

District Strategic Plan Signature Page

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

District:	Cherokee
SIDN:	1101
Plan Submission:	School utilizes Cognia
Address 1:	141 Twin Lakes Road
Address 2:	
City:	Gaffney, SC
Zip Code:	29341-2526
District Plan Contact Person:	Dr. Meredith Rose
District Plan Contact Phone:	(864) 206-2208
District Plan E-mail Address:	meredith.rose@cherokee1.org

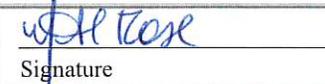
Required Signature Page

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>Dr. Dana Fall</u> Printed Name	 Signature	<u>2-25-21</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Johnny Sarratt, Jr.</u> Printed Name	 Signature	<u>2-25-21</u> Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Dr. Meredith Rose</u> Printed Name	 Signature	<u>2-25-21</u> Date
<i>District Gifted and Talented Coordinator</i>		
<u>Mrs. Lisa Blanton</u> Printed Name	 Signature	<u>2/25/21</u> Date
<i>District Strategic Planning Contact Person</i>		
<u>Dr. Meredith Rose</u> Printed Name	 Signature	<u>2-25-21</u> Date

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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.
N/A	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
Yes	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
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).
Yes	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Yes	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
District Proficiency-Based System (SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 Cherokee, 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	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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/.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>Certification Regarding Suspension and Debarment By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • 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	<p>Audits Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> • 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	<p>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.</p>

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Dr. Dana Fall
2.	Principal	Mrs. Brenda Sharts
3.	Teacher	Mrs. Melissa Gentry
4.	Parent/Guardian	Mrs. Amanda Painter
5.	Community Member	Dr. Carol McFadden
6.	Private School Representative	Mrs. Deborah Hamrick
7.	District Level Administrator	Mr. Gavin Fisher
8.	Paraprofessional	Mrs. Nancy Price
9.	District Read To Succeed Literacy Leadership Team Lead	Dr. Meredith Rose
10.	District Read To Succeed Literacy Leadership Team Member	Mrs. Jan Waters
11.	School Improvement Council Member	Mrs. Kathrine Hudson
12.	District Gifted and Talented Coordinator	Mrs. Lisa Blanton
13.	District Federal Programs Coordinator	Mrs. Lavonia Davis
	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 Requested Strategic Plan Waiver

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

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

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

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

Not Applicable

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

Cherokee County | 2019-2020

District of Cherokee County

Superintendent: Dr. Dana Fall

Board Chair: Johnny Sarratt, Jr.

Phone:

864-206-2201

District Address:

141 Twin Lake Road Gaffney, SC 29341

Student Enrollment: 8605

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

Academic Achievement

This indicator displays the End-of-Course test results for students in the four-year on-time graduation cohort file (includes graduates and non-graduates).

NOTE: Additional Achievement results disaggregated across subgroups can be found in the section of this website.

Overall Student Performance

No Data Available

Academic Achievement

Details Student Performance across District and State

Academic Achievement

Participation Rate by Subgroup

No Data Available

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

Preparing for Success

Overall Student Performance

No Data Available

Additional Information

Percentage of Students enrolling in Kindergarten and to learn

	Our District	Statewide
Overall	30.3%	39.2%
By Domains: (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)		
Social Foundation	48.9%	53.3%
Language and Literacy	26.1%	33.6%
Mathematics	22.8%	29.4%
Physical Well-Being	46.0%	55.4%

First and Second Grade Students on Track for Success in ELA and Math

	Our District		Statewide	
	%	N	%	N
Second grade students who are on track for success in English Language Arts at the third grade.	47.1%	503	33.0%	40078
Second grade students who are on track for success in Mathematics at the third grade.	45.2%	503	36.6%	40078
First grade students who are on track for success in English Language Arts at the second grade	52.2%	467	33.0%	40376
First grade students who are on track for success in Mathematics at the second grade	55.1%	467	38.7%	40376

Preparing for Success

Details Student Performance across District and State

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

English Learners' Progress

English Learners -

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

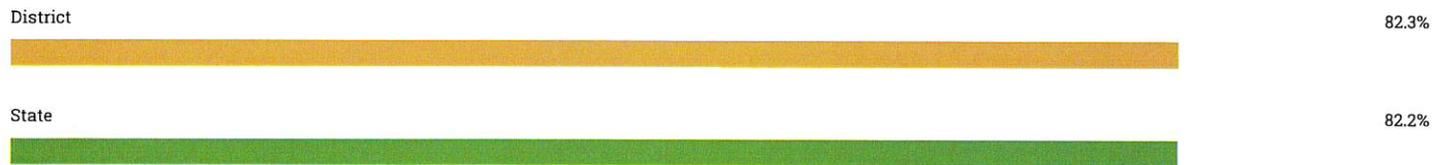
Percent of EL Students who met progress toward proficiency target



Percent of EL Students who Met Progress Toward Proficiency Target	31.2
Number of EL Students who Met Progress Toward Proficiency Target	112
Number of EL Students Assessed	359
Number of EL Students in EL Subgroup	533

Graduation Rate

On-Time Graduation Rate

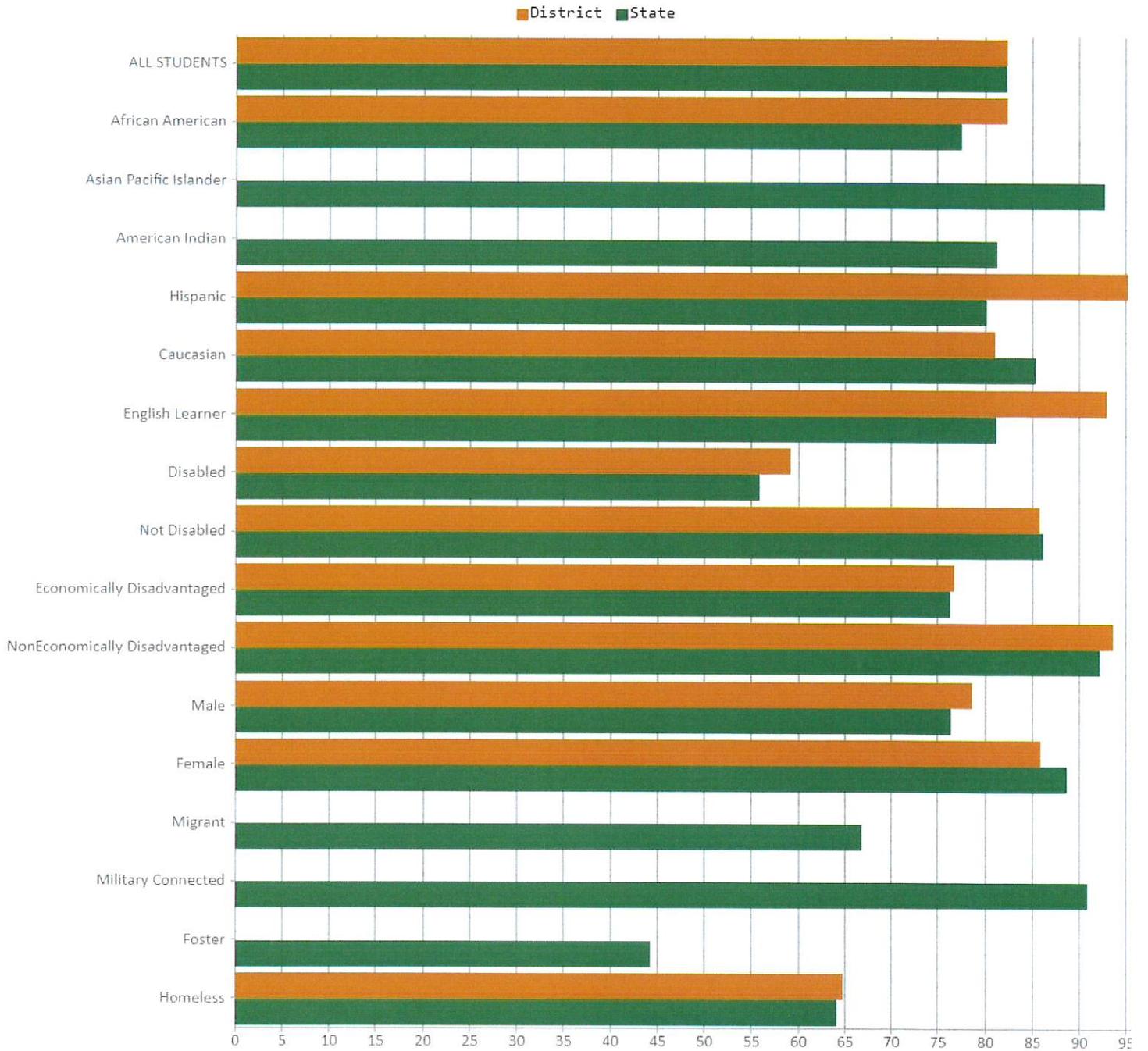


District Four-Year Cohort Graduation Rate

	2017	2018	2019	2020
District	84.1	82.5	82.6	82.3
State	84.6	81.0	81.1	82.2

Additional Information

	Our District	Change from Last Year
Annual Dropout Rate	1.3	Up from 0.8
Dropout Recovery Rate	6.3	Down from 6.9



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

College and Career Readiness

Students in the graduation cohort who are career ready 54.4% (363 / 667)



Students in the graduation cohort who are college OR career ready 54.4% (363 / 667)



Additional Information

	Our District	Change from Last Year
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	75.0	Up from 73.7
Number of students in the graduation cohort who have completed FAFSA forms	334	N/A
Percent of students in the graduation cohort completing college applications	39.0	Down from 67.7
Percent of students in the graduation cohort eligible for LIFE scholarship	41.8	Down from 57.2
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	3.0	Down from 4.5

Career and Technical Education (CTE)

	Number
Students enrolled in CTE courses	1676
CTE completers	242
Total students earning national or state credential	449
Industry Credentials earned by Career Cluster (A student may have earned multiple credentials)	
Agriculture Food and Natural Resources	0
Architecture & Construction	17
Arts, A/V Technology & Communications	1
Business Management & Administration	0
Education & Training	0
Finance	0
Government & Public Administration	Data N/A
Health Science	397
Hospitality & Tourism	14
Human Services	0
Information Technology	3
Law, Public Safety, Corrections & Security	67
Manufacturing	2
Marketing	0
Science, Technology, Engineering & Mathematics	32
Transportation, Distribution & Logistics	142
Other *	116

College and Career Readiness Details

Students in the graduation cohort who are career ready 54.4% (363 / 667)



Students in the graduation cohort who have completed Career and Technical Education (CTE) with certification 13.9% (93 / 667)



Students in the graduation cohort who completed a state-approved work-based learning experience 0.0% (0 / 667)

Students in the graduation cohort who earned a platinum, gold, or silver certificate on the career readiness assessment 46.9% (313 / 667)

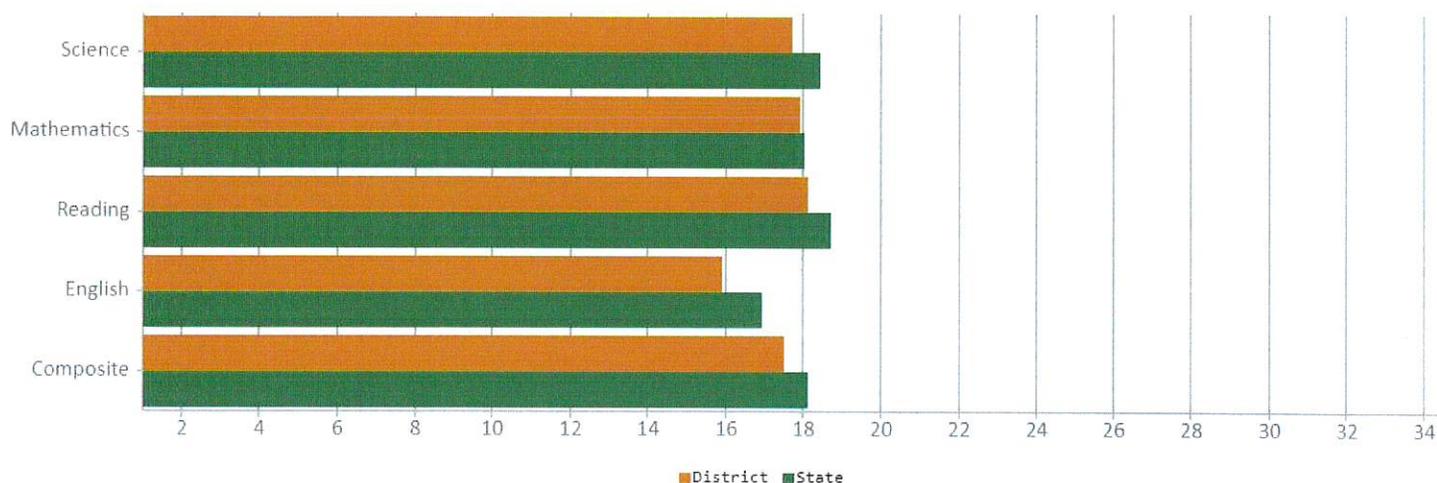


Students in the graduation cohort who took the ASVAB and scored 31 or higher 2.1% (14 / 667)

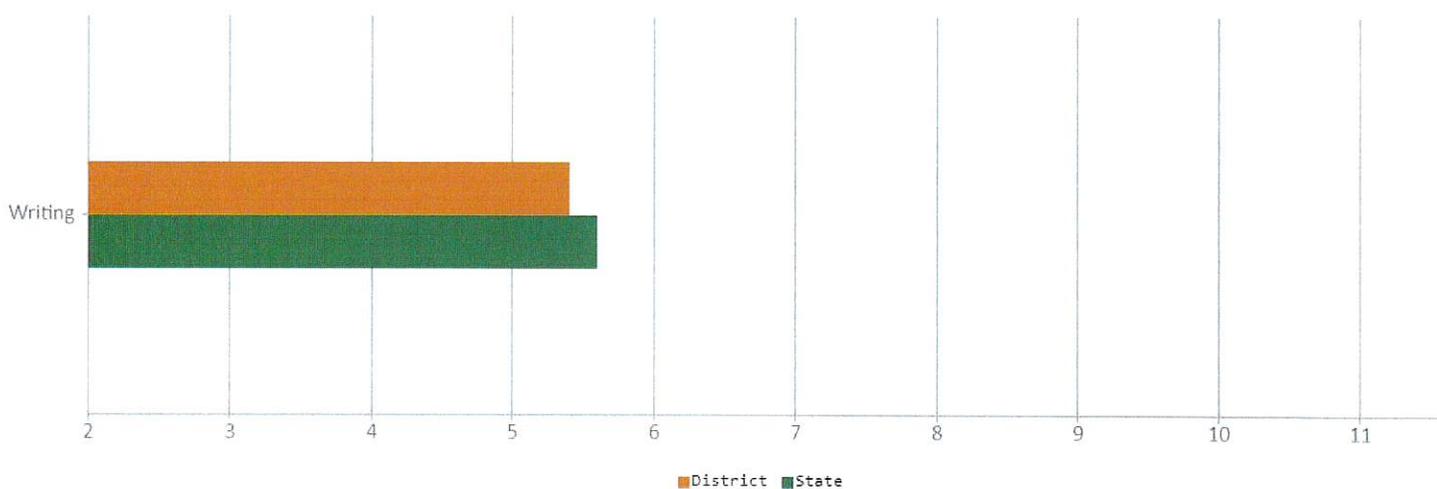


The ACT

Average ACT Score Achieved by Students : English, Math, Reading, Science, Composite of all four tests



Average ACT Score Achieved by Students : Writing



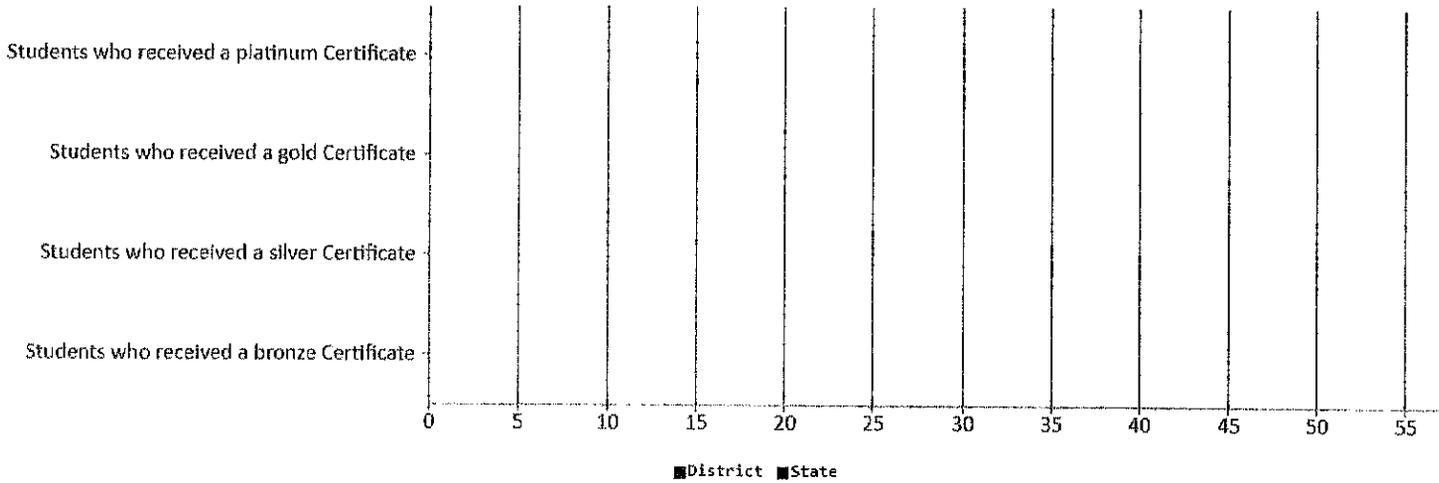
Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
33.60	18.30	28.00	16.60	11.10

ACT® benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The ACT is a registered trademark of ACT, Inc.

Career Readiness Assessment

Percent of Students Earning Platinum, Gold, Silver, or Bronze Ready to Work (R2W) Certificate



Percent and Number of Students Taking Career Readiness Assessment and Earning Ready to Work (R2W) Certificate

	Total number of students who tested on all three tests.	Students who did NOT receive a Certificate		Students who DID receive a Certificate		Students who received a bronze Certificate		Students who received a silver Certificate		Students who received a gold Certificate		Students who received a platinum Certificate	
		%	N	%	N	%	N	%	N	%	N	%	N
Our District	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A
Statewide	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A	Data N/A

Level score requirements for each certificate level

Certificate Level	Level Score Requirements	Certificate levels correspond to the skill requirements of profiled jobs in the ACT JobPro® database
Platinum	Minimum score of 6 on each of the three core subtests*	Indicates the skills required for approximately 99% of profiled jobs
Gold	Minimum score of 5 on each of the three core subtests*	Indicates the skills required for at least 93% of profiled jobs
Silver	Minimum score of 4 on each of the three core subtests*	Indicates the skills required for at least 69% of profiled jobs
Bronze	Minimum score of 3 on each of the three core subtests*	Indicates the skills required for at least 17% of profiled jobs

*The three core Career Readiness subtests are: Applied Mathematics, Reading for Information, and Locating Information.

Advanced Placement and International Baccalaureate®

Advanced Placement (AP) and International Baccalaureate (IB) are rigorous programs dedicated to educational excellence. AP and IB courses provide a challenging educational program that prepares students for selective universities and colleges. AP exams are scored on a scale of 1-5; IB exams are scored on a scale of 1-7.

	Advanced Placement	International Baccalaureate®
Percent of Exams with Passing Scores (: 3 OR higher/: 4 or higher)	Data N/A	Data N/A
Number of Students Taking Exam	203	Data N/A
Number of Exams Administered	302	Data N/A

Dual Enrollment

This measure provides the percentage of students (11th and 12th grade students) enrolled in dual credit / dual enrollment classes during the school year who obtain a grade that provides college credit (grade of C or better).

Number of students enrolled in Dual Enrollment Courses	151
Percent of students enrolled in Dual Enrollment Courses	14.1%
Percent of 11th/12th grade students who completed six hours of dual enrollment course work with a grade of C or higher	68.2%

The SAT

The SAT is a standardized test often used in the college admissions process. Its' aim is to assess the student's readiness for college. The current test consists of two 800 point sections testing Evidence-Based Reading and Writing (ERW) and Mathematics. The highest composite score on the SAT is 1600. Most students take the test, which is offered several times per year, during their junior or senior year of high school. The district and state averages are included for comparison. State averages for SAT data are based on regular public schools and do not include private schools in the state.

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our District	47.7	482	470	952
Statewide	56.3	519	499	1019

The highest composite score on the SAT is 1600. For each of the two sections of the test, the highest score is 800.

Note: The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.

Nation's Report Card :

The National Assessment of Educational Progress (NAEP) is designed to measure what students across the nation know and can do in 10 subjects areas, including mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. History. The main NAEP tests selected samples of the students population in grades 4, 8 and 12. Long-term trend assessments are given to samples of students ages 9, 13 and 17.

Additional South Carolina NAEP data are available here:

SOUTH CAROLINA STATE LEVEL NAEP RESULTS

Reading Grade 4 by

	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students	39.0	29.0	23.0	8.0
White	25.0	31.0	31.0	13.0
Black	57.0	29.0	13.0	2.0
Hispanic	46.0	27.0	21.0	6.0
Two or More Races	43.0	27.0	23.0	7.0
Students with Disabilities	78.0	14.0	7.0	1.0
English Language Learners	59.0	25.0	13.0	3.0
Free or reduced lunch eligible	51.0	29.0	16.0	4.0

Reading Grade 4 Inclusion Rates for Specific Subgroups

	Percent Include
Students with Disabilities	94.0
English Language Learners	95.0

Mathematics Grade 4 by

	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students	23.0	40.0	29.0	7.0
White	11.0	36.0	41.0	12.0
Black	39.0	46.0	14.0	1.0
Hispanic	29.0	44.0	24.0	3.0
Two or More Races	26.0	40.0	29.0	4.0
Students with Disabilities	57.0	30.0	11.0	3.0
English Language Learners	37.0	42.0	20.0	1.0
Free or reduced lunch eligible	32.0	45.0	20.0	3.0

Mathematics Grade 4 Inclusion Rates for Specific Subgroups

	Percent Include
Students with Disabilities	94.0
English Language Learners	94.0

Reading Grade 8 by

	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students	31.0	39.0	27.0	3.0
White	20.0	40.0	35.0	4.0
Black	49.0	38.0	12.0	1.0
Hispanic	36.0	40.0	23.0	1.0
Two or More Races	31.0	41.0	27.0	1.0
Students with Disabilities	75.0	20.0	5.0	0.0

	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students				
English Language Learners	49.0	38.0	12.0	2.0
Free or reduced lunch eligible	41.0	40.0	18.0	1.0

Reading Grade 8 Inclusion Rates for Specific Subgroups

	Percent Include
Students with Disabilities	92.0
English Language Learners	93.0

Mathematics Grade 8 by

	Percent Below Basic	Percent at Basic	Percent at Proficient	Percent at Advanced
All Students				
All Students	36.0	35.0	21.0	8.0
White	23.0	36.0	28.0	13.0
Black	57.0	33.0	9.0	1.0
Hispanic	42.0	36.0	16.0	6.0
Two or More Races	35.0	36.0	23.0	6.0
Students with Disabilities	82.0	15.0	3.0	1.0
English Language Learners	54.0	34.0	11.0	2.0
Free or reduced lunch eligible	50.0	34.0	13.0	3.0

Mathematics Grade 8 Inclusion Rates for Specific Subgroups

	Percent Include
Students with Disabilities	92.0
English Language Learners	97.0

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

State Goals

Federal law requires that each state report card include long-term goals and measurements of interim progress for all students and defined subgroups of students. This section reports the long-term goals and performance of all students statewide. Information on subgroup performance may be found in the "" section on the main page.

State Goals	Baseline	Targets		Current Year	
	2017	2020	2026	2035	2020
Percent scoring level 2 or above - English/ELA - All Students	74.2%	79.5%	82.1%	90.0%	Data N/A
Percent scoring level 2 or above - Math - All Students	75.8%	79.5%	82.1%	90.0%	Data N/A
Percent scoring level 3 or above - English/ELA - All Students	43.2%	47.7%	56.6%	70.0%	Data N/A
Percent scoring level 3 or above - Math - All Students	46.0%	50.0%	58.0%	70.0%	Data N/A
Percent of Students Graduating On-Time* (All Students)	82.6%	83.8%	86.3%	90.0%	Data N/A
Percent of EL Students meeting 70% proficiency target	31.0%	37.4%	50.2%	70.0%	Data N/A

*On-time graduation means graduation within four years of the initial enrollment in High School.

State Goals Defined As:

90% of Students at Level 2 or higher on following state assessments

70% of Students at Level 3 or higher on following state assessments

Level	Elementary/Middle Schools English language arts (ELA) and Math Based on SC READY Results	High School End-of-Course Assessment In English language arts (English 1) and Math (Algebra 1)	SC ALT*
	Does Not Meet Expectations	F	Emerging
2	Approaches Expectations	D	Foundational
3	Meets Expectations	C	Increasing
	Exceeds Expectations	B	Applied
		A	

*SC ALT - is an alternate assessment that is developed to meet the needs of students with significant disabilities who cannot participate in the regular assessment even with appropriate accommodations.

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

Student Engagement

For this indicator, points are earned based on the results of a student engagement survey that was procured by the South Carolina Department of Education. The contract was awarded to AdvancED for their Student Engagement Survey.

Student levels of engagement in school

Additional Information

	Our District	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	24.1	N/A
Percent of students served by gifted and talented program	18.3	Up from 17.6
Percent of students retained	1.3	Down from 1.7
Principal's/Superintendent's/Director's years at school/district	1	Down from 7
Chronic Absenteeism Rate	19.0	Up from 17.2
Percent of 8th Graders with Individual Graduation Plan (IGP)	100.0	N/A

Results of Teacher, Student, and Parent Opinion Surveys

No Current Records Available.

Classroom Environment

	Our District	Change from Last Year
Total Number of Teachers	614	Down from 623
Percent of K-3 teachers who are certified in Read to Succeed reading certification	77.8	Up from 44.4
Percent of teachers with advanced degrees	59.3	Up from 58.7
Average teacher salary	\$52,950	Up from \$50,253
Percent of teachers on continuing contract	79.6	Down from 81.4
Percent of teachers returning from previous year - current year	91.1	Up from 88.5
Percent of teachers returning from previous year - three year average	90.8	Down from 91.0
Percent of teacher vacancies for more than 9 weeks	11.4	Up from 1.1
Percent of inexperienced teachers teaching in core classes	11.1	Down from 11.4
Number of inexperienced teachers teaching in core classes	34	Down from 35
Percent of out-of-field teachers teaching in core classes	0.3	Down from 1.3
Number of out-of-field teachers teaching in core classes	1	Down from 4

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Student Safety

Evaluations By Parents	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	Data N/A	Data N/A
"My child's teachers and school staff prevent or stop bullying at school."	Data N/A	Data N/A
Evaluations By Teachers	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	Data N/A	Data N/A
"The rules for behavior are enforced at my school."	Data N/A	Data N/A

Unsafe Incident Information as reported in the 2019-2020 Incident Management System (IMS)

	Number of Incidents
Have there been any incidents involving a firearm?	Yes
Was a homicide committed at your school?	No
Incidents of rape or attempted rape	0
Incidents of sexual assault (not rape)	4
Incidents of robbery w/ weapon	0
Incidents of robbery w/ firearm or explosive	0
Incidents of robbery w/out weapon	1
Incidents of physical attack w/ weapon	0
Incidents of physical attack w/ firearm or explosive	0
Incidents of physical attack w/out weapon	0
Incidents of threats of physical attack w/ weapon	0
Incidents of threats of physical attack w/ firearm or explosive	0
Incidents of threats of physical attack w/out weapon	55
Incidents of possession of firearm or explosive	1
Students with in-school suspensions	1219
Students with out of school suspensions	940
Students expelled	7
School related arrests and referrals to law enforcement	0
Incidents of bullying and harassment	0

NOTE: For additional information, visit the National Civil Rights Data Collection (CRDC) website here:

Financial Data

District level Financial Information

	Our District	Change from Prev Year
Average teacher salary	\$52,950	Up from \$50,253
Percent of expenditures for instruction	57.3	Up from 56.8
Percent of expenditures for teacher salaries	49.2	Down from 48.7
Average administrator salary	\$79,160	Up from \$78,798
Percent of students in poverty (TANF, Medicaid, SNAP, foster child, homeless or migrant)	73.6	Down from 74.3
Prior fiscal year State & Local Personnel Per Pupil Expenditure	\$7,655	Up from 7397
Prior fiscal year Federal Personnel Per Pupil Expenditure	\$727	Down from 756
Prior fiscal year State & Local Non-Personnel Per Pupil Expenditure	\$1,214	Up from 1143
Prior fiscal year Federal Non-Personnel Per Pupil Expenditure	\$529	Down from 565
Prior fiscal year Total State & Local Per Pupil Expenditure	\$8,869	Up from 8540
Prior fiscal year Total Federal Per Pupil Expenditure	\$1,256	Down from 1321
Prior fiscal year Total Per Pupil Expenditure	\$10,125	Up from 9861

SC School Report Card 2021

Executive Summary of Needs Assessment Data Findings

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

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

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

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

Student Achievement	
Primary School (K - 2)	
1.	Based upon data analysis, we realize that we need to continue our focus on literacy and mathematics.
Elementary/Middle School (3 - 8)	
2.	Based upon data analysis, we realize that we need to continue our focus on literacy and mathematics.
High School (9 - 12)	
3.	Based upon data analysis, we need to continue our focus on strengthening instruction for all End of Course tests and Ready to Work.
Teacher/Administrator Quality	
4.	Based upon data analysis, we realize the need to continue our focus to ensure that all students are taught by properly certified teachers.
5.	Based upon data analysis, we realize the need to improve the district's annual teacher retention rates.
School Climate	
6.	Based upon data analysis, we need to improve the student, parent, and teacher satisfaction rate with the learning environment.
7.	Based upon data analysis, we need to decrease student expulsions.
8.	Based upon data analysis, we need to reduce our dropout rate.

Performance Goal

Performance Goal Area:	Gifted and Talented: Academic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, at least 70% of GT students in grades 3-8 will demonstrate mastery by scoring a level 4 on the state ELA reading performance level. GT teachers will progress monitor the students, according to district guidelines, at least three times per year to determine student progress toward meeting this goal					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
(Percentage of students scoring Level 4 on SC Ready ELA Reading Performance Level)	56%	Projected Data: 59%	62%	65%	68%	70%
		Actual Data: Na due to Covid19				

Action Plan

Strategy #1: Provide curriculum and professional development opportunities for teachers					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. All GT teachers will participate in quarterly professional development focused on the district's Balanced Literacy Implementation Plan of Word Study.	August 2020-May 2025	C&I Executive Director of Academics Literacy Coaches Principals GT Teachers	\$0	NA	District Implementation Word Study Checklist completed by Literacy Coaches and Principals Update1, March 2021: GT teachers are meeting monthly with the Coordinator for Teacher Quality and Professional Development to develop new transdisciplinary units of instruction.
2. All GT teachers will utilize Word Master's Challenges / Analogies 101 during their daily reading instruction as part of the district's GT instructional expectations.	August 2020-May 2025	C&I Executive Director of Academics Literacy Coaches Principals GT Teachers	\$150	District General Fund	Observations by principal Work samples Update#1: Teachers have had a difficult time this year due to teaching virtually, but have implemented this into their plans for next year with a redesign of GT courses.
3. All GT teachers will attend state-sponsored GT Professional Learning Opportunities (PLOs)	August 2020- May 2025	C&I Executive Director of Academics Literacy Coaches Principals GT Teachers	\$100	Regional GT funds	Agenda's Update#1 These PLOs have been virtual this school year. Teachers have attended. Teachers are attended a 2 day conference through Converse College.
4. All GT Teachers will continue to provide curriculum that incorporates interdisciplinary inquiry-based units.	August 2020- May 2025	C&I Executive Director of Academics Literacy Coaches Principals GT Teachers	NA	NA	Observations Lesson plans Work samples Student presentations Update #1 Elementary GT teachers have worked to develop new transdisciplinary units of instruction for next school year. A redesign of GT courses in middle

					school has started to take shape this school year as well and will result in unit rewrites during the summer of 2021.
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Performance Goal

Performance Goal Area:	Gifted and Talented: Academic					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, at least 70% of GT students in grades 3-8 scoring Exceeds on Math as demonstrated on SC Ready will increase by at least 2.5% each year. GT teachers will progress monitor the students, according to district guidelines, at least three times per year to determine student progress toward meeting this goal.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
SC Ready Math STAR Math SC Ready Projections	58%	Projected Data: 60%	63%	65%	68%	70%
		Actual Data:				

Action Plan

Strategy #1: Provide curriculum and instructional opportunities for GT teachers					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. All GT teachers will utilize Math Olympiad during their daily instruction, as part of the district's GT instructional expectations.	August 2020-May 2025	C&I Executive Director of Academics Principals GT Teachers	NA	NA	Observations Math Journals Update #1 Due to Covid-19 restrictions, GT instruction has been virtual this school year, the teachers have been limited on what they could do. We have redesigned GT for next school year and this will include Math Olympiad.
2. All GT teachers will attend state-sponsored GT Professional Learning Opportunities (PLOs)	August 2020-May 2025	C&I Executive Director of Academics Principals GT Teachers	\$500	Regional GT Funds	Agenda's and Observations Update #1 This have been held virtually this school year. GT teachers have attended as well as attended a two day training through Converse College.
3. All GT Teachers will continue to provide curriculum that incorporates interdisciplinary inquiry-based units.	August 2020- May 2025	C&I Executive Director of Academics Principals GT Teachers	\$200	District General Fund	Observations Student presentations Update#1 GT teachers have worked collaboratively with the Coordinator for Teacher Quality and Professional Development to develop Transdisciplinary Units of Instruction for next school year. We have redesigned how GT instruction will be offered in elementary school.

Performance Goal

Performance Goal Area:	Gifted and Talented: Social and Emotional					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, all GT students in grades 3-8 will receive at least 90 minutes of counseling, either in small group or whole group, every nine weeks					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
Master schedules Guidance counselor logs	30 min.	Projected Data: 40 min	60 min	70 min	80 min	90 min
		Actual Data: 30 mins				

Action Plan

Strategy #1: Teach GT students to demonstrate skills necessary to meet social, emotional, and educational challenges					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Guidance counselors will provide counseling services to students either individually or in small group setting to address career planning, specific problems/emotional needs, Jr. Scholars Program, campus visits and scholarship opportunities.	August 2020-May 2025	Guidance counselors Principals	\$100	School's General Fund Budget	Guidance logs eIGP completion Update 1, March 2021 Guidance in Elementary was limited due to Covid19; IGP meetings were held. Harder for students in CCVA. Fafsa workshops were implemented
Strategy #2: Provide instruction to students to prepare them with appropriate study habits, organizational skills and time management skills					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Guidance counselors will provide counseling to GT classes at least 90 minutes during each nine-week period. Topics will include, but are not limited to, keeping on track with class work, grades, and study habits.	August 2020 - May 2025	Guidance counselors GT teachers Principals	NA	NA	Guidance logs GT schedules Update#1; March 2021 Guidance counselors in elementary school had Second Steps curriculum purchased for them; guidance classes were unable to take place due to virtual GT courses this year. 6th-12 guidance was limited but counselors did meet with IGP and implemented Fafsa workshops.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, The percentage of students, parents, and teachers that report satisfaction with the learning environment at their school, as measured by an annual survey reported by the state report card, will increase to 95%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
State Survey (Student)	77.7%	Projected Data: 80%	85%	88%	92%	95%+
		Actual Data: Na due to Covid19				
State Survey (Parent)	81.3%	Projected Data: 85%	88%	90%	93%	95%+
		Actual Data: Na due to Covid19				
State Survey (Teacher)	92.2%	Projected Data: 93%	94%	95%+	95%+	95%+
		Actual Data: Na due to Covid19				

Action Plan

Strategy #1: Continue monthly Superintendent's Advisory Group meetings to solicit student, parent, and teacher input.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Superintendent's Advisory Group will meet monthly during the school year to solicit student, parent, teacher, and community input.	August 2020 / May 2025	Superintendent	\$500 Annually	District General Funds	Agendas and Sign In Sheets Update 1, March 2021 Limited due to Covid 19, but meetings did occur
Strategy #2: Standardize a uniform district code of conduct to be implemented from elementary school up through high school.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Standardize a uniform district code of conduct to be implemented from elementary school through high school and update it annually.	August 2020 / May 2025	Coordinator for Attendance, Truancy, and Discipline, Principals	None	None	Code of Conduct Documents Update 1 Code of Conduct was updated in August 2020 and reevaluated in May 2021
Strategy #3: Ensure that all students are aware of school safety plans and procedures and can implement them as needed.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The administration and staff at each school will communicate, simulate, and practice the safety plans and procedures at that school and can implement them as needed.	August 2020 / May 2025	District Safety Coordinator, Principals, Teachers	None	None	Documentation of Safety procedures and drills Update 1: Each school has developed a school safety plan; drills are practiced, and documented.
Strategy #4: Increase engaging, interactive, relevant, and productive activities for students in the classroom.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Increase and improve the use of engaging, interactive, relevant, and productive activities for students in the classroom by the use of AVID (Advancement Via Individual Determination) strategies, technology applications, hands on activities, and general best practices.	August 2020 / May 2025	Superintendent, C+I, Principals	\$200,000 (AVID) \$5,000	District General Fund Title IV Title I	-Teacher Lesson Plans Professional Development Agendas/Sign In Sheets Update 1 Summer training in July 2020; Leadership training for 5 district office staff in November 2020; Every school in the district has had WICOR training this school year.

Strategy #5: Increase educational opportunities for all students.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Increase educational opportunities for all students by increasing access to higher level courses sooner. This would include English I for eligible 8th graders, and Algebra I for 7th graders. Dual enrollment through the Scholars Academy, online coursework and credit recovery using the Edgenuity program.	August 2020/May 2025	Superintendent, Curriculum Coordinator, Principals, Vocational School Director, Teachers	\$7500 Annually	District General Funds Title I Funds	Pacing Guides/Guiding Documents Handbooks Update 1 Scholar's Academy and Early College began in August 2020. Coursework evaluated and teachers begin training in GT endorsement to level classes in middle school.

Strategy #6: Celebrate positive accomplishments and events.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Celebrate positive accomplishments and events. This includes, but is not limited to, Teacher of the Year, Support Staff of the Year, First Year Teacher of the Year, Monthly Silver Apple Awards for a nominated teacher and support staff. PBIS (Positive Behavior Intervention System) incentives provided from the district to the schools to celebrate students and building level staff.	August 2020 / May 2025	Superintendent, Directors, Principals	\$750 \$1,000 per school (PBIS) Annually	District Funds One time MFS Funds (PBIS)	Press Releases, school web pages Update 1 Severely limited due to Covid-19 however this action step is continuing and hopefully will be increased next school year.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, CCSD will reduce the yearly number of student expulsions from school to less than 5.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
Expulsion Report	34	Projected Data: 20	15	10	5	0-4
		Actual Data: 7				

Action Plan

Strategy #1: Provide additional opportunities for students to continue school work, and obtaining credit outside of the traditional school environment.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. For students that would normally be expelled, provide resources for an alternative education in lieu of expulsion. This would specifically be Edgenuity or a similar program students can complete work using the computer.	August 2020 / May 2025	Coordinator for Attendance, Truancy, and Discipline, Principals, Alt School Director, Guidance	\$40,000	C+I General Fund Title I Funds	Documentation of student work. Update #1 Due to the creation of the Virtual Academy this school year, the district was able to provide different options for students rather than expulsion. These options were Alternative School, 1/2 days with virtual school, or full time virtual school.
Strategy #2: Provide effective behavioral interventions/rewards/incentives at the school level.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide consistent, timely, and appropriate behavioral interventions/rewards/incentives at the school level through the PBIS (Positive Behavior Intervention System) process.	August 2020 / May 2025	Student Services Director, Principals, Asst. Principals	\$1,000 per school	One time MFS Funds	Documentation of meetings, programs, and activities. Update 1 PBIS refresher training was given to all administrators and guidance counselors. District officials also rewriting MTSS plan in order to provide for Pbis
Strategy #3: Provide effective academic interventions/rewards/incentives at the school level.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Provide consistent, timely, and appropriate academic interventions/rewards/incentives at the school level through the PBIS and RTI (Response to Intervention) process.	August 2020 / May 2025	Director of Student Services, Principals, Asst. Principals, Guidance, Teachers	\$1,000 per school	One time MFS Funds RTI (none)	Documentation of meetings, programs, activities. Update 1 Update 1 PBIS refresher training was given to all administrators and guidance counselors. District officials also rewriting MTSS plan in order to provide for Pbis
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Strategy #4: Provide effective attendance interventions/rewards/incentives at the school level.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide consistent, timely, and appropriate attendance interventions/rewards/incentives at the school level through the PBIS and AIP (Attendance Intervention Plan)process.	August 2020 / May 2025	Coordinator for Attendance, Truancy, Discipline, Principals, Guidance, Attendance Clerks	None	None	Documentation of AIP's, awards, activities. Update 1 PBIS refresher training was given to all administrators and guidance counselors. District officials also rewriting MTSS plan in order to provide for Pbis

Strategy #5: By the end of 2024-2025, standardize a uniform district code of conduct to be implemented from elementary school up through high school.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Standardize a uniform district code of conduct to be implemented from elementary school up through high school and update it annually.	August 2020 / May 2025	Coordinator for Attendance, Truancy, and Discipline, Principals, Teachers	None	None	Code of Conduct Documents Update 1, March 2021 Completed in August 2020

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, CCSD will reduce the student dropout rate in grades 9-12 to .5% or less.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
State Dropout Report	1.2%	Projected Data: 1.0%	.9%	.8%	.7%	.5%
		Actual Data: 2%				

Action Plan

Strategy #1: Improve accounting records of students who withdraw or drop from our district rosters.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Improve accounting records of students who withdraw or drop from our district rosters by communicating fully between schools, the district office, and other districts.	August 2020 / May 2025	Coordinator for Attendance Truancy Discipline, Principals, Guidance, Attendance Clerks, Power School Secretaries	None	None	Records documenting attempts to locate students Update #1 Systematic Procedural Plan written in collaboration with Student Services, Curriculum and Instruction and school officials.
Strategy #2: Identify "at risk" students and consistently provide interventions to assist in their success.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Identify students who are "at risk" and consistently provide guidance, counseling, and RTI (Response to Interventions) to assist in their success throughout their time as a student in CCSD.	August 2020 / May 2025	Principals, Guidance, Student Services, Teachers	None	None	Documentation of the RTI process for specific students. Update 1: Due to Covid 19 and Virtual school issues, this has not taken place this school year.
Strategy #3: Provide alternate routes to graduate for students "at risk" for not completing graduation requirements on time.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide students who are behind, opportunities to complete graduation requirements in the Adult Education Diploma or GED program.	August 2020 / May 2025	Adult Ed Director, Coordinator for Attendance Truancy Discipline, Student Services,	\$300,000	District General Fund State Grant	Roster of students completing the Adult Education program Update 1 Due to the increased use of Edgenuity. Alternative School and

Adult Ed have been utilized along with the Virtual Academy to increase student's opportunities to complete requirements.

Strategy #4: Assist students in course scheduling, setting goals, and college/career planning.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Assist students in course scheduling, setting goals, and college/career planning through IGP's (Individual Graduation Plans) and RTI (Response to Intervention).	August 2020 / May 2025	District Curriculum Coordinators, Principals, Guidance	None	None	Documentation of meetings Update #1 IGP meetings were held and courses added.

Strategy #5: Utilize programs that promote college and career readiness.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to provide relevant course offerings for students to develop career skills and professional certifications at the Institute of Innovation (Vocational school).	August 2020/May 2025	Curriculum Coordinators, Vocational School Director	None	None	Pacing Guides/Guiding Documents Update 1 More pathways were developed to begin in 2021-2022; Study of teacher certifications in order to provide additional electives in middle and high school; 5 board approved courses approved.
2. The district will continue to form and strengthen partnerships with higher education institutions with the opening of the Scholars Academy and AVID (Advancement Via Individual Determination)Early College.	2019-25	Superintendent, C+I, Principals, Guidance	\$200,000	District General Fund Title IV	MOAs from participating institutions Meeting minutes Enrollment in programs Update 1 Programs begin in Fall of 2020

Strategy #6: Provide targeted guidance and mentoring to assist students in the graduation process.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
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1. Provide targeted guidance and mentoring to assist students in the graduation process using graduation/career coaches at the high school level.	2019-25	Principals, Guidance, Graduation Coaches	\$100,000	Title I	Meeting documentation with students Update 1 Career Development Counselors to be hired for 2021-2022; Two additional counselors trained in CDT.
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, 49.4% of students in grades 3-8 will meet and or exceed proficiency expectations as determined by state ELA summative assessments.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
SC state assessment (SC Ready ELA) Cherokee County School District ESSA Interim Sub-Goals for ELA	39.4%	Projected Data: 41.1%	43.2%	45.3%	47.3%	49.4%
		Actual Data: NA due to Covid 19				

Action Plan

Strategy #1: Continue to implement the district's Multiple-Tiered Support System (MTSS).					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district MTSS team will develop a district MTSS guidance document. This guidance document will outline the district's MTSS guidelines and processes for identifying students that may have a reading difficulty. Additionally, this document will stipulate the corresponding actions to be taken to provide appropriate instructional interventions for these identified students.	June 2020 / May 2025	C&I Executive Director of Academics District MTSS Coordinator District MTSS Team	\$2000 annually	C&I General Fund Budget	MTSS Team time sheets Completed guidance document Update 1 New MTSS procedures have been developed. New MTSS documentation has been developed. These will both be implemented in 2021.
2. State-identified under performing subgroup populations of students (ATSI schools) will receive targeted reading interventions from classroom teachers. After every 10th intervention, these students will be progress-monitored via a skills-specific literacy assessment to determine the relative effectiveness of the interventions. Adjustments will be made if needed, according to district MTSS guidelines. These current subgroups include Special Education, African-American, and White.	August 2020 / May 2025	C&I Executive Director of Academics District MTSS Coordinator Teachers School MTSS Coordinator School MTSS Team	\$110,000 annually	C&I General Fund Budget	Formative assessment screening reports Lesson plans Instructional observations MTSS Team Meeting minutes District Literacy Portfolios District Intervention Cards Copies of parent communication Update 1 Interventions occurred.
3. Continue to host the state-required Summer Reading Camp for third graders, per the SC State Department Office of Early Learning and Literacy guidelines.	May 2020 / July 2025	C&I Executive Director of Academics District Administration	\$132,000 annually	State Summer Reading Camp (SRC) funds C&I General Fund Budget	MTSS documentation District R2S Guidance Document SRC budget documentation Literacy Assessment Portfolios Student intervention cards Formative assessment reports Parent conference documentation Update 1 SRC was virtual in 2020 but is

					being planned currently for face to face in 2021
4. Continue to sponsor ELA teacher participation at state-sponsored Professional Learning Opportunities (PLOs) that are focused on MTSS and reading, and that promote the use of MTSS resources available on the State Department of Education website.	August 2020 / May 2025	C&I Executive Director of Academics	\$1500 annually	C&I General Fund Budget District Title 2 funds	PLO Flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system Update 1 PLO were attended.
5. Employ a "Graduation Coach" in the district's two high schools. The coach will also work closely with middle school students that are identified as "at risk" for failing to graduate on time, based on their reading achievement. The coach will assist other school personnel in determining and providing reading instructional supports for these identified students.	July 2020 / May 2025	District HR Director High School Principals	\$50,000 annually (total for both positions)	District General Fund Budget Grant opportunities	Personnel Documentation Job Description Graduation Coaches' documentation MTSS documentation for the students served by the graduation coaches Data to demonstrate relative effectiveness of these support positions Update 1 Employed in 2020

Strategy #2: The district will continue to strengthen the availability of professional development opportunities in literacy for all instructional staff members and administrators.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue the implementation of the district's Standards to Instruction / Professional Learning Community (PLC) process across all subject areas, including ELA. During this process teachers deconstruct the ELA content standards and compose clearly aligned learning objectives, assessments and instructional strategies for the corresponding content standard.	August 2020 / May 2025	Teachers Principals C&I Coordinators Executive Director of Academics	\$2000 annually	C&I General Fund Budget	PD agendas PD sign-in sheets Lesson plans Instructional observations Update 1; March 2021 Due to Covid 19 protocols many of these PLCS were slowed this school year. New procedures for PLC were put into place.
2. Continue to host the district's annual Keeping it REAL (Reaching Everyone as Learners) professional learning conference prior to the opening of school. This conference typically provides over 100 conference sessions that cover a broad range of literacy PD topics that support research and evidence-based instructional	May 2020 / August 2025	C&I Executive Director of Academics Director of	\$6500 annually	Vendor donations C&I General Fund Budget	Event flyer(s) Participation evidence documentation in online PD system CERDEP hours documentation

strategies.		Technology Presenters Host site representatives			Participant and presenter surveys Update 1: Keeping it Real was 100% virtual this school year and concentrated mostly on Virtual and hybrid teaching as well as priority standards.
3. Continue to promote and sponsor instructional staff attendance at SC State Department of Education literacy Professional Learning Opportunities (PLOs) and other professional conferences and workshops specifically pertaining to literacy.	August 2020 / May 2025	C&I Executive Director of Academics Principals Instructional Staff	\$8500 annually	C&I General Fund Budget District Title 2 funds District Title 1 funds	PLO flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system Update 1 The district has implemented FrontLine this year to track professional development for staff members. While PD was slowed due to Covid 19, using FrontLine will better enable the district to track PD.
4. Sponsor district leadership and instructional staff memberships in professional and state organizations that promote emphasis on literacy. These include, but are not limited to, South Carolina Association of School Administrators (SCASA), Association for Supervision and Curriculum Development (ASCD), literacy-specific state department Professional Learning Opportunities (PLOs), South Carolina State Council of the International Reading Association (SCIRA), and literacy-specific professional state and national organizations.	August 2020 / May 2025	C&I Executive Director of Academics Principals Teachers	\$14,000 annually	C&I General Fund Budget District Title 2 funds District Title 1 funds	Event flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system Membership documentation Update 1: Participation was high in organizations but mostly virtual due to Covid 19.
5. Implement Teach Point, an online Professional Development tracking system/platform that allows ELA teachers to log their PD hours and points toward recertification, training compliance, and advanced certifications and degrees. Principals and district C&I staff will supervise ELA teachers' participation in literacy professional learning opportunities. Participating ELA teachers will share pertinent information with other district ELA teachers upon their return.	August 2020 / May 2025	Superintendent Director of Technology C&I All Executive Directors HR staff members All district staff members that utilize the svstem	\$16,000 annually	C&I General Fund Budget	Copy of contract with service provider Evidence documentation from the online PD tracking system Update 1 This has not happened.

		Principals			
6. Continue to host "First Wednesday" (the first Wednesday in each calendar month) and student "Early Release Days" (one per quarter) for district-wide literacy professional development opportunities for all instructional staff members and administrators.	August 2020 / May 2025	C&I Executive Director of Academics Building administrators Teachers Literacy Coaches	\$500 annually	C&I General Fund Budget	PD agendas Sign-in sheets Participation evidence documentation in online PD system Update 1 Due to Covid 19, this did not happen this school year.
7. Create a new position, Coordinator of Teacher Quality and Professional Development, in the Curriculum and Instruction Department. This coordinator will ensure that ELA teachers are participating in literacy professional learning opportunities and that pertinent literacy information is being shared with all ELA teachers across the district.	July 2020 / August 2025	Superintendent District HR Director	\$95,000 annually	District General Fund Budget	Board approval of personnel recommendation Update 1 Position created and Mrs. Fox has been trained in many aspects of her positions. Will soon be going through cognitive coaching.

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, 52.7% of students in grades 3-8 will meet and or exceed proficiency expectations as determined by state Math summative assessments.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
SC state assessment (SC Ready Math) Cherokee County School District ESSA Interim Sub-Goals for Math	37.4%	Projected Data: 44.1%	47.5%	49.3%	51.0%	52.7%
		Actual Data: NA due to Covid 19				

Action Plan

Strategy #1: The district will continue to strengthen the availability of professional development opportunities in mathematics for all instructional staff members and administrators.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue the implementation of the district's Standards to Instruction / Professional Learning Community (PLC) process across all subject areas, including mathematics. During this process teachers deconstruct the math content standards and compose clearly aligned learning objectives, assessments and instructional strategies for the corresponding content standard.	August 2020 / May 2025	Teachers Principals C&I Coordinators Executive Director of Academics	\$2000 annually	C&I General Fund Budget	PD agendas PD sign-in sheets Lesson plans Instructional observations Update 1 Due to Covid 19 these did not take place as much as we would have liked this year. We have developed PLC procedures and training for 2021.
2. Continue to host the district's annual Keeping it REAL (Reaching Everyone as Learners) professional learning conference prior to the opening of school. This conference typically provides over 100 conference sessions that cover a broad range of mathematics PD topics that support research and evidence-based instructional strategies.	May 2020 / August 2024	C&I Executive Director of Academics Director of Technology Presenters Host site representatives	\$6500 annually	Vendor donations C&I General Fund Budget	Event flyer(s) Participation evidence documentation in online PD system CERDEP hours documentation Participant and presenter surveys Update 1 Due to Covid 19 Keeping it Real was 100% virtual this school year. Most topics involved technology and teaching virtually/hybrid as well as priority standards
3. Continue to promote and sponsor instructional staff attendance at SC State Department of Education mathematics Professional Learning Opportunities (PLOs) and other professional conferences and workshops specifically pertaining to mathematics.	August 2020 / May 2025	C&I Executive Director of Academics Principals	\$8500 annually	C&I General Fund Budget District Title 2 funds District Title	PLO flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system

		Instructional Staff		1 funds	Update 1 PLOs were attended. Small group data driven PD was given at the school level
4. Sponsor district leadership and instructional staff memberships in professional and state organizations that promote emphasis on mathematics. These include, but are not limited to, South Carolina Association of School Administrators (SCASA), Association for Supervision and Curriculum Development(ASCD), mathematics-specific state department Professional Learning Opportunities (PLOs), and mathematics-specific professional state and national organizations.	August 2020-May 2025	C&I Executive Director of Academics Principals Teachers	\$14,000 annually	C&I General Fund Budget District Title 2 funds District Title 1 funds	Event flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system Membership documentation Update 1 The district has implemented FrontLine this year to track professional development for staff members. While PD was slowed due to Covid 19, using FrontLine will better enable the district to track PD.
5. Implement Teach Point, an online Professional Development tracking system/platform that allows mathematics teachers to log their PD hours and points toward recertification, training compliance, and advanced certifications and degrees. Principals and district C&I staff will supervise mathematics teachers' participation in mathematics professional learning opportunities. Participating mathematics teachers will share pertinent information with other district mathematics teachers upon their return.	August 2020 / May 2025	Superintendent Director of Technology C&I All Executive Directors HR staff members All district staff members that utilize the system Principals	\$16,000 annually	C&I General Fund Budget	Copy of contract with service provider Evidence documentation from the online PD tracking system Update 1 This has not happened.
6. Partner with local institutions of higher education and provide free mathematics courses to teachers at all grade bands. These courses will count towards teachers' recertification points and/or advanced degrees.	August 2020 / May 2025	C&I Executive Director of Academics Higher Education Institutions	\$15,000 annually	District Title 2 funds	Memorandum of Agreements (MOAs) Verification of course completion Update 1 Partnership with Converse College. Grant obtained to train teachers IN GT. USC Upstate Cohort created.

7. Continue to host "First Wednesday" (the first Wednesday in each calendar month) and student "Early Release Days" (one per quarter) for district-wide mathematics professional development opportunities for all instructional staff members and administrators.	August 2020 / May 2025	C&I Executive Director of Academics Building administrators Teachers Literacy Coaches	\$500 annually	C&I General Fund Budget	PD agendas Sign-in sheets Participation evidence documentation in online PD system Update 1 Due to Covid 19, this did not happen this school year.
8. Create a new position, Coordinator of Teacher Quality and Professional Development, in the Curriculum and Instruction Department. This coordinator will ensure that mathematics teachers are participating in mathematics professional learning opportunities and that pertinent mathematics information is being shared with all mathematics teachers across the district.	July 2020 / August 2025	Superintendent District HR Director	\$95,000 annually	District General Fund Budget	Board approval of personnel recommendation Update 1 Employed in 2020

Strategy #2: Continue to implement the district's Multiple Tiered Support System (MTSS).

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district MTSS team will develop a district MTSS guidance document. This guidance document will outline the district's MTSS guidelines and processes for identifying students that may have a mathematics difficulty. Additionally, this document will stipulate the corresponding actions to be taken to provide appropriate instructional interventions for these identified students.	June 2020 / May 2025	C&I Executive Director of Academics District MTSS Coordinator District MTSS Team	\$2000 annually	C&I General Fund Budget	MTSS Team time sheets Completed guidance document Update 1 New MTSS procedures have been developed. New MTSS documentation has been developed. These will both be implemented in 2021.
2. State-identified under performing subgroup populations of students (ATSI schools) will receive targeted mathematics interventions from classroom teachers. After every 10th intervention, these students will be progress-monitored via a skills-specific math assessment to determine the relative effectiveness of the interventions. Adjustments will be made if needed, according to district MTSS guidelines. These current subgroups include Special Education, African-American, and White.	August 2020 / May 2025	C&I Executive Director of Academics District MTSS Coordinator Teachers School MTSS Coordinator School MTSS Team	\$110,000 annually	C&I General Fund Budget	Formative assessment screening reports Lesson plans Instructional observations MTSS Team Meeting minutes District Literacy Portfolios District Intervention Cards Copies of parent communication Update 1 Interventions occurred.

3. Continue to sponsor mathematics teacher participation at state-sponsored Professional Learning Opportunities (PLOs) that are focused on MTSS and mathematics, and that promote the use of MTSS resources available on the State Department of Education website.	August 2020 / May 2025	C&I Executive Director of Academics	\$1500 annually	C&I General Fund Budget District Title 2 funds	PLO Flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system Update 1 PLO were attended.
4. Employ a "Graduation Coach" in the district's two high schools. The coach will also work closely with middle school students that are identified as "at risk" for failing to graduate on time, based on their mathematics achievement. The coach will assist other school personnel in determining and providing mathematics instructional supports for these identified students.	July 2020 / May 2025	District HR Director High School Principals	\$50,000 annually (total for both positions)	District General Fund Budget Grant opportunities	Personnel Documentation Job Description Graduation Coaches' documentation MTSS documentation for the students served by the graduation coaches Data to demonstrate relative effectiveness of these support positions Update 1 Employed in 2020

Strategy #3: The district will continue to provide supplementary resource materials to support classroom math instruction.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district will purchase Saxon Mathematics textbooks and other resource materials to support classroom math instruction.	August 2020 / May 2025	C&I Executive Director of Academics	\$65,000 annually	C&I General Fund Budget	Textbook inventories Instructional Observations Lesson plans Update #1 Under new leadership the district made the decision to eliminate Saxon Math purchasing and instead purchased Iready in order to have skill based lessons for students and support Math WorkStations in the classroom. Update 1 Abandoned Saxxon Math and have purchased Iready.

Performance Goal

Performance Goal Area:		Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.		By the end of 2024-2025, Cherokee County will have 70 percent or higher passage rate on all state End of Course assessments.				
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
Algebra 1	54.7%	Projected Data: 57.7%	60.7%	63.7%	66.7%	70%
		Actual Data: NA due to Covid 19				
Biology	52.2%	Projected Data: 56%	59.5%	63%	66.5%	70%
		Actual Data: NA due to Covid 19				
English 1	70.4%	Projected Data: 62.9%	75.4%	77.9%	80.4%	82%
		Actual Data: NA due to Covid 19				
US History	50.9	Projected Data: 54.9%	58.9%	62.9%	66.9%	70%
		Actual Data: NA due to Covid 19				

Action Plan

Strategy #1: The district will continue to strengthen the availability of professional development opportunities in state tested areas for all instructional staff members and administrators.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue the implementation of the district's Standards to Instruction / Professional Learning Community (PLC) process in Algebra 1, English 1 and 2, Biology, and United States History. During this process teachers deconstruct content standards and compose clearly aligned learning objectives, assessments, and instruction strategies for the corresponding content standard.	August 2020 / May 2025	Teachers Principals C&I Coordinators Executive Director of Academics	\$2000 annually	C&I General Fund Budget	PD agendas PD sign-in sheets Lesson plans Instructional observations Update 1 New procedures for PLC have been developed and will be implemented in 2021 school year.
2. Continue to host the district's annual Keeping it REAL conference prior to the opening of school. This conference typically provides over 100 conference sessions that cover a broad range of PD topics that support research and evidence-based instructional strategies that are designed to improve instruction in Algebra 1, English 1 and 2, Biology, and United States History.	May 2020 / August 2025	C&I Coordinators Executive Director of Academics Director of Technology Presenters Host Site Representatives	\$6500 annually	Vendor donations C&I General Fund Budget	Event flyer(s) Participation evidence documentation in online PD System CERDEP hours documentation Participant and presenter surveys Update 1 Due to Covid 19, Keeping it Real was 100% virtual this school year. Most of the presentations centered on priority standards and virtual or hybrid teachers.

<p>3. Continue to promote and sponsor instructional staff attendance at SC State Department of Education Literacy Professional Learning Opportunities (PLOs) and other professional conferences and workshops focused on improving instruction in Algebra 1, English 1 and 2, Biology, and United States History.</p>	<p>August 2020 / May 2025</p>	<p>C&I Executive Director of Academics Principals Instructional Staff</p>	<p>\$8500 annually</p>	<p>C&I General Fund Budget District Title 2 funds District Title 1 funds</p>	<p>PLO Flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system Update 1 The district has implemented FrontLine this year to track professional development for staff members. While PD was slowed due to Covid 19, using FrontLine will better enable the district to track PD.</p>
<p>4. Sponsor district leadership and instructional staff memberships in professional and state organizations related to Algebra 1, English 1 and 2, Biology, and United States History. These include, but are not limited to, SCASA, content-specific PLOs, SCIRA and content-specific professional state organizations.</p>	<p>August 2020 / May 2025</p>	<p>C&I Executive Director of Academics Principals Teachers</p>	<p>\$14,000 annually</p>	<p>C&I General Fund Budget District Title 2 funds District Title 1 funds</p>	<p>Event flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system Membership documentation Update 1 Participation was high in organizations but mostly virtual due to Covid 19.</p>
<p>5. Implement Teach Point, an online Professional Development tracking system/platform that allows Algebra 1, English 1 and 2, Biology, and United States History teachers to log their PD hours and points toward recertification, training compliance, and advanced certifications and degrees. Principals and C&I staff will supervise Algebra 1, English 1 and 2, Biology, and United States History teachers' participation in content specific professional learning opportunities. Participating Algebra 1, English 1 and 2, Biology, and United States History teachers will share pertinent information with other district teachers upon their return.</p>	<p>August 2020 / May 2025</p>	<p>Superintendent Director of Technology C&I All District Executive Directors HR Staff All district staff members that utilize the system Principals</p>	<p>\$16000 annually</p>	<p>C&I General Fund Budget</p>	<p>Copy of contract with service provider Evidence documentation from the online PD tracking system Update: Update 1 This has not happened.</p>
<p>6. Continue to host "First Wednesday" (the first Wednesday in each calendar month) and student "Early Release Days" (one per quarter) for district-wide Algebra 1, English 2, Biology, and United States History professional development opportunities for all instructional staff members and administrators.</p>	<p>August 2020 / May 2025</p>	<p>C&I Executive Director of Academics Building Administrators</p>	<p>\$500 annually</p>	<p>C&I General Fund Budget</p>	<p>PD agendas Sign-in sheets Participation evidence documentation in online PD system Update 1</p>

		Teachers			This has not happened.
7. Create a new position, Coordinator of Teacher Quality and Professional Development, in the Curriculum and Instruction Department. This coordinator will ensure that Algebra 1, English 1 and 2, Biology, and United States History teachers are participating in literacy professional learning opportunities and that pertinent literacy information is being shared with all Algebra 1, English 1 and 2, Biology, and United States History teachers.	July 2020 / August 2025	Superintendent District HR Director	\$95000 annually	District General Fund Budget	Board approval of personnel recommendation Update 1 Position created and Mrs. Fox has been trained in many aspects of her positions. Will soon be going through cognitive coaching.
Strategy #2: Continue to implement the district's Multiple-Tiered Support System (MTSS).					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district MTSS team will develop a district MTSS guidance document. This guidance document will outline the district's MTSS guidelines and processes for identifying students that may have an Algebra 1, English 1 or 2, Biology, or United States History deficient. Additionally, this document will stipulate the corresponding actions to be taken to provide appropriate instructional interventions for these identified students.	June 2020 / May 2025	C&I Executive Director of Academics District MTSS Coordinator District MTSS Team	\$2000 annually	C&I General Fund	MTSS Team time sheets Completed guidance document Update 1 New MTSS procedures have been developed. New MTSS documentation has been developed. These will both be implemented in 2021.
2. State-identified under performing subgroup populations of students (ATSI schools) will received targeted Algebra 1, English 1 and 2, Biology, and United States History interventions from classroom teachers. After every 10th intervention, these students will be progress-monitored via a skills-specific assessment to determine the relative effectiveness of the interventions. Adjustments will be made if needed, according to the district MTSS guidelines. These current subgroups include Special Education.	August 2020 / May 2025	C&I Executive Director of Academics District MTSS Coordinator Teachers School MTSS Coordinator School MTSS team	\$110,000 annually	C&I General Fund Budget	Formative assessment screening reports Lesson plans Instructional observations MTSS Team Meeting minutes Copies of parent communication Update 1 Interventions occurred.
3. Continue to sponsor Algebra 1, English 1 and 2, Biology, and United States History teacher participation at state-sponsored Professional Learning Opportunities (PLOs) that are focused on MTSS and Algebra 1, English 1 or 2, Biology, or United States History, and that promote the use of MTSS resources available on the State Department of Education website.	August 2020 / May 2025	C&I Executive Director of Academics	\$1500 annually	C&I General Fund Budget District Title 2 funds	PLO flyers and memos Sign-in sheets Formstacks Attendance evidence from online PD system Update 1 PLO were attended.

<p>4. Employ a "Graduation Coach" in the district's two high schools. The coach will also work closely with middle school students who are identified as "at risk" for failing to graduate on time, based on their Math, ELA, Science, or Social Studies achievement. The coach will assist other school personnel in determining and providing Algebra 1, English 1 and 2, Biology, and United States History instructional supports for these identified students.</p>	<p>July 2020 / May 2025</p>	<p>District HR Director High School Principals</p>	<p>\$50,000 annually (for both positions)</p>	<p>District General Fund Budget Grant Opportunities</p>	<p>Personnel documentation Job description Graduation Coaches' documentation MTSS documentation for students served by graduation coaches Data to demonstrate relative effectiveness of these support positions Update 1 Employed in 2020</p>
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Performance Goal

Performance Goal Area:		Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.		By the end of 2024-2025, 80% of diploma earning students will graduate college or career ready as defined by the state accountability system.				
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
% College or Career Ready	69.1%	Projected Data: 71.2%	73.3%	75.4%	77.5%	80%
		Actual Data: 54				

Action Plan

Strategy #1: The district will continue to offer opportunities for students to meet College Readiness criteria as defined by the State's Accountability Model.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district will continue to offer ACT and SAT Saturday administrations for all students.	August 2020 / May 2025	C&I High School Principals Guidance	\$2000 annually	School Budgets	Test day sign in sheets Update 1 Continued in 2020-2021
2. The district will continue to support the development of master schedules that maximize the number of dual credit and advanced placement opportunities for students.	June 2020 / May 2025	C&I High School Principals Guidance	\$0	n/a	Master schedules Dual credit grades AP test performance Update 1 Much work was done with teacher certifications in order to create pathways and create more elective coursework
3. The district will continue to offer the PSAT for students in grades 7-11.	August 2020 / May 2025	C&I Administrators Guidance	\$21,000 annually	C&I Formative Assessment Funds	PSAT scores Update 1 Continued in 2020-2021
4. The district will continue to form and strengthen partnerships with higher education institutions with the opening of the Scholars Academy and AVID Early College.	August 2020 / June 2025	C&I Administrators Guidance	\$200,000	District General Fund	MOAs from participating institutions Meeting minutes Enrollment in programs Update 1 Continued in 2020-2021 and for 2021-2022
5. The district will continue the implementation of the AVID program to close the achievement gap by preparing students to be college ready.	June 2020/ May 2025	C&I AVID District Director Administrators	\$150,000 annually	Title 4 funds	AVID student list AVID CCI forms AVID contract Update 1 Continued in 2020-2021

Strategy #2: The district will continue to offer opportunities for students to meet Career Readiness criteria as defined by the State's Accountability Model.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district will continue to develop master schedules to increase the number of students enrolled in a CTE course.	June 2020 / May 2025	C&I High School Principals Guidance	\$0	N/A	High school master schedules Update: New Pathways created
2. The district will continue to require student participation in WIN Career Readiness coursework.	August 2020 / May 2025	C&I Administrators	\$0	n/a	Performance data Update 1 Win testing for all 11th graders and 12th graders without proficiency scores.
3. The district will continue to strengthen partnerships with business and industry to offer a wide variety of WBL opportunities for students.	June 2020 / May 2025	C&I Career Center Director	\$0	n/a	Advisory council minutes WBL contracts Update 1 Due to Covid 19 this was lessened this school year.
4. The district will require that all CTE courses offer at least one student certification.	August 2020 / May 2025	C&I Career Center Director	\$20 per student	CTE Budget	Student certifications offered and earned Update 1 Work is being done to ensure all students are completers.
5. The district will continue to maintain and monitor CTE pathways to ensure students have the opportunity to earn technical advanced placement or dual credit while in high school.	August 2020 / May 2025	C&I Career Center Director	\$0	n/a	Pathways Meeting minutes Student transcripts Update: Work in this area continues

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of 2024-2025, Cherokee County will have an 86.7% graduation rate.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
Graduation Rate	82.6%	Projected Data: 85.4%	85.7%	86.1%	86.4%	86.7%
		Actual Data: 82.2				

Action Plan

Strategy #1: The district will provide intervention for students not meeting grade level proficiency.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district will continue to offer credit recovering options for students.	August 2020 / May 2025	C&I Administrators Guidance	\$35,000 annually	C&I General Fund Budget	Edgenuity enrollment Edgenuity grades Update: Continued
2. Employ a "Graduation Coach" in the district's two high schools. The coach will also work closely with middle school students that are identified as "at risk" for failing to graduate on time, based on their reading achievement. The coach will assist other school personnel in determining and providing instructional supports for these identified students.	August 2020 / May 2025	District HR Director High School Principals	\$50,000 annually (total for both positions)	District General Fund Budget Grant Opportunities	Personnel documentation Job description GC documentation MTSS documentation for the students served by the graduation coaches Data to determine the effectiveness of these support positions Update: Hired in 2020-2021
3. The district will provide "flex time" in the daily master schedules to allow for additional interventions and remediation.	August 2020 / May 2025	C&I Administrators	\$0	n/a	Flex Time sign in sheets Student performance data Update 1 Due to Covid 19, this was relaxed some this school year. Will continue to look for ways to increase this in 2021-2022.
Strategy #2: The district will continue to increase the educational opportunities for students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. The district will continue to provide open access for all students to participate in CTE coursework.	August 2020 / May 2025	C&I Administrators	\$0	n/a	Master schedules Update 1 Increase in pathways.
2. The district will continue the implementation of the AVID program to close the achievement gap by preparing students to be college ready.	August 2020 / May 2025	C&I AVID District Director Administrators	\$150,000 annually	Title 4 Funds	AVID student lists AVID CCI forms AVID contracts Update: Increased to K-12 Avid implementation
3. The district will continue to offer a block schedule to offer students the opportunity to take more exploratory, dual credit, and AP coursework.	August 2020 / May 2025	C&I Administrators Guidance	\$0	n/a	Master schedules Update 1 Continued in 2020-2021

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2024-25 school year, 100% of the District's teachers will hold a valid SC state certificate for the grades and content areas they are assigned to teach. This will verify that these teachers have demonstrated subject-matter competency, as determined by passage of state certification exams.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
SCDE "Highly Qualified Report" Personnel Records SCLead.org	95.8%	Projected Data: 96.8%	97.8%	98.8%	99.7%	100%
		Actual Data: 98%				

Action Plan

Strategy #1: Recruit appropriately certified teachers and administrators.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. District representatives will attend Career Fairs to recruit qualified candidates to fill teaching and/or administrative positions.	August 2020 / May 2025	Human Resources Department	\$8200 Annually	District General Fund Budget	SC Department of Education PCS Reports Update 1 Due to Covid 19, these were limited this year unless virtual.
2. Implement state-required PADEPP guidelines for all administrators.	August 2020 / May 2025	HR Director Superintendent Superintendent's designee	N/A	N/A	SC Lead documentation Update 1: Implemented with vitality.
3. Provide certification requirement information to all principals for teacher assignment purposes.	August 2020 / May 2025	Human Resources Department	N/A	N/A	SC Department of Education PCS/CPS Systems Update: Human Resources meets with principal three times a year for certification purposes.
4. Provide collaborative Professional Development opportunities for teachers and administrators through the Upstate Consortium and other professional sources.	August 2020 / May 2025	Human Resources Department and Curriculum and Instruction Department	\$500 Annually	District Funds	Agendas outlining Professional Development opportunities Update 1: While this year we have not had as many, the school district continues to be a member of Upstate Consortium and added Francis Marion as partners for PD.
5. Establish a Masters cohort with USC Upstate to allow certified personnel to expand their qualifications into additional certification areas.	August 2020 / May 2025	Human Resources Department and Curriculum and Instruction Department	\$25,000 per Cohort	District Title 2 Funds	Rosters of participating employees Attendance documentation Documentation that participants have satisfactorily met the degree requirements Update 1

Second cohort has been selected.
Program continues.

Strategy #2: Continue district-level observances to recognize teachers for exemplary academic growth and/or achievement.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Recognize teachers at monthly school board meetings for their recent accomplishments as related to student achievement.	August 2020 / May 2025	Human Resources Department	\$1,000	District General Fund Budget	Certificates District website and social media posts Board Meeting Agendas Update 1 Continues
2. Continue to sponsor monthly "Crystal Apple" awards that recognize teachers and support staff employees for their noteworthy contributions to the district.	August 2020 / May 2025	Human Resources Department	\$600 Annually	District General Fund Budget	Recipient List District and school websites and social media Photographs of Award Ceremonies Update 1 Continues

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2024-2025 school year, the district's annual teacher retention rate will increase to 100%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2020/21	2021/22	2022/23	2023/24	2024/25
CERRA Supply and Demand Report District Retention Data SCLead.org report	88.5%	Projected Data: 90.8%	93.1%	95.4%	97.7%	100%
		Actual Data: 92%				

Action Plan

Strategy #1: Provide additional support for induction and annual contract teachers to increase employee retention.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide regular Professional Development sessions to teachers undergoing summative evaluation.	August 2020 / May 2025	Human Resources Department	N/A	N/A	Agendas covering professional development sessions Roster verification
2. Gather regular feedback through the use of informal surveys, conferences, informational sessions, interviews, and questionnaires to determine topics that still need clarification regarding the Expanded ADEPT guidelines	August 2020 / May 2025	Coordinator of Teacher Evaluation	N/A	N/A	Completed surveys Questionnaires provided to participants Data Analysis of feedback given and SC Lead Report
3. Coordinator of Teacher Evaluation will provide support to building level administrators in developing and monitoring the implementation of teacher school-based improvement plans.	August 2020 / May 2025	Coordinator of Teacher Evaluation Building level administrators	N/A	N/A	Improvement Plan Progress monitoring documentation
4. Coordinator of Teacher Evaluation will conduct monthly professional learning sessions for all induction teachers.	August 2020 / May 2025	Coordinator of Teacher Evaluation	\$2000	District General Fund Budget	Agendas Roster verification Induction dossiers
Strategy #2: Increase support for induction and annual contract teachers through the assignment of mentors and/or additional school support					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Assign a school-based teacher-mentor or appropriate support personnel to each annual contract teacher to serve as a resource for assistance in various capacities.	August 2020 / May 2025	Coordinator of Teacher Evaluation Additional District Administrators as needed	\$10,000	District General Fund Budget	Rosters listing mentor assignments Feedback from annual contract teachers, assigned mentors and/or support personnel

2. Coordinator of Teacher Evaluation will meet with mentors and/or assigned support personnel on a regular basis to gauge the needs of participating annual contract teachers.	August 2020 / May 2025	Coordinator of Teacher Evaluation	\$1000	District General Fund Budget	Agendas for meetings Feedback provided by mentors and/or support personnel
Strategy #3: Strategy #3: Provide PD opportunities and information sessions for continuing contract teachers in order to build capacity among all teachers in the district.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. 1. Coordinator of Teacher Evaluation will conduct mentor PD sessions at least 3 times per year.	August 2020 / May 2025	Coordinator of Teacher Evaluation	N/A	N/A	Agendas Roster Verification Certificates of Completion
2. Coordinator of Teacher Evaluation will conduct 3 informational sessions on National Board Certification; these include providing support to those teachers participating in the process.	August 2020 / May 2025	Coordinator of Teacher Evaluation	N/A	N/A	Agendas Roster Verification Teacher Portfolios
3. Coordinator of Teacher Evaluation will provide SCTS 4.0 Rubric training sessions for new hires and other qualified teachers.	August 2020 / May 2025	Coordinator of Teacher Evaluation	\$600 Annually	District General Fund Budget	Agendas Certificate of Completion Roster Verification in SCLead.org
4. Coordinator of Teacher Certification will conduct informational sessions regarding teacher certificate renewal requirements and processes.	August 2020 / May 2025	Coordinator of Teacher Certification	N/A	N/A	Agendas Certificate Renewal documentation

GIFTED AND TALENTED REQUIRED TABLES

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

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

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Resource Room/Pull-out	Curriculum Used	PBL				
4	Resource Room/Pull-out	Curriculum Used	PBL				
5	Resource Room/Pull-out	Curriculum Used	PBL				
6	Special Class	Curriculum Used		GT ELA			
7	Special Class	Curriculum Used		GT ELA			
8	Special Class	Curriculum Used		GT English			
9	Special Class	Curriculum Used		GT English I			
10	Special Class	Curriculum Used		GT English II			
11	AP Social Studies Options	Curriculum Used					AP Guidelines

12	AP Social Studies Options	Curriculum Used					AP Guidelines
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DISTRICT: Cherokee

INFORMATION FOR SCHOOL YEAR:

DISTRICT: Cherokee

INFORMATION FOR SCHOOL YEAR: 2019-2020

GT Required Tables
March 5, 2020

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: After School/ Special Class

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used			X			
4	Curriculum Used			X			
5	Curriculum Used			X			
6	Curriculum Used			D			
7	Curriculum Used			D			
8	Curriculum Used			D			
9	Curriculum Used				X		
10	Curriculum Used				X		
11	Curriculum Used				X	AP Guidelines	
12	Curriculum Used				X	AP Guidelines	

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

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

We provide information to parents about the requirements and screening for Gifted and Talented via the district website and an informational brochure. Parents receive notification of their student’s placement via a letter from the district office. A copy of the brochure and sample letter are attached. Guidance counselors at all levels contact parents about screenings. Trained guidance counselors administer one-on-one screenings as needed.

The fine arts teachers select GT Artistic students. These student’s work is featured in the district Arts Expo. There is a rigorous audition for the Elementary Honors Choir program and they perform annually at the Cherokee County Fine Arts Expo. School level Honors Choirs perform at community events.

Students, selected for AP Art by the art teachers at both high schools must meet the Advanced Placement guidelines before enrolling the course.

Attached documents include our parent brochure concerning state placement and a sample letter to parents notifying them of their student’s placement into the GT program. A similar letter is available for parents of students in grades 3-5. The information below has been posted on the CCSD web page located at

https://www.cherokee1.org/UserFiles/Servers/Server_410082/File/Departments/Curriculum%20and%20Instruction/New%20State%20Criteria%20For%20GT%202019-2020%20Brochure.pdf

CogAt/Iowa-Grades 2 and 3

State Board of Education Regulation 42-220 requires the administration, scoring and reporting of a norm-referenced testing program to help identify students for academically gifted and talented programs. This fall, South Carolina’s grade 2 students will take Form F of the *Iowa Assessment (IA)*, Core Battery, Level 7, and Form 7 of the *Cognitive Abilities Test (CogAT)*, Level 8 for this purpose in a paper/pencil format.

Grade 3 identification is illustrated in the chart below:

	Advantages	Disadvantages	Criteria
Option 1 <ul style="list-style-type: none"> STAR as placement in Dimension B 	<ul style="list-style-type: none"> No additional cost No additional testing Currently administered at all elementary grade levels Administration time less than 1 hour Provides more opportunities to qualify since STAR is administered multiple times per year. 	<ul style="list-style-type: none"> Only meets Dimension B Would require student to meet either Dimension A or Dimension C Scores may not be compatible with GIFT Student would only have one opportunity to place through CogAT but could be administered the OLSAT by guidance counselor. 	
Option 2 <ul style="list-style-type: none"> STAR 360 as screener to take Iowa / CogAT as placement in Dimensions A or B 	<ul style="list-style-type: none"> Can meet Dimension A and/or Dimension B Can be given at additional grade levels Scores are compatible with GIFT Student would have multiple opportunities to place through CogAT in 3rd grade through 5th 	<ul style="list-style-type: none"> Additional costs Additional testing Requires 5 days of testing – less than 2.5 hours per day Provides one opportunity per year to place through Iowa / CogAT 	<ul style="list-style-type: none"> Set STAR criteria to participate in Iowa / CogAT

Based on the results from the norm-referenced tests, a secondary screening using a performance assessment may be required for possible candidates (South Carolina Performance Tasks).



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

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

The district has an approved Proficiency-Based Education System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate your current plan each year by completing the evaluation below. Upload it with the District Strategic Plan in either the Member Center or GEMS.

School District: **Cherokee County School District**
Name: **Meredith Rose**
Title/Position: **Executive Director of Academics**
Email Address: Meredith.rose@cherokee1.org
Phone Number: **864-206-2201**

1. Provide the name of the vendor used for online instruction.

Edgenuity

2. Provide the number of students who attempted a credit recovery course.

3

Provide the number of students who successfully completed a credit recovery course.

3

3. Are student-athletes aware of the implications that taking a credit recovery course has on NCAA eligibility?

Yes, administration and guidance are fully aware of the implications of taking a credit recovery course on eligibility for playing sports.

4. Provide the number of students who attempted an initial credit course.

Due to Covid-19 mandated virtual school, we used Edgenuity for our virtual school format. We had approximately 1,000 students begin a course in Edgenuity. However, we had many return to school mid-semester. Therefore, the number of students completing an initial credit course through Edgenuity is 785.

Provide the number of students who successfully completed an initial credit course.

512

5. If students were unsuccessful in these courses, what were some of the reasons?

Students were impacted by several factors: attendance, wifi issues, delivery model, motivation, and parental support.

6. What impact did these courses have on the dropout rate?

Due to the severity of students not doing well in the virtual setting, we adjusted our plan early to ensure that students were given the opportunity to complete the initial credit in the second semester. We did see some positive impact of the use of Edgenuity also. Students who had to help their families by working due to the economic impact of Covid-19, were able to work and still attend school. We were able to deliver content to students who had behavior issues and otherwise would have been expelled. Additionally, this was an avenue to deliver instruction to students who were in danger of dropping out due to medical issues, pregnancy, and/or social emotional issues that impacted their ability or willingness to attend school.

The four-year graduation rate?

Due to students not completing their work in Edgenuity in the virtual setting, we have seen some issues with students staying on track for the 9GR. We did provide extra support in the second semester to help with that issue as well as summer programs to help students gain successful completion of initial credit in order to maintain grade level status.

The use of Edgenuity courses did have a positive impact on our graduation rate through delivery of content to students who would otherwise drop out due to work, behavior, medical and/or emotional issues.

7. Did all students who took an initial or credit recovery course have a properly certified subject-area teacher assigned to them in PowerSchool?

Yes, all students were assigned a certified teacher of proper certification to guide their work through the course and monitor attendance.

8. Did all students have a properly certified subject-area teacher available to them for tutoring and assistance?

Yes, students enrolled in courses had a certified teacher available for small group tutoring, assistance through course work, monitoring progress, and grade assignments.

9. Are all online courses aligned to the South Carolina College- and Career- Ready Standards?

Yes, our certified teachers examine each course and determine standard based alignment.

10. Are teachers able to individualize courses to provide individualized instruction to students?

Yes, teachers have the ability to manipulate assignments/assessments to ensure optimal student learning based on several factors such as course completion, 504 or IEP accommodations, or remediation.

11. Provide examples of how content-area recovery was used to assist students who were in danger of failing a course.

Individual teachers use Edgenuity courses for credit repair within content area courses for skill gaps as well as for those students endangerment of failure. Due to Covid-19, certified teachers also used these courses for content delivery and assessments when certified substitutes were not available in order for students to still have standard based learning in the absence of a teacher.

12. Provide the number of students who successfully completed a course due to content-area recovery.

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13. Please provide a link to your current Credit/Content Area Recovery Policy that aligns to the 2019 Uniform Grading Policy.

https://ghs.cherokee1.org/guidance/registration_information

2021 District Summer School Program Site Identification

District Name: Cherokee County School District District Summer School Contact: Dr. Hunter Jolley

Contact's Phone Number: 864-206-2201 Contact's Email Address: hunter.jolley@cherokee1.org

NO SUMMER SCHOOL PROGRAM SITES

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
BDLee Elementary School	Julie Foster	Julie.foster@cherokee1.org	Summer Ready Camps as required by Act 284 Read to Succeed	YES	Elementary
Draytonville Elementary School	Lyman Dawkins	Lyman.dawkins@cherokee1.org	Academic Recovery for students in grades 2 nd , 4 th , and 5 th grade	YES	Elementary
Gaffney High School	Brandon Kale	Brandon.kale@cherokee1.org	Academic Recovery for students in 6 th -12 th grade who have failed	YES	Middle and High

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School

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