District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2016/17 to 2020/21
Upcoming School Year: 2019/20

District:	Marion 10
SIDN:	3410
Plan Submission:	School utilizes AdvancED
Address 1:	719 N Main Street
Address 2:	
City:	Marion, SC
Zip Code:	29571
District Plan Contact Person:	Melonie Gordon
District Plan Contact Phone:	8434231811
District Plan E-mail Address:	mgordon@marion.k12.sc.us

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

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

Required Printed Names and Signatures

Superintendent		
Kandace Bethea Printed Name	Kandace Bethea Signature	4/26/19 Date
Chairperson, District Board of Trustees		
Cynthia Legette Printed Name	Cynthia H. Legette Signature	April 29, 2019 Date
District Read To Succeed Literacy Leadership Team Lead		
Andrea Jackson Printed Name	Andrea M. Jackson Signature	04/10/2019 Date
District Gifted and Talented Coordinator		
Martina Rush Printed Name	Martina Y Rush Signature	4.26.2019 Date
District Strategic Planning Contact Person		
Melonie Gordon Printed Name	Melonie Gordon Signature	4-9-19 Date

Assurances for District Strategic Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
Yes	**Academic Assistance, PreK–3** The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The 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.
No	**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 *et seq.*) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
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 *et seq.*)	
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).
No	Artistically gifted and talented students in elementary school (grades 3–5).
No	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

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

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

Assurances and Terms and Conditions for State Awards
As the district superintendent of Marion 10, I certify that this applicant:

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

Terms and Conditions

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

Yes	**Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.
Yes	**Deobligation of Funds** After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
Yes	**Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.
Yes	**Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed $25 per day for in-state travel and $32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
Yes	**Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
Yes	**Reports** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
Yes	**Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

Yes	**Certification Regarding Suspension and Debarment**
	By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
	• Applicant and/or any of its principals, subgrantees, or subcontractors
	  • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
	  • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
	• Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

Yes	**Audits** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: • Entities expending $750,000 or more in federal awards: Entities that expend $750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than $750,000 in federal awards: Entities that expend less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	**Records** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	**Superintendent**	Kandace Bethea
2.	**Principal**	Becky Ford
3.	**Teacher**	Tanya Baily
4.	**Parent/Guardian**	Mitchell Gause
5.	**Community Member**	Ulysses Sweeney
6.	**Private School Representative**	Jean Pearson
7.	**District Level Administrator**	Melonie Gordon
8.	**Paraprofessional**	Sandra Coombs
9.	**District Read To Succeed Literacy Leadership Team Lead**	Andrea Jackson
10.	**District Read To Succeed Literacy Leadership Team Member**	Stacy Wilbanks
11.	**School Improvement Council Member**	Joseph Legette
12.	**District Gifted and Talented Coordinator**	Martina Rush
13.	**District Federal Programs Coordinator**	Cassandra Strickland
	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/

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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	Creek Bridge High School has a waiver so that Mr. Woodberry can serve as principal of the 6-12 school.
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN

(Mandated Component)

List the name of persons who were involved in the development of the district strategic plan. A participant for each numbered category is required.

POSITION	***NAME***
1. Superintendent	Kandace Bethea
2. Principal	Becky Ford
3. Teacher	Marcie King
4. Parent/Guardian	Mitchell Gause
5. Community Member	Ulysses Sweeney
6. Private School Representative(s)	Jean Pearson
7. District Level Administrator (s)	Melonie Gordon
8. Paraprofessional(s)	Sandra Coombs
9. District Read to Succeed Literacy Leadership Team Lead	Andrea Jackson

10. **OTHERS*** (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the District Literacy Leadership Team for Read to Succeed

POSITION	***NAME***
Curriculum Specialist	**Sandra Roberts**
Business Partner	**David Stanley**
Faith Based Community	**Dr. Michael Blue**
CATE Adventure	**Dan Farrow**
Director of Human Resources	**Paula Grant**
Board Member	**Cynthia Brown**

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Marion County School District
Strategic Planning
Core Team

Dr. Dan Strickland, Superintendent
Cynthia Brown, Board Member
Ritta Hennecy, Board Member
Kandace Bethea, Deputy Superintendent
Deborah Wimberly, Public Relations/Data
Melonie Gordon, Secondary Education
Stacy Wilbanks, Elementary Education
Paula Grant, Human Resources
Cheryl Warren, Teacher Certification
Russell Causey, Finance
Rusty Brunson, Finance
Thomas Nance, Operations
Cassandra Strickland, Federal Programs
Kevin Owens, Technology
Nathan Indergaard, Technology
Amanda Dale, Special Services
Beth Howell, Special Services
Brenda Cross, Food Service Coordinator
Shalah Sweeney, Principal - MIS
Monica Kimbrough, Principal - BNE
Becky Ford, Principal - JMS
Daris Gore, Principal - SA
Adrian Johnson, Interim Principal - MaHS
Patricia Atkinson, Curriculum - EPS
MyKea Atkinson, Assistant Principal - EPS
Kari James, Teacher- EPS
Marcie King, Teacher - EPS
Sandra Roberts, Curriculum - CBHS
Geneva Winterbottom, Curriculum - MuHS
Katrina Clavon, Reading Coach - MES
Tanya Bailey, Reading Interventionist – MES
Katie Merrit, Teacher,- BNE
Jessica Fram, Teacher - BNE

Cynthia Rouse, Curriculum - NMP
Dan Farrow, Administrator - Career Center
Lenora Cross, Teacher- NMP
Cynthia Gause, Teacher - MES
Maggie Cooper, Teacher - CBHS
Merdell, Nesbit, Teacher - CBHS
Brandi Spencer, Teacher - MIS
Marjorie Collins, Teacher - JMS
Evelyn Edwards, Teacher - JMS
Prashanth Paspula, Teacher - PMS
Prasanna Divvela, Teacher - CBHS
Shana Lee, Teacher - ACT
Iris Barr, Teacher - MaHS
Maribeth Osborn, Special Teacher - MaHS
Johnny Legette, Custodian - MIS
Jane Suchy, Guidance - MuHS
Sandra Coombs, CDF- PMS
Bill Nelson, Support Staff, MuHS
Joe Sanders, Bus Driver
Jean Pearson, Private School Representative
Tammy Pawloski, FMU
Bishop Michael Blue, Pastor
Rev. Shiril Graves, Pastor
Robert Graham, Parent
Bill Brumbles, Parent
Mitchell Gause, Parent
Sandra Honaker, Parent
Jeremiah Hemingway, Community
Ulysses Sweeney, Community
David Stanley, Business
Christi Meggs, Business

ASSURANCES FOR DISTRICT/SCHOOL PLANS

(Mandated Component)

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 135 requirements.

✓ **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).

✓ **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).

✓ **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

✓ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development.*

✓ **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

✓ **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

✓ **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).

✓ **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.

✓ **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.

✓ **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 level and take into account the student's social and cultural context.

✓ **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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

✓ **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 no 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.

✓ **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.

Office of Health and Nutrition Assurance

✓ As required by the **Students Health and Fitness Act [section 59-10-330 (B)]**, the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.

Read To Succeed Act 284 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.

✓ **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.

✓ **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.

✓ **Third Grade Retention**
The district provides support to ensure all students are provided with an instructional program based on student 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 not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017–18 school year.

✓ **Reading Coaches**
The district supports school based reading coaches in every elementary school.

✓ **Interventions**
The district provides interventions based on data for all students identified.

✓ **Summer Reading Camps**
The district offers summer reading camps for those students identified.

Kandace Bethea	Kandace Bethea	8/24/17
Superintendent's Printed Name (For district and school plans)	Superintendent's Signature	Date

Terms and Conditions for SCDE Grant Programs
(Page 1 of 2)

A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.

B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it 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.

C. **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.

D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.

E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.

F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.

G. **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.

H. **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.

I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
   - Applicant and/or any of its principals, subgrantees, or subcontractors
     - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
     - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,

- forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.

- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. **Audits**

- Entities expending $500,000 or more in federal awards:
  Entities that expend $500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. 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 $500,000 in federal awards:
  Entities that expend less than $500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. 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).

N. **Records**. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

O. **Reduction in Budgets and Negotiations**. The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee 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 potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. **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.

Kandace Bethea	Kandace Bethea	8/24/17
Superintendent's Printed Name (For district and school plans)	Superintendent's Signature	Date

General Grant Assurances for Districts

As the duly authorized representative of Marion,
(Please print or type name of District)

I certify that this applicant

A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.

B. Will give the State 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 or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principals for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity. 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.

C. 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.

D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.

E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.

F. 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. 2009)].

G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44- 107-10 *et seq.* (Supp. 2009)] if the amount of this award is $50,000 or more.

H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, *EDGAR* (1999), and other applicable statues, regulations, program plans, and applications.

I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.

J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.

K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates that other students by unqualified, out-of-field, or inexperienced teachers.

L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."

M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.

N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.

O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Kandace Bethea	Kandace Bethea	9/24/17
Superintendent's Printed Name (For district and school plans)	Superintendent's Signature	Date

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(Mandated Component)

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Executive Summary of Needs Assessment Findings

Located in the Pee Dee Region and bounded by the Great Pee Dee River and Little Pee Dee River, Marion County School District (MCSD) is a rural school district in South Carolina flanked between Florence, Dillon and Horry counties. With a population of 33,062 (2010 US Census), an unemployment rate of 9.3% (SC Department of Employment & Workforce) and 48% of the children live in poverty (Kids County, 2014) the system is faced with many challenges. The county-wide school district serves 4,909 students, of which 74% are Black or African-American, 20% are white and the remaining are Hispanic, American Indian or claim more than one race. There are three distinct attendance zones, each having facilities that house PK through grade 12 and one centrally located Career and Technology Center that is shared by all three high school programs. Based on federal guidelines, all schools qualify for Title I assistance.

With a firm belief that education is a partnership among students, families, schools and community, the district maintains community connections through advisory councils, business partnerships and active memberships in civic organizations. Work-based learning opportunities are provided through the iMagine Work program, just one example of the collaborative effort between the school district and the business sector of Marion County. The district is fortunate to have strong associations with Francis Marion University, Coastal Carolina University and Florence/Darlington Technical School that provide duel enrollment courses for the high schools as well as professional development opportunities for staff.

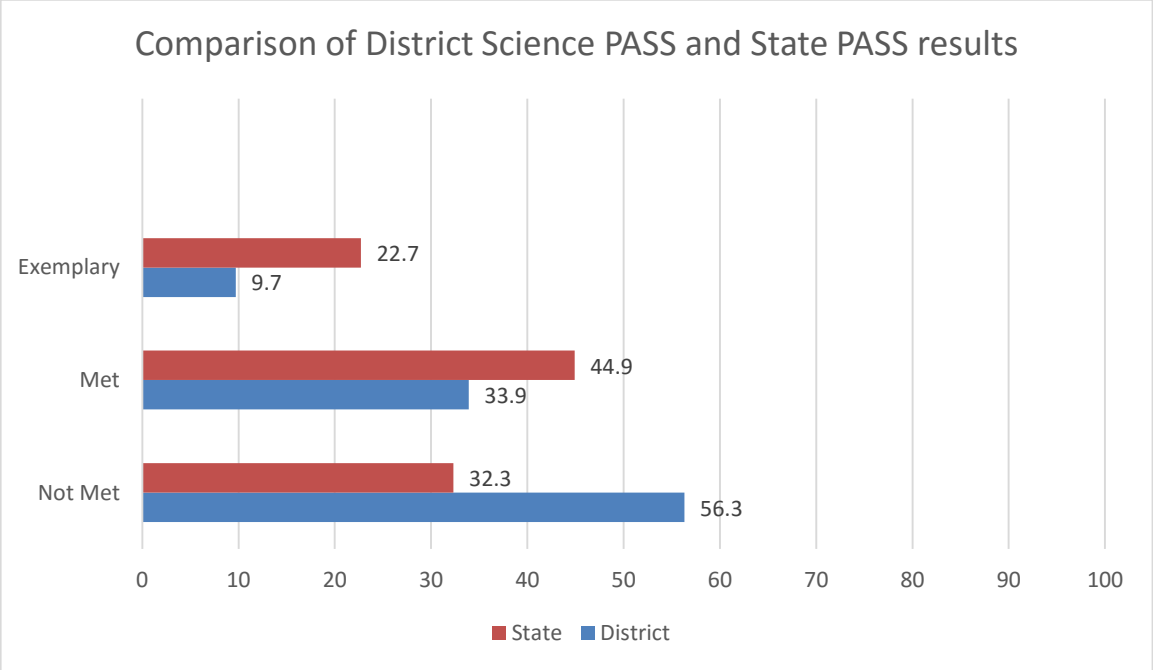
Marion County School District offers many programs and services to meet the various needs of all students. Along with a basic curriculum that prepares the students for high school graduation and beyond, a variety of programs are also offered including gifted and talented, career and technology, special education, preschool/early childhood, Montessori, Advanced Placement, Dual Enrollment, and adult education courses. A comprehensive assessment program extends the testing services mandated by the state utilizing the results to plan for continuous improvement. Data is used to identify and give

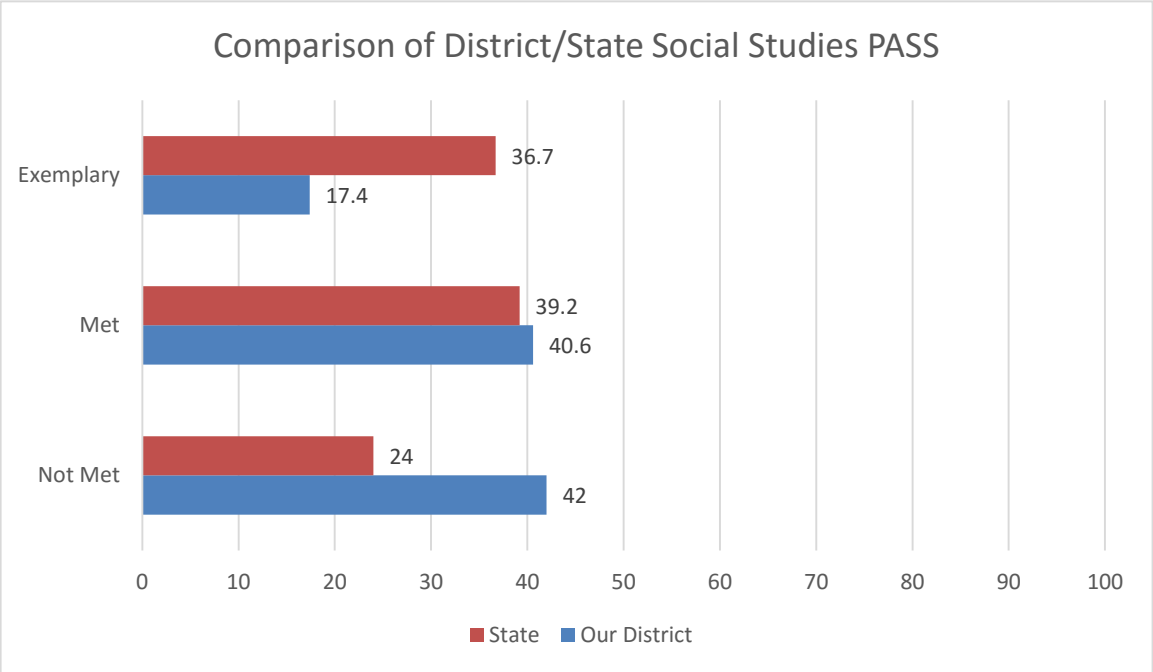
students the appropriate level of intervention as well as to evaluate instructional effectiveness. The Four-Year Cohort Graduation Rate was 86.5 in comparison to the state average of 80.3. 31.5 percent of seniors are eligible for LIFE Scholarship with 77.2 percent of students from the 2014 graduating class enrolled in a two- or four-year college or technical college pursuing an associate's degree, certificate, or diploma.

Marion County School District employs 517 certified staff serving in 13 locations. Of those, 100 hold a Bachelor's degree, 40 have Bachelor's plus 18 hours, 166 have earned a Masters, 102 have a Master's plus 30 hours, and 12 have a Doctorate degree. Six currently hold National Board Certification. With an average salary of $43,852, a retention rate of 83.1, and an attendance rate of 95.1, the professional staff of Marion County is stable and dependable. Celebrations to honor teachers and support staff are held throughout the year and featured during an End of Year Celebration and Board or Education meetings

Palmetto Assessment of State Standards (PASS)

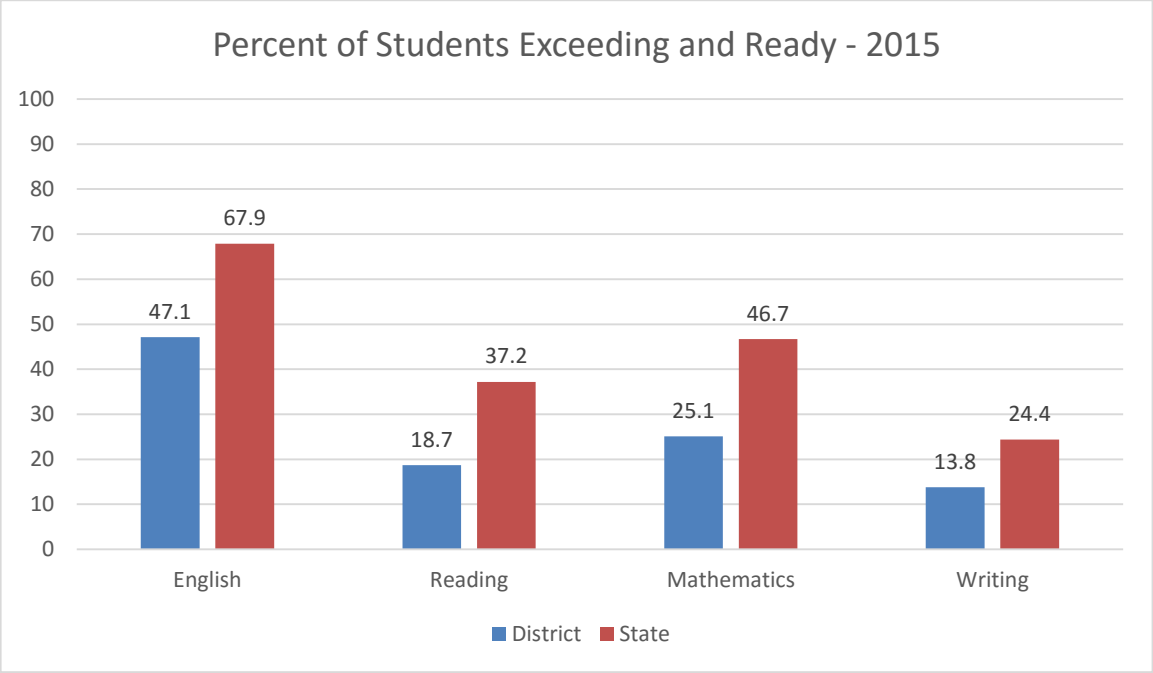
The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4-8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies. These tests are scored using three levels of achievement – "Exemplary", "Met", and "Not Met". MSCD has improved each year; however, the district consistently performs below the state average.



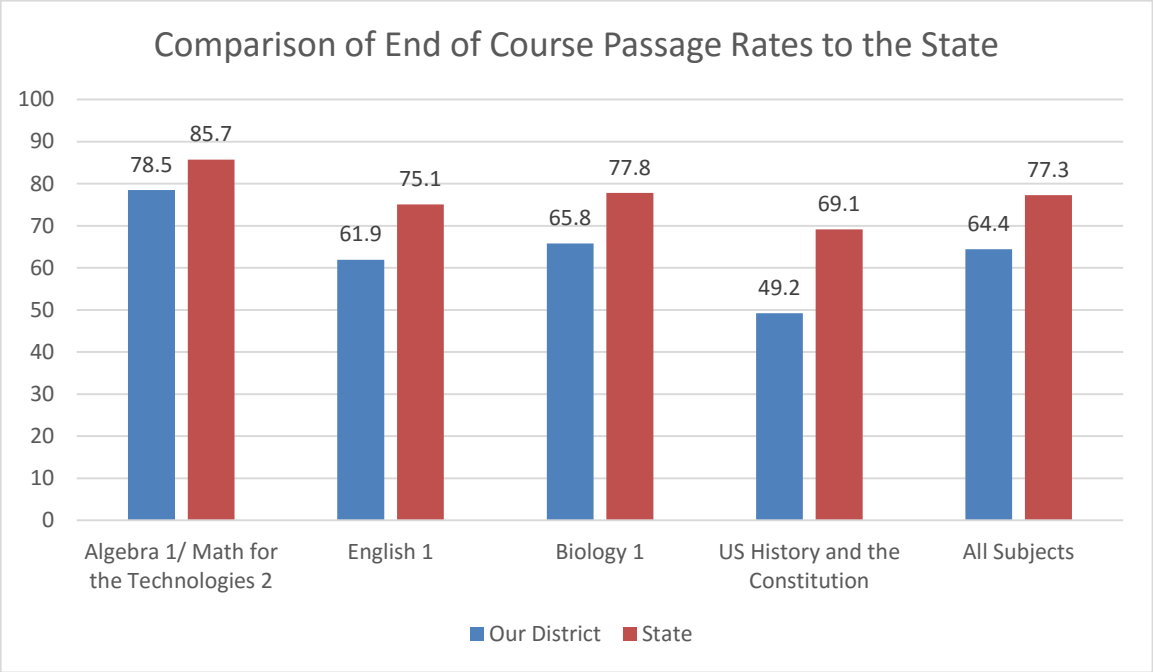


ACT Aspire

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing. The test was scored using the following ratings: "Exceeding", "Ready", "Close", and "In Need of Support".

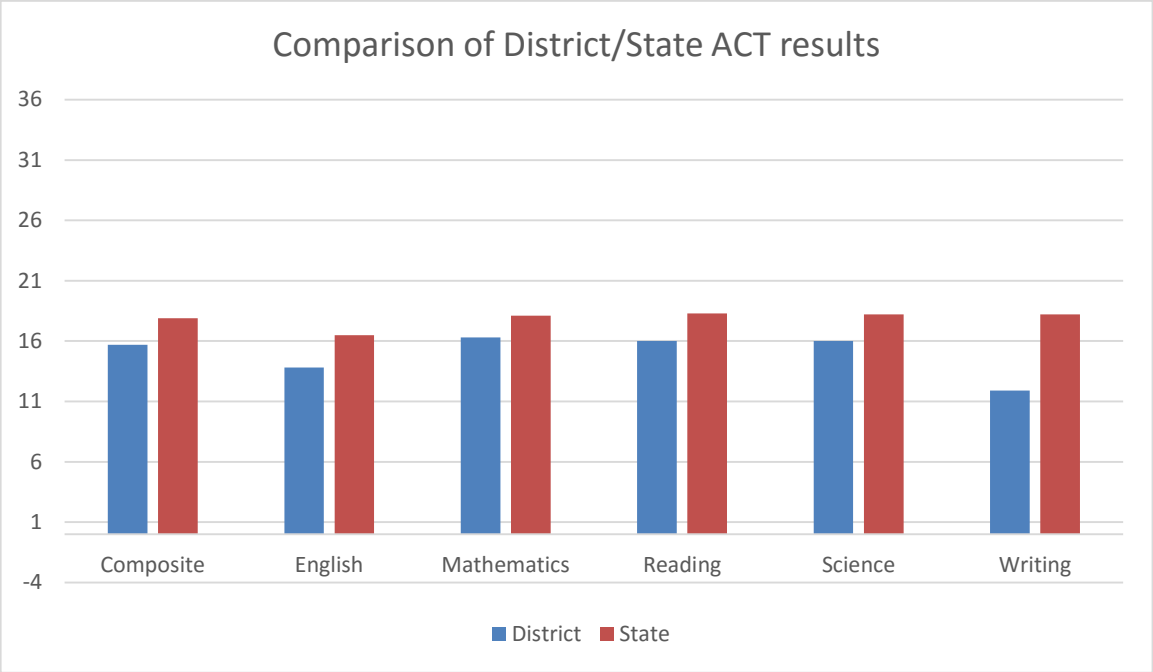


End of Course Examination Program (EOCEP)



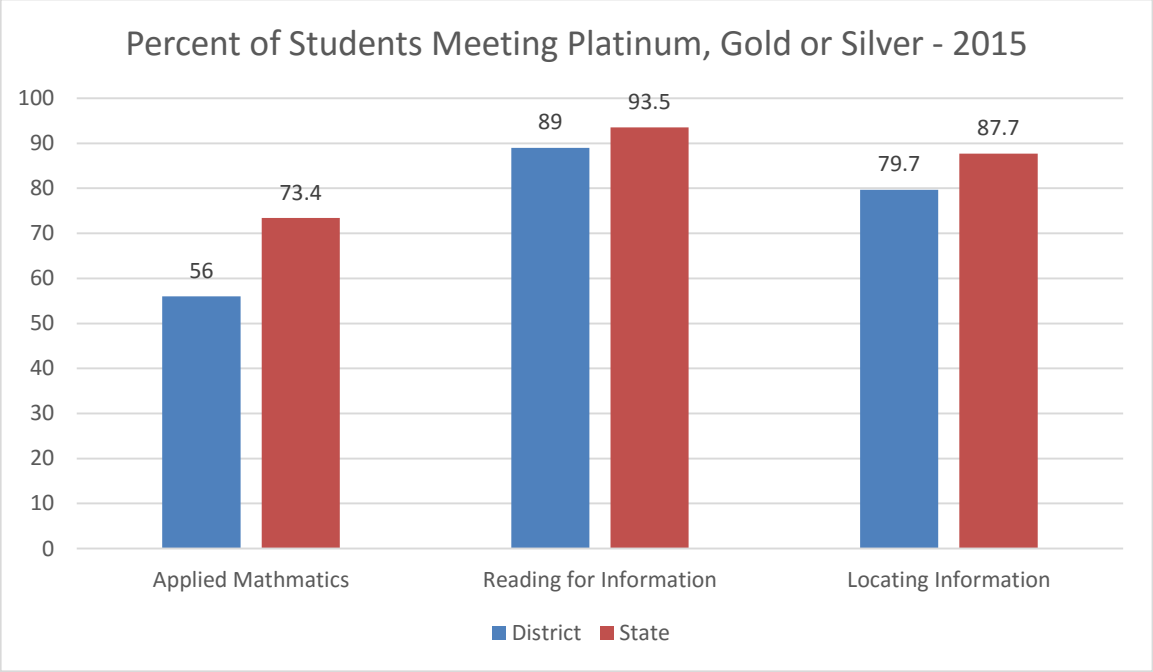
The ACT – Juniors

The ACT, a college readiness assessment, was given to every South Carolina 11th grader in 2015 with the exception of those eligible for alternate assessments. The ACT scores range from 0 to 36. The district and state averages are included for comparison. State averages for ACT data are based on regular schools and do not include private schools in the state.



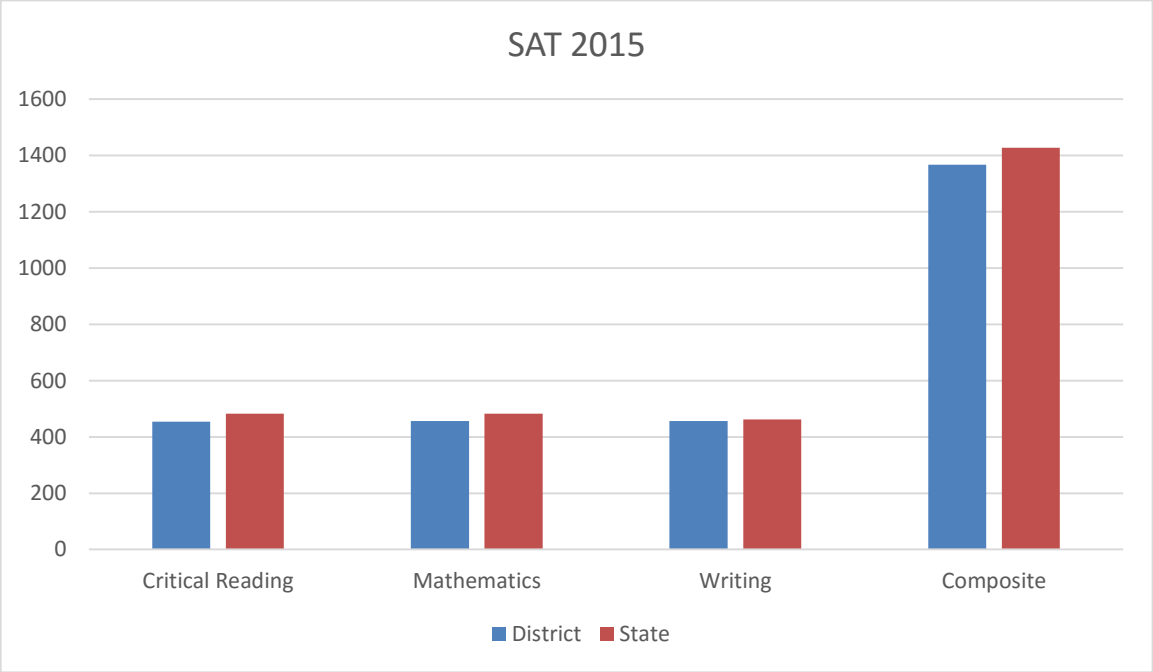
Workkeys

ACT WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical in the workplace. The assessment is given to every South Carolina 11th grader with the exception of those eligible for alternative assessments. The assessment consists of three subtests: Applied Mathematics, Reading for Information, and Locating Information. Students can earn certificates at the Platinum, Gold, Silver, and Bronze level on WorkKeys Assessments.



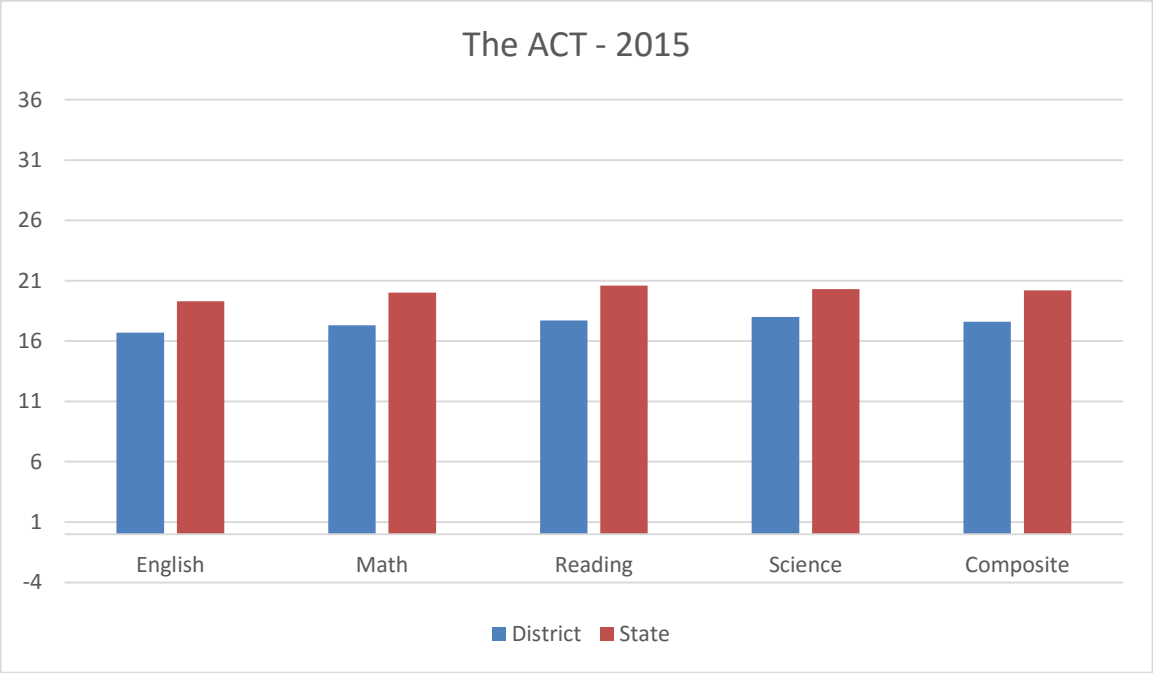
SAT - Seniors

The SAT is a standardized test often used in the college admissions process. It's aim is to assess the student's readiness for college. The current test consists of three 800 point sections testing English/Language Arts, Mathematics, and Writing. Most students take the test, which is offered several times per year, during their junior or senior year of high school. Their last scores are reported in this chart.



The ACT – Seniors

The ACT is a national college admissions examination that consists of subject area tests in English, mathematics, reading, and science. The test includes 215 multiple-choice questions and with a "36" as the highest possible score. The test is offered six times per year in the U.S., and is usually taken during a student's junior or senior year of high school. Their last score is reported in this chart.



Advanced Placement Exams
Since 1984, each school district in South Carolina has been required to provide Advanced Placement (AP) courses in all secondary schools that include grades 11 or 12. These classes prepare students for the national AP examinations. Students who score 3, 4, or 5 on an AP exam are generally considered qualified to receive credit for the equivalent course(s) at colleges and universities that give credit for AP exams. Fifty students took 89 exams. There were 19 scores ranging from 3 to 5 giving a percentage of 21% of scores ranging from 3 to 5. We offer 9 AP courses.

Reading Plan
The development of the reading plan allowed staff members from a variety of roles to review reading and writing data and design a plan for intervention. We developed a district team comprised of district level staff, teachers, interventionists, principals, and reading coaches. We have defined the role of interventionists and identified research-based interventions to use with students in grades preK-12. The goals were developed to improve literacy skills for all students regardless of their instructional level.

Strengths and Areas to Consider

We reviewed the needs assessment and determined the following:

Strengths
- Graduation Rate has improved;
- The number of staff members with advanced degrees;
- We offer a variety of programs for our students (Montessori, Dual Credit, etc); and
- Stakeholder involvement

Areas of Concern
- Performance on standardized tests in all content areas
- Teacher retention rate of only 83.1%
- Due to limited staff and student enrollment, we have requested a waiver to extend flexibility to allow us to have one principal for Creek Bridge High School which serves grades 6-12.

Based on these findings, we have developed a district strategic plan to improve upon these areas and maintain our strengths as a work to educate, prepare, and inspire our students.

MARION COUNTY SCHOOL DISTRICT

PURPOSE, DIRECTION, AND BELIEFS

Our Direction…

Preparing all students to live and work effectively, responsibly and productively within our society.

Our Purpose…

To educate, prepare, and inspire students to be productive citizens in a changing global society.

Our Beliefs…

- All students can become productive members of society.
- Education is a partnership among students, families, schools and community.
- Our children are at the center of all decision making.
- Education should prepare students to succeed academically and socially so they can compete for quality jobs and become productive members of society.
- Each person has intrinsic value and worth and is a unique individual with different needs and abilities.

DISTRICT STRATEGIC PLAN FOR 2016-2021 **DATE: April 25, 2016**

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

☐District Priority ☐Read to Succeed: Leadership ☐Read to Succeed: Student Outcomes ☐Read to Succeed: Professional Learning

☐Read to Succeed: Assessment Plan ☐Read to Succeed: Instructional Plan

☐ Read to Succeed: Parent and Family Involvement ☐ Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)

- For **Read to Succeed ONLY** for 2016–17, please put NA here.

Teaching and Assessing for Student Learning:
Marion County School District's English Language Arts curriculum, instructional design and assessment practices will guide and ensure teacher effectiveness and student learning across all grades and courses to increase the percentage of students scoring at the met or proficiency level from 47.1% to 75% in English Language by 2021 as measured by English Language Arts standardized assessment**. (AdvancED Standard 3)**

INTERIM PERFORMANCE GOAL: (One year goal)

Students will grow at least one grade level each year.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Yearly State Assessments, Fountas and Pinnell Reading Records, Case 21 Benchmarks, Measure of Academic Progress (MAP)

OVERALL MEASURES:

SOURCE:
SC Ready (Grades 4-8)
ACT ELA (Grade 11)
ACT Aspire Reading (Grades 4-8)
ACT Reading (Grade 11)

** Represents projections of improvement*

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
SC Ready ELA (Grades 4-8) **20.4% Exceeding and Ready**	**Projected Data**	***55% (SCReady)**	***60%**	***65%**	***70%**	***75%**
	Actual Data	20.4%	18.7%			

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
ACT ELA (Grade 11) **20.3% met benchmark score**	**Projected Data**	***55%**	***60%**	***65%**	***70%**	***75%**
	Actual Data	20.4%	14.3%			
AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
ACT Aspire Reading (Grades 4-8) **18.7% Exceeding and Ready**	**Projected Data**	***55% (SCReady)**	***60%**	***65%**	***70%**	***75%**
	Actual Data					

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

AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
ACT Reading (Grade 11) **18.7% Exceeding and Ready**	**Projected Data**	***55%**	***60%**	***65%**	***70%**	***75%**
	Actual Data	12.1%	8.9%			

ACTION PLAN FOR STRATEGY #1: To establish an innovative and rigorous *English Language Arts* curriculum that promotes continuous academic improvement while supporting the college and career ready 21st century learner. (AdvancED 3.1, 3.2, 3.3, 3.8, 3.9)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON(S) RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement balanced literacy model along with the key components of a well –balanced literacy approach for all 4K-12th grade students. ● Establish and maintain coherent and comprehensive curriculum repository that includes but is not limited to: Curriculum maps, Vertical articulation, Strategies for differentiation, Strategies for accommodations and modifications, Cross-curricular connections, Aligned curriculum resources, Common assessments with exemplars, Exemplar reading lessons ● Implement and include daily reading strategy instruction.	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Reading Coaches • Principals • Teachers • District /School Literacy Leadership Teams • Reading/Literacy Consultants	$30,000	General Fund State Funds Title One IDEA CDEP (OWL)	District ELA curriculum guides. PLC/Professional Development Sign in sheets PLC/Professional Development Agendas Teacher lesson plans Teacher observations Classroom observations

• Increase independent reading and access to well stocked classroom libraries. • Implement balanced literacy strategies across the curriculum; including media science, fine arts, physical education, computer sciences, etc. • Implement critical writing across the curriculum using interactive notebooking strategies. • Support critical thinking through increasing text complexity and rigorous questioning. • Establish oracy rooms and groups to build language and vocabulary for our youngest learners. • Continue to use sense of story as a learning priority for our youngest learners. • Purchase and implement OWL Curriculum to supplement literacy instruction in 4 year old classrooms. • Build and implement a strong writing curriculum, following the Writer's Workshop Model to include writing philosophies, resources, materials, rubrics, and best practices for writing. • Implement the use of writing portfolios K-12 to document student writing growth over time. • Implement vocabulary strategies/tools K-5 to strengthen language skills. • Integrate high levels of nonfiction and informational text into student's reading blocks. • Explore and investigate Montessori curriculum and instruction and the outcomes on student learning.					

• Continue investigating and evaluating appropriate models for secondary schools					
2. Promote active engagement and collaboration through the development and implementation STEM/STEAM experiences and inquiry based learning. • Increase awareness of STEM/STEAM. • Explore integration of the arts and literacy to promote STEAM. • Identify a STEAM team to visit established STEAM programs. • Engage community partners to assist with the development of the STEAM initiative, planning integration lessons, and supporting students in learning through STEAM.	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Principals • Teachers • District /School Literacy Leadership Teams • District STEM/STEAM Team	$5,000	Title I	Observations STEAM Experiences Lesson Plans Agendas/Sign in STEM Curriculum Guides
3. Plan for and utilize quality assessments for literacy (MAP, district common assessments, benchmarks) along with reading acquisition assessments like *Fountas and Pinnell*; in grades 4K –5th grade a minimum of 3 times per year to measure student performance levels and to determine strengths and weaknesses in the curriculum. Use other assessments to measure student growth and learning. • Implement and monitor a comprehensive assessment system for reading and writing. • Calibrate ELA assessments on vertical teams to ensure skills progression, difficulty, and skills are interpreted as the standards are written. • Secure and utilize purchased test item banks for the creation of high quality and rigorous assessments. • Utilize assessments and intervention progress monitoring to identify instructional gaps for students providing Response to Intervention (RTI) strategies to assist in closing identified instructional gaps.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Curriculum Specialists • Principals • Teachers • Reading Coaching • District Literacy Team • Consultants	$50,000	Title 1 IDEA (split cost)	Fountas and Pinnell Reading Data MAP Reports Benchmark Data RTI Logs/Progress Monitoring Data

• Utilize district assessments to identify students excelling in grade level content areas and provide enrichment. • Develop and share content and product rubrics to support greater alignment and communication among grade levels and across grade levels. • Explore and expand opportunities of inclusion and participation in the primary grades • Continue to implement/monitor systems of benchmarking in ELA. • Provide students with opportunities for personalized learning through differentiated instruction. • Establish and use clearly defined criteria for grading and reporting.					
4. Utilize a common comprehensive intervention model to be implemented at all schools, K-12. • Train, implement and monitor *Fountas and Pinnell's* Leveled Literacy Intervention for grades K-5 as a reading intervention. • Train three district teachers in Reading Recovery. • Implement and monitor Reading Recovery as an intervention for first grade students. • Implement and monitor Read 180. • Utilize District RtI Guide for student intervention choices; including special education students. • Train staff, teachers, and interventionists in progress monitoring. • Staff each school building with one reading interventionist.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Curriculum Specialists • Principals • Teachers • Reading Coaches • District Literacy Team • Consultants • Interventionists	$150,000	Title 1 IDEA General Fund	Fountas and Pinnell Reading Data Read 180 Data MAP Reports Benchmark Data RTI Logs/Progress Monitoring Data
5. Utilize current and new technology to enhance literacy instruction.	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators	$50,000	• General Fund	Lesson plans Teacher observations

• Explore and utilize technology to promote instructional options. • Support critical thinking through technology enhanced instruction that employs constructed response, selected response, problem based learning, and performance tasks. • Design, implement and evaluate blended and virtual learning opportunities. • Implement and support flipped classrooms. • Intentionally increase student use of technology to meet the new South Carolina State Standards.		• Special Services Director/Coordinators • Principals • Technology Coaches/Contacts • Curriculum Specialists • Reading Coaches • Teachers		• Title I • IDEA	District learning walks
6. Promote timely, consistent, and relevant feedback and communication to parents and families about the English Language Arts curriculum, instruction, and assessment including academic achievement, and student growth. • Provide universal district grading policy in student and parent handbooks. • Utilize report cards for individual student achievement and growth comments and reports. • Utilize assessment reports for parents and students to monitor and communicate student achievement and growth. • Parent-Teacher Conference dates will be pre-determined and advertised on school and district calendars.	July 1, 2016 –June 30, 2021	• Teachers • Principals • Curriculum Specialists • Curriculum and Instruction Director/Coordinator	$1,000	Title I	Newsletters Sign in sheets from conferences Teacher school webpages Survey results from parents
7. Challenge and accelerate student learning at all levels by providing increased opportunities for students to participate in rigorous courses that award high school and/or college credit. • Dual Credit • Advanced Placement Courses	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinator • Principals	$30,000	Title I (split cost)	Enrollment data Passing rates data
8. Continue to develop and implement a comprehensive world language program	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinator	$10,000	General Fund Title I	Master schedules Class rosters

		• Principals			
9. Utilize advisories or similar models to support student's educational experience	July 1, 2016 – June 30, 2021	• Principals • Teachers	n/a	n/a	Advisory Rosters

ACTION PLAN FOR STRATEGY #2: Provide high quality *English Language Arts* professional learning, monitoring, and support for teachers and administrators. (AdvancED 3.4, 3.5, 3.6, 3.7, 3.11, 3.12, 5.1)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide extensive and sustainable professional development for teachers and administrators enabling them to deliver effective instruction in: • Digital/technology • Balanced Literacy • STEAM/STEM • Inquiry • Vocabulary Acquisition	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinator • Principals • District /School Literacy Leadership Teams	$75,000	PDSI Title 1 (split cost)	Teacher observations Follow up visits with trainers Sign in sheets Agendas
2. Increase teacher and administrator knowledge of how to use data from multiple assessments of student learning to adjust curriculum and instruction and reflect on professional practice. • Implement the data teams process • Provide curriculum facilitators with the Steve Ventura data teams model • Continued implementation and monitoring of PLC meetings.	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinator • Curriculum Specialists • Reading Coaches	$0	n/a	Sign in sheets Days indicated on the calendar Follow up after PD

3. Incorporate teacher observations and peer mentoring of best practices. ● Include Induction and SAFE-T teachers in more peer observations across schools and grade levels. ● Conduct learning walkthrough observations by school and district personnel on order to monitor, support, and provide feedback on classroom instruction. ● Use district exemplar classrooms as model classrooms for the district.	July 1, 2016 –June 30, 2021	• Curriculum Specialists • Reading Coaches • Teachers	$0	n/a	Coaching logs Teacher reflections Model Classrooms
4. To fully implement the regulations and requirements of IDEA and increase the amount of time in general education for special populations. ● Provide teachers with high quality professional development using inclusion and teacher models to observe and learn from.	July 1, 2016 –June 30, 2021	• Director/Coordinators of Special Education • Curriculum Specialists • Reading Coaches • Teacher leaders • Principals	$0	n/a	PD Sign in sheets Follow visits with teachers Coaching logs Lesson plans
5. Use effective, innovative, and relevant professional development models through PLC's such as: ● Blogs ● Mentoring/Coaching ● Teacher –leader models ● Online learning ● Inquiry groups ● Collaborative learning groups/book studies ● Differentiated professional development.	July 1, 2016 –June 30, 2021	• Director/Coordinators of Special Education • Director of Curriculum • Curriculum Specialists • Reading Coaches • Teacher leaders • Principals	$25,000	Title 1 PDSI	PD Sign in sheets Follow visits with teachers Coaching logs Lesson plans
6. Increase opportunities for student-teacher interaction utilizing technology. ● Explore and utilize technology to promote instructional options. ● Utilize district-wide social media. ● Increase the availability and usage of Edmodo and OneNote.	July 1, 2016 –June 30, 2021	• Teachers • Curriculum Specialists • Technology Coaches • Media Specialists	$20,000	Title I General Technology	Lesson plans Integrating technology

• Provide teachers an opportunity to visit classrooms and schools utilizing instructional technology.					
7. Provide structure, resources, and time for both horizontal and vertical planning. • Planning will be ongoing, collaborative across schools and grade levels.	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinator • Principals • Reading Coaches • Teachers	$0	n/a	Agendas Minutes Sign in sheets Evidence of collaboration in lesson planning
8. Implement full South Carolina State Standards and provide professional development for: • The development of content knowledge • Levels of questioning • Increased text complexity • Increased student engagement • Vocabulary instruction across all content areas • Multiple integration (ex., fine arts, technology, soft skills, process skills) • Cross curricular collaboration • Common academic vocabulary by content area	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators • Director/Coordinators of Special Education • Teachers • Principals • Curriculum Specialists • Reading Coaches	$25,000	Title I	Teacher institutes/ curriculum planning Lesson plans Common Assessments Benchmark Data
9. Utilize various technology formats for professional development sessions. • Focus on collaborations • Develop, monitor and evaluate a tiered professional development plan • Use research based professional development material • Incorporate continuous evaluation and feedback • Focus on pedagogical needs for all areas	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators • Director/Coordinators of Special Education • Teachers • Principals • Curriculum Specialists • Reading Coaches • Technology Coaches	$0	n/a	Meeting agendas Professional Development Schedule Professional Development Plans

10. Utilize collegiate partnerships to provide enhanced professional development on topics that affect reading and writing instruction: • Francis Marion Center of Excellence (Educating Children of Poverty) • University of South Carolina (Reading Cohort/Professional Development) • Clemson University (Reading Recovery) • Coastal Carolina University (America Reads – Tutoring Initiative)	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators • Director/Coordinators of Special Education • Teachers • Principals • Curriculum Specialists • Reading Coaches	$6,000	General Fund PDSI Title One	Memorandum of Agreements Meeting agendas Professional Development Schedule Professional Development Plans

DISTRICT STRATEGIC PLAN FOR 2016-2021 **DATE:** April 25, 2016

Performance Goal Area:
- ☒ Student Achievement
- ☐ Teacher/Administrator Quality
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- ☐ District Priority
- ☐ Read to Succeed: Leadership
- ☐ Read to Succeed: Student Outcomes
- ☐ Read to Succeed: Professional Learning
- ☐ Read to Succeed: Assessment Plan
- ☐ Read to Succeed: Instructional Plan
- ☐ Read to Succeed: Parent and Family Involvement
- ☐ Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)
- For **Read to Succeed ONLY** for 2016–17, please put NA here.

Teaching and Assessing for Student Learning: Marion County School District's Math curriculum, instructional design and assessment practices will guide and ensure teacher effectiveness and student learning across all grade levels and courses to increase the percentage of students scoring at the met or proficiency level from 25.1% to 75% in Mathematics by 2021 as measured by the Mathematics standardized assessment.
(AdvancED Standard 3)

INTERIM PERFORMANCE GOAL: (One year goal)

(Interim performance measures indicated below)

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Yearly State Assessments, Case 21 Benchmarks, Measures of Academic Progress (MAP)

OVERALL MEASURES:

SOURCE:
SC Ready Math (Grades 4-8)
ACT MATH (Grade 11)

** Represents projections of improvement*

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

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
SC Ready Math (Grades 4-8) **20.6% Exceeding and Ready**	**Projected Data**	***55% (SCReady)**	***60%**	***65%**	***70%**	***75%**
	Actual Data	20.6%	20.4%			

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
ACT Math (Grades 11) 9% of students met math benchmark score of 22	**Projected Data**	***55%**	***60%**	***65%**	***70%**	***75%**
	Actual Data	8%	7%			

ACTION PLAN FOR STRATEGY #1: To establish an innovative and rigorous *mathematics* curriculum that promotes continuous academic improvement while supporting the 21st century learning.(AdvancED 3.1, 3.2, 3.3, 3.8, 3.9)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement a *balanced math model* along with the key components of a well -balanced mathematics approach for al 4K-12th grade students. • Establish and maintain coherent and comprehensive curriculum repository that includes but is not limited to: Curriculum maps Vertical articulation Strategies for differentiation	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialist • Principals • Teachers • Internal/External Consultants	$30,000	General Fund Title One State Funds IDEA	PLC Agenda PLC Sign-in sheet Teacher Observation Lesson Planning Math Word Wall Student Nonfiction Journals

Strategies for accommodations and modifications Cross-curricular connections Aligned curriculum resources Common assessments with exemplars Exemplar math lessons ● Implement and include daily math strategy instruction. ● Increase student engagement through the use of math manipulatives and hands on problem solving. ● Implement problem solving strategies across the curriculum; including media, science, fine arts, physical education, computer sciences, etc. ● Implement critical math writing across the curriculum using interactive notebooking strategies. ● Implement a model of support critical thinking through rigorous questioning. ● Ensure math foundations and instruction in number sense as a learning priority for our youngest learners. ● Implement common mathematics vocabulary and strategies/tools K-12th to strengthen problem solving skills. ● Provide staff development training for teachers (i.e. math conferences, AIMS, software training) ● Utilize M2 curriculum for enrichment					
2. Promote active engagement and collaboration through the development and implementation STEM/STEAM experiences and inquiry based learning. ● Increase awareness of STEM/STEAM. ● Explore integration of the arts and literacy to promote STEAM. ● Identify a STEAM team to visit established STEAM programs.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • Curriculum Specialists • Science South	$5,000	Title I	PLC Agenda PLC Sign-in sheet Teacher Observation Lesson Planning STEM Curriculum Guides

• Engage community partners to assist with the development of the STEAM initiative, planning integration lessons, and supporting students in learning through STEAM. • Begin to explore the Montessori mathematics curriculum and how it integrates STEM for early learners.		• Local Businesses (i.e. Clemson Extension, Grand Strand Sewer and Water)			
3. Plan for and utilize quality assessments for mathematics (MAP, district common assessments, benchmarks) in grades 4K –12th a minimum of 3 times per year to measure student performance levels and to determine strengths and weaknesses in the curriculum. • Secure and utilize purchased test item banks for the creation of high quality and rigorous assessments. ▪ Calibrate mathematics assessments on vertical teams to ensure skills progression, difficulty, and skills are interpreted as the standards are written. • Utilize assessments to identify instructional gaps for students providing Response to Intervention (RTI) strategies to assist in closing identified instructional gaps. • Utilize district assessments to identify students excelling in grade level content areas and provide enrichment. • Develop and share content and product rubrics to support greater alignment and communication among grade levels and across grade levels. • Continue to implement/monitor systems of benchmarking in mathematics. • Provide students with opportunities for personalized learning through differentiated instruction.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • District/School Data Teams	$50,000	Title I (split cost)	PLC Agenda PLC Sign-in sheet Teacher Observation Lesson Planning Common Assessments

4. Utilize current technology to enhance math instruction. ● Explore and utilize technology to promote instructional options. ● Support critical thinking through technology enhanced instruction that employs constructed response, selected response, problem based learning, and performance tasks. ● Design, implement and evaluate blended and virtual learning opportunities. ● Implement and support flipped classrooms. ● Intentionally increase student use of technology to meet the new South Carolina College and Career Ready State Standards ● Purchase and implement instructional supplies, such as software, hardware, and other materials to supplement math instruction. ● Provide staff development training for teachers (i.e. technology conferences, software training, and methods in technology enhanced teaching) ● Implement one to one roll out for all students' grades 3 – 12. ● Purchase a device cart for every three classrooms in grades 5K – 2nd.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Technology Director/Coaches	$50,000	Title I (split cost)	PLC Agenda PLC Sign-in sheet Teacher Observation Lesson Planning
5. Promote timely, consistent, and relevant feedback and communication to parents and families about mathematics curriculum, instruction, and assessment including academic achievement, and student growth. • Provide universal district grading policy in student and parent handbooks. • Utilize report cards for individual student achievement and growth comments and reports. • Utilize assessment reports for parents and students to monitor and communicate student achievement and growth.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • Teachers • Parent Coordinators	$1,500	Title One	Parent Contact Logs Newsletters Report Cards District and School Handbooks Assessment Reports Parent Conference Sign- in sheets

• Parent-Teacher Conference dates will be pre-determined and advertised on school and district calendars.					Student records
6. Create, implement, and monitor a district Response to Intervention Plan for mathematics. • Create a mathematics district-wide RtI model for mathematics with multiple tiered intervention. • Establish consistent district –wide systems for progress monitoring. • Identify and implement research based practices, programs and interventions needs of students. Monitor intervention data.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • Teachers • Interventionists	$20,000	Title One	District RtI Model Intervention logs Interventionists Training Agendas and Sign in sheets Student intervention records

ACTION PLAN FOR STRATEGY #2: Provide high quality *mathematics* professional learning, monitoring, and support for teachers and administrators. (AdvancED 3.4, 3.5, 3.6, 3.7, 3.11, 3.12, 5.1)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide extensive and sustainable professional development for teachers and administrators enabling them to deliver effective instruction in all content areas. ● Digital/technology ● Balanced Math ● Conceptual Math Concepts ● Number Sense ● Montessori Curriculum Approach ● STEAM/STEM ● Inquiry ● Vocabulary Acquisition in the content area	July 1, 2016 – June 30, 2021	• Principals • Curriculum Specialists • Teachers • Curriculum and Instruction Director/Coordinators • Internal/External Math Consultants • Superintendent's Cabinet	$30,000	Title I (split cost)	PLC Agenda PLC Sign-in sheet Teacher Observation Lesson Planning Math Word Wall Student Nonfiction Journals

● Provide staff development training for teachers (i.e. math conferences, AIMS, software training) ● Utilize M2 curriculum for enrichment					
2. Increase teacher and administrator knowledge of how to use data from multiple assessments of student learning to adjust curriculum and instruction and reflect on professional practice. ● Implement the data teams process ● Provide curriculum facilitators with the Steve Ventura data teams model ● Continued implementation and monitoring of PLC meetings.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • District/School Data Teams	$1,000	Title I	Data Team Minutes Lesson Planning Teacher Observation Teacher and Administrator Data Analysis Notes Data Meetings
3. Incorporate teacher observations and peer mentoring of best practices. ● Include Induction and SAFE-T teachers in more peer observations across schools and grade levels. ● Conduct learning walkthrough observations by school and district personnel on order to monitor, support, and provide feedback on classroom instruction. ● Use district exemplar classrooms as model classrooms for the district.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Office of Human Resources • Induction Teacher	$3,000	Title I	Teacher Observations Teacher Reflection Logs
4. To fully implement the regulations and requirements of IDEA and increase the amount of time in general education for special populations. • Provide teachers with high quality professional development using inclusion and teacher models to observe and learn from.	July 1, 2016 – June 30, 2021	• Special Services Director/Coordinators • Curriculum and Instruction Director/Coordinators • Principals	$5,000	Title I IDEA Funds	Teacher Observation Feedback Logs Teacher Reflection Logs Professional Development / Meeting Agendas, Minutes
5. Use effective, innovative, and relevant professional development models through PLC's such as: ● Blogs ● Mentoring/Coaching ● Teacher –leader models ● Online learning ● Inquiry groups	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Principals	$9,000	Title I PDSI	PLC Agendas PLC Minutes Teacher Observation Feedback Logs Teacher Reflection Logs

● Collaborative learning groups/book studies ● Differentiated professional development		• Internal/External Consultants			Professional Development / Meeting Agendas, Minutes
6. Increase opportunities for student-teacher interaction utilizing technology. ● Explore and utilize technology to promote instructional options. ● Utilize district-wide social media. ● Increase the availability and usage of Edmodo and OneNote. ● Provide teachers an opportunity to visit classrooms and schools utilizing instructional technology.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Office of Technology	$5,000	Title I	Teacher Observation Feedback Logs Teacher Reflection Logs Professional Development / Meeting Agendas, Minutes Online Collaboration Groups
7. Provide structure, resources, and time for both horizontal and vertical planning. ● Planning will be ongoing, collaborative across schools and grade levels.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists	$0	n/a	Teacher Observation Feedback Logs Teacher Reflection Logs Professional Development / Meeting Agendas, Minutes
8. Implement full South Carolina College and Career Ready State Standards and provide professional development for: ● The development of content knowledge ● Levels of questioning ● Increased text complexity ● Increased student engagement ● Vocabulary instruction across all content areas ● Multiple integration (ex., fine arts, technology, soft skills, process skills) ● Cross curricular collaboration ● Common academic vocabulary by content area	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Internal/External Consultants	$5,000	Title I	Teacher Observation Feedback Logs Teacher Reflection Logs Professional Development / Meeting Agendas, Minutes

DISTRICT STRATEGIC PLAN FOR ____**July 2, 2016 – June 30, 2021**_____ **DATE:**_____**April 25, 2016**_____

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

☐District Priority ☐Read to Succeed: Leadership ☐Read to Succeed: Student Outcomes ☐Read to Succeed: Professional Learning

☐Read to Succeed: Assessment Plan ☐Read to Succeed: Instructional Plan

☐ Read to Succeed: Parent and Family Involvement ☐ Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)

- For **Read to Succeed ONLY** for 2016–17, please put NA here.

Teaching and Assessing for Student Learning:
Marion County School District's Science (Social Sciences K-8) curriculum, instructional design and assessment practices will guide and ensure teacher effectiveness and student learning across all grades and courses to increase the percentage of students scoring at the met or proficiency level in Science (Social Sciences K-8) from 43.7% to 75% as measured by standardized assessments and correlated assessments. **(AdvancED Standard 3).**

INTERIM PERFORMANCE GOAL: (One year goal)

(Interim performance measures indicated below)

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Yearly State Assessments, Case 21 Benchmarks, District Assessments

OVERALL MEASURES:

SOURCE:
SCPASS (Grades 4-8)
ACT (Grade 11)

** Represents projections of improvement*

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

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
SCPASS (Grades 4-8) **43.7% met and above**	**Projected Data**	***55%**	***60%**	***65%**	***70%**	***75%**
	Actual Data	45.6%	Science: 22.4% Social Studies: 46.1%			

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
ACT (Grade 11) 3.5% of students met science benchmark score	**Projected Data**	***15%**	***25%**	***35%**	***45%**	***55%**
	Actual Data	7%	3.7%			

ACTION PLAN FOR STRATEGY #1: To establish an innovative and rigorous *social sciences* curriculum that promotes continuous academic improvement while supporting the 21st century learning.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement an inquiry/project based along with the key components of a well -balanced science and social studies approach for all 4K-12th grade students. • Establish and maintain coherent and comprehensive curriculum repository that includes but is not limited to: *Curriculum maps* *Vertical articulation* *Strategies for differentiation* *Strategies for accommodations and modifications* *Cross-curricular connections* *Aligned curriculum resources* *Common assessments with exemplars* *Exemplar science lessons*	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Principals	$65,000	Title I	Classroom observations Laboratory observations Lesson Planning Newsletters

Exemplar social studies lessons *Content Area Vocabulary Acquisition* ● Implement and include inquiry based daily science instruction in at least 40% of lessons. ● Ensure science classrooms and science labs are properly equipped with materials and manipulatives. ● Implement inquiry based/project based strategies across the curriculum; including media science, fine arts, physical education, computer sciences, etc. ● Implement reading and writing across the social sciences curriculum using interactive notebooking strategies. ● Support critical thinking through rigorous questioning. ● Ensure science foundations and instruction in inquiry and content as a learning priority for our youngest learners. ● Implement common science vocabulary and strategies/tools K-5 to strengthen inquiry/problem based skills. ● Partner with local businesses and partners to provide hands-on labs, workshops, and field trips for students.					
2. Promote active engagement and collaboration through the development and implementation STEM/STEAM experiences and inquiry based learning. ● Increase awareness of STEM/STEAM. ● Explore integration of the arts and literacy to promote STEAM. ● Identify a STEAM team to visit established STEAM programs. ● Engage community partners to assist with the development of the STEAM initiative, planning integration lessons, and supporting students in learning through STEAM.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists	$5,000		Lesson Plans Observation Records Community and business partnerships STEM Curriculum Guides

• Begin to explore the Montessori mathematics and science curriculum and how it integrates STEM for early learners.					
3. Plan for and utilize quality district and school common assessments for science and social studies (common assessments, benchmarks) a minimum of 3 times per year to measure student performance levels and to determine strengths and weaknesses in the curriculum. • Secure and utilize purchased test item banks for the creation of high quality and rigorous assessments. • Calibrate mathematics assessments on vertical teams to ensure skills progression, difficulty, and skills are interpreted as the standards are written. • Utilize assessments to identify instructional gaps for students providing Response to Intervention (RTI) strategies to assist in closing identified instructional gaps. • Utilize district assessments to identify students excelling in grade level content areas and provide enrichment. • Develop and share content and product rubrics to support greater alignment and communication among grade levels and across grade levels. • Continue to implement/monitor systems of benchmarking in science. • Provide students with opportunities for personalized learning through differentiated instruction.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists	$3,000	REAP Title I General	Assessment Schedule Copies of Assessments Item Bank
4. Utilize current technology to enhance science instruction. • Explore and utilize technology to promote instructional options. • Support critical thinking through technology enhanced instruction that employs constructed response, selected response, problem based learning, and performance tasks.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists	$2,500	Science Money Title I General Fund	Science Lesson Plans

• Design, implement and evaluate blended and virtual learning opportunities. • Implement and support flipped classrooms. • Intentionally increase student use of technology to meet the new South Carolina State Standards					
5. Promote timely, consistent, and relevant feedback and communication to parents and families about Science and Social Studies curriculum, instruction, and assessment including academic achievement, and student growth. • Provide universal district grading policy in student and parent handbooks. • Utilize report cards for individual student achievement and growth comments and reports. • Utilize assessment reports for parents and students to monitor and communicate student achievement and growth. • Parent-Teacher Conference dates will be pre-determined and advertised on school and district calendars.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Principals • Teachers	$0	n/a	Parent Contact Logs Newsletters Report Cards District and School Handbooks Assessment Reports Parent Conference Sign- in sheets Student records
6. Continue to utilize integration strategies of the social sciences for grades K-5. • Increase understanding, retention, and application of general concepts through project-based learning. • Design lessons around student collaboration and the Profile of the South Carolina Graduate through the social sciences. • Develop resources for teachers and students linking literature with the social sciences. • Identify thinking and learning skills important for two or more subjects at grade levels and decide to interrelate instruction in each subject to achieve greater impact.(Curriculum and Unit Planning)	July 1, 2016 – June 30, 2021	• • Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Principals • Teachers	$5,000	Title 1	Curriculum and Unit Plans Lesson Plans Curriculum repository Newsletters Student Projects/ Learning

ACTION PLAN FOR STRATEGY #2: Provide high quality *social sciences* professional learning, monitoring, and support for teachers and administrators. (3.4, 3.5, 3.6, 3.7, 3.11, 3.12, 5.1)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide extensive and sustainable professional development for teachers and administrators enabling them to deliver effective instruction in all content areas. • Digital/Technology • STEAM/STEM • Inquiry • Vocabulary Acquisition • Content Knowledge • Problem-based Learning • The new 2014 Science Standards • Science and Engineering Practices • South Carolina Social Studies Standards	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • Curriculum Specialists • Teachers • Internal/External Consultants	$5,000	PDSI Title One	Agendas Lesson Plans
2. Increase teacher and administrator knowledge of how to use data from multiple assessments of student learning to adjust curriculum and instruction and reflect on professional practice. • Implement the data teams process • Provide curriculum facilitators with the Steve Ventura data teams model • Continued implementation and monitoring of PLC meetings.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • Curriculum Specialists	$0	n/a	Lesson Plan Observation Records

3. Incorporate teacher observations and peer mentoring of best practices. ● Include Induction and SAFE-T teachers in more peer observations across schools and grade levels. ● Conduct learning walkthrough observations by school and district personnel on order to monitor, support, and provide feedback on classroom instruction. ● Use district exemplar classrooms as model classrooms for the district.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Human Resources • Principals • Curriculum Specialists	$0	n/a	Observation Records Observation Schedule Model social sciences classrooms
2. To fully implement the regulations and requirements of IDEA and increase the amount of time in general education for special populations. • Provide teachers with high quality professional development using inclusion and teacher models to observe and learn from.	July 1, 2016 – June 30, 2021	• Special Services Director/Coordinators • Principals	$2,500	IDEA	
3. Use effective, innovative, and relevant professional development models through PLC's such as: • Blogs • Mentoring/Coaching • Teacher –leader models • Online learning • Inquiry groups • Collaborative learning groups/book studies • Differentiated professional development	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Principals • Curriculum Specialists	$0	n/a	
4. Increase opportunities for student-teacher interaction utilizing technology. • Explore and utilize technology to promote instructional options. • Utilize district-wide social media.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals	$0	n/a	

• Increase the availability and usage of Edmodo and OneNote. • Provide teachers an opportunity to visit classrooms and schools utilizing instructional technology.		• Curriculum Specialists • Teachers • Technology Department			
5. Provide structure, resources, and time for both horizontal and vertical planning. • Planning will be ongoing, collaborative across schools and grade levels.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • Curriculum Specialists	$0	n/a	Agendas
6. Implement full South Carolina State Standards in all areas of Science and Social Studies and provide professional development for: • The development of content knowledge • Levels of questioning • Increased text complexity • Increased student engagement • Vocabulary instruction across all content areas • Multiple integration (ex., fine arts, technology, soft skills, process skills) • Cross curricular collaboration • Common academic vocabulary by content area	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Principals • Curriculum Specialists • Teacher Leaders	$0	n/a	Lesson plans Observations Records

DISTRICT STRATEGIC PLAN FOR ____**July 2, 2016 – June 30, 2021**_____ **DATE:**___**April 25, 2016**_____

Performance Goal Area:
- ☐ Student Achievement
- ☐ Teacher/Administrator Quality
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- ☒ District Priority
- ☐ Read to Succeed: Leadership
- ☐ Read to Succeed: Student Outcomes
- ☐ Read to Succeed: Professional Learning
- ☐ Read to Succeed: Assessment Plan
- ☐ Read to Succeed: Instructional Plan
- ☐ Read to Succeed: Parent and Family Involvement
- ☐ Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)
- For **Read to Succeed ONLY** for 2016–17, please put NA here.

Using Results for Continuous Improvement:
Marion County School District will engage in a process of utilizing assessment data to yield reliable information about student learning to guide instruction resulting in an increase in student achievement data. **(AdvancED Standard 5)**

INTERIM PERFORMANCE GOAL: (One year goal)

(Interim Performance measures indicated below)

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Formative and Summative Assessment Data (MAP, SCPASS, ACT, EOCEP, Graduation Rate)

OVERALL MEASURES:

SOURCE:

SC School Report Card
Graduation Rate
EOC Passage Rate

** Represents projections of improvement*

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

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
Graduation Rate 86.5%	**Projected Data**	***88%**	***90%**	***92%**	***94%**	***96%**
	Actual Data	81.1%	85%			

AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
EOC Passage Rate (All Subjects) 64%	**Projected Data**	***70%**	***74%**	***78%**	***82%**	***86%**
	Actual Data	20.2%	54.7%			

ACTION PLAN FOR STRATEGY #1: Establish performance measures for student learning that yield information that is reliable, valid and free of bias. (AdvancED 5.1, 5.2, 5.3, 5.4, 5.5, 3.10)					**EVALUATION**
ACTIVITY	**TIMELINE**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement a clearly defined assessment system at all grade levels and content areas.	July 1, 2016 – June 30, 2021	• Superintendent • Curriculum and Instruction Director/Coordinators • Principals	$0	n/a	Assessment Calendar
2. Use state assessments, MAP, EOC, on time graduation rate, AP, ACT/SAT, to monitor student achievement and execute innovative practices for improvement.	July 1, 2016 – June 30, 2021	• Superintendent's Leadership Team • Principals • Curriculum Specialists	$0	n/a	Assessment Data Reports Data Team Agenda
3. Develop Data Teams to analyze data at district and school level to identify strengths, weakness, and action plans.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Principals • Curriculum Specialists	$0	n/a	Data Team Agenda

4. Implement school wide common assessments and benchmarks at reasonable times and utilize data to make instructional decisions.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Principals • Curriculum Specialists • Data Teams	$55,000	Title I (10 schools)	Common Assessment Bank Assessment Data
5. Develop a plan to communicate requirements of current state Assessment System to parents and community stakeholders.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Principals • Curriculum Specialists • Parent Coordinators • Teachers	$0	n/a	Newsletters PTO/SIC Agenda/Minutes Parent
6. Train staff on the interpretation of formative and summative data at the school/classroom level.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Principals • Curriculum Specialists	$2,500	Title I PDSI	Agenda Observations
7. Establish a clearly defined Marion County School Grading and Reporting Guidance Document to ensure that clearly defined criteria that represents the attainment of content knowledge and skills are consistent across grade levels and courses.	July 1, 2016- June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Principals	$0	n/a	School Handbooks Publish Grading and Reporting Policies

		• Curriculum Specialists • Teaches			
8. Submit a proficiency-based system application to the SC State Department of Education for the 2016-2021 school years.	2016-2021	• Director/Coordinators of curriculum • Principals • Teachers	$0	n/a	Copy of proficiency-based application. Plan for use of proficiency programs.

DISTRICT STRATEGIC PLAN FOR **July 1, 2016 – June 30, 2021** **DATE:** **April 25, 2016**

Performance Goal Area:
- ☐ Student Achievement
- ☐ Teacher/Administrator Quality
- ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- ☐ District Priority
- ☐ Read to Succeed: Leadership
- ☐ Read to Succeed: Student Outcomes
- ☐ Read to Succeed: Professional Learning
- ☐ Read to Succeed: Assessment Plan
- ☐ Read to Succeed: Instructional Plan
- ☐ Read to Succeed: Parent and Family Involvement
- ☐ Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)
- For **Read to Succeed ONLY** for 2016–17, please put NA here.

School Climate:
All schools in Marion County School District will increase overall satisfaction of the school learning environment as measured by the State of South Carolina Annual Report Card Survey to a minimum of 85% with responses represented by at least; 20% parent/families, 60% staff and 40% students. **(AdvancED Standard 1.4)**

INTERIM PERFORMANCE GOAL: (One year goal)

(Interim performance measures indicated below)

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

School volunteer data, social media traffic, S.C. State Department of Education annual survey results

OVERALL MEASURES:

SOURCE:
SC School Report Card
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.
Teachers – 84.6%
Students – 76.1%
Parents – 84.7%

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

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
I AM SATISFIED WITH THE LEARNING	**Projected Data**	*Teachers – 86% Students – 78% Parents – 86%	* Teachers – 88% Students – 80% Parents – 88%	* Teachers – 90% Students – 82% Parents – 90%	* Teachers – 92% Students – 84% Parents – 92%	* Teachers – 94% Students – 86% Parents – 94%

** Represents projections of improvement*	ENVIRONMENT IN MY SCHOOL. Teachers – 84.6% Students – 76.1% Parents – 84.7%	**Actual Data**	Teachers- 78.3% Students- 76.7% Parents- 85.7%	Teachers- 79.1% Students- 77.3% Parents - 83.4%			

• **ACTION PLAN FOR STRATEGY #1: Foster collaboration with community stakeholders and use knowledge, skills and resources to support student learning.**					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Create and implement a comprehensive Volunteer Plan to include recruiting, using and rewarding volunteers in our schools.	July 1, 2016 – June 30, 2021	• Public Relations Coordinator • Principals • Parent Coordinators	$0	n/a	Volunteer contact list Volunteer records
2. Promote school participation in community and civic activities (Relay for Life, Living History Day, etc.)	July 1, 2016 – June 30, 2021	• Superintendent's Cabinet • Public Relations Coordinator • Principals • Parent Coordinators	$0	n/a	Website Newsletters Social Media

• **ACTION PLAN FOR STRATEGY #1: Foster collaboration with community stakeholders and use knowledge, skills and resources to support student learning.**					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Provide opportunities for feedback through advisory committees (student, teacher, principal, business, faith-based, business and industry, and parents)	July 1, 2016 – June 30, 2021	• Superintendent's Cabinet	$0	n/a	Agendas Minutes
4. Create and implement a Comprehensive Communications and Public Relations Plan to address various types of messaging to include, but not limited to ALERTNow notifications, social media, webpages, newsletters, etc.	July 1, 2016 – June 30, 2021	• Public Relations Coordinator • Principals • Parent Coordinators	$0	n/a	Social Media Traffic Reports Website Traffic Reports
5. Business leaders will be invited to participate in different school activities (Career, Read-Ins, School Programs, imagine Work Program Principal for a Day, etc.) • Each school will identify a business partner of the year	July 1, 2016 – June 30, 2021	• Public Relations Coordinator • Principals • School PR contacts	$0	n/a	The Beacon Publication News Releases
6. Parent liaisons will coordinate parent workshops and/or activities quarterly and conduct home visits to bridge the gap between the school and home.	July 1, 2016 – June 30, 2021	• Parent Coordinators	$0	n/a	Workshop Schedules/Agendas

• **ACTION PLAN FOR STRATEGY #1: Foster collaboration with community stakeholders and use knowledge, skills and resources to support student learning.**					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
7. Maintain a Marion County Board of Education Suggestion Box at the Central Office to be monitored by the board.	July 1, 2016 – June 30, 2021	• MCBOE	$0	n/a	Feedback Log

ACTION PLAN FOR STRATEGY #2: Implement school discipline plan that includes behavior intervention and support systems that address the diverse needs of students. (AdvancEd 4.7)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify and define school-wide rules and expectations.	July 1, 2016 – June 30, 2021	• Principals • School PBIS Team	$0	n/a	Posted Rules
2. Revisit, review and re-implement comprehensive school based PBIS plans	July 1, 2016 – June 30, 2021	• Principals • School Leadership • School PBIS Team • Teachers	$7,500	Title One General Fund	Summary Reports School PBIS Plans

ACTION PLAN FOR STRATEGY #2: Implement school discipline plan that includes behavior intervention and support systems that address the diverse needs of students. (AdvancEd 4.7)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Provide staff development for teachers on behavior management to include PBIS.	July 1, 2016 – June 30, 2021	• Principals • Special Services Director/Coordinators • Psychologist	$2500	PDSI Title One IDEA	Professional Development Agendas
4. Develop and implement a Tiered Response to Intervention Plan for Behavior.	July 1, 2016 – June 30, 2021	• Special Services Department • Principals • Guidance Counselors • School Leadership Team • RBHS Staff	$0	n/a	Discipline Records
5. Each school will implement a Character Education curriculum that is aligned with PBS and has an anti-bullying program.	July 1, 2016 – June 30, 2021	• Principal • Guidance Counselors • Instructional Team • Student Services	$7,500	Title One General Fund	Lesson Plans
6. School PBIS teams will meet regularly to evaluate and revise school-wide discipline plan utilizing discipline data.	July 1, 2016 – June 30, 2021	• Principals • School PBIS Team	$0	n/a	Agenda Discipline Data
7. Communicate discipline plan to parents and students, i.e. newsletter, PTA, assemblies, TV news	July 1, 2016 – June 30, 2021	• Principals • School Leadership Team	$0	n/a	School Handbooks Newsletters

ACTION PLAN FOR STRATEGY #2: Implement school discipline plan that includes behavior intervention and support systems that address the diverse needs of students. (AdvancEd 4.7)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					PTO/PTSA Agendas

DISTRICT STRATEGIC PLAN FOR **July 1, 2016 – June 30, 2021** **DATE:** **April 25, 2016**

Performance Goal Area:
- ☐ Student Achievement
- ☒ Teacher/Administrator Quality
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- ☐ District Priority
- ☐ Read to Succeed: Leadership
- ☐ Read to Succeed: Student Outcomes
- ☐ Read to Succeed: Professional Learning
- ☐ Read to Succeed: Assessment Plan
- ☐ Read to Succeed: Instructional Plan
- ☐ Read to Succeed: Parent and Family Involvement
- ☐ Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)
- For **Read to Succeed ONLY** for 2016–17, please put NA here.

Resources and Support Systems:
Marion County School District will provide the human, financial and physical resources and services necessary to support our vision of achievement for all students to succeed by 2021 as indicated by increasing teacher retention rate from 93% to 95% as measured by the South Carolina State Report Card. **(Advanced Standard 4)**

INTERIM PERFORMANCE GOAL: (One year goal)

(See interim performance measures below)

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Staff retention rates, staff exit surveys, state report card data, annual financial audits

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
Retention Rate 93% (2015-2016)	**Projected Data**	93.4%	93.8%	94.2%	94.6%	**95%**
	Actual Data	85.5%	82.3%			

ACTION PLAN FOR STRATEGY #1: Recruiting, developing, supporting and retaining effective and diverse teachers, administrators, and support staff with a retention rate of 95%. (AdvancED 4.1,)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increase the number of applicants for vacancies by: increasing the number of teacher career fairs attended, post vacancies on national websites such as teacher-teacher.com and k12jobspot.com, implement on-line application system to post all vacancies, post vacancies with national associations and colleges/universities, host District Teacher Fair annually and use social media to advertise vacancies.	July 1, 2016 – June 30, 2021	Office of Human Resources	$5000	Title II General Fund	CERRA Report Applitrack Data
2. Provide differentiated staff development that is determined by the need of the certified and classified staff member (i.e. skill development, Workkeys, etc.)	July 1, 2016 – June 30, 2021	Office of Human Resources, Office of Curriculum & Instruction	$20,000	Title II General Fund PDSI IDEA Adult Education	MCSD Professional Development Plan
3. Maintain a competitive salary schedule for all District employees.	July 1, 2016 – June 30, 2021	Office of Finance Office of Human Resources Office of Superintendent	$0.00	General Fund	Salary Scale Regional Salary Comparison's Chart

ACTION PLAN FOR STRATEGY #1: Recruiting, developing, supporting and retaining effective and diverse teachers, administrators, and support staff with a retention rate of 95%. (AdvancED 4.1,)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Create a Leadership program within the District to develop quality Administrators to fill administrative vacancies as they occur.	July 1, 2016 – June 30, 2021	• Office of Superintendent • Office of Human Resources	$5,000	General Fund Title II Title I	Program Guidelines
5. Implement intern, induction and mentoring programs to ensure new teacher and leaders are trained and supported to be successful.	July 1, 2016 – June 30, 2021	• Office of Human Resources	$30,000	ADEPT Title II Rural Recruitment Proviso Funds	ADEPT Plan Agendas
6. Implement teacher and administrative evaluation systems based on multiple measures that include student growth.	July 1, 2016 – June 30, 2021	• Office of Superintendent • Office of Human Resources • Office of Curriculum & Instruction	$2,000	General Fund	Evaluation Forms
7. Implement Central Services staff evaluation using a performance evaluation framework	July 1, 2016 – June 30, 2021	• Office of Superintendent • Office of Human Resources	$0	n/a	Evaluation Documents

ACTION PLAN FOR STRATEGY #2: Monitor all financial transactions in order to create, maintain and communicate balanced budgets that support student achievement. (Advance Ed 4.2, 4.4)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expenditures for technology hardware / software, travel, curriculum, professional development, and consultants will be directly correlated to the District's Strategic Plan with documentation.	July 1, 2016 – June 30, 2021	• Director of Finance Principals • Superintendent's Leadership Team • Principals	$0	n/a	Requisitions Purchase Orders Strategic Plan
2. Develop a process for all expenditures to ensure that there are sufficient resources to support educational programs.	July 1, 2016 – June 30, 2021	• Director of Finance • Superintendent's Leadership Team	$0	n/a	Requisitions Purchase Orders Strategic Plan
3. Develop a uniform written procurement process district wide.	July 1, 2016 – June 30, 2021	• Director of Finance • Superintendent's Leadership Team	$0	n/a	Procurement Manual
4. Provide annual budgeting and finance in-service to directors, principals, and bookkeepers etc. to explain procurement policies to maintain a balance budget.	July 1, 2016 – June 30, 2021	• Director of Finance • Superintendent's Leadership Team	$1,000	General Fund	Agendas Professional Development Schedule

ACTION PLAN FOR STRATEGY #2: Monitor all financial transactions in order to create, maintain and communicate balanced budgets that support student achievement. (Advance Ed 4.2, 4.4)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Develop a budgeting process that receives input from district, school and community stakeholders.	July 1, 2016 – June 30, 2021	Director of Finance Superintendent's Leadership Team	$0	n/a	Finance Forms/ Manual Annual Ad in local paper Schedule of Budget Meetings
6. Continue to utilize information gathered from the Annual external audit to increase operational proficiency.	July 1, 2016 – June 30, 2021	• Director of Finance • Superintendent's Leadership Team	$0	n/a	Audit Report

ACTION PLAN FOR STRATEGY #3: Maintaining, improving, and upgrading facilities and equipment that are safe and orderly for all students and staff (AdvancEd 4.3)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Establish and maintain short and long term planning processes to provide a safe and orderly environment for all students. • Facilities Master Plan • Phased implementation of scheduled maintenance activities.	July 1, 2016 – June 30, 2021	• Director of Operations • Principals	$0	n/a	Capital Improvement Plan
2. Review current practices, processes and initiatives to ensure that functions are in support of the strategic plan.	July 1, 2016 – June 30, 2021	• Director of Operations	$0	n/a	Procurement Manuals School/District Requisitions
3. Develop a district-wide baseline of energy consumption and a system for ongoing energy monitoring. The plan will also encompass the impact energy efficiency through systems interventions, human behavior modifications, etc.	July 1, 2016 – June 30, 2021	• Director of Operations	$0	n/a	Energy Bills

ACTION PLAN FOR STRATEGY #4: Providing a technological infrastructure that supports instructional and operational programs. (AdvancEd 4.6)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement and maintain full wireless overlay in all school locations to support emerging wireless technologies and upgrade existing wireless coverage.	July 1, 2016 – June 30, 2021	• Director of Technology • Superintendent's Cabinet	$50,000 (one time cost) $10,000 (to maintain)	• E-rate • State • General Fund	Purchase Orders Invoices
2. Progress to a 1:1 initiative through the implementation of new technologies and infrastructure for technological needs.	July 1, 2016 – June 30, 2021	• Director of Technology • Administration	$5 million	State funds General Fund	Purchase Orders Invoices
3. Create an obsolescence plan for replacement and/or removal of outdated, unwarranted, or unsupported technology.	July 1, 2016 – June 30, 2021	• Director of Technology • Administration	$0	n/a	Obsolescence Plan
4. Maintain and financially support a technology infrastructure at the district and school levels as outlined in the district's technology plan.	July 1, 2016 – June 30, 2021	• Administration	$100,000	General State	Maintenance Logs Purchase Orders Invoices
5. Demonstrate the district's commitment to technology by requiring all staff to use technology appropriately and effectively and provide professional development for Technology Staff.	July 1, 2016 – June 30, 2021	• Administration	$10,000	General	Training Agendas Certifications

ACTION PLAN FOR STRATEGY #4: Providing a technological infrastructure that supports instructional and operational programs. (AdvancEd 4.6)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Provide appropriate technical support on a daily basis to ensure maximum operational efficiency by providing additional Technology Specialists.	July 1, 2016 – June 30, 2021	• Director of Technology • Administration	$185,000	General	Pay Records Personnel Actions Requests for Hire
7. Assure peak operating efficiency of equipment through appropriate maintenance or replacement in a timely and cost-efficient manner.	July 1, 2016 – June 30, 2021	• Director of Technology • Administration	$0	n/a	Technology Support Tickets
8. Provide parents with access to online information that will enhance communication between home and school.	July 1, 2016 – June 30, 2021	• Administration	$20,000	General Fund	Website Blackboard Records
9. Incorporate/identify instructional technology coaches at each school to support 1:1 initiatives.	July 1, 2016 – June 30, 2021	• Administration	$650,000	General Fund Title I Title VI	Request for Hire Personnel Actions

ACTION PLAN FOR STRATEGY #5: Ensure that each student has access to guidance services and career planning opportunities that will provide the skills needed to be career and college ready in the 21st Century **(AdvancEd 4.7, 4.8)**					**EVALUATION**
Activity	**Timeline**	**Person Responsible**	**Estimated Cost (per year)**	**Funding Source**	**Indicators of Implementation**
1. Provide services that support the counseling, assessment, referral and a career planning needs of all students.	July 1, 2016 – June 30, 2021	• District Instructional Team • Special Services Director/Coordinators • Principals	$10,000	General Fund GEAR UP EEDA Title One	Guidance Referral GEAR UP Plan JAG Documentation
2. Implement effective instructional practices and support systems (Proficiency Based Systems) designed to motivate "at-risk", struggling students in middle and high school and promote on-time graduation	July 1, 2016 – June 30, 2021	• District Instructional Team • Special Services Director/Coordinators • Principals	$55,000	Title One (split cost)	APEX Report RTI Rosters
3. Align goals of Academy of Careers and Technology to better model explicit career specialties and career clusters. a. Increase participation of students in career center programs b. Expand program opportunities to meet the needs and interests of students and the workforce c. Increase CATE opportunities for students at their high schools d. Create more work-based learning opportunities for students e. Partnerships and work-based experiences f. On-the-job training g. Real-world experiences h. In-district Internships	July 1, 2016 – June 30, 2021	• District Instructional Team • CATE Director • Principals	$0	n/a	ACT Student Enrollment Data
4. Design, implement, and evaluate innovative, research-based, non-traditional delivery models to close achievement gaps, raise achievement, and increase the graduation rate. • Virtual School/Blended Learning Model	July 1, 2016 – June 30, 2021	• Instructional Team • Special Services Director/Coordinators • Principals	TBD	General Fund	Lesson Plans Pacing Guides Course Manuals

• Alternative School • Homebound • Early College • High Schools that Work • Making Middle Grades Work • Project Lead the Way • New Tech Schools • Strategies to impact summer regression					Memorandum of Agreements
5. Continue to provide support for students and parents in preparation for college and/or career • IGPs monitored and adjusted throughout high school years • Annual college fair for juniors and seniors • Annual career fair for seniors • Annual college application days • ACT and SAT Preparation • Scholarship and financial aid workshops • Career Ready 101 support for Workkeys	July 1, 2016 – June 30, 2021	• District Instructional Team • Principals • Guidance Counselors	$5,000	GEAR-UP EEDA HSTW General	Meeting Agendas Activity Roster
6. Develop and support a plan for transition across grade levels (5th to 6th and 8th to 9th) for parents and students with consideration to academic, emotional, and social aspects.	July 1, 2016 – June 30, 2021	District Instructional Team, Principals	$0	n/a	IGP Guidance Lesson Plans
7. Maintain programs such as JAG and GEAR – Up to support student's college and career planning	July 1, 2016 – June 30, 2021	District Instructional Team, Principals	TBD	GEAR Up At-Risk Grant	Memorandum of Agreements
8. Provide learning opportunities that increase students' awareness of the world beyond their town, state, and nation.	July 1, 2016 – June 30, 2021	District Instructional Team, Principals	$0	Title 1 General Fund	
9. Provide training to increase technology skills of teachers and students to promote the intentional use of technology	July 1, 2016 – June 30, 2021	District Instructional Team, Director of Technology, Principals	$10,00	Title 1	Professional Development Agendas

a. Teach and model how to communicate using media b. Teach coding, programming, word processing and other tech savvy skills					
10. Provide increased opportunities for students to participate in rigorous courses that award high school and/or college credit through partnerships with higher education and other institutions a. Florence-Darlington Technical College b. Francis Marion University	July 1, 2016 – June 30, 2021	District Instructional Team, Principals	$25,000	Title 1 General Fund	Memorandum of Agreements
11. Develop a comprehensive Response to Intervention Program for students PreK-12 in the areas of reading, mathematics, and social/emotional development.	July 1, 2016 – June 30, 2021	District Instructional Team, Director of Special Services, Principals		Title 1 General Fund IDEA	RTI Manual Intervention Lists

ACTION PLAN FOR STRATEGY # 6: Develop and regularly update a written security and crisis management plan with appropriate training for stakeholders. (AdvancEd 4.3)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Regularly review existing plans, equipment, and security measures with Director of Operations.	July 1, 2016 – June 30, 2021	• Director of Operations • Principals	$0	n/a	Security Audit Checklist
2. Update and maintain relationships with local emergency management services.	July 1, 2016 – June 30, 2021	• Director of Operations	$0	n/a	Meeting Agenda
3. Conduct ongoing training and monitoring of staff in the emergency management procedures.	July 1, 2016 – June 30, 2021	• Director of Operations	$5,000	General Fund Title One	Security Audit Checklist School Emergency Plans
4. Maintain SROs at all middle and high schools.	July 1, 2016 – June 30, 2021	• Superintendent • Local Law Enforcement Agencies	n/a	General Fund	Memorandum of Agreements

DISTRICT STRATEGIC PLAN FOR 2016-2021 **DATE: April 25, 2016**

Performance Goal Area:
- ☐ Student Achievement
- ☐ Teacher/Administrator Quality
- ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- ☒ District Priority
- ☐ Read to Succeed: Leadership
- ☐ Read to Succeed: Student Outcomes
- ☐ Read to Succeed: Professional Learning
- ☐ Read to Succeed: Assessment Plan
- ☐ Read to Succeed: Instructional Plan
- ☐ Read to Succeed: Parent and Family Involvement
- ☐ Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)
- For **Read to Succeed ONLY** for 2016–17, please put NA here.

Teaching and Assessing for Student Learning:
Marion County School District's English Language Arts curriculum, instructional design and assessment practices will guide and ensure teacher effectiveness and student learning across all grades and courses to increase the percentage of Hispanic students scoring at the met or proficiency level from 25% to 75% in English Language by 2021 as measured by English Language Arts standardized assessment**. (AdvancED Standard 3)**

INTERIM PERFORMANCE GOAL: (One year goal)

Students will grow at least one grade level each year.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

Yearly State Assessments, Fountas and Pinnell Reading Records, Measure of Academic Progress (MAP)

OVERALL MEASURES:

SOURCE:
SC Ready (Grades 4-8)

** Represents projections of improvement*

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

AVERAGE BASELINE		**2016–17**	**2017–18**	**2018–19**	**2019–20**	**2020–21**
SC Ready ELA (Grades 4-8) **25% Exceeding and Ready**	**Projected Data**	**NA**	***60%**	***65%**	***70%**	***75%**
	Actual Data	**NA**	25%			

ACTION PLAN FOR STRATEGY #1: To establish an innovative and rigorous ***English Language Arts*** curriculum that promotes continuous academic improvement and intervention while supporting the college and career ready 21st century learner. (AdvancED 3.1, 3.2, 3.3, 3.8, 3.9)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON(S) RESPONSIBLE**	**ESTIMATED COST (per year)**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement balanced literacy model along with the key components of a well –balanced literacy approach for all 4K-12th grade students. ● Establish and maintain coherent and comprehensive curriculum repository that includes but is not limited to: Curriculum maps, Vertical articulation, Strategies for differentiation, Strategies for accommodations and modifications, Cross-curricular connections, Aligned curriculum resources, Common assessments with exemplars, Exemplar reading lessons ● Implement and include daily reading strategy instruction. ● Increase independent reading and access to well stocked classroom libraries. ● Implement balanced literacy strategies across the curriculum; including media science, fine arts, physical education, computer sciences, etc. ● Implement critical writing across the curriculum using interactive notebooking strategies. ● Support critical thinking through increasing text complexity and rigorous questioning. ● Establish oracy rooms and groups to build language and vocabulary for our youngest learners. ● Continue to use sense of story as a learning priority for our youngest learners.	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Reading Coaches • Principals • Teachers • District /School Literacy Leadership Teams • Reading/Literacy Consultants • ESOL Teacher	$30,000	General Fund State Funds Title One IDEA CDEP (OWL)	District ELA curriculum guides. PLC/Professional Development Sign in sheets PLC/Professional Development Agendas Teacher lesson plans Teacher observations Classroom observations

● Purchase and implement OWL Curriculum to supplement literacy instruction in 4 year old classrooms. ● Build and implement a strong writing curriculum, following the Writer's Workshop Model to include writing philosophies, resources, materials, rubrics, and best practices for writing. ● Implement the use of writing portfolios K-12 to document student writing growth over time. ● Implement vocabulary strategies/tools K-5 to strengthen language skills. ● Integrate high levels of nonfiction and informational text into student's reading blocks. ● Explore and investigate Montessori curriculum and instruction and the outcomes on student learning. ● Continue investigating and evaluating appropriate models for secondary schools					
2. 5Promote active engagement and collaboration through the development and implementation STEM/STEAM experiences and inquiry based learning. ● Increase awareness of STEM/STEAM. ● Explore integration of the arts and literacy to promote STEAM. ● Identify a STEAM team to visit established STEAM programs. ● Engage community partners to assist with the development of the STEAM initiative, planning integration lessons, and supporting students in learning through STEAM.	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators • Curriculum Specialists • Principals • Teachers • District /School Literacy Leadership Teams • District STEM/STEAM Team • ESOL Teacher	$5,000	Title I	Observations STEAM Experiences Lesson Plans Agendas/Sign in STEM Curriculum Guides
3. Plan for and utilize quality assessments for literacy (MAP, district common assessments, benchmarks) along with reading acquisition assessments like	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators	$50,000	Title 1 IDEA	Fountas and Pinnell Reading Data

Fountas and Pinnell; in grades 4K –5th grade a minimum of 3 times per year to measure student performance levels and to determine strengths and weaknesses in the curriculum. Use other assessments to measure student growth and learning. • Implement and monitor a comprehensive assessment system for reading and writing. • Calibrate ELA assessments on vertical teams to ensure skills progression, difficulty, and skills are interpreted as the standards are written. • Secure and utilize purchased test item banks for the creation of high quality and rigorous assessments. • Utilize assessments and intervention progress monitoring to identify instructional gaps for students providing Response to Intervention (RTI) strategies to assist in closing identified instructional gaps. • Utilize district assessments to identify students excelling in grade level content areas and provide enrichment. • Develop and share content and product rubrics to support greater alignment and communication among grade levels and across grade levels. • Explore and expand opportunities of inclusion and participation in the primary grades • Continue to implement/monitor systems of benchmarking in ELA. • Provide students with opportunities for personalized learning through differentiated instruction. • Establish and use clearly defined criteria for grading and reporting.		• Special Services Director/Coordinators • Curriculum Specialists • Principals • Teachers • Reading Coaching • District Literacy Team • Consultants • ESOL Teacher		(split cost)	MAP Reports Benchmark Data RTI Logs/Progress Monitoring Data
4. Utilize a common comprehensive intervention model to be implemented at all schools, K-12.	July 1, 2016 – June 30, 2021	• Curriculum and Instruction Director/Coordinators	$150,000	Title 1 IDEA General Fund	Fountas and Pinnell Reading Data Read 180 Data

• Train, implement and monitor *Fountas and Pinnell's* Leveled Literacy Intervention for grades K-5 as a reading intervention. • Train three district teachers in Reading Recovery. • Implement and monitor Reading Recovery as an intervention for first grade students. • Implement and monitor Read 180. • Utilize District RtI Guide for student intervention choices; including special education students. • Train staff, teachers, and interventionists in progress monitoring. • Staff each school building with one reading interventionist. • Provide ESOL teacher training in use of interventions.		• Special Services Director/Coordinators • Curriculum Specialists • Principals • Teachers • Reading Coaches • District Literacy Team • Consultants • Interventionists • ESOL Teacher			MAP Reports Benchmark Data RTI Logs/Progress Monitoring Data
5. Utilize current and new technology to enhance literacy instruction. • Explore and utilize technology to promote instructional options. • Support critical thinking through technology enhanced instruction that employs constructed response, selected response, problem based learning, and performance tasks. • Design, implement and evaluate blended and virtual learning opportunities. • Implement and support flipped classrooms. • Intentionally increase student use of technology to meet the new South Carolina State Standards.	July 1, 2016 –June 30, 2021	• Curriculum and Instruction Director/Coordinators • Special Services Director/Coordinators • Principals • Technology Coaches/Contacts • Curriculum Specialists • Reading Coaches • Teachers • ESOL Teacher	$50,000	• General Fund • Title I • IDEA	Lesson plans Teacher observations District learning walks
6. Promote timely, consistent, and relevant feedback and communication to parents and families about the English Language Arts curriculum, instruction, and assessment including academic achievement, and student growth.	July 1, 2016 –June 30, 2021	• Teachers • Principals • Curriculum Specialists	$1,000	Title I	Newsletters Sign in sheets from conferences Teacher school webpages

• Provide universal district grading policy in student and parent handbooks. • Utilize report cards for individual student achievement and growth comments and reports. • Utilize assessment reports for parents and students to monitor and communicate student achievement and growth. • Parent-Teacher Conference dates will be pre-determined and advertised on school and district calendars.		• Curriculum and Instruction Director/Coordinator • ESOL Teacher			Survey results from parents
7. Utilize advisories or similar models to support student's educational experience	July 1, 2016 – June 30, 2021	• Principals • Teachers • ESOL Teacher	n/a	n/a	Advisory Rosters

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	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**	X	
	grades 3–5		
	grades 6–8		
	grades 9–12		
The district utilizes a formal withdrawal policy for:	**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	X	X
Artistic													

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

DISTRICT: Marion County **INFORMATION FOR SCHOOL YEAR: 2019**

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	**MODEL**	*Use approved abbreviations for curriculum.*	**INTERDISCIPLINARY**	**ELA**	**MATH**	**SCIENCE**	**SOCIAL STUDIES**
K		**Curriculum Used**					
1		**Curriculum Used**					
2	1 day/week (pull out)	**Curriculum Used**				Scholastic's SuperScience STEM instant activities Mystery Science	
3	1 day/week (pull out)	**Curriculum Used**		MTBL	M33N M33A	Scholastic's SuperScience STEM instant activities Mystery Science	
4	1 day/week (pull out)	**Curriculum Used**		MTC1	M34N M34A M34G	Scholastic's SuperScience STEM instant activities Mystery Science	
5	1 day/week (pull out)	**Curriculum Used**		MTC2	M35N M35A M35G M35D	Scholastic's SuperScience STEM instant activities Mystery Science	1)The “write” stuff – DBQ based

6	Special Class	**Curriculum Used**		SC 6th Grade ELA	SC 6th Grade Math		
7	Special Class	**Curriculum Used**		SC 7th Grade ELA	SC 7th Grade Math		
8	Special Class	**Curriculum Used**		English 1	Algebra 1		
9	Special class	**Curriculum Used**		Honors English 1 Honors English 2	Honors Geometry	AP Biology/ Physical Science H	World History H
10	Special class	**Curriculum Used**		Honors English 2	AP Computer Science/Algebra 2 Honors	Biology H	
11	Special class	**Curriculum Used**		Honors English 3 AP Language	Honors Algebra 2/Math 110 (Dual Credit)	Chemistry H AP Biology	AP US History
12	Special class	**Curriculum Used**		AP English/ Dual Credit AP Literature	AP Statistics/ Math 120 and 130 (Dual Credit)	Scholastic's SuperScience STEM instant activities Mystery Science	1)The “write” stuff – DBQ based

DISTRICT: Marion County **INFORMATION FOR SCHOOL YEAR: 2019**

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Special Class

GRADE	*(Use approved abbreviations for curriculum.)*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	**Curriculum Used**						
1	**Curriculum Used**						
2	**Curriculum Used**						
3	**Curriculum Used**						
4	**Curriculum Used**						
5	**Curriculum Used**						
6	**Curriculum Used**						
7	**Curriculum Used**						
8	**Curriculum Used**						
9	**Curriculum Used**						
10	**Curriculum Used**						
11	**Curriculum Used**					Honors Art	
12	**Curriculum Used**					AP Art	

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
Notification is provided to parents and the community via the following ways: • On District website on the Student Services webpage • Published brochures and newsletters • Parent letters • Open house and Awards Day at schools

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

The district has an approved Proficiency-Based System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate the district's plan by answering the questions below.

School District: Marion County School District

Name: Andrea Jackson

Title/Position: Director of Curriculum and Instruction

Email Address: ajackson@marion.k12.sc.us

Phone Number: 843-423-1811

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.

- Marion County School District currently allows only those students enrolled in Marion County Adult Education to take proficiency-based courses (using Edgenuity). Adult Education student are allowed to pre-test for various units of study, and upon earning a score of 80, are allowed to progress to the next unit of study.
- Students in grades 6-12 AND adult education are able to complete entire courses as outlined for initial credit and customized courses (with support of content specialists) for credit recovery using Edgenuity courseware.

2. Please list the specific courses students took.

- Psychology
- English 4

3. Please provide the number of students who took a course, and how many students successfully completed it.

- 1-student (Psychology)
- 1-student (English 4)

4. Please list the South Carolina properly certified teachers who were assigned to the above students.

- Judy Lovett (Psychology)
- Iris Barr (English 4)

5. Please have the properly certified content area teachers provide examples of how they directly assisted struggling students. Examples include manipulating or differentiating on-line curriculum to accommodate the student's learning modalities, providing tutoring, exchanging emails to discuss lessons, etc.

- Certified teachers provide tutoring (face-to-face and via phone) as needed to students; exchange e-mails to discuss lessons, and reset assessments as needed.

6. Provide examples of how schools used content-recovery (best practices or alternative methods of instruction) for low performing students in danger of failing a course.

- Content-recovery is addressed through Edgenuity courseware and through teacher-created activities to address individual student needs while courses are in progress (prior to student failure of a course). Teachers provide intervention support during class and after school, as well as additional time on task as needed.

7. Please attach any revisions or updates to your existing proficiency-based system plan.

- The courseware currently utilized for the proficiency-based delivery in Marion County School District is now Edgenuity (it was previously APEX). Because the 2018-2019 school year was our initial year of implementation, only those students in adult education were provided an opportunity to employ the proficiency-based protocol. All students in grades 6-12 seeking initial credit were required to complete all Edgenuity courseware outlined for the specific course.

2019 District Summer School Program Site Identification

District Name: ___Marion County School District_____ **District Summer School Contact:** ___Andrea Jackson_____

Contact's Phone Number: _843-423-1811_____ **Contact's Email Address:** ___ajackson@marion.k12.sc.us_____

☐ **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:

- **Grades 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level.
- **Grades 9–12** students are awarded high school credit.

Name of Physical Sites for Summer School Program	Name of Site Administrator	E-mail Address Administrator	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
Success Academy at Palmetto Education Center	Adrian Johnson	ajohnson@marion.k12.sc.us	Read to Succeed	Yes	Elementary
Mullins High School	Michael Stone	mstone@marion.k12.sc.us	Credit Recovery (Middle Level & High School)	Yes	Middle & High School
Mullins High School	Michael Stone	mstone@marion.k12.sc.us	Initial Credit (High School)	Yes	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, 2019. If you have any questions, contact Lynn Hammond at 803-734-8320 or by e-mail at lhammond@ed.sc.gov.