Donald Andrews</u> Printed Name	<u>Donald E. Andrews</u> Signature	<u>3-4-21</u> Date
Chairperson, District Board of Trustees		
<u>James Ouzts</u> Printed Name	<u>James Ouzts</u> Signature	<u>3-4-21</u> Date
District Read To Succeed Literacy Leadership Team Lead		
<u>Lana Major</u> Printed Name	<u>Lana Major</u> Signature	<u>3-4-21</u> Date
District Gifted and Talented Coordinator		
<u>Lana Major</u> Printed Name	<u>Lana Major</u> Signature	<u>3-4-21</u> Date
District Strategic Planning Contact Person		
<u>Russell Clark</u> Printed Name	<u>Russell Clark</u> Signature	<u>3-4-21</u> Date

School Renewal Plan Cover Page

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

School Name:	Belton Elementary
SIDN:	0402013
Plan Submission:	School utilizes Cognia
Grade Span:	3 To 5
District:	Anderson 2
Address 1:	202 Watkins Street
Address 2:	
City:	Belton, SC
Zip Code:	29627
School Renewal Plan Contact Person:	Tracy S. Hedrick
School Plan Contact Phone:	8643387738
School Plan E-mail Address:	thedrick@asd2.org

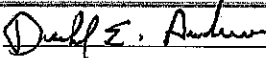
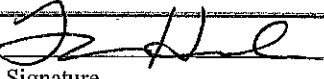
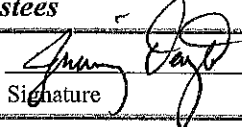
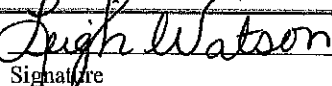
Required Signature Page

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Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Donald Andrews</u> Printed Name	 Signature	<u>3-11-21</u> Date
Principal		
<u>Tracy Hedrick</u> Printed Name	 Signature	<u>3/2/2021</u> Date
Chairperson, District Board of Trustees		
<u>Jimmy Ouzts</u> Printed Name	 Signature	<u>3-4-21</u> Date
Chairperson, School Improvement Council		
<u>Jason Dorriety</u> Printed Name	 Signature	 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Leigh Watson</u> Printed Name	 Signature	<u>3/3/2021</u> Date

School Renewal Plan Cover Page (Mandated Component)

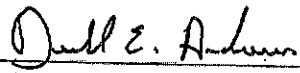
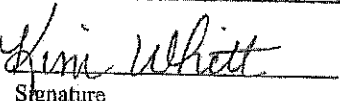
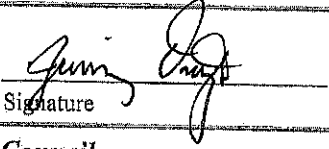
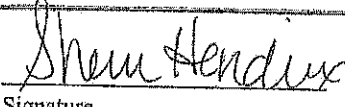
Renewal Plan for 5 Year Cycle: 2021/22 to 2025/26

School Name:	Wright Elementary
SIDN:	0402021
Plan Submission:	School utilizes Cognia
Grade Range From:	K To 5
District:	Anderson 2
Address 1:	1136 Wright School Road
Address 2:	
City:	Belton, SC
Zip Code:	29654
School Renewal Plan Contact Person:	Kim Whitt
Contact Phone:	864-296-1776
E-mail Address:	kwhitt@asd2.org

Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. § 59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures

<u>Superintendent</u>		
<u>Donald Andrews</u> Printed Name	 Signature	<u>3-11-21</u> Date
<u>Principal</u>		
<u>Kim Whitt</u> Printed Name	 Signature	<u>2/23/2021</u> Date
<u>Chairperson, District Board of Trustees</u>		
<u>Jimmy Ouzts</u> Printed Name	 Signature	<u>3-4-21</u> Date
<u>Chairperson, School Improvement Council</u>		
<u>Sherri Hendrix</u> Printed Name	 Signature	<u>2-23-21</u> Date
<u>School Read To Succeed Literacy Leadership Team Lead</u>		

<u>Cacy Rice</u> Printed Name	<u>Cacy Rice</u> Signature	<u>2/23/21</u> Date
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School Renewal Plan Cover Page

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

School Name:	Honea Path Elementary
SIDN:	0402018
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Anderson 2
Address 1:	806 E. Greer St.
Address 2:	
City:	Honea Path, SC
Zip Code:	29654
School Renewal Plan Contact Person:	Jeremy Sauceman
School Plan Contact Phone:	864-369-7612
School Plan E-mail Address:	jsauceman@asd2.org

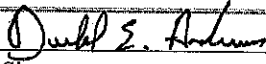
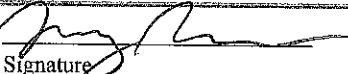
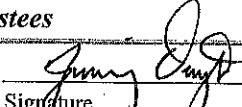
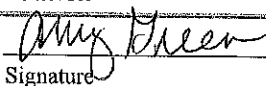
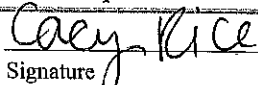
Required Signature Page

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Assurances for the School Renewal Plans

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Required Printed Names and Signatures

Superintendent		
<u>Donald Andrews</u> Printed Name	 Signature	<u>3-11-21</u> Date
Principal		
<u>Jeremy Sauceman</u> Printed Name	 Signature	<u>03/04/2021</u> Date
Chairperson, District Board of Trustees		
<u>Jimmy Ouzts</u> Printed Name	 Signature	<u>3-4-21</u> Date
Chairperson, School Improvement Council		
<u>Amy Green</u> Printed Name	 Signature	<u>3/5/2021</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Cacy Rice</u> Printed Name	 Signature	<u>3/4/2021</u> Date

School Renewal Plan Cover Page

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

School Name:	Belton Middle
SIDN:	0402014
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Anderson 2
Address 1:	102 Cherokee Rd.
Address 2:	
City:	Donalds, SC
Zip Code:	29638
School Renewal Plan Contact Person:	Josh Burton
School Plan Contact Phone:	864-369-4712
School Plan E-mail Address:	jburton@asd2.org

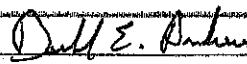
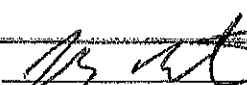
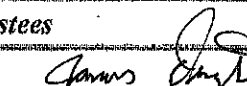
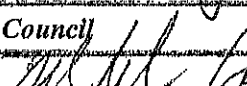
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Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Donald Andrews</u> Printed Name	 Signature	3-11-21 Date
<i>Principal</i>		
<u>Josh Burton</u> Printed Name	 Signature	 Date
<i>Chairperson, District Board of Trustees</i>		
<u>James Ouzts</u> Printed Name	 Signature	3-4-21 Date
<i>Chairperson, School Improvement Council</i>		
<u>Felicia Robinson Jones</u> Printed Name	 Signature	 Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Jennie Smith</u> Printed Name	 Signature	 Date

School Renewal Plan Cover Page

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

School Name:	Honea Path Middle
SIDN:	0402019
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Anderson 2
Address 1:	107 Brock Avenue
Address 2:	
City:	Honea Path, SC
Zip Code:	29654
School Renewal Plan Contact Person:	John Michael Hall
School Plan Contact Phone:	864-369-7641
School Plan E-mail Address:	jmhall@asd2.org

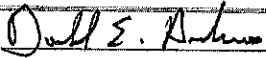
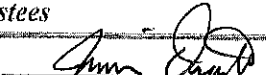
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Assurances for the School Renewal Plans

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Required Printed Names and Signatures

Superintendent		
<u>Mr. Donald Andrews</u> Printed Name	 Signature	<u>3-11-21</u> Date
Principal		
<u>Mr. John Michael Hall</u> Printed Name	 Signature	<u>3/8/21</u> Date
Chairperson, District Board of Trustees		
<u>Mr. Jimmy Ouzts</u> Printed Name	 Signature	<u>3-4-21</u> Date
Chairperson, School Improvement Council		
<u>Mrs. Stephanie Covan</u> Printed Name	 Signature	 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Mrs. Jan Mundy</u> Printed Name	 Signature	 Date

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27

School Name:	Belton Honea Path High
SIDN:	0402012
Plan Submission:	
Grade Span:	9 To 12
District:	Anderson 2
Address 1:	1699 Legion Lake Rd.
Address 2:	
City:	Honea Path, SC
Zip Code:	29654
School Renewal Plan Contact Person:	Mary Boarts
School Plan Contact Phone:	864-369-7382
School Plan E-mail Address:	mboarts@asd2.org

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

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Required Printed Names and Signatures

Superintendent		
<u>Donald Andrews</u> Printed Name	<u>Donald E. Andrews</u> Signature	<u>3-11-21</u> Date
Principal		
<u>Mary Boarts</u> Printed Name	<u>Mary Boarts</u> Signature	<u>3/3/2021</u> Date
Chairperson, District Board of Trustees		
<u>Jimmy Ouzts</u> Printed Name	<u>Jimmy Ouzts</u> Signature	<u>3-4-21</u> Date
Chairperson, School Improvement Council		
<u>Stephanie Covan</u> Printed Name	<u>Stephanie A. Covan</u> Signature	<u>3/4/21</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Ann Dorriety</u> Printed Name	<u>Ann Dorriety</u> Signature	<u>3/3/2021</u> Date

School Renewal Plan Cover Page

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

School Name:	Marshall Primary
SIDN:	0402015
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 2
District:	Anderson 2
Address 1:	218 Bannister Street
Address 2:	
City:	Anderson, SC
Zip Code:	29627
School Renewal Plan Contact Person:	Shelly Blalock
School Plan Contact Phone:	864-369-4716
School Plan E-mail Address:	kblalock@asd2.org

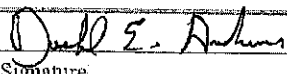
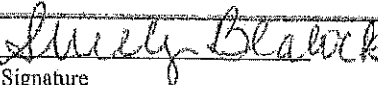
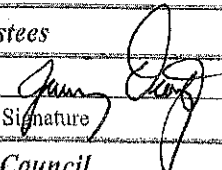
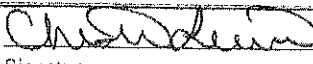
Required Signature Page

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Assurances for the School Renewal Plans

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Required Printed Names and Signatures

Superintendent		
<u>Donald Andrews</u> Printed Name	 Signature	<u>3-11-21</u> Date
Principal		
<u>Shelly Blalock</u> Printed Name	 Signature	<u>2/22/2021</u> Date
Chairperson, District Board of Trustees		
<u>Jimmy Ouzts</u> Printed Name	 Signature	<u>3-4-21</u> Date
Chairperson, School Improvement Council		
<u>Allison Bryant</u> Printed Name	 Signature	<u>2/22/2021</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Christine Lewis</u> Printed Name	 Signature	<u>2/22/2021</u> Date

Assurances for District Strategic Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
Yes	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60.
Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 <i>et seq.</i>) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Yes	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
District Proficiency-Based System	
(SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

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

Assurances and Terms and Conditions for State Awards

As the district superintendent of Anderson 2, I certify that this applicant:

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

Terms and Conditions

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

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

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Donald Andrews
2.	Principal	Joshua Burton
3.	Teacher	Anna Bannister
4.	Parent/Guardian	Rhonda Gregory
5.	Community Member	Jan King Bratcher
6.	Private School Representative	None
7.	District Level Administrator	Lester McCall
8.	Paraprofessional	Donnittia Robinson
9.	District Read To Succeed Literacy Leadership Team Lead	Lana Major
10.	District Read To Succeed Literacy Leadership Team Member	Cacy Rice
11.	School Improvement Council Member	Stephanie Covan
12.	District Gifted and Talented Coordinator	Lana Major
13.	District Federal Programs Coordinator	Lana Major
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed		
	Principal	John Michael Hall
	Principal	Kimberly Whitt
	Principal	Jeremy Sauceman
	Principal	Shelly Blalock
	Principal	Mary Boarts
	Principal	Tracy Hedrick
	Teacher	Warren Simpson
	Teacher	Ann Dorriety
	Teacher	Allison Bryant
	Teacher	Stacy Huff
	Teacher	Beth Dabney
	District Level Administrator	Tara Brice
	District Level Administrator	Tiffany Hopkins
	District Level Administrator	Teresa Phillips
	School Improvement Council Member	Sara Kotula

	District Read To Succeed Literacy Leadership Team Member	Michelle Claymore
	District Read To Succeed Literacy Leadership Team Member	Jan Munday

District Requested Strategic Plan Waiver

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

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

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>



Not Applicable

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

DISTRICT OR SCHOOL PLAN

TABLE OF CONTENTS

Plan Signature Page

Assurances for Plans

Stakeholders Involvement for Plan

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed

Gifted and Talented Required Tables *(Districts only)*

District Proficiency-Based System *(Districts only)*

District Summer School Programs Site Identification *(Districts only)*

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent State Report Card: [Anderson School District Two](#)

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

Note: 2019-2021 Diagnostic was completed in December 2019 due to COVID-19 shut down.

Diagnostic Results



School All Schools
 Subject Reading
 Academic Year 2019 - 2020
 Diagnostic Final Diagnostic
 Prior Diagnostic None
 Placement Definition Standard View

Switch Table View

Show Results By

Needs Analysis By Domain

Grade

Showing 3 of 13

Multi	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	On or Above	One Below	Two or More Below	PA	PH	HFW	VOC	LIT	INFO	
Grade K	60%	40%	0%	40%	53%	53%	47%	28%	33%	224/227
Grade 1	31%	67%	2%	43%	65%	56%	67%	65%	61%	270/277
Grade 2	43%	45%	12%	14%	64%	24%	69%	52%	55%	242/244

Diagnostic Results



School All Schools
Subject Reading
Academic Year 2018 - 2019
Diagnostic Final Diagnostic
Prior Diagnostic None
Placement Definition Standard View

Switch Table View

Show Results By

Needs Analysis By Domain

Grade

Showing 3 of 13

Multi	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	On or Above	One Below	Two or More Below	PA	PH	HFW	VOC	LIT	INFO	
Grade K	91%	9%	0%	13%	18%	29%	23%	12%	13%	275/279
Grade 1	69%	29%	1%	22%	37%	27%	38%	35%	34%	285/286
Grade 2	63%	31%	6%	9%	47%	19%	46%	35%	37%	248/249

Diagnostic Results



School All Schools
Subject Reading
Academic Year 2017 - 2018
Diagnostic Final Diagnostic
Prior Diagnostic None
Placement Definition Standard View

Switch Table View

Show Results By

Needs Analysis By Domain

Grade

Showing 3 of 13

Multi	Overall Grade-Level Placement			Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	On or Above	One Below	Two or More Below	PA	PH	HFW	VOC	LIT	INFO	
Grade K	86%	14%	0%	15%	26%	23%	21%	17%	17%	288/289
Grade 1	64%	35%	0%	28%	34%	27%	42%	35%	35%	260/260
Grade 2	68%	29%	3%	6%	43%	11%	42%	27%	26%	279/279

PALs 4K Assessment

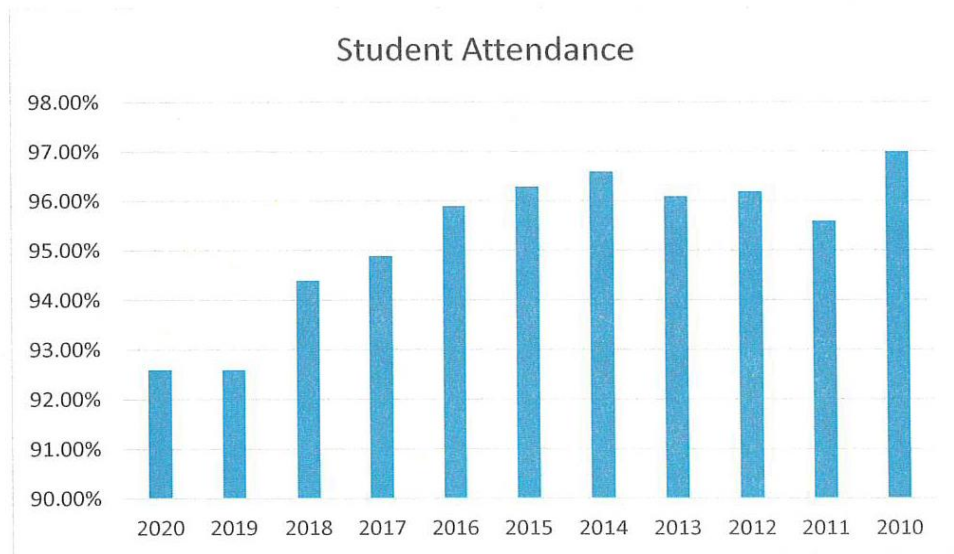
Summary - End of Year 2016-17	Name Writing	Alphabet - Upper	Alphabet - Lower	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
Total # of students tested	121	121	121	121	121	121	121	121
Students who met or exceeded Spring Dev. Range	105	106	114	115	105	92	100	110
% of student who met or exceeded Spring Dev. Range	86.8%	87.6%	94.2%	95.0%	86.8%	76.0%	82.6%	90.9%
Summary - End of Year 2017-18	Name Writing	Alphabet - Upper	Alphabet - Lower	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
Total # of students tested	126	126	126	126	126	126	126	126
Students who met or exceeded Spring Dev. Range	112	101	97	103	108	98	106	113
% of student who met or exceeded Spring Dev. Range	88.9%	80.2%	77.0%	81.7%	85.7%	77.8%	84.1%	89.7%
Difference 2016-17 vs 2017-18	2.1%	-7.4%	-17.2%	-13.3%	-1.1%	1.7%	1.5%	-1.2%

PALs 4K Assessment

Summary - Fall 2018	Name Writing	Alphabet - Upper	Alphabet - Lower	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
Total # of students tested	119	119	119	119	119	119	119	119
Students who met or exceeded Spring Dev. Range	24	25	20	18	42	25	36	34
% of student who met or exceeded Spring Dev. Range	20.2%	21.0%	16.8%	15.1%	35.3%	21.0%	30.3%	28.6%
Summary - Spring 2019	Name Writing	Alphabet - Upper	Alphabet - Lower	Letter Sounds	Beginning Sound Awareness	Print and Word Awareness	Rhyme Awareness	Nursery Rhyme Awareness
Total # of students tested	114	114	114	114	114	114	114	114
Students who met or exceeded Spring Dev. Range	103	93	93	93	102	91	99	79
% of student who met or exceeded Spring Dev. Range	90.4%	81.6%	81.6%	81.6%	89.5%	79.8%	86.8%	69.3%
Difference - Fall 2018 to Spring 2019	70.2%	60.6%	64.8%	66.5%	54.2%	58.8%	56.6%	40.7%

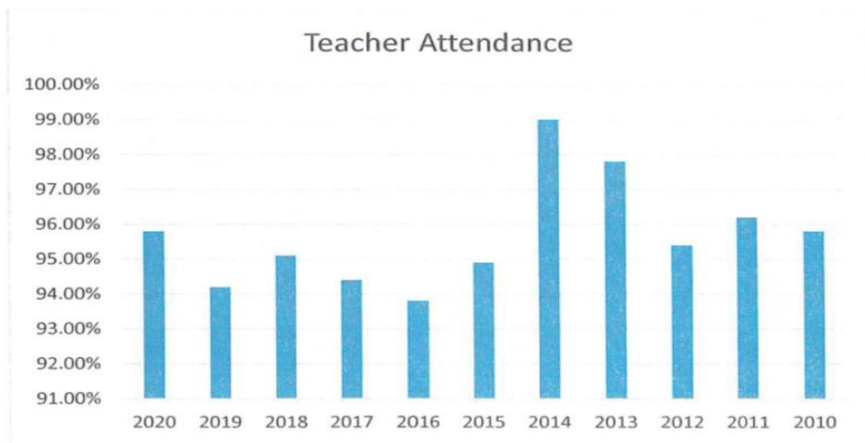
Attendance

Year Ending	Student Attendance
2020	92.6%
2019	92.6%
2018	94.4%
2017	94.9%
2016	95.9%
2015	96.3%
2014	96.6%
2013	96.1%
2012	96.2%
2011	95.6%
2010	97.0%



* Student attendance taken from PowerSchool*

Year Ending	Teacher Attendance
2020	95.82%
2019	94.2%
2018	95.1%
2017	94.4%
2016	93.8%
2015	94.9%
2014	99.0%
2013	97.8%
2012	95.4%
2011	96.2%
2010	95.8%



Teacher attendance taken from AESOP

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

State Report Card for districts and schools data

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

Student Achievement, including sub-groups

Early Childhood/Primary (PK–2):

At the end of the 2018-2019 (the last end of the year diagnostic school year) 74% of k5-2nd grade students were on level in reading 26% were not meeting grade level in reading. At the end of the 2018-2019 (the last end of the year diagnostic school year) 66% of k5-2nd grade students were on level in math and 44% were not meeting grade level expectation in math. In k4 -82.5% of our students were meeting expectation on the PALs 4k assessments and 17.5% were not meeting expectations. The goals of Anderson School District Two will continue to support the growth and achievement of our 4k-2nd grade students in demonstrating grade level performance in reading.

Elementary/Middle (3–8):

During the past four years, Anderson School District's Two has had an average of 40% Met on the SC Ready end of the year ELA assessment and an average of 44% Met on the SC Ready end of the year Math assessment for all 3-8 students. Over the past four years 60% of 3-8 students did not reach grade level expectations for ELA and 56% did not reach grade level expectation for math on SC Ready. Within the scope of this Strategic Plan, Anderson School District Two will develop goals that align for the improvement of these averages.

High School (9–12):

Students who are college or career ready have steadily increased. 17/18 - 74.7% (177 / 237), 18/19- 89.3%(226 / 253). We expect this trend to continue into 19/20. During the 17/18 academic year 70.9% of our seniors scored Platinum, Gold, or Silver certificate on the career readiness assessment. During the 18/19 academic year 69.2% of our seniors scored Platinum, Gold, or Silver certificate on the career readiness assessment. During the 19-20 school year 65.9 of seniors scored Platinum, Gold, or Silver certificate on the career readiness assessment. At the end of the 19-20 school year 34. 1 of Anderson School District Two seniors did not score Platinum, Gold, or Silver certificate on the career readiness assessment. Anderson School District Two will continue to support the growth and continued improvement in these important measures for the future of our students.

Teacher/Administrator Quality

Our goal for the next five years is for teachers to participate in high quality professional development that focuses on increasing teachers' expertise in using engaging instructional strategies, motivating learners, and creating quality assessments aligned to district goals as evidenced by professional development days report within the district professional development calendar. The current professional development days are 14 days our goal is to increase to 17 reported professional development days per school year. We also have high expectations for all of our principals we will provide professional develop to support growth for 85% of our principals to achieve excellent on their evaluation. Anderson School District Two currently has 57% of principals proficient and 43% exemplary.

School Climate

Student and teacher attendance will continue to be an emphasis for Anderson School District Two. Attendance is an essential component of student success and teacher effectiveness. During the past five years the student attendance has maintained a 94% average. The teacher attendance has maintained a 94.6% average. Due to recent events with Covid-19, the district maintaining strong attendance averages for both teachers and students is essential for success. We expect the attendance average for both teachers and students to show a steep decline for the 20-21 school year. Providing supports for both teachers and students in improving our attendance averages will be increasingly important over the next 5 years.

Gifted and Talented (*District Only*)

The goal of Anderson School District Two gifted programs is to optimize the potential that exists within each student. Through our described action steps, we will strive to increase the percentage of students qualifying for gifted academic and artistic services as we move forward. As reported in June 2020, ASD2 had a total of 19% of the 280 students screened for academically gifted and talented programs in grades 2-12 to qualify or become eligible for services. In artistic programs ASD2 had 63 music students (44% of screened students) and 46 visual arts students (19% of screened students) to become eligible for services.

MISSION, VISION, VALUES, AND BELIEFS

Mission

Anderson School District Two ensures all students are equipped with world class knowledge, skills, and core values that exceed the demands of the future in a safe and supportive environment.

Vision

Engage, Educate, and Empower our learning community today for a successful tomorrow

Collective Commitments

We will

- Deliver relevant, engaging, challenging and differentiated instruction and resources to ensure success for all students through a rigorous, viable curriculum
- Provide academic, behavioral, and social/emotional supports in a safe and respectful environment
- Hold high expectations for student achievement and character by guiding students to make responsible choices for their lives and their learning
- Embrace technology to educate students to become responsible digital citizens
- Provide our students with opportunities in academics, arts, athletics, extracurricular activities and career and technical programs
- Engage our community to promote success for all

PERFORMANCE GOAL AREA: (* required)

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

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

PERFORMANCE GOAL:

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

SMART goal must include:

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

By the year 2026, 85% of graduating seniors will earn a Platinum, Gold, or Silver certificate on the career readiness assessment.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): South Carolina Report Card

AVERAGE BASELINE: 69.2%

	2019-20	2020-21	2021-22	2022-23	2023-24	24-25	25-26
Projected Data	---	69%	72%	75%	78%	81%	85%
Actual Data	65.9%						

ACTION PLAN FOR STRATEGY #1: Through the year 2026, district stakeholders will implement strategies and practices to prepare and inform students, parents, and community members of the College and Career Readiness Assessment.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Expand the implementation of WIN software through bell ringers and instruction	2021-2026	Administrators Teachers CDF Work-Based Learning Coordinator	N/A	N/A	- Administrative Observations - Grades - Lesson plans
2. Provide staff professional development for teachers on the WIN assessment	2021-2026	Administrators	N/A	N/A	-Staff-Development Sign in sheets - Lesson Plans - Administrative Observations
3. Partnerships with local businesses in providing students information on employability skills	2021-2026	Administrators Teachers CDF Counselors	\$1,000	Local Funds	- Survey of business partners - Calendar of events - Log of business visits
4. Educating parents and community	2021-2026	Administrators Counselors	N/A	N/A	- Parent Newsletter - Social Media

members on the WIN assessment					- Newspaper
5. Developing and implementing English and Math work-based curriculums for students	2021-2026	Teachers Administrators Counselors	\$1,000	District Funds	- Pacing Guides - Lesson Plans - Assessments - Master Schedule

PERFORMANCE GOAL AREA: (* required)

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

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

PERFORMANCE GOAL:

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

SMART goal must include:

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

By 2026, the average percentage of students in grades 3-8 scoring meets or exceeds, or the equivalent, on state assessments for ELA will be 70 % or above.

By 2026, the average percentage of students in grades 3-8 scoring meets or exceeds, or the equivalent, on state assessments for Math will be 70 % or above.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):

AVERAGE BASELINE: 2018-2019 40% Reading 44% Math

	2019-20	2020-21	2021–22	2022–23	2023–24	24-25	25-26
Projected Data	85% from previous 5 yr. plan	Will update after 20-21 testing.					
2A. SC Ready ELA (3-8)	Not Tested						
2B. SC Ready Math (3-8)	Not Tested						

ACTION PLAN FOR STRATEGY #2.1: Through the year 2026, district stakeholders will support strategies to support effective reading and math instruction for teachers and students in grades 3-8.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide teachers, support staff and administrators with professional development opportunities in math and reading teaching strategies, data analysis to guide instruction, inclusion support, differentiation, and effective use of instructional technology, school visits, workshops, book studies, and other staff development opportunities.	August 2021/ June 2026	Dept. of Curriculum and Instruction Special Ed Dept.	\$80,000	Title II, Title I, IDEA, general funds, Local Funds	PD Schedules/Agendas PLC Agendas

2. Implement the PLC approach within the MTSS framework and PLC philosophy to revisions/updates to pacing guides and common assessments aligned to state standards.	August 2021/ June 2026	Dept. of Curriculum and Instruction Special Ed Dept. School Admin	\$10,000	General Funds	Updated Pacing Guides and Common Assessments
3. Implement the PLC approach and philosophy to lesson planning, assessment planning, and observational feedback.	August 2021/ June 2026	Dept. of Curriculum and Instruction Special Ed Dept. School Admin	0	N/A	School and individual teacher schedules Observations
4. Implement support strategies/programs for students to improve achievement based on data. (summer school, summer reading camps, after school programs, mentor program, gifted programs)	August 2021/ June 2026	Dept. of Curriculum and Instruction After School Coordinator After School Leads	\$250,000	21 st Century Grants, Summer Reading Camp Funding, General Funds	District Schedule/Calendar Schedules for support programs Data analysis of pre and post assessment levels to determine progress.

5. Focus on data driven decisions to close the achievement gap within all demographics to meet district, state, and national academic goals.	August 2021/ June 2026	Dept. of Curriculum and Instruction Special Ed. Dept School Admin	0		Test scores District and School Data
6. Individualize instruction by expanding the utilization of technology to impact student achievement and student engagement for all students including the gifted learner.	August 2021/ June 2026	Dept. of Curriculum and Instruction	\$500,000	One Cent Sales Tax , General Fund	District and School PD Calendar/Agendas Lesson Plans Observations District Technology Calendar

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ACTION PLAN FOR STRATEGY #2.2: Support effective elementary and middle school classroom instruction through professional development.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide teachers, support staff and administrators with professional development opportunities in the PLC process, math and reading teaching strategies, data analysis to guide instruction, inclusion support, differentiation, effective use of instructional technology, school visits, workshops, book studies, and other staff development opportunities.	August 2021/ June 2026	Dept. of Curriculum and Instruction Special Ed Dept.	\$80,000	Title II, Title I, IDEA, general funds, Local Funds	PD Schedules/Agendas District Instructional and Technology Fair Agenda

2. Expand the opportunities for reading coaches to support general/special education teachers in implementing reading and writing best practices across all content areas.	August 2021/ June 2026	Dept. of Curriculum and Instruction Special Ed Dept. Reading Coaches	\$10,000	Title II, Title I, IDEA, general funds	Fountas and Pinnell Assessment Results District Instructional and Technology Fair Agenda Benchmark Results Test Scores
3. Continue to expand the utilization of technology and support for one to one instruction by providing teacher, support staff, and administrators the professional development opportunities focusing on the effective use of instructional technology.	August 2021/ June 2026	Dept. of Curriculum and Instruction Media Specialists	\$500,000	General Funds, Title 1, Capital Improvement Tax	Purchase orders, lesson plans, PD schedule

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PERFORMANCE GOAL AREA: (* required)

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

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

PERFORMANCE GOAL:

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

SMART goal must include:

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

By 2026, the average percentage of Kindergarten, 1st Grade, and 2nd Grade students scoring On Level using standard view, on the spring Reading i-Ready Diagnostic will be 90 %.

By 2026, the average percentage of Kindergarten, 1st Grade, and 2nd Grade students scoring On Level using standard view, on the spring Math i-Ready Diagnostic will be 85%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): I –ready Diagnostic end of the year assessment

AVERAGE BASELINE: Reading: 74% Math: 66%

	2019-20	2020-21	2021–22	2022–23	2023–24	2024-25	25-26
Projected Data	-----	Reading: 74% Math: 66%	Reading: 77% Math: 69%	Reading: 80% Math: 73%	Reading 83% Math: 77%	Reading 86% Math: 81%	Reading: 90% Math: 85%
Actual Data	Reading: 74% Math: 66%	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:	

ACTION PLAN FOR STRATEGY #3: Through the year 2026, district stakeholders will support strategies to support the average percentage of Kindergarten, 1st Grade, and 2nd Grade students scoring On Level using the end of year view, on the spring Reading i-Ready Diagnostic will be 70%.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide ELA professional development to support and enhance teacher's content knowledge and use of best practices.	July 2021 - June 2026	ASD2 Dept. of Curriculum and Instruction, School Administrators, Reading Coaches, ELA Consultants, ELA Teachers, Interventionists	\$25,000	General Funds, Title I, R2S Funding	Professional development agendas, schedules, diagnostic results
2. Implement a Balanced Literacy approach to ELA instruction (shared/close reading, guided reading, writing, phonics instruction, etc.)	July 2021 - June 2026	ASD2 Dept. of Curriculum and Instruction, School Administrators, Reading Coaches, ELA Consultants, ELA Teachers, Interventionists	\$50,000	General Funds, Title I	Lesson plans, classroom observations, schedules

3. Provide tiered ELA intervention.	July 2021 - June 2026	School Administrators, Reading Coaches, ELA Teachers, Interventionists, MTSS Coordinator, Instructional Assistants	\$100,000	General Funds, Title I	Schedules, lesson plans, classroom observations, progress monitoring
4. Implement support strategies to improve student achievement (afterschool programs, mentoring programs, counseling services)	July 2021 - June 2026	School Administrators, ASD2 Instructional Support Services, Afterschool Director and Sight Lead, Teachers	\$250,000	21 st Century Community Learning Center Grant, General Funds, Project Aware Grant	District Schedule/Calendar Schedules for support programs Data analysis of pre and post assessment levels to determine progress.
5. Continue utilization of technology to improve student achievement	July 2021 - June 2026	ASD2 Technology Department, ASD2 Dept. of Curriculum and Instruction, School Administrators,	\$10,000	General Funds, Title I, Capital Improvement Tax	Purchase orders, lesson plans, classroom observations

		Technology Coach			
6. Provide family literacy support	July 2021 - June 2026	Family Literacy Coordinator, School Administrators, Reading/Instructional Coaches, Teachers, Director of Instructional Support Services	\$10,000	General Funds, Title I	Agendas, Schedules, Sign-In Sheets, Flyers
7. Host 4K classes in Belton and Honea Path.	July 2021 - June 2026	ASD2 Instructional Support Services, School Administrators, Teachers	\$500,000 per year	CERDEPP	DHEC site visit summaries

ACTION PLAN FOR STRATEGY #2.1: Through the year 2026, district stakeholders will support strategies to support the average percentage of Kindergarten, 1st Grade, and 2nd Grade students scoring On Level using the end of year view, on the spring Math i-Ready Diagnostic will be 70%.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide Math professional development to support and enhance teacher's content knowledge and use of best practices.	July 2021 - June 2026	ASD2 Dept. of Curriculum and Instruction, School Administrators, Instructional Coaches, Math Consultants, Math Teachers, Interventionists	\$25,000	General Funds, Title I, R2S Funding	Professional development agendas, schedules, diagnostic results
2. Implement best practices in math instruction.	July 2021 - June 2026	ASD2 Dept. of Curriculum and Instruction, School Administrators, Instructional Coaches, Math Consultants, Math Teachers, Interventionists	\$30,000	General Funds, Title I	Lesson plans, classroom observations, schedules
3. Provide tiered Math intervention.	July 2021 - June 2026	School Administrators, Instructional Coaches, Math Teachers,	\$50,000	General Funds, Title I	Schedules, lesson plans, classroom observations, progress monitoring

		Interventionists, MTSS Coordinator, Instructional Assistants			
4. Implement support strategies to improve student achievement (afterschool programs, mentoring programs, counseling services)	July 2021 - June 2026	School Administrators, ASD2 Instructional Support Services, Afterschool Director and Sight Lead, Teachers	A part of Reading Funding	21 st Century Community Learning Center Grant, General Funds, Project Aware Grant	Schedules, grant documentation
5. Continue utilization of technology to improve student achievement	July 2021 - June 2026	ASD2 Technology Department, ASD2 Dept. of Curriculum and Instruction, School Administrators, Technology Coach	A part of Reading Funding	General Funds, Title I, Capital Improvement Tax	Purchase orders, lesson plans, classroom observations

6. Provide family math support	July 2021 - June 2026	School Administrators, Reading/Instructional Coaches, Teachers, Director of Instructional Support Services	\$10,000	General Funds, Title I	Agendas, Schedules, Sign-In Sheets, Flyers
7. Host 4K classes in Belton and Honea Path.	July 2021 - June 2026	ASD2 Instructional Support Services, School Administrators, Teachers	\$500,000 per year as stated in reading goals	CERDEPP	DHEC site visit summaries

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PERFORMANCE GOAL AREA: (* required)

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

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

PERFORMANCE GOAL:

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

SMART goal must include:

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

1. By 2026, 85% of our School Administrators will achieve an overall rating of exemplary on the principal evaluation system.
2. Each year from 2021-2026, teachers will participate in high quality professional development that focuses on increasing teachers' expertise in using engaging instructional strategies, motivating learners, and creating quality assessments aligned to district goals as evidenced by professional development calendars and attendance records. This will be demonstrated by increasing the days from 14 to 17 professional development days.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): District Collected data and Principal Evaluation Instrument

AVERAGE BASELINE: 100% Principal rating and 14.6 professional development days.

	2019-20 Base Line	2020-21	2021-22	2022-23	2023-24	2024-2025	2025-2026
1. Principal Rating	43%	Projected Data Actual Data	43%	57%	71%	85%	85%
2. Professional Development	14.5 days	Projected Data Actual Data	15 days*	16 days*	16 days*	17 days*	17 days*

ACTION PLAN FOR STRATEGY #1: Recruit, hire, and train highly effective School Administrators.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide SCASA memberships for current building administrators throughout the district.	July 2021- June 2026	Superintendent for Admin and Personnel	~ \$10,000.00 annually	General Funds Local Funds	PADEPP ratings for each principal.
2. Provide the opportunity for School Administrators to attend the SCASA Summer Institute and other professional development opportunities at the state or national level.	July 2021- June 2026	Assistant Superintendent for Admin and Personnel School Administrators	~\$7,000.00 annually	General Funds Local Funds	List of administrators who attend the SCASA Summer Institute. PADEPP ratings for each principal.
3. Provide professional development to School	July 2021- June 2026	Dept. of Curriculum and Instruction	~\$3,500 Annually	General Funds	District Documentation of Attendance at each event offered.

Administrators through summer and during the year in district professional development opportunities.		Assistant Superintendent for Admin and Personnel School Admin		Grant Opportunities	
4. Provide at least two individual meetings annually with each building level principal to ensure knowledge of PADEPP leadership standards and discuss progress toward meeting the PADEPP proficient or exemplary rating.	July 2021-June 2026	Assistant Superintendent for Admin and Personnel	~\$0	None	District Documentation of meeting attendance.
5. Post available administrative positions to outlets. Publicize open positions on ASD2HR twitter feed, Facebook,	July 2021-June 2026	Superintendent for Admin and Personnel	~ \$3,300.00 annually	General Funds	Frontline Applicant report

CERRA, University posting boards, and other available sites.					
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ACTION PLAN FOR STRATEGY #2: The district will support effective classroom instruction by providing internal and external professional development opportunities for teachers.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Teachers will take part in District Instructional Fairs, Technology Workshops, Book Studies, Curriculum Workshops and Consultant Activities.	July 2021- June 2026	Dept. of Curriculum and Instruction Media Specialists School Admin Teachers Coaches Consultants	~\$30,000	General Funds Title I Title II First Steps IDEA Competitive Grants	District, school, and individual Professional Development Plans. District and School documentation of teacher attendance at in district PD opportunities. Professional Development days on the State Report Card.
2. Teachers will take part in State and National Conferences, School Visits, Workshops and	July 2021- June 2026	Dept. of Curriculum and Instruction	~\$20,000	General Funds Title I	District, school, and individual Professional Development Plans.

Symposiums.		Building Administrators Teachers		Title II IDEA Competitive Grants	School and district record of teacher attendance at events. Professional Development days on the State Report Card.
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To add a row, go to the last box and press the tab button.

PERFORMANCE GOAL AREA: (* required)

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

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

PERFORMANCE GOAL:

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

SMART goal must include:

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

1. Through 2026, the average student attendance for the district will be above 99%.
2. By 2026, the average teacher attendance will remain be above 99%

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): Frontline and Power school

AVERAGE BASELINE:

Student/Teacher	2019-20	2020-21	2021-22	2022-23	2023-24	24-25	25-26
Projected Data	----						
Actual Data	Student/Teacher 94/94.6						

ACTION PLAN FOR STRATEGY #1: : Through the year 2026, district stakeholders will support strategies to promote an environment conducive to promoting the average student attendance to remain at or above 96%.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1 . Collaboration with Truancy Officer	8/21-6/26	School Admin	0	N/A	Correspondences
2. Each School will run monthly student attendance reports to monitor students absences and look at trends	8/21-6/26	School Admin	0	N/A	Monthly reports
3. Each School will set up an attendance incentive program for students	8/21-6/26	School Admin	\$500-\$1,000 per school	Title I funds, Renaissance funds, other school funds	Monthly Expenditure Reports
4. Create Attendance Intervention Plans parents and students	8/21-6/26	School Admin	0	N/A	Sample copies of Attendance Intervention Plans
5. Collaboration with Family Literacy Services to ensure the importance of attendance with Teen Moms and At-Risk Parents	8/21-6/26	Family Literacy Coordinator	\$5,000	Title I	Copies of Teen Mom and At-Risk Parent meeting agendas

6. Set Monthly attendance goals at each school	8/21-6/26	School Admin	0	N/A	Monthly goals reported at Principal Meetings
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ACTION PLAN FOR STRATEGY #2: Through 2026 district stakeholders will support strategies to promote an environment conducive to promoting the average teacher attendance to remain at or above 98%

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Each School will run monthly reports to monitor teacher absences.	8/21-6/26	School Admin	0	N/A	Copies of Monthly reports and actions taken
2. Set teacher attendance goals at each school	8/21-6/26	School Admin	0	N/A	Copies of monthly attendance goals
3. Each school will develop a teacher attendance incentive program.	8/21-6/26	School Admin	\$0-\$1000	General funds	Copies of teacher attendance incentive program and monthly attendance reports
4. Make faculty and staff aware of their attendance	8/21-6/26	School Admin	0	N/A	Faculty meeting agendas and copies of attendance trends

trends during monthly faculty meetings					
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PERFORMANCE GOAL AREA: (* required)

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

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

PERFORMANCE GOAL:

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

SMART goal must include:

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

Goal 1: By the year 2026, 24% of students screened for gifted academic eligibility will qualify for gifted services as demonstrated by the academic qualification criteria used for identification.

Goal 2: By the year 2026, 45% of music and 24% of art students screened will qualify for gifted services as demonstrated by the qualification criteria used for identification.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): SDE Report – District Data for State-Funded Gifted and Talented Programs Grades 2-12 Summary on Referral, Screening, Newly Eligible and Served

AVERAGE BASELINE:

	2019-20 Base Line	2020-21	2021–22	2022–23	2023–24	2024-2025	2025-2026
GT Academics	19%	20%	21%	22%	23%	24%	
GT Music	44%	44%	45%	45%	45%	45%	
GT Art	19%	20%	21%	22%	23%	24%	

ACTION PLAN FOR STRATEGY #1:

The district will increase the potential for gifted education eligibility by providing internal and external professional development opportunities for teachers which will focus on differentiation and rigor.

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

ACTION PLAN FOR STRATEGY #1: Academic/Artistic Gifted and Talented Program

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Teachers will take part in District Instructional Fairs, Technology Workshops, Book Studies, Curriculum Workshops and Consultant Activities. Focus will be placed on providing differentiated instruction to grow students academically/artistically and providing strategies/resources for accommodations within the regular classroom as well as teaching to the level of rigor of the standards.	July 2021- June 2026	Dept. of Curriculum and Instruction Dept. of Instructional Support Services Media Specialists School Admin Teachers Coaches Consultants	~\$30,000	General Funds Title I Title II First Steps IDEA Competitive Grants	District, school, and individual Professional Development Plans. District and School documentation of teacher attendance at in district PD opportunities. Professional Development days on the State Report Card.

2. Teachers will take part in State and National Conferences, School Visits, Workshops and Symposiums, individual consultation based on their level of need and area of focus.	July 2021- June 2026	Dept. of Curriculum and Instruction Dept. of Instructional Support Services Building Administrators Teachers	~\$20,000	General Funds Title I Title II IDEA Competitive Grants	District, school, and individual Professional Development Plans. School and district record of teacher attendance at events. Professional Development days on the State Report Card.
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GIFTED AND TALENTED REQUIRED TABLES

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

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

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

GIFTED AND TALENTED SCOPE AND SEQUENCE

A gifted and talented scope and sequence is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X	X	X	X	X
	Artistic			X	X	X	X	X	X	X	X	X	X
Formal gifted and talented curriculum is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X	X	X	X	C
	Artistic												

DISTRICT: Anderson 2

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pullout	Curriculum Used		William and Mary Journeys and Destinations	Mentoring Mathematical Minds (various units)		
4	Pullout	Curriculum Used		William and Mary Patterns of Change with self selected novel units and PBL	Mentoring Mathematical Minds (various units)		
5	Pullout	Curriculum Used		William and Mary Patterns of Change with self selected novel units and PBL	Mentoring Mathematical Minds (various units)		
6	Special Class	Curriculum Used		Curriculum Associates iReady Grades 6 and 7 Houghton Mifflin Harcourt Collections Grade 6	Curriculum Associates Ready Math Grades 6 and 7		
7	Special Class	Curriculum Used		Curriculum Associates iReady Grades 7 and 8 Houghton Mifflin	Curriculum Associates Ready Math Grades 7 and 8		

				Harcourt Collections Grade 7			
8	Special Class	Curriculum Used		Houghton Mifflin Harcourt Collections Grade 9	Pearson EnVision Algebra I, Algebra Nation		
9	Special Class	Curriculum Used		Houghton Mifflin Harcourt Collections Grade 9	enVision AGA: South Carolina Geometry	Pearson Miller and Levine Biology	
10	Special Class	Curriculum Used		Houghton Mifflin Harcourt Collections Grade 10	enVision AGA: South Carolina Algebra 2	Glenco Chemistry: Matter and CHange	
11	Special Class	Curriculum Used		Houghton Mifflin Harcourt Collections Grade 11	Precalculus with Limits: A Graphic Approach	Campbell Biology Concepts and Connections Chemistry: The Central Science, AP Edition	By The People: The History of the United States, AP Edition
12	Special Class	Curriculum Used		Houghton Mifflin Harcourt Collections Grade 12	Calculus: Graphical, Numerial, Algebraic	Houghton Mifflin Chemistry/IAP Press Physics for Realists	

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: After-School at the Elementary Level and Special Class at the Middle and High School Levels _____

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used			Various Teacher Developed Units/Curriculum Resources Based on the Needs of the Students and Expectations of a Gifted Program (See appendix C.)		Various Teacher Developed Units/Curriculum Resources Based on the Needs of the Students and Expectations of a Gifted Program (See appendix C.)	
4	Curriculum Used						
5	Curriculum Used						
6	Curriculum Used						
7	Curriculum Used						
8	Curriculum Used						
9	Curriculum Used						
10	Curriculum Used						
11	Curriculum Used						
12	Curriculum Used						

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

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

Anderson School District Two has a strong social media following. We provide information regarding programs through this means regularly. An explanation of the GT program, nomination and identification process is shared through powerpoint. This powerpoint is reviewed by every staff member yearly and a sign-in sheet is provided to the district office to note participation. Staff are then more equipped to advocate for student services when talking with parents and to refer them to the powerpoint as a resource. The powerpoint remains on the district website throughout the year.

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.

Appendix A:

GT Academics:

Anderson School District Two follows the policies and practices established by the SCDE for academic programs. Students served in academically gifted classes must meet the criteria established by the state. All 2nd graders are assessed using CogAT, ITBS and Performance Task as identified. In the following years, test scores for referred students and students identified for additional testing are reviewed to determine testing needed for potential eligibility. In grades 3 and above, it is our practice that CogAT can be administered every other year, state testing results are reviewed yearly, Performance Task assessment is administered as directed. iReady is currently be administered and will be used as another data point once cut scores are established. GPA is used as directed by the state. All GT/Honors academic teachers are required to hold a GT Teacher Endorsement. The SC Gifted and Talented Best Practices Manual is used as a resource in making pertinent decisions. <https://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/>

Appendix B:

GT Academics:

Students are screened and identified based on SCDE requirements. Students may be referred for GT programs by September 30th of each year. This is communicated to all staff members and parents. Staff members must complete a sign-in form noting that they have reviewed the powerpoint and are referred to Lana Major should they have any questions. The powerpoint is posted on the district website for easy accessibility. http://www.anderson2.org/parents/gifted_and_talented Parents/students are notified from the district office regarding qualification or non-qualification into the program. Lana Major conferences with parents individually regarding concerns or questions with

qualifications or non-qualification.

Appendix C:

Anderson School District Two Scope and Sequence For Music Education K-12

Contributors: Caroline Boggs, Gena Boggs, Jon Michael Brock,
Lauren Castellano, Shelia Cleveland, John Fulmer, Rebecca Hegwood, Melissa Henderson, Timothy Lawson

This Vertical Team Document is aligned with the National Music Standards.
These Anchor Standards are:

- 1. I can arrange and compose music.**
- 2. I can improvise music.**
- 3. I can sing alone and with others.**
(Upper grades - I can produce a well-developed tone quality.)
- 4. I can play instruments alone and with others.**
(Upper grades - I can perform with technical accuracy and expression.)
- 5. I can read and notate music.**
(Upper grades - I can perform using music notation.)
- 6. I can analyze music.**
- 7. I can evaluate music.**
- 8. I can examine music from a variety of stylistic and historical periods and cultures.**
- 9. I can relate music to other arts disciplines, content areas and career path choices.**

Anderson County School District Two
Essential Curriculum Map - Revised: June 2019
(All notations in red denote G.T. or Acceleration Strategies)

Elementary General Music and Chorus Curriculum Map

Standard	By the end of 2nd Grade students will be able to:	By the end of 5th Grade students will be able to:
Anchor Standards 3 and 4	• Demonstrate ability to maintain a steady beat by performing ostinati with hands together and apart. • Distinguish between steady beat and rhythm. • Play percussion instruments when appropriate and according to teacher instruction. • Demonstrate use of appropriate singing voice. • (Marshall Primary School Choral Singers) Performance Ambassadors for the school. Level of music is at a Level 1 and includes selections in foreign languages. • Solo opportunities within the classroom for advanced students. • Peer mentors for classmates.	• Demonstrate ability to maintain a steady beat by performing ostinati with hands together, hands apart and hands crossing body. • Distinguish between steady beat and rhythm and use contrasting rhythms. • Play percussion instruments when appropriate and according to teacher instruction. • Demonstrate use of appropriate singing voice. • Perform rounds, counter-melodies and partner songs with appropriate singing voice, following assigned part. • Performance Ambassadors for the school. Level of music is at a Level 2-3 and includes selections in foreign languages.
Anchor Standards 1 and 2	Within specified guidelines, improvise, compose and arrange rhythmic and melodic patterns. • Rhythmic Cards	Within specified guidelines, improvise, compose and arrange rhythmic and melodic patterns. • Rhythmic Dictation • Melodic Dictation

	● Popsicle Sticks ● Dry-erase boards ● Promethean Board	● Playing on instruments
Anchor Standard 5	Locate, name and understand the uses for ● <u>Rhythmic Notation</u> Quarter note, quarter rest, eighth note pairs, half note, half rest, whole note, whole rest, single eighth note, single eighth rest and tied quarter notes. ● <u>Melodic Scales</u> Do, Re, Mi, Sol, La (Pentatonic Scale) ● <u>Terms</u> <i>Dynamics:</i> piano (p), forte (f), crescendo, decrescendo <i>Tempo:</i> Presto and Largo <i>Notation:</i> step, skip, leap, repeat, staff, bar line, double bar line, measure, repeat sign, treble clef, note names as introduced (quarter note, etc..) <i>Meter:</i> N/A ● Higher level questioning resulting in application of rhythmic and melodic dictation.	Locate, name and understand the uses for ● <u>Rhythmic Notation</u> Quarter note, quarter rest, eighth note pairs, half note, half rest, whole note, whole rest, single eighth note, single eighth rest and tied quarter notes, dotted half note, sixteenth notes, sixteenth/eighth combination, quarter note triplets, eighth note triplets and tied notes. ● <u>Melodic Scales</u> Do, Re, Mi, Sol, La (Pentatonic Scale), Low Sol, Low La, High Do ● <u>Terms</u> <i>Dynamics:</i> piano (p), forte (f), crescendo, decrescendo, pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf) <i>Tempo:</i> Presto, largo, allegro, adagio, ritardando and accelerando. <i>Articulation:</i> Staccato and legato. <i>Notation:</i> step, skip, leap, repeat, staff, bar line, double bar line, measure, repeat sign, treble clef, note names as introduced (quarter note, etc..), bass clef, letter names of lines and spaces on the treble and bass clefs. <i>Meter:</i> 3rd - Top number, 4th - Add bottom number, 5th - Both numbers all year ● Accelerated students will sight read 4-8 measures, involving all major scale degrees.

		● Application of rhythm, melody, dynamics, expression, diction and meter.
Anchor Standards 6 and 7	Identify changes in ● Dynamics ● Tempo ● Patterns ● Voice Types	Identify changes in ● Dynamics ● Tempo ● Form ● Vocal Tone Color ● Instrumental Tone color ● Analyze and evaluate their own performances.
Anchor Standard 8	Listen to and identify various genres of music including but not limited to ● classical ● jazz ● folk ● spirituals	Listen to and identify various genres of music including but not limited to ● classical ● jazz ● folk ● spirituals ● ballet ● opera ● rock/rap/pop ● American ● Performance Ambassadors for the school. Level of music is a 2-3 and includes selections in foreign languages.
Anchor Standard 9	Make grade level connections with ● Math ● Science ● ELA ● Social Studies	Make grade level connections with ● Math ● Science ● ELA ● Social Studies ● Art ● Musical Careers

Middle School Chorus Curriculum Map

Standards	6 th Grade-8 th Grade
Anchor Standards 3, 4 and 5	-The incorporation of instruments will be used when appropriate or written in a musical score. General Choral Program: -Students will develop rhythm reading skills -Students will develop sight-singing skills through the Kodaly solfege method through sight-reading examples and musical repertoire in groups.

	-Students will develop the skills to be able to sight-reading examples in one part. GT Choral Program: -Students should be able to play a percussion instrument and follow an assigned line or ostinato. -Students will be able to sing using the S-cubed sight-reading method through sight-reading examples and/or their musical repertoire in groups of 4 to 6. -Students will be able to perform a sight-reading example in 2 parts.
Anchor Standards 1, 2 and 5	General Choral Program: -Students will be able to identify note and rest values and develop skills to be able to create and notate simple 4 beat rhythms. -Students will learn what improvisation is and how to operate and create in an improvisational setting. -Students will learn various rhythmic patterns and melodic dictations and will begin to recall patterns performed by the teacher. GT Choral Program: -Students will be able to create and notate simple 4 beat rhythms. -Students will be able to create in an improvisational setting, various 4 beat rhythms and 4 beat melodic phrases. -Students will be able recall various rhythmic and melodic dictation performed by the teacher.
Anchor Standards 3, 4, 5 and 6	General Choral Program: -Students will be introduced to “fa” and “ti” in the scale as well as reviewing “Do” to “So.” - Students will practice using solfege hand signs and how to apply using them in a sight-reading example. -Students will practice identifying Do, Mi and Sol based on a line and/or a space. -Students will begin practicing and developing sight-reading skills using the entire 8 note scale. Rhythmic: -Students will identify the single sixteenth notes and rests and dotted quarter note as well as reviewing the whole, half, and quarter notes. Meter: -Students will be able to identify the top and bottom number of the time signature and how it is used in music. -Students will be able to differentiate between triple and duple meter and practice steady beat. -Students will be able to identify cut time and common time symbols. Key Signature: -Students will be introduced to Key signatures, how to find Key Signatures and use Key Signatures in sight-reading. Dynamics: -Students will be able to identify and label various dynamics using color codes of red and blue. Example: Loud- Red Triangle Soft- Blue Circle Clefs:

	-Students will be able to identify letter names of the lines and spaces of Treble and Bass Clef. -Students will be able to identify Middle C. -Students will be able to identify ledgers above and below the staff in both Treble and Bass Clef. Treble Clef: Lines: Every Good Bird Does Fly and Face Bass Clef: Great Big Dogs Fight Animals and All Cows Eat Grass GT Choral Program: Melodic: -Students will be introduced to “fa” and “ti” in the scale. -Students will be able to identify solfege without using hand signs. -Students will be able to identify Do, Mi and Sol based on a line and/or a space. -Students will be able to perform sight-reading examples using the entire 8 note scale. Rhythmic: -Students will be able to perform single sixteenth notes and rests and the dotted quarter note. Meter: -Students will review the top and bottom number of the time signature. -Students will be able to keep and establish a steady beat in both duple and triple meter. -Students will be able to identify the cut time and common time symbols. -Students will be able to identify fractions, multiplication and division when breaking down rhythms. Example: The 8 on the bottom of a time signature is multiplied by 2 in comparison to the 4 on the bottom. The 2 on the bottom of a time signature is divided by 2 in comparison to the 4 on the bottom. Key Signatures: -Students will be able to identify any Major Key Signatures and be able to identify Do within that key. Dynamics: -Students will be able to identify and label various dynamics using color codes of red and blue. Example: Loud- Red Triangle Soft- Blue Circle Clefs: -Students will be able to identify letter names of the lines and spaces of Treble and Bass Clef. -Students will be able to identify Middle C. -Students will be able to identify ledgers above and below the staff in both Treble and Bass Clef. Treble Clef: Lines: Every Good Bird Does Fly and Face Bass Clef: Great Big Dogs Fight Animals and All Cows Eat Grass
Anchor Standards 6 and 7	General Choral Program: -Students will be introduced to the tempo, dynamics or other descriptive vocabulary in various musical repertoire.

	-Students will begin to develop self-evaluation skills as well as small groups and their group as a whole using musical descriptive terms. -Students will begin to practice identifying incorrect pitches in a melodic line, and incorrect rhythm in a given rhythmic example. -Students will learn the Phonetic Alphabet and how to use it in a musical piece. -Students will introduced to articulation symbols and intervals. Gt Choral Program: -Students will be able to identify the tempo, dynamics, or other descriptive vocabulary in various musical repertoires. -Students will be able to evaluate themselves individually, small groups and their group as a whole using musical descriptive terms. -Students will be able to identify incorrect pitches in a melodic line, and incorrect rhythm in a given rhythmic example. -Students will be able to identify and utilize the International Phonetic Alphabet in various repertoires. -Students will be able to identify articulation symbols and intervals.
Anchor Standard 8	General and GT Choral Program: -Students will be able to identify the historical background of various repertoires.
Anchor Standard 9	General Choral Program and GT Program: -Students begin to implement relaxation and breathing exercises and how to use healthy vocalization. -Students will be able to implement relaxation and breathing exercises required for healthy vocalization. -Students will be able to identify the anatomy of the vocal folds and the upper respiratory system.

High School Chorus Curriculum Map

(While the entire High School Chorus program is Accelerated/G.T., there are two choirs that are considered Honors: **The Lyric Women's Ensemble and The Chamber Singers.)**

Anchor Standard	By the end of 12th Grade students will be able to:
Anchor Standards 3, 4 and 5	Instruments: • Choral students will be able to read and follow a percussion line or rhythmic ostinato and maintain a steady tempo • Choral students will be able to play percussion instruments to accompany musical selections Vocal: • Choral students will perform solos when written in a musical selection • Choral students will perform in quartets and quintets when preparing for All-State auditions (10th – 12th)

	• Choral students will sing and perform selections from various genres, time periods, and languages • Choral students will sing their assigned line with or without accompaniment • Choral students will identify intervals • Chamber Singers, musical ambassadors for BHP, will perform at festivals and events, nationally and internationally.
Anchor Standards 2 and 3	Improvisation: • Choral students will be able to create rhythmic patterns over the top of contrasting ostinatos • Choral students will be able to create melodic patterns over the top of chord progressions sung by the choir Composition: • Choral students will be able to write rhythmic and melodic examples Arrangement: • Choral students will take known sections or phrases from musical selections and make rhythmic and or melodic changes
Anchor Standards 4, 5 and 6	• Choral students will be able to read and write dotted combination patterns in 2/4, 3/4, and 4/4 meter • Choral students will be able to read and write all previously learned rhythms from elementary and middle school in 6/8, 12/8, and 2/2 meter • Choral students will be able to identify, color code, and perform with accuracy all dynamic markings • Choral students will be able to identify and interpret correctly tempo markings written in words or numerical form • Choral students will be able to identify and interpret correctly articulation markings

	• Choral students will be able to read music in any clef using solfege syllables and pitch names • Choral students will be able to write music using any clef
Anchor Standards 6 and 8	• Choral students will be able to identify and label the musical form of their performance pieces • Choral students will listen to various styles of choral and instrumental performances and identify elements of music within • Choral students will listen to recordings of their own rehearsals and performances and evaluate these using the State Festival Judge's evaluation sheet
Anchor Standards 7, 8 and 9	• Choral students will research and listen to key compositions from each historical time period and American Pop Culture • Choral students will research major composers from each time period and the major composers and performers of American Pop Culture • Choral students will perform musical selections from each historical time period and from American Pop Culture
Anchor Standard 9	Choral students will discuss: • Jobs/careers in the music industry • Connections between other arts disciplines • Connections with music and everyday life • Connections with music and academic subjects • Ways skills learned in music can help in jobs outside the arts
Anchor Standards 3, 4 and 8 Madrigal Dinner Disney Dazzle/Show Tunes	All choral students will: • Participate in the BHP Performing Arts Madrigal Dinner production. • Participate in Disney Dazzle.

6th-8th Band Essential Curriculum Map: 2014

Beginning Band Essential Skills	<i>By the end of the first year of band class, students will be able to:</i>
Anchor Standards 3, 4 and 5	• Play with correct tone on at least 14 notes. • Play 3 concert pieces at least at a grade .5. • Begin working on 3 concert pieces at least at a grade 1. • Complete a concert on at least grade 1 music. • Demonstrate 5 types of articulation (Regular, Slur, Staccato, Marcato, Tenuto). • Demonstrate at least two dynamics (Piano and forte) and Crescendo and Decrescendo. • Play pp-ff evenly with Crescendo and Decrescendo.
Anchor Standard 5	• Perform concert Bb, Eb Ab and F Scale for memory. • Demonstrate knowledge of musical terms: Solo, Canon, Duet, Rhythm, Time Signature, Key Signature, Tutti, Harmony, Soli, Fermata, Clef, Articulation, Embouchure, Flat, Sharp, Woodwinds, Brass, Percussion, Crescendo, Decrescendo, First and Second Endings, Accidentals, Phrase, D.S. al fine, Poco a Poco, Accelerando, Coda, ,Enharmonics, Chromatic, Scale, Arpeggio, Common Time, Trio, Intervals

Anchor Standard 8	• Demonstrate Knowledge of basic instrument groups such as: Orchestra, Band, Brass, Woodwinds, Marching band.
Anchor Standard 1	• Dictate four measure rhythmic and melodic line.
Anchor Standard 9	• Demonstrate knowledge of student's instrument.
Anchor Standard 5	• Identify names of lines and spaces in both treble and bass clef.
Anchor Standards 4 and 5	• Percussion students will be able to demonstrate knowledge of the following techniques: Matched grip, Multiple Bounce, Flam, flam accent, flam tap, paradiddle, 5 stroke roll, 9 stroke roll, extended closed roll, flamacue, Multiple bounce rolls, and concert Bb, Eb, Ab and F Scales on mallets. • Give simple biographical information about composers and time periods of performed music.
Anchor Standard 8	
	<i>By the end of the second year of band class, students will be able to:</i>
Anchor Standards 3, 4 and 5	• Play with correct tone on at least 25 notes. • Play 3 concert pieces at least at a grade 1.5. • Begin working on 3 concert pieces at least at a grade 2.5. • Complete a concert on at least grade 2 music. • Demonstrate with 85% accuracy from start to finish sight reading grade 1 music. • Demonstrate 6 types of articulation (Regular, Slur, Staccato, Marcato, Tenuto, Legato). • Demonstrate at least 6 dynamics (pp, p, mp, mf, f, ff) and Crescendo and Decrescendo.

Anchor Standard 5	
Anchor Standards 3, 4 and 5	
Anchor Standard 5	• Play pp-ff evenly with Crescendo and Decrescendo. • Demonstrate understanding of sfz and fp. • Perform concert Bb, Eb, Ab, Db, G, C, F Scale for memory all one octave. • Demonstrate knowledge of musical terms: Solo, Canon, Duet, Rhythm, Time Signature, Key Signature, Tutti, Harmony, Soli, Fermata, Clef, Articulation, Embouchure, Flat, Sharp, Woodwinds, Brass, Percussion, Crescendo, Decrescendo, First and Second Endings, Accidentals, Phrase, D.S. al fine, Poco a Poco, Accelerando, Coda, Enharmonics, Chromatic, Scale, Arpeggio, Common Time, Trio, Intervals syncopation, largo, fine, scale, dal segno, moderato, whole step, andante, Balance, molto, forte piano
Anchor Standard 8	• Demonstrate Knowledge of basic instrument groups such as: Orchestra, Band, Brass, Woodwinds, Marching band.
Anchor Standard 1	• Dictate four measure rhythmic and melodic line.
Anchor Standard 8	• Demonstrate knowledge of a composer in musical history.
Anchor Standard 5	• Identify names of lines and spaces and ledger lines in both treble and bass clef.
Anchor Standards 4 and 5	• Percussion students will be able to demonstrate knowledge of the following techniques: Matched grip, Multiple Bounce, Flam, flam accent, drag, lesson 25, drag tap, flam tap, paradiddle, single paradiddle-diddle, 5 stroke roll, 7 stroke roll, 9 stroke roll, 13 stroke roll, 17 stroke roll, extended closed roll, flamacue, Multiple bounce rolls, and concert Bb, Eb, Ab, Db, G, C, and F Scales on mallets. • Give biographical information about composers and time periods of performed music.
Anchor Standard 8	

	<i>By the end of the third year of band class, students will be able to:</i>
Anchor Standards 3, 4 and 5	• Play with correct tone on 30 notes for woodwinds and 25 notes for brass. • Play 3 concert pieces at least at a grade 2. • Begin working on 3 concert pieces at least at a grade 3. • Complete a concert on at least grade 2.5 music. • Demonstrate with 85% accuracy from start to finish sight reading grade 1.5 music. • Demonstrate 6 types of articulation (Regular, Slur, Staccato, Marcato, Tenuto, Legato). • Demonstrate at least 6 dynamics (pp p, mp, mf, f, ff) and Crescendo and Decrescendo. • Play pp-ff evenly with Crescendo and Decrescendo. • Demonstrate understanding of sfz and fp. • Perform concert Bb, Eb, Ab, Db, G, C, and F Scale from memory with two octaves, if possible.
Anchor Standard 5	• Participate in SCBDA or regional events on their instrument. • Demonstrate knowledge of musical terms: Solo, Canon, Duet, Rhythm, Time Signature, Key Signature, Tutti, Harmony, Soli, Fermata, Clef, Articulation, Embouchure, Flat, Sharp, Woodwinds, Brass, Percussion, Crescendo, Decrescendo, First and Second Endings, Accidentals, Phrase, D.S. al fine, Poco a Poco, Accelerando, Coda, Enharmonics, Chromatic, Scale, Arpeggio, Common Time, Trio, Intervals syncopation, largo, fine, scale, dal segno, moderato, whole step, andante, Balance, molto, forte piano Bar line, Chord, Clef, Composer, Fine, Flat, Folk Song, Grand Staff, Harmony, Introduction, Measure, Tempo, Ostinato, anacrusis, syncopation.
Anchor Standard 8	

Anchor Standard 1	• Demonstrate Knowledge of basic instrument groups such as: Orchestra, Band, Brass, Woodwinds, Marching band, Jazz Band, Solo, Trio, Quintet.
Anchor Standard 8	• Dictate more intensive four measure rhythmic and melodic line.
Anchor Standard 5	• Demonstrate knowledge of a composer in musical history.
Anchor Standards 4 and 5	• Identify names of lines and spaces and ledger lines in both treble and bass clef.
Anchor Standard 8	• Percussion students will be able to demonstrate knowledge of the following techniques: Matched grip, Multiple Bounce, Flam, flam accent, drag, lesson 25, drag tap, flam tap, paradiddle, single paradiddle-diddle, 5 stroke roll, 7 stroke roll, 9 stroke roll, 13 stroke roll, 17 stroke roll, pataflafla sixteenth note triplet, pataflafla ,extended closed roll, flamacue, Multiple bounce rolls, rim shot and concert Bb, Eb, Ab, Db, G, C, F Scales on mallets. • Give biographical information about composers and time periods of performed music and relate it to events of the time. For GT/Accelerated: • Student will work on additional grade 3 solo work. • Student will extend range of scales beyond one octave. • Student will demonstrate understanding of ensemble skill by collaborating with other accelerated learners on chamber music. • Student will audition for All-County, Solo & Ensemble and Region bands, serving as musical ambassadors for the school. • Student will learn extended techniques for their instrument such as trills, pitch adjustment, using mutes and transposition. • Student will sight-read at a grade 2.5 level in the keys of B^b, E^b, A^b, C^b, G C and F with 90% accuracy. • Student will demonstrate knowledge of additional musical terms taken from the South Carolina Band Director's Association term bank. • Student will demonstrate knowledge of rhythm combinations incorporating 16th notes, triplets, eighth notes and compound meter.

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High School Band Curriculum Map

Anchor Standard	Objectives	<i>By the end of High School Band, students will be expected to:</i>
Anchor Standard 5	1. Write the Circle of Fifths.	• Know the key signatures of ALL 15 Major Scales. • Know the Flats and Sharps in the order that they appear on the staff. • Pass a Written Test on Key Signatures.

Anchor Standards 4 and 5	2. Sing a Major Scale.	● Sing major scale using solfeggio syllables and hand signals. ● Sing in ascending and descending: Do - Re - Mi - Fa - Sol - La - Ti - Do 1 2 3 4 5 6 7 1(8) Do - Ti - La - Sol - Fa - Mi - Re - Do 1(8) 7 6 5 4 3 2 1
Anchor Standards 3, 4 and 5	3. Explain and perform articulation.	● Explain and perform the <i>five different types</i> of <u>Articulations</u> we have discussed this year. A. . (dot) Staccato = short (“TUT”) B. _ (line or dash) Tenuto = long (“TEE”) C. ^ (roof top) Staccato ACCENT = short w/ heavy attack D. > (sideways) Tenuto ACCENT = long w/ heavy attack E. Slur = smooth and connected (“TEE-AH”), with soft tonguing on repeated pitches (“DA”)
Anchor Standards 3, 4, and 5	4. Pass a test playing intervals which occur in a major scale. (Major and Perfect intervals first, then Minor intervals.)	● P1 - Perfect Unison ● M2 - Major Second m2 – minor second ● M3 - Major Third ● m3 – minor third ● P4 - Perfect Fourth

		• P5 - Perfect Fifth * TRITONE • M6 - Major Sixth • m6 – minor sixth • M7 - Major Seventh • m7 – minor seventh • P8 - Perfect Octave
Anchor Standard 5	5. Explain and perform the six degrees of volume from the softest to the loudest.	• pp – pianissimo • p - piano • mp - mezzo piano • mf - mezzo forte • f - forte • ff – fortissimo
Anchor Standard 5	6. Pass a written test on musical terms.	Terms lists are determined by level and provided for students. (Clinic or Senior all state audition terms).
Anchor Standard 3	7. Perform the Chromatic Scale from the lowest scale note to highest scale note.	• Senior Level: Minimum Tempo-Quarter Note = 120. Rhythm: Eighth or Triplet Eighth. • Clinic Level: Minimum Tempo-Quarter Note = 112. Rhythm: Eighth or Triplet Eighth. • ** Percussionists should play the Long Roll and Single Stroke Roll (open - closed - open)
Anchor Standard 5	8. Know major scale half steps.	• Memorize: MAJOR SCALE HALF STEPS OCCUR BETWEEN THE <u>THIRD</u> & <u>FOURTH</u> AND THE <u>SEVENTH</u> & <u>EIGHTH</u> DEGREES OF THE SCALE. 12345 671 (8)

		● <u>Memorize:</u> ON A MUSIC STAFF OR KEYBOARD, HALF STEPS <u>ALWAYS</u> NATURALLY OCCUR BETWEEN THE PITCHES <u>E & F</u> AND <u>B & C</u>
Anchor Standard 5	9. Know Major Triads.	Pass a test on all 15 major triads.
Anchor Standard 5	10. Know all rhythms.	Pass a written test on: ● Rhythm reading/counting ● Subdivision tree of notes and rests.
Anchor Standards 3, 4 and 5	11. Perform Major Scale Arpeggios.	Perform Major Scale Arpeggios (triads) for each of the major scales on specified student level. (Clinic/Senior)
Anchor Standards 3, 4 and 5	12. Demonstrate competency on instrument.	Demonstrate competency at a 70% level on an 8-measure sight-reading, level 2 example.
Anchor Standards 3, 4 and 5	13. Perform all major scales for specified instruments according to specific guidelines.	● <u>Winds:</u> Perform each of the following major scales from memory on your instrument. Time Limit: Senior Level: 3 Minutes and 20 Seconds; Clinic Level: 3 Minutes CLINIC LEVEL MAJOR SCALES (9): <u>Flute</u> <u>Soprano Clarinet</u> 2 Octaves: C, Db, D, Eb, F, G, Ab, A 2 Octaves: E, F, G, A, Bb, B, C, D, Eb 1 1 Octave: Bb 1 Octave: None <u>Bass Clarinet</u> <u>Alto /</u> <u>Baritone Sax</u> 2 Octaves: E, F, G, A 2 Octaves: Bb, B, C, D, E 1 Octave: Bb, B, C, D, Eb 1

		Octave: F, F#, G, A <u>Tenor Sax</u> <u>Trumpet / Baritone TC</u> 2 Octaves: Bb, B, C, D, Eb, E 2 Octaves: G, A 1 Octave: F, G, A 1 Octave: Bb, B, C, D, Eb, E, F <u>French Horn</u> <u>Trombone / Baritone BC / Tuba</u> 2 Octaves: F, G, Ab 2 Octaves: F, G 1 Octave: A, Bb, C, D, Eb, E 1 Octave: Ab, A, Bb, C, Db, D, Eb <u>French Horn</u> <u>Trombone / Baritone BC / Tuba</u> 2 Octaves: F, G, Ab 2 Octaves: F, G 1 Octave: A, Bb, C, D, Eb, E 1 Octave: Ab, A, Bb, C, Db, D, Eb SENIOR LEVEL MAJOR SCALES (12): <u>Flute</u> <u>Soprano Clarinet</u> 3 Octaves: C 3 Octaves: E, F, F#, G 2 Octaves: C#, D, Eb, E, F, F#, G, 2 Octaves: Ab, A, Bb, B, C, C#, Ab, A, Bb, B D, Eb <u>Bass Clarinet</u> <u>Alto /</u> <u>Baritone / Tenor Sax</u> 2 Octaves: E, F, F#, G, Ab, A, Bb, B, C 2 Octaves: Bb, B, C, C#, D, Eb, E, F 1 Octave: C#, D, Eb 1 Octave: F#, G, Ab, A <u>Trumpet / Baritone TC</u> <u>French Horn</u> 2 Octaves: F#, G, Ab, A, 2
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		Octaves: F, F#, G, Ab, Bb, B, C A, Bb 1 Octave: C#, D, Eb, E, F 1 Octave: B, C, C#, D, Eb, E <u>Trombone / Baritone BC / Tuba</u> 2 Octaves: E, F, F#, G, Ab, A, Bb 1 Octave: B, C, C#, D, Eb ● <u>Percussion:</u> Perform each of the following rudiments from memory. Perform these at a flat speed, six (6) repetitions each. Long Roll and Single Stroke Roll are not included. <i>Time Limit: 5 Minutes (Senior), 4 Minutes (Clinic)</i> SENIOR LEVEL RUDIMENTS CLINIC LEVEL RUDIMENTS (40 International) (26 Standard American) <table> <tr> <td>5 Stroke Roll</td><td>Lesson 25</td><td>5 Stroke</td></tr> <tr> <td>Roll</td><td>Lesson 25</td><td></td></tr> <tr> <td>7 Stroke Roll</td><td>Drag Paradiddle #1</td><td>7 Stroke</td></tr> <tr> <td>Roll</td><td>Drag Paradiddle #1</td><td></td></tr> <tr> <td>9 Stroke Roll</td><td>Drag Paradiddle #2</td><td>9 Stroke</td></tr> <tr> <td>Roll</td><td>Drag Paradiddle #2</td><td></td></tr> <tr> <td>10 Stroke Roll</td><td>Single Ratamacue</td><td>10 Stroke</td></tr> <tr> <td>Roll</td><td>Single Ratamacue</td><td></td></tr> <tr> <td>11 Stroke Roll</td><td>Double Ratamacue</td><td>11 Stroke</td></tr> <tr> <td>Roll</td><td>Double Ratamacue</td><td></td></tr> <tr> <td>13 Stroke Roll</td><td>Triple Ratamacue</td><td>13 Stroke</td></tr> <tr> <td>Roll</td><td>Triple Ratamacue</td><td></td></tr> <tr> <td>15 Stroke Roll</td><td>Single Stroke Four</td><td>15 Stroke</td></tr> <tr> <td>Roll</td><td></td><td></td></tr> <tr> <td>17 Stroke Roll</td><td>Single Stroke Seven</td><td>17 Stroke</td></tr> <tr> <td>Roll</td><td></td><td></td></tr> <tr> <td>Single Paradiddle</td><td>Multiple Bounce Roll</td><td>Single</td></tr> <tr> <td>Paradiddle</td><td></td><td></td></tr> <tr> <td>Double Paradiddle</td><td>Triple Stroke Roll</td><td>Double</td></tr> <tr> <td>Paradiddle</td><td></td><td></td></tr> <tr> <td>Flam</td><td>6 Stroke Roll</td><td>Flam</td></tr> <tr> <td>Flam Accent</td><td>Triple Paradiddle</td><td>Flam Accent</td></tr> <tr> <td>Flam Tap</td><td>Single Paradiddle-Diddle</td><td>Flam Tap</td></tr> <tr> <td>Flamacue</td><td>Single Flammed Mill</td><td>Flamacue</td></tr> </table>	5 Stroke Roll	Lesson 25	5 Stroke	Roll	Lesson 25		7 Stroke Roll	Drag Paradiddle #1	7 Stroke	Roll	Drag Paradiddle #1		9 Stroke Roll	Drag Paradiddle #2	9 Stroke	Roll	Drag Paradiddle #2		10 Stroke Roll	Single Ratamacue	10 Stroke	Roll	Single Ratamacue		11 Stroke Roll	Double Ratamacue	11 Stroke	Roll	Double Ratamacue		13 Stroke Roll	Triple Ratamacue	13 Stroke	Roll	Triple Ratamacue		15 Stroke Roll	Single Stroke Four	15 Stroke	Roll			17 Stroke Roll	Single Stroke Seven	17 Stroke	Roll			Single Paradiddle	Multiple Bounce Roll	Single	Paradiddle			Double Paradiddle	Triple Stroke Roll	Double	Paradiddle			Flam	6 Stroke Roll	Flam	Flam Accent	Triple Paradiddle	Flam Accent	Flam Tap	Single Paradiddle-Diddle	Flam Tap	Flamacue	Single Flammed Mill	Flamacue
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		Flam Paradiddle <i>Pataflafla</i> Flam Paradiddle Flam Paradiddle-Diddle <i>Swiss Army Triplet</i> Flam Paradiddle-Diddle Drag (Ruff) <i>Inverted Flam Tap</i> Drag (Ruff) Single Drag Tap <i>Flam Drag</i> Single Drag Tap Double Drag Tap <i>Single Dragadiddle</i> Double Drag Tap
Anchor Standards 3, 4 and 5	14. All-County and All-Region Auditions	All G/T (Jazz) students must meet all requirements to audition for the SCBDA All Region Band.
Anchor Standards 3, 4 and 5	15. Solo/Ensemble	All G/T (Jazz) students must prepare a solo or an ensemble piece and participate in the SCBDA Solo/Ensemble Festival.
Anchor Standards 3, 4 and 5	16. Madrigal Dinner	All G/T (Jazz) students will participate in the BHP Performing Arts Madrigal Dinner production.
Anchor Standard 8	17. To know composers and periods of music history.	Students will be able to explain competently biographical information about composers, and historical information about every concert selection performed.
Anchor Standards 6 and 7	18. To analyze and evaluate musical performances.	Students will be expected to listen to recordings of their own music and those of others and complete a rubric to evaluate the musical performance.

5th-8th Grade Orchestra Curriculum Map

<u>Anchor Standard</u>	<u><i>By the end of 8th Grade Orchestra, students should be able to....</i></u>
1: I can arrange and compose music.	• Notate a simple melody that is dictated to the student. • Combine specific pitches and rhythms to create a unique musical idea within a given key, tonality, and meter.
2: I can improvise music.	• I can identify by ear the tonic chord in a familiar song or piece. • Use rhythmic variations to embellish a familiar melody in 2/4 meter on their instrument. • Imitate rhythmic and melodic patterns in a given key or tonality.
3: I can produce a well-developed tone quality.	• Play notes on the strings by pressing, adjusting, and releasing their fingers using correct whole and half step finger patterns. • Adjust the pitch to match a reference pitch. • Play notes using detaches bow strokes from one note to the next. (detache and staccato) • Play notes using smooth, connected bow strokes from one note to the next (legato and slurs) • Play multiple one-octave scales in tune.

4: I can play instruments alone and with others.	• Change bow weight and create dynamic contrast. • Change bow placement and speed to create dynamic contrast. • Play varying dynamics including pp, p, mp, mf, f, ff as well as crescendo and decrescendo. • Play simple syncopated rhythm with effective bow distribution. • Demonstrate proper playing and rest position. • Apply introductory skills of extensions and basic shifting to scales.
5: I can perform using music notation.	• Perform an unfamiliar four-beat rhythm pattern presented in notation in 4/4 or 2/4 • Perform using musical notation on all strings, C, G, D, A, and E. • Perform a simple unfamiliar tune presented in notation, in D, C, G, and F Major. • Perform scales from the SCMEA Orchestra Division junior region auditions. • Identify notes in first position on their instrument.
6: I can analyze music.	• Describe melody and harmony in music. • Define music symbols when looking at a piece of music and explain how those musical symbols affect the music. • Identify the sharps or flats in the key signature of a piece of music and determine whether it is a major or minor key. • Describe different forms of music such as call and response and ABA form.
7: I can evaluate music.	• Use specific musical terms to describe music. • Evaluate their own and others performance of music in specific musical terms. • Describe the musical instruments in a piece of music by listening. • Describe their likes and dislikes in a piece of music.
8: I can examine music from a variety of stylistic and historical periods and cultures.	• Name and describe notable composers from the Classical, Romantic, and Modern time periods. • Describe settings in which different music would be appropriate.

	• Research composers and use that information to describe why they wrote their music.
9: I can relate music to other arts disciplines, content areas and career path choices.	• Describe how being in orchestra and playing an instrument can benefit them in their future. • Describe how visual art, math, history, language, etc. relate to orchestra.

Anderson County School District Two

Kindergarten- 5th Grade Art Curriculum Map - Created June 2019

Key	
	Elements of Art – “The Building Blocks of Making Art” (K-2nd)
	Principles of Design – “The Tools to Plan and Organize Artwork” (K-2nd)
	Suggested Media Skills Scope and Sequence

	K – 2nd Grade MPS Art
	Elements of Art – “The Building Blocks of Making Art” (3rd- 5th)
	Principles of Design – “The Tools to Plan and Organize Artwork” (3rd- 5th)
	Suggested Media Skills Scope and Sequence 3rd- 5th Grade BES Art
	Gifted and Talented (Art Ideals)
	Standards
	Studio Maintenance- All grade levels

Anderson County School District Two
5K-2nd
Scope and Sequence
Focus: Elements of Art and Principles of Design

Elements of Art – “The Building Blocks of Making Art”

	<i>Kindergarten</i>	<i>1st Grade</i>	<i>2nd Grade</i>
Line	• Naming lines • Describing line qualities • Drawing lines	• Naming lines • Drawing lines • Horizontal • Vertical • Describing line qualities	• Horizontal • Vertical • Diagonal • Describing line qualities Outline/Contour Lines

Shape	• Naming shapes • Describing shapes • Drawing shapes	• Naming shapes • Geometric • Organic • Irregular (“free/no name”) shapes - Symmetry	• Characteristics of 2-D shape • Geometric • Organic • Symmetry • Positive and Negative
Color	• Primary colors • Naming colors • Color Wheel	• Primary colors • Secondary Colors • Color Wheel	• Primary • Secondary • Mixing colors • Color wheel • Complimentary colors
Value	• Recognition of light colors and dark colors	• Ability to recognize and create light colors & dark colors	• Name dark/light colors as Tints and shades, • Creating a value range in different mediums

Texture	• Tactile Finding Characteristics Describing	• Describing • Tactile Finding • Creating visuals	• Describing • Tactile • Ceramics • Visual • Rubbings • Prints
Space	• Small, medium, large	• Small, medium, large Location on plane Overlapping	• Illusion of depth • Size • Overlapping • Location on plane
Form	• Paper • Ceramic • Play-doh • Manipulatives (Legos/STEAM)	• Paper • Ceramic • Play-doh • Manipulatives (Legos/STEAM)	• Characteristics of 3D forms • Paper • Ceramic • Play-doh • Manipulatives (Legos/STEAM) • Sculpture

Principles of Design – “The Tools to Plan and Organize Artwork”

	<i>Kindergarten</i>	<i>1st Grade</i>	<i>2nd Grade</i>
Balance	Centering objects on a picture plane	- Symmetry - Centering objects	- Symmetry of an object - Asymmetry of an object
Contrast	- Color - Line - Size	- Color - Line direction - Shape - Size	- Color Light/Dark - Line direction - Shape - Size
Emphasis	Defining Focal Point	Identifying Focal Point Creating Emphasis with Color	Identifying Focal Point Creating Emphasis with Color
Pattern/ Repetition	Patterns of Line, Shape, Color	Patterns of Line, Shape, Color	Patterns of Line, Shape, Color
Unity	Variety unified by color	Variety unified by color	Variety unified by color

Movement	• Lines creating movement	• Line, Shape, Color creating movement	• Figures in action • Lines • Gestures creating movement
Rhythm	• Repeating shapes	• Repeating shapes, colors	• Repeating shapes, lines, and colors

Suggested Media Skills Scope and Sequence
K – 2nd Grade
MPS Art

	<i>Kindergarten</i>	<i>1st Grade</i>	<i>2nd Grade</i>
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Painting	• Tempera • Watercolor • Basic brushstrokes • Mixing colors • Paintbrush care • Watercolor resist with crayon •	• Tempera • Watercolor • Basic brushstrokes • Mixing colors • Paintbrush care • Cleaning brushes • Watercolor wash • Watercolor resist with oil pastel	• Tempera • Watercolor • Spice painting (seasonal) • Mixing colors • Paintbrush care • Cleaning brushes • Watercolor wash • Double loading brush • Watercolor resist with oil pastel
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Drawing	• Crayon • Oil Pastel • Marker • Lines • Shapes • Use of Stencils • Tracing • Guided drawing	• Crayon • Oil Pastel • Marker • Lines • Shapes • Outlining objects/tracing • Guided drawing • Drawing from observation	• Crayon • Oil Pastel • Chalk pastel • Marker • Outlining objects/tracing • Lines • Shapes • Objects overlapping • Guided drawing • Drawing from observation
Design	• Large, medium, small • Top, middle, bottom • Center of plane	• Simple patterns • Repeated shapes • Collaborative projects • Recognition of symmetry	• Nonobjective linear design • Create patterns • Creating symmetry • Collaborate with groups to design

Clay	• Small modeled hollow object • Beads	• Texture slab • Beads	• Modeled form • Pinch pots, Functional objects
Mixed Media	• Yarn and beads • Beans, noodles, seeds, buttons with glue • Found objects	• Weaving paper strips • Yarn paintings with glue • Beads on string • Beans, noodles, seeds, buttons • Found objects	• Weaving paper strips • Yarn paintings with glue • Jewelry (beads, buttons, string) • Tissue paper with mod-podge • Fabric scraps with mod-podge/glue • Papier-mâché
Collage	• Use of glue sticks and liquid glue • Safe use of scissors • Paper glued to a background • Tissue paper squares • Torn and cut paper	• Use of glue sticks and liquid glue • Safe use of scissors • Paper glued to a background • Tissue paper • Torn and cut paper • Drawn objects - cut and added to abstract collages	• Skill with glue sticks and liquid glue • Skill with scissors • Arrange paper pieces to create balance • Drawn objects- cut and added to abstract or realist collage • Painted papers used to create an object or animal

Sculpture	• Folded paper strips with glue	• Folded paper strips with glue	• Skillfully folded paper with glue • Box/cardboard sculptures • Assemblage of found objects
Printmaking	• Stamping Object, repetition • Sponge texture stamping	• Mono-prints on Gelli plates • Sponge texture stamping • Stamping an object, using repetition	• Stamping, patterns • Creating stamps from Styrofoam • Mono-prints on Gelli plates • Using repetition

Elements of Art – “The Building Blocks of Making Art”

	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
Line	• Horizontal • Vertical • Diagonal • Describing line qualities • Outline/Contour Lines • Types of Lines	• Contour Lines • Use of Straightedge • Use of Line Weight • Use a Variety of Lines in artwork	• Use a ruler to measure lengths of line • Perspective (1pt. perspective)
Shape	• Characteristics of 2-D Shape • Geometric • Organic • Symmetry	• Drawing 3D shapes • Applying knowledge of different types of shape	• Creating 3D shapes using perspective.

Color	• Primary • Secondary • Mixing colors • Color wheel • Complimentary colors	• Intermediate Color Theory knowledge • Applying the use of Complementary colors in artwork • Applying knowledge of the color wheel.	• Applying prior knowledge of color theory
Value	• Name dark/light colors as Tints and shades, • Creating value in different mediums	• Create a value range of at least 3 different values	• Create a value range of at least 5 different values
Texture	• Describing • Tactile • 3D/Sculpture • Visual • Rubbings • Prints	• Creating simulated texture using line.	• Creating actual texture using a variety of materials.

Space	• Illusion of depth • Size • Overlapping • Location on plane	• Foreground • Background	• Foreground • Middle ground • Background • Horizon line • Vanishing point
Form	• Characteristics of 3D forms • Paper • Manipulatives • Sculpture	• Making connections with real- world objects. • Connecting forms to architecture	• Naming and recognizing the different types of form (3D shapes). • Create forms from a variety of media
Principles of Design – “The Tools to Plan and Organize Artwork”			
	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>

Balance	• Symmetry of an object • Asymmetry of an object	• Symmetry • Asymmetry • Radial design (mandalas)	• Symmetry • Asymmetry • Radial design (mandalas) • Choose and apply a type of balance to one's own artwork
Contrast	• Color - Light/Dark • Line direction (horizontal and vertical, thick and thin) • Shape • Size	• Color - Light/Dark • Line direction (horizontal and vertical, thick and thin) • Shape • Size	• The ability to identify contrast in artworks (ex: Photography)
Emphasis	• Identifying Focal Point • Identifying emphasis with any element of design	• Creating a Focal Point • Creating Emphasis with any element of design	• Successfully choosing and applying emphasis through any element and/or medium

Pattern/ Repetition	• Creating patterns of Line, Shape, Color • Identifying patterns in works of art	• Identifying and applying patterns in works of art	• Using a variety of patterns in repetition to create a successful composition (ex: Zentangles)
Unity	• Variety unified by color	• Variety unified by color • Variety unified by any element of design	• Apply variety by choosing one or more elements that unify a composition
Movement	• Figures in action • Lines that create movement • Gestures creating movement	• Identifying movement in works of art • Recognizing the use of elements as movement in a variety of works of art	• Applying movement in a work of art • Applying movement to one's own work of art by choice of element
Rhythm	• Repeating shapes, lines, and colors	• Identifying rhythm in works of art • Recognizing how rhythm can be applied through a variety of elements	• Applying rhythm to one's own work of art • Applying rhythm to one's own work of art by choice of element

Suggested Media Skills Scope and Sequence
3rd – 5th Grade
BES Art

	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
Painting	Tempera Watercolor Basic brushstrokes Mixing colors Paintbrush care Watercolor resist with crayon	Tempera Watercolor Basic brushstrokes Mixing colors Paintbrush care Cleaning brushes Watercolor wash Watercolor resist with oil pastel	Tempera Watercolor Mixing colors Paintbrush care Cleaning brushes Watercolor wash Double loading brush Watercolor resist with oil pastel Mixed media

Drawing	Crayon Oil Pastel Marker Lines Shapes Use of Stencils Tracing Guided drawing	Crayon Oil Pastel Colored Pencils Marker Lines Shapes Forms/3D shapes Outlining objects/tracing Guided drawing Drawing from observation	Crayon Oil Pastel Chalk pastel Colored Pencils Marker Outlining objects/tracing Lines Shapes (2D/3D) Objects overlapping FOR - Fill-up the page, overlap, run-off the page Guided drawing Drawing from observation Perspective Use of ruler/straight-edge
Design	Large, medium, small Top, middle, bottom Center of plane	Simple patterns Repeated shapes Collaborative projects Recognition of symmetry	Non-objective linear design Create patterns Creating symmetry Collaborate with groups to design

Clay	Small modeled hollow object Beads	Texture slab Pinch pots Coil	Modeled form Coils Slab construction Pinch pots Functional objects/boxes
Sculpture - Mixed Media	Assemblage Found object art Cardboard Fiber (weaving, coil baskets, sewing, yarn paintings) Papier mache Paper	Assemblage Found object art Cardboard Fiber (weaving, coil baskets, sewing, yarn paintings) Papier mache Paper	Assemblage Collage Found object/recycled art Cardboard creations Fiber creations Papier mache Paper

Collage	Use of glue sticks and liquid glue Safe use of scissors Paper glued to a background Tissue paper squares Torn and cut paper	Use of glue sticks and liquid glue Safe use of scissors Paper glued to a background Tissue paper Torn and cut paper Drawn objects - cut and added to abstract collages	Skill with glue sticks and liquid glue Skill with scissors Arrange paper pieces to create balance Drawn objects- cut and added to abstract or realist collage Painted papers used to create an object or animal
Printmaking	Stamping, patterns Creating stamps from Styrofoam Mono-prints on Gelli plates Using repetition	Stamping, patterns Creating stamps from Styrofoam Mono-prints on Gelli plates Using repetition	Stamping, patterns Creating stamps from Styrofoam Mono-prints on Gelli plates Using repetition Collograph

Gifted and Talented (Art Ideals 3rd- 5th Grade)

3rd, 4th, 5th Grade
(Differentiation)

- Increased complexity of projects/ skills based on the consecutive year (see Elements of Art and Principles of Design charts listed above)
- Focus on developing independence in work ethic among students
- Focus on developing perseverance among students
- Applying previous knowledge to explore and experiment with different outcomes to develop a better understanding of materials
- Articulate the purpose or meaning of artwork (in scribe and/or verbally)
- Ability to peer and personal review
- Critique artwork using proper art terminology
- Create an age appropriate artist statement from year to year
- Independently creating works of art using good craftsmanship
- The ability to demonstrate proper studio maintenance habits

Standards

A. Artistic Processes: Creating- I can make artwork using a variety of materials, techniques, and processes

Anchor Standard 1: I can use the elements and principles of art to create artwork.

Anchor Standard 2: I can use different materials, techniques, and processes to make art.

B. Artistic Processes: Presenting I can choose and organize work that demonstrates related concepts, skills, and/or media

Anchor Standard 3: I can improve and complete artistic work using elements and principles.

Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

C. Artistic Processes: Responding - I can evaluate and communicate about the meaning in my artwork and the artwork of others.

Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

D. Artistic Processes: Connecting - I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

Studio Maintenance and Expectations for All Grade Levels

Drawing Supplies Care:

- How to properly and safely sharpen pencils.
- Responsible behavior with sharp drawing tools.
- How to use an eraser (hold paper with one hand while erasing with the other hand to not crinkle paper).
- How to properly store drawing supplies in containers, baskets, etc. according to the teacher's set-up.
- How to put marker caps on the right way – "Snap the Cap."
- Not wasting paper – learning to "stop and think" and understand you can try again on the back side of paper and/or properly use an eraser.

Painting/Printmaking Supplies Care:

- How to properly wash/rinse paintbrushes, paint palettes/trays, any supplies properly
- Use and store paintbrushes properly (“do not give brushes a “bad hair day”) – store them upright and use gently while using them on paint
- Drying rack: let artworks dry in their own space (do not put wet pieces on top of other wet pieces); safely handle shelves of drying rack and store work from the bottom up
- Gelli plates or printing plates – do not store together or play with printmaking plates or supplies
- **Students must be taught that the art teacher has an expectation for students to clean up work space and wipe down area and tools used for painting/printmaking; we will teach them how in the beginning of each unit if possible.**

3D:

- Proper use of glue bottles (“Just a dot, not a lot”)
- How to safely and properly use scissors (do not turn your hand over/wrist over)
- Safely use clay tools – these are not toys!
- Assemblage/Sculpture – proper use of box cutters, X-acto knives, be responsible with these tools
- How to cut shapes from paper
- Teach a respect for the cost of supplies; teach students not to waste materials

Notes for creating:

All teachers will explain the expectation creating artwork using good craftsmanship

Anderson County School District Two
Kindergarten- 5th Grade Art Curriculum Map - Created June 2019

Key	
	Elements of Art – “The Building Blocks of Making Art” (K-2nd)
	Principles of Design – “The Tools to Plan and Organize Artwork” (K-2nd)
	Suggested Media Skills Scope and Sequence K – 2nd Grade MPS Art
	Elements of Art – “The Building Blocks of Making Art” (3rd- 5th)
	Principles of Design – “The Tools to Plan and Organize Artwork” (3rd- 5th)
	Suggested Media Skills Scope and Sequence 3rd- 5th Grade BES Art
	Gifted and Talented (Art Ideals)
	Standards
	Studio Maintenance- All grade levels

Anderson County School District Two
5K-2nd
Scope and Sequence
Focus: Elements of Art and Principles of Design

Elements of Art – “The Building Blocks of Making Art”

	<i>Kindergarten</i>	<i>1st Grade</i>	<i>2nd Grade</i>
Line	• Naming lines • Describing line qualities • Drawing lines	• Naming lines • Drawing lines • Horizontal • Vertical • Describing line qualities	• Horizontal • Vertical • Diagonal • Describing line qualities Outline/Contour Lines

Shape	• Naming shapes • Describing shapes • Drawing shapes	• Naming shapes • Geometric • Organic • Irregular (“free/no name”) shapes - Symmetry	• Characteristics of 2-D shape • Geometric • Organic • Symmetry • Positive and Negative
Color	• Primary colors • Naming colors • Color Wheel	• Primary colors • Secondary Colors • Color Wheel	• Primary • Secondary • Mixing colors • Color wheel • Complimentary colors
Value	• Recognition of light colors and dark colors	• Ability to recognize and create light colors & dark colors	• Name dark/light colors as Tints and shades, • Creating a value range in different mediums

Texture	• Tactile Finding Characteristics Describing	• Describing • Tactile Finding • Creating visuals	• Describing • Tactile • Ceramics • Visual • Rubbings • Prints
Space	• Small, medium, large	• Small, medium, large Location on plane Overlapping	• Illusion of depth • Size • Overlapping • Location on plane
Form	• Paper • Ceramic • Play-doh • Manipulatives (Legos/STEAM)	• Paper • Ceramic • Play-doh • Manipulatives (Legos/STEAM)	• Characteristics of 3D forms • Paper • Ceramic • Play-doh • Manipulatives (Legos/STEAM) • Sculpture

Principles of Design – “The Tools to Plan and Organize Artwork”

	<i>Kindergarten</i>	<i>1st Grade</i>	<i>2nd Grade</i>
Balance	Centering objects on a picture plane	- Symmetry - Centering objects	- Symmetry of an object - Asymmetry of an object
Contrast	- Color - Line - Size	- Color - Line direction - Shape - Size	- Color Light/Dark - Line direction - Shape - Size
Emphasis	Defining Focal Point	Identifying Focal Point Creating Emphasis with Color	Identifying Focal Point Creating Emphasis with Color
Pattern/ Repetition	Patterns of Line, Shape, Color	Patterns of Line, Shape, Color	Patterns of Line, Shape, Color
Unity	Variety unified by color	Variety unified by color	Variety unified by color

Movement	• Lines creating movement	• Line, Shape, Color creating movement	• Figures in action • Lines • Gestures creating movement
Rhythm	• Repeating shapes	• Repeating shapes, colors	• Repeating shapes, lines, and colors

Suggested Media Skills Scope and Sequence
K – 2nd Grade
MPS Art

	<i>Kindergarten</i>	<i>1st Grade</i>	<i>2nd Grade</i>
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Painting	• Tempera • Watercolor • Basic brushstrokes • Mixing colors • Paintbrush care • Watercolor resist with crayon •	• Tempera • Watercolor • Basic brushstrokes • Mixing colors • Paintbrush care • Cleaning brushes • Watercolor wash • Watercolor resist with oil pastel	• Tempera • Watercolor • Spice painting (seasonal) • Mixing colors • Paintbrush care • Cleaning brushes • Watercolor wash • Double loading brush • Watercolor resist with oil pastel
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Drawing	• Crayon • Oil Pastel • Marker • Lines • Shapes • Use of Stencils • Tracing • Guided drawing	• Crayon • Oil Pastel • Marker • Lines • Shapes • Outlining objects/tracing • Guided drawing • Drawing from observation	• Crayon • Oil Pastel • Chalk pastel • Marker • Outlining objects/tracing • Lines • Shapes • Objects overlapping • Guided drawing • Drawing from observation
Design	• Large, medium, small • Top, middle, bottom • Center of plane	• Simple patterns • Repeated shapes • Collaborative projects • Recognition of symmetry	• Nonobjective linear design • Create patterns • Creating symmetry • Collaborate with groups to design

Clay	• Small modeled hollow object • Beads	• Texture slab • Beads	• Modeled form • Pinch pots, Functional objects
Mixed Media	• Yarn and beads • Beans, noodles, seeds, buttons with glue • Found objects	• Weaving paper strips • Yarn paintings with glue • Beads on string • Beans, noodles, seeds, buttons • Found objects	• Weaving paper strips • Yarn paintings with glue • Jewelry (beads, buttons, string) • Tissue paper with mod-podge • Fabric scraps with mod-podge/glue • Papier-mâché
Collage	• Use of glue sticks and liquid glue • Safe use of scissors • Paper glued to a background • Tissue paper squares • Torn and cut paper	• Use of glue sticks and liquid glue • Safe use of scissors • Paper glued to a background • Tissue paper • Torn and cut paper • Drawn objects - cut and added to abstract collages	• Skill with glue sticks and liquid glue • Skill with scissors • Arrange paper pieces to create balance • Drawn objects- cut and added to abstract or realist collage • Painted papers used to create an object or animal

Sculpture	• Folded paper strips with glue	• Folded paper strips with glue	• Skillfully folded paper with glue • Box/cardboard sculptures • Assemblage of found objects
Printmaking	• Stamping Object, repetition • Sponge texture stamping	• Mono-prints on Gelli plates • Sponge texture stamping • Stamping an object, using repetition	• Stamping, patterns • Creating stamps from Styrofoam • Mono-prints on Gelli plates • Using repetition

Elements of Art – “The Building Blocks of Making Art”

	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
Line	• Horizontal • Vertical • Diagonal • Describing line qualities • Outline/Contour Lines • Types of Lines	• Contour Lines • Use of Straightedge • Use of Line Weight • Use a Variety of Lines in artwork	• Use a ruler to measure lengths of line • Perspective (1pt. perspective)
Shape	• Characteristics of 2-D Shape • Geometric • Organic • Symmetry	• Drawing 3D shapes • Applying knowledge of different types of shape	• Creating 3D shapes using perspective.

Color	• Primary • Secondary • Mixing colors • Color wheel • Complimentary colors	• Intermediate Color Theory knowledge • Applying the use of Complementary colors in artwork • Applying knowledge of the color wheel.	• Applying prior knowledge of color theory
Value	• Name dark/light colors as Tints and shades, • Creating value in different mediums	• Create a value range of at least 3 different values	• Create a value range of at least 5 different values
Texture	• Describing • Tactile • 3D/Sculpture • Visual • Rubbings • Prints	• Creating simulated texture using line.	• Creating actual texture using a variety of materials.

Space	• Illusion of depth • Size • Overlapping • Location on plane	• Foreground • Background	• Foreground • Middle ground • Background • Horizon line • Vanishing point
Form	• Characteristics of 3D forms • Paper • Manipulatives • Sculpture	• Making connections with real- world objects. • Connecting forms to architecture	• Naming and recognizing the different types of form (3D shapes). • Create forms from a variety of media
Principles of Design – “The Tools to Plan and Organize Artwork”			
	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>

Balance	• Symmetry of an object • Asymmetry of an object	• Symmetry • Asymmetry • Radial design (mandalas)	• Symmetry • Asymmetry • Radial design (mandalas) • Choose and apply a type of balance to one's own artwork
Contrast	• Color - Light/Dark • Line direction (horizontal and vertical, thick and thin) • Shape • Size	• Color - Light/Dark • Line direction (horizontal and vertical, thick and thin) • Shape • Size	• The ability to identify contrast in artworks (ex: Photography)
Emphasis	• Identifying Focal Point • Identifying emphasis with any element of design	• Creating a Focal Point • Creating Emphasis with any element of design	• Successfully choosing and applying emphasis through any element and/or medium

Pattern/ Repetition	• Creating patterns of Line, Shape, Color • Identifying patterns in works of art	• Identifying and applying patterns in works of art	• Using a variety of patterns in repetition to create a successful composition (ex: Zentangles)
Unity	• Variety unified by color	• Variety unified by color • Variety unified by any element of design	• Apply variety by choosing one or more elements that unify a composition
Movement	• Figures in action • Lines that create movement • Gestures creating movement	• Identifying movement in works of art • Recognizing the use of elements as movement in a variety of works of art	• Applying movement in a work of art • Applying movement to one's own work of art by choice of element
Rhythm	• Repeating shapes, lines, and colors	• Identifying rhythm in works of art • Recognizing how rhythm can be applied through a variety of elements	• Applying rhythm to one's own work of art • Applying rhythm to one's own work of art by choice of element

Suggested Media Skills Scope and Sequence
3rd – 5th Grade
BES Art

	<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
Painting	Tempera Watercolor Basic brushstrokes Mixing colors Paintbrush care Watercolor resist with crayon	Tempera Watercolor Basic brushstrokes Mixing colors Paintbrush care Cleaning brushes Watercolor wash Watercolor resist with oil pastel	Tempera Watercolor Mixing colors Paintbrush care Cleaning brushes Watercolor wash Double loading brush Watercolor resist with oil pastel Mixed media

Drawing	Crayon Oil Pastel Marker Lines Shapes Use of Stencils Tracing Guided drawing	Crayon Oil Pastel Colored Pencils Marker Lines Shapes Forms/3D shapes Outlining objects/tracing Guided drawing Drawing from observation	Crayon Oil Pastel Chalk pastel Colored Pencils Marker Outlining objects/tracing Lines Shapes (2D/3D) Objects overlapping FOR - Fill-up the page, overlap, run-off the page Guided drawing Drawing from observation Perspective Use of ruler/straight-edge
Design	Large, medium, small Top, middle, bottom Center of plane	Simple patterns Repeated shapes Collaborative projects Recognition of symmetry	Non-objective linear design Create patterns Creating symmetry Collaborate with groups to design

Clay	Small modeled hollow object Beads	Texture slab Pinch pots Coil	Modeled form Coils Slab construction Pinch pots Functional objects/boxes
Sculpture - Mixed Media	Assemblage Found object art Cardboard Fiber (weaving, coil baskets, sewing, yarn paintings) Papier mache Paper	Assemblage Found object art Cardboard Fiber (weaving, coil baskets, sewing, yarn paintings) Papier mache Paper	Assemblage Collage Found object/recycled art Cardboard creations Fiber creations Papier mache Paper

Collage	Use of glue sticks and liquid glue Safe use of scissors Paper glued to a background Tissue paper squares Torn and cut paper	Use of glue sticks and liquid glue Safe use of scissors Paper glued to a background Tissue paper Torn and cut paper Drawn objects - cut and added to abstract collages	Skill with glue sticks and liquid glue Skill with scissors Arrange paper pieces to create balance Drawn objects- cut and added to abstract or realist collage Painted papers used to create an object or animal
Printmaking	Stamping, patterns Creating stamps from Styrofoam Mono-prints on Gelli plates Using repetition	Stamping, patterns Creating stamps from Styrofoam Mono-prints on Gelli plates Using repetition	Stamping, patterns Creating stamps from Styrofoam Mono-prints on Gelli plates Using repetition Collograph

Gifted and Talented (Art Ideals 3rd- 5th Grade)

3rd, 4th, 5th Grade
(Differentiation)

- Increased complexity of projects/ skills based on the consecutive year (see Elements of Art and Principles of Design charts listed above)
- Focus on developing independence in work ethic among students
- Focus on developing perseverance among students
- Applying previous knowledge to explore and experiment with different outcomes to develop a better understanding of materials
- Articulate the purpose or meaning of artwork (in scribe and/or verbally)
- Ability to peer and personal review
- Critique artwork using proper art terminology
- Create an age appropriate artist statement from year to year
- Independently creating works of art using good craftsmanship
- The ability to demonstrate proper studio maintenance habits

Standards

A. Artistic Processes: Creating- I can make artwork using a variety of materials, techniques, and processes

Anchor Standard 1: I can use the elements and principles of art to create artwork.

Anchor Standard 2: I can use different materials, techniques, and processes to make art.

B. Artistic Processes: Presenting I can choose and organize work that demonstrates related concepts, skills, and/or media

Anchor Standard 3: I can improve and complete artistic work using elements and principles.

Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

C. Artistic Processes: Responding - I can evaluate and communicate about the meaning in my artwork and the artwork of others.

Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

D. Artistic Processes: Connecting - I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

Studio Maintenance and Expectations for All Grade Levels

Drawing Supplies Care:

- How to properly and safely sharpen pencils.
- Responsible behavior with sharp drawing tools.
- How to use an eraser (hold paper with one hand while erasing with the other hand to not crinkle paper).
- How to properly store drawing supplies in containers, baskets, etc. according to the teacher's set-up.
- How to put marker caps on the right way – "Snap the Cap."
- Not wasting paper – learning to "stop and think" and understand you can try again on the back side of paper and/or properly use an eraser.

Painting/Printmaking Supplies Care:

- How to properly wash/rinse paintbrushes, paint palettes/trays, any supplies properly
- Use and store paintbrushes properly (“do not give brushes a “bad hair day”) – store them upright and use gently while using them on paint
- Drying rack: let artworks dry in their own space (do not put wet pieces on top of other wet pieces); safely handle shelves of drying rack and store work from the bottom up
- Gelli plates or printing plates – do not store together or play with printmaking plates or supplies
- **Students must be taught that the art teacher has an expectation for students to clean up work space and wipe down area and tools used for painting/printmaking; we will teach them how in the beginning of each unit if possible.**

3D:

- Proper use of glue bottles (“Just a dot, not a lot”)
- How to safely and properly use scissors (do not turn your hand over/wrist over)
- Safely use clay tools – these are not toys!
- Assemblage/Sculpture – proper use of box cutters, X-acto knives, be responsible with these tools
- How to cut shapes from paper
- Teach a respect for the cost of supplies; teach students not to waste materials

Notes for creating:

All teachers will explain the expectation creating artwork using good craftsmanship



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Application

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

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

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

DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

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

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

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

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

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

Section I

Date Submitted:	3/4/2021
District:	Anderson School District Two
Name:	Mary Boarts
Position:	Principal
Phone Number:	864 3697382
E-mail address:	Mboarts@asd2.org

Section 2

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

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction. In an effort to continue raising our district's graduation rate as well as decreasing the number of students needing to repeat a course we have found providing proficiency-based instruction to be extremely beneficial. Over the past five years our graduation rate had steadily increased in the 80% range to 91% for the 2019-2020 school year. We attribute that to students being allowed to work in both Edgenuity courses as well as South Carolina Virtual School courses. Prior to us offering these course options, students would have to repeat a course the next school year which caused us a rise of students being retained in a grade level as well as less students graduating on time. We also saw the need to allow students to take courses for initial credit in both Edgenuity and South Carolina Virtual School due to scheduling conflicts. This ensures that students have the opportunity to take every course that they would like to even if it will not work out in their schedule.
2. Which schools within the district are involved? Belton-Honea Path High School is the only school within the district involved.
3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process? School Counselors work with School Administration to determine which students would be best served in a proficiency based course. Students may be placed in a course because they have failed a course or because they would like initial credit. Any student is eligible to participate therefore we do not need an appeal process.
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? Edgenuity and South Carolina Virtual School are the vendors that we use for each of the items listed above. South Carolina Virtual School is a well-respected online program recommended by the South Carolina Department of Education. Students take courses taught by South Carolina certified teachers. Edgenuity is an online, self-paced program that is aligned directly to the South Carolina State Standards. When deciding which online program to use for our proficiency-based system, we vetted several different online, self-paced programs. District Office and building level administration met with several different vendors to look at curriculum, ease of use, cost, and effectiveness data. After weighing all of the pros and cons of each vendor, it was decided that Edgenuity had the most benefits to helping our student population.
5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern? Both Edgenuity and SC Virtual School courses will be used for students who have scheduling conflicts and for students wishing to take advanced coursework that we are unable to offer. We will use Edgenuity to best serve our homebound students as well as to serve transfer students that may be on a different schedule than our school who may need more or less courses than what we are currently offering.
6. Please attach the district's policy on the proficiency-based system plan. https://boardpolicyonline.com/?b=anderson2&s=239137

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?

In Edgenuity teachers assign students work individually based on what each child needs. It is not a one size fits all model. Each student is uniquely working on what each teacher has prescribed to him or her. This helps us ensure that we are meeting the individual needs of students. We also have the opportunity to assign students advanced placement, honors, and college prep level work in order to ensure that we are preparing them for their post-secondary plans. We also have college and career readiness courses that we assign to students when we find that they are needed.

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?

Belton-Honea Path High School teachers are the ones determining the curriculum that each student must complete while in Edgenuity. When determining the curriculum teachers are ensuring that each course is in line with the South Carolina State standards as well as ensuring that the curriculum will best prepare students for the courses that follow. South Carolina Virtual School is taught by South Carolina certified teachers who also work to ensure that their curriculum is aligned with state standards and will prepare students. Students taking proficiency-based courses are also still required to take state standardized assessments. The results of these assessments are analyzed by both district and building level administrators to help determine best instructional practices.

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?

Classroom teachers have been assigned to oversee all students who are enrolled in proficiency-based courses. Students have the opportunity to contact these teachers at any time to receive extra help and tutoring. We additionally have two staff members who oversee all of our proficiency-based course students. These staff members monitor students daily and discuss progress. The staff help to keep students on target to complete the course as well as provide them with the extra support and motivation they often need. Any student who has an IEP but is also has an IEP is assigned an academic assistance class. Our special education teachers that teacher this course work on students individualized goals as well as monitor Edgenuity process weekly. They devote an amount of their class time to help students with Edgenuity where needed. Students who are on a 504 plan may reach out to our 504 coordinator or their teacher of record at any time when they need assistance. All 504 and IEP accommodations are provided to students who are enrolled in both Edgenuity courses as well as South Carolina Virtual School courses.

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?

Students are given the opportunity to receive content recovery through Edgenuity at the end of each nine weeks. Students who fail a course for a nine week period are given a contract that states they have 9 weeks to work in Edgenuity on an assigned curriculum created by the teacher. At the end of the nine weeks, if the student has completed all of the assigned work in Edgenuity, the student's grade is changed from the failing grade to a 60%. Each teacher assigns what they believe students should work on in Edgenuity based on what skills and standards the student underperformed on during the nine weeks in which they failed. Students may work in Edgenuity for content recovery before or after school. For a single student or a large number of students in which proficiency-based learning is not in the best interest, teachers will allow students to be retaught the major standards and skills that were not mastered during the nine weeks, and then students will be given an opportunity to be assessed again resulting in a grade change for the student(s).

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?

The plan for proficiency-based instruction will be evaluated on a yearly basis. Data will be gathered at the end of each nine weeks to look at the percentage of students completing content recovery and initial credit courses. Data will also be gathered at the end of the year to determine the percentage of students completing unit recovery and initial courses. We will also look at the percent mastery of the standards in each subject area. It will be beneficial to look at long term trend data to see how many students were successful in the courses that follow their Edgenuity and South Carolina Virtual School courses. District level and building level administration will be the ones responsible for the analysis and evaluation of the data. After the data is collected we will look at passage rates and standard mastery levels. We will also look at the number of student grade retentions as well as our on time graduation rate. It is our goal that grade retentions will go down while graduation rate will go up.

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

The school counselors meet with each student and parent each Winter to have individualized graduation plan meetings. During these meetings the counselors discuss current student progress as well as where the student may be falling behind and where they may have an opportunity to work ahead. Student course loads for the next school year are also discussed during these meetings. It is at this time that school counselors take the time to discuss opportunities for students to take proficiency based courses either due to failing grades or in an effort to get the student ahead with initial credit. In the summer as counselors are building the master schedule for the next school year, counselors often call home to students and parents when scheduling conflicts arise. It is at this time that counselors also have the opportunity to speak with parents concerning the option of proficiency based courses.

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

All Edgenuity courses are made by a Belton-Honea Path High School certified teacher and are aligned with the South Carolina State Standards. Based on an initial course created by Edgenuity educators, teachers can set each student up with a unique course that meets each child's specific needs. Teachers have the ability to add and remove course material as well as manipulate assessments based on the needs of the students. South Carolina Virtual School courses are taught and created by a certified teacher. These courses are in line with the state standards and are created completely by the teacher who is assigned to the students. The teacher has complete autonomy over the material that is taught.

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.

Russell Clark - Interim Director of Instruction
Rhonda Gregory - Interim Director of Virtual Learning
Mary Boarst - Belton-Honea Path High School Principal

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

Lindsay Wade	228821
Matthew Wurst	187403
Teresa Wood	138915
Ashley Hanks	244335
Jennifer Rogers	255874

2021 District Summer School Program Site Identification

District Name: Anderson School District 2 District Summer School Contact: Lana Major

Contact's Phone Number: 864 369-4617 Contact's Email Address: Lmajor@asd2.org

☐ **NO SUMMER SCHOOL PROGRAM SITES**

- Directions:**
- 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
 - 2) **SBE Regulation 43-240: Summer School Program Criteria**
 - a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
 - **Grade 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
 - **Grade 9–12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Summer Reading Camp/Marshall Primary School	Lana Major	Lmajor@asd2.org	3 rd Grade promotion	Yes	Elementary

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2021. If you have any questions, contact Karen Cook at 803-734-4040 or by e-mail at kcook@ed.sc.gov.