

## History Log

**4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0**

Date	User	Status (S) / Comment (C)	S / C
8/20/2019 4:15:13 PM	Bill Cook	Status changed to 'LEA Strategic Plan Superintendent Approved'.	S
4/30/2019 3:44:19 PM	Luanne Kokolis	Status changed to 'LEA Strategic Plan Completed'.	S
1/29/2019 10:04:35 AM	Luanne Kokolis	Status changed to 'LEA Strategic Plan Started'.	S
1/28/2019 3:33:48 PM	GEMS Administrator	Status changed to 'LEA Strategic Plan Not Started'.	S

## LEA Strategic Plan Information

### 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

#### 21st Century Graduate Profile

##### \* Plan Submission

- ☐ School does not utilize AdvancED
- ☐ School utilizes AdvancED
- ☒ District and all district schools utilize AdvancED

##### \* Phase of Plan

- ☒ Initial 5-year plan
- ☐ Update 1
- ☐ Update 2
- ☐ Update 3
- ☐ Update 4
- ☐ Update (due to Waiver)

#### District Plan Contact Information

##### \* Name

Luanne Kokolis

##### \* Phone

803 981-1045

##### \* Email

lkokolis@rhmail.org

**\* Superintendent's Name**

Dr. William Cook

**\* Board of Trustees Chairperson's Name**

Mrs. Helena Miller

**\* Date of Plan Approval by the Board**

02/25/2019



## Stakeholders and Mission and Vision

### 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

#### Stakeholder Names

##### Superintendent

Name	* William Cook
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##### Principal

Name	* Elissa Cox
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Name	* Katrina Mood-Byers
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Name	* Jennise Knight
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Name	* Ozzie Ahl
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Name	* Nakia Barnes
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Name	* Kevin Hood
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##### Teacher

Name	* Jenna Smith
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Name	* Melissa Tucker
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Name	* John Brandt
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### Parent/Guardian

Name	*	Sally Baker
Name	*	Brandon Guffey
Name	*	Alice Davis
Name	*	Les Slater

### Community Member

Name	*	Brian Hovis
Name	*	Charlotte Brown

### District Level Administrators

Name	*	Carrie Underwood
Name	*	Naomi Morgan
Name	*	Keith Wilks
Name	*	John Jones
Name	*	Tony Cox
Name	*	Luanne Kokolis
Name	*	Brian Vaughan
Name	*	Kevin Wren

Name	* Sadie Kirell
Name	* Serena Williams
Name	* Jill Watts
Name	* Tanya Campbell
Name	* Terri Smith
Name	* John James
Name	* Mychal Frost

#### District Read to Succeed Literacy Leadership Team Lead

Name	* Missy Brakefield
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#### District Read to Succeed Literacy Leadership Team Member

Name	* Queenie Hall
Name	* Joya Holmes
Name	* Elizabeth Bridges
Name	* John Jones
Name	* Jennifer Morrison
Name	* Nancy Turner
Name	* Barbara Fewell

### School Improvement Council Member(s)

Name	* <input type="text" value="Alice Davis"/>
Name	* <input type="text" value="Les Slater"/>
Name	* <input type="text" value="Sally Baker"/>

### District Gifted and Talented Coordinator

Name	* <input type="text" value="Lisa Gibson"/>
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### District Federal Programs Coordinator

Name	* <input type="text" value="Lisa Gibson"/>
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### Other Stakeholders

Position	Name
<input type="text" value="Ana Glosson"/>	<input type="text" value="Staff"/>
<input type="text" value="Nina Cullinan"/>	<input type="text" value="Staff"/>
<input type="text" value="Jeannie Farris"/>	<input type="text" value="Staff"/>

**(Optional) Enter mission, vision, beliefs, and/or values.**

Rock Hill Schools' purpose is to provide opportunities for all students to achieve at their highest potential. With the Profile of the South Carolina Graduate at the forefront of our work, we are committed to providing rigorous

instruction leading to world class skills, world class knowledge and life and career characteristics. **Our core values and beliefs center on three areas:**

*Relationships and Culture:* If we all build positive, nurturing relationships, and sustain a welcoming culture; then, we will create, design, and collaborate in a safe, secure learning environment where all students and teachers reach their highest potential.

*Personalization and Digital Resources:* If we are professionally trained in the design and integration of blended learning experiences and are provided with the digital resources to co-create and design authentic, individualized, blended learning experiences; then, our students will be fully engaged in the rigor of world class experiences using a variety of resources and technology to demonstrate student-centered, mastery-based learning.

*Professional Learning:* If we provide professional learning opportunities for our highly qualified educators that focus on research based best practice using data driven curriculum design for optimum student outcomes; then our students will continuously demonstrate measurable growth and will attain increased achievement in world class knowledge, world class skills, and life and career characteristics that are aligned with the profile of the SC graduate.

### **Rock Hill Schools Professional Code**

Put Students First

Nurture Relationships

Work Together for a Shared Vision

Grow Professionally

Continuously Find Ways to Improve

The Rock Hill School District's mission is to engage all students in meaningful and profound learning in order to prepare them for successful futures. The overarching goal is to provide an environment where students learn,



grow, connect and thrive. The process by which this is accomplished is through the school improvement planning process. All initiatives, programs and decisions are driven by review of student performance data, school climate survey data, student engagement survey results and AdvancED self-assessment of standard indicators.

District goals recommended by the Superintendent and approved by the School Board reflect the stewardship of a vision and belief system shared and supported by all stakeholders. The district is engaged and committed to driving improvement in Five Focus Areas:

Safe and Secure Environments

Recruitment and Retention

Student Achievement

Organizational Culture and Effectiveness

Communication with All Stakeholders

The focus areas above are in alignment with the state mandated goal areas of Teacher Administrator Quality, School Climate, and Student Achievement.

The Rock Hill School System is recognized state-wide and nationally as a district of innovation. As a member of the League of Innovative Schools and a partner with Modern Teacher, we are transforming instructional practices to engage and empower our students to embody the characteristics of the profile of the South Carolina graduate.

Needs Assessment Data

**4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0**

State Report Cards for Districts and Schools

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

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA>

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

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA>

## Executive Summary of Needs Assessment Data

### 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

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

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

#### State Report Cards for Districts and Schools

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

##### Student Achievement, including sub-groups

###### \* Early Childhood/Primary (PK-2)

###### Fountas & Pinnell

- When looking at the five-year trend data, we see at least 50 percent, or more, of students Meeting or Exceeding expectations each year.

When comparing 2017 and 2018 results, we see:

- A slight increase in the number of students Meeting or Exceeding expectations in Grades 2 and 4.

- In Grades 2 and 4, there is a decrease in number of students who scored Below Expectation.

- In Grades 1, 3, and 5, there is an increase in the percent of students scoring Below Expectation within a range of 2 to 5 percent

- In Exceptional Education, Grades 1 and 5 have the highest percentage of students in the Below Expectations category (above 70%).

- In Exceptional Education, Grades 2, 3, and 4 fall between 60 and 70 percent of the students in the Below Expectations category.

- English Language Learner (ELL) Grades 1 and 3 have the highest percentage of students in the Below Expectations category for the 2017-2018 School Year.

- For students receiving Free or Reduced Lunch, we see a higher percentage of students across all grade levels falling in the Below Expectations and Approaches Expectations than Full Pay students.

- In reviewing data by Race/Ethnicity, Hispanic or Latino Students and African American students have a higher percentage scoring Below Expectations across all grade levels than other race/ethnicity subgroups.

###### PALS-PreK 2017-2018

- A minimum of 79% of students Meet or Exceed Expectations on all PALS-PreK tasks.

- The highest performance for all students is seen in Name Writing, with 89% of students scoring Meets Expectations, and Nursery Rhyme Awareness, with 86% of students scoring Meets Expectations.

- With the exception of the Letter Sounds task, average growth between Full Day and Half Day Programs is similar.

- The average growth of students in Full Day Programs in Upper Case Letters, Lower Case Letters, and Letter Sounds was over 10 points from the Fall to Spring administration.

- We see similar achievement between students in Full and Half Day programs in the areas of Beginning Sound Awareness, Print and Word Awareness, and Rhyme Awareness.

- Students in Half Day programs outperformed students in Full Day Programs on the Nursery Rhyme Awareness task.

- Among race and ethnicity subgroups, Black or African American, White, and students in Other Races/Ethnicities perform similarly across all tasks.

- In the areas of Name Writing and Print and Word Awareness, Hispanic or Latino students perform similarly to other race/ethnicity subgroups.

- A larger percentage of Special Education and EL students score Below Expectations across all tasks when compared to their Regular Education and Non-EL peers.

###### \* Elementary/Middle (3-8)

Increase the percentage of students scoring proficient on SC Ready Reading (grades 3-8). Increase the number of students scoring a Level 2 or above in ELA to 82.1% by 2024 as reported on the SC State Report Card. Current baseline is 77.06%

Increase the percentage of students scoring proficient on SC Ready Math (Grades 3-8). Increase the number of students scoring a Level 2 or above in Math to 80.0% by 2024 as reported on the SC State Report Card. Current baseline is 73.6%

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA>

In Spring 2018,

- 33.05% of 3<sup>rd</sup> to 8<sup>th</sup> grade students with disabilities scored a Level 2 or Higher on the SC READY Mathematics assessment.
- 24.77% of 3<sup>rd</sup> to 8<sup>th</sup> grade students with disabilities scored a Level 2 or Higher on the SC READY ELA assessment.
- 37.09% of 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> students with disabilities scored a Level 2 or Higher on the SCPASS Science assessment.
- 74.94% of 5<sup>th</sup> and 7<sup>th</sup> grade students with disabilities scored a Level 2 or Higher on the SCPASS Social Studies assessment.

\* High School (9-12)

Increase the percentage of students graduating at each high school. The graduation rate will increase from 83.2 to 90% by 2024. Current baseline is 83.2%

Increase the percentage of students scoring proficient on EOC assessments in Algebra 1 and Biology 2. Algebra I from 74.5 to 79% by 2024; Biology 65.42 to 71/4% in 2024. In addition, as SC moves to assessing EOC in English 2, targets will be established once the baseline is set. This will be addressed in an annual update.

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA>

In 2017-2018,

- 26.3% of students with disabilities scored a Level 2 or Higher on the EOCEP Algebra I assessment.
- 21.9% of student with disabilities scored a Level 2 or Higher on the EOCEP Biology I assessment.
- 43.4% of student with disabilities scored a Level 2 or Higher on the EOCEP English I assessment.
- 41.4% of student with disabilities scored a Level 2 or Higher on the EOCEP U.S. History and the Constitution assessment.

\* Teacher/Administrator Quality

Rock Hill Schools will build capacity in administration and teachers to analyze and utilize quantitative and qualitative data ensuring meaningful curriculum, instruction and assessment occur throughout the school system during each academic year as measured by improvements of SC Ready Interim Targets in ELA/Math, SC Pass Interim Targets in Science / SS and graduation rate.

ELA/Math 77.7 increase to 81.4 by 2024

Sci./SS 84.62 increase to 86.6 by 2024

Grad. rate 83.2 increase to 90% by 2024

**SC PASS  
(Science & Social Studies)**

**SC PASS Science**

**SC PASS Social Studies**

**Percent Scoring  
Level 2 or Above**

**Percent Scoring  
Level 3 or Above**

**Percent Scoring  
Level 2 or Above**

**Percent Scoring  
Level 3 or Above**

**Percent Scoring  
Level 2 or Above**

**Percent Scoring  
Level 3 or Above**

2018

81.75%

57.82%

75.51%

49.61%

91.15%

70.19%

**Definitions****Level 2 or Above**

Approaches Expectations or Higher on SC PASS Science and Not Met 2 or Higher on SCPASS Social Studies.

**Level 3 or Above**

Meets Expectations or Higher on SC PASS Science and Met or Higher on SCPASS Social Studies.

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA>

**\* School Climate**

Increase satisfaction with home/school relations from 59% indicating school contacts them with good things to say, increase to 84% satisfied by 2024.

Increase positive student behavior, where 46% of students indicate students behave in hallways and lunchroom, increase to 61% by 2024.

Increase student engagement, where 69% of students say classes are fun and interesting, to 84% reporting fun and interesting classes by 2024.

Increase student perception of being safe. 84% of students report they feel safe at school. Increase student perception of being safe at school to 94% by 2024.

All data from School Climate Report 2017-18 and SC Student Engagement Survey

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA>

**Other (such as district priorities)****\* Gifted and Talented**

Increase the percentage of seniors (based on 9 GR cohort) who have taken at least 1 IB, AP, honors or dual credit course by 9%.

Increase the number of GT elementary and middle school students scoring exceeds on SC READY and SC PASS by 5%.

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA>

In Spring 2018,

- 91.50% of 3<sup>rd</sup> to 8<sup>th</sup> grade GT students scored a Level 3 or Higher on the SC READY Mathematics assessment.
- 87.56% of 3<sup>rd</sup> to 8<sup>th</sup> grade GT students scored a Level 3 or Higher on the SC READY ELA assessment.
- 95.01% of 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grade GT students scored a Level 3 or Higher on the SCPASS Science assessment.
- 96.80% of 5<sup>th</sup> and 7<sup>th</sup> grade GT students scored a Level 3 or Higher on the SCPASS Social Studies assessment.

- 80.52% of GT students scored a Level 3 or Higher on the EOCEP Algebra I assessment.
- 85.53% of GT students scored a Level 3 or Higher on the EOCEP Biology I assessment.
- 94.86% of GT students scored a Level 3 or Higher on the EOCEP English I assessment.
- 83.06% of GT students scored a Level 3 or Higher on the EOCEP U.S. History and the Constitution assessment.

**4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0**

**Plan Items**

1 School Climate\*

Performance Goal:

By 2023-24 home school relationship satisfaction will improve from 64% satisfied in 2017-18 to 84% satisfied by 2024.

**PM** 1.1 For 2020 increase parent teacher communication by 5%.

Analysis of Actual vs. Projected Data:

N/A

**S** 1.1.1 Set expectations for school to parent communication, quarterly reports of positive communication reported by schools.

Evidence-Based Research:

Marzano Edutopia

**AS** 1.1.1.1 Set Expectation for School to Parent Communication

Action Step:

Create a database of parent volunteers Train school staff on positive communication

Person Responsible:

Luanne Kokolis

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 1.1.1.2 Provide user friendly parent resources to schools for elementary and secondary schools.

Action Step:

Resource titles, websites, social media shares, improve district APP, add to Peachjar, monitor through principal meetings and SIC meetings.

Person Responsible:

Mychal Frost, Keith Wilks, Luanne Kokolis, Serena Williams

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 1.1.1.3 Provide venue for stakeholder feedback.

Action Step:

Schedule dates for community listen and learn focus groups; hold SIC district meetings; community survey data.

Person Responsible:

Keith Wilks, Serena Williams, Mychal Frost

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2019

**S** 1.1.2 Quarterly reports of positive communication generated by schools, added resources to website, social media and Peachjar, expand database of active volunteers, create listen and learn opportunities for parents, and stakeholders, monitor progress with principals at monthly leadership meetings

Evidence-Based Research:

<https://ies.ed.gov/ncee/wwc/>

## 2 School Climate\*

Performance Goal:

Increase student engagement by 3% each year through 2023-24.

**PM** 2.1 Increase student engagement from 69% in 2017-18 to 72% in 2020.

Analysis of Actual vs. Projected Data:

Based upon the AdvancEd Engagement Survey, 69% of students report classes are fun or interesting. Project to increase engagement by 3% a year through 2024.

**S** 2.1.1 Provide for professional development for differentiated instruction

Evidence-Based Research:



**AS** 2.1.1.1 Differentiated Instruction

Action Step:

Professional development plan implemented, classroom observations document in classroom Mosaic, annual SC climate report, AdvancED Engagement Survey results monitored and analyzed for improved student engagement.

Person Responsible:

Joya Holmes

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**S** 2.1.2 Professional development for blended learning, Modern Learner instructional model L.E.A.P.

Evidence-Based Research:

Modern Teacher [https://www.google.com/url?](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwiykvP83sPhAhVmk-AKHeTiDoUQFjAAegQIBhAC&url=https%3A%2F%2Fwww.modernteacher.com%2F&usg=AOvVaw3RTLSD_nS2a1FoBSWXrH9F)

[sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwiykvP83sPhAhVmk-](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwiykvP83sPhAhVmk-AKHeTiDoUQFjAAegQIBhAC&url=https%3A%2F%2Fwww.modernteacher.com%2F&usg=AOvVaw3RTLSD_nS2a1FoBSWXrH9F)

[AKHeTiDoUQFjAAegQIBhAC&url=https%3A%2F%2Fwww.modernteacher.com%2F&usg=AOvVaw3RTLSD\\_nS2a1FoBSWXrH9F](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwiykvP83sPhAhVmk-AKHeTiDoUQFjAAegQIBhAC&url=https%3A%2F%2Fwww.modernteacher.com%2F&usg=AOvVaw3RTLSD_nS2a1FoBSWXrH9F)

**AS** 2.1.2.1 Modern Learner

Action Step:

Develop teacher cohorts K-12 August of 2019 to serve as the instructional leaders for the Modern Learner instructional model, L.E.A.P. Cohorts led by instructional technology specialists. Second cohort to be trained January of 2020. Professional development provided throughout the first semester.

Person Responsible:

Joya Holmes

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

6/30/2019

**S** 2.1.3 Provide professional development for peer to peer collaboration; model lab instruction training

Evidence-Based Research:

Marzano Dufour [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwiykvP83sPhAhVmk-AKHeTiDoUQFjAAegQIBhAC&url=https%3A%2F%2Fwww.modernteacher.com%2F&usg=AOvVaw3RTLSD\\_nS2a1FoBSWXrH9F](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwiykvP83sPhAhVmk-AKHeTiDoUQFjAAegQIBhAC&url=https%3A%2F%2Fwww.modernteacher.com%2F&usg=AOvVaw3RTLSD_nS2a1FoBSWXrH9F)

**AS** 2.1.3.1 Model Lab Training

Action Step:

Model instructional lab, designed for peer to peer collaboration, open for model lessons, Fall of 2019. Designed by instruction department and instructional coaches to improve classroom instruction and collaboration.

Person Responsible:

Joya Holmes

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

6/30/2019

**S** 2.1.4 Training in social emotional learning, adverse childhood experiences. School and system training events, schedule of trainings developed, survey session data feedback

Evidence-Based Research:

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>

**AS** 2.1.4.1 Social and Emotional Learning

Action Step:

Partnering with University of Maryland to pilot social and emotional lessons in grades 3-5 and providing ACES training for all staff throughout the 19-20 school year.

Person Responsible:

Nancy Turner

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

6/30/2020

**S** 2.1.5 ACES training schedule, student engagement survey results, lab classroom utilization report

Evidence-Based Research:

<https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/ace/> <https://casel.org/research/>

**S** 2.1.6 Professional development plan, SC Climate Report, AdvancED engagement survey, Modern Teacher instructional model implementation, lab classroom orientation, ACES training

Evidence-Based Research:

<https://www.acesconnection.com/g/resource-center/blog/resource-list-training-and-staff-development> <https://ies.ed.gov/ncee/wwc/>

**PM** 2.2 Student engagement will increase by 3% from 69% to 72% engaged for the 2019-20 school year as measured by the AdvancED Engagement Survey and the SC School Climate Survey

Analysis of Actual vs. Projected Data:

Baseline of 69% engaged for the 2018-19 school year, projected to 72% for the 2019-20 school year.

### 3 School Climate\*

Performance Goal:

In 2017-18, 84% of students indicate they feel safe on campus, we will increase the % of students who feel safe by 10% in 2023-24 to 94% of student feeling safe on campus as indicated by the SC School Climate Report.

**PM** 3.1 As measured by the South Carolina School Climate Report, 86% of students will report they feel safe on campus, an increase of 2% each year.

Analysis of Actual vs. Projected Data:

The 2017-18 data indicate that 84% of students feel safe on campus. An increase of 2% per year is expected of students feeling safe while on campus as reflected in the SC School Climate Report.

**S** 3.1.1 Implementation of Safe Schools modules

Evidence-Based Research:

<https://www.safeschools.com/>

**AS** 3.1.1.1 Take a minute for safety videos implemented on high school and middle school campuses

Action Step:

Safe school video access to all students in middle and high school through morning announcements and lunch room video production.

Person Responsible:

Keith Wilks, Tony Cox

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2019

**AS** 3.1.1.2 Create Safe School Videos segments for students

Action Step:

Develop content and identify specific safety topics to be created for student viewing. Drills, safety awareness, see something say something.

Person Responsible:

Wilks, Cox

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**S** 3.1.2 Safe school video usage documented, public service announcements recorded and sent to schools, discipline incidents and referrals documented.

Evidence-Based Research:

<https://www.safeschools.com/>

**S** 3.1.3 SC School Climate Survey, district survey, leadership agenda focus for campus safety

Evidence-Based Research:

<https://ies.ed.gov/ncee/wwc/>

#### 4 School Climate\*

Performance Goal:

The district will increase the percentage of students who behave in hallways, lunchroom and school grounds as measured by the annual school climate survey, to increase from 46% to 61% who perceive students behave in unsupervised areas by 2024.

**PM** 4.1 The percentage of students who perceive positive behavior in unsupervised areas will increase by 3% by 2020.

#### Analysis of Actual vs. Projected Data:

Baseline data from the SC School Climate report indicates that 46% of students believe students behave in unsupervised areas. It is projected for a 3% increase each year throughout this 5 year plan.

**S** 4.1.1 Assessment results from the Positive Behavior Intervention Teams (PBIS), documentation from discipline referrals, Tableau school data, student survey results, SC climate survey, PBIS trainings, PBIS incentive plans, class meetings

#### Evidence-Based Research:

<https://ies.ed.gov/ncee/wwc/>

#### **AS** 4.1.1.1 Positive Behavior Interventions

##### Action Step:

Conduct assessment of PBIS implementation at each school Implement positive behavior practices in every school Review incident data from power school related to inappropriate behavior and locations Implement mentor-mentee for student/adult relationships Provide training for Adverse Childhood Experiences Provide positive behavior incentives for students and staff Implement school expectations for positive behavior

##### Person Responsible:

Ex. Dir. ESE, PBIS Coordinators at school level, school principals, Ex. Dir. Student Services

##### Estimated Begin Date:

8/1/2019

##### Estimated Completion Date:

6/30/2020

### 5 Student Achievement\*

#### Performance Goal:

Rock Hill Schools will increase the percentage of students scoring proficient on SC READY Reading (Grades 3-8) scoring a Level 2 or above in ELA to 82.1% by 2024.

**PM** 5.1 Rock Hill Schools will increase the percentage of students scoring proficient on SC READY reading by increasing the number of students scoring Level 2 or above to 79.22 in 2019-20 school year.

#### Analysis of Actual vs. Projected Data:

Baseline data is 77.06% scoring Level 2 or above on SC READY ELA established in 2017. Projected increase to 79.22 % of students scoring Level 2 or above for the 2019-20 school year.

§ 5.1.1 MAP data, three administrations throughout the year; Fountas and Pinnell benchmark assessments; reading portfolios; tutoring interventions

Evidence-Based Research:

<https://www.nwea.org/map-growth/> <https://www.fountasandpinnell.com/> <https://ies.ed.gov/ncee/wwc/>

**AS** 5.1.1.1 Intervention for Improved Proficiency SC READY ELA

Action Step:

Monitor percentage of elementary and middle level students at or above specified proficiency on MAP reading, which is based upon predicted correlation with SC READY

Person Responsible:

Chief of Academics and Accountability

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 5.1.1.2 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Monitor Fountas and Pinnell benchmark assessment results two times per school year at the elementary level.

Person Responsible:

Chief of Academics and Accountability

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 5.1.1.3 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Monitor progress of Read to Succeed students based upon assessment results at the elementary level

Person Responsible:

Missy Brakefield

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 5.1.1.4 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Monitor identified students served by district academic and reading interventionists at the elementary and middle levels for reading.

Person Responsible:

Missy Brakefield

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 5.1.1.5 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Implement reliable formative and benchmark assessment system for teachers to utilize during the academic year to measure progress.

Person Responsible:

Chief of Academics and Accountability

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 5.1.1.6 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Superintendent and cabinet meet with principals three times per year to discuss data. Superintendent conducts regular school visits. Implement tutoring at elementary and middle schools, including schools that may receive a rating of Below Average or Unsatisfactory on state report cards.

Person Responsible:

Chief of Academics and Accountability

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

## 6 Student Achievement\*

### Performance Goal:

Rock Hill Schools will increase the percentage of students scoring proficient on SC READY Math (Grades 3-8). The system will increase the number of students scoring a Level 2 or above in Math to 80% by 2024 as measured by SC READY.

**PM** 6.1 Rock Hill Schools will increase the percentage of students scoring proficient on SC READY Math (Grades 3-8) to 76.33% for the 2019-20 school year.

### Analysis of Actual vs. Projected Data:

Baseline data is 73.60% scoring level 2 or above, established in 2017, this percentage will increase to 76.33 for the 2019-20 school year.

**S** 6.1.1 Reports from benchmarks and common assessments, MAP and Tableau data, professional development sessions, feedback from exit evaluations, analysis of IREADY diagnostics, review of tutoring data

### Evidence-Based Research:

<https://www.nwea.org/map-growth/> <https://ies.ed.gov/ncee/wwc/>

**AS** 6.1.1.1 Interventions for Increased Percentage of Students Scoring Level 2 or above on SC READY Math

### Action Step:

Monitor percentage off elementary and middle level students at or above specified proficiency on MAP math, based upon predicted correlation with SC READY. Utilize math benchmarks at Quarters 1, 2, and 3 and monitor data from each elementary and middle school by grade level.

### Person Responsible:

Chief of Academics and Accountability

### Estimated Begin Date:

8/1/2019

### Estimated Completion Date:

6/30/2020



**AS** 6.1.1.2 Interventions for Increased Percentage of Students Scoring Level 2 or above on SC READY Math

Action Step:

Provide professional development for Math in Practice Intervention Continue implementation of IREADY for ESE elementary students in mathematics Implement math tutors for targeted remediation for Grades 4 and 7 in each of the elementary and middle schools throughout the year. Targeted after school tutoring will be provided for schools rating Below Average or Unsatisfactory on the SC state report card.

Person Responsible:

Math Specialists, ESE Leadership, Math Coaches

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 6.1.1.3 Intervention to Increase Percentage of students scoring Level 2 or above on SC READY Math

Action Step:

Superintendent and cabinet meet with all principals three times during the school year to discuss data and on-going student achievement for each school. Superintendent conducts regular school visits with principals throughout the year.

Person Responsible:

Superintendent

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**7 Student Achievement\***

Performance Goal:

Rock Hill Schools will increase the percentage of students graduating at each high school. The graduation rate will increase to 90% by 2024.

**PM** 7.1 Rock Hill schools will increase the graduation rate to 86.2% for the 2019-20 school year.

Analysis of Actual vs. Projected Data:

Baseline data indicates 83.2% graduation rate for the 2017-18 school year. Projected increase for 2019-20 is 86.2%.

§ 7.1.1 Graduation data, evidence of strategies to support district efforts, evidence of district processes and evaluation of process related to graduation rate, enhanced dropout prevention processes, services provided and evaluation of efforts to support pregnant and parenting subgroup, evidence of professional development and related in-service, review of resources to support students staying in school to graduate.

Evidence-Based Research:

<https://ies.ed.gov/ncee/wwc/>

AS 7.1.1.1 Interventions to Support Improved Graduation Rate

Action Step:

Establish strategies that address and support students at risk for dropping out. Access and review monthly reports via Power School, shared with guidance and school staff to identify at risk students Monitor process for at risk and students withdrawing from school, or student reported to be attaining GRE. Target enhanced support for pregnant and parenting students

Person Responsible:

Instruction Department, Student Services, Graduation Coaches

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

6/30/2020

AS 7.1.1.2 Interventions to Support Improved Graduation Rate.

Action Step:

Provide staff development for counselors, PowerSchool staff, and district staff on managing strategies associated with best practices in improving graduation rate within the district. Implement wraparound services that may support students staying in school and graduating.

Person Responsible:

Instruction Department, ESE, Student Services, Graduation Coaches

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

8 Student Achievement\*

Performance Goal:

Rock Hill Schools will increase the percentage of students scoring proficient on End of Course assessments in Algebra I and Biology. The system will increase students scoring a D or higher in Algebra 1 to 79%; and in Biology to 70.33% by 2024 as evidenced on SC EOC assessments. As the state shifts from English 1 to an English 2 assessment, English 2 baseline data (once determined) will be used to set future target for English 2.

**PM** 8.1 Rock Hill Schools will increase the percentage of student scoring proficient on the End of Course assessments in Algebra 1 to 74.5% and in Biology to 65.42% for the 2019-20 school year.

Analysis of Actual vs. Projected Data:

Algebra 1 baseline data in 2018 was 71.70% scoring proficient, this is projected to increase to 74.5% for the 2019-20 school year.

Biology baseline data in 2018 was 60.60% scoring proficient, this is projected to increase to 65.42% for the 2019-20 school year.

**S** 8.1.1 Common formative assessments are scheduled systemically, administered and reviewed by district staff, teachers, and administrators; evidence of PLC notes and planning sessions; evidence of LDC and MDC meetings evaluation of professional learning, access and review of performance data using Tableau; evidence of Mastery Connect utilization, evaluation notes from teachers; continuous improvement notes

Evidence-Based Research:

<https://ies.ed.gov/ncee/wwc/>

**AS** 8.1.1.1 Interventions to Improve EOC proficiency in Algebra I and Biology

Action Step:

Implement district common, formative assessments in all Algebra 1 and Biology classes Instructional coaches meet with PLC's to examine and discuss data related to student performance Instruction department schedules regular meetings with principals and PLC's regarding data related to student performance and strategies for progress monitoring

Person Responsible:

Executive Dir. of Secondary, Instruction Dept. Math Coaches, Math Specialists

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 8.1.1.2 Interventions to Improve Percentage of Students Scoring Proficient on the EOC in Algebra I and Biology

Action Step:

Continue the district's work with Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) and monitor progress by district ELA and Math specialists. Explore and implement Mastery Connect assessments that will assist teachers with question development and formative assessments that can be used throughout the semester.

Person Responsible:

Instruction Dept. Math and ELA Specialists, Executive Dir. Secondary

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/23/2020

**AS** 8.1.1.3 Interventions to Improve Proficiency on EOC in Algebra 1 and Biology

Action Step:

Superintendent and cabinet staff meet with high school principals during the year as well as conduct school visits to assess on-going progress and continuous improvement.

Person Responsible:

District Leadership

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**9 Teacher/Administrator Quality\***

Performance Goal:

Rock Hill Schools will build capacity in its administrators and teachers to analyze and utilize quantitative and qualitative data ensuring that meaningful curriculum, instruction, assessment, and resource planning occur throughout the total school system during each academic year. This can be measured through improvement of SC READY Interim Targets in ELA/Math, SC PASS Interim Targets in Science/Social Studies, and graduation rate data.

**PM** 9.1 Interventions to Improve Teach Quality through analysis and monitoring of student data to increase interim targets, increasing student achievement for 2019-20 on SC READY, SC PASS and graduation rate.

Analysis of Actual vs. Projected Data:

Baseline data for SC READY ELA is 77.06; baseline for Science/Social Studies ; Baseline graduation rate 83.2% Project increase SC READY ELA to 79.22; project increase for Science/Social Students to 84.62; project increase in graduation rate 86.2% for the 2019-20 school year. SC PASS (Science & Social Studies) SC PASS Science SC PASS Social Studies Percent Scoring Level 2 or Above Percent Scoring Level 3 or Above Percent Scoring Level 2 or Above Percent Scoring Level 3 or Above Percent Scoring Level 2 or Above Percent Scoring Level 3 or Above 2018 81.75% 57.82% 75.51% 49.61% 91.15% 70.19% Definitions Level 2 or Above

Approaches Expectations or Higher on SC PASS Science and Not Met 2 or Higher on SCPASS Social Studies. Level 3 or Above Meets Expectations or Higher on SC PASS Science and Met or Higher on SCPASS Social Studies.

§ 9.1.1 Evidence of increased graduation rate and decreased dropout rate, evidence of interventions and remediation strategies at all grade levels; MAP data and Tableau dashboard data; school renewal plans and documentation of interventions; utilization of formative and summative assessment data; evidence of instructional technology resources integrated within teacher lessons and school goals; evidence of professional learning communities meeting notes and minutes at the school and district levels

Evidence-Based Research:

<https://ies.ed.gov/ncee/wwc/>

AS 9.1.1.1 Data analysis to design and implement specific targeted instructional plans for all students.

Action Step:

Counselors, teachers and administrators will analyze and monitor data that support and impact both the graduate and dropout rates. This includes providing strategies, interventions and remediation for students throughout the K-12 continuum. Teachers in grades K-9 will utilize MAPS assessment data to design and implement specific instructional plans for all students. Teachers in grades 3-12 will utilize SC READY, SC PASS, and EOC data in order to design and implement specific instructional plans for all students. Teachers in grades K-12 will utilize a balanced assessment system that features formative and summative assessment data in which appropriate ongoing decisions regarding instructional design, pacing, lesson plans, teacher, and reteaching occurs for each student.

Person Responsible:

Chief of Academics and Accountability, Executive Dir. Secondary, Executive Dir. Elementary

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

AS 9.1.1.2 Data analysis to design and implement specific targeted instructional plans for all students.

Action Step:

Schools will continue the use of their school renewal plans to strategically identify instructional goals and strategies for their students on an ongoing basis. Teachers and administrators will continue to learn and implement best-practices in student-centered teaching and learning through adoption of the LEAP (Learning Environment, Equitable Resources, Achievement, Prepare for Success) instructional model. Teachers will continue the implementation of the professional learning community model so that a systematic means of improving instruction and school culture may become more efficient and effective at all sites. Teachers will continue to receive coaching in the areas of technology integration as well as support with the district's learning management system, which allows for more structure and personalized resources within student-centered instruction.

Person Responsible:

Chief of Planning, Executive Dir. of Secondary, Executive Dir. Elementary

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

**AS** 9.1.1.3 Data analysis to design and implement specific targeted instructional plans for all students.

Action Step:

Teachers will receive training, resources, and support in learning and applying social and emotional learning (SEL) and student wellness strategies for their students. The district will provide content specialists and coaches at each grade level who will research, train, evaluate, model and help implement teaching strategies and materials as well as coordinate curricula between classes. This includes helping to design, implement, and evaluate programs for teaching staff development as well as visiting classrooms to provide support for teachers and help them to improve teaching methods. District will organize provide, and conduct walk-through tools to aid teachers in effective coaching, mentoring, and peer support to build effective teacher capacity in instruction and technology.

Person Responsible:

Dir. ESE, Exec. Dir. Sec., Exec. Dir. Elementary, Dir. Prof. Development

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

Gifted and Talented Required Tables

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

Gifted and Talented Policies and Practices

Policies and Practices	Grade Level	Academic	Artistic
The district utilizes state identification of gifted and talented students for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The district utilizes trial placement (1 year conditional placement) for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input type="checkbox"/>	<input type="checkbox"/>
	6-8	<input type="checkbox"/>	<input type="checkbox"/>
	9-12	<input type="checkbox"/>	<input type="checkbox"/>
The district utilizes a local identification process (local criteria rubric) for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input type="checkbox"/>	<input type="checkbox"/>
	6-8	<input type="checkbox"/>	<input type="checkbox"/>
	9-12	<input type="checkbox"/>	<input type="checkbox"/>
The district utilizes a formal withdrawal policy for:	1-2	<input type="checkbox"/>	<input type="checkbox"/>
	3-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Gifted and Talented Scope and Sequence

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

### Gifted and Talented Grades of Academic Service

		Curriculum Area					
Grade	Model	Use approved abbreviations for curriculum	Interdisciplinary	ELA	Math	Science	Social Studies
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Enrichment/Pull Out	Curriculum Used		GB WMJD JLL	HOE		
4	Enrichment/Pull Out	Curriculum Used		GB WMLR JLL MCT	HOE		
5	Enrichment/Pull Out	Curriculum Used		GB WMPC JLL MCT	HOE		
6	Core	Curriculum Used		GT Grade 6 ELA	GT Grade 6 Math	Advanced Science	Advanced Social Studies
7	Core	Curriculum Used		GT Grade 7 ELA	GT Grade 7 Math	Advanced Science	Advanced Social Studies
8	Core	Curriculum Used		GT English 1	GT Algebra 1	Advanced Science	Advanced Social Studies
9	Core	Curriculum Used		Honors	Honors	Honors	Honors/AP
10	Core	Curriculum Used		Honors	Honors	Honors	Honors
11	Core	Curriculum Used		Honors, AP, IB, dual credi	Honors, AP, IB, dual credi	Honors, AP, IB, dual credi	Honors, AP, IB, dual credi
12	Core	Curriculum Used		Honors, AP, IB, dual credi	Honors, AP, IB, dual credi	Honors, AP, IB, dual credi	Honors, AP, IB, dual credi

### Gifted and Talented Grades of Artistic Services

Model Used:

Auditioned Performing Groups & Advanced HS Coi



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			Auditioned Choir			
5	Curriculum Used			Auditioned Choir			
6	Curriculum Used		Summer Arts Camp	Summer Arts Camp; Audi	Summer Arts Camp	Summer Arts Camp	
7	Curriculum Used		Summer Arts Camp	Summer Arts Camp; Audi	Summer Arts Camp	Summer Arts Camp	
8	Curriculum Used		Summer Arts Camp	Summer Arts Camp; Audi	Summer Arts Camp	Summer Arts Camp	
9	Curriculum Used			Auditioned Choir, Band, a	Auditioned plays	Differentiated visual arts c	
10	Curriculum Used			Auditioned Choir, Band, a	Auditioned plays	Differentiated visual arts c	
11	Curriculum Used			Auditioned Choir, Band, a	Auditioned plays; IB/AP o	Differentiated visual arts c	
12	Curriculum Used			Honors Choir, Band, and	Auditioned plays; IB/AP o	Differentiated visual arts c	

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

The District notifies parents of the community of its nomination and screening windows through the following methods:

Parent letters and meetings  
Notification letters before testing  
ST-ARTS notification to parents of auditions for artistic summer program  
District and School websites with additional GT information  
\*Translations/Services are provided

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.

Type	Document Template	Document/Link
GT Identification Screening Notification [Upload between 1 and 4 document(s)]	N/A	 <a href="#">GT Notification Letter Elementary</a>  <a href="#">CogAT Parent Letter Translated</a>  <a href="#">2018 CogAt Parent Letter</a>  <a href="#">GT Website Information Elementary</a>

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

**4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0**

☐ Not Applicable

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

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

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

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

**\* 1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.**

**Goals:**

- To meet the needs of students who want to self-accelerate
- To meet the needs of students who need to learn at a slower pace
- To differentiate instruction for personalized learning
- To differentiate delivery of instruction to meet the needs of student schedules
- To serve the needs of disenfranchised students
- To serve the needs of students who are at risk of dropping out
- To serve the needs of students who have been placed in an alternative educational setting

**\* 2. Which schools within the district are involved?**

South Pointe High School  
Northwestern High School  
Rock Hill High School  
Applied Technology Center

**\* 3. How will the district determine which students are eligible to participate in a proficiency-based course?  
Is there an appeal process?**

All students have access to the Phoenix Academy and the Applied Technology Center, as well as GradPoint and VirtualSC courses.

Students who wish to register for proficiency-based courses meet with their school counselors prior to registering for the courses. This is done in a manner to be sure that students are signing up for the appropriate courses. We also need to ensure that the students are aware of what an online classroom looks like and how they differ from traditional classrooms. This also allows the school or district to locate a teacher of record if that is necessary.

We have not needed to use an appeal process.

**\* 4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?**

Rock Hill Schools uses GradPoint online courses, VirtualSC courses, and teacher-created materials. We previously used APEX for online courses. When considering a new vendor, a committee was formed of administrators, teachers, and counselors to hear presentations and demonstrations from various vendors; the committee made the decision to move away from APEX and secure GradPoint.

**\* 5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern?**

Yes, all students have access and can advance in a self-paced learning mode. Rock Hill Schools proficiency-based programs also serve students placed in an alternative setting due to behavior.

**\* 6. Please provide the link to the district's policy on the proficiency-based system plan.**

[https://www.boardpolicyonline.com/?b=york3\\_rock\\_hill](https://www.boardpolicyonline.com/?b=york3_rock_hill)

## **Policy IJNDAA Distance, Online and Virtual Education**

[https://www.boardpolicyonline.com/?b=york3\\_rock\\_hill](https://www.boardpolicyonline.com/?b=york3_rock_hill)

# Policy IJNDAA Distance, Online and Virtual Education - Rule

## **\* 7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?**

Individualized learning opportunities enhance the school experience for many students. Content/credit recovery, VirtualSC courses, and GradPoint online courses assist students in accelerating, recovering

Credit, and staying on track to graduate. The courses at our Applied Technology Center are geared to workforce development with an employable skill focus. The varied pathways that Rock Hill Schools

provides for student success help to decrease the dropout rate and increase the graduation rate. We offer individualized learning opportunities at our high schools, the Applied Technology Center, and through our Phoenix Academy. All proficiency opportunities are aligned with the Profile of the SC Graduate.

## **\* 8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?**

The courses that are being offered to our students have been vetted by a district team of curriculum specialists and classroom teachers to be certain that the content delivered in each online course aligns with state standards. Outlines were developed for how GradPoint courses should be used to allow students to earn credit through the credit recovery process as well as make up assignments through the content recovery process.

The courses taught through the VirtualSC program are developed by South Carolina teachers to meet the standards that are required by the State for each credit-bearing course.

**\* 9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?**

Online learning is not successful for every student, which is why we use it as an available option. Students meet with school counselors prior to signing up for these courses. Students are encouraged to engage with the teacher of the course whenever possible.

When students are taking a course for initial credit through Phoenix Fast Track or VirtualSC they do have a teacher on the other side of the computer that they can email or skype with if they have specific course questions. Students at the Phoenix and Renaissance Academy are sitting in a classroom with a certified teacher while working on the course online. This gives them the opportunity to work through the curriculum at their own pace, with the access to actual teachers when questions arise.

Students who are completing credit or content recovery are encouraged to attend tutoring sessions for questions that they may need answered. In the summer months, credit recovery is offered to students who did not pass a course or courses. We have students complete summer school credit recovery at schools with teachers, even though they can work at home. The district pays content area teachers (English, math, Science, Social Studies, SPED) to work at summer school and be available to work with the students on content that they need to have re-taught.

Students receive their same IEP/504 accommodations in the online classroom as they would in the traditional classroom. We also have Special Education teachers available to assist with implementing the accommodations when necessary. Some of the online programs have the accommodations built in to their programs (i.e. being able to listen to a lesson or a test instead of reading it off the screen).

**\* 10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?**

Content recovery is available to all students in all courses and can take place through a number of methods. Some teachers provide content recovery through tailored GradPoint courses; this is especially helpful for a student that may have been out for an extended period of time and needs to actually be taught the lessons. For courses that do not easily align with the standards and units offered in a GradPoint course, or a course not available through GradPoint, the teacher works with the student to put together a content recovery packet. This is done on an as-needed basis with the student, so that it is tailored to that student's needs. Another best practice for content recovery employed in Rock Hill Schools is reteaching and retesting of assessments to ensure that the student has mastered the content area. Students are eligible to retake an assessment upon attending a re-teaching session with the teacher.

**\* 11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?**

The plan is evaluated annually through data collection of the number of courses attempted and the success rate of credits recovered. VirtualSC enrollment will be monitored along with the pass rate of each course. Each high school is responsible for data collection and reporting to the Executive Director of Secondary Education.

The alternative programs at the Phoenix Academy and Renaissance Academy monitor student enrollment, course credits earned, and advanced courses passed each semester, as well as EOC pass rate.

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



Beginning with the ninth grade year, IGP conferences are held to determine the high school pathway for each student. The high school course guide (program of study) is shared with each student and parent. The program of study and online offerings are available through the guidance department, school websites, and by way of ongoing conferencing with students throughout the school year. Annual updates are made to the IGP with parent and student and course options are discussed each year.

School counselors make recommendations for students to complete proficiency-based courses based on the individual needs and goals of the student. Part of being able to recommend a course is being aware of the student's strengths and weaknesses as well as the support for the program outside of the school. We need to be sure that we are not setting the student up for failure in an online program.

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

Yes, ongoing throughout the year as needed by students.

A blended learning environment provides opportunities for the teacher to address the needs of each student. Students have access to online course work with teacher accommodations when needed.

- Teachers build a relationship and trust factor with our students. This helps them to understand that we are here to help them.
- Students are encouraged, within boundaries, to use computer searches to look for different explanations.
- Numerous resources are scattered throughout the room to use as focal points when explaining more challenging concepts.
- Work individually with students to model problems.
- Provide oral testing accommodations when needed.

- Provide assistance throughout the writing process and provide graphic organizers as needed.
  - Use supplemental materials that can be easier understood and may offer better examples.
  - Allow students to access material and resources that best identify with their learning strengths.
  - Use virtual labs and lessons, science games.
  - Encourage students to practice and take notes from videos such as Khan Academy.
  - Keep hands-on visual instruction materials in students' reach, such as geometric figures for geometry.
  - Emphasize the use of highlighting and color coordinating notes and vocabulary, especially for visual learners.
- 
- Encourage students to use the auditory icon in the GradPoint curriculum so text can be read to them.
  - Encourage students to clarify what they heard, read, and learned in their own words.

**\* 14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.**

Ms. Jennifer Morrison, Executive Director of Secondary Education

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

### **Alternative Programs**

#### **Courses/Teachers/Certificate Numbers**

**Phoenix Academy**  
**Courses Taught by Teachers**

Ms. Janice Groves: (201034) Algebra I, Foundations in Algebra, Intermediate Algebra, Algebra II, Algebra II Honors, Geometry, Geometry Honors, Statistics, AP Statistics, Pre-Cal, Pre-Cal Honors, Financial Literacy

Ms. Michelle Campbell: (193374) Algebra I, Foundations in Algebra, Intermediate Algebra, Algebra II, Algebra II Honors, Geometry, Geometry Honors, Statistics, Financial Literacy

Mr. Jeremy Hughes: (287572) Algebra I, Foundations in Algebra, Intermediate Algebra, Algebra II, Algebra II Honors, Geometry, Geometry Honors, Statistics, Pre Cal, Pre Cal Honors

Mrs. Rose Jones: (151098) English I, English II, English II Honors, English III, English III Honors, English IV, Creative Writing

Ms. Anneleise Dickens: (175375) English I, English II, English II Honors, English III, English III Honors, English IV, Creative Writing

Mrs. Andra Mack: (273233) English I, English II, English II Honors, English III, English III Honors, English IV, Creative Writing

Dr. Sharon Watson: (201558) Survey of US History, American History, Government, Economics, Law Related Education, Psychology, Sociology

Mr. Brian Worrill: (213967) Survey of US History, American History, Government, Economics, World Geography, World Religions, Psychology, Sociology

Mrs. Jacqueline Poole: (244338) Biology I, Biology II, AP Biology, Physical Science, Earth Science, Health, Environmental Science

Mrs. Felicia Robinson: (232994) Biology I, Biology II, Physical Science, Earth Science, Health, Physics, Marine Biology, Environmental Science

Ms. Davis: (292593) Physical Education

Mrs. Nicole Jordan: (192864) Exceptional Education – Phoenix Academy

Dr. Kathy Barber: (256300) Exceptional Education – Renaissance Academy, Adult Education, Applied Technology Center

**Renaissance Academy**  
**Courses Taught by Teachers**

Dr. Jennifer Baughman: (241378) English I, English 2, English 3, English 4, Creative Writing

Mr. James Berry: 250174) Survey of US History, American History, Government, Economics, World Geography, World Religions, Psychology, Sociology, Law Related Education

Mr. David Norton: (150052) Biology I, Biology II, Physical Science, Earth Science, Health, Marine Biology, Environmental Science

Mrs. Angie Mintor-Johnson: (184698) Algebra I, Foundations in Algebra, Intermediate Algebra, Algebra II, Algebra II Honors, Geometry, Geometry Honors, Statistics, Financial Literacy

Ms. Morgan Davis: (292593) PE

Identification of Summer School Program Sites

4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

☐ No Summer School Program Sites

**Directions**

1) List and complete all information for all school sites in the district that will implement a Summer School Program.

2) SBE Reg. 43-240: Summer School Program Criteria

A) Answer "Yes" if the Summer School Program meets the following SBE Reg. 43-240 criteria:

i) Grades 1-8 students are required to attend the Summer School Program in order to be promoted to the next grade level.

ii) Grades 9-12 students are awarded high school credit.

**Site Information**

Name of Site for Summer School Program	Name of Site Administrator	E-mail Address of Site Administrator	Purpose of Summer School Program	Meets SBE Reg. 43-240: Summer School Program Criteria	Grade Level
* Read to Succeed Summer Camp	* Jaime Cochrane and Mabra Wayman	* J.Cochrane@rhmail.org ; MWayman@rhmail.org	* Read to Succeed ▼	* Yes ▼	* Elem. ▼
* SIP Summer Program	* Robert Hamm	* Rhamm@rhmail.org	* Other ▼	* Yes ▼	* Elem. ▼
* Middle School Summer School	* Takela Burns	* tburns@rhmail.org	* Promotion in Grades 1-8 ▼	* Yes ▼	* Middle ▼
* Northwestern High School Summer School	* Jackie Persinski	* jpersinski@rhmail.org	* Credit Recovery ▼	* Yes ▼	* High ▼
* Rock Hill High School Summer School	* Beau Modla	* bmodla@rhmail.org	* Credit Recovery ▼	* Yes ▼	* High ▼
* South Pointe High School	* Meredith Johnson	* mjohnson@rhmail.org	* Credit Recovery ▼	* Yes ▼	* High ▼

## Assurances

### 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

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

* <input type="text" value="Yes"/>	<b>Academic Assistance, PreK-3</b>
	The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* <input type="text" value="Yes"/>	<b>Academic Assistance, Grades 4-12</b>
	The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* <input type="text" value="Yes"/>	<b>Parent Involvement</b>
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* <input type="text" value="Yes"/>	<b>Staff Development</b>

	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.
* <input type="text" value="Yes"/> ▼	<b>Technology</b>
	The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* <input type="text" value="Yes"/> ▼	<b>Innovation</b>
	The district funds innovative activities to improve student learning and accelerate the performance of all students.
* <input type="text" value="Yes"/> ▼	<b>Collaboration</b>
	The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* <input type="text" value="Yes"/> ▼	<b>Developmental Screening</b>
	The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
* <input type="text" value="Yes"/> ▼	<b>Half-Day Child Development</b>
	The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* <input type="text" value="Yes"/> ▼	<b>Developmentally Appropriate Curriculum for PreK-3</b>
	The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.



* <input type="text" value="Yes"/> ▼	<b>Parenting and Family Literacy</b>  The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* <input type="text" value="Yes"/> ▼	<b>Recruitment</b>  The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* <input type="text" value="Yes"/> ▼	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>  The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

**Students Health and Fitness Act Assurance  
(S.C. Code Ann. § 59-10-330)**

* <input type="text" value="Yes"/>	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006-07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with S.C. Code Ann. § 59-10-330, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan, pursuant to S.C. Code Ann. § 59-20-60.
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### Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 et seq.)

The superintendent certifies that:

* <input type="text" value="Yes"/>	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
* <input type="text" value="Yes"/>	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
* <input type="text" value="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.)
* <input type="text" value="Yes"/>	Each middle and high school in the district employs certified career development facilitators who perform the thirteen duties specified in the EEDA legislation.
* <input type="text" value="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.
* <input type="text" value="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).

* <input type="text" value="Yes"/>	All tenth grade students in the district have chosen a career major (Students may change their major if they desire to do so).
* <input type="text" value="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.)
* <input type="text" value="Yes"/>	Each high school in the district is organized around a minimum of three of the sixteen national career clusters.
* <input type="text" value="Yes"/>	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk for dropping out of school actually graduate from high school with a state diploma.
* <input type="text" value="Yes"/>	Each high school in the district has implemented High Schools That Work, or another state-approved comprehensive reform model.
* <input type="text" value="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.
* <input type="text" value="Yes"/>	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

**Read To Succeed Assurances**  
**(S.C. Code Ann. § 59-155-180 et seq.)**

* <input type="text" value="Yes"/>	<b>District Reading Plan</b>
	The district has a reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
* <input type="text" value="Yes"/>	<b>4K and 5K Readiness Assessment</b>
	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.

* <input type="text" value="Yes"/>	<b>Third Grade Retention</b> The district provides support to ensure any students who are not reading on grade level by the completion of third grade are provided with an instructional program based upon each student's needs as determined by local and state formative and summative assessment data. Furthermore, the district will provide intervention services-including summer reading camps-to reduce the number of students needing retention at the beginning of the following school year.
* <input type="text" value="Yes"/>	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
* <input type="text" value="Yes"/>	<b>Interventions</b> The district provides interventions based on data for all identified students.
* <input type="text" value="Yes"/>	<b>Summer Reading Camps</b> The district offers summer reading camps for identified students.

## Gifted and Talented

### Gifted and Talented Assurances (SBE Regulation 43-220)

The district serves:

* <input type="text" value="Yes"/>	Academically gifted and talented students in elementary school (grades 3-5).
* <input type="text" value="Yes"/>	Academically gifted and talented students in middle school (grades 6-8).
* <input type="text" value="Yes"/>	Academically gifted and talented students in high school (grades 9-12).
* <input type="text" value="Yes"/>	Artistically gifted and talented students in elementary school (grades 3-5).
* <input type="text" value="Yes"/>	Artistically gifted and talented students in middle school (grades 6-8).

\* Yes ▼

Artistically gifted and talented students in high school (grades 9-12).

\* N/A ▼

Academically gifted and talented students in grades 1 and 2 (optional).

### Academically and Artistically Gifted and Talented Plan

The district's comprehensive plan is aligned and coordinated with a continuum of services that addresses the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the plan:

\* Yes ▼

Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;

\* Yes ▼

Support services that facilitate student learning and personalized education;

\* Yes ▼

Programming models that facilitate the delivery of differentiation in curriculum and instruction;

\* Yes ▼

Classroom ratios that foster positive results;

\* Yes ▼

Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met;

\* Yes ▼

Systematic assessment of student progress and programming effectiveness relative to goals.

### Curriculum, Instruction, and Assessment

Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:

\* Yes ▼

Content, process, and product standards that exceed the state-adopted standards for all students, and provide challenges at appropriate levels for strengths of individual students;

\* Yes ▼

Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;

* <input type="text" value="Yes"/>	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
* <input type="text" value="Yes"/>	Confluent approaches incorporating acceleration and enrichment;
* <input type="text" value="Yes"/>	Opportunities for the critical consumption, use, and creation of information using available technologies;
* <input type="text" value="Yes"/>	Evaluation of student performance and programming effectiveness.

### Programming Models and Time

The district:

* <input type="text" value="Yes"/>	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services;
* <input type="text" value="Yes"/>	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services;
* <input type="text" value="Yes"/>	Meets or surpasses the minimum programming minutes for the approved model of services.

### Innovative Model (SCDE approved)

* <input type="text" value="N/A"/>	Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
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### Staffing Requirement

The district must:

* <input type="text" value="Yes"/>	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
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* <input type="text" value="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.)
* <input type="text" value="Yes"/>	Provide planning times for Gifted and Talented teachers. The standard is two hundred fifty minutes a week or the appropriate grade-level equivalent.
* <input type="text" value="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.
* <input type="text" value="Yes"/>	Provide training and guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
* <input type="text" value="Yes"/>	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and interpret student data in such a way as to insure appropriate student placement.

### Communication and Reporting Requirements

* <input type="text" value="Yes"/>	The district provides all parents/guardians with effective, written notice of the gifted and talented programming, screening/referral procedures, and eligibility requirements.
* <input type="text" value="Yes"/>	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
* <input type="text" value="Yes"/>	The district annually submits Form A Reports signed PDF.
* <input type="text" value="Yes"/>	The district annually submits Form A Reports Excel file.
* <input type="text" value="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:

Met

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

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



## Terms and Conditions for State Awards Assurances

As the district superintendent, I certify that this applicant:

- |                                    |   |
|------------------------------------|---|
| * <input type="text" value="Yes"/> | Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.  |
| * <input type="text" value="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.   |
| * <input type="text" value="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 budget line item, and can differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, if any, regardless of the type of funds that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. |
| * <input type="text" value="Yes"/> | Will comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.   |
| * <input type="text" value="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.  |
| * <input type="text" value="Yes"/> | Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.   |
| * <input type="text" value="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.   |

* <input type="text" value="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)].
* <input type="text" value="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

* <input type="text" value="Yes"/>	<b>Completeness of Proposal</b>  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.
* <input type="text" value="Yes"/>	<b>Non-awards/Termination</b>  The SCDE reserves the right to reject any and all applications and refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
* <input type="text" value="Yes"/>	<b>Reduction in Budgets and Negotiations</b>  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.

* <input type="text" value="Yes"/> ▼	<b>Amendments to Grants</b>  Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
* <input type="text" value="Yes"/> ▼	<b>Use of Grant Funds</b>  Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
* <input type="text" value="Yes"/> ▼	<b>Submission of Expenditure Reports</b>  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).
* <input type="text" value="Yes"/> ▼	<b>Obligation of Grant Funds</b>  Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty days after the end of the grant period.
* <input type="text" value="Yes"/> ▼	<b>Deobligation of Funds</b>  After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
* <input type="text" value="Yes"/> ▼	<b>Documentation</b>  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 " <u>Guidelines for Retaining Documentation to Support Expenditure Claims</u> ".
* <input type="text" value="Yes"/> ▼	<b>Travel Costs</b>  

	Travel costs, if allowed under this solicitation, must not exceed the limits noted in the United States General Services Administration ( <a href="http://www.gsa.gov">www.gsa.gov</a> ) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of this <u>document</u> ). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
* <input type="text" value="Yes"/> ▼	<b>Honoraria</b>
	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.
* <input type="text" value="Yes"/> ▼	<b>Reports</b>
	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.
* <input type="text" value="Yes"/> ▼	<b>Copyright</b>
	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.

### Certification Regarding Suspension and Debarment

By submitting an application, the applicant certifies, to the best of his/her knowledge and belief, the applicant and/or any of its principals, subgrantees, or subcontractors:

* <input type="text" value="Yes"/>	Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; has committed a violation of federal or state antitrust statutes relating to the submission of offers; participated in the commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property;
* <input type="text" value="Yes"/>	Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above;
* <input type="text" value="Yes"/>	Has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

## Audits

Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:

* <input type="text" value="Yes"/>	The applicant acknowledges and understands that entities expending \$750,000 or more in federal during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
* <input type="text" value="Yes"/>	The applicant acknowledges and understands that entities expending less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

\* Yes ▼

## Records

The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

## Waiver

### 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

☐ **Not Applicable**

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:










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

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:  
<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

	<b>District Wavier Requested and Approved</b>	<b>Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.</b>
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation <div></div>	

## Related Documents

### 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0




Required Documents		
Type	Document Template	Document/Link
GT Identification Screening Notification [Upload between 1 and 4 document(s)]	N/A	 <a href="#"><u>GT Notification Letter Elementary.</u></a>  <a href="#"><u>CogAT Parent Letter Translated</u></a>  <a href="#"><u>2018 CogAt Parent Letter</u></a>  <a href="#"><u>GT Website Information Elementary.</u></a>
2019–20 District Academic Calendar [Upload 1 document(s)]	N/A	 <a href="#"><u>Academic Calendar</u></a>
District Policy for Credit Recovery [Upload 1 document(s)]	N/A	 <a href="#"><u>Credit Recovery Policy.</u></a>
Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	 <a href="#"><u>Teacher Climate</u></a>  <a href="#"><u>Student Climate</u></a>  <a href="#"><u>Parent Climate</u></a>








## Checklist

### 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

#### Checklist Description ([Collapse All](#) [Expand All](#))

	<b>1. Plan Information and Stakeholders</b>	Not Reviewed ▼	
	1. Strategic Plan Information is correct and acceptable.		
	2. Stakeholder listing is appropriate.		
	<b>2. Needs Assessment</b>	Not Reviewed ▼	
	1. Link is correct.		
	2. Executive Summary content is clear and acceptable.		
	<b>3. Performance Goals, Interim Performance Goals, Indicators of Implementation and Action Steps</b>	Not Reviewed ▼	
	1. All required performance goal areas have been addressed.		
	2. Goals are complete and appropriate.		
	3. Goals contain all necessary parts.		
	4. Action steps contain complete information and are clear and appropriate.		
	<b>4. Read to Succeed</b>	Not Reviewed ▼	
	1. Responses are clear, complete and appropriate.		
	2. Responses are complete, clear and appropriate.		
	<b>5. Gifted and Talented Required Tables</b>	Not Reviewed ▼	
	1. Responses are complete, thorough and appropriate		

	<b>6. Proficiency-Based System</b>	Not Reviewed ▼	
	1. Responses are complete, clear and appropriate.		
	<b>7. Identification of Summer School Program Sites</b>	Not Reviewed ▼	
	1. Responses are clear, thorough and appropriate.		
	<b>8. Assurances</b>	Not Reviewed ▼	
	1. Responses are appropriate.		
	<b>9. Waiver</b>	Not Reviewed ▼	
	1. Waiver documentation correct, if applicable.		
	<b>10. Related Documents</b>	Not Reviewed ▼	
	1. Any uploaded documents are correct and appropriate.		