

# **DISTRICT STRATEGIC PLAN**

## **DILLON SCHOOL DISTRICT FOUR**

**2022 – 2027**

**Update Year Two 2023- 2024**

**Revised December 2023**



**District Strategic Plan Signature Page**  
**Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27**  
**Upcoming School Year: 2023/24**

<b>District:</b>	Dillon 4
<b>SIDN:</b>	1704
<b>Plan Submission:</b>	School utilizes Cognia
<b>Address 1:</b>	1738 Highway 301 North
<b>Address 2:</b>	
<b>City:</b>	Dillon, SC
<b>Zip Code:</b>	29536
<b>District Plan Contact Person:</b>	Amanda Hayes
<b>District Plan Contact Phone:</b>	843-774-1200
<b>District Plan E-mail Address:</b>	hayesm@dillon.k12.sc.us

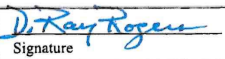
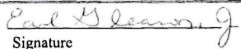

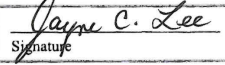

**Required Signature Page**

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

**Assurances for the District Strategic Plans**

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

**Required Printed Names and Signatures**

<b>Superintendent</b>		
<u>Mr. D. Ray Rogers</u> Printed Name	 Signature	<u>12-11-23</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Mr. Earl Gleason, Jr.</u> Printed Name	 Signature	<u>12-11-23</u> Date
<b>District Read To Succeed Literacy Leadership Team Lead</b>		
<u>Amanda Hayes</u> Printed Name	 Signature	<u>12-11-2023</u> Date
<b>District Gifted and Talented Coordinator</b>		
<u>Jayne Lee</u> Printed Name	 Signature	<u>12-11-2023</u> Date
<b>District Strategic Planning Contact Person</b>		
<u>Amanda Hayes</u> Printed Name	 Signature	<u>12-11-2023</u> Date

**PART II:  
STAKEHOLDER INVOLVEMENT**

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	D. Ray Rogers
2.	<b>Principal</b>	Shannon Berry, Timothy Gibbs, Mike McRae, Tamara Nance-Bethea
	<b>Teacher</b>	Barbara Ann Jackson, Candace Bohachic, Sandra Roberts
4.	<b>Parent/Guardian</b>	
5.	<b>Community Member</b>	Susan Milliones, Stevie Grice, Lisa Alford
6.	<b>Private School Representative</b>	NA
7.	<b>District Level Administrator</b>	Lynn Liebenrood, Paula Yohe, Bryan Rivenbark
8.	<b>Paraprofessional</b>	Valeria Miller
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Amanda Hayes
10.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Amanda Hayes
11.	<b>School Improvement Council Member</b>	Sherika German
12.	<b>District Gifted and Talented Coordinator</b>	Jayne Lee
13.	<b>District Federal Programs Coordinator</b>	Amanda Hayes
	<b>OTHERS</b> (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	
	<b>Teacher</b>	Christy Roberts
	<b>Parent/Guardian</b>	Danielle Moody, John Coley Bohachic, Yolanda Green
	<b>District Level Administrator</b>	Brooksie Singleton
	<b>District Read To Succeed Literacy Leadership Team Member</b>	Brandi Jackson
	<b>District Read To Succeed Literacy Leadership Team Member</b>	Kim Hyatt
	<b>District Read To Succeed Literacy Leadership Team Member</b>	Frankie Camp
	<b>Technology Support Specialist</b>	Crystal Ellison

## PART III:

### Assurances for District Strategic Plan

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
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).
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).
Yes	<b>Parent Involvement</b> The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	<b>Staff Development</b> 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	<b>Technology</b> The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
N/A	<b>Innovation</b> The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> 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	<b>Developmental Screening</b> 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	<b>Half-Day Child Development</b> 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	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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	<b>Parenting and Family Literacy</b> The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	<b>Recruitment</b> 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	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.
<b>Students Health and Fitness Act Assurance</b> (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006-07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60.
<b>Education and Economic Development Act Assurances for Districts</b> (S.C. Code Ann. § 59-59-10 <i>et seq.</i> ) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. ( <i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017-18 in eligible districts.</i> )
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
No	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
<b>Read To Succeed Assurances (Act 284)</b> (S.C. Code Ann. § 59-155-180 <i>et seq.</i> )	
Yes	<b>District Reading Plan</b> 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	<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.
Yes	<b>Third Grade Retention</b> The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017-18 school year.
Yes	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Gifted and Talented Assurances</b> (SBE Regulation 43-220) <b>Students Served</b> The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3-5).
Yes	Academically gifted and talented students in middle school (grades 6-8).
Yes	Academically gifted and talented students in high school (grades 9-12).
N/A	Artistically gifted and talented students in elementary school (grades 3-5).
N/A	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).

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



Yes	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> <li>• Explains how the needs assessment substantiates the district's Proficiency-Based System;</li> <li>• Describes the subject area course procedures for the high school proficiency-based credits the district will implement;</li> <li>• Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught;</li> <li>• Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year;</li> <li>• Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and</li> <li>• Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.</li> </ul>
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> <li>• Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.</li> </ul>
<b>Assurances and Terms and Conditions for State Awards</b>	
As the district superintendent of Dillon 4, I certify that this applicant:	
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2016)) if the amount of this award is \$50,000 or more.
<b>Terms and Conditions</b>	
Yes	<p><b>Completeness of Proposal</b></p> <p>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.</p>
Yes	<p><b>Non-awards/Termination</b></p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>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.</p> <p>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.</p>
Yes	<p><b>Reduction in Budgets and Negotiations</b></p> <p>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.</p>
Yes	<p><b>Amendments to Grants</b></p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
Yes	<p><b>Use of Grant Funds</b></p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p><b>Submission of Expenditure Reports</b></p> <p>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).</p>

Yes	<p><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 (30) days after the end of the grant period.</p>
Yes	<p><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.</p>
Yes	<p><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 "Guidelines for Retaining Documentation to Support Expenditure Claims," available at <a href="http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/">http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/</a>.</p>
Yes	<p><b>Travel Costs</b> Travel costs, if allowed under this solicitation, must not exceed 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 the document at <a href="http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf">http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf</a>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p><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.</p>
Yes	<p><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.</p>
Yes	<p><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.</p>
Yes	<p><b>Certification Regarding Suspension and Debarment</b> By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> <li>• Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> <li>• 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</li> <li>• are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.</li> </ul> </li> <li>• 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.</li> </ul>
Yes	<p><b>Audits</b> Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> <li>• Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.</li> <li>• Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).</li> </ul>
Yes	<p><b>Records</b> The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>



Form Name: OFSA Waiver Form  
 Submission Time: August 1, 2022 1:39 pm  
 Browser: Chrome 98.0.4664.45 / Windows  
 IP Address: 204.116.208.193  
 Unique ID: 992289058

**Please select the type of waiver you would like to submit:** Impediments to District Strategic or School Renewal Plans

<b>Position Title</b>	Student Services Director
<b>Name</b>	Amanda Hayes
<b>Phone</b>	(843) 774-1200
<b>Email</b>	hayesm@dillon.k12.sc.us
<b>District</b>	Dillon 4
<b>District Address</b>	1738 Highway 301 North Dillon, SC 29536

**List the terms of the district's five-year strategic planning cycle: (for example, 2017-18 through 2022-23)** 2022 - 2023 through 2026 - 2027

**Our district is requesting to waive compliance from the following regulation(s): (Example: 43?205(IV)(B)(3)(b))**

Dillon School District Four is requesting the State Board of Education waive compliance from Regulation 43-205 (IV)(B)(3)(b) for the teachers in the following schools in our district for the 2022 2023 school year: Dillon High School (1704-005) and Lake View High School (1704-002).

Additionally, Dillon School District Four is requesting a waiver for the SBE Regulation 43-205 (III)(A)(1) and 43-205 (IV)(A)(1). This request is for Lake View High School (1704-002) that has a grade span of 6-12.

**List the specific performance goal(s) from the district strategic plan or school renewal plan that is being impeded by the regulation**

Performance Goal 7: The percentage of principals receiving a rating of proficient as measured by the Program for Assisting, Developing, and Evaluating Principal Performance(PADEPP) will reach 100% in 2027.

**How do the regulations listed above interfere with the performance goal(s) of the district strategic plan or school renewal plan?** Regulation 43-205 (IV)(B)(3)(b)  
Many of the teachers in Dillon High and Lake View High Schools currently teach more than 1,500 minutes per week because they instruct for four of our four daily periods and consequently have caused accreditation deficiencies for the secondary schools.

Regulation 43-205 (III)(A)(1) and 43-205 (IV)(A)(1)  
Lake View High School houses grades 6- 12 and has one full time certified principal , one full time certified assistant principal, and one full time curriculum coordinator. The student enrollment based on the 135 ADM for grades 6-8 is 218 and the student enrollment for grades 9-12 is 304. The total enrollment for Lake View High School is 522. Therefore, the district is requesting a waiver for approval.

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<b>File 1</b>	<a href="https://scde.formstack.com/admin/download/file/13127920551">https://scde.formstack.com/admin/download/file/13127920551</a>
<b>Electronic Signature of the Individual Completing this Form</b>	Amanda Hayes
<b>Date</b>	Aug 01, 2022

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**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*

September 30, 2022

Mr. D. Ray Rogers  
Superintendent  
Dillon School District Four  
1738 Highway 301 North  
Dillon, SC 29536-1950

Dear Mr. Rogers:

This letter serves as official notification that the waiver request submitted on behalf of Dillon School District Four (dated August 1, 2022) has been approved. A copy of the waiver request is included in this mailing for your reference.

The waiver will remain in effect for the duration of the district's current five-year strategic planning cycle. The waiver request must be noted in the "District Requested Waiver" portion of the annual district strategic plan submission.

Please let me know if you have any questions or if our office can be of further assistance.

Sincerely,

A handwritten signature in blue ink that reads "Sarah Longshore".

Dr. Sarah Longshore, Director  
Office of Federal and State Accountability

Cc: Amanda Hayes, Dillon School District Four, Student Services Director  
Dr. Gerard Edwards, SCDE, Education Associate

**PART IV:  
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**PART V:  
NEEDS ASSESSMENT FINDINGS**

**Section 1 - Needs Assessment:**

Please list the findings of the district's needs assessment. All priority areas of discrepancy should be addressed in the district's performance goals. Please state and reference by page number the district's performance goal that addresses each of these priorities.

<u>Priority Areas of Discrepancy</u>	<u>Performance Goal</u>	<u>Page(s) Number</u>
Graduation Rate	1, 2, 3, and 4	25,29,38,46,50,55,68,83,96
Racial discrepancies in English language arts (subgroup African American ,SWD, pupils in poverty)	1, 2 and 4	19,21,22,29,31,37,46,51,85-92
Dropout Rate	1, 2, 3, and 4	46,50,55,73,95
Increase number of students College and Career Ready	1,2,3, and 4	31,35,44
State Assessment in science-Two or More Races and Disabled	3	69-84
End-of-Course Examination Program (EOCEP); Algebra I – All subgroups- Disabled	1, 2, and 3	39, 63, 85, and 106
Free/Reduced lunch status – achievement in ELA and mathematics	1 and 2	19, 21, 22, 24,29,31,37,56
State Assessments in English language arts and mathematics (Black/African American, American Indian, and Two or More Races	1, 2, and 4	19,21,22,29,31,37,46, 50, 51, 56, 85-92
MTSS and Differentiated instruction	1, 2, 3, and 4	20, 24, 29, 31, 33, 43, 45, 46, 50, 75, 79, 85, 94
Parent communication and involvement (state surveys)	1, 2, 3, 4, and 8	20, 39, 40, 58, 73, 108-116
Student discipline	1	46

**PART V: (cont.)  
NEEDS ASSESSMENT FINDINGS**

<b>Priority Areas of Discrepancy</b>	<b>Performance Goal</b>	<b>Page(s) Number</b>
ACT WorkKeys- Monitor closely to increase % of students receiving certificates/Focus on	1 and 2	42-44 64-66
<a href="#">ACT-English (Black/Disabled)</a>	1	42-43
<a href="#">ACT-Math</a>	2	64-66
<a href="#">ACT-Reading</a>	1	42-43
<a href="#">ACT-Science</a>	3	81-82
<a href="#">ACT-Writing</a>	1	44

**Section 2 - Needs Assessment Executive Summary:**

<b>Student Achievement, including sub-groups</b>
<b><u>Early Childhood/Primary (PK-2):</u></b> NA
<b><u>Elementary/Middle (3-8):</u></b> Reading (male, African American, SWD, PIP) Math (female, African American, SWD, PIP)
<b><u>High School (9-12):</u></b> EOCEP Algebra I (male, Hispanic, Disabled) EOCEP English I (male, Hispanic, Disabled, African American)

**Report Card Link**

[Overview - SC School Report Cards \(screportcards.com\)](http://screportcards.com)



## Needs Assessment Summary

### **Analysis of Instructional and Organizational Effectiveness with Areas of Discrepancy:**

This part of the report provides a summary of our assessment of the instructional and organizational effectiveness of Dillon School District Four. It will focus on the quality of the work of the district in terms of its capacity and effectiveness in supporting student learning. Student performance will be linked to the overall performance of the district. This information provides the district with the data for making informal decisions about its strength and limitations in terms of instructional and organizational effectiveness. Based on the information provided in this part, we have a basis for building on our strengths and developing strategies for addressing our limitations in the action plan for district improvement. Additionally, professional development was aligned to the needs of the district for all certified teachers.

#### **1. Data Gathered:**

- We administered the State Department of Education's Report Card Survey to all teachers, students, and parents as a step in the identification of the district's strengths and limitations in this important area of improvement planning. The purpose of the survey for parents and teachers was to discover the perceptions of these groups about Dillon School District Four.

#### **2. Data Analysis:**

- The Report Card Survey's computer printout of the results includes the numbers and percentages of respondents marking disagree, mostly disagree, mostly agree, and agree which were analyzed.

### Analysis of Data: *See also State Assessments Charts*

Dillon School District Four faculty/staff members and parents served on various teams and committees to examine instruction, activities, test scores and other school data to determine the overall effectiveness of programs offered. Members of the School Improvement Council, school renewal planning teams, and action teams reviewed surveys, school report card data, SCReady Test scores, Measures of Academic Progress (MAP) scores, MAP reading Fluency, iReady, and demographic data to determine strengths and areas of discrepancy in all the schools' curriculum. The district is up for accreditation with Cognia for the 2023-2024 school year. The district last went through the accreditation with AdvancED in the 2017-2018 school year.

### Student Achievement

While the graduation rate has decreased from 84.3% in 2021 to 80.3% in 2022, students that are graduating college and or career ready improved from 39.8% in 2021 to 47.9% in 2022. It is imperative that students be prepared now to become college and/or career ready including being prepared for ACT and ACT WorkKeys. The ACT score for the district was below the state average for each section. However, the students receiving a Ready to Work, R2W certificate increased from 65.4% in 2021 to 67.9% in 2022 while the state decreased from 81.9% to 78.0%. More students need to meet scholarship requirements and make a score of 3 or better on Advanced Placement classes or complete at least 6 credit hours in approved dual enrollment courses. More students are enrolled in dual credit courses that 2021 with 122 making up 24.4 % of the students enrolled. The percent of 11<sup>th</sup>/12<sup>th</sup> grade students who completed six hours of dual enrollment course work with a grade of C or higher was 12.6 % up from 10.5%.

## ELA

Survey results and SC Ready/EOCEP scores indicate that student achievement is a top concern. EOCEP data indicates that 42.2% of students are scoring at least a C on the assessment. Dillon School District four began using the Exact Path program district wide for grades 9<sup>th</sup>-12<sup>th</sup> for the 2023-2024 school year due to the English 2 EOC scores. Students take a diagnostic three times a year to determine progress towards grade level standards. Once the diagnostic is taken, the student is placed in a learning path that is unique to the individual learning needs. Teachers monitor this path and can adjust based on multiple points of data such as standards-based assessments, the universal screener, etc.

ELA test score data on SC Ready indicates a need for increased emphasis on standards-based ELA instruction, data driven small group differentiation, and reading intervention in Tiers 2 and 3. Dillon School District four began using the iReady program district wide to assist with the learning loss due to Covid. Students take a diagnostic three times a year to determine progress towards grade level standards. Once the diagnostic is taken, the student is placed in a learning path that is unique to the individual learn needs. Teachers monitor this path and can adjust based on multiple points of data such as standards-based assessments, the universal screener, etc. During the first year of implementation, many students were on a half virtual and half in person instruction model and took the diagnostic in a setting outside of the school. This accounts for the higher percentage of students on or above grade level in Tier 1.

We use iReady diagnostic assessments in ELA three times per year for kindergarten through eighth grade.

There is also a need for ongoing professional development in the science of reading for kindergarten through grade 3, the new ELA standards, standards-based assessment, and MTSS. We need to continue to support the implementation of the new curriculum focused on phonics instruction adopted last year through district and school-based observations and coaching support. Decodable texts will be added to classroom and school libraries in kindergarten. Grades four and five will implement research-based ELA programs and continue Tier interventions for remedial reading skills. We have identified the need to administer standards-based common assessments in all grades to inform Tier 1 instruction in ELA.

## Math

Math test score data is also a concern with students scoring well below the state average in all grades. There is a need for common standards-based math assessments to enhance rigor, standards-based math tasks in all classrooms, and improvement of effective practices for teaching math. Math manipulatives need to be added to classroom resources. We need to implement MTSS and intervention for math as well.

## Science

Common assessments aligned to South Carolina State Standards for science are also needed.

We will continue to implement weekly teacher collaboration and grade level planning including small group instruction, research-based and evidence-based teaching strategies, increase parental and community involvement will raise student achievement at Dillon School District Four. As supported by the needs assessment, there is also an increased need for reduced class size, small group instruction, one to one devices, behavior strategies, academic support to increase student achievement and social emotional learning.

**Dillon School District Four  
KRA Trend Data SY2021-SY2024**

SY 2020-2021		SY 2021-2022		SY2022-2023	
Dillon Four	State	Dillon Four	State	Dillon Four	State
9.6%	26.8%	14.9%	36.0%	17.8%	38.3%

**Interim Data SY2021-SY2024  
iReady  
K-8 Beginning and Final Diagnostic Assessments Comparison**

Tier	Tier 1 On or above grade level		Tier 2 Approaching grade level		Tier 3 At least 2 grade levels below	
	Beginning	Final	Beginning	Final	Beginning	Final
2020-2021	21	28	38	36	41	36
2021-2022	11	28	42	34	47	38
2022-2023	22	36	44	35	46	29
2023-2024	14		37		49	

**Interim Assessment Data SY2023-2024  
Implementation Year One  
9th-12th Beginning Exact Path Reading Diagnostic Assessment**

Tier	Tier 1 On or above grade level		Tier 2 Approaching grade level		Tier 3 At least 2 grade levels below	
	Beginning	Final	Beginning	Final	Beginning	Final
2023-2024	10%		47%		43%	

**Dillon School District Four**  
**EOCEP Trend Data for SY2021-SY2023**

English 2 EOCEP Exam – Percentage of Students Scoring C or above										
Year	All Students	Male	Female	Hispanic	Black	White	Pupils in Poverty	Gifted and Talented	LEP	Disabled
2023	42.77	41.5	46.1	45.0	36.84	58.34	40.29	100.00	*	8.7
2022	47.63	39.02	56.67	*	40.77	57.28	45.99	94.23	*	17.85
2021	48.50	43.34	53.72	*	39.99	63.02	47.91	91.30	*	4.76
Findings	Decrease 5.73	Decrease 1.84	Decrease 7.62		Decrease 3.15	Decrease 4.68	Decrease 7.62	Increase 8.7		Fluctuated

English 2 EOCEP Exam - Decrease for all students and subgroups except for Gifted and Talented. Students with Disabilities scores increased from 21-23 by 3.94 points but decreased from SY22 -23 by 9.15 points.

Algebra 1 EOCEP Exam – Percentage of Students Scoring C or above										
Year	All Students	Male	Female	Hispanic	Black	White	Pupils in Poverty	Gifted and Talented	LEP	Disabled
2023	31.8	31.44	32.52	47.62	26.43	36.46	30.95	80.00	*	3.23
2022	29.3	23.91	36.81	40.74	28.45	32.33	30.20	85.72	*	7.14
2021	5.37	5.15	5.62	*	3.57	10.35	4.54	*	*	3.45
Findings	Increase 26.43 Increased 2.5 SY22-23	Increase 26.29 SY22-23 Increase 7.53	Increase 26.9 SY22-23 Decrease 4.29	6.88 increase	Increase 22.86 22-23 Decrease 2.02	Increase 22.11 SY22-23 4.13 Increase	Increase 26.41 SY22-23 Increase 0.75	Decrease 5.72		Fluctuates 3.91 Decrease SY22-23

Algebra 1 EOCEP exam - Significant increases from SY2021 with minor increases from SY2022 to SY2023 scores. Scores for Female, Black, and Gifted and Talented student subgroups decreased in SY2023.

US History EOCEP Exam – Percentage of Students Scoring C or above										
Year	All Students	Male	Female	Hispanic	Black	White	Pupils in Poverty	Gifted and Talented	LEP	Disabled
2023	26.95	30.82	22.76	*	17.37	41.02	25.53	77.78	*	13.64
2022	27.27	29.57	25.81	*	15.83	48.00	24.66	73.47	*	*
2021	17.49	17.27	17.69	*	6.56	35.13	15.67	58.33	*	*
Findings	Increase 9.46	Increase 13.55	Increase 5.07		Increase 10.81	Increase 5.89	Increase 9.86	Increase 19.45		

US History EOCEP exam - Increases in all subgroup areas with greatest increases for Male (13.55), Black (10.81), Gifted and Talented (19.45) student groups.

Biology 1 EOCEP Exam – Percentage of Students Scoring C or above										
Year	All Students	Male	Female	Hispanic	Black	White	Pupils in Poverty	Gifted and Talented	LEP	Disabled
2023	20.62	21.08	20.31	20.00	14.53	32.5	18.32	68.00	*	0.00
2022	23.96	25.78	21.33	*	15.98	34.94	22.97	74.07	*	8.7
2021	20.92	11.21	20.92	*	8.45	31.66	15.19	55.88	*	0.00
Findings	Decrease 0.30	Increase 9.87	Decrease 0.61		Increase 6.03	Increase 0.84	Increase 3.13	Increase 12.12		

Biology 1 EOCEP exam - Increases in Male (9.87), Black (6.03), and Gifted and Talented (12.12) student subgroup.

### Dillon School District Four Graduation Rate Trend Data for SY2021-SY2023

District Four-Year Cohort Graduation Rate				
	2020	2021	2022	2023
District	84.8	84.3	80.3	82.1
State	82.2	83.3	83.8	83.8

#### Teacher/Administrator Quality

Secondly, teacher/administrator quality is being addressed. According to Every Student Succeeds Act (ESSA), teachers must be properly certified by the end of the 2022 - 2023 school year. Presently 100% of the district's core academic subject area teachers are properly certified. All teachers must meet the requirements to be technology proficient during their next renewal certification cycle. There are 47 retired teachers, guidance counselors, school librarians, and administrators employed. By federal requirements, paraprofessionals must also be highly qualified and presently 100% of the paraprofessionals in the district meet the requirement.

Quality professional development opportunities must continue to be provided so the teachers meet the properly certified requirement by the beginning of the 2022 2023 school year. The district also supports teachers in pursuing additional certification and advanced degrees. There is also a need for ongoing professional development in the science of reading for kindergarten through grade 3, the new ELA standards, standards-based assessment in ELA, math and science. Teachers need professional development in MTSS planning, intervention and progress monitoring for reading and math.

## **School Climate**

Parents indicated that we need more parent and community involvement in all our schools. Research shows that as parental involvement increases so does student performance. Dillon School District Four is constantly seeking ways to bring the community, parents, faculty, and students together to forge a bridge between the home, school, and community, which is necessary for educational success. Activities are planned for each school year to promote increased parental and community involvement. We will provide field trips in the community to extend learning opportunities and to involve local businesses. We will offer varied contact times to reach the working parents, newsletters to local business contacts and parents to make them aware of school activities, more opportunities for parents to attend school functions, additional parent workshops, and childcare for parent workshops. School climate is being addressed in this strategic plan. Data indicated that there still is a need to improve in the area of parent/guardian participation and involvement. Strategies and activities are in place to improve performance. More work is needed to improve parent satisfaction in the learning environment. State Parent Surveys also showed the need to implement interventions and strategies designed to increase teacher, student and parent satisfaction with home-school relations. School facilities have been identified as a need that must be addressed through the areas of maintenance and housekeeping. There are three primary schools housing grades kindergarten to three that feed into one elementary school that has a grade span of fourth and fifth grades. These primary schools are outdated. A new primary school for grades kindergarten through third grade is planning to be opened in August, 2024

Discipline referrals were reviewed and indicate a continued increase in the number of students referred for behavior problems as well as the number of referrals. The major offenses committed by students include bus violations, refusal to obey, fighting and truancy. Parent and teacher responses on the needs assessment survey indicate a need for improved student behavior. Based on identified needs, the school wide character education program will be continued with emphasis on classroom management techniques to ensure a decrease in classroom interruptions. Social Emotional learning is a priority. During the 2023-2024 school year, all schools have implemented programs to address the needs of all students. During the 2022 – 2023 school year, a position was established to address the needs of students. Emphasis will continue to be placed on helping the students develop the social skills that are important for survival, school success and a good life. The character education program will enhance skills such as self-discipline, responsibility, kindness, capacity to communicate and respect. Classroom teachers will reinforce these skills in addition to helping the students in the development of emotional skills: identifying feelings, managing feelings, delaying gratification.

## **Gifted and Talented**

Uploaded Plan

**Additional data at the end**



**PART VI:**

# **MISSION, BELIEF, and VISION STATEMENTS**

**MISSION:**

Dillon School District Four will partner with all community stakeholders to educate and promote the well-being of all students with world-class knowledge, world-class skills, along with life and career characteristics needed to meet their potential to be productive members of society.

**BELIEF:**

It is our responsibility to rigorously educate every student based on the SC graduate profile according to their individual learning style, to develop world class skills through a relationship that incorporates life and career characteristics that ignites the desire of a lifelong learning process designed to ensure our students thrive in a global economy.

**VISION:**

Building a new generation of diverse community leaders for success in a competitive global society.



# ACTION PLAN FOR DISTRICT IMPROVEMENT FOR YEARS 2022 2027

## PART VII

<b>District Strategic Plan</b> <b>DATE: <u>April 17, 2023</u></b>																		
<b>Performance Goal Area: Student Achievement</b>																		
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate(Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority																		
<b>PERFORMANCE GOAL #1:</b>	The percentage of kindergarten through second grade students who score on grade level or above in early literacy skills will increase from 27% (baseline in Winter '21) to 65% (Winter 26-27) as measured by curriculum-based assessment (i-Ready).																	
<b>INTERIM PERFORMANCE GOAL #1:</b>	Meet annual targets below.																	
<b>DATA SOURCE(S):</b>	i-Ready Reading Diagnostic Assessment Data, ESEA Waiver Matrix Subgroups, ESSA (Every Student Succeeds Act), ACCESS (EL), Study Island, Common Assessments																	
<b>OVERALL MEASURE(S):</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Baseline Data 2021-2022</th> <th style="padding: 5px;">2022/2023</th> <th style="padding: 5px;">2023/2024</th> <th style="padding: 5px;">2024/2025</th> <th style="padding: 5px;">2025/2026</th> <th style="padding: 5px;">2026/2027</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">A-27%</td> <td style="padding: 5px;">A-28%</td> <td style="padding: 5px;">P-35%</td> <td style="padding: 5px;">P-43%</td> <td style="padding: 5px;">P-54%</td> <td style="padding: 5px;">P-65%</td> </tr> </tbody> </table>						Baseline Data 2021-2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	A-27%	A-28%	P-35%	P-43%	P-54%	P-65%
Baseline Data 2021-2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027													
A-27%	A-28%	P-35%	P-43%	P-54%	P-65%													
P- Represents iReady Reading Diagnostic Assessment projections of improvement A- Represents iReady Reading Diagnostic Assessment data																		

<b>ACTION PLAN - PERFORMANCE GOAL #1</b>	<b>EVALUATION</b>
------------------------------------------	-------------------

<b><u>STRATEGY # 1</u></b> <b><u>Teachers will work together to provide continuous rigorous instruction, practice, and assessment to achieve academic gains in Reading for students in grades K-2</u></b>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Implementation Indicators</u></b>
<b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, evidence-based research, innovation initiatives etc.)					
1. Use i-Ready data and classroom assessments to identify student needs, establish individual student goals, and provide leveled instruction.	8/23-6/24	Teachers, Powers-Penuel Lit. Coach	-0-	N/A	i-Ready Intervention Rosters/Schedules, Lesson Plans, Classroom Observations, Improved Student Achievement
2. Implement South Carolina Standards in grades K-2 with training provided through professional development opportunities (such as iReady PD, Into Reading, Letterland, etc, and professional learning communities.	8/23-6/24	Powers-Penuel, Lit. Coach, Bohachic Teachers, Consultants	\$12,000	Title I Title IV	Sign in Sheets, Agendas, Minutes, Lesson Plans, Observations, Improved Student Achievement
	8/23-6/24	Powers-Penuel,	-0-	N/A	

3. Continue integrating differentiated instruction to address all learning styles and rates of learning.		Lit. Coach, Teachers			Lesson Plans, Observations, Data Notebooks
4. Implement a Curriculum Night to support literacy, while integrating other content areas.	8/23-6/24	Powers-Penuel, Teachers, Lit. Coach, Bohachic	\$1500	Title I	Requisitions, Sign in Sheets, Agendas, Minutes, Parent Evaluations
5. Provide professional development in ELA strategies and interventions addressing all learners including (multilingual learners, gifted and talented, students with disabilities, students needing additional support, and homeless student population).	8/23-6/24	Powers-Penuel, Lit. Coach, Teachers, Consultants, Bohachic	\$8000	Title I Title V	Sign in Sheets, Agendas, Minutes, Lesson Plans, Observations, Improved Student Achievement
6. Provide instructional materials in ELA that will provide an enriched curriculum in grades K-2.	8/23-6/24	Powers-Penuel, Bohachic	\$1500	Title I	Requisitions, Lesson Plans, Observations, Improved Student Achievement
7. Provide instructional materials in English Language Arts, including on-line resources and subscriptions, that will provide an enriched curriculum.	8/23-6/24	Administration, Title I, Technology, Teachers, Literacy Coach	\$10,000	Title I ESSER	Requisitions, Lesson Plans, Observations, Improved Student Achievement

*i-Ready* and *Ready* are backed by timely research conducted in diverse educational settings. This research meets the criteria for “evidence-based” as defined by the Every Student Succeeds Act (ESSA), qualifying these programs for Elementary and Secondary School Emergency Relief (ESSER) and School Improvement funding.

<https://www.curriculumassociates.com/research-and-efficacy>

*i-Ready Diagnostic*: Linking Study with South Carolina College- and Career-Ready Assessments (SC READY)

<b>DISTRICT STRATEGIC PLAN FOR: <u>Dillon School District Four</u></b>		<b>DATE: April 17, 2023</b>																	
<b>Performance Goal Area:</b>																			
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other																			
<b>PERFORMANCE GOAL: 1</b>	The percentage of students in grade 3 who score Meets and Exceeds Expectations in English Language Arts as measured by state assessment will increase in grade three from a baseline of 25.6% in 2021 to 50.5% in 2027.																		
<b>INTERIM PERFORMANCE GOAL: 1</b>	Meet annual targets below.																		
<b>DATA SOURCE(S):</b>	State Assessment English Language Arts, ELA sub-group reports (Males, African-Americans, Disabled, Subsidized Meals, LEP), ELA Benchmark Tests, i Reading, Writing Assessments, Iowa Assessment (IA), Measures of Academic Progress (MAP), Unit Cumulative Tests; SC READY, PALS, DRA2, USA test prep, Accelerated Reader																		
<b>OVERALL MEASURE(S):</b>	<table border="1"> <thead> <tr> <th><b>Baseline</b></th> <th><b>2022-2023</b></th> <th><b>2023-2024*</b></th> <th><b>2024-2025*</b></th> <th><b>2025-2026*</b></th> <th><b>2026- 2027*</b></th> </tr> </thead> <tbody> <tr> <td> <b>2021 -2022</b>            Spring 2021            25.6%            Spring 2022*            30.5%            Actual            30.3%         </td> <td><b>District</b> 43.1%</td> <td><b>District</b> 45.0%</td> <td><b>District</b> 47.0%</td> <td><b>District</b> 49.0%</td> <td><b>District</b> 50.5%</td> </tr> </tbody> </table>							<b>Baseline</b>	<b>2022-2023</b>	<b>2023-2024*</b>	<b>2024-2025*</b>	<b>2025-2026*</b>	<b>2026- 2027*</b>	<b>2021 -2022</b> Spring 2021 25.6% Spring 2022* 30.5% Actual 30.3%	<b>District</b> 43.1%	<b>District</b> 45.0%	<b>District</b> 47.0%	<b>District</b> 49.0%	<b>District</b> 50.5%
	<b>Baseline</b>	<b>2022-2023</b>	<b>2023-2024*</b>	<b>2024-2025*</b>	<b>2025-2026*</b>	<b>2026- 2027*</b>													
<b>2021 -2022</b> Spring 2021 25.6% Spring 2022* 30.5% Actual 30.3%	<b>District</b> 43.1%	<b>District</b> 45.0%	<b>District</b> 47.0%	<b>District</b> 49.0%	<b>District</b> 50.5%														
<b>Grade 3 District</b>	*Represents projections of improvement																		

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<b>ACTION PLAN - PERFORMANCE GOAL 1</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #1</u></b> <u>To improve our ELA program, we must provide instruction, practice, and assessment of student writing.</u> <b><u>ACTIVITY</u></b> <u>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</u>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Monitor Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b>
1. Continue utilizing the Beginnings Writing Program (full language development) in 4 and 5 year-old kindergarten programs.	8/23- 6/24	Early Childhood Certified Personnel	\$1200	General PDSI CERDEP	Observations Lesson Plans
2. Select samples of exemplary writing to display on bulletin boards.	8/23- 6/24	Certified Personnel Students	NA	None	Observations Student Writing Samples
3. Post exemplary writings on school web pages.	8/23- 6/24	Certified Personnel Students Media Specialists	NA	None	School Web Page
	8/23- 6/24		NA		Newspaper Articles



<p>4. Publish samples of student writing in the school newsletter to involve the community with our students' progress in writing.</p>	8/23- 6/24	Certified Personnel Title I Facilitators	\$3000	None	Sign-In Sheets/Agendas
<p>5. Collect, review, and discuss professional books pertaining to the teaching of writing.</p>		Certified Personnel Title I Facilitators Principals		Title I PDSI	
<p>6. Provide opportunities for students to experience creative writing in classrooms and computer labs.</p>	8/23- 6/24	Certified Personnel Media Specialists	NA	None	Observations/Lesson Plans
<p>7. Promote the use of writing using student email.</p>	8/23- 6/24	Certified Personnel Media Specialists	NA	None	Observations/Lesson Plans
<p>8. Practice using writing prompts and rubrics to prepare students for the state assessment writing assessment.</p>	8/23- 6/24	Certified Personnel	NA	None	Lesson Plans
<p>9. Build classroom libraries by purchasing leveled and decodable texts and other resources based on assessment data.</p>	8/23- 6/24	Certified Personnel	\$10,000	PDSI	Classroom Inventory
<p>10. Train Certified Personnel in the use of shared and guided reading lessons to effectively address students' needs.</p>	8/23- 6/24	Principals	\$1000	Literacy Funds	Discontinue 4/2023 Agendas Sign-in Sheets

<b>ACTION PLAN -- PERFORMANCE GOAL 1</b>					<b>EVALUATION</b>

<p><b><u>STRATEGY #2:</u></b>  <u>Schools will strengthen and improve the ELA program to improve the state assessment for student achievement.</u></p> <p><b><u>ACTIVITY</u></b>  (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p><b><u>Monitor Completed Yes/No</u></b></p> <p><b><u>Continue</u></b></p> <p><b><u>Modify/Modified Date</u></b></p>
<p>1. Evaluate student performance on State mandated tests to current State mandated tests (longitudinal studies).</p>	<p>8/23- 6/24</p>	<p>A Hayes Principals Guidance Counselors</p>	<p>NA</p>	<p>NA</p>	<p>Student Achievement Data Sign-in Sheets</p>

<p>2. Appoint a representative for each grade level to keep the school up-to-date on best practices in ELA, to attend conferences, train faculty members, and lead the school in planning and making curriculum decisions in ELA with the focus on differentiating instruction for African American, pupils in poverty, Disabled students.</p>	8/23- 6/24	Certified Personnel Grade Level Reps.	\$3000	Title I PDSI	List of ELA Reps Travel Forms Agendas Sign-In Sheets
<p>3. Utilize technology with ELA resources through the purchase of Accelerated Reader or ReadnQuiz tests that correlate with our current textbook and the entire ELA program.</p>	8/23- 6/24	Media Specialists Yohe	\$10,000	ESSER	Student points Fidelity checks District Website Online Catalog
<p>4. Hold weekly grade level meetings to discuss ELA curriculum issues, conduct trainings, provide information from conferences, research, etc...</p>	8/23- 6/24	Certified Personnel Title I Facilitators Principals ELA Reps	NA	None	Sign-In Sheets/Agendas
<p>4. Hold weekly grade level meetings to discuss ELA curriculum issues, conduct trainings, provide information from conferences, research, etc...</p>	8/23- 6/24	Reading coaches	NA	None	Sign-In Sheets/Agendas
<p>5. Will coach and monitor small group instruction in all tiers to increase and evaluate student responses in all subgroups.</p>	8/23- 6/24	Reading coaches	\$10,000	Title V	Coaching records MTSS records
<p>6. Provide opportunities for Certified Personnel, parents, and students in grades K-3 to explore the Houghton-Mifflin Harcourt Into Reading Program based on the Science of Reading</p>	8/23- 6/24	Parent Meeting Certified personnel	\$600	Local funds	Sign in sheets
<p>7. Give quarterly awards to students who achieve honor roll. The student with the highest yearly academic average in each classroom will be recognized at the end of the year. A yearly award will be given to top</p>	8/23- 6/24	Certified Personnel Media Specialists Students Parents	\$4,500	Title IV	9 Weeks Awards Report End of Year Awards Report Newspaper articles Newsletter articles

<p>students in each grade level using reading scores.</p> <p>8. Will maintain small class size in order to improve student achievement.</p>	<p>8/23- 6/24</p>	<p>Certified Personnel Title I Facilitators Principals Hayes</p>	<p>Salaries</p>	<p>Title II</p>	<p>Student achievement</p>
<p><b><u>STRATEGY #3:</u></b> <u>Schools will provide opportunities for reading across the curriculum.</u></p> <p style="text-align: center;"><b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p><b><u>Monitor</u></b> <b><u>Completed Yes/No</u></b> <b><u>Continue</u></b> <b><u>Modify/Modified Date</u></b></p>
<p>1. Offer extra opportunities for low-achieving “at risk” students to utilize technology related to classroom instruction.</p>	<p>8/23- 6/24</p>	<p>Certified Personnel Title I Facilitators Principals</p>	<p>NA</p> <p>NA</p>	<p>None</p>	<p>Improved student achievement Academic Plans for Students</p>

2. Provide opportunities for peer reading throughout the school day and year.	8/23- 6/24	Intervention Certified Personnel	NA	None	Improved student achievement
3. Provide parents with a list of websites for all subject areas, which will help students, become more fluent readers.	8/23- 6/24	Certified Personnel Yohe	\$1500	None	List of Websites Sign-In Sheets/Agendas District Website
4. Provide the Houghton-Mifflin Harcourt Intervention programs to the resource teacher and the EL teacher to aid in the correlation of vocabulary and skills between the classes.	8/23- 6/24	Title I Facilitators PEC Teachers		Title III IDEA	Observations/Lesson Plans Improved Student Achievement
5. Work with Programs for Exceptional Children (PEC) to provide disabled students with access to needed materials and resources to ensure success for all students.	8/23- 6/24	PEC Teachers Jackson	NA	IDEA	Lesson Plans/Observations
6. Implement Daily Five	Discontinue	Reading Coaches	\$500	Literacy Funds	Discontinue June 2023 Lesson Plans/Observations

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<b>ACTION PLAN -- PERFORMANCE GOAL 1</b>	<b>EVALUATION</b>
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<p><b><u>STRATEGY #4:</u></b>  <u>Schools will continue utilizing the five reading components and Read to Succeed components to improve student achievement.</u></p> <p><b><u>ACTIVITY</u></b>            (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p><b><u>Monitor Completed Yes/No</u></b></p> <p><b><u>Continue Modify/Modified Date</u></b></p> <p><b><u>Terminated</u></b></p>
	8/23- 6/24	Certified Personnel	NA		Schedules Lesson Plans

<p>1. Continue a minimum 120 minutes uninterrupted literacy block in all classrooms.</p>	8/23- 6/24	Certified Personnel Reading Coaches	\$3000	None  Title I	Sign-In Sheets/Agendas Completed Assessment Forms
<p>2. Provide Letterland, Souday, Ready, Phonics for Reading kits and training in the use of the kits.</p> <p>3. Begin the second year of Professional Development of LETRS based on the science of reading.</p>	8/23- 6/24	Certified Personnel Reading Coaches 5K assistants Facilitators Principals	NA	SCDE	Observations Assessments Sign-In Sheets
<p>4. Implement strategies based on LETRS in the classroom setting using the science of reading and the HMH curriculum Into Reading.</p>	8/23- 6/24	Certified Personnel Reading Coaches 5K assistants Facilitators Principals	NA	SCDE	Data sheets Interventions Lesson plans
<p>5. Maintain a School Leadership Team to participate in meetings as established by the five components of reading.</p>	8/23- 6/24	School Leadership Team	NA	None	Sign-In Sheets/Agendas   Schedules

6. Continue to implement a core reading program in the language block.	8/23- 6/24	Certified Personnel	NA	State Textbook Allotment	Lesson Plans
7. Provide small group and one-on-one instruction in reading that addresses student weaknesses and achievement gaps in learning particularly with those students on free/reduced lunch status, African American students, and students with disabilities subgroups.	8/23- 6/24	Certified Personnel	NA	None	Schedules Lesson Plans
8. Expand the Literacy Library by purchasing decodable book sets for classroom use to promote reading achievement.	8/23- 6/24	Media Specialists Title I Facilitators Certified Personnel	\$6000	ESSER	Book Inventories
9. Provide professional development in the SC College-and Career-Ready Standards ELA to keep students on track for graduating according to the profile of the South Carolina graduate.	8/23- 6/24	A Hayes Principals Reading Coaches	\$4000	Title IV	Sign-In Sheets/Agendas
10. Continue implementation of the universal screener in grades K-1.	8/23- 6/24	STC Principals Teachers	\$5000	Local funds	Amira reports Observations of Students Interventions



<p>11. Implement the Multi-Tiered System of Support (MTSS) for grades K-12.</p>	<p>8/23- 6/24</p>	<p>Reading Coaches  Jackson Hayes District MTSS Team</p>	<p>\$15,000</p>	<p>Title V</p>	<p>Data Analysis District Leadership Team School Leadership Teams Sign-In Sheets TIPS Meeting Minutes</p>
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## ACTION PLAN FOR SCHOOL IMPROVEMENT FOR YEARS 2022- 2027 PART VII

<b>DISTRICT STRATEGIC PLAN FOR: <u>Dillon School District Four</u></b>							<b>DATE: April 17, 2023</b>
<b>Performance Goal Area:</b>							
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other							
<b>PERFORMANCE GOAL: 1</b>	The percentage of students in grades 4 and 5 who score Meets and Exceeds Expectations in English Language Arts as measured by state assessment will increase in grades four and five in 2021 (baseline) to an average of 51% 2027.						
<b>INTERIM PERFORMANCE GOAL:</b>	Meet annual targets below.						
<b>DATA SOURCES:</b>	State Assessment English Language Arts, ELA sub-group reports (Males, African-Americans, Disabled, Subsidized Meals, LEP), ELA Benchmark Tests, Measures of Academic Progress (MAP); SC READY; I Ready, USA test prep, Accelerated Reader						
<b>OVERALL MEASURE (S):</b>	<b>Baseline</b>	<b>2021 -2022</b>	<b>2022 –2023</b>	<b>2023-2024*</b>	<b>2024-2025*</b>	<b>2025-2026*</b>	<b>2026-2027*</b>
	Grade 4	Spring 2021	<b>District</b>	<b>District</b>	<b>District</b>	<b>District</b>	<b>District</b>
	Grade 5	20.2% 9.9%	Grade 4 33.2%	Grade 4 44.2%	Grade 4 49.5%	Grade 4 51.0%	Grade 4 54.0%
	Grade 4 Grade 5	Spring 2022	Grade 5 29.7%	Grade 5 34.5%	Grade 5 39.0%	Grade 5 44.0%	Grade 5 48%
	*Represents projections of improvement						

<b>ACTION PLAN - PERFORMANCE GOAL 1</b>	<b><u>EVALUATION</u></b>
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<b><u>STRATEGY #1</u></b> To improve our ELA program, we must provide instruction, practice, and assessment of student writing. <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Monitor Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b>  <b><u>Terminate</u></b>
11. Continue with the SC READY, Challenge the SC READY/English Language Arts Book daily.	8/23- 6/24	Facilitators Certified Personnel	\$3000	Title I	Observations/Lesson Plans
12. Use daily language activities.	8/23- 6/24	Certified Personnel Facilitator	NA	None	Lesson Plans Student Writing Samples
13. Use workbooks such as "Challenge The SC READY" weekly.	8/23- 6/24	Classroom Personnel	NA	None	Lesson Plans
14. Utilize journal writing daily.	8/23- 6/24	Certified Personnel	\$1000	Title I	Lesson Plans Classroom Journals
15. Incorporate computer lessons such as iready, Flocabulary, and Progress Learning and Mastery Connect test Prep	8/23- 6/24	Certified Personnel	NA	None	Lesson Plans Management Systems

6. Develop lessons using software and to reinforce standards.	8/23- 6/24	Classroom Certified Personnel	NA	None	Lesson plans
7. Utilize additional computerized resources for the “ReadnQuiz” and Accelerated ReaderProgram.	8/23- 6/24	Certified Personnel	NA	None	List of Books Tests District Website Observations/Lesson Plans Gordon Morning Show
8. Give special recognition to students in the Language Arts classes with the highest academic averages.	8/23- 6/24	Media Yohe	NA	None	Student lists
9. Provide information in current strategies/activities in the language arts program.	8/23- 6/24	Certified Personnel Principals	TBA	Title IV	Sign in sheets
10. Provide one to one device for all students.	8/23- 6/24	Certified Personnel Principals Media	\$100,000	Title I	
11. Continue to use tablets to enhance student performance and classroom instructional time.	8/23- 6/24	Faculty Principals Reading Coach Facilitator Technology	\$30,000	Title I	Invoices
12. Incorporate Science of reading into the balanced literacy model for fourth through fifth graders including small group differentiated instruction for all	8/23- 6/24	Principals Consultant	\$10,000	Title V	Sign-In Sheets/Agendas Lesson Plans

<p>subgroups especially African/Americans, Disabled students, and those students on free/reduced lunch status.</p> <p>13. Provide professional development for the reading intervention program.</p> <p>14. Provide professional development in the SC College-and Career-Ready Standards ELA to keep students on track for graduating according to the profile of the SC graduate.</p> <p>22. Implemented the Multi-Tiered System of Support (MTSS) for grades 4-5.</p>	<p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p>	<p>Facilitators Faculty</p> <p>Principal Hayes Facilitators</p> <p>Hayes Principals District Team</p> <p>MTSS Team</p>	<p>TBD</p> <p>NA</p> <p>\$3,000</p>	<p>ESSER</p> <p>Title I Literacy Funds</p> <p>Title IV</p>	<p>Team Planning Academic Performance</p> <p>Sign-In Sheets/Agendas</p> <p>Sign-In Sheets/Agendas</p> <p>Data Analysis District Leadership Team School Leadership Teams Sign-In Sheets TIPS Meeting Minutes</p> <p>Sign in sheets, agenda, MTSS plans</p>
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# ACTION PLAN FOR SCHOOL IMPROVEMENT FOR YEARS 2022 - 2027

## PART VII

**DISTRICT STRATEGIC PLAN FOR: Dillon School District Four**

**DATE: April 17, 2023**

**Performance Goal Area:**

Student Achievement     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)     District Priority  
 Gifted and Talented Academic     Gifted and Talented Artistic     Gifted and Talented Social and Emotional     Gifted and Talented Other

<b>PERFORMANCE GOAL: 1</b>	The percentage of students in grades 6-8 who score Meets and Exceeds Expectations in English language arts as measured by state assessment will increase in grades 6-8 in 2022(baseline) to an average of 44.1% in 2027.						
<b>INTERIM PERFORMANCE GOAL:</b>	Meet annual targets below						
<b>DATA SOURCES:</b>	State Assessment 6-8 English language arts for all subgroups (males, African Americans, etc.), participation rates, Measures of Academic Progress (MAP), ELA benchmark tests, SRI Reading Lexile Report, quarterly writing assessments, unit cumulative tests; USA Test prep, iReady, SC Ready						
<b>OVERALL MEASURE (S):</b>  <b>*Projections</b>		<b>Baseline 2021 - 2022</b>	<b>2022-2023</b>	<b>2023-2024*</b>	<b>2024-2025*</b>	<b>2025-2026*</b>	<b>2026 - 2027*</b>
	<b>6th Grade</b>	Spring 2021 25.3% Spring 2022* 29.4% (A) 29.9%	District 40.6%	District 41.0%	District 41.5%	District 42.0%	District 42.5%
	<b>7th Grade</b>	Spring 2021 22.7% Spring 2022* 26.7% (A) 30.3%	District 32.6%	District 33.0%	District 37%	District 41.2%	District 45.2%
	<b>8th Grade</b>	Spring 2021 18.7% Spring 2022* 22.8% (A) 24.4%	District 40.7%	District 41.0%	District 42.0%	District 43.0%	District 44.6%

<b>ACTION PLAN - PERFORMANCE GOAL 1</b>	<b>EVALUATION</b>
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<b>STRATEGY #1</b> <b><u>ELA teachers will provide continuous monitoring, assessment of student achievement, and instruction.</u></b> <b>ACTIVITY</b> <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b>  <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b> <b><u>Terminated</u></b>
1. Analyze SC READY and/or iReady scores to target students scoring not Met including African American, SWD and PIP subgroups.	8/23- 6/24	Hayes Principals ELA Teachers	NA	none	Rosters of Students and Scores Sign In Sheets from In-service/ Department Meetings Student Achievement
2. Administer a pretest, Scholastic Reading Inventory for reading to determine strengths and weaknesses for diagnostic purposes		ELA Teachers Media Centers	NA	none	<b>Discontinue</b> Profile sheets of students/scores Student Achievement
3. Collect data using MAP, Flocabulary, Progress Learning test prep, iReady for individual students and use data to drive instruction targeting small group differentiated for subgroups	8/23- 6/24	Principals ELA Teachers Media	NA	none	Data from MAP, iready, etc Lesson Plans Observations Student Achievement
4. Provide additional instruction as needed and/or requested by students and parents (before school EL services, exceptional children's programs, summer school, etc).	8/23- 6/24	Principals ELA Teachers	\$36,000	Title III IDEA	Student Rosters
5. Implement flexible grouping to meet the needs of all students in all subgroups	8/23- 6/24	Principals ELA Teachers	NA	none	Student Achievement for all subgroups of students

ACTION PLAN - PERFORMANCE GOAL 1					EVALUATION
<b>STRATEGY #2:</b> <u>ELA teachers and administration will work together to develop and participate in a strong research based staff development program.</u> ACTIVITY (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor
					<u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u> <u>Terminated</u>
1. Continue to implement the Middle School Teaming concept as teachers plan, collaborate and study research based strategies for improving instruction. (plan and develop collaborative lesson plans)  2. Continue to provide training to other departments for improving reading and writing across the curriculum through "Success for All"/ELA Coach.  3. Disseminate to ELA teachers state assessment information, to provide standards-based instruction, share effective teaching strategies, and learn new concepts from consultants and plan instruction.  4. Improve instruction in writing by providing Inservice on writing scores on SC READY	8/23- 6/24	Principals Title I Facilitators Teachers	NA	None	Participants in sessions Observation/Lesson Plans Student Achievement
		Principals Title I Facilitators ELA Teachers	NA	None	Discontinue Participants in sessions Observation/Lesson Plans Student Achievement
	8/23- 6/24	Principals Title I Facilitators ELA Teachers	NA	None	Participants in sessions Observations/Lesson Plans Student Achievement
	8/23- 6/24	Principals ELA Teachers Title I Facilitators	\$1500	Title I	Participants in sessions Observations/Lesson Plans Student Achievement
ACTION PLAN -- PERFORMANCE GOAL 1					EVALUATION



<p><b>STRATEGY #3</b>  <b><u>ELA teachers and administration will work together to develop and participate in research-based staff development programs.</u></b>  <b>ACTIVITY</b>  <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b></p>	<p><b>Timeline</b>  <u>Start/End Date</u></p>	<p><b>Person Responsible</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>	<p><b>Monitor</b>  <u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u></p>
<p>1. Continue to provide in-service on creating a positive school and classroom environment using MTSS.</p> <p>2. Continue to provide in-service on differentiating instruction and improving core instruction using MTSS in the classroom to meet the needs of all students while teaching on grade level.</p> <p>3. Attend conferences and educational events for improving student achievement in English Language arts. Teachers will inform the faculty of the current initiatives, share new resources, and lead the school in planning and making curriculum decisions.</p> <p>4. Provide in-service on the use of "Literature Circles" to improve student achievement in reading. Technique can be used in all subject areas.</p> <p>5. Continue collaborative book studies and planning sessions with teachers on research-based strategies for improving instruction and student achievement.</p> <p>6. Provide staff development to review the School Renewal Plan and to develop personal goals related to the analysis of state assessment data.</p>	<p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/22-6/23</p>	<p>Principals</p> <p>Principals</p> <p>Principals ELA Teachers</p> <p>Principals Title I Facilitators</p> <p>Principals ELA Teachers</p> <p>Principals ELA Teachers</p>	<p>\$1000</p> <p>\$1000</p> <p>\$2000</p> <p>\$1500</p> <p>\$2000</p> <p>NA</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>PDSI</p> <p>Local</p> <p>None</p>	<p>Participation Lesson Plans/Observations</p> <p>Participants in sessions Observations/Lesson Plans</p> <p>Participants in sessions Observations/Lesson Plans Student Achievement</p> <p><b>Discontinue</b> Student Achievement</p> <p>Participants in sessions Observations/Lesson Plans Student Achievement</p> <p>Participants in sessions Observations/Lesson Plans</p>

<b>ACTION PLAN -- PERFORMANCE GOAL 1</b>	<b>EVALUATION</b>
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STRATEGY #4 Students are encouraged to set high goals in order to participate in rewards programs and improve student achievement. <u>ACTIVITY</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	Monitor  <u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u>
1. Continue the Star Student Breakfast for students who exhibit good citizenship. Homeroom Teacher nominates one student each nine-week period as Star Student. Student and parents are recognized and treated to a breakfast at school.	8/23- 6/24	Principals Teachers First Citizens	\$500	High Performance Partnership	Participation in event Student Achievement
2. Continue a Rewards Party each nine weeks to encourage good behavior to decrease number of discipline referrals.	8/23- 6/24	Principals Teachers	\$500 \$3500	Local PTO	Decreased Discipline Referrals Student Achievement
3. Recognize Honor Roll students to receive rewards for achievement each nine weeks.	8/23- 6/24	Principals Teachers	\$200	Local PTO	Student Achievement Honor Roll List
4. Hold an Awards Day in May to honor superior achievement during the year.	5/2024	Principals	\$400	Local PTO	Participation Student Achievement
5. Hold a SC READY Improvement Contest with prizes for individual improvement using via-tests.	8/23- 6/24	Teachers Title I Facilitators ELA teachers	\$1000	Title 1	Student Achievement Reports of Progress Made

<b>ACTION PLAN - PERFORMANCE GOAL 1</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #5</u></b> The ELA teachers and media specialist will work together to strengthen the reading program and to raise students' ELA scores. <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End</u></b> Date	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b>  <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b>
1. Utilize the ReadnQuiz program. Teachers will require Reading Logs each nine weeks. Format will be distributed at beginning of year and featured on teachers' web pages.	8/23- 6/24	Media Centers ELA Teachers Yohe	NA	Technology	Participants in sessions Observations/Lesson Plans Improved Student Achievement
2. Promote interest in reading ELA students and media specialists will generate book commercials to be broadcasts throughout the school. Students will write printed book advertisements. READ posters will be created by students.	8/23- 6/24	ELA teachers Media Centers Title I Facilitators	NA	None	Participants in sessions Observations/Lesson Plans Improved Student Achievement
3. Collaborate with ELA teachers and media specialist to use project-based lessons which utilize SC's K-12 Information Literacy and Technology Integration Curriculum.	8/23- 6/24	ELA teachers Media Centers Yohe	NA	None	Participants in sessions Observations/Lesson Plans Improved Student Achievement
4. Host a reception for parents at orientation to provide information about media center.	8/23- 6/24	ELA teachers Media Centers Title I Facilitators	NA	None	Participants in sessions Observations/Lesson Plans Improved Student Achievement
5. Purchase books to enhance media center collection.		ELA teachers Media Centers Yohe	\$2000	Title I	Participants in sessions Observations/Lesson Plans Improved Student Achievement

	8/23- 6/24				
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<b>ACTION PLAN - PERFORMANCE GOAL 1</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #6</u></b> <b><u>In order to improve test scores, we must provide for instructional assistance for “At-Risk”, under-achieving and academically talented students.</u></b> <b><u>ACTIVITY</u></b> <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b>	<b><u>Timeline Start/End</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<p style="text-align: center;"> <span style="color: red;">Monitor</span>  <span style="color: blue;"><u>Completed Yes/No</u></span>  <span style="color: green;"><u>Continue</u></span>  <span style="color: purple;"><u>Modify/Modified Date</u></span>  <span style="color: orange;"><u>Terminated</u></span> </p>
1. Provide EL materials and instruction as necessary for improved student achievement.	8/23- 6/24	Principals Hayes Hardy/Allen	\$1300	Title III	Student Achievement
2. Provide students with disabilities and EL students with appropriate instruction.	8/23- 6/24	Principals Brandi Jackson PEC Teachers EL Teachers Jayne Lee	\$4000 \$1000	IDEA Title III	Student Achievement
3. Integrate ELA standards into the curriculum of the Practical Arts teachers to improve student achievement.	8/23- 6/24	Principals Practical Arts Teachers	NA	None	Lesson Plans Student Achievement in ELA
4. Implement reading programs ( iReady, etc) for grades 6-8. These programs will address closing the achievement gap with the following subgroups: African/Americans, Indians, Disabled students, EL students, and those students on free/reduced lunch status.	8/23- 6/24	Teachers Principals	\$10,000	Title I	Student Rosters Lesson Plans Student Achievement in ELA Scholastic Reading Inventories

<b>ACTION PLAN - PERFORMANCE GOAL 1</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #7</u></b> The ELA teachers will work together to strengthen the English Language Arts Scores.  <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b>  <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b>
1. Collaborate lesson plans using the SC College-and Career-Ready Standards ELA for English Language Arts and a variety of resources to engage students in learning to keep students on track for graduation.	8/23- 6/24	ELA Teachers Principals Title I Facilitators	\$250	PDSI	Participants in planning sessions Observations/Lesson Plans Improved Student Achievement
2. Implement research based instructional strategies using the literacy closet and small flexible groups.	8/23- 6/24	ELA Teachers Title I Facilitators Principals	\$5000	Title I	Observations/Lesson Plans Improved Student Achievement
3. Emphasize writing, teachers will provide opportunities for students to enter writing contests and share their essays through performances and Writing Displays in hallways, classrooms, cafeteria, office, and First Citizens Bank (Business Partner)	8/23- 6/24	ELA Teachers Title I Facilitators	\$250	Business Partner	Recognition of Winners of Contests Displays Observations/Lesson Plans Improved Student Achievement
4. Purchase books and materials to build a working literacy closet with packets of leveled books for teacher use in small flexible groups.	8/23- 6/24	Principals Title I Facilitators	\$5000	Title I	Circulation records of literacy closet Lesson Plans
5. Provide professional development in the SC College-and Career-Ready Standards including the priority standards in ELA	8/23- 6/24	Hayes Principals District Team	\$4000	PDSI	Sign-In Sheets/Agendas Travel Forms

<b>ACTION PLAN - PERFORMANCE GOAL 1</b>					<b>EVALUATION</b>

<b><u>STRATEGY #8</u></b> <b><u>In order to improve test scores, we must increase parental/community awareness.</u></b> <b>ACTIVITY</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b> <b><u>Completed Yes/No</u></b> <b><u>Continue</u></b> <b><u>Modify/Modified Date</u></b>
1. Provide nine weeks newsletter to keep parents and community aware of school news.	8/23- 6/24	Principals Title I Facilitators	\$1000	local	Student Achievement Logs/sign in sheets
2. Improve parent /school relations through an Open House/Parent Orientation.	8/23- 6/24	Principals Title I Facilitators	NA	None	Student Achievement Logs/sign in sheets
3. Meet regularly through the School Improvement Council to monitor and plan for the instructional program.	8/23- 6/24	Teachers	NA	None	Student Achievement Logs/sign in sheets
4. Schedule at least four PTO meetings each year.	8/23- 6/24	Principals SIC Members	\$1000	Title I	Student Achievement Logs/sign in sheets
5. Provide incentives and rewards for parents and students.	8/23- 6/24	Principals Teachers Parents Principals Faculty	\$1600	Title I	Student Achievement Logs/sign in sheets

<b>ACTION PLAN - PERFORMANCE GOAL 1</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #8</u></b> <b><u>In order to improve test scores, we must increase parental/community awareness.</u></b> <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b>  <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b> <b><u>Terminated</u></b>
6. Send Progress Reports/ Report Cards home regularly	8/23- 6/24	Principals Teachers	\$500	Local	Improved Student Achievement Improved cooperation from parents/ community
7. Continue Star Student Breakfast/ Parent / Student Lunches for those students exhibiting outstanding character traits	8/23- 6/24	Principals First Citizens	\$1500	High Performance Partnership	Improved Student Achievement Improved cooperation from parents/ community
8. Continue "Make a Difference Clean Up Day" to allow students and parents to give back to the school and community	8/23- 6/24	Principals Teachers Parents	\$500	High Performance Partnership	Improved Student Achievement Improved cooperation from parents/ community
9. Continue Title One Parent District Meetings	8/23- 6/24	Principals Facilitators	\$3000	Title I	Improved Student Achievement Improved cooperation from parents/ community
10. Continue High Performance Partnership with First Citizens of Dillon, SC	8/23- 6/24	Principals	NA	None	Improved Student Achievement Improved cooperation from parents/ community
11. Implemented the Multi-System of Support (MTSS) for grades 6-	8/23- 6/24	Jackson Hayes	\$2000	Title V	Improved Student Achievement Data Analysis District Leadership Team School Leadership Teams Sign-In Sheets/TIPS

# ACTION PLAN FOR DISTRICT IMPROVEMENT FOR YEARS 2022 - 2027

## PART VII

**DISTRICT STRATEGIC PLAN FOR: Dillon School District Four**

**DATE: April 17, 2023**

English/Language Arts

**Performance Goal 1:**

The percentage of students passing the English Language Arts EOCEP as measured by state assessment will increase from 42.2% for Dillon School District Four 2022(baseline) to 60% in 2027.

**Performance Goal Area:**

Student Achievement     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  
 District Priority     Gifted and Talented Academic     Gifted and Talented Artistic     Gifted and Talented Social and Emotional     Gifted and Talented Other

**ACTION PLAN ONE INTERIM PERFORMANCE GOALS**

Interim Performance Goal 1:

Meet annual targets below.



<b>PERFORMANCE GOAL:</b>	The percentage of our English students who meet the expected goals previously outlined will increase as measured by the state assessment and EOCEP.							
<b>DATA SOURCES:</b>	EOCEP, the SAT, the PSAT, the ACT, the PLAN, benchmark tests, unit cumulative tests, midterm exams, final exams, attendance, disciplinary referrals; ACT; ACT WIN, WorkKeys; USA test prep							
<b>OVERALL MEASURE(S):</b>								
<b>*Projections</b>	<b>English 2 EOCEP</b>							
			<b>2022</b>	<b>2023</b>	<b>2024*</b>	<b>2025*</b>	<b>2026*</b>	<b>2027*</b>
	DD4		42.2%	42.3%	45.0%	50.0%	55.0%	60.0%

<u>Strategy #</u>	<u>Activity (Action Plan)</u>	<u>Timeline Start Date/ End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost/Funding Sources</u>	<u>Monitor</u> <u>Completed Yes/No</u> <u>Continue</u> <u>Modify/Modified Date</u>
A. In order to improve student achievement and decrease dropout rate, teachers will provide remedial assistance to students who are behind their age level peers.	<ol style="list-style-type: none"> <li>1. Provide Literary Studies as a course that will accelerate student learning in ELA for those students scoring two or more levels below grade level on the spring MAP test.</li> <li>2. Provide English I through 2 courses (Intro to English I and English I) for students who score one level below grade level on the spring MAP test.</li> <li>3. Provide an ACT preparation class for juniors and seniors who fail to pass the ELA portion of the ACT first attempt and successive attempts.</li> <li>4. Provide an after school class in conjunction with the homework center to remediate ELA skills for those students failing to pass the ELA portion of the ACT exam on their first and successive attempts.</li> <li>5. Provide after school sessions, in conjunction with the homework center, to help prepare students for the English 2 EOCEP.</li> <li>6. Secure highly qualified teachers and provide resources.</li> <li>7. Send letters home, make personal telephone calls, and use School Messenger software to inform students and parents about the after school program.</li> <li>8. Continue collaborative groups to refine curriculum as well as to design both formal and informal assessments.</li> <li>9. Purchases resources to facilitate instruction.</li> <li>10. Use MAP to analyze student needs and guide instructional decisions.</li> <li>11. Provide training for staff for use of MAP and interpretation of MAP data.</li> </ol>	8/22-6/23	<p>1-3. Dept. Chair</p> <p>4-7. Dept. Chairs Principals</p> <p>8-11. Dept. Chairs</p>	<p>CATE, Pupil Activity, Grants as Available, Local, Title I, and Title V</p> <p>Supplies and Materials: \$1000</p> <p>\$3,000 Literacy Funds to maintain reading lab and resources</p>	<p><i>The percent of students passing the HSAP on the first attempt will increase.</i></p> <p><i>The percent of seniors passing both parts of the HSAP will increase.</i></p> <p><i>The percent of students passing English I EOCEP will increase.</i></p>
B. In order to improve student achievement, teachers must refine curriculum guides (pacing guides, lesson	<ol style="list-style-type: none"> <li>1. Continue professional development in the SC College-and Career-Ready Standards in ELA.</li> <li>2. Continue to refine and implement benchmark tests for all English classes (Benchmark 1, Benchmark 2 - midterm, Benchmark 3 and a final exam).</li> <li>3. Continue to refine pacing guides for English, all levels, based on the current standards.</li> <li>4. Continue to provide a semester course in SAT/ACT preparation.</li> </ol>	8/22-6/23	1-7. Dept. Chairs	PDSI, Title I funds, Title V funds, Local	<p><i>Pacing guides will be completed and implemented.</i></p> <p><i>Lesson plans and classroom assessment will reflect the standards addressed in the pacing guides.</i></p>

<u>Strategy #</u>	<u>Activity (Action Plan)</u>	<u>Timeline Start Date/ End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost/Funding Sources</u>	<u>Monitor Completed Yes/No  Continue  Modify/Modified Date</u>
plans, and assessments).	5. Provide summer reading lists for all English students and implement fall assessment of the reading. 6. Utilize MAP scores for diagnosing student needs and addressing these needs in the curriculum, instructional units, and assessments. 7. Develop pacing guides, lesson plans, and assessments for the classes so that English I is taught over a two semester time frame.			Supplies and Materials: \$3000	<i>Benchmark tests are completed and implemented.  EOCEP and HSAP test scores will reveal the degree to which we have been successful.</i>
C. In order to improve student achievement, teachers must provide test preparation and remediation in the regular classes.	1. Provide ACT practice in ELA. 2. Utilize a word-of-the-day vocabulary builder program. 3. Provide SAT preparation in sentence completion, root words, affixes, critical reading passages, tone, attitude, purpose, main idea, and essay writing. 4. Provide ACT practice. 5. Provide PSAT/PLAN practice. 6. Provide an ACT workshop and an SAT workshop for the students using an outside consultant.  7. Provide the opportunity for all tenth grade students to take the PSAT and PLAN.	8/22-6/23	1-5. Dept. Chairs       7. Dept. Chairs .	Local, SAT Improvement funds, Title V    Supplies: \$1000	<i>Benchmark tests will reflect the students' ability to demonstrate what they know.  Classroom grades will be commensurate with standardized testing and classroom benchmark testing.  SAT, PSAT, HSAP and ACT scores will improve.</i>
D. In order to improve student achievement, teachers must integrate technology into the teaching of English/ Language Arts	1. Utilize teacher computer and printer to prepare lessons and presentations for teaching content standards, especially research standards. 2. Utilize the media center/lab computers for teaching research standards and writing assignments. 3. Utilize the computer labs for research and multimedia presentations as well as individualized instruction and practice. 4. Utilize smart boards, Star pads, document cameras, and LCD projectors to enhance instruction. 5. Utilize scanners, digital cameras, computers, printers, and multimedia projectors to enhance student production in areas such as spreadsheets, presentations, and graphic organizers. 6. Utilize video/DVDs in the implementation of instructional strategies. Utilize United Streaming, Skills Tutor, and Study Island to enhance instruction.	8/22-6/23	1-5. Dept. Chairs   8-14. Perry Ford  Media Specialist and school technology contact	Title I, Technology Funds, CATE,  Supplies and Materials: \$1,500 Equipment: \$6,000 Software: \$3,000	<i>Teachers will use technology in the presentation/delivery of lessons with frequency and effectiveness.  Students will use technology as they develop projects and assignments.  Students and teachers will utilize, maintain, and integrate various technologies in ELA classes.</i>
E. In order to improve student achievement, teachers must	1. Utilize journal writing and writing conferences. 2. Utilize critical thinking and multiple intelligences research in the development of instructional lessons. 3. Utilize graphic organizers to enhance learning strategies.	8/22-6/23	1-6. Dept. Chairs  Principals	PDSI, Title I, Local,  Travel: \$7,500 Substitutes: \$500	<i>Teachers' lesson plans will reflect the usage of these practices with more frequency.</i>

Strategy #	Activity (Action Plan)	Timeline Start Date/ End Date	Person Responsible	Estimated Cost/Funding Sources	<u>Monitor</u>  <u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u>
utilize best practices in teaching.	<ol style="list-style-type: none"> <li>4. Utilize cooperative learning for exploratory reasons to minimize risk for learners and for differentiation of instruction.</li> <li>5. Utilize a variety of reading resources to serve as a basis for writing and stimulate higher-order thinking.</li> <li>6. Utilize authentic assessment, peer evaluation, and writing portfolios.</li> <li>7. Utilize sustained silent reading (SSR) weekly with each session not to exceed a maximum of 15 minutes.</li> <li>8. Use scaffolding techniques to bridge the gaps in background knowledge.</li> </ol>		Assistant Principals	Supplies and Materials: \$500	<i>Students will participate in class more often.</i>  <i>Test scores will improve.</i>
F. In order to improve student achievement and teacher quality, the district must provide training for teachers, counselors, specialists, and administrators.	<ol style="list-style-type: none"> <li>1. Provide opportunities for professional growth and training through activities such as conferences, workshops, seminars, collaborative groups, and book talks to include topics such as developing standards-based units, classroom management and motivating the un-motivated child, standardized test preparation, teaching children of poverty, data analysis, teaching the divergent learner, differentiated instruction, reading and writing across the curriculum, constructing and using rubrics, grant writing, integration of technology into the classroom, teachers as learners, best practices, updates on legal issues, using computer software for instructional purposes, developing open-ended response items, creative approaches to teaching, learning focused-schools, note taking as a study skill, Brain Gyms, United Streaming, and brain research theory.</li> <li>2. Individuals attending off-campus professional development will share with appropriate group afterwards to educate others.</li> <li>3. Bring in outside consultants to work on-site with staff.</li> <li>4. Provide necessary resources for staff development.</li> <li>5. Establish collaborative learning communities.</li> </ol>	8/22-6/23	1-5. Principals Certified Teachers	PDSI, Title I, Local,  Travel: \$5,000 Substitutes: \$800 Supplies and Materials: \$4,000	<i>Notes from sessions.</i>  <i>Presentation to others.</i>  <i>Staff performance will improve.</i>  <i>Test scores will improve.</i>
G. In order to improve student achievement and teacher quality, MTSS will be implemented school wide.	<ol style="list-style-type: none"> <li>1. MTSS committee will meet regularly to oversee the program.</li> <li>2. Secure incentives for students and teachers.</li> <li>3. Revisit and refine school wide rules.</li> <li>4. Display rules in the hallways and present on the morning show.</li> <li>5. Distribute matrices for rules to all staff.</li> <li>6. Analyze data for impact on discipline, attendance, and achievement.</li> </ol>	8/22-6/23	1. Principals 2-4. Paula Yohe Perry Ford Principals	Local, Pupil Activity,  Supplies and Materials: \$8,500	<i>Notes from sessions/meetings.</i>  <i>Presentation to others.</i>  <i>Test scores will improve.</i>  <i>Discipline and attendance will improve.</i>
H. In order to increase the number of students who graduate college and/or career ready	<ol style="list-style-type: none"> <li>1. increase the number of students that enroll in dual credit</li> <li>2. increase the number of students who earn 6 credit hours in approved dual enrollment courses</li> <li>3. increase composite scores of 20 or higher on the ACT.</li> <li>4. increase composite score of 1020 or higher in the SAT.</li> <li>45 increase the number of students taking AP classes</li> </ol>	8/22 – 6/23	Guidance Teachers Principal	NA	<i>Transcripts</i> <i>Score reports</i> <i>Power school</i>

<u>Strategy #</u>	<u>Activity (Action Plan)</u>	<u>Timeline Start Date/ End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost/Funding Sources</u>	<u>Monitor</u> <u>Completed Yes/No</u> <u>Continue</u> <u>Modify/Modified Date</u>
1. In order to improve graduation rate, credit recovery will be provided for students who qualify.	1. Guidance counselors will identify students who have been denied credit due to absences. 2. Attendance clerks will notify students of excessive absences. 3. Students will be assigned to after-school to work on missed assignments. 4. Students will be assigned extra duties to make up time missed in class. 5. Conferences will be scheduled to check on student compliance to agreed work. 6. Credit will be awarded upon completion of assignments.	August 2022 – June 2023	1. Counselors 2. Counselors 3. Principals 4-6. Certified Teachers	NA	<i>Students previously denied credit for classwork completed, will receive credit.</i>  <i>Students will remain on-target for graduation.</i>  <i>Graduation rate will improve.</i>

# ACTION PLAN FOR DISTRICT IMPROVEMENT FOR YEARS 2022 - 2027

## PART VII

<b>DISTRICT STRATEGIC PLAN FOR: <u>Dillon School District Four</u></b>		<b>DATE: April 17, 2023</b>																
<b>Performance Goal Area:</b>																		
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other																		
<b>PERFORMANCE GOAL: 2</b>	The percentage of students in grade 3 who score Meets and Exceeds Expectations in Mathematics as measured by state assessment will increase in grade three from 25.6%(baseline 2021) to 47% in 2027.																	
<b>INTERIM PERFORMANCE GOAL: 1</b>	Meet annual targets below.																	
<b>DATA SOURCE (S):</b>	SCPASS, PASS Sub-Group Reports (African-American, Disabled, Subsidized Meals), Math Benchmark Tests, Unit Cumulative Tests, Iowa Assessment (IA), Measures of Academic Progress (MAP); SC READY, PALS, DRA2,iReady, Dreambox																	
<b>OVERALL MEASURE(S):</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Baseline 2021 - 2022</th> <th style="width: 15%;">2022- 2023</th> <th style="width: 15%;">2023-2024*</th> <th style="width: 15%;">2024-2025*</th> <th style="width: 15%;">2025-2026*</th> <th style="width: 15%;">2026-2027*</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;"> <b>Grade 3 District</b>            Spring 2021 23.1%            Spring 2022 30.6%*            (A) 34.7%         </td> <td style="padding: 5px;"><b>District 41.8%</b></td> <td style="padding: 5px;"><b>District 43.0%</b></td> <td style="padding: 5px;"><b>District 44.5%</b></td> <td style="padding: 5px;"><b>District 46.0%</b></td> <td style="padding: 5px;"><b>District 47.0%</b></td> </tr> </tbody> </table>						Baseline 2021 - 2022	2022- 2023	2023-2024*	2024-2025*	2025-2026*	2026-2027*	<b>Grade 3 District</b> Spring 2021 23.1% Spring 2022 30.6%* (A) 34.7%	<b>District 41.8%</b>	<b>District 43.0%</b>	<b>District 44.5%</b>	<b>District 46.0%</b>	<b>District 47.0%</b>
Baseline 2021 - 2022	2022- 2023	2023-2024*	2024-2025*	2025-2026*	2026-2027*													
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*Represents projections of improvement																		

**ACTION PLAN - PERFORMANCE GOAL 2**

**EVALUATION**

<p><b><u>STRATEGY #1</u></b>  <u>To improve test scores schools will work together to provide continuous instruction, practice, and assessment of the SC Mathematic Standards and through integration of technology.</u>  <b><u>ACTIVITY</u></b>                      (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p><b><u>Monitor Completed Yes/No</u></b>   <b><u>Continue</u></b>   <b><u>Modify/Modified Date</u></b></p>
<p>1. Provide an integrated, standards-based math curriculum in every PreK-3 classrooms and work with Programs for Exceptional Children (PEC) to ensure all students are covering all standards.</p> <p>2. Provide supplementary programs to remediate/enrich student learning such as, iready, DreamBox, USA test prep, Daily Oral Math, Calendar Math, Saxon, The Problem Solver, Groundworks, and/or Math 4 Today in grades Pre-K-3.</p> <p>3. Utilize math software programs in classrooms/computer lab for extra practice and enrichment activities.</p>	<p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p>	<p>Certified Personnel Title I Facilitators Principals</p> <p>Certified Personnel Title I Facilitators Principals</p> <p>Certified Personnel Media Spec.</p>	<p>NA</p> <p>\$2000</p> <p>NA</p>	<p>None</p> <p>Title I</p> <p>None</p>	<p>Lesson Plans Improved Academic Achievement</p> <p>Lesson Plans/Observations Improved Academic Achievement</p> <p>Lesson Plans/Observations Student Achievement</p>

4. Provide a tutoring program during or before school hours using adult and/or peer volunteers.	8/23- 6/24	Certified Personnel Intervention Teams	NA	None	Notes from Intervention Meetings. Improved Academic Achievement
5. Provide weekly grade level meetings to discuss math curriculum issues, provide information from conferences, conduct trainings, discuss research, materials, etc...	8/23- 6/24	Certified Personnel Math Reps. Title I Facilitators Principals	NA	None	Grade Level Minutes Sign-In Sheets
6. Equip classrooms with needed math materials, games, and manipulatives to solidify student understanding of math concepts.	8/23- 6/24	Title I Facilitators Principals PTA Certified Personnel	\$3000	PTA Local	Invoices Observations Improved Student Achievement
7. Use journals/notebooks to write about math concepts and assemble a glossary of math vocabulary and symbols.	8/23- 6/24	Certified Personnel	NA	None	Lesson Plans/Observations Improved Student Achievement
8. Implement iReady, DreamBox, three times a year to determine student's instructional level and needs.	8/23- 6/24	Teachers Guidance Counselors	\$10000	Local	New and Continue Test Data Testing Schedules

<b>ACTION PLAN -- PERFORMANCE GOAL 2</b>					<b><u>EVALUATION</u></b>

<p><b><u>STRATEGY #2:</u></b>  <u>Certified Personnel and administration will work together to develop and participate in a strong research based staff development program.</u></p> <p style="text-align: center;"><b><u>ACTIVITY</u></b></p> <p><b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b></p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p style="text-align: center;"><b><u>Monitor</u></b></p> <p style="text-align: center;"><b><u>Completed Yes/No</u></b></p> <p style="text-align: center;"><b><u>Continue</u></b></p> <p style="text-align: center;"><b><u>Modify/Modified Date</u></b></p> <p style="text-align: center;"><b><u>Terminate</u></b></p>
<p>1. Provide the opportunity for grade level math representatives to attend conferences, seminars, and workshops. To keep the faculty informed of the current initiatives in mathematics, assist in instructional material selection, and share resources.</p>	<p>8/23- 6/24</p>	<p>Math Rep.            Certified Personnel            Title I Facilitators            Principals</p>	<p>NA</p>	<p>PDSI</p>	<p>Agendas/Sign-In Sheets            Observations            Lesson Plans            Travel Forms</p>
<p>2. Provide on-going staff development in math related to problem solving, operations, algebra, geometry, measurement, probability, and the SC College-and Career-Ready Standards Math to keep students on track for graduating according to the profile of the SC Graduate. This includes staff development on technology program and device implementation.</p>	<p>8/23- 6/24</p>	<p>Math Rep.            Title I Facilitators            Principals            Instructional            Technology Coaches            Hayes</p>	<p>\$3000</p>	<p>Title I            General            PDSI</p>	<p>Agendas/Sign-In Sheets            Observations            Lesson Plans            Travel Forms</p>
<p>3. Implement research based supplemental and intervention programs that focus on differentiated instruction to improve student achievement in all students with focus on African American, SWD and PIPs..</p>	<p>8/23- 6/24</p>	<p>Certified Personnel</p>	<p>\$5000</p>	<p>Title I            General            PDSI</p>	<p>Agendas/Sign-In Sheets            Observations            Lesson Plans</p>



<b>ACTION PLAN -- PERFORMANCE GOAL 2</b>	<b><u>EVALUATION</u></b>
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<b><u>STRATEGY #3:</u></b> To improve test scores, math readiness skills will be taught as a prerequisite to all learning, students will master the basic facts and apply the information daily. <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Monitor Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b>Modify/Modified Date</b>
1. Utilize manipulatives for hands-on lessons.	8/23- 6/24	Certified Personnel	\$1200	General Title I Title III	Observations Lesson Plans Student Learning
2. Provide basic math facts daily.	8/23- 6/24	Certified Personnel	<u>NA</u>	None	Lesson Plans Test Scores Observations Teacher-made Tests
3. Compare student's previous performance on State mandated tests to current State mandated tests and State standards (longitudinal studies)by subgroup.	8/23- 6/24	Principals Title I Facilitators Guidance Counselors	NA	None	Student Profiles Tests Scores Sign-In Sheets
4. Will maintain small class size in order to improve student achievement.	8/23- 6/24	Hayes Principals	Salaries	Title II	Weekly Attendance

<b>ACTION PLAN - PERFORMANCE GOAL 2</b>	<b><u>EVALUATION</u></b>
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<p><b><u>STRATEGY #4</u></b>            To improve test scores, educational experiences will be provided which will lead to students' ability to respond critically and creatively to math higher-order questions.</p> <p><b><u>ACTIVITY</u></b>            (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p><b><u>Monitor Completed Yes/No</u></b></p> <p><b><u>Continue</u></b></p> <p><b>Modify/Modified Date</b></p>
<p>1. Provide opportunities for students to improve math skills using classrooms, one to one devices and computer labs.</p> <p>2. Provide real world opportunities for students to enhance higher-order thinking skills.</p> <p>3. Provide math oral language development to students by presenting their word problems.</p> <p>4. Expose students to real-life opportunities through guest speakers.</p>	<p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p>	<p>Media Specialists Yohe</p> <p>Certified Personnel</p> <p>Certified Personnel</p> <p>Certified Personnel Guidance Counselors Volunteers</p>	<p>NA</p> <p>\$300</p> <p>NA</p> <p>\$500</p>	<p>NA</p> <p>PTO General Title I</p> <p>None</p> <p>General Title I State</p>	<p>Observations Lesson Plans</p> <p>Observations Parent Permission Forms Bus Invoice Request Teacher Request Forms</p> <p>Lesson Plans Work Samples Observations</p> <p>Lesson Plans Observations School-to-Work Tally Forms</p>

5. Integrate Writing Across the Curriculum activities to integrate all core curriculum subjects.	8/23- 6/24	Certified Personnel	\$1000	General State Title I	Lesson Plans Work samples Observations
6. Provide newspapers for students to read about and study topics of interest in grades Pre K -3.	8/23- 6/24	Certified Personnel	\$1000	General State	Lesson Plans Work Samples Observations
7. Purchase supplemental materials to expand state adopted math series.	8/23- 6/24	Certified Personnel	\$1000	General Title I	Observations Lesson Plans Work Samples
8. Display students' math work throughout the school.	8/23- 6/24	Certified Personnel	NA	None	Observations Work Samples Lesson Plans Bulletin Boards
9. Provide service learning projects to create math writing opportunities.	8/23- 6/24	Certified Personnel	\$200	General Grant	Lesson Plans Observations School-to-Work Forms

**DISTRICT STRATEGIC PLAN FOR: Dillon School District Four**

**DATE: April 17, 2023**

**Performance Goal Area:**

Student Achievement  Teacher/Administrator Quality  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  District Priority  
 Gifted and Talented Academic  Gifted and Talented Artistic  Gifted and Talented Social and Emotional  Gifted and Talented Other

**PERFORMANCE GOAL: 2** The percentage of students in grades 4 and 5 who score Meets and Exceeds Expectations in Math as measured by state assessment will increase in grades four and five in 2021 (baseline) to an average of 41% 2027.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

**DATA SOURCES:** State Assessment English Language Arts, ELA sub-group reports (Males, African-Americans, Disabled, Subsidized Meals, LEP), ELA Benchmark Tests, Measures of Academic Progress (MAP); SC READY; I Ready, USA test prep, Accelerated Reader

<b>OVERALL MEASURE (S):</b>	<b>Baseline</b>	<b>2022 –2023</b>	<b>2023-2024*</b>	<b>2024-2025*</b>	<b>2025-2026*</b>	<b>2026-2027*</b>
	<b>Grade 4</b>	<b>Spring 2021</b> 19.5%	<b>District</b>	<b>District</b>	<b>District</b>	<b>District</b>
<b>Grade 5</b>	10.0%	<b>Grade 4</b> 20.5%	<b>Grade 4</b> 27.2%	<b>Grade 4</b> 30.9%	<b>Grade 4</b> 35.0%	<b>Grade 4</b> 40.0%
<b>Grade 4</b>	<b>Spring 2022</b> 22.3%* (A) 21.9%	<b>Grade 5</b> 21.5%	<b>Grade 5</b> 28.5%	<b>Grade 5</b> 31.9%	<b>Grade 5</b> 36.9%	<b>Grade 5</b> 42%
<b>Grade 5</b>	22.3%* (A) 29.1%					

\*Represents projections of improvement

Action Plan-Performance Goal - #2					Evaluation
Strategy #1 School Personnel will work together to strengthen and improve math instruction and raise students' math scores through South Carolina Curriculum Standards	Timeline Start/End Date	Person responsible	Estimated Cost	Funding Source	Indicators of Implementations Monitor Completed yes/no Continue Modify/Modified Date Continue
Activity					
1. Incorporate math standards as objectives into weekly lesson plans to give students exposure to all math skills tested on their grade level.	8/23-6/24	School Personnel	NA	None	Lesson Plans Observations Assessments
2. Support the Assessment of students using iReady at least three times per school year to produce a computerized diagnostic of the instructional level, growth, and needs of each student.	8/23-6/24	MTSS District Leadership team School Personnel Technology Dept	NA	None	MTSS TIPs Assessment Results Assessment Schedule
3. Support Integration of technology into classrooms and computer labs with district approved applications and websites to enhance and support math instruction.	8/23-6/24	Administration Title I Facilitator Technology Dept School Personnel Math Teachers	\$35,000	ESSER Funds	Observations Lesson Plans Teacher Schedules Study Island Reports Reports from technology applications
4. Provide, implement, and monitor the use of math materials, supplemental resources and manipulatives to support and enhance best practices and researched based strategies that align to the SC math standards to increase student achievement.	8/23-6/24	Administration Certified Personal Title I Facilitator	\$19,000	Title I Funds  CSI State Funds	Improved Student Achievement Invoices Observations Lesson Plans
5. Collaborate with staff development meetings to implement researched based math programs units using common assessments and data	8/23-6/24	Math Teachers Administration	NA	None	Sign-in Sheets/Agendas Assessment Data/ Lesson Plans/ Observations

	analysis to address SC standards and students' needs.					
6.	Recognize students for increased math achievement using presentations, assemblies, hall displays, and letters/certificates to parents.	8/23-6/24	School Personnel Title I Facilitator	\$1000	Title I	Observations Certificates Invoices
7.	Develop quarterly grade level pacing guides and grade level assessments based on SC College and Career-Ready Standards to ensure all math standards are covered by the end of the school year.	8/23-6/24	Math Teachers Administration Title I	\$200	Title I	Data Analysis Assessment Notebooks Pacing Guides Invoices
8.	Preview math state assessment documents at least twice a year to determine specific math standards strengths and weaknesses.	8/23-6/24	Math Teachers Administration	NA	None	SDE documents Sign in sheets agenda
9.	Promote parental involvement by providing math practice items for home use during Family Night Slams (Parent Nights).	8/23-6/24	School Personnel Title I Facilitator	\$500	Title I	Family Night Slam Sign-in Sheets/Agendas Invoices
10.	Teachers will continue to produce weekly newsletters that provide instructional information informing parents of current math standards being taught.	8/23-6/24	Administration Title I Fac. Certified Personnel	\$1000	Title I	Sign-in Sheets Agendas Newsletters
11.	Conduct small group math instruction daily based on need.	8/23-6/24	School Personnel	NA	None	Observations Lesson Plans
12.	Provide opportunities for administration and teachers to attend professional development and conferences that support best practices in math and researched based strategies.	8/23-6/24	Math Teachers Administration	\$6000	Federal State Funding	Agendas/Registration/ Mileage/Lodging/Meals/Invoices

Action Plan-Performance Goal - # 2					Evaluation
Strategy #2 Documented areas of weakness on SC READY will be addressed to improve student performance.	Timeline Start/End Date	Person responsible	Estimated Cost	Funding Source	Indicators of Implementations Monitor Completed yes/no Continue Modify/Modified Date Continue
Activity					
1. I-READY will be used for math intervention for students in Tier II and Tier III.	8/23 -6/24	Principal Title One Facilitator Teachers	\$2,000	District Funds	Weekly I-READY Student Reports
2. Teachers will provide additional instruction in the areas of Algebraic Thinking and Operations, Geometry, and Fractions.	8/23 -6/24	Principal Title One Facilitator Teachers	\$0	N/A	Lesson Plans, Weekly Assessments
3. Teachers will provide the foundational skills needed for Number Sense and students will show mastery before moving on.	8/23 -6/24	Principal Title One Facilitator Teachers	\$0	N/A	Lesson Plans, Student Grades
4. Teachers will focus on mastery of basic skills (adding, subtracting, multiplying, and dividing) first to ensure success with higher order thinking math activities.	8/23 -6/24	Principal Title One Facilitator Teachers	\$0	N/A	Weekly Assessments
5. Teachers and students will use academic math vocabulary fluently and post concept charts in the classroom.	8/23 -6/24	Principal Title One Facilitator Teachers	\$0	N/A	Lesson Plans, Classroom Observations, Evidence of Concept Charts
6. To promote higher order thinking skills, students will use several different ways to solve math problems.	8/23 -6/24	Principal Title One Facilitator Teachers	\$0	N/A	Student Work, Lesson Plans
7. Teachers will use the South Carolina Support Document as a guide for pacing and presentation of material at all grade levels.	8/23 -6/24	Principal Title One Facilitator Teachers	\$0	N/A	Lesson Plan, Pacing Guide

# ACTION PLAN FOR SCHOOL IMPROVEMENT FOR YEARS 2022 - 2027

## PART VII

**DISTRICT STRATEGIC PLAN FOR: Dillon School District Four**

**DATE: April 17, 2023**

**Performance Goal Area:**

Student Achievement     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)     District Priority  
 Gifted and Talented Academic     Gifted and Talented Artistic     Gifted and Talented Social and Emotional     Gifted and Talented Other

**PERFORMANCE GOAL: 2**

The percentage of students in grades 6-8 who score Meets and Exceeds Expectations in Mathematics as measured by state assessment will increase in grades 6-8 in 2021 (baseline) to 37.8% in 2027.

**INTERIM PERFORMANCE GOAL:**

Meet annual targets below.

**DATA SOURCE (S):**

SC READY 6-8 Mathematics for all subgroups, participation rates, MAP Aassessment, iReady, USA test prep, Math benchmark tests, unit cumulative test

**OVERALL MEASURE (S):**

	Baseline 2021-2022	2022-2023	2023-2024	2024-2025*	2025-2026*	2026-2027*
6th Grade	Spring 2021 12.5% Spring 2022* 20.4% (A) 17.9%	District 31.1%	District 32.5%	District 33.5%	District 35.0%	District 36.8%
7th Grade	Spring 2021 11% Spring 2022* 17.7%(A) 16.3%	District 9.8%	District 24.8%	NA District 27.2%	District 30.5%	District 33.9%
8th Grade	Spring 2021 9.8% Spring 2022* 16.5%(A) 15.8%	District 23.7%	District 24.5%	NA District 26%	District 29.3%	District 42.7%

\*Represents projections of improvement



<p><b><u>STRATEGY #1</u></b>  <b><u>In order to improve test scores, we must provide for staff development, materials and support for consistent, school-wide Math instructional delivery.</u></b>  <b><u>ACTIVITY</u></b>  <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b></p>	<p><b><u>Timeline</u></b>  <b><u>Start/End</u></b>  <b><u>Date</u></b></p>	<p><b><u>Person</u></b>  <b><u>Responsible</u></b></p>	<p><b><u>Estimated</u></b>  <b><u>Cost</u></b></p>	<p><b><u>Funding</u></b>  <b><u>Source</u></b></p>	<p><b>Monitor</b>    <b><u>Completed Yes/No</u></b>    <b><u>Continue</u></b>    <b><u>Modify/Modified Date</u></b></p>
<p>1. Select teachers to attend the Professional Development Conferences and inform the faculty of the current initiatives in math, share resources, and lead the school in planning and making math curriculum decisions.</p> <p>2. Use USA test prep or teacher made benchmarks to drive instruction.</p> <p>3. Train math teachers in analyzing current SC READY.</p> <p>4. Provide staff development to all math teachers for implementation of the SC College-and Career-Ready Standards Math including the priority standards to keep students on track for graduation and not drop out.</p> <p>5. Participate in staff development sessions on the use of “hands-on” activities and engaging students actively in learning</p>	<p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p> <p>8/23- 6/24</p>	<p>Principals Math Teachers</p> <p>Principals Math Teachers</p> <p>Principals</p> <p>Liebenrood Principals District Team</p> <p>Principals Math Teachers</p>	<p>\$2000</p> <p>\$1500</p> <p>NA</p> <p>\$4000</p> <p>NA</p>	<p>Title I</p> <p>PDSI</p> <p>None</p> <p>PDSI</p> <p>None</p>	<p>Participation Lesson Plans/Observations Improved instructional delivery Improved Student Achievement</p> <p>Lesson Plans/Observations Improved instructional delivery Improved Student Achievement</p> <p>Participation Lesson Plans/Observations Improved instructional delivery Improved Student Achievement</p> <p>Sign-In Sheets Participation in Departmental Meetings Travel Forms/Agendas</p> <p>Sign-In Sheets Participation in Departmental Meetings Personal Goals</p>

<b>ACTION PLAN - PERFORMANCE GOAL 2</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #1</u></b> <b><u>In order to improve test scores, we must provide for staff development, materials and support for consistent, school-wide Math instructional delivery.</u></b> <b>ACTIVITY</b> <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b>  <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b>
6. Continue to provide in-service on creating a positive school and classroom environment through MTSS.	8/23- 6/24	Principals	NA	None	Participation/Sign-In Sheets Lesson Plans/Observations Improved Student Achievement
7. Continue to provide in-service on differentiating instruction in the classroom to meet the needs of all students while teaching on grade level (at risk, EL, GT, PEC, free/reduced lunch status, etc.).	8/23- 6/24	Principals	NA	None	Participants in sessions Sign-In Sheets Observations/Lesson Plans Improved Student Achievement Sign In Sheets
8. Provide training on increasing student engagement and response opportunities.	8/23- 6/24	Principals	NA	None	Participants in sessions Observations/Lesson Plans Improved Student Achievement Sign In Sheets
9. Continue collaborative book studies and planning sessions with math teachers using the SC College- and Career-Ready Standards Math for improving instruction and student achievement.	8/23- 6/24	Principals	NA	None	Participants in sessions Observations/Lesson Plans Improved Student Achievement
10. Equip classrooms with needed math manipulatives, games, activities, and instructional aids to solidify student understanding of math concepts.	8/23- 6/24	Principals	\$2000	Title I	Purchase Orders Lesson Plans Observations Improved Student Achievement

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ACTION PLAN - PERFORMANCE GOAL 2					EVALUATION
<b>STRATEGY #2</b> Students will be encouraged to set high goals in order to participate in rewards programs and improve student achievement. <b>ACTIVITY</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline Start/End Date</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Monitor</b>  <u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u>
1. Provide nine weeks newsletter and social media to keep parents and community aware of school news.	8/23- 6/24	Principals Teachers	\$1000	High Performance Partnership	Participation Improved Student Achievement Improved cooperation from parents/community
2. Improve parent/school relations with an Open House/Parent Orientation	8/23- 6/24	Principals Teachers	NA	None	Improved Student Achievement Improved cooperation from parents/community
3. Hold regular meetings with the School Improvement Council to monitor and plan for the instructional program.	8/23- 6/24	Principals SIC	NA	None	Improved Student Achievement Improved cooperation from parents/community
4. Schedule at least four PTO meetings each year.	8/23- 6/24	Principals Parents Teachers	\$1000 \$500	Local Funds PTO Funds	Participation Improved Student Achievement
5. Provide parent workshops to support and encourage parent/school/home relationships.	8/23- 6/24	Principals Teacher	\$1600	Local Funds	Participation Improved Student Achievement

				High Performance Partnership	
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<b>ACTION PLAN - PERFORMANCE GOAL 2</b>	<b>EVALUATION</b>
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<p><b><u>STRATEGY #3</u></b>            In order to improve test scores, we must provide for instructional assistance for “At-Risk”, under-achieving and academically talented.  <u>ACTIVITY</u>            (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p>Monitor   <u>Completed Yes/No</u>   <u>Continue</u>   <u>Modify/Modified Date</u>   <u>Terminated</u></p>
<p>1.Math teachers will utilize one to one devices to facilitate instruction using computer programs such as iReady and Study Island to improve achievement for all students.</p> <p>2. Implement flexible grouping and increase fidelity in small group instruction through MTSS to meet the needs of all students.</p>	<p>8/23- 6/24</p> <p>8/23- 6/24</p>	<p>Principals Teachers</p> <p>Principals Teachers</p>	<p>NA</p> <p>NA</p>	<p>None</p> <p>None</p>	<p>Improved Student Achievement</p> <p>Improved Student Achievement</p>

<b>ACTION PLAN - PERFORMANCE GOAL 2</b>					<b>EVALUATION</b>

<b><u>STRATEGY #3</u></b> <b><u>In order to improve test scores, we must provide for instructional assistance for “At-Risk”, under-achieving and academically talented students.</u></b> <u>ACTIVITY</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<b>Monitor</b>  <u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u>
4. Provide EL materials and instruction as necessary for Improved Student Achievement in math.	8/23- 6/24	Principals Liebenrood	\$1300	Title III	Improved Student Achievement.
5. Provide students of exceptional children’s program with appropriate instruction.	8/23- 6/24	Principals Hayes PEC Teachers	\$4000	IDEA	Improved Student Achievement.
6. Utilize consultants to conduct standards-based model lessons and provide additional assistance in all math classes.	8/23- 6/24	Principals	\$5000	PDSI	Improved Student Achievement.
7. Share standards-based model lessons with each other (STEMS) and incorporate hands-on, deeper-thinking techniques in classroom instruction.	8/23- 6/24	Principals Teachers	NA	None	Improved Student Achievement

<b>ACTION PLAN - PERFORMANCE GOAL 2</b>					<b>EVALUATION</b>

<p><b><u>STRATEGY #4</u></b>  <b><u>In order to improve test scores, we must provide continuous monitoring, evaluation, and assessment of the Math Curriculum to ensure correlation and continuity of expectations among the curriculum, the State Standards and other auxiliary instructional programs.</u></b>  <u>ACTIVITY</u>            (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline</u></b>  <b><u>Start/End</u></b>  <b><u>Date</u></b></p>	<p><b><u>Person</u></b>  <b><u>Responsible</u></b></p>	<p><b><u>Estimated</u></b>  <b><u>Cost</u></b></p>	<p><b><u>Funding</u></b>  <b><u>Source</u></b></p>	<p>Monitor</p> <p><b><u>Completed Yes/No</u></b></p> <p><b><u>Continue</u></b></p> <p><b><u>Modify/Modified Date</u></b></p>

1. Assess materials based on the current state standards.	8/23- 6/24	Principals	NA	None	Improved Student Achievement.
2. Develop and administer benchmark tests, analyze the outcomes based on the state standards (Using Via tests, High Stakes for Learning, MAP, etc).	8/23- 6/24	Principals Teachers	NA	None	Improved Student Achievement.
3. Monitor the pace of instruction based on the pacing guide/curriculum map.	8/23- 6/24	Principals Teachers	NA	None	Improved Student Achievement.

<b>ACTION PLAN - PERFORMANCE GOAL 2</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #5</u></b> <b><u>In order to improve test scores, we must increase parental/community awareness.</u></b> <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b>  <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b>
1. Provide nine weeks newsletter to keep parents and community aware of school news.	8/23- 6/24	Principals	\$1000	High Performance Partnership	Improved Student Achievement Improved cooperation from parents/ community

2.Improve parent/school relations through an Open House/ Parent Orientation.	8/23- 6/24	Principals Teachers	NA	None	Improved Student Achievement Improved cooperation from parents/ community
3.Meet regularly with the School Improvement Council to monitor and plan for the instructional program.	8/23- 6/24	Principals SIC	NA	None	Improved Student Achievement Improved cooperation from parents/ community
4. Schedule at least four PTO meetings each year.	8/23- 6/24	Principals Teachers Parents	\$1000	PTO Local	Improved Student Achievement Improved cooperation from parents/ community
5. Provide incentives and rewards for deserving students.	8/23- 6/24	Principals	\$1600	High Performance Partnership	Improved Student Achievement Improved Classroom Behavior

<b>ACTION PLAN - PERFORMANCE GOAL 2</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #5</u></b> <b><u>In order to improve test scores, we must increase parental/community awareness.</u></b> <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline</u></b> <b><u>Start/End</u></b> <b><u>Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b>Monitor</b>  <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b>
6. Send Progress Reports/ Report Cards home regularly	8/23- 6/24	Principals Teachers	NA	None	Improved Student Achievement Improved cooperation from parents/ community



7. Continue Star Student Breakfast/ Parent / Student Lunches for those students exhibiting outstanding character traits	8/23- 6/24	Principals First Citizens	\$500	High Performance Partnership	Improved Student Achievement Improved cooperation from parents/ community
8. Continue "Make a Difference Clean Up Day" to allow students and parents to give back to the school and community	8/23- 6/24	Principals Teachers Parents	\$500	High Performance Partnership	Improved Student Achievement Improved cooperation from parents/ community
9. Continue Title One Parent District Meetings	8/23- 6/24	Principals Title I Facilitators	\$1000	Title I	Improved Student Achievement Improved classroom behavior
10. Continue High Performance Partnership with First Citizens Bank of Dillon, SC	8/23- 6/24	Principals First Citizens	NA	None	Improved Student Achievement Improved cooperation from parents/ community

## ACTION PLAN FOR DISTRICT IMPROVEMENT FOR THE YEARS 2022 – 2027 PART VII

<b>DISTRICT STRATEGIC PLAN: Dillon School District Four</b> <span style="float: right;"><b>Date: April 17, 2023</b></span>																								
<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other																								
<b>PERFORMANCE GOAL: 2</b>	The percentage of students passing the Algebra I EOCEP as measured by state assessment will increase from 35.3% Baseline 2022 for Dillon District Four to 50% in 2027.																							
<b>INTERIUM PERFORMANCE GOAL: 1</b>	See the projected increases from year to year as shown																							
<b>DATA SOURCE(S):</b>	EOCEP, the SAT, the PSAT, the ACT, benchmark tests, unit cumulative tests, midterm exams, final exams, attendance, disciplinary referrals; ACT; ACT WIN, WorkKeys																							
<b>OVERALL MEASURE(S):</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2"></th> <th colspan="5"><b>Algebra I EOCEP</b></th> </tr> <tr> <th colspan="2"></th> <th><b>Baseline</b></th> <th><b>2022 - 2023</b></th> <th><b>2023-2024</b></th> <th><b>2024-2025</b></th> <th><b>2025-2026</b></th> <th><b>2026 - 2027</b></th> </tr> </thead> <tbody> <tr> <td style="width: 10%;"><b>DD4</b></td> <td style="width: 10%;"><b>2022</b></td> <td><b>35.3% (A)</b></td> <td><b>30.1% (A)</b></td> <td><b>35.0% (P)</b></td> <td><b>40.0% (P)</b></td> <td><b>45.0% (P)</b></td> <td><b>50.0%(P)</b></td> </tr> </tbody> </table>			<b>Algebra I EOCEP</b>							<b>Baseline</b>	<b>2022 - 2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026 - 2027</b>	<b>DD4</b>	<b>2022</b>	<b>35.3% (A)</b>	<b>30.1% (A)</b>	<b>35.0% (P)</b>	<b>40.0% (P)</b>	<b>45.0% (P)</b>	<b>50.0%(P)</b>
		<b>Algebra I EOCEP</b>																						
		<b>Baseline</b>	<b>2022 - 2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026 - 2027</b>																	
<b>DD4</b>	<b>2022</b>	<b>35.3% (A)</b>	<b>30.1% (A)</b>	<b>35.0% (P)</b>	<b>40.0% (P)</b>	<b>45.0% (P)</b>	<b>50.0%(P)</b>																	

## ACTION PLAN- PERFORMANCE GOAL 1

## EVALUATION

<b>Strategy #1</b> To improve student achievement, teachers must provide test preparation and remediation for students who are behind their age level peers. <b>ACTIVITY</b>	<b>Timeline Start/End Date</b>	<b>Person responsible</b>	<b>Estimated cost</b>	<b>Funding Source</b>	<b>Monitor Completed yes/no</b> <b>Continue</b> <b>Modify/Modified Date</b>
1. Secure teachers and provide resources.	8/23- 6/24	Principals, Liebenrood Dept. Chairs	NA	NA	Applications
2. Send letters home, make home visits, make personal telephone calls, and use school messenger to inform students and parents about the after-school program.	8/23- 6/24	Principals  Teachers, Principals, Aps, guidance	\$1,000	Title	Copies of forms and contact information
3. Provide after school EOCEP math tutoring for students preparing to take the EOCEP in math.	8/23- 6/24	Principals, APs, curriculum coordinator, teachers	\$3,000	ESSER, local Funds	Sign in sheets, progress monitoring data
4. Continue collaborative groups to refine curriculum and both formal and informal assessments.	8/23- 6/24	Title facilitator Principals	NA	NA	Sign in sheets
5. Purchase resources to facilitate instruction.	8/23- 6/24	Principals, APs, curriculum coordinator, teachers	\$5,000	Title	Purchase requisitions
6. Use benchmark data to analyze student needs and guide instructional decisions.	8/23- 6/24	Principals, APs, curriculum coordinator, teachers	NA	NA	Data charts Sign in sheets and agendas
7. Teachers will incorporate EOC prep materials in al Algebra I classes.	8/23- 6/24	Teachers Leadership team Administration	\$1,000	Title	Purchase orders for materials Observations Lesson plans

<b>ACTION PLAN- PERFORMANCE GOAL 2</b>	<b>EVALUATION</b>
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<b>Strategy #2</b> To improve student achievement, teachers must utilize best practices in teaching mathematics. <b>ACTIVITY</b>	<b>Timeline Start/End Date</b>	<b>Person responsible</b>	<b>Estimated cost</b>	<b>Funding Source</b>	<b>Monitor</b> <b>Completed yes/no</b> <b>Continue</b> <b>Modify/Modified</b> <b>Date</b>
1. Utilize one to one devices for spreadsheets, and multi-media presentations to incorporate technology. 2. Utilize graphing calculators, CBR's & TI-Navigator System for exploration and inquiry of Algebraic algorithms as well as an instructional aid for graphing functions.	8/23- 6/24	Instructional Technology coaches, faculty, Principals	\$35,000	Title I	Technology certificates
	8/23- 6/24	Faculty			Progress on assessments
3. Use cooperative learning to differentiate instruction. 4. Incorporate multimedia in instruction. 5. Develop and implement integrated or constructed response problems. 6. Utilize real data and relevant problem solving. 7. Use scaffolding techniques to bridge the gaps in background knowledge.	8/23- 6/24	Faculty Principals Curriculum specialist	TBD	Title Local money	Progress monitoring, data from assessments, sign in sheets
	8/23- 6/24				
	8/23- 6/24				
	8/23- 6/24				

<b>ACTION PLAN- PERFORMANCE GOAL 2</b>	<b>EVALUATION</b>
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<b>Strategy #3</b> Mathematics Curriculum will be aligned to SC College and Career Ready Standards for Mathematics to improve Algebra 1 End of Course Test. <b>ACTIVITY</b>	<b>Timeline Start/End Date</b>	<b>Person responsible</b>	<b>Estimated cost</b>	<b>Funding Source</b>	<b>Monitor Completed yes/no</b> <b>Continue</b> <b>Modify/Modified Date</b>
1. Design lesson plans, scope/sequence, pacing, and benchmarks in alignment with the SC Curriculum Priority Standards, the SC College and Career Ready Standards, the SCTS rubrics and are related to intervention and enrichment	8/23- 6/24	Mandy Hayes, E. Principals, Facilitators, Algebra Teachers	0	N/A	Classroom observations, lesson plans, teacher reflection during meetings, standards check list
2. Participate in content area conferences and SDE/school/district sponsored staff development	8/23- 6/24	Mandy Hayes, E. Principals, Facilitators, Algebra Teachers	TBD	Title I	Staff development evaluations, rosters, agendas, Purchase orders
3. Guide planning, instruction, and professional development through data analysis.	8/23- 6/24	Mandy Hayes, E. Principals, Facilitators, Algebra Teachers	TBD	Title I	Staff development agendas/rosters, department meeting minutes, Purchase orders

4. Select and obtain curriculum materials that align with the SC Curriculum Standards and the SC College and Career Ready Standards that are related to intervention and enrichment to keep students on track for graduation and not drop out of school.	8/23- 6/24	Mandy Hayes, E. Principals, Facilitators, Algebra Teachers	TBD	Title I, Title IV, ESSER III	Purchase orders
5. Design instruction to use standards-based assessment techniques and College- and Career-Ready Standards.	8/23- 6/24	Mandy Hayes, E. Principals, Facilitators, Algebra Teachers	TBD	TBD	Lesson plans, teacher-made tests, purchased assessment, MAP

## ACTION PLAN FOR SCHOOL IMPROVEMENT FOR YEARS 2022- 2027 PART VII

<b>DISTRICT STRATEGIC PLAN FOR: <u>Dillon School District Four</u></b>		<b>DATE: <u>April 17, 2023</u></b>					
<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other							
<b>PERFORMANCE GOAL: 3</b>	The percentage of students in grade 4 scoring at or above Met and Exemplary on SCPASS assessment in Science will increase from 25.1% in 2021 to 48% in 2027.						
<b>INTERIM PERFORMANCE GOAL:</b>	Meet annual targets below.						
<b>DATA SOURCES:</b>	School Summary and Demographic Reports on SCPASS Science, Science Kit Assessments, Science Unit Tests						
<b>OVERALL MEASURE (S):</b>  <div style="text-align: center; color: green; font-weight: bold; margin: 10px 0;"><u>Grade 4</u></div> <p>*Represents projections of improvement</p>	<b>Baseline 2021</b>	<b>2022</b>	<b>2023</b>	<b>2024*</b>	<b>2025*</b>	<b>2026*</b>	<b>2027*</b>
	<b>District 25.1%</b>	<b>District 26.0%</b>	<b>District 19.3%</b>	<b>District 38%</b>	<b>District 41%</b>	<b>District 44%</b>	<b>District 48%</b>

**ACTION PLAN - PERFORMANCE GOAL 3**

**EVALUATION**

<p><b><u>STRATEGY #1</u></b>  <u>To meet the requirement of the standards in Science, teachers will use more hands-on activities.</u></p> <p><b><u>ACTIVITY</u></b>                      (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p><b><u>Monitor Completed Yes/No</u></b></p> <p><b><u>Continue</u></b></p> <p><b><u>Modify/Modified Date</u></b></p>
<p>1. Meet by grade level monthly to align curriculum to science standards.</p>	<p>8/23-6/24</p>	<p>Science Faculty</p>	<p>NA</p>	<p>None</p>	<p>Lesson Plans Observations</p>
<p>2. Utilize benchmark assessments and programs for science to reinforce science standards.</p>	<p>8/23-6/24</p>	<p>Science Faculty Principals</p>	<p>\$200</p>	<p>General</p>	<p>Lesson Plans Observations</p>
<p>3. Implement hands-on science activities for each grade level using the science standards.</p>	<p>8/23-6/24</p>	<p>Facilitators Science Teachers</p>	<p>\$2000</p>	<p>General</p>	<p>Lesson Plans Observations</p>
<p>4. Incorporate Science Curriculum Map will be updated and integrated in weekly lesson plans.</p>	<p>8/23- 6/24</p>	<p>Facilitators Science Teachers</p>	<p>NA</p>	<p>None</p>	<p>Lesson Plans Science Curriculum Map</p>



**ACTION PLAN FOR SCHOOL IMPROVEMENT FOR YEARS 2022 -2027  
PART VII**

<b>DISTRICT STRATEGIC PLAN FOR: <u>Dillon School District Four</u></b>		<b>DATE: April 17, 2023</b>						
<b>Performance Goal Area:</b>								
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other								
<b>PERFORMANCE GOAL: 3</b>	<u>The percentage of students in grade 6 who score Met and Exemplary in Science as measured by SCPASS assessment will increase from 23.5% in 2021 to projection of improvement of 47.7 % in 2027.</u>							
<b>INTERIM PERFORMANCE GOAL:</b>	Meet annual targets below.							
<b>DATA SOURCE (S):</b>	SCPASS 6 Science for all subgroups, participation rates, cumulative tests, attendance, USA test prep, projects reports, and presentations							
<b>OVERALL MEASURE (S):</b>		<b>Baseline 2021</b>	<b>2022</b>	<b>2023</b>	<b>2024*</b>	<b>2025*</b>	<b>2026*</b>	<b>2027*</b>
	<b>6<sup>th</sup> Grade</b>	<b>District 23.5%</b>	<b>District 28.8%</b>	<b>District 30.3%</b>	<b>District 36.1%</b>	<b>District 39.6%</b>	<b>District 44.1%</b>	<b>District 47.7%</b>
*Represents projections of improvement								

<b>ACTION PLAN - PERFORMANCE GOAL 3</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #1:</u> <u>Science teachers and administration will work together to develop and participate in a strong research based staff development program.</u></b> <b>ACTIVITY</b> <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b>  <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b>  <b><u>Terminated</u></b>
1. Design lesson plans, scope/sequence, pacing, and benchmarks in alignment with the SC Curriculum Priority Standards, the SC College and Career Ready Standards, the SCTS rubrics and are related to intervention and enrichment.	8/23- 6/24	Mandy Hayes, Principals, Facilitators, Coaches, Science Teachers	TBD	TBD	Classroom observations, lesson plans, teacher reflection during meetings, standards check list.
2. Participate in content area conferences and SDE/school/district sponsored staff development	8/23- 6/24	Mandy Hayes, Principals, Facilitators, Coaches, Science Teachers	TBD	Title IV	Staff development evaluations, rosters, agendas, Purchase orders
3. Guide planning, instruction, and prof. development through data analysis	8/23- 6/24	Mandy Hayes, Principals, Facilitators, Coaches, Science Teachers	TBD	TBD	Staff development agendas/rosters, department meeting minutes

ACTION PLAN - PERFORMANCE GOAL 3					EVALUATION
<b><u>STRATEGY #1</u></b> <b><u>Science teachers and administration will work together to develop and participate in a strong research based staff development program.</u></b> <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline</u></b> <b><u>Start/End</u></b> <b><u>Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b>Monitor</b>  <u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u>
4. Continue to provide in-service on creating a positive school and classroom environment.	8/23- 6/24	Principals Faculty	NA	None	Participation Lesson Plans/Observations Improved Student Achievement
5. Continue to provide in-service on differentiating instruction in the classroom to meet the needs of all students while teaching on grade level.	8/23- 6/24	Principals Faculty	NA	None	Participants in sessions Observations/Lesson Plans Improved Student Achievement
6. Design instruction to use standards-based assessment techniques	8/23- 6/24	Principals Faculty	NA	None	Participants in sessions Observations/Lesson Plans Improved Student Achievement
7. Implement student-centered activities for diverse learners (EL, Special Ed, and Gifted and Talented).	8/23- 6/24	Principals Faculty	NA	None	Participants in sessions Observations/Lesson Plans Improved Student Achievement

**ACTION PLAN - PERFORMANCE GOAL 3**

**EVALUATION**

<p><b><u>STRATEGY #2</u></b>  <b><u>The science teachers will learn and implement research-based, standards-driven strategies in order to drive curriculum, instruction, and assessment</u></b>  <b><u>ACTIVITY</u></b>                  (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>					
<p>1. Involve students in computer literacy sessions to practice effective research skills.</p>	<p>8/23- 6/24</p>	<p>Teachers Technology coaches</p>	<p>NA</p>	<p>None</p>	<p>Improved Student Achievement</p>
<p>2. Incorporate technology-based curriculum to increase student achievement such as ReadnQuiz, USA test prep, Flocabulary.</p>	<p>8/23- 6/24</p>	<p>Teachers Media Specialists Technology Coaches</p>	<p>NA</p>	<p>ESSER</p>	<p>Improved Student Achievement</p>
<p>3. Administer cumulative tests each nine-week period to determine mastery and further instruction.</p>	<p>8/23- 6/24</p>	<p>Faculty Facilitators Principals</p>	<p>NA</p>	<p>None</p>	<p>Improved Student Achievement</p>
<p>4. Attend the state science conference and inform the faculty of the current initiatives in science education, share resources, and plan and lead the school in making curriculum decisions.</p>	<p>8/23- 6/24</p>	<p>Faculty Facilitators Principals</p>	<p>\$4,000</p>	<p>Title IV</p>	<p>Sign in sheets Agenda</p>
<p>6. Demonstrate effective teaching of standards-based lessons through model lessons and will provide additional assistance in classroom management in all science classes.</p>	<p>8/23- 6/24</p>	<p>Faculty Facilitators Principals</p>	<p>NA</p>		<p>Lesson plans</p>

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ACTION PLAN - PERFORMANCE GOAL 3					EVALUATION
<b><u>STRATEGY #2</u></b> <b><u>The science teachers will learn and implement research-based, standards-driven strategies in order to drive curriculum, instruction, and assessment</u></b> <b><u>ACTIVITY</u></b> <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b>Monitor</b>  <u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u>
7. Review SCPASS data pertaining to their students. Student weaknesses will be denoted and utilized in planning relevant, effective instruction.	8/23- 6/24	Principals Teachers	NA	None	Sign in sheets, data charts
8. Provide staff development to all science teachers to develop goals related to the analysis of SCPASS data.	8/23- 6/24	Principals Teachers	NA	None	Teachers' lesson plans will reflect the use of the training with students
9. Continue to use the training they received on standards-based reading comprehension, cueing, and thinking activities with their classes.	8/23- 6/24	Principals Teachers	NA	None	Teachers' lesson plans will reflect the use of the training with students
10. Utilize science kits to enrich the curriculum, adapt, refine, and administer assessments that correlate with the science kits.	8/23- 6/24	Science Teachers Principals	NA	None	Lesson Plans Observations Science Kit Assessments

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<b>ACTION PLAN - PERFORMANCE GOAL 3</b>	<b>EVALUATION</b>
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<p><b><u>STRATEGY #3</u></b>  <b><u>The science teachers will work together to strengthen the Science SCPASS Scores.</u></b></p> <p><b><u>ACTIVITY</u></b>  <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b></p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p><b>Monitor</b></p> <p><b><u>Completed Yes/No</u></b></p> <p><b><u>Continue</u></b></p> <p><b><u>Modify/Modified Date</u></b></p>
<p>1. Collaborate lesson plans using the South Carolina Standards for Science and a variety of resources to engage students in learning.</p>	<p>8/23- 6/24</p>	<p>Principals Teachers</p>	<p>NA</p>	<p>None</p>	<p>Improved Student Achievement</p>
<p>2. Implement flexible grouping, such as cooperative learning, peer tutoring, small group instruction, etc. in their classrooms to address various learning styles of students and recent brain based research.</p>	<p>8/23- 6/24</p>	<p>Principals Teachers</p>	<p>NA</p>	<p>None</p>	<p>Observations/Lesson Plans Improved Student Achievement</p>
<p>3. Promote the use of higher order thinking skills among students through inquiry lessons, demonstrations, and probing questions.</p>	<p>8/23- 6/24</p>	<p>Teachers Principals</p>	<p>NA</p>	<p>None</p>	<p>Observations/Lesson Plans Improved Student Achievement</p>
<p>4. Promote writing in Science Classes in the following ways: daily science journal entries related to daily class activities, observation logs showing qualitative and quantitative data, lab reports, summaries of scientific articles, etc.</p>	<p>8/23- 6/24</p>	<p>Principals Teachers</p>	<p>NA</p>	<p>None</p>	<p>Observations/Lesson Plans Improved Student Achievement</p>
<p>5. Participate in science departmental meetings. Teachers will share standards-based model lessons with each other (STEMS) and incorporate hands-on, deeper-thinking techniques through inquiry learning in classroom instruction.</p>	<p>8/23- 6/24</p>	<p>Principals Teachers</p>	<p>NA</p>	<p>None</p>	<p>Written Minutes of Meetings Improved Student Achievement</p>

ACTION PLAN - PERFORMANCE GOAL 3					EVALUATION
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<b>STRATEGY #4</b> <u>Students of science will receive special recognition in order to create positive attitudes toward learning, enhance student achievement, and motivate students to be successful on PASS.</u> <b>ACTIVITY</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	Monitor  <u>Completed Yes/No</u>  <u>Continue</u>  <u>Modify/Modified Date</u>
1. Continue the Star Student Breakfast, a component of our Character Education Program for students who exhibit good citizenship.	8/23- 6/24	Principals Teachers First Citizens	\$500	High Performance Partnership	Participation in Event Improved Student Achievement
2. Continue the Rewards Party each nine weeks to encourage good behavior.	8/23- 6/24	Principals Teachers	\$500	Local	Decreased Discipline Referrals Improved Student Achievement
3. Recognize Honor Roll students for achievement.	8/23- 6/24	Principals Teachers	\$200	Local	Improved Student Achievement Honor Roll List

## ACTION PLAN FOR DISTRICT IMPROVEMENT FOR THE YEARS 2022 – 2027 PART VII

<b>DISTRICT STRATEGIC PLAN: Dillon School District Four</b> <span style="float: right;"><b>Date: April 17, 2023</b></span>																			
<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other																			
<b>PERFORMANCE GOAL: 1</b>	The percentage of students passing the Biology I EOCEP as measured by state assessment will increase from a baseline of 26.6% in 2022 for Dillon District Four to 50.2% in 2027.																		
<b>INTERIUM PERFORMANCE GOAL: 1</b>	See the projected increases from year to year as shown																		
<b>DATA SOURCE(S):</b>	EOCEP, the SAT, the PSAT, the ACT, benchmark tests, unit cumulative tests, midterm exams, final exams, attendance, disciplinary referrals; ACT;USA test prep, ACT WIN, WorkKeys																		
<b>OVERALL MEASURE(S):</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="6"><b>Algebra I EOCEP</b></th> </tr> <tr> <th><b>Baseline 2021 - 2022</b></th> <th><b>2022 - 2023</b></th> <th><b>2023-2024</b></th> <th><b>2024-2025</b></th> <th><b>2025-2026</b></th> <th><b>2026 - 2027</b></th> </tr> </thead> <tbody> <tr> <td><b>2022 26.6% (A)</b></td> <td><b>19.9% (A)</b></td> <td><b>38% (P)</b></td> <td><b>42% ( P)</b></td> <td><b>46% ( P)</b></td> <td><b>50.2%(P)</b></td> </tr> </tbody> </table>	<b>Algebra I EOCEP</b>						<b>Baseline 2021 - 2022</b>	<b>2022 - 2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026 - 2027</b>	<b>2022 26.6% (A)</b>	<b>19.9% (A)</b>	<b>38% (P)</b>	<b>42% ( P)</b>	<b>46% ( P)</b>	<b>50.2%(P)</b>
<b>Algebra I EOCEP</b>																			
<b>Baseline 2021 - 2022</b>	<b>2022 - 2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026 - 2027</b>														
<b>2022 26.6% (A)</b>	<b>19.9% (A)</b>	<b>38% (P)</b>	<b>42% ( P)</b>	<b>46% ( P)</b>	<b>50.2%(P)</b>														



**ACTION PLAN- PERFORMANCE GOAL 1**

**EVALUATION**

<p><b>Strategy #1</b> To improve student achievement, teachers must provide test preparation and remediation for students who are behind their age level peers. <b>ACTIVITY</b></p>	<p><b>Timeline Start/End Date</b></p>	<p><b>Person responsible</b></p>	<p><b>Estimated coast</b></p>	<p><b>Funding Source</b></p>	<p><b>Monitor Completed yes/no Continue Modify/Modified Date</b></p>
<p>8. Teachers will plan and teach lessons based on curricula driven be the SC Biology I standards with assessments and instructions aligned.</p> <p>9. Provide after school EOCEP Biology I tutoring for students preparing to take the EOCEP in math.</p>	<p>8/23- 6/24</p> <p>8/23- 6/24</p>	<p>Faculty Administration Specialists and Science Consultant</p> <p>Principals, APs, curriculum coordinator, teachers</p>	<p>\$16,280.00</p> <p>NA</p>	<p>ESSER III</p>	<p>Lesson plans, assessments. Contract information</p> <p>Sign in sheets, progress monitoring data</p>
<p>10. Increase ACT scores through differentiated instruction and USA test prep .</p>	<p>8/23- 6/24</p>	<p>Mandy Hayes Faculty Principals Specialists Facilitator</p>	<p>\$5000</p>	<p>Title IV ESSER</p>	<p>Science lab that is fully equipped and supplied, Purchase orders</p>
<p>4. Design lesson plans, scope/sequence, pacing, and benchmarks in alignment with the SC Curriculum Priority Standards, the SC College and Career Ready Standards, the SCTS rubrics and are related to intervention and enrichment.</p>	<p>8/23- 6/24</p>	<p>Mandy Hayes Faculty Principals Specialists Facilitator</p>	<p>TBD</p>	<p>TBD</p>	<p>Classroom observations, lesson plans, teacher reflection during meetings, standards check list</p>

5. Participate in content area conferences and SDE/school/district sponsored staff development.	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	TBD	Title IV	Staff development evaluations, rosters, agendas, Purchase orders
6. Guide planning, instruction, and professional development through data analysis.	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	TBD	TBD	Staff development agendas/rosters, department meeting minutes
5. Implement a literacy component in all classes (Literacy Action Plan directed by School Leadership Team, SIC, MTSS).	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	TBD	Title VI	Lesson plans, classroom observations, student work, Purchase orders
6. Select and obtain curriculum materials that align with the SC Curriculum Standards and the SC College and Career Ready Standards that are related to intervention and enrichment to keep students on track for graduation and reduce drop out rates.	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	TBD	State Science Funding, Title IV, ESSER III	Purchase orders
7. Design instruction to use standards-based assessment techniques	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	TBD	TBD	Lesson plans, teacher-made tests, purchased assessment, USA TestPrep
8. Implement student-centered activities for diverse learners (EL, Special Ed, and Gifted and Talented).	8/23- 6/24	EL teacher Sped Teacher Mandy Hayes, Faculty, Principals, Specialists, Facilitator	TBD	TBD	Lesson plans, classroom observations, student work
9. Provide additional courses for students (Biology I Yr. Long) LVHS	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	\$15,000	School Funds	Class rosters, master schedule, Purchase orders
10. STEM, Learning Loss, and MTSS activities: <ul style="list-style-type: none"> <li>Additional Programs for STEM and struggling students</li> </ul>	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	\$15,000	State Science Funding, Title IV, ESSER III	Class rosters, Classroom observations, Student work, Purchase orders

<ul style="list-style-type: none"> <li>• Use of USA TestPrep and other MTSS programs</li> <li>• Implementation of STEM innovative projects</li> <li>• Standards-based strategies and activities</li> </ul>					
11. EOCEP preparation sessions <ul style="list-style-type: none"> <li>• Test-taking strategies</li> <li>• Test blueprints</li> <li>• Practice tests</li> <li>• Last minute review sessions</li> <li>• Participation incentives</li> </ul>	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	TBD	General School Funds	Lesson plans, Purchase orders, classroom observations, improved student achievement
12. Innovative Instructional Delivery Through Technology - Purchase/Train all Science Teachers with Active Panels and accessories.	8/23- 6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	TBD	General School Funds, Technology Funds	Purchase orders, Fiscal Summary Report, Item Location, Prof. Dev. Agenda, Purchase orders
13. Design summer help programs.	8/23-6/24	Mandy Hayes, Faculty, Principals, Specialists, Facilitator	\$13, 000	Title VI, ESSER III	<b>Discontinue</b> Attendance rosters

Goal 4 Gifted and

GIFTED AND TALENTED REQUIRED TABLES

**DIRECTIONS:** As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables.

Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file

and uploaded. The required tables are as follows:

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

GT Required Tables

December 1, 2017

**2023 GIFTED AND TALENTED POLICIES AND PRACTICES**

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

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

**GIFTED AND TALENTED SCOPE AND SEQUENCE**

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

Gifted and talented students' needs in all classrooms at all grade levels are met through differentiated instructional models (e.g. compacting, learning centers, learning contracts, etc.)

The gifted and talented teachers are aware of each student's strengths and weaknesses and use them in designing activities to strengthen the weaknesses and build on the strengths through an interdisciplinary approach.

Activities are varied through auditory, visual, tactual, and kinesthetic modalities.

Students are given the flexibility of choice in products and may choose one that matches their strengths and interests.

Research, technology, problem solving activities, logic problems, etc. are also included and activities are designed according to the level of the student.

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

Grade	MODEL	Interdisciplinary	ELA	MATH	SCIENCE	SOCIAL STUDIES
3	Pull Out	X				
4	Pull Out	X				
5	Pull Out	X				
6	Special Classes			X		
7	Special Classes			X		
8	Special Classes			X		
9	Special Classes		X			
10	Special Classes		X			
11	Special Classes		X			
12	Special Classes		X			

Educational programming for academically gifted and talented students reflects the following:

- SC College-and Career-Ready content standards provide a framework for teachers to plan challenging lessons at the appropriate level for strengths and interests of individual students;
- goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
- instructional strategies that promote inquiry and accommodate the unique needs of gifted learners;
- a confluent approach that incorporates acceleration and enrichment;
- opportunities for critical consumption, use and creation of information using available resources.

During the 2022-2023 school year, a new GT Springboard Program was implemented to foster Talent Development. The GT teacher that works with GT students in the morning, also worked with thirty-two (32) students in the afternoon. Hard data was used to identify students in grades



3-5 that had met either Dimension One or Dimension Two. The GT teacher provided support in English Language Arts, math, psychosocial skills, and establishing a growth mindset.

**GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES**

Model Used: Special Class

<b>GRADE</b>		<b>MUSIC Gifted and Talented Chorus</b>
9	<b>Differentiated Chorus Curriculum Used</b>	X
10	<b>Differentiated Chorus Curriculum Used</b>	X
11	<b>Differentiated Chorus Curriculum Used</b>	X
12	<b>Differentiated Chorus Curriculum Used</b>	X

Artistic Programming: differentiated curriculum, instruction, and assessment that maximize the potential of the identified students is used in the model. Dillon School District Four provides an artistic program to serve the needs of its chorally gifted students. Students are identified at the end of eighth grade for inclusion in a GT Honors Chorus program at Dillon High School (Gr. 9-12).

*GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION*

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

Dillon School District Four sends home academic Gifted and Talented brochures with all second-grade students prior to the administration of CogAT and Iowa (IA). Brochures include specific information about the assessments and their purpose. Brochures also provide parents with eligibility criteria and follow-up information related to off-grade level CogAT Testing and/or Performance Task Assessment (PTA) testing.

Brochures are printed in English and Spanish. The brochures are forwarded to schools with older students. Counselors, registrars, parents, and administrators use the brochures as a reference tool when new students enroll in the district. The online registration template has an automated response tool that sends out notifications to registrars and district staff when a parent denotes GT eligibility for their child. Parents receive school letters letting them know the types of tests their child will be taking and the dates of testing. When students meet the requirements for GT eligibility, parents receive congratulatory letters. Parent consent forms are sent to parents and filed at the district level in the Office of Student Services. If a student does not meet eligibility requirements, letters are sent to parents letting them know that additional opportunities will be forthcoming.

Dillon School District Four sends home artistic Gifted and Talented packets to all students enrolled in eighth grade chorus classes at Dillon Middle School. The audition process is explained, as well as, nomination and identification procedures. Parent permission is given prior to auditions being held. Confirmation letters are mailed to parents letting them know the status of auditions.

The District Notifies Parents and the Community of its Nomination and Screening Windows

- Methods Used to Disseminate Information
  - ◆ Parent Brochure
  - ◆ District Website
  - ◆ District Assessment Calendar

- ◆ School/District Letters to Parents

Attach up to four (4) relevant files pertaining to notification to the parents and community on GT identification screening.

**DISTRICT STRATEGIC PLAN FOR: Dillon School District Four**

**DATE: April 17, 2023**

**Performance Goal Area:** Gifted and Talented Academic (GTA)

<b>PERFORMANCE GOAL:4</b>	By 2028, the number of identified gifted and talented students in grades 3-5 will increase 75%.					
<b>INTERIM PERFORMANCE GOAL</b>	Meet Annual Targets Below					
<b>DATA SOURCE:</b>	SC Pupil Accounting System High Achieving Report District Summary 135 Day Data					
<b>OVERALL MEASURE(S):</b>  District Summary Grades 3-5	<b>GTA Actual High Achieving Classification</b>	<b>GTA Actual High Achieving Classification</b>	<b>GTA Actual High Achieving Classification</b>	<b>GTA Actual High Achieving Classification</b>	<b>GTA Actual High Achieving Classification</b>	<b>GTA Actual High Achieving Classification</b>
	<b>2022-2023</b>	<b>2023-2024*</b>	<b>2024-2025*</b>	<b>2025-2026*</b>	<b>2026- 2027*</b>	<b>2027-2028*</b>
	<b>26 Students</b>	<b>30 Students</b>	<b>34 Students</b>	<b>38 Students</b>	<b>42 Students</b>	<b>46 Students</b>
<b>*Represents projections of improvement</b>						

**ACTION PLAN - PERFORMANCE GOAL: 4**

<b><u>STRATEGY</u></b>	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Implementation Indicators</u></b>
<p data-bbox="142 289 764 386"><b>Use a Talent Development Framework to Identify Potential Students for the Gifted and Talented Academic (GTA) Program</b></p> <p data-bbox="126 427 485 456">Annually, the GT teacher will:</p> <ul data-bbox="184 483 772 1318" style="list-style-type: none"><li data-bbox="184 483 772 662">• identify students in grades 3-5 that have met Dimension A (Aptitude) or Dimension B (Achievement) as noted in the G.I.F.T. Program. Students will be served in a pull-out program 2-3 times each week.</li><li data-bbox="184 670 772 768">• develop potential by providing problem solving and creative activities the will foster the students' Growth Mindsets.</li><li data-bbox="184 776 772 873">• increase the chance for future development by providing practice, opportunity, in a nurturing environment.</li><li data-bbox="184 881 772 954">• establish positive relationships with students and their families.</li><li data-bbox="184 963 772 1141">• provide support and practice in preparation for the Performance Task Assessment (PTA), which will increase the chance of students meeting identification of requirements in Dimension C (Performance).</li><li data-bbox="184 1149 772 1318">• enroll in GT graduate level classes and attend workshops/conferences to improve her specific abilities to develop content knowledge through acceleration and enrichment.</li></ul>	<p data-bbox="835 321 951 350">8/23-3/28</p>	<p data-bbox="991 321 1245 418"><b>GT Teacher Employed by Dillon School District Four</b></p>	<p data-bbox="1287 321 1436 418"><b>\$2,500 (Travel and Training)</b></p>	<p data-bbox="1499 321 1602 386"><b>District Funds</b></p>	<p data-bbox="1654 321 2020 418"><b>Increase the Knowledge Base and Teaching Skills of the GT Teacher</b></p> <p data-bbox="1665 492 2009 589"><b>Increase the Number of Students Qualifying for GT Services</b></p>

# ACTION PLAN FOR DISTRICT IMPROVEMENT FOR YEARS 2022 - 2027

## PART V

<b>DISTRICT STRATEGIC PLAN FOR DILLON SCHOOL DISTRICT FOUR</b>		<b>DATE: <u>April 17, 2023</u></b>														
<b>Performance Goal Area:</b>																
<input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input checked="" type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other																
<b>PERFORMANCE GOAL: 5</b>	The percentage of all core academic subject area classes taught by properly certified teachers as defined by ESSA will maintain 100% in 2022 (baseline) to 100% by the end of 20227. The district will recruit, retain, and develop properly certified teachers as measured by staff credentials.															
<b>INTERIM PERFORMANCE GOAL:</b>	Meet annual targets below.															
<b>DATA SOURCE (S):</b>	Praxis Exam(s); Transcripts/Coursework; National Board Certification; South Carolina Teaching Standards (SCTS 4.0); EVASS															
<b>OVERALL MEASURE (S):</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Baseline</th> <th style="width: 12.5%;">2022</th> <th style="width: 12.5%;">2023*</th> <th style="width: 12.5%;">2024*</th> <th style="width: 12.5%;">2025*</th> <th style="width: 12.5%;">2026*</th> <th style="width: 12.5%;">2027*</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;"><b>District</b></td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>		Baseline	2022	2023*	2024*	2025*	2026*	2027*	<b>District</b>	100%	100%	100%	100%	100%	100%
Baseline	2022	2023*	2024*	2025*	2026*	2027*										
<b>District</b>	100%	100%	100%	100%	100%	100%										
*Represents projections of improvement																

<b>ACTION PLAN - PERFORMANCE GOAL 5</b>	<b><u>EVALUATION</u></b>
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<b><u>STRATEGY #1</u></b> In order to have all teachers highly qualified, they must demonstrate content knowledge in each core content area taught by achieving one of the four options listed below.  <p style="text-align: center;"><b><u>ACTIVITY</u></b></p> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<p style="text-align: center;"><b><u>Monitor</u></b></p> <p style="text-align: center;"><b><u>Completed Yes/No</u></b></p> <p style="text-align: center;"><b><u>Continue</u></b></p> <p style="text-align: center;"><b><u>Modify/Modified Dates</u></b></p>
1. Teachers will demonstrate content competency by achieving a licensure in the content area taught.	8/23 – 6/24	Lynn Liebenrood	\$1000	Title II-Part A	Transcripts
2. Teachers will demonstrate content competency by achieving a passing score on the content area examination.	8/23 – 6/24	Lynn Liebenrood	\$1500	CERRA	Praxis Score Reports
3. Teachers will demonstrate content competency by achieving an add-on licensure in the content area taught. e.g. EL Endorsement, Read to Succeed Endorsement	8/23 – 6/24	Lynn Liebenrood	NA	NA	Transcripts
4. Teachers will demonstrate content competency by a rating of 2.5 or better successfully completing South Carolina	8/23- 6/24	Lynn Liebenrood	NA	NA	SCLEAD Observations



Teaching Standards (SCTS 4.0) in the content area(s).					Self-reflections
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<b>ACTION PLAN - PERFORMANCE GOAL 5</b>	EVALUATION
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<p><b><u>STRATEGY #2</u></b>          In order to have all teachers highly qualified, they must meet the certification requirement for being highly qualified.  <b><u>ACTIVITY</u></b></p>	<p><b><u>Timeline</u></b>  <b><u>Start/End</u></b>  <b><u>Date</u></b></p>	<p><b><u>Person</u></b>  <b><u>Responsible</u></b></p>	<p><b><u>Estimated</u></b>  <b><u>Cost</u></b></p>	<p><b><u>Funding</u></b>  <b><u>Source</u></b></p>	<p><b>Monitor</b>  <u>Completed Yes/No</u>  <u>Continue</u></p>
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(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)					<u>Modify/Modified Dates</u>
<ol style="list-style-type: none"> <li>Teachers will complete required courses for licenses.</li> <li>Teachers will meet the licensure requirements by passing the required Praxis Exam(s).</li> </ol>	8/23 – 6/24	Lynn Liebenrood	\$2000	Title II-Part A	Transcripts
	8/23 – 6/24	Lynn Liebenrood	\$1500	CERRA	Praxis Score Reports

## ACTION PLAN FOR DISTRICT IMPROVEMENT FOR YEARS 2022 - 2027

### PART VI

<b>DISTRICT STRATEGIC PLAN FOR DILLON SCHOOL DISTRICT FOUR</b>		<b>DATE: <u>April 17, 2023</u></b>
<b>Performance Goal Area:</b>		
<input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input checked="" type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other		
<b>PERFORMANCE GOAL: 6</b>	The percentage of teachers receiving high quality, scientifically based professional development will reach 100% in 2022 (baseline) and will be maintained 100% through 2027.	

<b>INTERIM PERFORMANCE GOAL:</b>	Meet annual targets below.																										
<b>DATA SOURCE (S):</b>	Certificate Renewal Plan; Professional Growth and Development Plan; GBE Action Plan; School Staff Development Plans; Title I Schoolwide Projects; School Staff Development Plan; Surveys; School Report Card Surveys; SCTS 4.0 Evaluations																										
<b>OVERALL MEASURE (S):</b>	<table border="1"> <thead> <tr> <th><b>Baseline</b></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th><b>2022</b></th> <th><b>2023*</b></th> <th><b>2024*</b></th> <th><b>2025*</b></th> <th><b>2026*</b></th> <th><b>2027*</b></th> <th></th> </tr> </thead> <tbody> <tr> <td><b>100%</b></td> <td><b>100%</b></td> <td><b>100%</b></td> <td><b>100%</b></td> <td><b>100%</b></td> <td><b>100%</b></td> <td><b>100%</b></td> </tr> </tbody> </table> <p>*Represents projections of improvement</p>						<b>Baseline</b>							<b>2022</b>	<b>2023*</b>	<b>2024*</b>	<b>2025*</b>	<b>2026*</b>	<b>2027*</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Baseline</b>																											
<b>2022</b>	<b>2023*</b>	<b>2024*</b>	<b>2025*</b>	<b>2026*</b>	<b>2027*</b>																						
<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>																					

<b>ACTION PLAN - PERFORMANCE GOAL 6</b>	<b><u>EVALUATION</u></b>
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<b><u>STRATEGY #1</u></b> In order to have all teachers highly qualified, the district must provide professional development activities. <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Monitor Completed Yes/No</u></b> <b><u>Continue</u></b> <b><u>Modify/Modified Dates</u></b>
1.All teachers will complete a minimum of 120 renewal credits during each five-year validity period in professional development activities.	8/23 – 6/24	Lynn Liebenrood	\$4000	Title II- Part A and Part D	Certificate Renewal Plan (Required Verification)  Sign-in Sheets

2. Administrators and certified staff will receive professional development in writing S.M.A.R.T. goals for the Student Learning Objectives. (SCTS 4.0)	8/23 – 6/24	Lynn Liebenrood	NA	NA	Agendas Training SCLEAD
3. Teachers will participate in workshops in order to implement the SC College- and Career-Ready Standards in the areas of English Language Arts and Math.	8/23 – 6/24	Liebenrood Hayes	\$5000	Local	Observations Workshops Agendas Sign-In Sheets

<b><u>STRATEGY #2:</u></b> <u>Schools will continue utilizing the five reading components and Read to Succeed components to improve student achievement through professional development.</u> <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Monitor Completed Yes/No</u></b> <b><u>Continue</u></b> <b><u>Modify/Modified Date</u></b> <b><u>Terminated</u></b>
1. Continue a minimum 120 minutes uninterrupted literacy block in all classrooms.	8/23-6/24	Certified Personnel	NA	None	Schedules Lesson Plans
2. Provide Assessment Kits, MAP, and DIBELS Assessment Program, Fountas & Pinnell kits for each grade level and training in the use of the kits.	8/23-6/24	Certified Personnel Reading Coaches	\$3000	Title I	Sign-In Sheets/Agendas Completed Assessment Forms
3. Participate in informal as well as formal study groups in order to obtain knowledge about reading research, theory, and practice.	8/23-6/24	Certified Personnel Principals	\$1,200	PDSI	Sign-In Sheets/Agendas

<p>4. Provide annual training on the five essential components of reading through conferences and workshops.</p>	<p>8/23-6/24</p>	<p>SC Department of Education (SCDE)</p>	<p>\$3000</p>	<p>None</p>	<p>Sign-In Sheets/Agendas Travel Forms Training of faculty members</p>
<p>5. Continue to implement a core reading program in the language block.</p>	<p>8/23-6/24</p>	<p>Certified Personnel Hayes</p>	<p>\$3000</p>	<p>State Textbook Allotment</p>	<p>School Textbook Inventory</p>
<p>6. Provide professional development in the SC College-and Career-Ready Standards ELA.</p>	<p>8/23-6/24</p>	<p>Principals District Team</p>	<p>\$4000</p>	<p>PDSI</p>	<p>Sign-In Sheets/Agendas Travel Forms</p>
<p>7. Provide training in the Language Essentials for Teachers of Reading and Spelling</p>	<p>8/23- 6/24</p>	<p>Hayes Principals Reading Coaches</p>	<p>NA</p>	<p>NA</p>	<p>Sign in sheets Course work Certificates Read to Succeed endorsements</p>

Action Plan-Performance Goal - #6					Evaluation
Strategy #3: Use technology to improve academic outcomes for students by supporting teachers, students, and staff.					
Activity	Timeline Start/End Date	Person responsible	Estimated Cost	Funding Source	Indicators of Implementations Monitor Completed yes/no Continue Modify/Modified Date
1. Guide staff and students in accessing and effective use of technology including log ins, passwords, tablets, promethean boards, email, etc	8/23-6/24	Paula Yohe, Principal, technology staff, school librarian	NA	NA	Web tickets, sign in sheets, agenda, coaching support
2. Improve students' ability to research by creating TEAMS documents, posting videos and teacher support.	8/23-6/24	Paula Yohe, instructional technology coaches, Teachers	NA	NA	Research productions such as power point, videos, etc. (SharePoint page) Lesson Plans
3. Based on surveys completed and request, professional development such as data dives, creating charts, etc., will be conducted to assist teachers and staff in effective use of instructional technology to improve instruction.	8/23-6/24	Paula Yohe, instructional technology coaches	NA	NA	Data reports, web tickets, sign in sheets, agenda, coaching support
4. To ensure school safety and meeting needs of all students (SWD, ML, homeless), staff will complete trainings such as Vector and McKinney- Vento using technology with assistance as needed.	8/23-6/24	Technology staff Principal, Title I facilitator, Guidance Counselors	NA	NA	Certificates of completion, web tickets, sign in sheets, agendas
5. To improve attendance and decrease discipline referrals, power school and other school staff will have professional development in trainings such as Excel, data review, etc	8/23-6/24	Paula Yohe, instructional technology coaches, Principals, Assistant Principals, Guidance Counselors	NA	NA	Certificates of completion, sign in sheets, agendas,

<p><b>STRATEGY #4</b>  <u>To promote learning, the school will provide SEL(social emotional learning), school safety and create a disciplined environment conducive to learning.</u></p> <p><b>ACTIVITY</b>  <b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b></p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p><b><u>Implementation Indicators</u></b></p>
<p>1. Provide opportunities for staff to attend staff development training for teachers in discipline and classroom management skills within the school setting.</p>	<p>8/23-6/24</p>	<p>Lynn Liebenrood Amanda Hayes</p>	<p>NA</p>	<p>None</p>	<p>Sign-in Sheets Agendas</p>
<p>2. Provide programs and incentives on substance abuse, violence, SEL, bullying, and character education.</p>	<p>8/23-6/24</p>	<p>Administration School Guidance Counselor Title I Facilitator Jayne Lee</p>	<p>NA</p>	<p>Title IV EEDA</p>	<p>Schoolwide PBIS Matrix District PBIS Rewards System School PBIS Points System PBIS Store Monthly Visits 7:20 SEL Small Groups PBIS Rewards System-SEL Check In Once a month Lunch Buddy Mentor Program</p>
<p>3. Promote "Drug Awareness Week".</p>	<p>10/23</p>	<p>Guidance Counselor</p>	<p>NA</p>	<p>None</p>	<p>Observations</p>
<p>4. Distribute a "Student Discipline Code" Booklet to each student in grade K-12.</p>	<p>8/23</p>	<p>Principal</p>	<p>NA</p>	<p>District</p>	<p>Distribution</p>

5. Provide opportunities for CPR/First Aid to staff training.	8/23	School Nurse	NA	None	Sign-in Sheets Maintenance Logs
6. Provide and replenish Crisis Response Kits to teachers and school staff.	8/23-6/24	School Nurse	NA	None	Sign-in Sheets Addendums
7. Participate in an annual review of the District Crisis Response Plan.	8/23-6/24	Principal School Crisis Response Teams	NA	None	Sign-in Sheets
8. Provide in-service annual training updates for the faculty and staff members regarding the Crisis.	8/23	Principal School Nurse	NA	None	Sign-in Sheets Agendas
9. Ensure cleanliness of school and grounds by conducting regular inspections and resolving concerns.	8/23-6/24	Administration Newell	NA	None	Inspection Logs
10. Ensure safe, comfortable, and well-maintained school and grounds by conduction regular inspections and resolving concerns.	8/23-6/24	Administration Newell	NA	None	Inspection Logs
11. Create Web Tickets to enter needed repairs and/or supplies from housekeeping and maintenance.	8/23-6/24	Principal Certified Staff Newell	NA	None	Completed Web Tickets Inspections

## ACTION PLAN FOR DISTRICT IMPROVEMENT FOR YEARS 2018-2022

### PART VII

#### DISTRICT STRATEGIC PLAN FOR DILLON SCHOOL DISTRICT FOUR

**DATE: April 17, 2023**

#### Performance Goal Area:

Student Achievement  
 Teacher/Administrator Quality  
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  
 District Priority  
 Gifted and Talented Academic  
 Gifted and Talented Artistic  
 Gifted and Talented Social and Emotional  
 Gifted and Talented Other

#### **PERFORMANCE GOAL: 7**

The percentage of principals receiving a rating of proficient as measured by the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) will reach 100% in 2027.



<b>INTERIM PERFORMANCE GOAL:</b>	Meet annual targets below.						
<b>DATA SOURCE (S):</b>	State Assessments; School Report Card Surveys; Annual Measurable Objectives; School Report Card Ratings; District MAP Testing; PADEPP (SCLEAD); Professional Development Plan (PDP); EVASS; CODE; School Value Added						
<b>OVERALL MEASURE (S):</b>	<b>Average Baseline 2021</b>	<b>2022*</b>	<b>2023*</b>	<b>2024*</b>	<b>2025*</b>	<b>2026*</b>	<b>2027*</b>
	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
	<b>*Represents projections of improvement</b>						

<b>ACTION PLAN - PERFORMANCE GOAL 7</b>	<b>EVALUATION</b>
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<b><u>STRATEGY #1</u></b> In order to have all administrators receive a rating of proficient or exemplary as measured by the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).  <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b><u>Timeline Start/End Date</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Monitor</u></b> <b><u>Completed Yes/No</u></b> <b><u>Continue</u></b> <b><u>Modify/Modified Date</u></b>
1. All administrators will complete a minimum of twenty renewal credits during each five-year validity period in professional development activities that are designed to enhance their	8/23- 6/24	Paula Yohe A Hayes Lynn Liebenrood	\$1000	PDSI Title II Mini-Grant	Principals Professional Development Plan PADEPP (SCLEAD)

skills in supporting and encouraging teachers as professionals.					Certificate Renewal Plan (Required Verification) Technology Plan
2. Administrators will attend scientifically-based and innovative workshops and conferences to enhance their skills in supporting and encouraging teachers as professionals.	8/23- 6/24	A Hayes Lynn Liebenrood Paula Yohe	\$10,000	PDSI Title II Mini-Grant	School Data PADEPP (SCLEAD) Sign-in Sheets Agendas Technology Plan School Value Added EVASS
3. Administrators will take the Technology Assessment developed by the SC State Department of Education. Based upon their results, they will utilize the ePortfolio System to move through the various Levels.	8/22 – 6/23	Paula Yohe	\$1500	Local	ePortfolio System Technology Proficiency Assessment Principals Professional Development Plan PADEPP (SCLEAD) Technology Courses/Workshops/ Training
4. Waiver Request for Regulation 43-204 for Lake View High School.	8/23- 6/24	A. Hayes	NA	NA	
5. Waiver Request for Regulation 43-205 for Lake View High School and Dillon High School.	8/23- 6/24	A. Hayes	NA	NA	SDE form  SDE form

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**ACTION PLAN FOR DISTRICT IMPROVEMENT FOR YEARS 2022 - 2027  
PART VII**

<b>DISTRICT STRATEGIC PLAN FOR: <u>DILLON SCHOOL DISTRICT FOUR</u></b>		<b>DATE: April 17, 2023</b>					
<b>Performance Goal Area:</b>							
<input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented Academic <input type="checkbox"/> Gifted and Talented Artistic <input type="checkbox"/> Gifted and Talented Social and Emotional <input type="checkbox"/> Gifted and Talented Other							
<b>PERFORMANCE GOAL: 8</b>	The percentage of parents participating in parent/teacher activities that support home/school activities and satisfied with home-school climate relations as measured by participation data, will increase from 65% in 2022 to 83% in 2027.						
<b>INTERIM PERFORMANCE GOAL:</b>	Meet annual targets below.						
<b>DATA SOURCE (S):</b>	Parenting Workshops, Open House Meetings, Communication Logs, Sign-in Sheets, Parent Volunteer Logs, Teacher Logs, Attendance Logs, Parent Conferences, Read to Succeed Portfolios						
<b>OVERALL MEASURE (S):</b>	<b>Baseline 2021</b>	<b>2022</b>	<b>2023*</b>	<b>2024*</b>	<b>2025*</b>	<b>2026*</b>	<b>2027*</b>
	<b>65%</b>	<b>72.5%</b>	<b>75%</b>	<b>77.5%</b>	<b>79%</b>	<b>81.5%</b>	<b>83%</b>

*Represents projections of improvement							

**PERFORMANCE Goal 8**

<p><b><u>STRATEGY #1:</u></b> To improve student outcomes, opportunities for parental involvement will increase. <b><u>ACTIVITY</u></b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p><b><u>Timeline Start/End Date</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Estimated Cost</u></b></p>	<p><b><u>Funding Source</u></b></p>	<p style="text-align: center;"><b><u>Monitor</u></b> <b><u>Completed Yes/No</u></b>  <b><u>Continue</u></b>  <b><u>Modify/Modified Date</u></b></p>
1. Issue Progress Reports and report cards as indicated on the school calendar.	8/23- 6/24	Teachers Guidance Principal	NA	First Citizens donation	Progress reports Report cards
2. Conduct Parent Orientation Night	8/23- 6/24	Principal	N/A	None	Sign in sheets
3. Provide parent conference opportunities at convenient times for parents.	8/23- 6/24	Teachers Title Facilitators	N/A	None	Sign in sheets
4. Work with PTO and hold four planned parent meetings/workshops per year.	8/23- 6/24	Principal	N/A	None	Sign in sheets, notes sent home and social media
5. Maintain "Contact Logs" for documentation of all parent contacts	8/23- 6/24	Teachers Title I Facilitator	N/A	None	Contact logs
6. Arrange parental classroom visits.	8/23- 6/24	Principal	N/A	None	Visitor log
7. Conduct yearly service-learning projects.	8/23- 6/24	Grade Level Chairs	N/A	None	Documentation forms

8. Provide "Showcase of Programs" to acquaint parents with all school programs available.	8/23- 6/24	Principal	N/A	None	List of programs
9. Provide a suggestion box in the front hall for parents/community.	8/23- 6/24	Principal	N/A	None	Suggestion box monitoring sheet
10. Provide parent newsletters	8/23- 6/24	Teachers Facilitators	N/A	None	newsletters
11. Provide student handbooks.	8/23- 6/24	Teachers	N/A	None	Signed form
12. Make available district and school webpages with calendar of events, activities, school messenger to communicate to the public.	8/23- 6/24	Principal Librarian	N/A	None	Screen shots
13. Provide school safety kits and information to parents on crisis response plan.	8/23- 6/24	Guidance	\$1000	Title IV	Agenda Sign in sheets
14. Provide a Parent Information Center with news and literature of interest to our parents including Title I information	8/23- 6/24	Principal Title I Facilitator	N/A	None	Pamphlets newsletter
15. Provide EL/LEP translation services to children/parents.	8/23- 6/24	Hursey EL Teacher	N/A	Title III	Service log
16. Provide parent access to grade and attendance information through Parent Portal.	8/23- 6/24	District Tech. Paula Yohe	N/A	Title III	Log in
17. Continue a Leadership Council (School Improvement Council, Title I, Title III and Title IV Planning Team, Library Advisory Committee, MTSS Committee, and PTO Board members) meetings to include parents in collaborative planning to create a thriving school community.	8/23- 6/24	Principal Title I Facilitator PTO SIC MTSS Title I Team	N/A	Title III	Agenda Sign in sheets

PERFORMANCE GOAL 8					EVALUATION
<b><u>STRATEGY #2</u></b> <u>To promote learning, the district will provide school safety and create a disciplined environment conducive to learning.</u> <b><u>ACTIVITY</u></b>	<b><u>Timeline</u></b> <b><u>Start/End</u></b> <b><u>Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b><u>Monitor</u></b> <b><u>Completed Yes/No</u></b> <b><u>Continue</u></b>

<b>(List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</b>					<u>Modify/Modified Date</u> <u>Terminated</u>
1. Provide opportunities for staff to attend training sessions, conferences, and workshops.	8/23- 6/24	Yohe Hayes Principals	NA	PDSI Title I	Travel Forms Agendas
2. Provide programs on substance abuse, violence, bullying, and character education.	8/23- 6/24	Principals School Guidance Counselors	\$1000	General	Lesson Plans Observations
3. Provide a "Student Discipline Code Book" to each student in grades 4K-12.	8/23- 6/24	A Hayes, Jackson Liebenrood Yohe	NA	NA	Discipline Code book
4. Provide CPR/First Aid to staff.	8/23- 6/24	Jayne Lee	\$3000	General	Printing and Distribution
5. Provide and replenish Crisis Response Kits to teachers and schools.	8/23- 6/24	Jayne Lee	NA	None	Sign-In Sheets
6. Conduct an annual review of the District Crisis Response Plan.	8/23- 6/24	Yohe School Crisis Response Teams (SCR)	\$2000	General	Sign-In Sheets Addendums
7. Provide annual training updates for the District Crisis Response Plan.	8/23- 6/24	SCR Teams District Crisis Response Teams (DCR)	NA	None	Sign-In Sheets
8. Ensure cleanliness of schools and grounds by conducting regular inspections and resolving concerns.	8/23-6/24	Ray Rogers Newell Jackie Hayes	NA	None	Inspections

9. Ensure safe, comfortable, and well maintained schools and grounds by conduction regular inspections and resolving concerns.	8/23-6/24	Ray Rogers Newell	NA	None	Inspections
10. Established Web Tickets to enter needed repairs and/or supplies from housekeeping and maintenance.	8/23-6/24	Jackie Hayes Principals	NA	None	Continue Completed Web Tickets Inspections
		Principals Paula Yohe Newell	NA	None	

PERFORMANCE GOAL 8					EVALUATION
<p><b><u>STRATEGY #3</u></b>  <u>We will develop strategies to improve social emotional awareness.</u></p> <p><b><u>ACTIVITY</u></b>  (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Implementation Indicators</u> <u>Monitor</u> <u>Completed Yes/No</u> <u>Continue</u> <u>Modify/Modified Date</u> <u>Terminated</u>
1. Provide lessons on career awareness.	8/23-6/24	Teachers Guidance Counselor	N/A	None	Lesson Plans/Observations



2. Provide small-group counseling sessions for students in need.	8/23-6/24	Guidance	N/A	None	Lesson Plans/Observations
3. Document discipline referrals	8/23-6/24	Teachers Cline Berry	N/A	None	Carbon Copies of Discipline Reports
4. Send positive notes to parents/guardians.	8/23-6/24	Teachers Principal Title I Facilitator	N/A	None	Family Contact Log
5. Provide peer tutoring.	8/23-6/24	Teachers	N/A	None	Intervention Notes
6. Provide lessons on social emotional awareness..	8/23-6/24	Guidance Faculty	N/A	None	Class Schedule PowerPoint
7. Promote "Accelerated Reader" program and recognize student progress.	8/23-6/24	Librarian Teachers	N/A	None	Newsletter Bulletin Boards
8. Arrange visitations from local HeadStart programs	8/23-6/24	Kindergarten Teachers	N/A	None	Visitor Log
9. Arrange for transition visits from one campus to the upcoming year campus.	8/23-6/24	Guidance	N/A	None	Field Trip Form
10. Arrange introductions and visits between grade levels for smooth transitions between each grade level.	8/23-6/24	Principal	N/A	None	Schedule Visits
11. Provide school programs, library books and ebooks that encourage positive character traits. (Tumblebooks, Classroom Libraries, Study Island)	8/23-6/24	Principal Instructional Technology coach	N/A	None	Schedules for each program

<p>12. Provide opportunities for students and teachers to participate in Positive Behavior Interventions and Supports (PBIS) Rewards program throughout the school year.</p>	<p>8/23-6/24</p>	<p>Teachers Title I Facilitator Principal</p>	<p>N/A</p>	<p>None</p>	<p>PBIS Rewards</p>
<p>13. Students earn tokens to use throughout the year for PBIS activities, such as ROAR Store and Pizza/Dance/Popsicle parties.</p>	<p>8/23-6/24</p>	<p>Teachers Webster Berry</p>	<p>\$6000</p>	<p>Title IV</p>	<p>incentives</p>

South Carolina Department of Education  
Read to Succeed District Exemplary Literacy Reflection Tool

**Section A: Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts**

Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem; Explore Why It Is Occurring; Develop Action Plan; Monitor and Evaluate the Plan
- Documentation of Data

Possible Sources of Evidence:

Universal Screening Data, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, PAST (Phonological Assessment Screening Test)

Reflections	Rarely	Sometimes	Routinely
<b>A1.</b> Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>A2.</b> Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>A3.</b> Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

South Carolina Department of Education  
Read to Succeed District Exemplary Literacy Reflection Tool

**Section B: Schools in this district provide Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Explicit and Systematic Phonics, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading, Explicit Reading Instruction, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

Possible Sources of Evidence:

Teacher Observations, Schedules, Lesson Plans

Reflections	Rarely	Sometimes	Routinely
<b>B1.</b> Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B2.</b> Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B3.</b> Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B4.</b> Teachers monitor student engagement in reading and writing and use this data to build stamina.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B5.</b> Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B6.</b> Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>B7.</b> Teachers model through interactive writing experiences to build accuracy and fluency in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B8.</b> Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B9.</b> Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

South Carolina Department of Education  
Read to Succeed District Exemplary Literacy Reflection Tool

Reflections	Rarely	Sometimes	Routinely
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

South Carolina Department of Education  
Read to Succeed District Exemplary Literacy Reflection Tool

**Section C: Schools in this district provide Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Print Concepts
  - Decoding and Encoding
  - Phonological Awareness and Phonics
  - Fluency
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)
- Small Group and Individual Instruction to Target and Intensify Instruction

Possible Sources of Evidence:

Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors

Reflections	Rarely	Sometimes	Routinely
<b>C1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>C2.</b> Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>C3.</b> Teachers provide targeted, effective in-class intervention which: <ul style="list-style-type: none"> <li>• must provide individual and small-group instruction; and</li> <li>• must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

South Carolina Department of Education  
Read to Succeed District Exemplary Literacy Reflection Tool

**Section D: Schools in this district embed practices reflective of exemplary literacy-rich environments.**

Literacy-Rich Environmental Components

- Immersion in literacy and language experiences
- Classroom libraries across disciplines
- Materials meet the needs of all children including students with disabilities and multi-language learners
- Appropriate academic language including student led conversations
- Atmosphere of room conducive to learning

Possible Sources of Evidence:

Schedules reflecting an appropriate number of minutes for foundational skills instruction, independent reading, intervention, and writing independently for a sustained period of time during writing instruction, environments displaying a variety of print materials, authentic student work, co-created anchor charts, and sound walls.

Reflections	Rarely	Sometimes	Routinely
<b>D1.</b> Teachers use predictable structures so that students construct knowledge by reading and writing authentic texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>D2.</b> Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>D3.</b> Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>D4.</b> Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>D5.</b> Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>D6.</b> Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>D7.</b> Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section E: Schools in this district ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels.**

Reading Engagement

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous grade-level appropriate books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genres.

Possible Sources of Evidence:

Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries

<b>Reflections</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>
<b>E1.</b> Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E2.</b> Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E3.</b> Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E4.</b> Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. Texts should include decodable texts and culturally diverse, authentic texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



**Section F: Schools in this district provide teacher and administrator training in evidence-based reading and writing strategies.**

Professional Development

- Literacy Competencies for PreK-5<sup>th</sup> Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on What Works Clearinghouse
- Foundational Reading Skills

Possible Sources of Evidence:

Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches’ Schedules, Action Research Notes, Lesson Plans, LETRS Progress Reports

<b>Reflections</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>
<p><b>F1.</b> Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:</p> <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration through coaching cycles with school coach</li> <li>○ Professional book clubs</li> <li>○ Teacher action research</li> <li>○ Collaborative planning</li> <li>○ Peer coaching</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>F2.</b> Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:</p> <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Professional book clubs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Section G: Schools in this district develop strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.**

Literacy Partnerships

Possible Sources of Evidence:

Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

Reflections	Rarely	Sometimes	Routinely
<p><b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.</p> <ul style="list-style-type: none"> <li>• County libraries are used to increase the volume of reading in the community over the summer</li> <li>• State and local arts organizations</li> <li>• Volunteers</li> <li>• Social service organizations</li> <li>• School media specialists</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>G2.</b> Specific actions are taken to foster partnerships.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Section H: Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.**

Family Support of Literacy Development

Possible Sources of Evidence:

Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

<b>Reflections</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>
<b>H1.</b> Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Section I: Analysis of Data**

Strengths	Possibilities for Growth
<p>Staff in grades kindergarten through 3rd grade at Stewart Heights and East and kindergarten through 5th grade at Lake View Elementary are participating in professional development through LETRS in the science of reading, Volume II.</p> <p>Those grades are also beginning the second year of the reading curriculum, Into Reading, by HMH. Gordon grades 4 and 5 are using the Magnetic reading curriculum from Curriculum Associates.</p> <p>The district has continued with the universal screener, Amira, for the 2023-2024 school year. Interim Assessment data is collected using iReady for grades 1 through 8th. The high schools are using Edmentum to track data and provide interventions.</p> <p>Professional development is continuing through district and school level MTSS teams to develop learning pathways to meet the needs of all students using programs such as iReady, Progress Learning, Writable, NWEA, and Edmentum to improve Tier I instruction.</p> <p>The district is also phasing in the new ELA standards by concentrating on the new standards in grades k-2, E1, E3, and E4.</p> <p>They are also bridging the gap between standards in other grade. Literacy-Rich Environments</p> <p>Assessment and Instruction used to drive classroom instruction.</p> <p>Teachers use SC College-and-Career Ready Standards</p> <p>Integrating Science and Social Studies with ELA</p> <p>Collaborative planning among grade levels</p> <p>Students are provided with wide selections of texts over a wide range of genres</p> <p>Provide teachers and administrators training in reading and writing Instruction.</p> <p>Use formative assessments to make instructional decisions.</p> <p>Schedule to meet 90 minutes Tier I students and 30 minutes Tier 2 interventions</p> <p>Standards clearly posted in classrooms</p> <p>Parents contacted and conferenced on a regular basis</p> <p>Students maintain Reading Logs</p> <p>Independent Reading Program</p> <p>Word of the Day</p>	<p>Increase Community Partnerships/Involvement</p> <p>Effective Interventions to support student growth.</p> <p>Parent Involvement with Literacy Development</p> <p>Increased Professional Learning Opportunities in the science of reading.</p> <p>Increase the use of all data to drive instruction.</p> <p>Smaller class sizes</p> <p>Teacher/Student Collaboration</p> <p>Full implementation of Writer's Workshop</p> <p>Action Research</p> <p>Letterland implementation in grade 3 and intervention groups</p> <p>More decodable texts</p> <p>Continue support of the science of reading and integration with balanced literacy</p>

<p>Student journaling  Letterland fully implemented in 5K - grade 2. Some schools have grade 3  Use of the SC College and Career-Ready Standards when planning instruction</p>	
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**NEW Question for District-level Survey:**

1. Please provide the total number of **first** graders from the 2022-23 school year who were projected to score Does Not Meet on SCReady ELA by third grade:343
2. Please provide the total number of **second** graders from the 2022-23 school year who were projected to score Does Not Meet on SCReady ELA by third grade: 267

*Note: This number is also submitted for the annual state report card; our recommendation is to pull your district's information for the report card for this section so all data aligns.*

**Section J: Previous School Year SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

Goals	Progress
<p><u>Goal #1 (Third Grade Goal):</u> Dillon School District Four will reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC Ready from 44.8% to 41.8 % in the spring of 2023.</p>	<p>During the spring administration of SC Ready, 34.6% of third graders scored Does Not Meet. This was a reduction in the Does not meet category from 44.8% in 2022 to 34.6% in 2023. The gain of meets or exceeds increased from 30.4% in 2022 to 41.0% in 2023.</p>
<p><u>Goal #2:</u></p>	
<p><u>Goal #3:</u></p>	

**Section K: Current SMART Goals and Action Steps Based on Analysis of Data**

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<p><u>Goal #1 (Third Grade Goal):</u> Dillon School District Four will reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC Ready from 34.6% to 32.6% in the spring of 2024.</p>	<ol style="list-style-type: none"> <li>1. Teachers and staff members will meet as grade level teams to review data to develop tiers of instruction and plan for continuous improvement.</li> <li>2. Diagnostic and formative assessment data will be used to drive instruction.</li> <li>3. Teachers will utilize whole, small group, and personalized instruction to meet the needs of all students.</li> <li>4. Schools/District will provide professional learning opportunities to aligned SC State Standards for ELA that is evidenced based and driven by data.</li> <li>5. Parent involvement will be facilitated by teachers and administrators to promote literacy at home.</li> <li>6. At least quarterly, student progress will be provided to parent</li> </ol>
<p><u>Goal #2:</u></p>	
<p><u>Goal #3:</u></p>	

## Section L: NEW Literacy Reflection Questions

The 2023–24 annual budget provisos require districts to complete the following three reflection questions on literacy instruction, intervention, and professional development. Please note that these questions appear on only the district-level reading plan survey, not the school-level plans.

1. Please describe how the reading and writing curriculum, instruction, and assessment for all PK-5 students are aligned with the science of reading, structured literacy, and foundational skills.

Children attending 4K programs use Creative Curriculum which guides teachers to embed instruction in play-based, developmentally appropriate experiences and activities throughout the day. The curriculum starts with explicit instruction in phonological and phonemic awareness. Teachers use engaging techniques to keep the learners focused and energized while they master challenging skills.

The Individual Growth and Development Indicators (myIGDIs™) assessment is the state approved readiness assessment used in the six (6) 4K classrooms in Dillon School District Four. Results from the assessment are used to plan instruction in the classroom and results are shared with parents/guardians, along with ideas that they can use to support their child(ren) at home.

Reports generated from the Renaissance myIGDIs system, facilitate data analysis at the student, class, school, and district level.

Dillon School District Four uses Into Reading for reading and writing at LVE, East, and Stewart Heights and Magnetic Reading and iReady at Gordon to provide systematic instruction in reading and writing for grades kindergarten through 5th grade. These programs provide instruction in word recognition skills: phonological awareness, phonics, high-frequency words, and language comprehension skills: concepts of print, vocabulary, and fluency. Curriculum is aligned to state standards in reading and writing. Assessment is multi-tiered to support student needs. Universal screeners are given to all kindergarten and first graders and diagnostic assessments to kindergarten through eighth graders to determine mastery of skills to meet grade level expectations.

One explicit reading program that is supported by Dillon School District Four for grade 4K through 2nd is Letterland. This program is closely aligned to the science of reading, structured literacy, and foundational skills. It includes phonics lessons and teaches phonemic awareness.

Letterland provides instruction that is direct, systematic, targeted, sequential, and cumulative. It is based on the five (5) components of literacy throughout the program. It provides instruction for whole group, small group, independent practice, and embedded intervention.

Additionally, LetterLand also has an intervention program that is used based on the needs of the students.

Letterland provides classroom assessments and an online program that the students can access on their tablets. It also provides teachers with digital components that can be used on Promethean Boards, during whole group lessons.

2. Please describe how scientifically-based, supplemental interventions are provided to struggling readers who fail to demonstrate grade-level proficiency.

For students who have difficulty decoding, direct small group multisensory instruction helps them build their skills. They learn to connect sounds to words to text by reading and spelling each part with systematic, cumulative review. Teacher diagnose multiple student response opportunities and give appropriate immediate feedback to hone phonics skills. These groups meet 2-5 days weekly for 30 minutes. Teachers progress monitor to determine response to intervention. For students who struggle to read fluently, small group instruction includes modeled fluent oral reading so students can hear how reading "sounds". Once the students hear the model, they read a text aloud with feedback and guidance from the teacher and repeat read multiple times, the teacher



helps them develop prosody. Teachers progress monitor using DIBELS to determine response to intervention. These groups meet 2-5 days weekly for 30 minutes. Teachers progress monitor using oral reading fluency probes from DIBELS, iready, or EZCBM to determine response to intervention at the elementary levels. Edmentum is used for grades 9 through 12 to provide a personalized learning path to meet the needs of all students Dillon High school also uses Read 180 and System 44 to provide tier instruction.

3. Please explain how the district will provide teacher training in the science of reading, structured literacy, and foundational skills.

Training opportunities for teachers are made available on inservice/professional development training days, after school, and during the summer. Teachers are also provided with opportunities to enroll in online courses related to the science of reading, structured literacy, and foundational literacy skills. Additionally, the district is offering LETRS training up through 5th grade.

Coaches are supporting science of reading and structured literacy instruction presented in the HMH curriculum. Coaches are also providing SC State Standards professional learning opportunities at the school level.

At Gordon Elementary (grades 4 and 5) we are providing monthly ELA professional development using a standards based digital pacing guide with Tier one differentiation, common assessments and benchmarks, and intervention planning, and progress monitoring is supported by a consultant two days each month. The focus is on student engagement in standards-based tasks with adequate response opportunities to master the content. The coach is supporting the implementation of Magnetic Reading for Tier 1, fluency intervention in Tier 2 and Phonics for Reading intervention groups in Tier 3. Letterland professional learning opportunities are provided through the district with monitoring by coaches and administration.

Form Name: SOUTH CAROLINA DEPARTMENT OF EDUCATION DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION  
Submission Time: April 24, 2023 11:31 am  
Browser: Chrome 111.0.0.0 / Windows  
IP Address: 204.116.208.193  
Unique ID: 1094348275  
Location: 34.4125, -79.3805

## SOUTH CAROLINA DEPARTMENT OF EDUCATION DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

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### Section I: Basic Information

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Date	Apr 24, 2023
Please select your district from the drop-down list:	1704-Dillon School District Four
Primary Contact Name	Mrs Amanda Hayes
Primary Contact Position	Student Services Director
Contact Phone Number	(843) 774-1200
Contact Email Address	hayesm@dillon.k12.sc.us

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### Section 2: Plan Information

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**1. Goals: Briefly describe the goals that the district hopes to achieve through its proficiency-based system.** Dillon School District Four seeks to offer their students a more personalized approach to learning with flexible scheduling to meet the needs of all students. In using the proficiency-based system, Dillon Four's goal is to increase graduation rates, enrollment in CTE programs, and work-based learning opportunities while also decreasing dropout rates in an effort to graduate students that are prepared for college and/or careers. Dillon Four is a one-to-one technology district, so students have 24-7 access to courseware, removing the barrier to completing credits.

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**2. Types of Credit: Indicate the type(s) of proficiency-based system credit from the guidance document for which the district is seeking approval.** Initial Credit  
Credit Recovery

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**3. Metrics for Accountability and Success:** Provide a description of the process that the district will use to develop and finalize both short- and long-term metrics for how the district will determine whether its proficiency-based system has achieved success on its articulated goals. Also describe how you will integrate these metrics into your district strategic plan.

To address the individual needs of students and assist them with staying on the diploma track, students are offered initial credit and/or credit recovery through Edmentum Courseware. Initial credit courses in a proficiency-based system will be advantageous for advanced coursework, transfer students, families where flexible scheduling is necessary, homebound students, and other special circumstances as necessary. The proficiency-based system can be used to access credit in all subject/content areas. The proficiency model replaces the seat time requirement.

Both DHS and LVHS will use credit recovery to assist those students who struggle in class and ultimately do not receive credit for the class. To be eligible for credit recovery, a student must have been enrolled in a class for a full semester and failed the course. For eligibility, a student must receive a grade ranging from 50 to 59 or have principal approval.

For both proficiency-based initial credit and credit recovery, school administrators and counselors review students' grades and circumstances at the conclusion of each interim and grading period. When students are identified as having a specific need, individual conferences with students and parents/guardians are conducted to develop a plan ensuring students have a pathway to successfully complete course work and receive credit. Follow up conferences are held to monitor student progress towards meeting their academic goals of receiving course credit.

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**4. Student Participation:** Provide a description of how the district will develop strategies and tools to communicate the existence of or encourage student participation in the new proficiency-based system as well as a short statement denoting which school(s) within the district will be included. Furthermore, provide a description of how the district will develop its process to determine which students are eligible to participate in a proficiency-based system course or receive proficiency-based system credit(s).

Open house, newsletters, IGP conferences, and administrative conferences are all examples of how to communicate and encourage student participation. All students enrolled at DHS and LVHS are eligible to take a proficiency-based initial credit course. School counselors review each student's transcript to determine if the program will allow the student to gain initial credit. Credit recovery is available if students received a grade of 50-59 in the class or have principal approval. There is a district application for students to complete to apply for initial credit or credit recovery.

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**5. Individual Student Learning Needs:** For each of the proficiency-based credits that the district plans to offer, provide a description of the process that the district will use to develop and finalize strategies to ensure that individual student learning needs are addressed.

The traditional classroom is not always the appropriate learning environment for every student. Home environment, truancy, transportation challenges, discipline issues, and health concerns may contribute to student misalignment with the brick-and-mortar classroom. A proficiency-based system gives the students the flexibility to earn high school credits in a nontraditional setting. We utilize the best course delivery method to meet the individual needs of students.

<p><b>6. Changes to District Policies: Describe the process that the district will use to determine what policies and structures may need to be changed to fully implement the proficiency-based system. This may include policies related to grading, reporting, and transcripts, among others.</b></p>	<p>No policies are to be changed. However, initial credit courses through Edmentum Courseware will follow the same grading policy as face-to-face credit bearing courses.</p>
<p><b>7. Community Engagement: Describe the process that the district will use to ensure that community members and stakeholders, including parents, students, and school staff are aware of the opportunities provided by the proficiency-based system. Also describe the process that the district will use to engage these stakeholders in its development.</b></p>	<p>The school leadership team will use open house, parent nights, newsletters, IGP conferences, and administrative conferences to engage and inform community stakeholders about the benefits and opportunities provided by the proficiency-based system.</p>
<p><b>8. Method for Determining Proficiency: Provide a description of how the district will develop and finalize the methods of determining proficiency for the purposes of awarding credit for the courses offered through the proficiency-based system. The district should also describe how it will make sure that expectations are shared for all students enrolled in the course. Please also articulate whether and how the district will develop an appeals process.</b></p>	<p>There are school-based policies for proficiency-based initial credit and credit recovery. Students will complete all lessons assigned in Edmentum Courseware. Students will meet or exceed a 60 upon completion of the coursework. Tests will be taken under the direct supervision of an assigned certified teacher.</p> <p>The application will provide a thorough explanation of both proficiency-based initial credit and credit recovery. In addition, expectations will be explicitly communicated in individual conferences conducted by administration and/or the assigned school counselor.</p> <p>All enrolled students are eligible to take a proficiency-based initial credit course. Credit recovery is available for those students who received a grade of 50-59 or have principal approval. Therefore, an appeals process is not necessary.</p>
<p><b>9. Academic Standards: Provide a description of the process that the district will use to ensure that the evaluation of mastery and any accompanying courses provided under the proficiency-based system address the appropriate academic standards and learning expectations for which credit is to be awarded.</b></p>	<p>Edmentum Courseware is aligned to the South Carolina Curriculum Standards.</p>

**10. Supports: Describe what type(s) of additional supports the district will consider making available to engender student success and demonstration of content proficiency for credit recovery. \*The supports question is required for the Credit Recovery option only.**

Both DHS and LVHS will employ a lab proctor to assist students in completing their coursework. A teacher of record is assigned to each student to monitor progress and assist students with learning the content. The properly certified teacher can manipulate assignments and assessments to provide differentiated instruction. Teachers receive training from Edmentum on how to fully utilize the online proficiency-based courses in the platform.

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**Assurances**

By checking this box and submitting this application, I certify that any courses that will utilize the proficiency-based methods outlined in this application have been approved by SCDE and that the district will take steps to ensure that they will be taught by teachers with the appropriate credentials.

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### Gifted and Talented Program Models

The following program models are used in Dillon School District Four to serve students identified as academically and/or artistically gifted.

#### Pull-out Academic Model (Grades 3-5)

*East, South, Stewart Heights, Gordon, and Lake View Elementary*

In this model, gifted and talented students are pulled from the regular classroom for a specified period of time each week to receive differentiated instruction from a GT endorsed teacher. The curriculum involves advanced interdisciplinary units of study based on the *South Carolina College- and Career-Ready English Language Arts and Mathematics Standards*.

#### Special Class Academic Model (Grades 6-12)

*Dillon Middle School, Dillon High School and Lake View High School*

In this model, gifted and talented students are grouped into special classes organized around one academic subject. The special classes deliver services to identified students through a rigorous and often accelerated curriculum. Students are assigned to a schedule which allows them to work with other gifted and talented students. Instruction is provided by highly effective teachers that differentiate instruction based on students' needs and interests. The *South Carolina College- and Career-Ready English Language Arts and Mathematics Standards* are used as the basis for instruction. In grades 6-8, students are grouped for mathematics. In grades 9-12, students are grouped for English. Teachers assigned to work with gifted students are G.T. endorsed by the South Carolina Department of Education (SCDE) or they are planning to take classes to acquire the endorsement. Required coursework relates to the nature and needs of gifted learners and how to differentiate instruction to better meet their needs.

#### Special Class Artistic Model (Grades 9-12)

##### *Dillon High School*

Students are recommended for the GT Honors Chorus Program by their chorus instructor at Dillon Middle School. Skills related to: diction, tone, pitch, musical expression, presentation, and musical response are the basis for initial consideration. The students' artistic traits and personal qualities are also rated on the teacher recommendation form. Students identified as artistically gifted are enrolled in the GT Honors Chorus Program at Dillon High School. The program is instructed by an effective teacher that holds a South Carolina Educator License in the Choral Area of Music Education.

#### 2022-2023

##### Gifted and Talented

##### Testing Timeline

August Gr. 2-5 CogAT  
October-November Gr. 2 CogAT & Iowa  
February-March Gr. 2-5 Performance Tasks  
May Gr. 3-8 SC READY

\*\*\*\*\*  
For additional information, feel free to contact the principal, guidance counselor, or School Test Coordinator (STC) at the school your child attends or contact:

**Jayne C. Lee**  
Director of Assessment

and

**Instructional Support**  
1738 Highway 301 North  
Dillon, S.C. 29536

Phone: (843)774-1200

[lee@dillon.k12.sc.us](mailto:lee@dillon.k12.sc.us)

## IDENTIFICATION OF ACADEMICALLY AND ARTISTICALLY

## GIFTED AND TALENTED STUDENTS

Dillon School District Four



D. Ray Rogers, Superintendent

1738 Highway 301 North  
Dillon, S.C. 29536

Phone: (843)774-1200



Dillon School District Four will provide equal employment opportunities and educational opportunities to all persons without regard to race, religion, color, disability, sex, age, national origin, immigrant status or English-speaking status, or marital status. Dillon School District Four will make reasonable accommodations for an individual who is otherwise qualified for a position unless the accommodation would impose an undue hardship upon the District.

Persons with disabilities who need additional accommodations should make their request for reasonable accommodations, in writing, to the Section 504 Coordinator. Inquiries and complaints may be made to the following: Title IX Coordinator- Lynn Lobermood, Americans with Disabilities Act Coordinator- Brandi Jackson, Section 504 Coordinator- Jayne C. Lee and General Concerns- D. Ray Rogers, Superintendent.

#### WHAT ARE SOME CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS?

- Learns easily and rapidly
- Recognizes implied relationships
- Takes pleasure in intellectual activities
- Interprets nonverbal cues
- Draws inferences
- Responds and relates well to parents, teachers, and other adults
- Perceives similarities and differences
- Prefers complex tasks
- Retains what is heard or read
- Exhibits independence, individualism, and self-sufficiency
- Demonstrates a curious and investigative nature
- Reads above grade level
- Possesses a large vocabulary
- Shows keen powers of observation
- Focuses intently on interests
- Grasps underlying principles
- Makes valid generalizations
- Displays a questioning attitude
- Produces original products or ideas

#### MISSION:

The mission of gifted education is to maximize the potential of gifted and talented students by providing programs and services that match the unique characteristics and needs of these students.

#### RATIONALE:

Gifted and talented students are those who are identified as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential. (Regulation 43-220, Gifted and Talented)

#### BELIEFS:

Gifted and talented students have a right to an appropriate education, one grounded in the recognition of their individual differences and unique learning needs.

Gifted and talented students should be taught using a curriculum that is responsive to their individual strengths and learning styles.

Curriculum for gifted and talented learners should be founded on enrichment and acceleration. It must support the *South Carolina College- and Career-Ready English Language Arts and Mathematics Standards* and the goals outlined in the *Profile of the South Carolina Graduate*.

The instructional environment for gifted and talented learners should encourage and nurture inquiry, critical thinking, flexibility, and creative thinking.

#### WHY ARE GIFTED AND TALENTED STUDENTS IDENTIFIED?

The identification process attempts to find students that display gifted and talented characteristics, to assess the aptitudes, attributes and behaviors of these students, and to evaluate each student independently for the purpose of placement in the program.

#### HOW DOES A STUDENT QUALIFY FOR GIFTED AND TALENTED SERVICES?

Gifted and talented students may be found within any racial, ethnic, or socio-economic group, within any nationality, within both genders, and within populations with disabilities.

The state of South Carolina has established three dimensions of giftedness as criteria for placement in the academically gifted program. In order to qualify for placement in gifted and talented programs, a student must meet the eligibility criteria in two out of three dimensions: Dimension A- Reasoning Abilities, Dimension B- Academic Achievement, and Dimension C- Intellectual Performance.

#### Dimension A- Reasoning/Aptitude

Students may be placed on the basis of aptitude alone if they score a 96 or higher national age percentile rank on the composite score on an approved nationally normed aptitude test. Students may be eligible for placement if they score a 93 or higher national age percentile rank on an approved nationally normed aptitude test.

#### Dimension B- Achievement

Students may be eligible for placement if they score a 94 or higher national age percentile rank on an approved achievement test. Students may be eligible for placement if one of their scale scores from the SC READY state assessment meets or exceeds one of the cut scores noted on the annual chart for English Language Arts (ELA) or math for the applicable grade.

#### Dimension C- Performance

Students may be eligible for placement if they meet verbal or non-verbal criteria on the performance task assessment or through the use of end-of-year grade point averages (GPAs) in grades five through eight.

For a student to qualify based on Performance Tasks results, a rising 3<sup>rd</sup> grade student must achieve a performance standard of 16 on either the verbal or non-verbal tasks; for placement in 4<sup>th</sup> grade, a student must achieve a performance standard of 18 on the verbal tasks or non-verbal tasks; for placement in 5<sup>th</sup> grade, a student must achieve a performance standard of 22 on non-verbal tasks; for placement in 6<sup>th</sup> grade, a student must achieve a performance standard of 18 on the verbal tasks, or 25 on non-verbal tasks.

If a student in grades 5-8 has met Dimension B, his/her historical grades can be referenced for eligibility documentation in Dimension C.

If a student's current end-of-year grade point average (GPA) is 3.75 or higher in the four (4) core subjects (ELA, math, science, and social studies), his/her grades can be entered in Dimension C and used as eligibility criteria.





**DILLON SCHOOL DISTRICT FOUR**  
**Gifted and Talented Artistic Program**



2022-2023  
 Parent Consent Form

Being selected to participate in the Dillon School District Four *Gifted and Talented Artistic (GTR) Program* is something students and parents should view with a sense of pride and accomplishment.

Students with an artistic *gift* should practice and refine their talent at a young age, which may lead them towards a related career path in years to come. The stance of the South Carolina Department of Education is "Once Gifted, Always Gifted."

Student responsibilities include:

1. Students are expected attend and actively participate in all *GTR* chorus classes and programs.
2. Students are expected to follow school rules and display appropriate behavior.
3. Students are expected to represent their school with pride during choral performances.

**CHORUS STUDENT:** (Please check and sign/date)

\_\_\_\_\_ I understand and agree to accept the student responsibilities required for participation in the *Gifted and Talented Artistic (GTR) Program*.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PARENT/GUARDIAN:** (Please check one and complete the bottom portion)

\_\_\_\_\_ I **APPROVE** for my son/daughter to participate in the *Gifted and Talented Artistic (GTR) Program* in Dillon School District Four. I understand that he/she will be scheduled in *GTR* Honors Chorus classes with other *GT* identified students throughout his/her school career. I will support my child in his/her artistic endeavors and attend performances as my schedule allows.

\_\_\_\_\_ I **DO NOT WISH** for my son/daughter to participate in the *Gifted and Talented Artistic (GTR) Program*.

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Physical Address	City	State	Zip
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Mailing Address (If Different From Above)	City	State	Zip
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Home/Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return this completed form with your child to Kathy Smith, Gifted and Talented chorus teacher. It will be kept on file in the Office of Student Services for each child receiving GTR services.*



**DILLON SCHOOL DISTRICT FOUR**  
**Gifted and Talented Academic Program**



2022-2023  
Parent Consent Form



Qualifying to participate in the *Gifted and Talented Academic (GTA) Program* is a privilege and honor which students and parents should be very proud. The stance of the South Carolina Department of Education is "Once Gifted, Always Gifted."

Student responsibilities include:

1. Students are expected to maintain a B or higher in core curriculum areas: ELA, math, science and social studies.
2. Students are expected to complete all regular and *GTA* classroom assignments to the best of their ability.
3. Students are expected to maintain a high attendance rate.
4. Students are expected to follow all school rules and display appropriate behavior.

If a student struggles with his/her responsibilities, parents/guardians should contact the school administration and/or school counselor(s) and a plan made to help the student remain in the GT program. Support could be provided during the school day or after-school, as decided by the GT teacher, school counselor, principal, and parent/guardian.

**STUDENT:** (Please check and sign/date)

\_\_\_\_\_ I understand and agree to accept the student responsibilities required for participation in the *Gifted and Talented Academic (GTA) Program*.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PARENT/GUARDIAN:** (Please check and complete the bottom portion)

\_\_\_\_\_ I **APPROVE** for my son/daughter to participate in the *Gifted and Talented Academic (GTA) Program* sponsored by Dillon School District Four. I understand that he/she will be scheduled in English Language Arts and/or math GT Honors courses with other GT identified students throughout his/her school career.

\_\_\_\_\_ I **DO NOT WISH** for my son/daughter to participate in the *Gifted and Talented Academic (GTA) Program*.

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Physical Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Mailing Address (If Different From Above) \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home/Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return this completed form with your child to his/her Gifted and Talented teacher or School Counselor. A Consent Form must be on file in the Office of Student Services for each child receiving GT services.*

**Dillon School District Four**

*Jayne C. Lee*

Director of Assessment and Instructional Support

Phone: (843)774-1200  
Fax: (843)841-4176

1738 Highway 301 North  
Dillon, South Carolina 29536

August 26, 2022

Mr. and Mrs. \_\_\_\_\_

\_\_\_\_\_  
Dillon, South Carolina 29536

Dear Mr. and Mrs. \_\_\_\_\_:

Your child, \_\_\_\_\_, **has met** the requirements for placement in the Gifted and Talented Academic (GTA) Program in Dillon School District Four. Third through fifth grade students receive G.T. English Language Arts (ELA) and math services one day a week throughout the school year. Sixth through eighth grade students receive G.T. honors math services in their scheduled math classes, throughout the school year. Ninth through twelfth grade students receive G.T. honors English Language Arts (ELA) services in their scheduled English classes, by semester.

Identified gifted and talented students are scheduled in classes with other G.T. students. They receive services from G.T. endorsed teachers. Instruction is often accelerated with rigorous, project-based assignments.

According to guidelines set forth by the South Carolina Department of Education (SCDE), your child qualifies to receive services during the 2022-2023 school year and thereafter. Your child's name has been added to the district's G.T. roster and his/her scores have been posted on the state's G.I.F.T. program.

*A Parent Consent Form* will be sent home for you to sign giving permission for your child to receive G.T. services for the remainder of his/her school career. The state's viewpoint is "Once Gifted, Always Gifted."

Congratulations to you and your child. If you have any questions, please feel free to contact Rebecca Stager, GT teacher, at (843)774-1227.

Sincerely,

Jayne C. Lee

JCL/rw

Enclosure: 2022-2023 G.T. Brochure

## 2023 District Summer School Program Sites Identification

District Name: Dillon School District Four

Contact's Phone Number: Amanda Hayes Contact's Email Address: hayesm@dillon.k12.sc.us

**NO SUMMER SCHOOL PROGRAM SITES**

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

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Gordon Elementary	Dr. Mike McRae	mraem@dillon.k12.sc.us	R2S	YES	Elementary
Dillon High School	Timothy Gibbs	gbbst@dillon.k12.sc.us	Credit Recovery	YES	High School
Dillon High School	Timothy Gibbs	gbbst@dillon.k12.sc.us	Initial HS credit	YES	High School
Lake View High School	Edison Arnette	arnettee@dillon.k12.sc.us	Credit Recovery	YES	High School
Lake View High School	Edison Arnette	arnettee@dillon.k12.sc.us	Initial HS credit	YES	High School

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2023. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at [bleviner@ed.sc.gov](mailto:bleviner@ed.sc.gov).



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of School Transformation



Designation Status:	CSI AND Underperforming		Person completing the form:	Michael McRae
District Name:	Dillon School District Four		Title: Dr. Michael McRae	Principal
School Name:	Gordon Elementary School			

## PHASE 1: DIAGNOSE

USE THE [CONTINUOUS IMPROVEMENT RUBRIC](#) TO ASSESS READINESS

MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS					
Elementary/Middle Schools			High Schools		
	Numerator	Denominator		Numerator	Denominator
Academic Achievement	12.73	40	Academic Achievement		
Preparing for Success	1.8	10	Preparing for Success		

<b>English Learners' Student Progress</b>	N/A	N/A
<b>Student Progress</b>	8.68	40
<b>School Climate</b>	7.75	10
<b>Overall Score and Rating</b>	30.96	100
<b>Conclusions based on Rating Points</b>		
<b>Strengths</b>	School Climate	
<b>Opportunities for Growth</b>	Student Progress and Academic Achievement -The goal is to improve these scores this year by providing small group instruction to students. We will use consultants and assistants to provide ELA and Math instructional support to teachers and students to improve student progress and academic achievement. We will focus on Tiered ELA instruction for under-performing students.	

<b>English Learners' Student Progress</b>		
<b>School Climate Progress</b>		
<b>Graduation Rate</b>		
<b>College and Career Readiness</b>		
<b>Student Engagement</b>		
<b>Overall Score and Rating</b>	0	0
<b>Conclusions based on Rating Points</b>		
<b>Strengths</b>		
<b>Opportunities for Growth</b>		



## PHASE 2: SELECT AND PHASE 3: PLAN

<b>Performance Goal #1 (SMART goal): Resource Inequity Goal</b>		By the end of the 2023-2024 school year, we will improve Student Progress and Academic Achievement in ELA and Math by five points by providing additional supplemental instructional materials in each Tier.		
<b>Strategy Description</b>	<b>Action Items from Strategy</b>	<b>Instructional Materials Needed/Used</b>	<b>Fund Location</b>	<b>Total for Strategy</b>
We will provide additional supplemental instructional materials in Tier 1, 2 and 3.	FY 23 CSI State-Expand the number of decodable texts for 4th and 5th grade and teacher resource materials, writing materials, and instructional supplies for MTSS-	FY 23 State Work Books and supplies such as ink, paper	State	\$2,738.13
	FY 23 13th allocation supplemental supplies to support instruction	FY 23 13th allocation math and ELA supplemental materials	State	\$4,768.85
<b>What Professional Development Activities will support this strategy?</b>				
Professional Development activities that will support this strategy by increasing fidelity with MTSS using TIPS				
<b>Total Cost</b>				<b>\$7,506.98</b>

Performance Goal #2 (SMART goal)	By the end of 2023-2024 school year, we will improve Student Progress and Academic Achievement in ELA and Math by five points by enhancing the level of Differentiated Instruction.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
<p>The goal is to improve these scores this year by providing differentiated instruction to students. We will use consultants and interventionists to provide ELA and Math instructional support to teachers and students to improve student progress and academic achievement. We will focus on Tiered ELA and Math instruction for under-performing students.</p>	FY 23 CSI State-Small Group and Tiered Instruction Training, facilitated by ELA and Math Consultants for 4th and 5th grade teachers and assistants, for 1200 per day for 11 days for \$26,400.	FY 23 State Professional Development Services	State	\$26,400.00
	FY 24 CSI State i-Ready Consultants to provide necessary training and resources on Magnetic Reading Curriculum to 4th and 5th grade teachers throughout the year for an approximate total of 12 visits at 2,000 per visit.	FY 24 State i-Ready Software, Teacher and Student Supplements	State	\$24,000.00
	Afterschool Program	Lesson Plans, iReady Software	State	ESSER
	FY 24 CSI State-Provide supplemental instructional materials and supplies to support the CSI school wide Program to improve student progress and academic achievement in ELA and math. Students will be given diagnostic assessments to determine individual students levels. Expenditures include but not limited to Math-U-See student and teacher books and site licenses. These materials are not part of the state adoption list but provide skills based instruction to improve achievement in mathematics by providing differentiated instruction based on the individual needs of the student through the use of data	FY 24 State Math U See (\$4,094.12), Magnetic Reading (Curriculum Associates) \$8,121.18 additional supplies such as paper pencil, ELA and math manipulatives different levels of phonics for reading differentiated instruction \$2,195.83	State	\$14,411.13
	Progress Learning	Software	State	ESSER
What Professional Development Activities will support this strategy?	MTSS	DOT IT Software	State	ESSER



Professional Development activities that will support this strategy include implementation process of small group instruction, purpose of small group instruction, and how to group students based on data results.	FY 23 CSI Federal-Employ 1.0 FTE Instructional Assistants for small group instruction- salaries for assistants to provide supplemental support in interventions that is necessary for school improvement by improving achievement for students in Ela and mathematics. These assistants will be supplementary to the projected budget and are not part of the required programming. There is a district wide pay scale based on experience to ensure the cost are reasonable. The assistants will document provision of services by using a log and sign in sheets. Student progress will be monitored for fidelity of the support. Will use other funding sources or grants to sustain this position if these funds are no longer available.	FY 23 Federal 1.0 assistant with benefits and IDC for small group instruction	Federal	\$45,382.77
	FY 23 CSI State-Employ 1.5 FTE Instructional Assistants for small group instruction-salaries for assistants to provide supplemental support in interventions that is necessary for school improvement by improving achievement for students in Ela and mathematics. These assistants will be supplementary to the projected budget and are not part of the required programming. There is a district wide pay scale based on experience to ensure the cost are reasonable. The assistants will document provision of services by using a log and sign in sheets. Student progress will be monitored for fidelity of the support. Will use other funding sources or grants to sustain this position if these funds are no longer available.	FY 23 State 1.0 assistant with benefits for small group instruction	State	\$55,861.87
	FY 23 state 13th allocation 0.5 assistant and benefits	FY 23 State 13th allocation assistant to provide small group instruction	State	\$17,231.15
				\$183,286.92

Performance Goal #3 (SMART goal)	By the end of the 2023-2024 school year, we will improve Student Progress and Academic Achievement in ELA and Math by five points by enhancing the level of Classroom Management through the use of technology, SEL(Social Emotional Learning) and PBIS			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
<p>The goal is to improve these scores this year by enhancing the level of classroom management. We will use technology such as VR Headsets and Abii robots to help increase academic achievement, social emotional learning, and positive classroom management. The PBIS store will be open once a month for students to redeem points earned. Each Quarter, we will have a Talent Showcase to support SEL.</p>	<p>FY 24 CSI State-Provide 2 Abii Robots per 5th grade classrooms. Abii will be used to adjust the pace and content of instruction based on student performance and attention. When a student misses a question, Abii gives step-by-step guidance on how to get to the right answer. Abii also uses her engaging personality to encourage, redirect and celebrate student successes. 4 classrooms</p>	<p>FY 24 State robots and including software, professional development, and supplies</p>	<p>State</p>	<p>\$22,031.91</p>
	<p>FY 24 CSI State-Provide 2 Abii Robots per 5th grade classroom-Abii will be used to adjust the pace and content of instruction based on student performance and attention. When a student misses a question, Abii gives step-by-step guidance on how to get to the right answer. Abii also uses her engaging personality to encourage, redirect and celebrate student successes. 8 classrooms</p>	<p>FY 24 State robots and including software, professional development, and supplies</p>	<p>State</p>	<p>\$42,556.96</p>
		<p>Club Shirts</p>	<p>None</p>	<p>None</p>
	<p>Academic Achievement, SEL, PBIS Rewards</p>	<p>Fred Jones, SEL information in Trojan Headline</p>	<p>Federal</p>	<p>Title IV</p>

	FCA	Club Shirts	None	None
	PBIS Rewards	Student incentives	Federal	Title IV
What Professional Development Activities will support this strategy?	Teacher Incentives	Certificates	Local	None
Provide professional development to teachers and staff to promote increased student progress/ academic achievement, Social Emotional Learning, and Postive Classroom Behavior. Professional Development ,using consultants such as PBIS, ABii Robots, VR Tech Consultants, etc. and school level team leads, will support this strategy will be Fred Jones Tools for Teaching, PBIS, VR training, Abii Robots training.	New Teacher Support Professional Development	Fred Jones Tools for Teaching	Local	None
	Total Cost			\$64,588.87

**\* Include additional goals and strategies on the 3rd tab.**

High Quality Instructional Materials		
	ELA	Math
What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?	Phonics for Reading, Abit Robots, Virtual Reality Headsets, iReady	Math-U-See, Math Manipulatives, Dreambox, iReady

**PHASE 4: IMPLEMENT AND PHASE 5: MONITOR**

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
	iReady Reading/Math Diagnostc Fall, Winter, Spring	iReady Reading/Math Diagnostic Fall, Winter, Spring	School/Class Discipline Reports

Does the data indicate that the team is <b>AT-RISK</b> , <b>LAGGING</b> , <b>OR ON TRACK</b> as it relates to progress towards each prioritized goal.	GOAL 1	Goal 2	Goal 3
30 Day Review (9/25/23)	On-Track	On-Track	On-Track
60 Day Review ( 10/25/23)	On-Track	On-Track	On-Track
90 Day Review (by 6/15/2024)			

## PHASE 6: REVISE

Please describe in detail any adjustments that have been made to the plans for each of the goals listed above. Be sure to include what has been learned in this improvement cycle, as well.

BENCHMARK PROGRESS	30 Days after Implementation	60 Days after Implementation	90 Days after implementation
MONITORING DATE	9/25/2023	10/25/2023	
		Based on Fall Reading and Math Diagnostics, interventionists and teachers began pulling Phonics for	

<p style="text-align: center;"><b>KEY POINTS OF DISCUSSION/PLANNING</b></p>	<p>8/25/2023-Baseline data on Student Achievement using Reading and Math iReady Diagnostic Results. Students personalized learning paths, assistants will work with students each week as a whole group to complete iReady Reading and Math twice a week, interventionist will work with students on Phonics for Reading in a small group setting three days a week and Math small groups twice a week to increase student progress and student achievement in ELA and Math.</p>	<p>Reading Tier 2 and Tier 3 small groups three days a week for thirty minutes each day to improve students weakness in Phonics, with bi weekly progress monitoring. Teachers will also use Magnetic Reading Curriculum five days a week for Tier 1 instruction to improve students weakness in comprehension, informational text, literature, and vocabulary with monthly benchmark assessments to progress monitor student growth in these areas of weaknesses. Interventionists and teachers will also pull Math Tier 2 and Tier 3 small groups two days a week for thirty minutes each day to improve students weakness in Number and Operations, with bi weekly progress monitoring. Teachers will also use Ready Math Curriculum five days a week for Tier 1 instruction to improve students weakness in Algebra and Algebraic Thinking, Measurement and Data and Geometry, with monthly benchmark assessments to progress monitor student progress in these areas of weaknesses.</p>	
<p><b>Additional documentation:</b></p>			

\*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle. The Office of School Transformation recommends using the [Continuous Improvement Rubric](#) to re-assess where the team is and to make adjustments before [Diagnosing](#) and [Selecting](#) new or updated goals



## CONTINUOUS IMPROVEMENT PLAN/ TURNAROUND PLAN



### Office of School Transformation

Performance Goal # 4 (SMART goal)	By the end of 2023-2024 school year, we will improve Student Progress and Academic Achievement in ELA and Math by five points by enhancing the level of Student Engagement			
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
This goal is to address resource inequity by providing additional supplemental materials to meet the needs of all learners in all instructional Tiers.	Collaborative Learning Opportunities	Pacing Guides/Lesson Plans	None	
	Increase Student Response Opportunities	Standards based Curriculum	None	
	Enhance Digital Research-based learning	Grade level standards	None	
	eleot	Teacher Observations	None	
		<b>Total Cost</b>		
Performance Goal #_ (SMART goal)	By the end of 2024 - 2025 school year, we will improve Student Progress and Academic Achievement in ELA and Math from 20% to 40% as measured by curriculum based measurement.			
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
	FY 24 CSI State-Provide 2 Abii Robots per 4th grade classroom-Abii will be used to adjust the pace and content of instruction based on student performance and attention. When a students misses a question, Abii gives step-by-step guidance on how to get to the right answer. Abii also uses her engaging personality to encourage, redirect and celebrate student sucessess.	FY 24 State Additional Funds	State	\$36,000.00

	<b>Total Cost</b>			

Performance Goal #_ (SMART goal)				
<b>Strategy Description</b>	<b>Line Items from Strategy</b>	<b>Instructional Materials Needed/Used</b>	<b>Fund Location</b>	<b>Total for Strategy</b>
		<b>Total Cost</b>		

**PHASE 4: IMPLEMENT AND PHASE 5: MONITOR**

<b>WHAT DATA SOURCE IS THE TEAM USING TO MONITOR THIS GOAL?</b>	<b>GOAL 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
	<b>GOAL 1</b>	<b>Goal 2</b>	<b>Goal 3</b>



Does the data indicate that the team is <b>AT-RISK</b> , <b>LAGGING</b> , <b>OR ON TRACK</b> as it relates to progress towards each prioritized goal.	30 Day Review (By February 1, 2024)	60 Day Review (By April 1, 2024)	90 Day Review (By June 15, 2024)
	iReady Reading/Math Diagnostic: spring, fall and winter Dot it, common assessments		
Notes			

**PHASE 6: REVISE**

Please describe in detail any adjustments that have been made to the plans for each of the goals listed above. Be sure to include what has been learned in this improvement cycle, as well.

BENCHMARK PROGRESS	30 Days after Implementation	60 Days after Implementation	90 Days after Implementation
MONITORING DATE			
KEY POINTS OF DISCUSSION/PLANNING			
Additional documentation:			

\*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle. The Office of School Transformation recommends using the [Continuous Improvement Rubric](#) to re-assess where the team is and to make adjustments before **Diagnosing** and **Selecting** new or updated goals.



**CONTINUOUS IMPROVEMENT  
PLAN/TURNAROUND PLAN**  
Office of School Transformation



<b>District Name:</b>	<b>Dillon School District 4</b>	<b>Person completing the form:</b>	<b>Amanda Hayes</b>
		<b>Title:</b>	Director of Student Services

**PHASE 1: DIAGNOSE**

*USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS*

**MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS**

<b>Underperforming Subgroup</b>	<b># of Elementary/Middle Schools Identified</b>	<b># of High Schools Identified</b>	<b>Total # of School Identified</b>
<b>Students with Disabilities</b>		1	1
			0
			0
			0
			0
			0
<b>Total</b>	0	1	1

<b>Conclusions based on Rating Points</b>		<b>Conclusions based on Rating Points</b>	
<b>Strengths</b>		<b>Strengths</b>	Student Engagement (Climate)



<p><b>Opportunities for Growth</b></p>			<p><b>Opportunities for Growth</b></p>	<p>Academic Achievement, Preparing for Success, College and Career Readiness</p>

**PHASE 2: SELECT AND PHASE 3: PLAN**

<p><b>Performance Goal #1 (SMART goal): Resource Inequity Goal</b></p>	<p><b>Resource Inequity for 24-25: By the Spring of 2025, Students with Disabilities will receive small group instruction during scheduled advisory time using the supplemental career exploration instructional resource kits; thereby increasing the number of students deemed Career Ready from 16% to 26.6% as measured by VINSC Career Readiness Test, ASVAB, and/or CTE.</b></p>			
<p><b>Strategy Description</b></p>	<p><b>Action Items from Strategy</b></p>	<p><b>Instructional Materials Needed/Used</b></p>	<p><b>Fund Location</b></p>	<p><b>Total for Strategy</b></p>
<p>Students with Disabilities (S/D) will learn of various careers and trades through structured curriculum designed to introduce and guide students through career explorations. The content will be presented at the based school for students unable to enroll in Technical Education Courses.</p>	<p>Provide students with instructional resource kits to expose them to various career pathways and provide hands-on learning experiences through a virtual exploration program such as Reality Works within the classroom setting.</p>	<p>Career Exploration Instructional kits (FY-24, ATSI)</p>	<p>Federal</p>	<p>\$23,516.07</p>
	<p>Instructional Supplies</p>	<p>Printer Ink Copy Paper Markers Folders for Individual Students</p>	<p>Federal</p>	<p>\$893.08</p>
	<p>Indirect Cost</p>	<p>FY-24, ATSI</p>	<p>Federal</p>	<p>\$1,664.70</p>
<p><b>What Professional Development Activities will support this strategy?</b></p>				
<p>The South Carolina Education Business Summit is held annually in Greenville, South Carolina. The summit features innovative ways to incorporate career pathways into the curriculum.</p>	<p>Provide the opportunity for two staff members to attend the Education Business Summit.</p>	<p>Professional Development</p>	<p>Local</p>	<p>\$2,500.00</p>
<p><b>Total Cost</b></p>				<p><b>\$28,573.85</b></p>

Performance Goal #2 (SMART goal)	By the Spring of 2025, Dillon High School will increase the number of First Year High School Students with Disabilities (SWD) who are on track for graduation from 72.2% in Spring 2024 to 80.2% by Spring 2025 as measured by the South Carolina High School Success Indicators for earning the required Carnegie Units.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Strategy #2: To keep First Year students on track for graduation, Dillon High School will track the academic progress of all students which includes SWD in the core subject areas to ensure they are meeting the criteria towards high school graduation.	Routinely (monthly) monitor Tier II and III Interventions provided to Students with Disabilities(SwD) and make adjustments	PowerSchool Reports Read-180 Reports Edmentum Exact Path	None	\$0.00
	Establish an instructional/MTSS team to meet with students and parents to discuss interventions and make modifications accordingly.	PowerSchool Reports Read-180 Reports Edmentum Exact Path	None	\$0.00
	Conduct monthly data talks with students to discuss and chart their overall academic progress according to the components of MTSS	PowerSchool Reports Read-180 Reports Edmentum Exact Path	None	\$0.00
<b>What Professional Development Activities will support this strategy?</b>				
Administrators must participate in MTSS training to understand how to track data and use it the information to provide interventions.	MTSS Training (Virtual/In-house)	MTSS Training Videos/Materials	None	\$0.00
	<b>Total Cost</b>			<b>\$0.00</b>
Performance Goal #3 (SMART goal)	Resource Inequity for 23-24: By the Spring of 2024 DILLON HIGH SCHOOL will provide career-based, hands-on opportunities to 10% of Students with Disabilities (SWD) to help them graduate Career Ready.			
Strategy Description	Action Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
Students must graduate from high school with a high school diploma or work credentials.	Provide job shadowing opportunities for students with disabilities by creating community partnerships with local agencies using career	Community partners	None	\$0.00
	Set schedules to allow SWD to attend Dillon ATECH for vocational training opportunities.	Student transcript and Individual Graduation Plan	None	\$0.00
	Set SWD on a work-based learning path upon entering the 9th grade.	Student transcript and Individual Graduation Plan	None	\$0.00

<b>What Professional Development Activities will support this strategy?</b>				
Students with Disabilities (SWD) will learn of various careers and trades through structured curriculum designed to introduce and guide students through career explorations. The content will be presented at the based school for students unable to enroll in Technical Education Courses.	In-house Transcript and IGP audits by guidance and administrative team	State Accountability Manual	None	\$0.00
	<b>Total Cost</b>			<b>\$0.00</b>

\* Include additional goals and strategies on the 4th tab.

### High Quality Instructional Materials

	ELA	Math
<b>What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?</b>	Read 180 software and supplementary materials Edmentum Exact Path End of Course Supplementary Materials Professional Development through SREB Career Exploration Instructional Resource Kits	Edmentum Exact Path End of Course Supplementary Materials Professional Development through SREB Career Exploration Instructional Resource Kits

### PHASE 4: IMPLEMENT AND PHASE 5: MONITOR

	GOAL 1	Goal 2	Goal 3
<b>WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?</b>	Career Exploration Student work samples WIN/ASVAB Practice Test Scores College & Career Readiness Report	PowerSchool Read-180 Edmentum Exact Path Reports MTSS Videos (FY-24) Individualized Graduation Plans & IEPs	Job Shadowing Student Transcript Individualized Graduation Plan & IEPs

<b>Does the data indicate that the team is AT-RISK, LAGGING, OR ON TRACK as it relates to progress towards each prioritized goal.</b>	<b>GOAL 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
<b>30 Day Review (by 4/11/2024)</b>			
<b>60 Day Review (by 6/11/2024)</b>			
<b>90 Day Review (by 10/11/2024)</b>			

**PHASE 6: REVISE**

**Please describe in detail any adjustments that have been made to the plans for each of the goals listed above. Be sure to include what has been learned in this improvement cycle, as well.**

<b>BENCHMARK PROGRESS</b>	<b>30 Days after Implementation</b>	<b>60 Days after Implementation</b>	<b>90 Days after implementation</b>
<b>MONITORING DATE</b>	Progress Monitoring will begin at the start of the SY 23-24.		
<b>KEY POINTS OF DISCUSSION/PLANNING</b>	<p>A schedule will be created for SWD to attend Career Exploration during scheduled advisory time two times per week for 35 minutes. Lesson presented will correlate to the specific career cluster presented via a mini lesson. Assessments and resources that align with the curriculum and state required career assessments (For example: WIN and ASBYAB) will also be included in students' portfolios as a means to monitor their progress.</p> <p>First year (23-24) SWD will be tracked for progress each grading quarter for their academic progress. Grades have already been reviewed for Semester One to identify SWD as being On Track or Off Track for High School Success</p>	<p>First year (23-24) SWD will be tracked for progress each grading quarter for their academic progress. Student conferences are ongoing with the administrative team. This began in August of 2023. A roster/sign-in that denotes the students that have been conferenced with will be developed moving forward to accurately account for the students who have been counseled. Academic Conferences that have included parents are documented on Students' Individual Education Plans(IEP).</p>	

<p><b>Additional documentation:</b></p>	<p>Career Exploration Lesson Plan Student Work Samples Assessments/Assessment Results</p>	<p>IEP Conference Summary PowerSchool Quick</p>	
<p>*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle. The Office of School Transformation recommends using the <b>Continuous Improvement Rubric</b> to re-assess where the team is and to make adjustments before <b>Diagnosing</b> and <b>Selecting</b> new or updated goals</p>			





## CONTINUOUS IMPROVEMENT PLAN/ TURNAROUND PLAN



### Office of School Transformation

Performance Goal #4 (SMART goal)	By the Spring of 2024, Dillon High School will increase the reading levels of 10% of Students with Disabilities (S/W/D) by at least one grade level as measured by curriculum-based assessments.			
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy
To keep students on track for graduation by increasing student achievement, Dillon High School will utilize course appropriate South Carolina College and Career Ready Standards in English, Biology, Algebra, and United States History.	Create a schoolwide intervention block in the master schedule for teachers to implement Read-180 in 30 min sessions at least twice per week.	Read-180 Software/Reports (FY-23, ATSI)	Federal	\$31,941.9
	Provide students and teachers with Read 180 Supplemental materials.	Supplementary materials (FY-23, ATSI)	Federal	\$907.7
	The curriculum specialist will work with Tier II and Tier III students using Fountas and Pinnell small group strategies.	Edmentum Exact Path Read-180 Software/Reports APEX Tutorial (Core areas)	None	\$0.0
	Indirect Cost	FY-23, ATSI	Federal	\$3,156.0
What Professional Development Activities will support this goal?				
Teachers will work with SREB consultants in each content area. Teachers will be working with the curriculum specialist in each content area.	Provide teacher training on the Read 180 program.	Professional Development (FY-23, ATSI)	Federal	\$9,400.0
<b>Total Cost</b>				<b>\$45,405.6</b>
Performance Goal #_ (SMART goal)				
Strategy Description	Line Items from Strategy	Instructional Materials Needed/Used	Fund Location	Total for Strategy

**PHASE 4: IMPLEMENT AND PHASE 5: MONITOR**

WHAT DATA SOURCE IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
	Read 180 software resources APEX Edmentum MAP Data Exact Path Reports		
Does the data indicate that the team is <b>AT-RISK</b> , <b>LAGGING</b> , OR <b>ON TRACK</b> as it relates to progress towards each prioritized goal.	GOAL 1	Goal 2	Goal 3
	9/30/2023	11/21/2023	90 Day Review (By June 15, 2024)
	At-Risk	On Track	On Track
Notes	Goal 4)- The administration and staff at Dillon High School are in the process of getting the programs we need to begin properly identifying and progress monitoring students. Therefore, the only steps from the plan that are currently being implemented are identifying students for work-based learning, students repeating core courses beginning in the ninth grade to build a stronger foundation, and teachers receiving coaching and mentoring from consultants at the Southern Regional Education Board. The team has learned there is much work to be done to progress from its ATSI status. Therefore, we are looking forward to getting the systems in place	Goal 4)- Students with Disabilities (SWD) have now taken their Fall Measures of Academic Progress (MAP) Assessment and/or the Read-180 Growth Measure. Both allow students to be placed in correct Grade Level Pathway. English-I and teachers in the Program of Exceptional Children have received training on Read-180 Software and the technology platform. Leader training occurred in September 2023. A member of the HMM implementation team assisted English-I teachers in incorporating SC State Curriculum Standards into their daily instruction. A triangulation of data was conducted for SWD to serve as baseline data to inform and guide the instructional process and approaches to intervention.	ss has been tracked and triagulated to com

**PHASE 6: REVISE**

se describe in detail any adjustments that have been made to the plans for each of the goals listed above. Be sure to include what has been learned in this improvement cycle, as

BENCHMARK PROGRESS	30 Days after Implementation	60 Days after Implementation	90 Days after implementation
MONITORING DATE			
KEY POINTS OF DISCUSSION/PLANNING			



# CONTINUOUS IMPROVEMENT PLAN/TURNAROUND PLAN

Office of School Transformation



<b>Designation Status:</b>	<b>CSI</b>		<b>Person completing the form:</b>	<b>Tamara Nance-Bethea</b>
<b>District Name:</b>	Dillon School District Four		<b>Title:</b>	Principal
<b>School Name:</b>	<b>Lake View Elementary School</b>			

## PHASE 1: DIAGNOSE

*USE THE CONTINUOUS IMPROVEMENT RUBRIC TO ASSESS READINESS*

### MOST RECENT REPORT CARD ACCOUNTABILITY MANUAL RATING POINTS

<u>Elementary/Middle Schools</u>			<u>High Schools</u>		
	<u>Numerator</u>	<u>Denominator</u>		<u>Numerator</u>	<u>Denominator</u>
Academic Achievement	13.52	35	Academic Achievement		
Preparing for Success	3.99	10	Preparing for Success		
English Learners' Student Progress			English Learners' Student Progress		
Student Progress	9.62	35	School Climate Progress		
School Climate	3.04	10	Graduation Rate		

<b>Overall Score and Rating</b>	<b>30.17</b>	<b>90</b>
	<b>33.52</b>	<b>100</b>
<b>Conclusions based on Rating Points</b>		
<b>Strengths</b>	SC Ready scores for ELA and math grades 3-5 were above district percentage ELA LVES 45.1% <sup>D4</sup> 34.6%   Math LVES 31.7% <sup>D4</sup> 24.0% which gave LVES an Average Rating	
<b>Opportunities for Growth</b>	SCPASS Science scores 4th grade were above district average LVES 37.5% <sup>D4</sup> 24.2% but the rating was Below Average.	

<b>College and Career Readiness</b>		
<b>Student Engagement</b>		
<b>Overall Score and Rating</b>	0	0
<b>Conclusions based on Rating Points</b>		
<b>Strengths</b>		
<b>Opportunities for Growth</b>		

## PHASE 2: SELECT AND PHASE 3: PLAN

<b>Performance Goal #1 (SMART goal): Resource Inequity Goal</b>	Literacy/ELA - 75% of K-2 students will meet or exceed standard as measured by the Spring iReady Diagnostic in Spring 2024. 54% of 3-5 students will meet or exceed standard as measured by the end-of-the year SC Ready 2024.			
<b>Strategy Description</b>	<b>Action Items from Strategy</b>	<b>Instructional Materials Needed/Used</b>	<b>Fund Location</b>	<b>Total for Strategy</b>
1.Fall and winter iReady Diagnostic (based on the Science of Reading) data will be used to drive instruction.	All students in grades 4K-5th grade will receive 100 minutes of ELA instruction daily. (All classrooms are self-contained.)	HMH curriculum - Into Reading	State	\$4,000.00
	4K-2 teachers will use Letterland to teach phonics, phonological awareness, and foundational literacy skills.	Letterland Curriculum	Local	\$4,000.00
	i-READY data, LetterLand Progress Monitoring, and Into Reading will be used to provide reading intervention for students in Tier II and Tier III.	iReady Growth Checks	Local	\$4,000.00

<b>What Professional Development Activities will support this strategy?</b>  1. Letterland professional development for 4K-2 teachers. 2. LETRS Professional Development - The Science of Reading for 4K-5 teachers.	Teachers will work with students in small groups and use interventions according to students individual tiered group. Teachers will keep small group notebooks to document small group interventions.	4K-2 - Letterland 3-5 - CBM or Read Theory	Local	\$0.00
	Teachers will do building walks to get ideas and strategies from other teachers. (Grade level up)		Local	\$0.00
	A Reading Interventionist/Coach will provide additional reading instruction to identified students not reading on grade level.		State	
	Teachers will use the South Carolina Support Documents for ELA as a guide for pacing and presentation of material at all grade levels.	SC State Standards and ELA Crosswalk	State	\$0.00
	<b>Total Cost</b>			

<b>Performance Goal #2 (SMART goal)</b>	Math - 75% of K-2 students will meet or exceed standard as measured by the Spring iReady Diagnostic in Spring 2024. 50% of 3-5 students will meet or exceed standard as measured by the end-of-the year SC Ready 2024.			
<b>Strategy Description</b>	<b>Action Items from Strategy</b>	<b>Instructional Materials Needed/Used</b>	<b>Fund Location</b>	<b>Total for Strategy</b>
1. Fall and winter iReady Diagnostic data will be used to drive instruction. 2. Documented areas of weakness on SC READY will be addressed to improve student performance. 3. All 4K-5 teachers will attend staff development workshops to improve instruction in Math and Science.	All students in grades 4K-5th grade will receive 100 minutes of Math with Science integrated instruction daily. (All classrooms are self-contained.)	Ready curriculum for math	Local	\$4,000.00
	i-READY will be used for math intervention for students in Tier II and Tier III.	iReady Growth Checks	State	\$4,000.00
	Teachers will participate in weekly grade level planning to ensure standards are being addressed consistently.		Local	\$0.00
	Teachers will work with students in small groups and use interventions according to students individual tiered group. Teachers will keep small group notebooks to document small group interventions.	Progress Learning Dream Box	State	\$2,000.00
	Teachers will do building walks to get ideas and strategies from other teachers. (Grade level up)		Local	\$0.00
<b>What Professional Development Activities will support this strategy?</b>	Teachers will participate in Math and Science professional development training to learn to implement new strategies and techniques.		State	\$5,000.00
	Teachers will use the South Carolina Support Documents for Math as a guide for pacing and presentation of material at all grade levels.	SC State Standards and Math Crosswalk	State	\$500.00

<b>What Professional Development Activities will support this strategy?</b>	Teachers will participate in Math and Science professional development training to learn to implement new strategies and techniques.		State	\$5,000.00
District Technology training in Math software - Dreambox and Progress Learning	Teachers will use the South Carolina Support Documents for Math as a guide for pacing and presentation of material at all grade levels.	SC State Standards and Math Crosswalk	State	\$500.00
	All teachers will incorporate STEM activities in their lessons to increase the three dimensions of science: Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs) to intergrate into math instruction.			
	<b>Total Cost</b>			<b>\$15,500.00</b>

<b>Performance Goal #3 (SMART goal)</b>	School Climate - Parent/Student/Teacher involvement will increase by 10% as documented on the SC State report card in year 2023-24.			
<b>Strategy Description</b>	<b>Action Items from Strategy</b>	<b>Instructional Materials Needed/Used</b>	<b>Fund Location</b>	<b>Total for Strategy</b>
1. Teachers will use effective communication techniques to communicate with parents and community members. 2. The number of “agree completely” responses will increase in two areas: (a) The school uses a system to obtain a variety of perspectives when making decisions.	Teachers will be administered a school climate survey to get a feel for the school climate.	0	None	\$0.00
	The leadership team will effectively monitor teacher feedback from grade level team meetings.	0	None	\$0.00
	Teachers will successfully complete computer technology training using communication technology tools.	0	None	\$0.00

(b) Staff feels free to express their ideas and opinions with one another.				
<b>What Professional Development Activities will support this strategy?</b>				
1. Teachers will receive training how to use PBIS.				
2. Teachers will receive technology training on effective communication technology skills and software.				
<b>Total Cost</b>				<b>\$0.00</b>

\* Include additional goals and strategies on the 3rd tab.

High Quality Instructional Materials		
What high quality instructional materials are being used to focus on growth and continuous improvement for ELA and math instruction?	ELA	Math
		Letterland HMH curriculum - Into Reading

**PHASE 4: IMPLEMENT AND PHASE 5: MONITOR**

WHAT DATA SOURCE(S) IS THE TEAM USING TO MONITOR THIS GOAL?	GOAL 1	Goal 2	Goal 3
	iReady Diagnostic (Fall, Winter, Spring) iReady Monthly Growth Checks	iReady Diagnostic (Fall, Winter, Spring) iReady Monthly Growth Checks	Parent/Student/Teacher Surveys

Does the data indicate that the team is <b>AT-RISK</b> , <b>LAGGING</b> , OR <b>ON TRACK</b> as it relates to progress towards each prioritized goal.	GOAL 1	Goal 2	Goal 3
30 Day Review (by 4/1/2024)			
60 Day Review (by 6/1/2024)			



90 Day Review (by 10/01/2024)			
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**PHASE 6: REVISE**

Please describe in detail any adjustments that have been made to the plans for each of the goals listed above. Be sure to include what has been learned in this improvement cycle, as well.

BENCHMARK PROGRESS	30 Days after Implementation	60 Days after Implementation	90 Days after implementation
MONITORING DATE			
KEY POINTS OF DISCUSSION/PLANNING			
Additional documentation:			

\*Upon completion of the 90-day plan, teams should begin a new continuous improvement cycle. The Office of School Transformation recommends using the [Continuous Improvement Rubric](#) to re-assess where the team is and to make adjustments before [Diagnosing](#) and [Selecting](#) new or updated goals.