

2017—18 Amended Review of District Strategic and School Renewal Plans

District/School: Calhoun 01 2016/17 to 2020/21

District Contact: Christia Murdaugh SCDE Reviewer: Nicole Ivory

Component	Requirement	Revisions
Plan Submitted by Statutory Date	<u>Met</u>	
Cover Page:	<u>Met</u>	
Table of Contents:	<u>Met</u>	
Stakeholder Involvement:	<u>Met</u>	
Assurances:	<u>Met</u>	
Comprehensive Needs Assessment:	<u>Met</u>	
Performance Goals:		
Student Achievement:	<u>Met</u>	
Teacher/Administrator Quality:	<u>Met</u>	
School Climate:	<u>Met</u>	
Interim Goals:	<u>Met</u>	
Strategies, Action Plans & Evaluation:	<u>Met</u>	
Waiver:	<u>NA</u>	
School Plans:	<u>Met</u>	
<input checked="" type="radio"/>	NO REVISIONS REQUIRED	<input type="radio"/> REVISIONS DUE ONLINE SEPTEMBER 29, 2017

S.C. Code Ann. § 59-159-10 (Act 135) and the State Board of Education Regulation 43-261 require the development of District Strategic and School Renewal Plans. The mandated components of the five-year planning process are listed above as required by regulation. District and school plans (initial or updates) are due annually on April 30th each year.

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District Strategic Plan Cover Page (Mandated Component)

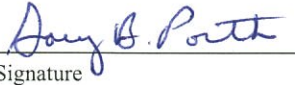
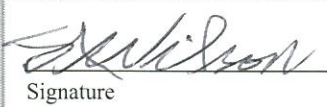
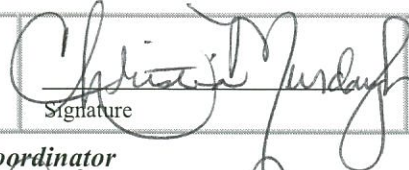
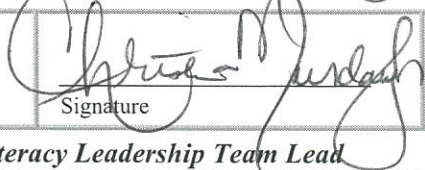
Strategic Plan for years 2016/17 to 2020/21 Annual Update for Year 2017/18

District:	Calhoun 01
SIDN:	0901
Plan Submission:	School utilizes AdvancED
Address 1:	125 Herlong Avenue
Address 2:	
City:	St. Matthews, SC
Zip Code:	29135
District Plan Contact Person:	Christia Murdaugh
Contact Phone:	8036557310
E-mail Address:	cmurdaugh@ccpsonline.net

Assurances

The District Strategic Plan and the Annual Update of the District Strategic Plan include components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, and the district strategic planning coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures

<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Gary Porth</u> Printed Name	 Signature	<u>4/28/17</u> Date
<i>Superintendent</i>		
<u>Dr. Steve A. Wilson</u> Printed Name	 Signature	<u>4/28/17</u> Date
<i>Title II Coordinator</i>		
<u>Christia Murdaugh</u> Printed Name	 Signature	<u>4/28/17</u> Date
<i>District Strategic Planning Coordinator</i>		
<u>Christia Murdaugh</u> Printed Name	 Signature	<u>4/28/17</u> Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		

Christia Murdaugh
Printed Name

Signature

Date

4/28/17

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Dr. Steve A. Wilson
2.	Principal	Ms. Treda Keith
3.	Principal	Brenda Goodwin
4.	Teacher	Grace Farnum
5.	Teacher	Tara King
6.	Parent/Guardian	Amy Barton
7.	Parent/Guardian	Phermela Tullock
8.	Community Member	Shelika Islar
9.	Community Member	Rosalyn Jenkins
10.	Private School Representative	Sonia Cherry
11.	District Level Administrator	Ferlondo Tullock
12.	District Level Administrator	Cynthia Johnson
13.	Paraprofessional	Doris Dunning
14.	Paraprofessional	Michelle Green
15.	District Read To Succeed Literacy Leadership Team Lead	Christia Murdaugh
16.	District Read To Succeed Literacy Leadership Team Member	Cynthia Johnson
17.	School Improvement Council Member	Linda Archie-Simmons
18.	District Gifted and Talented Coordinator	Ferlondo Tullock
19.	District Federal Programs Coordinator	Christia Murdaugh
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	
	Principal	Barry Charley
	District Level Administrator	Sky Strickland
	District Level Administrator	George Kiernan
	District Level Administrator	Jerry Crisp
	Assistant Principal	Chris Mack

Assurances for District Strategic Plan (Mandated Component)

Assurances, checked by the district superintendent, attest that the district complies with all applicable requirements.

Yes	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
Yes	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Yes	Office of Health and Nutrition As required by the Students Health and Fitness Act [section 59-10-330 (B)], the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district’s wellness policy. The district health improvement plan goals and progress toward those goals are included in the district’s strategic plan.
	Chapter 59 of Title 59: Education and Economic Development Act Assurances for Districts 1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.

	2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
	3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
	4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
	5. 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.
	6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
	7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
	8. 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).
	9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
	10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
	11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
	12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

General Grant Assurances for Districts

As the duly authorized representative of #rc.districtName#.

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principles for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2009)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2009)) if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, EDGAR (1999), and other applicable statutes, regulations, program plans, and applications.
- I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.

Yes	<p>O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."</p>
Yes	<p>Terms and Conditions for SCDE Grant Programs</p> <p>A. Completeness of Proposal All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p> <p>B. Termination The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>C. Travel Costs Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.</p> <p>D. Honoraria Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.</p> <p>E. Obligation of Grant Funds Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.</p> <p>F. Use of Grant Funds Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.</p> <p>G. Copyright The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p> <p>H. Documentation The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.</p> <p>I. Reports The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.</p> <p>J. Certification Regarding Suspension and Debarment. By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> ○ Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; ○ Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, ○ forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and ○ Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity. <p>K. Audits</p> <ul style="list-style-type: none"> • Entities expending \$500,000 or more in federal awards: Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than \$500,000 in federal awards: Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO). <p>L. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.</p> <p>M. Reduction in Budgets and Negotiations. The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.</p> <p>N. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
	<p>Read To Succeed Act 284 Assurances</p> <p>Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.</p>

Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students are provided with an instructional program based on student needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017-18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Signature	
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District Strategic Plan Waiver Requests

The SBE has the authority to waive regulations pursuant to R. 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.

☒ Not Applicable

1. Teachers teaching more than 1500 minutes	
2. Teachers teaching more than 4 preps	
3. Extension for initial District Strategic and School Renewal Plans	
4. High School Principal over two schools or grades more than 9-12	
5. Other (Write in justification space)	
6. Other (Write in justification space)	

Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Primary School (K - 2)			
Prime Instructional Time	87.7%	Down from 90.0%	Weather
Pupil-Teacher Ratio	20.8 to 1	Up from 19.6 to 1	Increase in enrollment
Percentage of Teachers Returning	93.0%		
Percentage of Teachers with Advanced Degrees	61.0% Up from 60.7%		
Professional Development	100.0% Although the SCDE Report Card states N/A, Professional Development is essential to the growth of our faculty and staff. A professional development guide is available to all as well as funding. Every Tuesday is devoted to Professional Development in our district and we provide external opportunities, also.		
External Accreditation: AdvancED	District Accreditation in 2013		
Parent Involvement	100.0%		
Elementary/Middle School (3 - 8)			
AYP Language Arts	NA		

AYP Math	NA		
State Standardized Language Arts Scores	69.2% English	29.6% Reading and 20.3% Writing	Different standards tested and preparation time
State Standardized Math Scores		40.2%	Different standards tested and preparation time
State Standardized Social Studies Scores	SCPASS 4th - 85.1% 5th - 67.4% 6th - 74.4% 7th - 54.5% 8th - 60.6%	SCPASS 4th - 85.1% - Civil War 5th - 67.4% - Reconstruction, 1920s-40s, Cold War 6th - 74.4% - Greek and Roman Civ. 7th - 54.5% - All Eras (30% or above not mastered) 8th - 60.6% - American Revolution, Settlement, Early 20th, Late 20th/Early 21st	
State Standardized Science Scores	SCPASS 4th - 76.0% 5th - 60.5% 6th - 71.9% 7th - 65.9% 8th - 60.6%	SCPASS 4th - 76.0% - Scientific Inquiry, Properties of Light 5th - 60.5% - Scientific Inquiry, Ecosystems and Properties of Matter 6th - 71.9% - Scientific Inquiry, Earth's Atmosphere/Weather, Conservation Energy 7th - 65.9% - Cells & Heredity 8th - 60.6% - Scientific Inquiry, Earth Structure, Astronomy	
High School (9 - 12)			
On-Time Graduation Rate	92.0% Up from 91.2%		
End-of-Course Algebra I	85% Passage Rate		
End-of-Course English I	71% Passage Rate		
End-of-Course Biology I	Although it is 59% Passage Rate, it is up from 50%. Growth is apparent.		
End-of-Course U.S. History and Constitution	41% Although it is 41%, it is up from the 30% percentile.		

First Attempt HSAP Combined Score Passage Rate	NA		
First Attempt HSAP ELA Passage Rate	NA		
First Attempt HSAP Math Passage Rate	NA		
Longitudinal Exit Exam Combined Passage Rate	NA		
Longitudinal Exit Exam ELA Passage Rate	NA		
Longitudinal Exit Exam Math Passage Rate	NA		
End-of-Course Mathematics for the Technologies	NA		
End-of-Course Physical Science	NA		
End-of-Course Applied Biology II	NA		
AYP English	NA		
AYP Math	NA		

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Number of National Board Teachers	We have 14 NBC teachers.		
Number of PACE Teachers	Currently, we have 2 PACE teachers. However, the SCDE is looking to change how districts hire non-certified staff.		
Percentage of Teachers with Advanced Degrees	61.0%		
Percentage of Teachers on Continuing Contracts	91.5%		
Percentage of Teachers Returning	93.0%		
Percentage of Classes not Taught by Highly Qualified Teachers		3.5%	
Percentage of Teachers Emergency/Provisional Contracts	N/A		
Programs and Initiatives	District-wide Benchmark System 1:1 Chromebook Initiative Project Lead the Way Credit Recovery STEM3 Montessori Program DECA BETA Club National Honor Society National Technical Honor Society JAG		

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Teacher Attendance Rate	95.0%		
Student Attendance Rate	94.5%		
Suspension/Expulsion Rate	0.6%		
Students Older than Usual for Grade	N/A		
School Poverty Index		92.6%	
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	Teachers Students Parents Social/Physical Envir. 94.6 75.0 87.5		
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	Teachers Students Parents Learning Environment 92.6 76.1 90.2		
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	Teachers Students Parents Student Home Relations 87.4 84.8 78.5		

Executive Summary of Needs Assessment (Summary of Conclusions)

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	<p>Calhoun County Public Schools prides itself on academic excellence, continuous improvement, data analysis, professional development and opportunities for sustaining life-long learners. Building capacity is a continual process for enhancing our district's ability to improve student achievement. Through analyzing our data, we understand that student achievement results drive our focus toward determining our needs in developing a solid curriculum for our all stakeholders, developing a stronger literacy program, implementing a district-wide assessment program for grades K-12 that is comparable to the statewide standards and assessments, providing professional development for teachers and administrators that focuses on instructional practices that increase student achievement and successfully implementing our 1:1 Technology initiative for all students in grades K-12. We are especially mindful that literacy and numeracy plays a vital part in the success of all of the students. Reading Coaches have been added to our K-8 schools to provide additional assistance to teachers in promoting literacy in every classroom. And although the grade range indicates 3-8, the focus is K-12. Therefore, Calhoun County Public Schools will continue to exacerbate every effort to continue academic integrity and research-based practices.</p>
Teacher/Administrator Quality	
2.	<p>Despite an 92% poverty level, Calhoun County Public Schools has highly qualified teachers in every classroom. In order to maintain this status, we have developed and implemented strategies and activities to recruit, hire and maintain highly qualified teachers and principals. Some of strategies include incentives for classroom achievement, reduction in class sizes, mentoring programs, qualified paraprofessionals, and funding to become highly qualified, such as money for professional tests. In addition, professional development opportunities is provided district and state-wide to enhance teaching practices and student academic achievement through effective instructional strategies, methods, skills, and the use of academic content standards.</p>
School Climate	
3.	<p>Teaching and learning is the primary focus in Calhoun County Public Schools. The district articulates a shared purpose and clear educational vision focused on academics, safety and wellness of the students. Efforts toward continuous improvement include, but not limited to and intense focus on student achievement, developing and sustaining high performing and dedicated teams, maintaining a safe learning environment, ensuring efficient and effective operation of the district, and sustaining community engagement. Calhoun County Public Schools is dedicated to the academic success of all students. As a part of the teaching and learning focus, the district is committed to the continuous improvement of all stakeholders. Moreover, we pledge to continue the following:</p> <ul style="list-style-type: none"> - Have an intense focus on reading and math in the early grades - Align pacing guides in core content areas - Emphasize quality instruction - Provide early intervention for students - Utilize data to drive instruction <p>We acknowledge that a safe and secure district for students, staff, and community is necessary in order to be continually progressive. Therefore, our district will continue to promote the following:</p> <ul style="list-style-type: none"> - Abide by our Vision, Mission, and Beliefs - Emphasis on appropriate behavior for the safety of all stakeholders - Stress security/supervision before, during, after school, and at co-curricular activities - Provide a learning climate that is conducive for student, staff, and community - Update crisis plans, mapping and emergency procedures <p>It is vitally important that the district maintains an atmosphere that is academically sound and safe.</p>

Performance Goal

Performance Goal Area	District Priority					
Performance Goal (desired result of student learning)	By 2020-21, Calhoun County Public Schools will provide 100% of its teachers and administrators with professional development opportunities that reflect best practices.					
Interim Performance Goal	View targets below					
Data Sources	Professional Development Surveys, Certification Renewal Credits					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Surveys	100%	100.0	100.0	100.0	100.0	100.0
Actual:		100.0				

Action Plan

Strategy #1: We will provide professional development opportunities to improve instruction, financial health, and technology support.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development days for all faculty and staff.	2016/17-2020/21	Steve Wilson George Kiernan Christia Murdaugh Ferlondo Tullock Administrators	\$2000.00	General Fund	Agendas Sign-in sheets PD Guide Surveys District Calendar
2. Provide a professional development guide for the district.	2016/17-2020/21	Steve Wilson Christia Murdaugh Ferlondo Tullock George Kiernan Sky Strickland Administrators	\$1000.00	Title One	PD Guide
3. Assure that funding sources will be available for professional development and instructional programs secured from the Federal, State, and Local funds.	2016/17-2020/21	Steve Wilson Sky Strickland	\$0	-	District Funding System State Funding manual
4. Monitor and adjust the district's budget according to state and federal funding guidelines.	2016/17-2020/21	Steve Wilson Sky Strickland Board of Trustees	\$0	-	District's budget
5. Continue to follow the expenditure and procurement guidelines to ensure clean audits.	2016/17-2020/21	Steve Wilson Sky Strickland Board of Trustees	\$0	-	Guidelines District Budget
6. Provide the district with a sound infrastructure, band-width, and devices.	2016/17-2020/21	Steve Wilson Jerry Crisp and technology team	\$2.5 million	Technology Grant	Infrastructure data band-width Device logs
7. Provide and receiving training for updating and managing all district technology.	2016/17-2020/21	Steve Wilson Jerry Crisp	\$3000.00	General Fund	Agendas Sign-in sheets Requisitions

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Performance Goal

Performance Goal Area	Read to Succeed					
Performance Goal (desired result of student learning)	By 2020-21, Calhoun County Public Schools will have 100% of their 3rd-grade students reading on grade level.					
Interim Performance Goal	View targets below					
Data Sources	STAR Reading/SC Ready State Exam					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
STAR Reading/SC Ready State Exam	50%	60.0	70.0	80.0	90.0	100.0
Actual:		95.5				

Action Plan

Strategy #1: Develop and implement a district reading plan for all students.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. Provide 90 minutes of uninterrupted literacy time for grades K-5th grades.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators Guidance Dept.	\$0	-	Schedule	
2. Provide college and career ready assessments to grade K-12.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$25000.00	General Fund	Usage Reports Data	
3. Provide various texts to students.	2016/17-2020/21	Steve Wilson Christia Murdaugh	\$5000.00	Title One Reading Grant	Requisition	
4. Provide professional development for teachers and administrators.	2016/17-2020/21	Steve wilson Christia Murdaugh Ferlondo Tullock	\$75,000.00	Title One General Fund IDEA	Agendas Sign-in sheets	

Performance Goal

Performance Goal Area	Read to Succeed					
Performance Goal (desired result of student learning)	By 2020-21, Calhoun County Public Schools will have 80% of their students successful on SCREADY and English due to increased reading levels.					
Interim Performance Goal	View targets below					
Data Sources	SC READY , EOC ENGLISH I					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC READY , EOC ENGLISH I	50%	60.0	70.0	80.0	90.0	100.0
Actual:		34.0 70.1				

Action Plan

Strategy #1: We will have all of our students College and Career Ready with a concentration on literacy.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide college and career ready assessments to grade K-12.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$25000.00	General Fund	Usage Reports Data
2. Provide professional development in literacy development.	2016/17-2020/21	Steve Wilson Christia Murdaugh Reading Coaches	\$750.00	Reading Grant Title One	Agendas Sign-in sheets Surveys

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	By 2020-21, parental/community relations and involvement will increase from 78.5% to					
Interim Performance Goal	View targets below					
Data Sources	School Report Card					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
School Report Card	78.5	81.5	84.5	87.5	90.5	93.5
Actual:		86.2				

Action Plan

Strategy #1: We will continue parent and community involvement.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. Continue the Superintendent's Key Communicator's Organization.	2016/17-2020/21	Steve Wilson Pam Kennedy	\$1000.00	General Fund	Agendas Sign-in sheets List of Key Communicators	
2. Track parent/guardian attendance to Open House, PTA, SIC meetings and programs.	2016/17-2020/21	Steve Wilson Administrators	\$4500.00	General Fund Title One	Title One Agendas Sign-in sheets Flyers Surveys	
3. Provide a variety of family literacy/numeracy nights to engage parents in educational tasks.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$5000.00	General Fund Title One	Title One Agendas Sign-in sheets Flyers Surveys	
4. Include parents and the community in developing the vision, mission, and beliefs of the district.	2016/17-2020/21	Steve Wilson Ferlondo Tullock Janet Gilchrist Christia Murdaugh	\$1500.00	General Fund	Agendas Sign-in sheets Vision, Mission, and Beliefs	
5. Assist families with homework and other curriculum related activities.	2016/17-2020/21	Steve Wilson Ferlondo tullock Christia Murdaugh Administrators	\$3500.00	Title One IDEA	Title One IDEA Agendas Sign-in sheets Flyers	
6. Ensure that students abide by the student code of conduct manual and attendance laws with the assistance of the parents.	2016/17-2020/21	Steve Wilson Ferlondo Tullock Harriet Haigler	\$1500.00	General Fund	SCOC manual Attendance Laws Powerschool Truancy Reports Parent Contact Log	

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By 2021, 80% of our students in Calhoun County Public Schools will meet the performance standards state and national tests.					
Interim Performance Goal	View targets below					
Data Sources	English I Algebra I Biology I US History SC Ready SC PASS					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
English I	71%	76.0	81.0	86.0	91.0	96.0
Algebra I	85%	90.0	95.0	100.0	100.0	100.0
Biology I	59%	64.0	69.0	74.0	79.0	84.0
US History	41%	46.0	51.0	56.0	61.0	66.0
ACT Aspire/SC Ready	39.9%	49.9	59.9	69.9	79.9	89.9
SC PASS	69%	74.0	79.0	84.0	89.0	94.0
Actual:		70.2 86.0 57.0 46.3 33.0 64				

Action Plan

Strategy #1: Increase student achievement on state-wide assessments.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. Provide a district-wide assessment (CASE 21) that is aligned to the state performance standards.	2016/17 - 2020/21	Steve Wilson Ferlondo Tullock Christia Murdaugh Administrators	\$27,000.00	General fund	Data Analysis	
2. Provide software resources for teachers and students to practice mastery of state performance standards.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$169,000	General Fund	Performance Data Program Usage Data	
3. Support implementation of after-school programs for grades 3-12.	2016/17-2020/21	Steve Wilson Ferlondo Tullock Sky Strickland Christia Murdaugh Administrators	\$75,000	General Fund G&T Funding	Attendance Data Data Analysis	
4. Develop a district data manual to outline expectations of data usage, dialogue, and outcomes.	2016/17-2020/21	Steve Wilson Ferlondo Tullock Christia Murdaugh Administrators	\$150.00	Title One	Sign in sheets Attendance Roster Data sheets	
5. Provide professional development for teachers and administrators growth and student achievement.	2016/17-2020/21	Steve Wilson Christia Murdaugh Ferlondo Tullock Sky Strickland Administrators	\$250,000	General Fund Title One, Two, Three, Six, IDEA,PD grant, Reading Grant	PD Guide PD Survey Sign-in sheets Attendance Roster Requisitions Agendas	
6. Provide all students in grade 3-12 with a chrome device.	2016/17-2020/21	Steve Wilson Jerry Crisp Sky Strickland	Approximately \$1.5 million dollars	Technology grant	Device logs Parent sign-in Data log Requisitions Infrastructure log	

7. Collect and analyze data to evaluate the effectiveness of the curriculum, progress of students, and intervention needed for continued improvement.	2016/17-2020/21	Steve Wilson Ferlondo Tullock Christia Murdaugh Administrators Coaches	\$1000.00	General Fund Title One	Sign-in Sheets Agendas Data
8. Provide content recovery for grades 9-12.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$14,500.00	General Fund	Log-ins Data School Report
9. Provide training for staff on the use of data to diagnose students strengths and weaknesses.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$1000.00	Title One	Agendas Sign-in sheets Data forms Assessment data
10. Continue to revisit curriculum pacing guides to ensure students needs are being met.	2016/17-2020/21	Steve Wilson Christia Murdaugh Ferlondo Tullock Administrators	\$8,000.00	Title One General fund	District Curriculum Team List Agendas Sign-in sheets Implementation into the classroom
11. Implement the ELEOT as the teacher observation tool for the district.	2016/17-2020/21	Steve Wilson Christia Murdaugh Ferlondo Tullock George Kiernan Administrators	\$2000.00	General Fund	ELEOT Data ELEOT certifications

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	By 2020-21, teachers will maintain a 100% highly qualified status in the appropriate content areas.					
Interim Performance Goal	View targets below					
Data Sources	135-Collection report and certifications					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Highly Qualified status	100%	100.0	100.0	100.0	100.0	100.0
Actual:		100.0				

Action Plan

Strategy #1: Implement various strategies to maintain highly qualified employees.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. Advertise in the local/state newspaper, district website, CERRA and SCASA website for teacher's and administrator's available positions.	2016/17	Steve Wilson George Kiernan	\$100.00	General Fund	Clippings New hires	
2. Participate in job recruitment fairs.	2016/17-2020/21	Steve Wilson George Kiernan	\$250.00	General Fund	Application completions New hires	
3. Implement a commensurate salary schedule for all employees.	2016/17-2020/21	Steve Wilson George Kiernan Sky Strickland	\$0	-	Salary Outlay	
4. Continue a teacher support system.	2016/17-2020/21	Steve Wilson and cabinet	\$250.00	General Fund	Agendas Sign-in sheets	
5. Update the handbook that includes district expectations, policies, and procedures.	2016/17-2020/21	Steve Wilson George Kiernan Ferlondo Tullock	\$3000.00	General Fund	Handbook	
6. Provide financial assistance and support to teachers who need to be highly qualified and/or take courses for growth.	2016/17-2020/21	Steve Wilson George Kiernan Christia Murduagh	\$5000.00	Title One Title Six	Highly Qualified Status	

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	By 2020-21, Calhoun County Public Schools will provide 100% of our parents with the opportunity to become engaged in literacy awareness in our schools.					
Interim Performance Goal	By 2016-17, Calhoun County Public Schools will provide 100% of our parents with the opportunity to become engaged in literacy awareness in our schools.					
Data Sources	Sign-in sheets					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Sign-in sheets	100%	100.0	100.0	100.0	100.0	100.0
Actual:						

Action Plan

Strategy #1: We will involve parents in literacy opportunities to assist their children.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district will provide funding for all schools to involve parents in Literacy Nights during the year.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators Reading Coaches	\$3000.00	Title One	Agendas Sign-in Sheets Flyers

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	By 2020-21, Calhoun County Public Schools will provide 100% of teachers with the two courses needed for the add-on by the SCDE.					
Interim Performance Goal	By 2016-17, Calhoun County Public Schools will provide 50% of teachers with the two courses needed for the add-on by the SCDE.					
Data Sources	Reading Courses					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Reading Courses	50%	60.0	70.0	80.0	90.0	100.0
Actual:						

Action Plan

Strategy #1: We will provide teachers with professional development opportunities.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide coursework needed to have teachers literacy endorsed.	2016/17-2020/21	Steve Wilson Christia Murdaugh	\$15,000.00	Title One, Two General Fund	Endorsement list

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	By 2020-21, Calhoun County Public Schools will provide twelve school/community meetings with information concerning the progression of literacy targets each year.					
Interim Performance Goal	By 2016-17, Calhoun County Public Schools will provide two school/community meetings with information concerning the progression of literacy targets.					
Data Sources	Sign-in sheets					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Sign-in sheets	2	4	6	8	10	12
Actual:						

Action Plan

Strategy #1: We will provide literacy information sessions for the community.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop newsletters, website, and face-to-face literacy information concerning the district. Also, invite the community to our Literacy Nights.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators Reading Coaches	\$2,000.00	Title One	Agendas Sign-in sheets

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	By 2020-21, Calhoun County Public Schools will have 100% of their students reading on grade level.					
Interim Performance Goal	By 2016-17, Calhoun County Public Schools will have 50% of their students reading on grade level.					
Data Sources	SC READY, EOC ENGLISH I					
Overall Measures						
Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
SC READY, EOC ENGLISH I	50%	60.0	70.0	80.0	90.0	100.0
Actual:						

Action Plan

Strategy #1: We will ensure that are students are college and career ready with an emphasis on literacy.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide students with a college and a career ready assessment that also provides lexile scores/reading levels.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$50,000.00	General Fund	Achieve 3000 STAR Reading SC READY English I ACT
2. Provide additional literacy time for all grade levels.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$0	-	Schedules
3. Increase literacy centers in all classrooms.	2016/17-2020/21	Steve Wilson Christia Murdaugh Administrators	\$15,000.00	Reading Grant	Requisitions Number of centers