



*GREENWOOD DISTRICT 51
STRATEGIC PLAN*



LEARNING, SERVING, LEADING

MISSION

The mission of Ware Shoals School District 51 is to be the educational leader for the total community, preparing all students to be productive, contributing, and successful members of society.

VISION

Ware Shoals School District 51 is a district where...

- ★ Students are meaningfully engaged in LEARNING in a safe, intellectually stimulating, and challenging environment, and they are well prepared for a variety of post-graduation options.
- ★ Students find happiness and personal fulfillment in SERVING their school and community, using their talents and energy to make a positive difference in their own lives and others' lives.
- ★ Students are ethical and trustworthy, and they are committed and confident in LEADING themselves and others along the path of lifelong learning and continuous improvement.

District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2018/19 to 2022/23

District:	Greenwood 51
SIDN:	2451
Plan Submission:	School utilizes AdvancED
Address 1:	56 South Greenwood Avenue
Address 2:	
City:	Ware Shoals, SC
Zip Code:	29692-1541
District Plan Contact Person:	Paula Taylor
District Plan Contact Phone:	864-456-7496
District Plan E-mail Address:	ptaylor@gwd51.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

<i>Superintendent</i>		
<u>Fay Sprouse, Ph.D.</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, District Board of Trustees</i>		
<u>Scott Horne</u> Printed Name	_____ Signature	_____ Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Daniel Crockett, Ph.D.</u> Printed Name	_____ Signature	_____ Date
<i>District Gifted and Talented Coordinator</i>		
<u>Daniel Crockett, Ph.D.</u> Printed Name	_____ Signature	_____ Date
<i>District Strategic Planning Contact Person</i>		
<u>Paula Taylor</u> Printed Name	_____ Signature	_____ Date

Assurances for District Strategic Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <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.
N/A	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <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.
N/A	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Not Checked	The district annually submits Form A Reports signed PDF.
Not Checked	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 Greenwood 51, I certify that this applicant:	
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2016)) if the amount of this award is \$50,000 or more.
Terms and Conditions	
Yes	Completeness of Proposal All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
Yes	Non-awards/Termination The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
Yes	Reduction in Budgets and Negotiations The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
Yes	Amendments to Grants Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	Use of Grant Funds Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
Yes	Submission of Expenditure Reports Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).

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

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Fay Sprouse, Ph.D.
2.	Principal	Paul Anderson
3.	Teacher	Kiki O'Dell
4.	Parent/Guardian	Scott Pilgrim
5.	Community Member	Greg Nix
6.	Private School Representative	N/A
7.	District Level Administrator	Daniel Crockett, Ph.D.
8.	Paraprofessional	Shawn Davenport
9.	District Read To Succeed Literacy Leadership Team Lead	Daniel Crockett, Ph.D.
10.	School Improvement Council Member	Jason Vinson
11.	District Read To Succeed Literacy Leadership Team Member	Carrie Daniel
12.	District Gifted and Talented Coordinator	Daniel Crockett, Ph.D.
13.	District Federal Programs Coordinator	Daniel Crockett, Ph.D.
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	

DISTRICT STRATEGIC PLAN

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District Strategic Plan Signature Page

Assurances for District Strategic Plan

Stakeholders Involvement for District Strategic Plan

District Requested Strategic Plan Waiver

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed (*Link provided, no upload*)

Gifted and Talented Required Tables

District Proficiency-Based System

District Summer School Programs Site Identification

NEEDS ASSESSMENT DATA

Provide the link to your district's most recent District Report Card:

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

[Link to District Report Card](#)

Summative Data

Student Achievement Needs Assessment			
	2017	2016	2015
SCREADY	<i>Percent Meets and Exceeds</i>		
ELA (3-8)*	37.4%	38.9%	70.8%
Math (3-8)	38.1%	44.3%	45.7%
SCPASS	<i>Percent Met and Above</i>		
Science Gr 4	44.7%	61.0%	65.6%
Science Gr 5	54.9%	71.0%	78.1%
Science Gr 6	56.1%	57.6%	79.0%
Science Gr 7	41.0%	74.6%	93.2%
Science Gr 8	49.3%	67.3%	60.9%
SCPASS	<i>Percent Met and Above</i>		
Social Studies Gr 4	81.6%	67.8%	75.4%
Social Studies Gr 5	80.4%	74.2%	75.0%
Social Studies Gr 6	83.3%	87.9%	91.9%
Social Studies Gr 7	63.9%	69.8%	82.8%
Social Studies Gr 8	74.6%	74.5%	75.0%
EOCEP	<i>Percent with Score of 60 or Above</i>		
Algebra 1	70.2%	80.3%	85.5%
English 1	73.2%	70.4%	57.5%
Biology 1	67.2%	67.5%	65.2%
US History	57.1%	57.8%	70.8%
All Subjects	67.2%	68.9%	71.6%
ACT	<i>Average Score</i>		
Composite	16.6	17.5	16.3
English	16.0	15.9	14.5
Reading	16.4	18.0	16.4
Mathematics	17.2	17.6	17.4
Science	16.6	18.0	16.6
Writing**	5.5	14.5	12.3
ACT Workkeys	<i>Percent Meeting Platinum, Gold, or Silver</i>		
Applied Mathematics	71.0%	77.1%	70.0%
Reading for Information	88.4%	95.7%	95.2%
Locating Information	69.6%	74.3%	88.3%
SAT			
Percent of Students Tested	39.0%	37.7%	41.8%
Critical Reading***	N/A	452	484
Writing	N/A	445	465

Average Evidence-Based Reading and Writing Score	507	N/A	N/A
Average Math Score	479	455	466
Average Composite Score****	986	1350	1416

*2016 and 2017 include TDA scoring

**2017 writing scale changed to 2-12, previously 2-16

***2017 critical reading and writing sections combined to create evidence-based

****2017 composite changed to 1600, previously 2400

Achievement by Subgroups SCREADY-ELA

		2016									
		ELA									
*2015 standards		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds	
All	3	76	1348	18	17.1	28.9	44.7	9.2	53.9	82.9	
Male	3	41	1346	18.7	19.5	29.3	41.5	9.8	51.2	80.5	
Female	3	35	1350	16.9	14.3	28.6	48.6	8.6	57.1	85.7	
Hispanic	3	6									
Indian	3	0									
Asian	3	0									
Black	3	11	1330	16.9	54.5	27.3	18.2		18.2	45.5	
Pacific Islander	3	0									
White	3	52	1362	16.2	9.6	25	51.9	13.5	65.4	90.4	
More than one Race	3	7									
Disabilities	3	13	1328	13.8	53.8	38.5	7.7		7.7	46.2	
Non Disabilities	3	63	1352	15.9	9.5	27	52.4	11.1	63.5	90.5	
Migrant	3	0									
Nonmigrant	3	76	1348	18	17.1	28.9	44.7	9.2	53.9	82.9	
LEP	3	8									
NonLEP	3	68	1349	18	16.2	26.5	47.1	10.3	57.4	83.6	
Student in Poverty	3	58	1347	17.3	17.2	31	44.8	6.9	51.7	82.6	
NonStudent in Poverty	3	16	1352	17.7	12.5	25	43.8	18.8	62.5	87.5	

		ELA									
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds	
All	4	60	1441	17.5	26.7	43.3	23.3	6.7	30	73.3	
Male	4	36	1441	15.9	27.8	38.9	30.6	2.8	33.3	72.2	
Female	4	24	1441	19.6	25	50	12.5	12.5	25	75	
Hispanic	4	3									
Indian	4	0									
Asian	4	1									
Black	4	11	1430	14.6	45.5	45.5	9.1		9.1	54.5	
Pacific Islander	4	0									
White	4	39	1443	16.3	20.5	41	33.3	5.1	38.5	76.5	
More than one Race	4	6									
Disabilities	4	16	1428	18.4	56.3	31.3	12.5		12.5	43.8	
Non Disabilities	4	44	1446	14.6	15.9	47.7	27.3	9.1	36.4	84.1	
Migrant	4	0									
Nonmigrant	4	60	1441	17.5	26.7	43.3	23.3	6.7	30	73.3	
LEP	4	4									
NonLEP	4	56	1442	17.6	25	42.9	25	7.1	32.1	75	
Student in Poverty	4	48	1440	17.8	29.2	43.8	20.6	6.3	27.1	70.6	
NonStudent in Poverty	4	12	1446	15	16.7	41.7	33.3	8.3	41.7	83.3	

		2017									
		ELA									
*2015 standards		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds	
All	3	70	437.3	83.6	25.7	27.1	37.1	10	47.1	74.3	
Male	3	32	430.5	79.7	31.3	25	37.5	6.3	43.8	68.8	
Female	3	38	442.9	86.3	21.1	28.9	36.8	13.2	50	78.9	
Hispanic	3	1									
Indian	3	0									
Asian	3	0									
Black	3	14	424.1	83.1	35.7	42.9	7.1	14.3	21.4	64.3	
Pacific Islander	3	0									
White	3	52	443.8	84.6	21.2	23.1	46.2	9.6	55.8	78.8	
More than one Race	3	3									
Disabilities	3	6									
Non Disabilities	3	64	445.5	80.3	23.4	25	40.6	10.9	51.6	76.6	
Migrant	3	0									
Nonmigrant	3	70	437.3	83.6	25.7	27.1	37.1	10	47.1	74.3	
LEP	3	1									
NonLEP	3	69	438.5	83.5	24.6	27.5	37.7	10.1	47.8	75.4	
Student in Poverty	3	55	427	80.7	27.3	30.9	34.5	7.3	41.8	72.7	
NonStudent in Poverty	3	15	474.9	83.1	20	13.3	46.7	20	66.7	80	

		ELA									
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds	
All	4	78	459.4	85.3	34.6	32.1	32.1	1.3	33.3	65.4	
Male	4	41	445.5	91.5	43.9	24.4	29.3	2.4	31.7	56.1	
Female	4	37	474.9	74.9	24.3	40.5	35.1		35.1	75.7	
Hispanic	4	6									
Indian	4	0									
Asian	4	2									
Black	4	12	405.4	86.2	58.3	25	16.7		16.7	41.7	
Pacific Islander	4	0									
White	4	53	475.4	79.5	26.3	34	37.7		37.7	71.7	
More than one Race	4	5									
Disabilities	4	14	371.1	58.6	78.6	21.4				21.4	
Non Disabilities	4	64	478.7	77.7	25	34.4	39.1	1.6	40.6	75	
Migrant	4	0									
Nonmigrant	4	78	459.4	85.3	34.6	32.1	32.1	1.3	33.3	65.4	
LEP	4	8									
NonLEP	4	70	463.6	84.8	34.3	31.4	32.9	1.4	34.3	65.7	
Student in Poverty	4	60	448.2	87.7	40	33.3	25	1.7	26.7	60	
NonStudent in Poverty	4	18	496.7	64	16.7	27.8	55.6		55.6	83.3	

ELA										
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds
All	5	65	1541	16.4	23.1	44.6	26.2	6.2	32.3	76.9
Male	5	30	1536	17.6	33.3	40	20	6.7	26.7	66.7
Female	5	35	1545	14.3	14.3	48.6	31.4	5.7	37.1	85.7
Hispanic	5	6								
Indian	5	0								
Asian	5	0								
Black	5	13	1537	14.2	30.8	46.2	23.1		23.1	69.2
Pacific Islander	5	0								
White	5	44	1544	16.8	13.6	47.7	29.5	9.1	36.6	86.4
More than one Race	5	2								
Disabilities	5	14	1527	13.7	50	42.9	7.1		7.1	50
NonDisabilities	5	51	1544	15.2	15.7	45.1	31.4	7.8	39.2	84.3
Migrant	5	0								
Nonmigrant	5	65	1541	16.4	23.1	44.6	26.2	6.2	32.3	76.9
LEP	5	7								
NonLEP	5	58	1542	16.5	19	46.6	27.6	6.9	34.5	81
Student in Poverty	5	46	1538	15.4	28.3	47.8	21.7	2.2	23.9	71.7
NonStudent in Poverty	5	18	1548	16.8	11.1	38.9	33.3	16.7	50	88.9

ELA										
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds
All	6	67	1643	14.3	11.9	58.2	23.9	6	29.9	88.1
Male	6	29	1641	14	17.2	58.6	20.7	3.4	24.1	82.8
Female	6	38	1644	14.4	7.9	57.9	26.3	7.9	34.2	92.1
Hispanic	6	2								
Indian	6	0								
Asian	6	0								
Black	6	9								
Pacific Islander	6	0								
White	6	55	1643	13.6	12.7	58.2	23.6	5.5	29.1	87.3
More than one Race	6	1								
Disabilities	6	15	1630	11.5	33.3	60	6.7		6.7	66.7
NonDisabilities	6	52	1647	12.9	5.8	57.7	28.8	7.7	36.5	94.2
Migrant	6	0								
Nonmigrant	6	67	1643	14.3	11.9	58.2	23.9	6	29.9	88.1
LEP	6	2								
NonLEP	6	65	1643	14.4	12.3	56.9	24.6	6.2	30.8	87.7
Student in Poverty	6	46	1642	14	10.9	60.9	21.7	6.5	28.3	89.1
NonStudent in Poverty	6	21	1645	14.8	14.3	52.4	28.6	4.8	33.3	85.7

ELA										
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds
All	7	68	1744	19.1	23.5	29.4	41.2	5.9	47.1	76.5
Male	7	39	1739	18.7	33.3	28.2	35.9	2.6	36.5	66.7
Female	7	29	1750	17.7	10.3	31	48.3	10.3	58.6	89.7
Hispanic	7	2								
Indian	7	0								
Asian	7	0								
Black	7	8								
Pacific Islander	7	0								
White	7	56	1745	19.4	21.4	28.6	42.9	7.1	50	78.6
More than one Race	7	2								
Disabilities	7	11	1718	9.7	90.9	9.1				9.1
NonDisabilities	7	57	1749	16.4	10.5	33.3	49.1	7	56.1	89.5
Migrant	7	0								
Nonmigrant	7	68	1744	19.1	23.5	29.4	41.2	5.9	47.1	76.5
LEP	7	2								
NonLEP	7	66	1744	19	22.7	30.3	40.9	6.1	47	77.3
Student in Poverty	7	47	1740	19.3	27.7	31.9	36.2	4.3	40.4	72.3
NonStudent in Poverty	7	21	1751	16.6	14.3	23.8	52.4	9.5	61.9	85.7

ELA										
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds
All	8	59	1845	16.1	25.4	35.6	28.8	10.2	39	74.6
Male	8	30	1842	16.1	30	46.7	13.3	10	23.3	70
Female	8	29	1848	15.4	20.7	24.1	44.8	10.3	55.2	79.3
Hispanic	8	2								
Indian	8	0								
Asian	8	0								
Black	8	12	1835	13.8	50	25	25		25	50
Pacific Islander	8	0								
White	8	42	1847	15.6	21.4	35.7	31	11.9	42.9	78.6
More than one Race	8	3								
Disabilities	8	7								
NonDisabilities	8	52	1847	15.4	19.2	36.5	32.7	11.5	44.2	80.8
Migrant	8	0								
Nonmigrant	8	59	1845	16.1	25.4	35.6	28.8	10.2	39	74.6
LEP	8	2								
NonLEP	8	57	1845	16.3	26.3	35.1	28.1	10.5	38.6	73.7
Student in Poverty	8	36	1845	15.3	22.2	36.1	33.3	8.3	41.7	77.8
NonStudent in Poverty	8	22	1846	16.6	27.3	36.4	22.7	13.6	36.4	72.7

ELA										
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds
All	5	58	511.8	88.3	25.9	43.1	25.9	5.2	31	74.1
Male	5	36	506	87	30.6	41.7	22.2	5.6	27.8	69.4
Female	5	22	521.4	89.4	18.2	45.5	31.8	4.5	36.4	81.8
Hispanic	5	3								
Indian	5	0								
Asian	5	1								
Black	5	11	472.8	67.6	36.4	63.6				63.6
Pacific Islander	5	0								
White	5	38	526.2	88.5	18.4	39.5	34.2	7.9	42.1	81.6
More than one Race	5	5								
Disabilities	5	10	448.9	88.3	60	20	20		20	40
NonDisabilities	5	48	525	82.4	18.8	47.9	27.1	6.3	33.3	81.3
Migrant	5	0								
Nonmigrant	5	58	511.8	88.3	25.9	43.1	25.9	5.2	31	74.1
LEP	5	4								
NonLEP	5	54	515.9	88.9	24.1	42.6	27.8	5.6	33.3	75.9
Student in Poverty	5	45	508.2	87.8	26.7	44.4	24.4	4.4	28.9	73.3
NonStudent in Poverty	5	11	538	87.9	18.2	36.4	36.4	9.1	45.5	81.8

ELA										
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds
All	6	68	545.5	87	14.7	47.1	29.4	8.8	38.2	85.3
Male	6	29	528.9	88.8	20.7	48.3	24.1	6.9	31	79.3
Female	6	39	557.9	83.4	10.3	46.2	33.3	10.3	43.6	89.7
Hispanic	6	5								
Indian	6	0								
Asian	6	0								
Black	6	15	498.1	73.6	26.7	53.3	20		20	73.3
Pacific Islander	6	0								
White	6	46	569	84.3	10.9	41.3	34.8	13	47.8	89.1
More than one Race	6	2								
Disabilities	6	17	487.2	75.7	47.1	41.2	11.8		11.8	52.9
NonDisabilities	6	51	571.6	73.8	3.9	49	35.3	11.8	47.1	96.1
Migrant	6	0								
Nonmigrant	6	68	545.5	87	14.7	47.1	29.4	8.8	38.2	85.3
LEP	6	6								
NonLEP	6	62	550.3	87.2	14.5	45.2	30.6	9.7	40.3	85.5
Student in Poverty	6	46	529.6	80.3	15.2	56.5	23.9	4.3	28.3	84.8
NonStudent in Poverty	6	22	579	90.8	13.6	27.3	40.9	18.2	59.1	86.4

ELA										
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds
All	7	65	568.7	89	26.2	43.1	20	10.8	30.8	73.8
Male	7	32	542.3	85.1	37.5	46.9	9.4	6.3	15.6	62.5
Female	7	33	594.3	85.1	15.2	39.4	30.3	15.2	45.5	84.8
Hispanic	7	2								
Indian	7	0								
Asian	7	0								
Black	7	9								
Pacific Islander	7	0								
White	7	53	564.8	87.6	26.4	45.3	18.9	9.4	28.3	73.6
More than one Race	7	1								
Disabilities	7	15	495.9	79.1	66.7	20	13.3		13.3	33.3
NonDisabilities	7	50	590.5	79.7	14	50	22	14	36	86
Migrant	7	0								
Nonmigrant	7	65	568.7	89	26.2	43.1	20	10.8	30.8	73.8
LEP	7	2								
NonLEP	7	63	569.4	90.2	27	41.3	20.6	11.1	31.7	73
Student in Poverty	7	44	561.1	88.1	31.8	36.4	22.7	9.1	31.8	68.2
NonStudent in Poverty	7	21	584.6	88.7	14.3	57.1	14.3	14.3	28.6	85.7

					ELA					
		Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets / Exceeds
All	8	68	614.5	97.2	26.5	33.8	29.4	10.3	39.7	73.5
Male	8	36	588.8	103	39.5	26.3	26.3	7.9	34.2	60.5
Female	8	30	646.9	78.8	10	43.3	33.3	13.3	46.7	90
Hispanic	8	2								
Indian	8	0								
Asian	8	0								
Black	8	9								
Pacific Islander	8	0								
White	8	55	625.4	97.6	23.6	30.9	32.7	12.7	45.5	76.4
More than one Race	8	2								
Disabilities	8	10	490.2	52.3	90	10				10
NonDisabilities	8	58	635.9	86.5	15.5	37.9	34.5	12.1	46.6	84.5
Migrant	8	0								
Nonmigrant	8	68	614.5	97.2	26.5	33.8	29.4	10.3	39.7	73.5
LEP	8	2								
NonLEP	8	66	615.5	95.3	25.8	34.8	28.8	10.6	39.4	74.2
Student in Poverty	8	46	609.2	95.8	26.1	41.3	23.9	8.7	32.6	73.9
Nonstudent in Poverty	8	22	625.5	99.2	27.3	18.2	40.9	13.6	54.5	72.7

Achievement by Subgroups SCREADY-Math

2016

		Math									
*2015 standards	Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets	Exceeds / Exceeds	
All	3	76	1349	18.3	22.4	31.6	32.9	13.2	46.1	77.6	
Male	3	41	1349	21.1	29.3	24.4	29.3	17.1	46.3	70.7	
Female	3	35	1349	14.3	14.3	40	37.1	8.6	45.7	85.7	
Hispanic	3	6									
Indian	3	0									
Asian	3	0									
Black	3	11	1335	13.3	54.5	36.4	9.1		5.1	45.5	
Pacific Islander	3	0									
White	3	52	1353	17.2	15.4	23.1	46.2	15.4	51.5	84.6	
More than one Race	3	7									
Disabilities	3	13	1330	14.3	69.2	23.1	7.7		7.7	30.8	
NonDisabilities	3	63	1353	16.5	12.7	33.3	38.1	15.9	54	87.3	
Migrant	3	0									
Nonmigrant	3	76	1349	18.3	22.4	31.6	32.9	13.2	46.1	77.6	
LEP	3	8									
NonLEP	3	68	1350	18.1	20.6	29.4	36.8	13.2	50	79.4	
Student in Poverty	3	58	1347	18.1	24.1	35.2	27.6	12.1	39.7	75.9	
NonStudent in Poverty	3	16	1356	17.1	12.5	18.8	50	18.8	68.8	87.5	

		Math									
*2015 standards	Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets	Exceeds / Exceeds	
All	4	60	1445	14.6	30	30	33.3	6.7	40	70	
Male	4	35	1447	16	30.6	25	33.3	11.1	44.4	69.4	
Female	4	24	1443	12	29.2	37.5	33.3		33.3	70.8	
Hispanic	4	3									
Indian	4	0									
Asian	4	1									
Black	4	11	1438	11	45.5	36.4	18.2		18.2	54.5	
Pacific Islander	4	0									
White	4	39	1448	15	25.6	28.2	35.9	10.3	46.2	74.4	
More than one Race	4	6									
Disabilities	4	16	1438	16.2	55.3	18.8	18.8	6.3	25	43.8	
NonDisabilities	4	44	1447	13.3	20.5	34.1	38.6	6.8	45.5	79.5	
Migrant	4	0									
Nonmigrant	4	60	1445	14.6	30	30	33.3	6.7	40	70	
LEP	4	4									
NonLEP	4	55	1445	14.8	30.4	25.8	35.7	7.1	42.9	69.6	
Student in Poverty	4	48	1444	14.9	29.2	33.3	31.3	6.3	37.5	70.8	
NonStudent in Poverty	4	12	1447	13.2	33.3	16.7	41.7	8.3	50	66.7	

		Math									
*2015 standards	Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets	Exceeds / Exceeds	
All	5	66	1547	15.3	16.9	40	35.4	7.7	43.1	83.1	
Male	5	30	1546	15.8	23.3	40	26.7	10	36.7	76.7	
Female	5	35	1549	14.7	11.4	40	42.9	5.7	48.6	88.6	
Hispanic	5	6									
Indian	5	0									
Asian	5	0									
Black	5	13	1543	11.6	15.4	51.5	23.1		23.1	84.6	
Pacific Islander	5	0									
White	5	44	1550	15.9	13.6	34.1	40.9	11.4	52.3	86.4	
More than one Race	5	2									
Disabilities	5	14	1535	14	42.9	42.9	14.3		14.3	57.1	
NonDisabilities	5	51	1551	13.8	9.8	39.2	41.2	9.8	51	90.2	
Migrant	5	0									
Nonmigrant	5	65	1547	15.3	16.9	40	35.4	7.7	43.1	83.1	
LEP	5	7									
NonLEP	5	58	1549	15.2	13.8	41.4	36.2	8.5	44.8	86.2	
Student in Poverty	5	46	1547	14.8	17.4	41.3	34.6	6.5	41.3	82.6	
NonStudent in Poverty	5	18	1549	16.3	11.1	38.9	38.9	11.1	50	88.9	

		Math									
*2015 standards	Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets	Exceeds / Exceeds	
All	6	67	1549	15.9	13.4	41.8	32.8	11.9	44.8	86.6	
Male	6	29	1547	17.6	17.2	48.3	17.2	17.2	34.5	82.8	
Female	6	38	1551	14.3	10.5	36.8	44.7	7.9	52.5	89.5	
Hispanic	6	2									
Indian	6	0									
Asian	6	0									
Black	6	9									
Pacific Islander	6	0									
White	6	55	1550	16.3	12.7	40	32.7	14.5	47.3	87.3	
More than one Race	6	1									
Disabilities	6	15	1539	15.6	33.3	45.7	13.3	6.7	20	66.7	
NonDisabilities	6	52	1552	14.8	7.7	40.4	38.5	13.5	51.9	92.3	
Migrant	6	0									
Nonmigrant	6	67	1549	15.9	13.4	41.8	32.8	11.9	44.8	86.6	
LEP	6	2									
NonLEP	6	65	1549	15	13.8	41.5	32.3	12.3	44.5	86.2	
Student in Poverty	6	46	1548	17.4	17.4	43.5	23.9	15.2	39.1	82.6	
NonStudent in Poverty	6	21	1552	11.3	4.8	38.1	52.4	4.8	57.1	95.2	

2017

		Math									
*2015 standards	Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets	Exceeds / Exceeds	
All	3	71	459.3	93.3	15.5	28.2	38	18.3	56.3	84.5	
Male	3	32	459.9	95.7	15.6	34.4	25	25	50	84.4	
Female	3	39	453.1	89.9	15.4	23.1	48.7	12.8	61.5	84.5	
Hispanic	3	1									
Indian	3	0									
Asian	3	0									
Black	3	14	443.7	74.8	14.3	35.7	35.7	14.3	50	85.7	
Pacific Islander	3	0									
White	3	53	457.8	97.8	15.1	24.5	39.6	20.8	60.4	84.9	
More than one Race	3	3									
Disabilities	3	6									
NonDisabilities	3	65	455.8	91.6	13.8	26.2	40	20	60	86.2	
Migrant	3	0									
Nonmigrant	3	71	459.3	93.3	15.5	28.2	38	18.3	56.3	84.5	
LEP	3	1									
NonLEP	3	70	461.2	92.6	14.3	28.6	38.6	18.6	57.1	85.7	
Student in Poverty	3	55	455	94.4	15.4	25.1	36.4	18.2	54.5	83.5	
NonStudent in Poverty	3	15	481.1	85.1	13.3	20	45.7	20	66.7	86.7	

		Math									
*2015 standards	Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets	Exceeds / Exceeds	
All	4	78	441.3	70.7	26.9	44.9	23.1	5.1	28.2	73.1	
Male	4	41	436	75	29.3	41.5	24.4	4.9	29.3	70.7	
Female	4	37	447.1	65.1	24.3	48.6	21.6	5.4	27	75.7	
Hispanic	4	6									
Indian	4	0									
Asian	4	2									
Black	4	12	397.8	71.2	65.7	16.7	16.7		16.7	33.3	
Pacific Islander	4	0									
White	4	53	455.1	68.8	17	49.1	26.4	7.5	34	83	
More than one Race	4	5									
Disabilities	4	14	383.1	63.6	64.3	28.6	7.1		7.1	35.7	
NonDisabilities	4	64	454	65.6	18.8	48.4	26.6	6.3	32.8	81.3	
Migrant	4	0									
Nonmigrant	4	78	441.3	70.7	26.9	44.9	23.1	5.1	28.2	73.1	
LEP	4	8									
NonLEP	4	70	444.9	71.1	25.7	44.3	24.3	5.7	30	74.3	
Student in Poverty	4	60	436.2	72.5	30	45	18.3	6.7	25	70	
NonStudent in Poverty	4	18	458.3	61.1	15.7	44.4	38.9		38.9	83.3	

		Math									
*2015 standards	Number Tested	Mean Score	SD	Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets	Exceeds / Exceeds	
All	5	68	493.7	85.5	37.9	31	20.7	10.3	31	62.1	
Male	5	36	488.2	88.1	44.4	30.6	13.9	11.1	25	55.6	
Female	5	22	502.6	80.3	27.3	31.8	31.8	9.1	40.9	72.7	
Hispanic	5	3									
Indian	5	0									
Asian	5	1									
Black	5	11	457.5	59.6	63.6	18.2	18.2		18.2	36.4	
Pacific Islander	5	0									
White	5	38	508.4	90.5	28.9	36.8	18.4	15.8	34.2	71.1	
More than one Race	5	5									
Disabilities	5	10	438.7	83.4	80	10	10		10	20	
NonDisabilities	5	49	504.9	81.6	29.2	35.4	25	10.4	35.4	70.8	
Migrant	5	0									
Nonmigrant	5	68	493.7	85.5	37.9	31	20.7	10.3	31	62.1	
LEP	5	4									
NonLEP	5	64	494.2	87.7	38.9	29.6	20.4	11.1	31.5	61.1	
Student in Poverty	5	45	486.9	85.5	44.4	25.7	20	8.9	28.9	55.6	

		Number Tested	Mean Score	SD	Math					
					Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets
All	7	68	1746	16.2	19.1	39.7	26.5	14.7	41.2	80.9
Male	7	39	1743	18.1	23.1	46.2	17.9	12.8	30.8	76.9
Female	7	29	1749	16.3	13.8	31	37.9	17.2	55.2	86.2
Hispanic	7	2								
Indian	7	0								
Asian	7	0								
Black	7	8								
Pacific Islander	7	0								
White	7	56	1748	16.9	14.3	39.3	32.1	14.3	46.4	85.7
More than one Race	7	2								
Disabilities	7	11	1728	9.8	54.5	45.5				45.5
NonDisabilities	7	57	1749	17.4	12.3	38.6	31.6	17.5	48.1	87.7
Migrant	7	0								
Nonmigrant	7	68	1746	16.2	19.1	39.7	26.5	14.7	41.2	80.9
LEP	7	2								
NonLEP	7	66	1746	16.2	19.1	39.7	26.5	14.7	41.2	80.9
Student in Poverty	7	47	1743	19	23.4	42.6	21.3	12.8	34	76.6
NonStudent in Poverty	7	21	1751	15.3	9.6	33.3	38.1	19	57.1	90.6

		Number Tested	Mean Score	SD	Math					
					Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets
All	8	59	1848	19.9	20.3	32.2	25.4	22	47.5	75.7
Male	8	30	1846	19.6	33.3	23.3	20	23.3	43.3	66.7
Female	8	29	1851	19.4	6.6	41.4	31	20.7	51.7	93.1
Hispanic	8	2								
Indian	8	0								
Asian	8	0								
Black	8	12	1838	16	41.7	33.3	16.7	8.3	25	58.3
Pacific Islander	8	0								
White	8	42	1850	20.3	16.7	28.6	31	23.8	54.8	83.3
More than one Race	8	3								
Disabilities	8	7								
NonDisabilities	8	52	1850	19.5	15.4	32.7	26.9	25	51.9	84.6
Migrant	8	0								
Nonmigrant	8	59	1848	19.9	20.3	32.2	25.4	22	47.5	75.7
LEP	8	2								
NonLEP	8	57	1848	20.1	21.1	31.6	26.3	21.1	47.4	78.9
Student in Poverty	8	36	1848	15.7	13.9	38.9	27.8	19.4	47.2	86.1
NonStudent in Poverty	8	22	1850	23.8	27.3	22.7	22.7	27.3	50	72.7

		Number Tested	Mean Score	SD	Math					
					Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets
All	7	66	526.7	73.4	38.5	36.9	16.9	7.7	24.6	61.5
Male	7	32	511.9	69.5	43.8	37.5	12.5	6.3	18.8	56.3
Female	7	33	541.1	74.2	33.3	36.4	21.2	9.1	30.3	66.7
Hispanic	7	2								
Indian	7	0								
Asian	7	0								
Black	7	9								
Pacific Islander	7	0								
White	7	53	525.8	75.7	37.7	41.5	11.3	9.4	20.8	62.3
More than one Race	7	1								
Disabilities	7	15	484.3	57	66.7	26.7	6.7		6.7	33.3
NonDisabilities	7	50	539.5	73	30	40	20	10	30	70
Migrant	7	0								
Nonmigrant	7	66	526.7	73.4	38.5	36.9	16.9	7.7	24.6	61.5
LEP	7	2								
NonLEP	7	63	527.5	74.3	38.1	36.5	17.5	7.9	25.4	61.9
Student in Poverty	7	44	521.7	72.3	40.9	36.4	15.9	6.8	22.7	59.1
NonStudent in Poverty	7	21	537.3	74.6	33.3	38.1	19	9.5	28.6	66.7

		Number Tested	Mean Score	SD	Math					
					Does Not Meet	Approaches	Meets	Exceeds	Meets / Exceeds	Approaches / Meets
All	8	68	571.9	74.9	30.9	39.7	23.5	5.9	29.4	69.1
Male	8	38	552.1	81.8	39.5	31.6	23.7	5.3	28.9	60.5
Female	8	30	584.3	63	20	50	23.3	6.7	30	60
Hispanic	8	2								
Indian	8	0								
Asian	8	0								
Black	8	9								
Pacific Islander	8	0								
White	8	55	578.1	77.3	29.1	38.2	25.5	7.3	32.7	70.9
More than one Race	8	2								
Disabilities	8	10	487.7	52.8	70	30				30
NonDisabilities	8	58	586.4	68.3	24.1	41.4	27.6	6.9	34.5	75.9
Migrant	8	0								
Nonmigrant	8	68	571.9	74.9	30.9	39.7	23.5	5.9	29.4	69.1
LEP	8	2								
NonLEP	8	66	571.9	74.6	30.3	40.9	22.7	6.1	28.8	69.7
Student in Poverty	8	46	570.2	74.7	34.8	37	23.9	4.3	28.3	65.2
NonStudent in Poverty	8	22	575.5	75.2	22.7	45.5	22.7	9.1	31.8	77.3

Achievement by Subgroups EOCEP-WSH

2016

		Number Tested	Mean Score	SD	Ware Shoals High				
					% Scoring A	% Scoring B	% Scoring C	% Scoring D	% Scoring F
All	Algebra 1	48	73.1	9	2.1	8.3	22.9	31.3	35.4
Male	Algebra 1	26	72.1	9.5	3.8	7.7	11.5	34.6	42.3
Female	Algebra 1	22	74.4	9.2		9.1	36.4	27.3	27.3
Hispanic	Algebra 1	3							
Indian	Algebra 1								
Asian	Algebra 1								
Black	Algebra 1	12	70.6	6.9			25	16.7	58.3
Pacific Islander	Algebra 1								
White	Algebra 1	30	73.7	9.6	3.3	10	20	40	26.7
More than one Race	Algebra 1	3							
Disabilities	Algebra 1	10	64.3	6.5				30	70
NonDisabilities	Algebra 1	38	75.5	8	2.6	10.5	28.9	31.6	26.3
LEP	Algebra 1	3							
NonLEP	Algebra 1	45	73.1	9.2	2.2	8.9	22.2	31.1	35.6
Student in Poverty	Algebra 1	36	71.5	8.1		5.6	16.7	38.9	38.9
NonStudent in Poverty	Algebra 1	12	78.2	9.6	8.3	16.7	41.7	8.3	25
Algebra 1	Algebra 1	47	73.6	8.6	2.1	8.5	23.4	31.9	34
Mathematics for the Technologies 2	Algebra 1	1							
Migrant	Algebra 1								

		Number Tested	Mean Score	SD	Ware Shoals High				
					% Scoring A	% Scoring B	% Scoring C	% Scoring D	% Scoring F
All	English 1	52	72.8	11.5	3.8	11.5	25	19.2	40.4
Male	English 1	28	70.5	10.4		14.3	17.9	17.9	50
Female	English 1	24	75.4	12.3	8.3	8.3	33.3	20.8	29.2
Hispanic	English 1	3							
Indian	English 1								
Asian	English 1								
Black	English 1	9							
Pacific Islander	English 1								
White	English 1	36	74.1	12.4	5.6	13.9	27.8	16.7	36.1
More than one Race	English 1	3							
Disabilities	English 1	11	66.5	14	9.1	9.1		18.2	63.6
NonDisabilities	English 1	41	74.4	10.2	2.4	12.2	31.7	19.5	34.1
LEP	English 1	3							
NonLEP	English 1	49	72.5	11.7	4.1	10.2	24.5	20.4	40.8
Student in Poverty	English 1	38	69.7	10.7		7.9	21.1	23.7	47.4
NonStudent in Poverty	English 1	13	82	9.2	15.4	23.1	38.5	7.7	15.4
English 1	English 1	52	72.8	11.5	3.8	11.5	25	19.2	40.4
Other Courses	English 1								
Migrant	English 1								

2017

		Number Tested	Mean Score	SD	Ware Shoals High				
					% Scoring A	% Scoring B	% Scoring C	% Scoring D	% Scoring F
All	Algebra 1	47	62.7	10.6	2.1	4.3	14.9	36.2	42.5
Male	Algebra 1	28	59.7	9.7		3.6	14.3	36.2	42.5
Female	Algebra 1	19	67.2	10.2	5.3	5.3	15.8	57.9	15.8
Hispanic	Algebra 1	1							
Indian	Algebra 1								
Asian	Algebra 1								
Black	Algebra 1	12	61.5	5.7			8.3	50	41.7
Pacific Islander	Algebra 1								
White	Algebra 1	30	63.9	12.1	3.3	6.7	16.7	33.3	40
More than one Race	Algebra 1	2							
Disabilities	Algebra 1	10	56.6	6.2				30	70
NonDisabilities	Algebra 1	37	64.4	10.9	2.7	5.4	18.9	37.8	35.1
LEP	Algebra 1	1							
NonLEP	Algebra 1	46	62.5	10.6	2.2	4.3	13	37	43.5
Student in Poverty	Algebra 1	34	63.2	11.2	2.9	5.9	14.7	29.4	47.1
NonStudent in Poverty	Algebra 1	11	63.5	7.7			18.2	63.6	18.2
Algebra 1	Algebra 1	47	62.7	10.6	2.1	4.3	14.9	36.2	42.5
Intermediate Algebra	Algebra 1								
Migrant	Algebra 1								

					Ware Shoals High				
					% High				
					% Scoring A	% Scoring B	% Scoring C	% Scoring D	% Scoring F
		Number Tested	Mean Score	SD					
All	English 1	49	61.8	11.9	2	4.1	16.3	36.7	40.8
Male	English 1	31	58	10.2			12.9	35.5	51.6
Female	English 1	18	68.3	11.7	5.6	11.1	22.2	38.9	22.2
Hispanic	English 1	1							
Indian	English 1								
Asian	English 1								
Black	English 1	11	55.9	9.5		9.1	18.2	45.5	27.3
Pacific Islander	English 1								
White	English 1	33	60.7	13.1	3	3	18.2	30.3	45.5
More than one Race	English 1	2							
Disabilities	English 1	12	55.8	7.9				33.3	66.7
NonDisabilities	English 1	37	63.8	12.3	2.7	5.4	21.6	37.8	32.4
LEP	English 1	1							
NonLEP	English 1	48	61.9	12	2.1	4.2	16.7	37.5	39.6
Student in Poverty	English 1	34	62.7	12.8	2.9	5.9	20.6	29.4	41.2
NonStudent in Poverty	English 1	12	61.2	7.2			8.3	50	41.7
English 1	English 1	49	61.8	11.9	2	4.1	16.3	36.7	40.8
Other Courses	English 1								
Migrant	English 1								

Teacher Quality Needs Assessment			
	2017	2016	2015
Teachers with advanced degrees	58.6%	64.2%	56.9%
Teachers on continuing contract	81.4%	86.6%	89.2%
Teacher attendance rate	92.6%	91.0%	95.0%
Professional Development days/teacher	6.7	10.2	12
Prime instructional time	87.3	90.0	88.4
Percentage of classes not taught by highly qualified teachers	under revision	0.0	1.7
Percentage of students served by gifted and talented program	2.8%	12.6%	13.4%
Percentage of students retained	2.6%	2.1%	1.8%
Students participating in work-based experiences	9.0%	7.6%	6.9%
Number of students enrolled in dual enrollment courses	20	8	12
Success of students in dual enrollment course	100.0%	100.0%	100.0%
Enrolled in an AP/IB Program	0.0	6.1	0.0
Enrollment in career/technology courses	185	224	N/A

School Climate Needs Assessment			
	2017	2016	2015
Parents attending conferences	95.5%	72.9%	100.0%
SDE Student Survey Results			
I am satisfied with the learning environment at my school.	73.8%	42.5%	55.3%
I am satisfied with the home-school relations at my school.	72.9%	41.3%	56.9%
I am satisfied with home-school relations.	72.5%	52.4%	83.2%
Students at my school believe they can do good work.	72.8%	30.8%	58.8%
My teachers praise students when they do good work.	76.5%	48.1%	74.6%
Work done by students can be seen on the walls of my school.	79.9%	50.5%	88.9%
I feel safe at my school before and after school hours.	79.8%	53.3%	79.2%
I feel safe at my school during the school day.	81.6%	51.0%	83.2%
I feel safe going to or coming from my school.	85.3%	52.4%	84.6%
Parents are welcomed at my school.	93.0%	66.0%	88.9%
I have seen or know of another student being bullied.	60.8%	N/A	63.5%
I have been bullied at the school during the school day.	43.8%	N/A	36.2%
I have been bullied while going to or from school.	19.2%	N/A	21.6%
I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	13.1%	N/A	15.0%
Adults at my school prevent bullying from happening.	72.1%	N/A	60.5%
I can always go to adults at my school if I am being bullied.	80.8%	N/A	69.6%
An adult at my school has talked to me about bullying.	81.5%	N/A	82.4%
I have bullied another student at my school.	10.7%	N/A	20.5%
SDE Parent Survey Results			
I am satisfied with the learning environment at my child's school.	73.4%	84.0%	76.9%
I am satisfied with the home-school relations at my child's school.	59.3%	72.4%	67.6%
I am satisfied with the social and physical environment at my	72.8%	89.8%	75.7%
My child feels safe at school.	75.3%	91.3%	84.8%
My child's teachers and school staff prevent or stop bullying at	65.5%	76.8%	68.0%
My child's school has an anti-bullying program to prevent or deal with bullying.	51.1%	57.7%	57.7%
My child's school has high expectations for student learning.	84.3%	88.8%	87.1%
My child's school treats all students fairly.	64.4%	73.9%	55.9%

Health & Wellness Needs Assessment		
	2017	2016
FitnessGram Results		
Aerobic Capacity-Total	55.0%	51.0%
Aerobic Capacity-Boys	75.0%	58.0%
Aerobic Capacity-Girls	35.0%	43.0%
Body Composition-Total	58.0%	53.0%
Body Composition-Boys	58.0%	52.0%
Body Composition-Girls	58.0%	53.0%
Upper Body Strength/Endurance-Total	61.0%	52.0%
Upper Body Strength/Endurance-Boys	69.0%	56.0%
Upper Body Strength/Endurance-Girls	53.0%	48.0%
Abdominal Strength/Endurance-Total	90.0%	87.0%
Abdominal Strength/Endurance-Boys	95.0%	89.0%
Abdominal Strength/Endurance-Girls	86.0%	85.0%
Trunk Extensor Strength-Total	72.0%	63.0%
Trunk Extensor Strength-Boys	76.0%	65.0%
Trunk Extensor Strength-Girls	68.0%	60.0%
Flexibility-Total	98.0%	80.0%
Flexibility-Boys	99.0%	78.0%
Flexibility-Girls	98.0%	82.0%

2016-2017

FitnessGram Overview Report

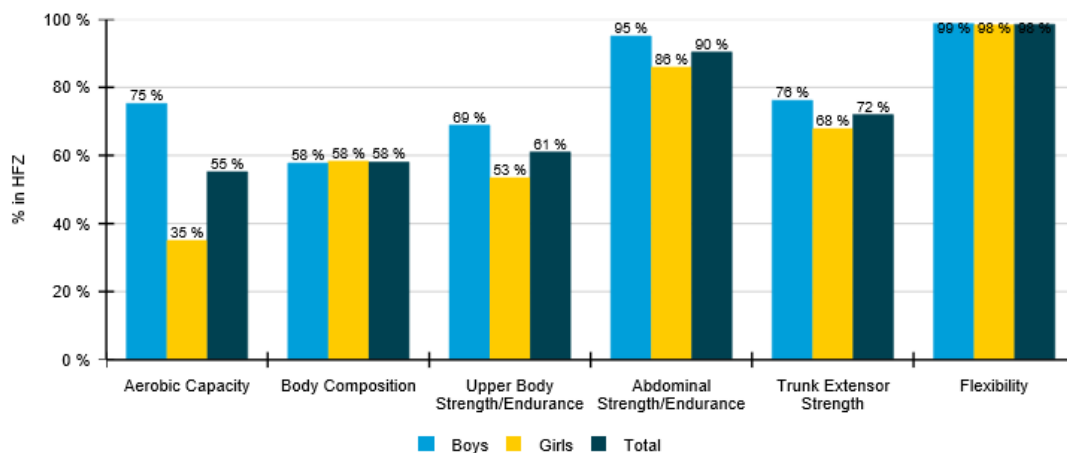
FITNESSGRAM®

District

WARE SHOALS SCHOOL DISTRICT 51

Report Date

1/26/2018



2017-2018

FitnessGram Overview Report

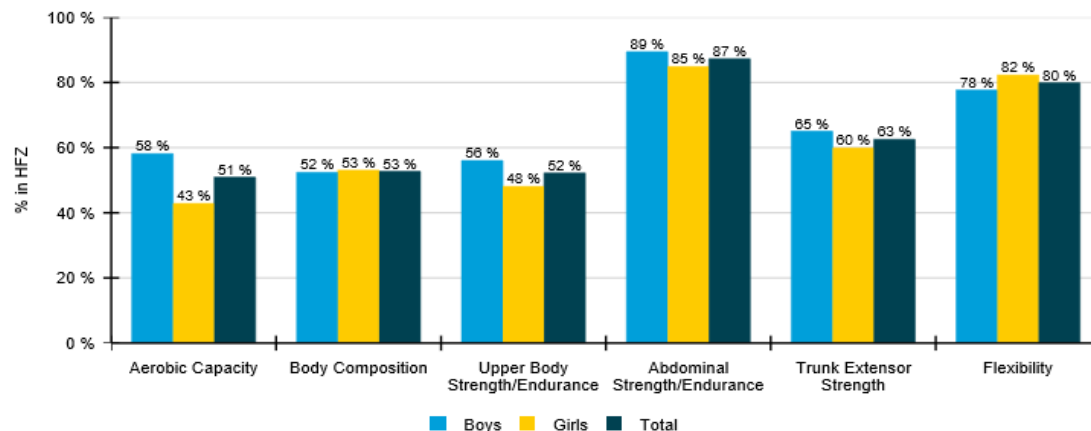
FITNESSGRAM®

District

WARE SHOALS SCHOOL DISTRICT 51

Report Date

1/26/2018



Formative Data

2017 PALS Fall Performance Data

Student		PALS PreK								
		ABC Knowledge > Alphabet Recognition Lower Case			ABC Knowledge > Alphabet Recognition Upper Case			Phonological Awareness > Beginning Sound Awareness		
School (current)	Gender	Min	Max	Average	Min	Max	Average	Min	Max	Average
Ware Shoals Primary	F	0.00	16.00	1.92	0.00	20.00	3.15	0.00	10.00	3.27
Ware Shoals Primary	M	0.00	23.00	4.07	0.00	26.00	5.93	0.00	10.00	3.10
		0.00	23.00	3.07	0.00	26.00	4.64	0.00	10.00	3.18

Student	PALS PreK								
	ABC Knowledge > Alphabet Recognition Lower Case			ABC Knowledge > Alphabet Recognition Upper Case			Phonological Awareness > Beginning Sound Awareness		
School (current)	Min	Max	Average	Min	Max	Average	Min	Max	Average
Ware Shoals Primary	0.00	23.00	3.07	0.00	26.00	4.64	0.00	10.00	3.18
	0.00	23.00	3.07	0.00	26.00	4.64	0.00	10.00	3.18

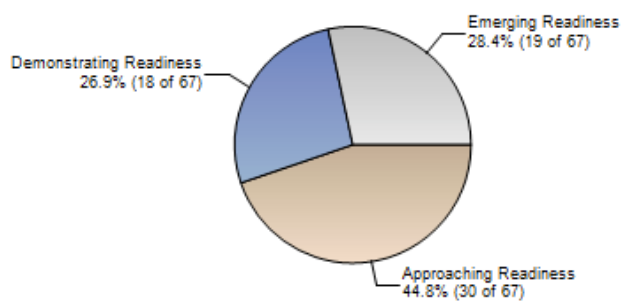
Student		PALS PreK								
		ABC Knowledge > Alphabet Recognition Lower Case			ABC Knowledge > Alphabet Recognition Upper Case			Phonological Awareness > Beginning Sound Awareness		
School (current)	Race	Min	Max	Average	Min	Max	Average	Min	Max	Average
Ware Shoals Primary	Black or African American	0.00	21.00	5.00	0.00	26.00	7.22	0.00	7.00	3.00
Ware Shoals Primary	Black or African American & White	0.00	3.00	1.50	0.00	4.00	2.00	0.00	3.00	1.50
Ware Shoals Primary	Native Hawaiian or Other Pacific Islander & White	3.00	3.00	3.00	10.00	10.00	10.00	0.00	0.00	0.00
Ware Shoals Primary	White	0.00	23.00	2.75	0.00	26.00	4.11	0.00	10.00	3.36
		0.00	23.00	3.07	0.00	26.00	4.64	0.00	10.00	3.18

Student		PALS PreK								
		ABC Knowledge > Alphabet Recognition Lower Case			ABC Knowledge > Alphabet Recognition Upper Case			Phonological Awareness > Beginning Sound Awareness		
School (current)	Special Education	Min	Max	Average	Min	Max	Average	Min	Max	Average
Ware Shoals Primary	No	0.00	23.00	2.79	0.00	26.00	4.04	0.00	10.00	3.35
Ware Shoals Primary	Yes	0.00	21.00	4.75	0.00	26.00	8.25	0.00	5.00	2.13
		0.00	23.00	3.07	0.00	26.00	4.64	0.00	10.00	3.18

2017 KRA Performance Data

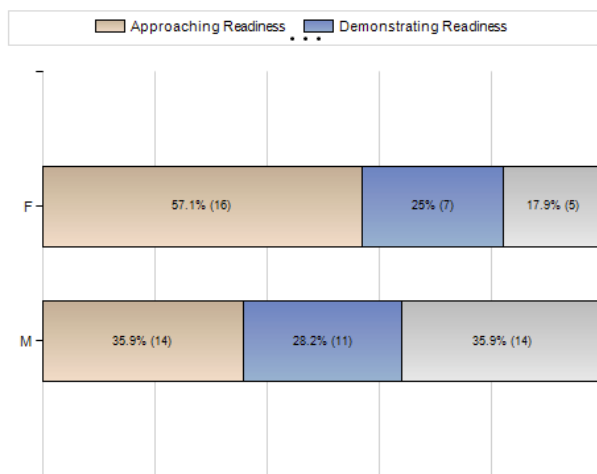
KRA Overall > Performance Level Descriptor

Distribution



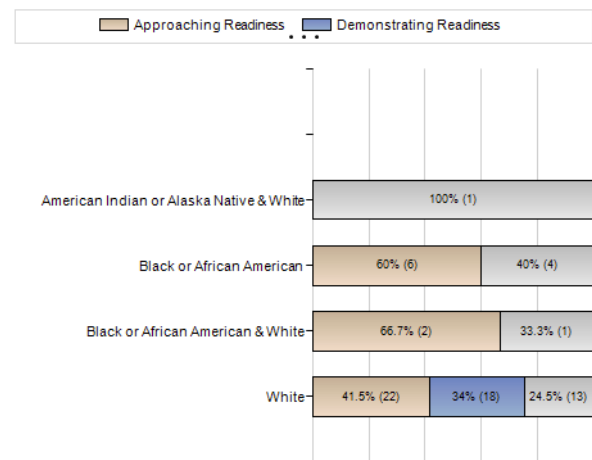
Gender

Distribution



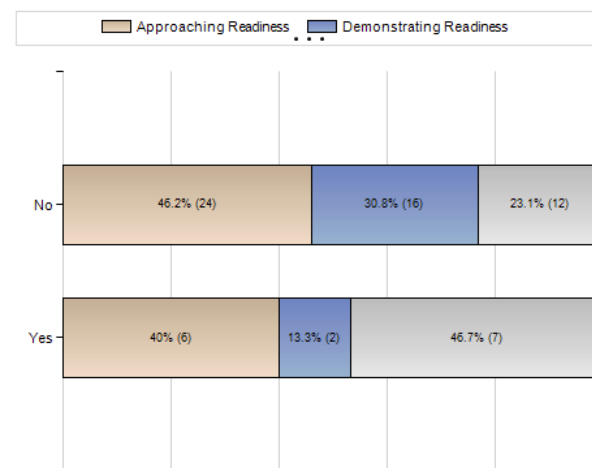
Race

Distribution



Special Education

Distribution



2017 IOWA Performance Data

2017 November IOWA Complete > Composite (ELA + Comp) > Grade Equivalent

Distribution

N/A

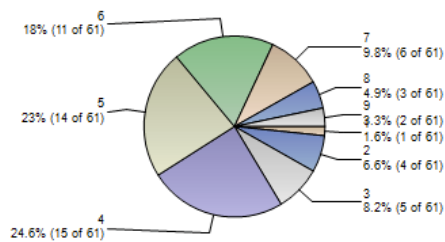
Percent Tested

Students Tested:		0%
Not Tested:	67	100%
Total:	67	100%

2017 COGAT Composite (V+Q+N) > Grade Stanine

Distribution

Percent Tested



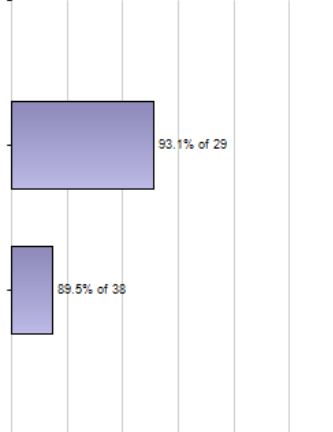
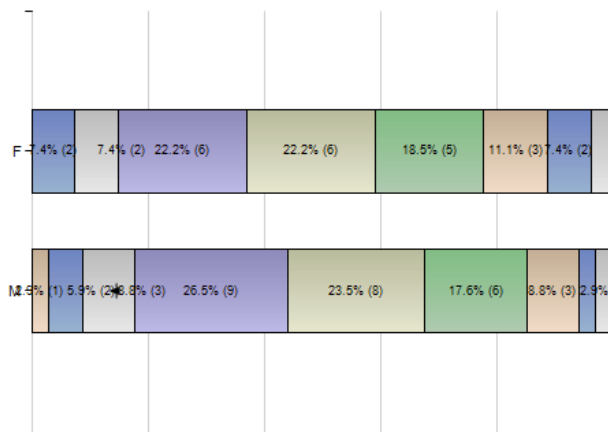
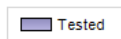
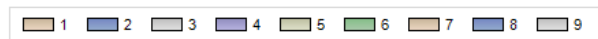
Students Tested:	61	91%
Not Tested:	6	9%
Total:	67	100%

Gender

2017 COGAT Composite (V+Q+N) > Grade Stanine

Distribution

Percent Tested

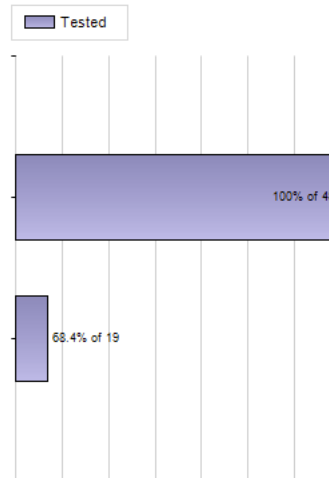
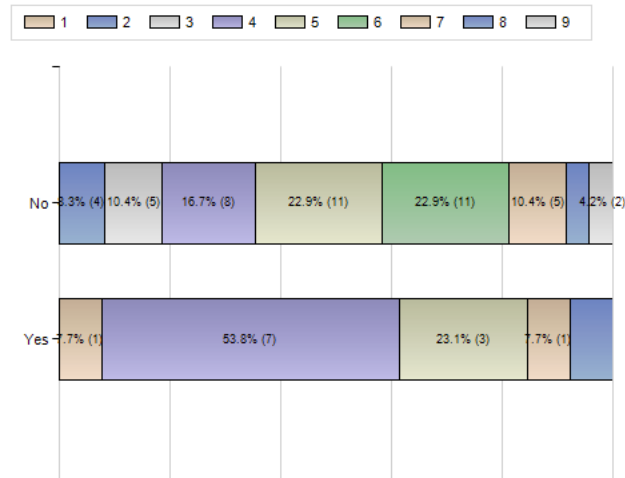


Special Education

2017 COGAT Composite (V+Q+H) > Grade Stanine

Distribution

Percent Tested

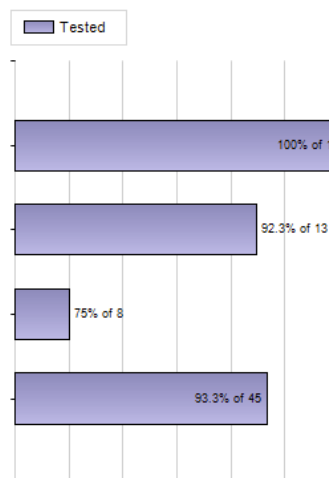
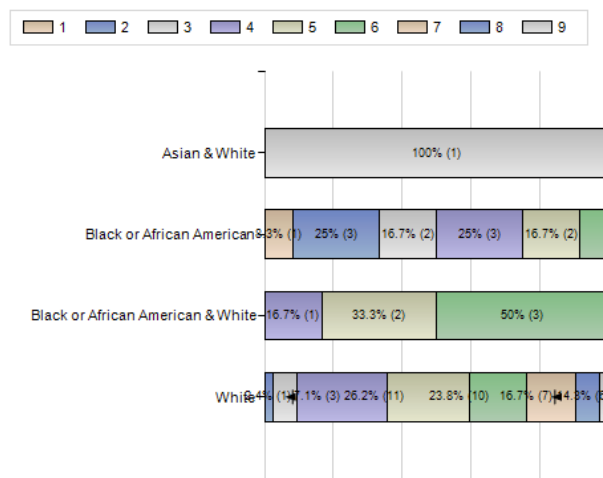


Race

2017 COGAT Composite (V+Q+H) > Grade Stanine

Distribution

Percent Tested

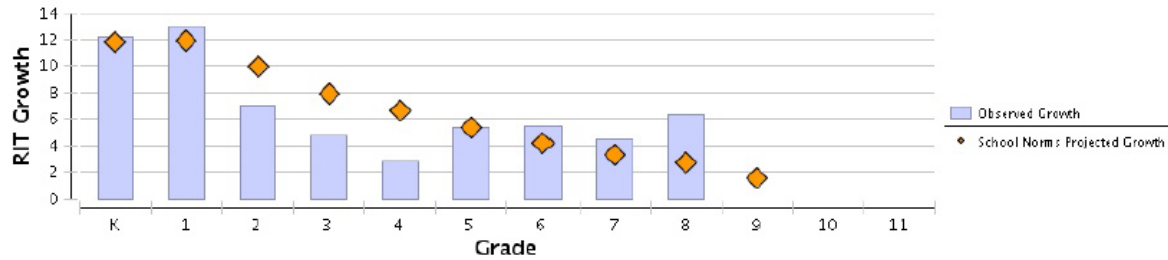


MAP Student Growth Summary

Mathematics

Item Name		Comparison Periods							Growth Evaluated Against							
		Fall 2017			Winter 2018			Growth		School Norms			Student Norms			
Grade (Winter 2018)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	63	137.2	9.4	43	149.4	12.3	45	12.2	1.0	11.8	0.25	60	63	34	54	48
1	65	155.7	13.2	19	168.7	12.5	25	13.0	1.1	11.9	0.66	75	65	31	48	43
2	66	168.8	17.1	12	175.7	18.5	5	7.0	1.2	9.9	-1.96	3	66	29	44	33
3	74	184.2	13.6	19	189.0	14.5	9	4.8	0.7	7.9	-2.44	1	74	23	31	22
4	67	196.9	15.0	25	199.7	16.4	10	2.8	0.7	6.6	-3.03	1	67	14	21	20
5	80	202.6	13.4	12	207.9	13.5	12	5.4	0.7	5.4	-0.06	48	80	34	43	41
6	55	209.8	12.5	16	215.2	13.0	20	5.5	0.9	4.2	0.94	83	55	33	60	54
7	68	216.1	15.2	21	220.5	14.9	26	4.5	1.2	3.3	0.91	82	68	36	53	53
8	63	219.9	14.1	25	226.2	13.5	39	6.3	1.0	2.7	2.96	99	63	40	63	75
9	30	217.2	15.9	8	217.3	14.6	6	0.0	1.5	1.5	-1.09	14	30	10	33	35
10	1	*			*			*					*			
11	1	*			*			*					*			

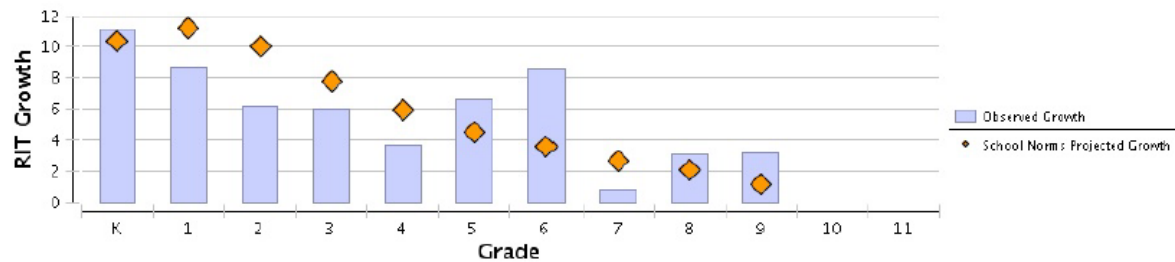
Mathematics



Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2017			Winter 2018			Growth		School Norms			Student Norms			
Grade (Winter 2018)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	63	141.0	8.4	59	152.1	9.6	63	11.1	1.0	10.4	0.43	67	63	33	52	49
1	64	158.0	11.3	42	166.7	12.9	27	8.7	1.1	11.2	-1.59	6	64	23	36	29
2	67	171.4	19.2	39	177.6	18.3	19	6.2	1.2	10.0	-2.65	1	67	20	30	28
3	74	185.9	17.3	43	191.9	16.1	32	6.0	1.0	7.8	-1.59	6	74	29	39	29
4	68	193.3	17.5	27	197.0	17.3	17	3.7	1.2	5.9	-2.27	1	68	29	43	35
5	82	199.9	16.1	21	206.4	14.1	31	6.6	0.9	4.5	2.00	98	82	52	63	56
6	48	201.4	15.7	8	210.0	16.1	27	8.6	1.1	3.6	4.62	99	48	40	83	79
7	65	207.5	16.4	16	208.2	16.3	10	0.8	0.9	2.7	-1.89	3	65	24	37	28
8	63	210.0	16.2	18	213.1	15.6	22	3.1	1.1	2.1	0.77	78	63	37	59	54
9	48	209.9	16.5	8	213.1	15.1	13	3.2	1.4	1.2	1.51	93	48	24	50	47
10	0	**			**			**					**			
11	1	*			*			*					*			

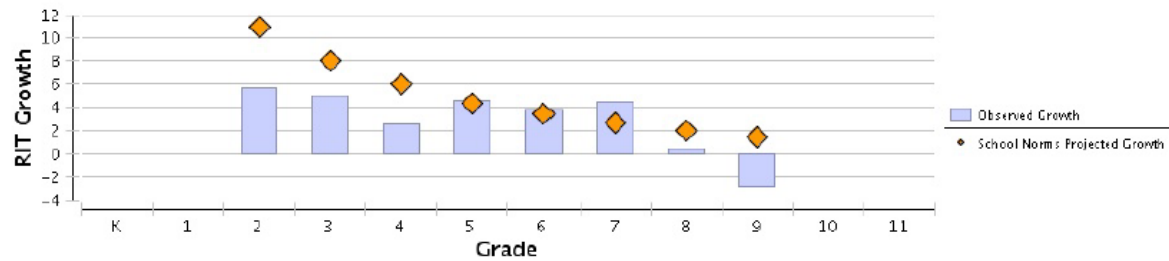
Reading



Language Usage

		Comparison Periods							Growth Evaluated Against							
		Fall 2017			Winter 2018			Growth		School Norms			Student Norms			
Grade (Winter 2018)	Growth Count	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	60	175.8	16.1	67	181.4	13.9	35	5.7	1.1	10.9	-3.61	1	60	14	23	27
3	73	186.8	15.0	41	191.8	15.1	24	5.0	1.2	8.0	-2.35	1	73	28	38	24
4	67	197.7	14.5	49	200.3	13.0	27	2.6	0.9	6.0	-3.37	1	67	21	31	28
5	84	202.6	13.2	34	207.2	12.8	35	4.6	0.7	4.4	0.23	59	84	50	60	58
6	49	205.7	14.6	22	209.6	14.6	24	3.8	1.0	3.5	0.37	64	49	26	53	51
7	68	207.5	14.7	15	212.0	13.2	23	4.5	1.0	2.7	1.66	95	68	41	60	60
8	61	213.3	13.2	35	213.9	13.5	27	0.5	1.0	2.0	-1.28	10	61	26	43	35
9	45	214.4	13.3	29	211.6	14.4	12	-2.8	0.9	1.5	-3.43	1	45	12	27	16
10	0	**			**			**					**			
11	1	*			*			*					*			

Language Usage



2018 Winter STAR Reading

Percentile	Percentage of GR2 Students	Percentage of GR3 Students	Percentage of GR4 Students	Percentage of GR5 Students	Percentage of GR6 Students	Percentage of GR7 Students	Percentage of GR8 Students
Below 25 th	37.9%	29.3%	44.4%	40.0%	44.8%	49.3%	56.1%
25 th to 49 th	25.8%	29.3%	25.0%	30.0%	25.9%	31.5%	30.3%
50 th to 74 th	18.2%	25.3%	20.8%	21.1%	12.1%	17.8%	9.1%
75 th & Below	18.2%	16.0%	9.7%	8.9%	17.2%	1.4%	4.5%

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

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

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

Student Achievement, including sub-groups
<i>Early Childhood/Primary (PK–2):</i> - Based on data from grade level assessments, the district is evaluating curriculum, programs, and initiatives addressing students' need especially in the areas of reading and writing. - Female 4K students score significantly lower when asked to recognize letters and beginning sounds based on PALS. - Lack of African American and African American/White 5K students demonstrating readiness for kindergarten based on KRA.
<i>Elementary/Middle (3–8):</i> - Based on data from grade level assessments, the district is evaluating curriculum, programs, and initiatives addressing students' need especially in the areas of reading and writing. - Males in grades 3-8 underperform when compared to females (with the exception of 4th grade math) on SCREADY - African Americans in grades 3-8 underperform when compared to whites on SCREADY - Students in Poverty in grades 3-8 underperformed (with the exception of 7th grade ELA) on SCREADY
<i>High School (9–12):</i> - Based on data from grade level assessments, the district is evaluating curriculum, programs, and initiatives addressing students' need especially in the areas of reading and writing. - Increase the percentage of students participating in upper level classes. - Continue stakeholder communication regarding graduation and refine strategies for student engagement. - Males underperform when compared to females on EOCEP. - Continue to increase graduation rate from 81%.

Teacher/Administrator Quality
• Based on the data reviewed the district will continue to focus on recruiting, retention, and professional development opportunities. • The district will continue to offer Read to Succeed courses for certification endorsement. • Quality professional develop opportunities will address group and school needs using data collected from classroom observations and surveys.
School Climate
• Increase the percentage of students, teachers, and parents satisfied with the learning environment • Evaluate communication tools to increase engagement. • Decrease the number of students who say they have been bullied. • Increase the percentage of parents who are satisfied with home-school relations.
Other (such as district priorities)
• Health and Wellness: provide comprehensive health education and information to families on nutrition and fitness.
Gifted and Talented
• Increase the percentage of students receiving Gifted and Talented services. • Increase the percentage of Gifted and Talented students exceeding standard on SC Ready assessments.

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) ☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

PERFORMANCE GOAL:

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

SMART goal must include:

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

The percentage of students scoring at Level 3 or higher on ELA state assessments will increase from 37.1% to 47.1% in 2022-2023. (ESSA goal 70% by 2035)

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 SCREADY 3-8 EOCEP	37.1%	Projected Data	39.1%	41.1%	43.1%	45.1%	47.1%
		Actual Data					

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 SCREADY-4th	34.2%	Projected Data	36.2%	38.2%	40.2%	42.2%	44.2%
		Actual Data					
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 SCREADY-8 th Grade	40.3%	Projected Data	42.3%	44.3%	46.3%	48.3%	50.3%
		Actual Data					
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 EOCEP	34.4%	Projected Data	36.4%	38.4%	40.4%	42.4%	46.4%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Utilize best practices and instructional structures to improve academic success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue proficiency-based system using district established guidelines.	2018-2023	Chief Academic Officer, Learning Academy staff	Varies	State, Local	Proficiency-based system plan
2. Ensure that differentiated, technology rich, and engaging instructional strategies are used by all teachers.	2018-2023	Principals, Teacher Evaluation Team Members, Reading Coaches	Approximately \$21,400.00	State, Local	Classroom observations, SLO, iStation, Moby Max, and Edgenuity reporting, PLCs with reading coaches
3. Examine scheduling practices to ensure every student receives an optimal education experience.	2018-2023	Chief Academic Officer, Principals	\$0	N/A	Master schedules
4. Make instructional decisions based on consistent use of formative assessments that measure student performance across all grade levels and content areas.	2018-2023	Chief Academic Officer, Principals, Teachers	\$0	N/A	SLO framework and data, MAP student growth goals
5. Provide opportunities for vertical teaming and teacher collaboration.	2018-2023	Principals, Teachers	\$0	N/A	Monthly vertical teaming

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

ACTION PLAN FOR STRATEGY #2: Provide structured interventions and enrichment opportunities to allow all students to meet their maximum potential and reduce achievement gaps.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. PreK program evaluation.	2018-2020	Chief Academic Officer, Principal, Teachers	Varies	Title I, Local, and State	Training for teachers on standards, collaborative planning, scheduling vertical planning for 4K and 5K teachers to discuss standards and applications, creation of parenting sessions
2. Implement Response to Intervention (RTI) Model K-12 using multiple assessments and data analysis to close the achievement gap.	2018-2023	Principals, RTI Coordinator, Reading Coaches, Interventionists, Teachers	Approximately \$27,000.00	Title I, Local, and State	LLI, Read 180, System 44, Apex, Khan Academy program reviews, guided reading and math in general education classrooms
3. Increase opportunities for career and work-based experiences.	2018-2023	Chief Academic Officer, Principals, Guidance Counselors	Varies	Local and State	Participation in career and work-based experiences
4. Incorporate more STEAM enrichment opportunities.	2018-2023	Principals, Teachers	Varies	Local and State	Classroom observations, STEAM lab, robotics, drama, show choir

ACTION PLAN FOR STRATEGY #2: Provide structured interventions and enrichment opportunities to allow all students to meet their maximum potential and reduce achievement gaps.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Continuation of district-wide 1:1 technology plan for differentiated and personalized learning opportunities.	2018-2023	Principals, Technology Staff, Teachers	Varies	Title I, Local and State	Number of devices, students participating in learning opportunities
6. Increase participation and number of students meeting goals in Accelerated Reading Program or other program that promotes fluency and comprehension.	2018-2023	Accelerated Reading Program Coordinator, Teachers	\$7,900.00	Title I, Local, and State	Students participating in program/meeting goals
7. Professional development and PLC opportunities with reading coaches to support teachers as they implement Tier 1 interventions.	2018-2023	Principals, Reading Coaches, Teachers	Varies	State, Local	Implementation of strategies from professional development

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) ☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
☐ Gifted and Talented: Other

PERFORMANCE GOAL:

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

SMART goal must include:

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

The percentage of students scoring at Level 3 or higher on Math state assessments will increase from 38.4% to 47.9% in 2022-2023. (ESSA goal 70% by 2035)

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 SCREADY EOCEP 3-8	38.4%	Projected Data	40.3%	42.2%	44.1%	46.0%	47.9%
		Actual Data					

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 SCREADY-4 th Grade	29.3%	Projected Data	31.2%	33.1%	35.0%	36.9%	38.8%
		Actual Data					
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 SCREADY-8 th Grade	29.9%	Projected Data	31.8%	33.7%	35.6%	37.5%	39.4%
		Actual Data					
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 EOCEP	40.8%	Projected Data	42.7%	44.6%	46.5%	48.4%	50.3%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Utilize best practices and instructional structures to improve academic success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue proficiency-based system using district established guidelines.	2018-2023	Chief Academic Officer, Learning Academy staff	Varies	State, Local	Proficiency-based system plan
2. Ensure that differentiated, technology rich, and engaging instructional strategies are used by all teachers.	2018-2023	Principals, Teacher Evaluation Team Members, Reading Coaches	Approximately \$21,400.00	State, Local	Classroom observations, SLO, iStation, Moby Max, and Edgenuity reporting, PLCs
3. Examine scheduling practices to ensure every student receives an optimal education experience.	2018-2023	Chief Academic Officer, Principals	\$0	N/A	Master schedules
4. Make instructional decisions based on consistent use of formative assessments that measure student performance across all grade levels and content areas.	2018-2023	Chief Academic Officer, Principals, Teachers	\$0	N/A	SLO framework and data, MAP student growth goals
5. Provide opportunities for vertical teaming and teacher collaboration.	2018-2023	Principals, Teachers	\$0	N/A	Monthly vertical teaming

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

ACTION PLAN FOR STRATEGY #2: Provide structured interventions and enrichment opportunities to allow all students to meet their maximum potential and reduce achievement gaps.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Update PreK program to prepare students for kindergarten and prevent barriers to learning.	2018-2020	Chief Academic Officer, Principal, Teachers	Varies	Title I, Local, and State	Training for teachers on standards, collaborative planning, scheduling vertical planning for 4K and 5K teachers to discuss standards and applications, creation of parenting sessions
2. Implement and focus on a systematic learning plan to include a Response to Intervention (RTI) Model K-12 using multiple assessments and data analysis to close the achievement gap.	2018-2023	Principals, RTI Coordinator, Reading Coaches, Interventionists, Teachers	Approximately \$27,000.00	Title I, Local, and State	LLI, Read 180, System 44, Apex, Khan Academy program reviews, guided reading and math in general education classrooms
3. Increase opportunities for career and work-based experiences.	2018-2023	Chief Academic Officer, Principals, Guidance Counselors	Varies	Local and State	Participation in career and work-based experiences
4. Provide opportunities for student engagement that require higher order, critical thinking.	2018-2023	Principals, Teachers	Varies	Local and State	Classroom observations, STEM lab, STEM club

ACTION PLAN FOR STRATEGY #2: Provide structured interventions and enrichment opportunities to allow all students to meet their maximum potential and reduce achievement gaps.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Continuation of district-wide 1:1 technology plan for differentiated and personalized learning opportunities.	2018-2023	Principals, Technology Staff, Teachers	Varies	Title I, Local, and State	Number of devices, students participating in learning opportunities

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

Performance Goal Area:
☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
☐ Gifted and Talented: Other**PERFORMANCE GOAL:**

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

SMART goal must include:

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

The four year graduation rate will increase from 81.0% to 88.0% in 2022-2023.
(ESSA goal 90% by 2035)

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): 2017 Report Card	81.0%	Projected Data	82.4%	83.8%	85.2%	86.6%	88.0%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Develop and implement innovative school operations, curriculum, and access to support 21st century learning inside and outside of school.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop and implement more specialized pathways for students.	2018-2020	Chief Academic Officer	\$6000	Greenwood Edge	Participation in Greenwood Edge program, students successfully completing manufacturing certification at Piedmont Technical College
2. Implement Response to Intervention (RTI) Model K-12 using multiple assessments and data analysis to close the achievement gap.	2018-2023	Chief Academic Officer, Principals, RTI Coordinator, Interventionists	Approximately \$35,000.00	Title I, Local, and State	Program review, training, MAP, Edgenuity and iStation reports, participation in summer learning opportunities
3. Implement district-wide at-risk student mentoring program.	2018-2023	Principals, School Teams	\$0	N/A	Monitoring of at-risk students, developing and/or maintaining check-in/check-out systems at schools
4. Increase opportunities for career and work-based experiences.	2018-2023	Chief Academic Officer, Principals, Guidance Counselors	Varies	Local and State	Participation in internships or work-based learning, Virtual shadowing experiences

ACTION PLAN FOR STRATEGY #1: Develop and implement innovative school operations, curriculum, and access to support 21 st century learning inside and outside of school.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Increasing flexibility of student scheduling for varied learning opportunities.	2018-2023	Chief Academic Officer, Principals, Guidance Counselors, AP Instructors	Varies	Local and State	Apex, VirtualSC, PTC, Lander, AP course, and Career Center offerings
6. Implement school specific strategies to promote creativity and innovation through increased emphasis in the arts.	2018-2020	Principals, Team Leaders	\$0	N/A	Course Fair for rising 9 th grade students, course offerings

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ACTION PLAN FOR STRATEGY #2: Partner with community agencies to strengthen parental involvement of students who are at-risk.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase our participation with community agencies, civic groups, and faith-based organizations to strengthen families with a focus on whole learning.	2018-2023	Principals, guidance counselors	\$0	N/A	Service/program referrals
2. Personalize career guidance activities that emphasize each student's unique college or career choice.	2018-2023	Guidance counselors, Learning Academy staff, GCDF	Varies	Title I, Local, and State	Classroom Guidance Activities, Career Fairs, College visits, Administration of SCOIS career cluster inventory, IGP participation
3. Implement continuous improvement plan to obtain community and staff support for priority initiatives such as CATE, STEAM, after school programming.	2018-2023	Strategic Planning Coordinator, Committee	\$0	N/A	Stakeholder participation in planning, implementation and evaluation of district programming

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

Performance Goal Area:☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional☐ Gifted and Talented: Other**PERFORMANCE GOAL:**

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

SMART goal must include:

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

The percentage of teachers and administrators completing a Read to Succeed course will increase from 70% to 100% in 2022-2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	70%	Projected Data	76%	82%	88%	94%	100%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Budget a tuition-assistance program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Secure funding for digital learning courses.	2018-2021	Superintendent, Chief Academic Officer	Approximately \$5,000.00	Title II	Budget
2. Scheduling of course offerings.	2018-2021	Chief Academic Officer	\$0	N/A	Schedule

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

ACTION PLAN FOR STRATEGY #2: Provide opportunity for digital learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create cohort for digital learning class.	2018-2021	Chief Academic Officer	\$0	N/A	Cohort rosters
2. Create partnership with VirtualSC.	2018-2021	Superintendent, Chief Academic Officer	\$0	N/A	Partnership agreements
3. Schedule an open semester for teachers to complete a missed class.	2018-2021	Chief Academic Officer	\$0	N/A	Cohort schedules

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

Performance Goal Area:
☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
☐ Gifted and Talented: Other**PERFORMANCE GOAL:**

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

SMART goal must include:

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

The percentage of students, teachers, and parents that are satisfied with the learning environment, as reported on the report card survey, will increase from 75.1% to 85.1% in 2022-2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Compilation of Spring 2017 State surveys of students, teachers, and parents	75.1%	Projected Data	77.1%	79.1%	81.1%	83.1%	85.1%
		Actual Data					

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 State surveys of students	73.8%	Projected Data	75.8%	77.8%	79.8%	81.8%	83.8%
		Actual Data					
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 State surveys of teachers	78.2%	Projected Data	80.2%	82.2%	84.2%	86.2%	88.2%
		Actual Data					
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 State surveys of parents	73.4%	Projected Data	75.4%	77.4%	79.4%	81.4%	83.4%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Engaging stakeholders and providing opportunities to lead in the school district.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand opportunities for parental/community involvement outside of School Improvement and PTO.	2018-2023	Principals, Guidance Counselors, Teachers	Varies	Title I, Local and State	Opportunities offered at varying times and locations
2. Offer a uniform two-way communication tool.	2018-2023	Superintendent, Chief Academic Officer, Principals, Teachers	Varies	Local and State	Usage reports from communication tool
3. Increase the use of volunteers throughout the district.	2018-2023	Superintendent, Chief Academic Officer, Principals	\$0	N/A	Number of volunteers

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

ACTION PLAN FOR STRATEGY #2: Continued implementation and expansion of school-based health and wellness services for students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide services to promote personal, mental, and emotional health and physical activity.	2018-2023	Guidance Counselors, Beckman Mental Health Counselors, Physical Education Teachers, Classroom Teachers	Varies	Local and State	School Health Index
2. Strengthen physical and cyber security.	2018-2023	Principals, Lab Managers, Teachers, Support Staff	Approximately \$6,700.00	PARR Grant	Secure access, visitor sign-in, digital education
3. Continue comprehensive support systems that include bullying prevention, suicide prevention, and substance abuse education.	2018-2023	Principals, Guidance Counselors, Teachers	Varies	Local and State	Character education program, High School 101
4. Expand opportunities for service learning	2018-2023	Principals, Teachers	\$0	N/A	Participation in service learning activities/programs

ACTION PLAN FOR STRATEGY #2: Continued implementation and expansion of school-based health and wellness services for students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Increase staff wellness events.	2018-2023	Principal, Senior Project Coordinator	\$0	N/A	Coordination with senior project events
6. Expand wellness opportunities for students.	2018-2023	Principal, Teachers, Coaches	\$0	N/A	Participation in physical conditioning and/or weightlifting, expansion of athletic offerings

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

ACTION PLAN FOR STRATEGY #3: Maintain all buildings so they are safe, secure, energy efficient, and conducive to learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Regularly review and update district's emergency management plan.	2018-2023	Superintendent, Chief Academic Officer, Safety Coordinator, Principals	\$0	N/A	Updates to emergency management plan

2. Continue innovative environmentally friendly operations through conservation programs.	2018-2023	Principals, Teachers	Varies	Local and State	Recycling programs, raised gardens, greenhouse, aquaponics
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Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) ☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
 ☒ Gifted and Talented: Other

PERFORMANCE GOAL:

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

SMART goal must include:

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

The percentage of students in grades 3-8 participating in Gifted and Talented will increase from 9% to 15% in 2022-2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Powerschool GT class enrollment data	9%	Projected Data	10%	11%	12%	13%	15%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Expand opportunities to qualify for GT services					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Following state guidelines, develop local identification criteria for Greenwood 51's GT Program	Spring-Summer 2018	Chief Academic Officer, GT Teachers, and Principals	\$0	N/A	Clearly defined criteria added to GT Plan and posted on district website
2. Offer students who have previously scored between the 88 th -92 nd percentiles on cogAT a second administration in 3 rd grade.	2018-2023	Chief Academic Officer, DTC, Principals, STCs	Varies	Local and State	Student participation in second administration of cogAT

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ACTION PLAN FOR STRATEGY #2: Enhance communication of GT qualification criteria and effective test preparation.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Publish GT qualification criteria in newsletters and website(s).	2018-2023	Chief Academic Officer	\$0	N/A	Newsletters and websites that include information
2. Provide parents with test taking strategies to help their	2018-2023	Chief Academic Officer,	\$0	N/A	Presentations/handouts for parents

ACTION PLAN FOR STRATEGY #2: Enhance communication of GT qualification criteria and effective test preparation.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
child's performance on cogAT and IA.		Principals, Teachers			

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

Performance Goal Area:
☐ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

☐ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

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☐ 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.

The percentage of Gifted and Talented students in grades 3-8 scoring level 4 on the ELA state assessment will increase from 40% to 55% in 2022-2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): Spring 2017 SCREADY Math and ELA	40%	Projected Data	43%	46%	49%	52%	55%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Train GT teachers on effective instructional practices for GT children.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will participate in R2S coursework to improve ELA instruction.	Fall 2017	Chief Academic Officer	\$3,200	State R2S Funding	Rosters of participants who successfully completed the course
2. GT teachers have the opportunity to attend the state GT conference.	2017-2018 school year	Director of GT	Varies	GT regional funds	Attending teachers are asked to report back to colleagues regarding key practices learned.

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ACTION PLAN FOR STRATEGY #2: Increase opportunities for differentiated instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students will receive Math and ELA instruction tailored to their unique abilities through the use of iStation and Edgenuity.	2017-2018 school year	Chief Academic Officer, Principals, and Lab specialists	\$20,000	General, Title I, and Title VI	Reports of student progress

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

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

☒ District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

☐ Gifted and Talented: Other

PERFORMANCE GOAL:

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

SMART goal must include:

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

The percentage of students participating in FitnessGram will see an increase in their aerobic capacity from 51% to 75% in 2022-2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): 2017-2018 FitnessGram	51%	Projected Data	56%	61%	66%	71%	75%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Provide professional development for PE and general education teachers focusing on strategies that develop aerobic capacity and nutrition education.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide training on wellness, physical education, and addressing the social and emotional needs of students.	2018-2023	Chief Academic Officer, Principals	Varies	State and Local	Participation in professional development
2. Opportunities for vertical teaming and teacher collaboration.	2018-2023	Principals, Teachers	\$0	N/A	Regular vertical teaming
3. Promote school-based professional development.	2018-2023	Chief Academic Officer, Principals	\$0	N/A	Teacher/staff led professional development

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

ACTION PLAN FOR STRATEGY #2: Engage students in health, nutrition, and physical education programs that meet state and federal guidelines.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement FitnessGram assessments.	2018-2023	Physical Education teachers	\$0	State sponsored	Grades 2, 5, 8, and high school data
2. Provide services to promote personal, mental, and emotional health and physical activity.	2018-2023	Guidance Counselors, Beckman Mental Health Counselors, Physical Education Teachers, Classroom Teachers	Varies	Local and State	School Health Index
3. Continue comprehensive support systems that include bullying prevention, suicide prevention, and substance abuse education.	2018-2023	Principals, Guidance Counselors, Teachers	Varies	Local and State	Character education program, High School 101
4. Expand wellness opportunities for students.	2018-2023	Principal, Teachers, Coaches	\$0	N/A	Participation in physical conditioning and/or weightlifting, expansion of athletic offerings

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

To complete the District Reading Plan, go to the following link:

https://scde.formstack.com/forms/read_to_succeed_district_exemplary_literacy_reflection_tool

Refer to the *Directions for Completing District and School Reading Plans* for additional information on the SCDE Read to Succeed Web page at

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .

For further Read to Succeed questions, please contact the Office of Early Learning and Literacy at 803-734-2577.



Ware Shoals School District 51

Proficiency-based, District-Wide Application (Learning Academy)

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

Ware Shoals School District is proud to offer a customized curriculum which allows our district to overcome challenges associated with a small student population. Our proficiency-based system provides students, who consistently struggle inside the traditional classroom setting, a new individualized approach and we have been pleased to witness several at-risk students make progress towards their high school degree.

Our proficiency-based system also allows students to take courses aligned to their career or college aspirations even if the course is in little demand. We believe this practice will better prepare students for their future employment and/or college coursework.

***URL**

<http://www.gwd51.org/docs/district/board%20policies/board%20policy%20manual.pdf>

***CODE IJNDAA**

*** Will proficiency courses be used to award initial credit? Credit recovery? Credit through prior knowledge?**

Proficiency courses offered in our Learning Academy will be administered for initial credit and must be completed by the end of the year. Certified teachers in each content area will grade assignments, provide assistance, and will be responsible to entering grades.

Greenwood District 51 has established proficiency course guidelines for credit recovery that is offered during the summer months. Traditional classroom teachers will assign five units of course work for each student earning credit recovery. The coursework will include material not yet mastered by the student and units most critical for future success. Once the five units have been successfully completed, the student will earn the lowest passing grade (currently 60%).

Our Learning Academy has a full time certified teacher who is willing to assist students as they progress through their lessons. A teacher, properly certified for each course offering, will also visit the learning academy each day and will serve as the teacher of record. This teacher is able to differentiate instruction and ensure all formative and summative assessments have appropriate rigor and are compatible with the scope and sequence of our district's traditional curriculum.

*** Will the district offer a comprehensive curriculum or target particular areas such as: remediation, advanced coursework, homebound, alternative learning, adult learning or another areas?**

Our Learning Academy will offer a comprehensive curriculum which can serve students who have a wide range of abilities. The APEX digital curriculum catalog (<http://www.apexlearning.com/courses>) offers courses ranging from remedial to advanced placement levels. Proficiency based coursework will continue to be a viable option for students placed on homebound due to medical conditions.

*** Which schools and/or school levels are involved? Include Adult Education and Alternative Education.**

Proficiency based courses will be offered at Ware Shoals High School serving grades 9-12. Currently, our alternative school (located on the Ware Shoals High School campus) also offers proficiency based curriculum. Adult education opportunities are provided by Greenwood County Adult Education which is housed in Greenwood School District 50 and has established their own curriculum.

*** What criteria will be used for student eligibility for: initial credit, credit recovery or credit through prior knowledge opportunities? Is there an appeal process?**

Course eligibility is outlined in the Program of Studies which our School Board approves annually. The Program of Studies details any prerequisites needed for initial credit (including AP and Honors courses). Students who have been unsuccessful in passing a course, yet maintained at least a 65 average, are eligible for credit recovery.

Students are charged a \$50 fee for each credit recovery course and a \$150 fee for initial credit. A sliding scale is incorporated out of district students and other financial hardships (ie. homeless).

Appeals can be submitted to the principal/superintendent for consideration.

*** What content/vendor will be used for initial credit, credit recovery and/or credit through prior knowledge within the proficiency system?**

Our district has selected the APEX learning system to assist with our proficiency-based instructional delivery.

*** How will the district address challenges special needs or 504 plan students might face in proficiency courses?**

Ware Shoals School District 51 is committed to ensure special needs students receive every opportunity to achieve success. We anticipate special needs students to continue enrolling in proficiency-based courses. Students with special needs will receive accommodations outlined in their IEP or 504 plans to ensure conditions are appropriate for success.

*** How will the district evaluate the overall proficiency process?**

District and building administration will continue to receive feedback from teachers and students regarding proficiency-based instruction. Administration will review completion percentages, enrollment trends, and identify students who begin to fall off pace. Student performance on End of Course exams will be compared to results from students enrolled in the traditional classroom setting.

*** How will the district evaluate the short-term and long-term outcomes?**

The goal of our Learning Academy is to provide an individualized approach to learning and increase the percentage of high school students who graduate. We expect graduation rates to continue to rise as students are able to progress at their pace, have a wider selection of course offerings, and learn in an environment conducive to their learning style.

Most recent evaluation of program's efficacy.

On November 21, 2016 Superintendent Fay Sprouse, Principal Paul Anderson, Learning Academy Director Maria Beckner, and Director of College and Career Readiness Daniel Crockett, met to discuss the Learning Academy efficacy and effectiveness.

Data indicated 41 students were enrolled in a Learning Academy course which has significantly increased over the previous two years. There were 165 proficiency based courses assigned and 101 courses were successfully completed (61%).

Changes to level of required mastery were discussed. Previously students were required to earn 80% (*previous grading scale) on units before they were able to proceed to the next unit. The decision was made to adjust the mastery level to 60%, still a passing grade (*in the new grading scale).

Early indications revealed APEX to be a better product than previous virtual based curriculum. Traditional classroom teachers have also provided positive feedback.