DISTRICT or SCHOOL PLAN

TABLE OF CONTENTS

NEEDS ASSESSMENT DATA

Provide the link to your district's or school's most recent State Report Card:

[2021 SC State Report Card for Edgefield County School District](#)

Directions: Provide additional needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the State Report Card**. (Charts, graphs, or other formats of data may be used.)

As part of our continuous cycle of improvement, Edgefield County School District (ECSD) annually gathers and analyzes data in order to identify areas we are currently meeting performance expectations and identify areas that are in need of improvement. In order to accomplish this, a system-wide continuous improvement process has been implemented to help ensure the necessary focus on top priorities is maintained on an annual basis. We look broadly at the following three domains of Cognia Performance Standards:

1. Leadership Capacity;
2. Learning Capacity; and
3. Resource Capacity

However, we examine to a much greater extent, performance goals and outcomes that address:

1. Student Achievement;
2. Teacher/Administrator Quality; and
3. School Climate

This needs assessment section lays out the general framework and system needs that will be addressed during our current five-year district strategic plan. The EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS section will identify targeted areas of discrepancy between our desired performance levels and the current status, as indicated by specific data updated annually.

Leadership Capacity

The capacity of leadership to ensure ECSD makes progress towards our stated objectives is an essential element of organizational effectiveness. ESCD's leadership capacity includes a commitment to our purpose and direction, effectiveness of governance and leadership that enables the entire system to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways. Ultimately the capacity to enact strategies to improve results of student learning is the leadership hallmark we are seeking.

Based on the evidence provided by the school system and stakeholder interviews conducted by the Cognia Engagement Review Team, the team evaluated the school system within the context of the Cognia Performance Standards. Within this context, the following insights and themes were discovered regarding Leadership Capacity from the Cognia Engagement Review Team.

Edgefield County School District staff members are involved in the institution's formalized cycle and timeline to evaluate all academic and organizational programs and services. In its review of

documentation and interviews with leadership and staff, the team was made aware that data are consistently used to inform improvement planning, evaluation of programs and practices, and instructional practice.

Additionally, the ECSD system of continuous improvement, targets specific actions aligned to the mission that all students will graduate prepared for college and work. The system has engaged in the continuous improvement process by collecting, analyzing and using data to make decisions to move forward. Through its review of documentation and in its extensive interviewing, the team has determined that the system has aligned its strategic plan, MTSS plan and academic recovery plan with the implementation of other initiatives to improve student outcomes.

Finally, The Edgefield County School District demonstrated evidence of effective governance and leadership through transparent oversight of system policy implementation, ethical operational and instructional practices, and attention to board and leader development and training. According to the Cognia Engagement Review Team, the system is to be commended for its leadership at all levels and encouraged to continue with its collaborative efforts and transparency in serving its constituents with skill and passion. The team advised ECSD to continue reliance on appropriately vetted data in the planning, implementation, review and adjustments to curriculum and instruction. They also encouraged the system to continue to employ methods of keeping its finger on the pulse of all stakeholder groups as it maintains efforts to address its defined purpose and direction.

Learning Capacity

Based on the evidence provided by the school system and stakeholder interviews conducted by the Cognia Engagement Review Team, the team evaluated the school system within the context of the Cognia Performance Standards. Within this context the following insights and themes were discovered regarding Learning Capacity from the Cognia Engagement Review Team.

Edgefield County School District has established a goal that all students will graduate college and career ready and that they will leave high school enrolled, enlisted or employed. While data indicated an 87% graduation rate, the college and career readiness metrics are less encouraging. The team was pleased to note that career academies are being implemented to address career exploration and preparation. The team also noted the value of the leadership development opportunities for students through occupational youth organizations. The Cognia Engagement Review Team commended ECSD on its maintenance of programs and services that provide learners with diverse opportunities to prepare for their next levels. System governance, leadership and staff are encouraged to continue to offer learning opportunities supported by demonstrated needs.

Additionally, the Cognia Engagement Review Team noted that ECSD is currently writing a curriculum with a focus on priority standards and units; however, there was a lack of understanding and participation in this writing process. The review team advised ECSD to include a social-emotional learning (SEL) curriculum to support the needs of the students and faculty/staff. It was also noted that there is room for growth in the gifted and talented program.

As a result of the review, the Cognia Engagement Review Team stated that while the system is providing several incredibly important courses and programs for students, there are gaps. The team advised the system to conduct a comprehensive assessment of learning and instruction with a particular focus on gaps in services for all learners.

Resource Capacity

Based on the evidence provided by the school system and stakeholder interviews conducted by the Cognia Engagement Review Team, the team evaluated the school system within the context of the Cognia Performance Standards. Within this context the following insights and themes were discovered regarding Resource Capacity from the Cognia Engagement Review Team.

The Edgefield County School District leadership and the governing authority demonstrated their support for and belief in the institution's purpose and long-range plans by committing to positive stewardship of resources. Audit, budgets and state reports confirmed that the system is operating ethically and efficiently. Processes are designed and executed to ensure human, material and fiscal resources are aligned, allocated and used to meet identified needs and key priorities.

The review team also noted that while ECSD plans and delivers relevant and job-embedded professional learning; it is lacking processes that ensure the use of digital resources are integrated into the teaching, learning and operations, as well as in alignment with the curricular and instructional programs that support the needs of staff and students. Professional development opportunities do not align from school to school; therefore, the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness cannot be determined. Furthermore, processes to ensure the acquisition of resources and materials align to the curricular and instructional programs and support the needs of staff and students were not evident.

Based on interviews with school leadership, teachers and instructional support staff, digital resources are integrated into teachers' lessons; however, there was no evidence that teachers are receiving professional development including best practices in the integration of digital resources, nor alignment to a curriculum. Furthermore, providing all staff opportunities to engage in professional learning opportunities to grow in their respective areas would help the system grow. In interviews with governing board members, the team learned that they do not regularly participate in professional development. Establishing a system-wide curriculum would allow more opportunities for aligned professional learning opportunities for all staff and would assist in the fidelitous and appropriate integration of digital resources to improve the learning environment, learner achievement and the system's effectiveness.

Student Achievement and Longitudinal Data

Based on ECSD's continuous improvement process and the collection, analysis, and use of data to make decisions, the following information has been identified as relevant and important data for the use of this plan.

SC Ready ELA: Meets and Exceeds	Edgefield	SC
2014	71.4	73.9
2015	66.7	67.9
2016	41.6	43
2017	36.5	40
2018	38.4	41.7
2019	41.7	45.4
2021	35.8	42.6

SC Ready Math: Meets and Exceeds	Edgefield	SC
2014	72.1	72.3
2015	42	46.7
2016	39.1	42.6
2017	36.7	42.1
2018	40.3	44.6
2019	38.2	45.1
2021	25.9	42.6

ELA: 2021 Meets and Exceeds	All
3rd Grade	32.6
4th Grade	39.6
5th Grade	31.5
6th Grade	36.5
7th Grade	35.2
8th Grade	40.2

Math: 2021 Meets and Exceeds	All
3rd Grade	27
4th Grade	37.4
5th Grade	23.4
6th Grade	20.3
7th Grade	26.1
8th Grade	21.7

Graduation Rate

Legend: ECSD, State

School Year	ECSD	State
14-15	80.9	80.3
15-16	82.8	82.6
16-17	84.8	84.6
17-18	85.6	81
18-19	86.5	81.1
19-20	84.9	82.2
20-21	82.8	83.3
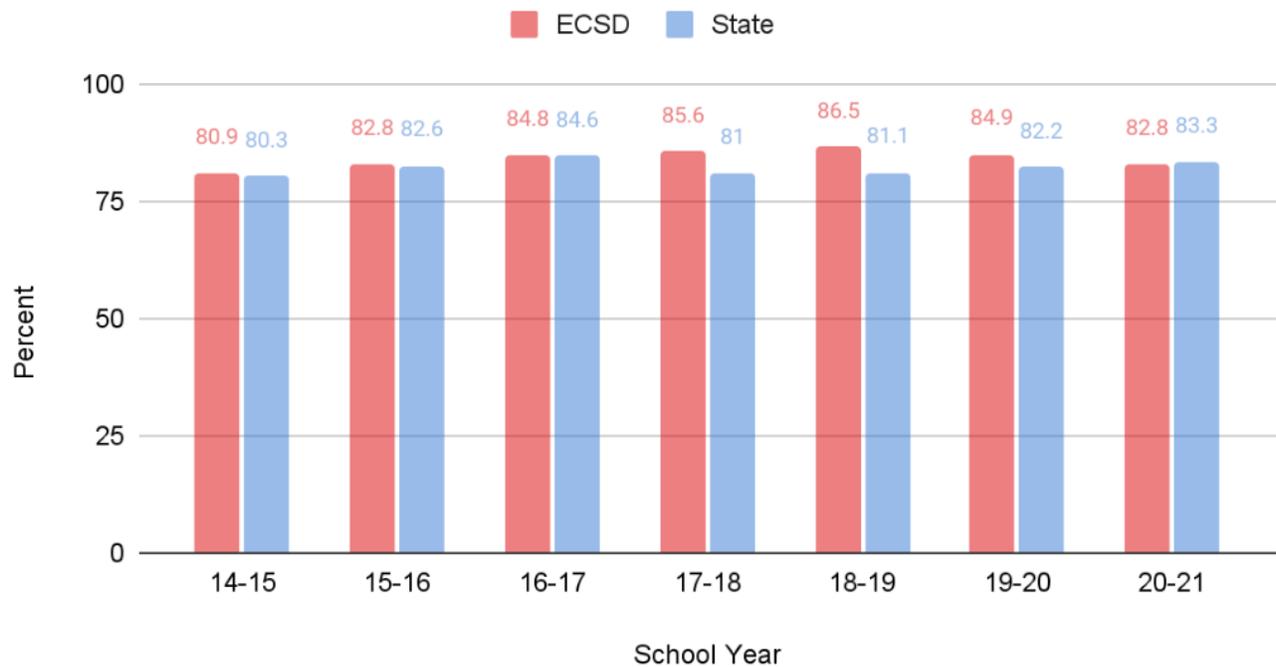
	Career Readiness Assessments			
	Percent who are career ready	Percent who with CTE certification	Percent who completed a State-approved WBL	Percent who earned a platinum, gold, or silver certificate on the career readiness assessment
2019	67.0%	18.7%	32.4%	52.7%
2020	61.3%	5.7%	32.5%	51.4%
2021	55.3%	24.9%	30.5%	26.4%

	2019 End of Course % Passing		2021 End of Course % Passing	
	State	ECSD	State	ECSD
Algebra 1	72.1	68.8	71.3	60.9
English 1	72	66.3	82.9	80.9

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

	Our District		Statewide	
	%	N	%	N
Second grade students who are on track for success in English Language Arts at the third grade.	56.5%	255	48.0%	56115
Second grade students who are on track for success in Mathematics at the third grade.	56.5%	255	48.0%	56115
First grade students who are on track for success in English Language Arts at the second grade	43.7%	254	50.8%	56394
First grade students who are on track for success in Mathematics at the second grade	53.1%	254	54.1%	56394

Percent of EL Students who met progress toward proficiency target

	2019 EL Proficency		2020 EL Proficency		2021 EL Proficency	
	State	ECSD	State	ECSD	State	ECSD
Percent of EL Students who Met Progress Toward Proficiency Target	49.8%	51.3%	44.4%	37.0%	31.7%	19.7%
Number of EL Students who Met Progress Toward Proficiency Target		60		44		23
Number of EL Students Assessed		117		119		117

2021 Climate and Culture Survey Responses

2021 Survey Results	Teachers	Students	Parents
Percent satisfied with learning environment	92.0%	85.9%	83.7%
Percent satisfied with social and physical environment	95.3%	86.5%	85.6%
Percent satisfied with school-home relations	85.4%	86.0%	74.6%

Student Enrollment Figures by Year

Enrollment Year

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

State Report Card for districts and schools data

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

Student Achievement, including sub-groups
Early Childhood/Primary (PK–2): ***District Report Card- 2nd grade % on track is 51.3% (state 51.9%) for ELA and 40.6% (state 54.2%) for Math; 1st grade % on track is 32.5% (state 55.8%) for ELA and 59.2% (state 60.2%)*** Based on the 2021 district report card, the percentage of students on track for success in ELA and Math in 1st and 2nd grade is overall below the state percentage. Specifically, 2nd grade students are 0.6% below the state at 51.3% in ELA and 13.6% below the state at 40.6% in Math. First grade students are 23.3% below the state at 32.5% in ELA and 1% below the state at 59.2% in Math. 2014-2016 brought about changes in assessment and standards, as the state moved from SC Standards to Common Core Standards and then to SC College-and Career-Ready Standards in 2016. District data has steadily declined since the shift in standards, indicating that our instructional practices have not changed with the shift to more rigorous standards and assessments.
Elementary/Middle (3–8): ***District Report Card- ELA scores are 7% below the state; math is 12% below the state and 43.9% of 8th graders do not meet expectations in math on 2021 SC Ready*** Based on the 2021 district report card, the percentage of students scoring met or exceeding on the SC Ready ELA assessment was 35.8%, which is 6.8% below the state percentage. While there is evidence district wide that all students in grades 3-8 are performing below expectation, 5th grade students had the lowest percentage of students scoring met or exceeding at 31.9%. Furthermore, 4th grade students had the highest percentage of students in the district scoring met or exceeding at 41.2%. Based on the 2021 district report card, the percentage of students scoring met or exceeding on the SC Ready Math assessment was 25.9%, which is 11.4% below the state percentage. While there is evidence district wide that all students in grades 3-8 are performing below

expectation, 6th grade students had the lowest percentage of students scoring met or exceeding at 20.5%. Furthermore, 4th grade students had the highest percentage of students in the district scoring met or exceeding at 37.6%

In 2014, ECSD was right in line with the state with greater than 70% of students in grades 3-8 meeting or exceeding expectations on the state assessment. Since 2014, there has been a clear decline in the performance of ECSD students. In 2021, the percentage of students in grades 3-8 scoring meets or exceeds on SC Ready Math was 12-15% below the state percentage.

2014-2016 brought about changes in assessment and standards, as the state moved from SC Standards to Common Core Standards and then to SC College-and Career-Ready Standards in 2016. District data has steadily declined since the shift in standards, indicating that our instructional practices have not changed with the shift to more rigorous standards and assessments.

Additionally, a lack of common curriculum and assessments across the district has been noted in the Cognia Report.

In order to begin addressing the instructional needs in math and working toward a common curriculum, our middle schools have adopted iReady and Ready Math. In 2021-2022, teachers deepened knowledge and use of the iReady diagnostic and MyPath Software. Beginning in 2022-2023, there will be a district expectation that all middle level math teachers are teaching the Ready Math curriculum program to fidelity.

High School (9–12):

Algebra and English EOC scores are 9+ % points below the state average

Based on the 2021 district report card, the percent of students taking the English EOC that scored a C or higher was 10% below the state percentage. Additionally, the percent of students taking the Algebra EOC that scored a C or higher was 16% below the state percentage. When looking at the percent of students taking the English EOC that scored a D or higher, it was 2% below the state percentage. Furthermore, the percent of students taking the Algebra EOC that scored a D or higher was 10.4% below the state percentage.

Based on the 2019 district report card, the percent of students taking the English EOC that scored a C or higher was 5.8% below the state percentage. Additionally, the percent of students taking the Algebra EOC that scored a C or higher was 2.5% below the state percentage. When looking at the percent of students taking the English EOC that scored a D or higher, it was 5.7% below the state percentage. Furthermore, the percent of students taking the Algebra EOC that scored a D or higher was 3.3% below the state percentage.

While there is clear evidence that remote learning during the COVID-19 pandemic increased the gap between district results and state results, they are still underperforming compared to similar aged peers in the state.

Additionally, this data presents a clear need to further analyze the performance of 8th graders taking Algebra I and English I. Although 8th graders in English I are no longer taking an EOC, are they prepared to begin English II in the 9th grade?

The criteria for placement into English I and Algebra I proved to be inconsistent among the two middle schools and the high school principal indicated concern with preparation/ performance. Therefore, school and district leaders came together to revise the criteria to ensure it was rigorous, consistent, and based on multiple valid and reliable data points.

School Report Card- only 24.9% of students completed CTE with certification

Based on the 2021 district report card, as identified through the Ready to Work (R2W) assessment, the percentage of students who graduated career ready was 55.3%, which equates to 109 out of 197 students. Of the 109 students who were career ready, 24.9% graduated with a CTE certification, 30.5% completed a state-approved work-based learning experience, and 26.4% earned a platinum, gold, or silver certificate on the career readiness assessment.

In comparison, based on the 2020 district report card, as identified through the Ready to Work (R2W) assessment, the percentage of students who graduated career ready was 61.3%, which equates to 130 out of 212 students. Of the 130 students who were career ready, 5.7% graduated with a CTE certification, 32.5% completed a state-approved work-based learning experience, and 51.4% earned a platinum, gold, or silver certificate on the career readiness assessment.

Additionally, based on the 2019 district report card, as identified through the Ready to Work (R2W) assessment, the percentage of students who graduated career ready was 67%, which equates to 122 out of 182 students. Of the 122 students who were career ready, 18.7% graduated with a CTE certification, 32.4% completed a state-approved work-based learning experience, and 52.7% earned a platinum, gold, or silver certificate on the career readiness assessment.

In looking at the data over the past three years, it is clear that the percentage of students graduating career ready has decreased over time, while the number of students who graduated with a CTE certification increased, with the exception of 2020, which was largely impacted by COVID-19. That said, it is important to note that the new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non graduates).

Teacher/Administrator Quality

Cognia Climate and Culture Surveys- parents rated majority are "listening to the teacher and completing worksheets" (Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?)

- Parents
  - Listening to teachers (62%)
  - Working with others (54%)
  - Taking Test (43%)
- Elementary Students
  - Listen to teachers (67%)
  - Write (57%)
  - Think (54%)
- Middle and High Students

- ○ Listen to teachers (53%)
- ○ Complete worksheets (46%)
- ○ Think (37%)
- Teachers
  - ○ Work with others (79%)
  - ○ Think (67%)
  - ○ Challenging work (45%)
  - ○ Listen to instruction (26%)

Based on the 2021-22 Cognia Climate and Culture surveys, parents and students rated the best word or phrase that describes, in general, the things they do the most in class as listening to teachers. However, teachers rated working with others as the highest. Perception of the school experience is currently inconsistent among the three stakeholder groups.

The Cognia Engagement Review Team stated that while the system is providing several incredibly important courses and programs for students, there are gaps.

Edgefield County School District has established a goal that all students will graduate college and career ready and that they will leave high school enrolled, enlisted or employed. While data indicated an 87% graduation rate, the college and career readiness metrics are less encouraging.

The team advised the system to conduct a comprehensive assessment of learning and instruction with a particular focus on gaps in services for all learners.

The Cognia Engagement Review Team commended ECSD on its maintenance of programs and services that provide learners with diverse opportunities to prepare for their next levels. System governance, leadership and staff are encouraged to continue to offer learning opportunities supported by demonstrated needs.

Based on the data reviewed, the district is facing many challenges recruiting and retaining educators. A focus on out of district and state teacher recruitment activities will increase by 20% with a focus on diversity.

Based on the Cognia report, professional development opportunities do not align from school to school; therefore, the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness cannot be determined. ECSD will work to provide quality professional development opportunities and will address group and school needs in order to maintain an enhanced growth based on student achievement and observations. All employees' strengths will be maximized and all weaknesses will be addressed thus positively impacting student achievement.

School Climate

Cognia Report - needs to be consistent delivery of SEL and Academic System to address needs of students

Previous goals in the strategic plan called for strategies to improve the learning environment, social/physical environment, and home-school relations. Based on the 2021 district report card, 85.9% of students were satisfied with the learning environment, and 86.5% were satisfied with the social and physical environment. These percentages are higher than in previous years as documented on the district report card.

Additionally, based on the 2021 district report card, 83.7% of parents were satisfied with the learning environment, and 85.6% were satisfied with the social and physical environment. The percent of parents satisfied with the learning environment decreased 7.3%, but the percent more satisfied with the social and physical environment increased 16.6% than in previous years as documented on the district report card.

That said, the 2022 Cognia Report noted that while the system has a social-emotional coordinator, it would be helpful to include a social-emotional learning (SEL) curriculum to support the needs of the students and faculty/staff.

Other (such as district and/or school priorities)

Cognia report- enrollment has decreased by about 25%

Based on the district's 45th day enrollment numbers, enrollment has decreased from 4,018 students in 2010 to 3,172 students in 2021. This is a decrease of 21% during the 11 year span.

The large decrease can be attributed to the opening and transition of Fox Creek High School (FCHS) becoming a public charter school. In 2010 and 2011, FCHS was considered to be part of Edgefield County School District (ECSD) and carried an enrollment of 342 and 331 students respectively. In 2012, FCHS became a state funded public charter school and was no longer considered a part of ECSD. As of 2021, FCHS enrollment is now approximately 726 students, most of which are residents of Edgefield County.

Additionally, in 2019, Bettis Preparatory Leadership Academy opened its doors as a K-5 school in our attendance area with a beginning enrollment of 106 students. As of 202121, Bettis Preparatory Leadership Academy's enrollment is at 80 students, most of which are residents of Edgefield County. The combination of these two public charter schools' existence in our attendance area accounts for approximately 95% of the enrollment decrease over the 11 year span.

When looking at the enrollment over the last three years, after both charter schools were opened, there is a decrease of enrollment of approximately 3.8%. In comparison to three year spans between 2012 and 2018, enrollment has fluctuated approximately 2%. In the three years of 2012 to 2014 enrollment decreased 2%, but from 2015 to 2017 enrollment increased 2%, and from 2016 to 2018 enrollment decreased 3.8%.

EL students' scores are significantly below the state on ACCESS

Based on the 2021 District Report Card, ECSD English Language students (EL) are scoring 12% below other EL students in the state. Only 23 students out of the 117 students that were assessed, met progress toward their proficiency target. This number is down from the 2020 report, where 44 out of 119 students met progress toward their proficiency target. Additionally, ECSD students were 7.4% below other EL students in the state. In 2019, ECSD students scored higher than other EL students in the state by 1.5%, where 60 out of 117 students met progress toward their proficiency target.

Gifted and Talented *(District Level Only)*

Cognia Report- "it was noted that there is room for growth in the gifted and talented program.

Evidence indicated that there is a process for the students to be selected for the program, but there is no written curriculum. While the system is providing several incredibly important courses and programs for students, there are gaps. The team advises that the system conduct a comprehensive assessment of learning and instruction with a particular focus on gaps in services for all learners."

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

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

Gifted and Talented Requires
1 Academic Goal and 1 Additional Goal

☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional

☐Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals in key areas reported in the district report card.

SMART goal must include:
WHO, WHAT, HOW, WHEN.

By 2027,
- ❖ *57.7% of students in grade 1 on track as measured by MAP Growth - Reading.*
- ❖ *66.1% of students in grade 1 on track as measured by MAP Growth - Math.*
- ❖ *67.5% of students in grade 2 on track as measured by MAP Growth - Reading.*
- ❖ *67.5% of students in grade 2 on track as measured by MAP Growth - Math.*
- ❖ *51.8% of students in grades 3-8 will score meets or exceeds as measured by SC READY ELA.*
- ❖ *44.4% of students in grades 3-8 will score meets or exceeds as measured by SC READY Math.*
- ❖ *66.3% of students who are identified as Career Ready on the Career Readiness Assessment.*
- ❖ *70.9% of students will score 60 or above on state Algebra End of Course tests.*
- ❖ *85.9% of students will score 60 or above on state English End of Course tests.*
- ❖ *87.3% of students will graduate on-time.*
- ❖ *39.7% of EL Students who met progress toward proficiency target*

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Overall Measure: % of 1st grade on track in ELA and MATH	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27
DATA SOURCE(s): MAP Growth - ELA	**43.7%**	Projected	46.5%	49.3%	52.1%	54.9%	57.7%
		Actual					
DATA SOURCE(s): MAP Growth - MATH	**53.1%**	Projected	55.7%	58.3%	60.9%	63.5%	66.1%
		Actual					
Overall Measure: % of 2nd grade on track in ELA and MATH	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27
DATA SOURCE(s): MAP Growth - ELA	**56.5%**	Projected	58.7%	60.9%	63.1%	65.3%	67.5%
		Actual					
DATA SOURCE(s):	**56.5%**	Projected	58.7%	60.9%	63.1%	65.3%	67.5%

MAP Growth - MATH		**Actual**					
Overall Measure: % Students Scoring Meets or Exceeds	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27
DATA SOURCE(s): SCREADY(3-8) ELA	**35.8%**	Projected	39.0%	42.2%	45.4%	48.6%	51.8%
		Actual					
DATA SOURCE(s): SCREADY(3-8) Math	**25.9%**	Projected	29.6%	33.3%	37.0%	40.7%	44.4%
		Actual					
% Students who are identified as career ready	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27
DATA SOURCE(s): WIN	**55.3%**	Projected	57.5%	59.7%	61.9%	64.1%	66.3%
		Actual					
% Scores of 60 or above in Algebra and English	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27
DATA SOURCE(s): End of Course Test Algebra	**60.9%**	Projected	62.9%	64.9%	66.9%	68.9%	70.9%
		Actual					
DATA SOURCE(s): End of Course Test English	**80.9%**	Projected	81.9%	82.9%	83.9%	84.9%	85.9%
		Actual					
% Graduating in 4 years	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27
DATA SOURCE(s): District 4 year Cohort	**82.8%**	Projected	83.7%	84.6%	85.5%	86.4%	87.3%
		Actual					
% of EL Students who met progress toward proficiency target	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27

DATA SOURCE(s): ACCESS Testing	**19.7%**	Projected	23.7%	27.7%	31.7%	35.7%	39.7%
		Actual					

ACTION PLAN FOR STRATEGY #1: Ensure core curriculum is aligned to SC College & Career Ready Standards (SCCCRS) to guide teachers' implementation of instruction to support student learning.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Develop capacity around standards-based practices with a focus on the **SCCCRS** in the areas of ELA and Math through school-based PLC work including: ● Standards Deconstruction ● Determining Learning Intentions and Success Criteria ● Developing Learning Progressions ● Creating common formative and summative assessments	June 2022-June 2027	District leadership teams (DLT) ● Principals ● AP's ● Coaches School leadership teams (SLT)	$250,000	Title I, Title II, Title III, ESSER, ATSI, At Risk, PD, Local Funds, EAA, EIA,	Planning meetings, curriculum aligned with the SCCCRS, Professional Development time for all staff to create plans, agenda, sign-in sheets
2. Calibrate expectations for Tier 1 Core Instruction among district and school leadership through Instructional Rounds and POP Cycles	June 2022-May 2027	Superintendent, Director of Curriculum and Instruction, Principals, and Instructional Coaches	Included in above	Title I, Title II, Title III, At Risk, PD, Local Funds	Planning meetings, Agenda, sign-in sheets, observational data, and collaboration with all departments
3. Implement a systematic process for common curriculum creation to include: ● Scope and Sequence ● Unit Frameworks ● Common Assessments	August 2022 - June 2027	District leadership teams (DLT) ● Principals ● AP's ● Coaches School leadership teams (SLT) Curriculum Associates (CA) Teachers	$150,000	Title I, Title II, Title III, At Risk, PD, Local Funds	Planning meetings, Agenda, sign-in sheets, observational data, and collaboration with all departments

4. Embed specific career pathways throughout the curriculum through High School Career Academy teams.	June 2022 - August 2027	DLT, SLT, and School Counselors	$150,000	At Risk, PD, Local Funds EEDA	Planning meetings, Agenda, observational data, business partnership, and collaboration with all departments

ACTION PLAN FOR STRATEGY #2: Teachers throughout the district engage students in their learning through researched based instructional strategies that ensure achievement of learning expectations.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement instructional strategies that engage all students in their learning through inquiry-based and student-centered instruction. Strategies should be personalized, require critical thinking, rigorous, and include effective integration student use of technology.	August 2022 - June 2027	District leadership teams (DLT) • Principals • AP's • Coaches School leadership teams (SLT) Curriculum Associates (CA) Teachers	N/A	N/A	Planning meetings, Agenda, inquiry lab classroom cohorts, collaboration with all departments
2. Continue to implement our R2S plan including the incorporation of literacy for learning across curriculum areas to include articulated vocabulary.	August 2022 - June 2027	DLT, SLT, CA, Teachers, and Literacy Coaches	Included in other activity lines	State Funds Local Funds	Planning meetings, Agenda, observational data, collaboration with all departments.
3. Implement researched-based personalized interventions based on MTSS protocols to address individual learning needs of students.	August 2022 - June 2027	DLT, SLT, CA, and Interventionist	$500,000	Title I, ATSI, ESSER, CEIS (IDEA), Medicaid, Local Funds	Planning meetings, Agenda, implementation and analysis of usage/growth of interventions at varying tiers to include Lexia, iReady, Read180, Dreambox, and LLI observational data,

					collaboration with departments, & materials.
4. Implement a districtwide monitoring system to ensure all teachers are receiving and engaging in professional development to implement instructional strategies that engage all students in their learning through inquiry-based and student-centered instruction.	June 2022 - June 2027	DLT, SLT, and CA	$175,000	Title II, Title IV, Rural Recruitment Initiative, Local Funds	Planning meetings, Agenda, observational data, collaboration with all departments, use of MobileMind Data reports

ACTION PLAN FOR STRATEGY #3: Implement district and school based data teams to routinely review data to effectively identify and monitor the personalized needs of students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

1. All staff will analyze multiple sources of data to monitor student learning and adjust instruction to better meet the needs of all students.
• Interim assessments
  o PALS, KRA, MAP, F & P
  o Lexia, DreamBox, IReady, Read 180
  o PLC developed assessments
• Formative assessment during instruction to scaffold learning.
• Classroom summative assessment data to structure student interventions and facilitate programmatic improvements.
• State Accountability Tests
  o SCReady, WIN, EOCEP
	June 2022 – June 2027	District leadership teams (DLT)
		• Principals
		• AP's
		• Coaches
		School leadership teams (SLT)
		Curriculum Associates (CA)
		Teachers
			$250,000	Title II, ATSI PD, Local Funds, EAA, EIA	Planning meetings, Agenda, observational data, collaboration with all departments, and data records.

2. Build capacity in utilizing data tools including: PerformanceMatters, Enrich, Tallo, and other web-based applications.	June 2022 – June 2027	DLT, SLT, Instructional Coaches, and Technology Teams	Included in Above	PD, Local Funds, EAA, EIA	Planning meetings, Agenda, and an updated evaluation tool.

3. Utilize an evaluation process to enhance the use of data protocols by district and school level teams that address: assessments, data analysis, social-emotional needs, and components of the Profile of an Edgefield Graduate.	June 2022 - June 2027	DLT and SLT	Included in Above	N/A	School and district data team meetings, agendas, and a rubric for assessment.

Performance Goal Area:
(required)*

☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
☐District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal

☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

☐Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals in key areas reported in the district report card.

SMART goal must include:
  WHO, WHAT, HOW, WHEN.

By 2027
  ❖ The percentage of educators who complete district professional development requirements through MobileMind will increase from 87% to 90%
  ❖ The discrepancy between student and teachers describing the things you most often DO while in class at school, in regards to working with others will decrease from 40% to 25%

INTERIM PERFORMANCE GOAL: Meet annual targets below.

% of educators that complete district professional development requirements	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27
DATA SOURCE(s): MobileMind	**87%**	Projected	88%	88%	89%	90%	90%
		Actual					
The discrepancy between student and teachers describing	AVERAGE BASELINE		2022-23	2023–24	2024–25	2025–26	2026-27
DATA SOURCE(s): Cognia Survey	**40%**	Projected	37%	34%	31%	28%	25%
		Actual					

ACTION PLAN FOR STRATEGY #1: Provide teachers/administrators with professional development tied specifically to: results from observations, student learning outcomes, and instructional strategies designed to engage all students in their learning.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Develop various modules in MobileMind to increase access to personalized professional development for teachers and administrators.	June 2022 - June 2027	District leadership teams (DLT) ● Principals ● AP's ● Coaches School leadership teams (SLT) Curriculum Associates (CA) Technology Coach	Included in the $175,000 cost for other PD related activities	Title II, Title IV, Rural Recruitment Initiative, Local Funds	Agenda, sign-in sheets, observational data, POP cycles documents and reflections
2. Utilize the instructional technology coach to provide PD on the effective use of technology to engage all students in their learning.	August 2022 - June 2027	Technology Coach	NA	NA	Agenda, sign-in sheets, observational data
3. Offer graduate /recertification courses to include gifted and talented, ESOL, instructional technology and instructional practices.	August 2022 - June 2027	Human Resources, Superintendent, Director of Curriculum and Instruction, GT Coordinator, Technology Coach	$6,000 per course	Title I, Title II, ATSI, Rural Recruitment Initiative	Sign-in sheets, transcripts, endorsements, unit plans
4. Provide opportunities to attend conferences/workshops that support best practices and provide teacher stipends, if possible, for school based professional development and curriculum development.	August 2022 - June 2027	District leadership School leadership	TBD	Title I, Title II, Rural Recruitment Initiative, Local Funds	Agenda, Presentation by attendees, curriculum associates cohort reflections, inquiry lab cohort reflections

ACTION PLAN FOR STRATEGY #2: District and school leaders monitor and support the improvement of instructional practices of all staff to ensure achievement of learning expectations.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement and analyze student and teacher perception surveys to determine alignment with district initiatives towards a more student-centered approach.	August 2022 - June 2027	District Leadership Team	NA	NA	Improve on student achievement
2. Design family and community engagement experiences that promote student ownership and increase awareness of innovative instructional practices.	August 2022 - June 2027	PowerSchool Coordinator, school technology team	NA	NA	sign-in sheets

Performance Goal Area: *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐District Priority
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals in key areas reported in the district report card.* SMART goal must include: WHO, WHAT, HOW, WHEN.	**By 2027,** *An increased percentage of parents, teachers, and students surveyed across the district will agree that schools have a positive physical environment, a positive learning environment and maintain positive home-school relations based on targets below for 2026-2027.*

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Overall Measure: Average % that agree schools have a positive:	AVERAGE BASELINE Parent/Teach/Student		2022–23 Parent/Teach/Student	2023–24 Parent/Teach/Student	2024–25 Parent/Teach/Student	2025–26 Parent/Teach/Student	2026–27 Parent/Teach/Student
DATA SOURCE(s): Learning Environment	84/92/86	Projected	85/92/87	86/93/87	86/93/88	87/94/89	88/94/90
		Actual					
DATA SOURCE(s): Social & Physical Environment	86/95/87	Projected	87/95/88	87/96/88	88/96/89	89/96/90	90/96/90
		Actual					
DATA SOURCE(s): Home-School Relations	75/85/86	Projected	76/86/87	78/87/87	79/87/88	80/88/89	81/89/90
		Actual					

ACTION PLAN FOR STRATEGY #1: Improve learning environment, social/physical environment, and home-school relations.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Refine and enhance a Multi-Tiered System of Support (MTSS) to include: ● interventions and supports at all tiers to address both academics, social-emotional needs and student wellness ● data protocols by district and school level teams	June 2022 – June 2027	District leadership teams (DLT) ● Principals ● AP's ● Coaches School leadership teams (SLT) Curriculum Associates (CA) Teachers	Included in the $500,000 cost for other instructional related activities	PD, Local funds, CEIS funds (IDEA)	MTSS implementation district wide, training participation
2. Implement consistent discipline procedures across grade bands.	June 2022 – June 2027	District leadership teams (DLT) ● Principals ● AP's School leadership teams (SLT) Teachers	TBD	Local funds	Communication of District and School Discipline Procedures, Updated Handbooks
3. Implement special programs for parents & community.	June 2022 – June 2027	District leadership teams (DLT) ● Principals ● AP's School leadership teams (SLT) PTO/PTA Organizations	$25,000 or $5,000 per year	Local Funds, Medicaid Funds, Title I	Development Comprehensive Family Engagement Plan/Framework, Ex: Media Blast, Parent Agenda and Sign In Documents, Parent Resource Back 2 School Festival