



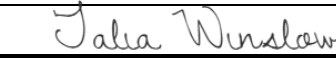



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### District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2024-2025 to 2028-2029  
Upcoming School Year: 2026-2027

<b>District Name:</b>	Magnolia River School District
<b>SIDN:</b>	2306
<b>Plan Submission:</b>	District and all district schools utilize Cognia
<b>Address 1:</b>	1234 Blossom Lane
<b>Address 2:</b>	
<b>City, State:</b>	West Columbia, SC
<b>Zip Code:</b>	29172
<b>District Plan Contact Person:</b>	Eliza Marwood
<b>District Plan Contact Phone:</b>	803-555-1234
<b>District Plan E-mail Address:</b>	emarwood@magnoliaschools.org

<b>Superintendent</b>		
<u>Dr. Calvin Whitaker</u> Printed Name	<u></u> Signature	<u>4/23/26</u> Date
<b>Principal</b>		
<u>Dr. Marissa Langford</u> Printed Name	<u></u> Signature	<u>4/23/26</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Evelyn Carrington</u> Printed Name	<u></u> Signature	<u>4/23/26</u> Date
<b>District Read to Succeed Literacy Leadership Team Lead</b>		
<u>Julian Everhart</u> Printed Name	<u></u> Signature	<u>4/23/26</u> Date
<b>District Gifted and Talented Coordinator</b>		
<u>Talia Winslow</u> Printed Name	<u></u> Signature	<u>4/23/26</u> Date
<b>District Strategic Planning Contact Person</b>		
<u>Eliza Marwood</u> Printed Name	<u></u> Signature	<u>4/23/26</u> Date

**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.

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**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.

**Assurances for School Renewal Plans**

**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.**

	<p><b>Early Childhood Development and Academic Assistance Act (Act 135)</b></p> <p><b>Assurances</b></p> <p>(S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))</p>
Yes	<p><b>Academic Assistance, PreK–3</b></p> <p>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).</p>
Yes	<p><b>Academic Assistance, Grades 4–12</b></p> <p>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).</p>
Yes	<p><b>Parent Involvement</b></p> <p>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.</p>
Yes	<p><b>Staff Development</b></p> <p>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.</p>

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Yes	<p><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.</p>
Yes	<p><b>Innovation</b> The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
Yes	<p><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).</p>
Yes	<p><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.</p>
Yes	<p><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.</p>
Yes	<p><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.</p>
Yes	<p><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</p>

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	school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	<p><b>Recruitment</b></p> <p>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.</p>
Yes	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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.</p>
	<p><b>Students Health and Fitness Act Assurance</b> (S.C. Code Ann. §59-10-330)</p>
Yes	<p>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.</p>
	<p><b>Education and Economic Development Act Assurances for Districts</b> (S.C. Code Ann. §59-59-10 <i>et seq.</i>)</p> <p>The superintendent certifies that:</p>
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.

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Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
	<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.

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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).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
Yes	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;

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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.
Yes	<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.

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Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are <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. <ul style="list-style-type: none"> <li>The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.</li> </ul>
Yes	The district’s Proficiency-Based System Plan: <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 <ul style="list-style-type: none"> <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> </li> </ul>
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district’s waiver request. <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 the above-named district, 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

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	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	<b>Completeness of Proposal</b> All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
Yes	<b>Non-awards/Termination</b> The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).  After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of

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	<p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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</p>

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	<p>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> </ul>

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	<ul style="list-style-type: none"> <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></p> <p>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></p> <p>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>

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### Stakeholder Involvement for District Strategic Plan

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

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Dr. Calvin Whitaker
2.	<b>Principal</b>	Dr. Marissa Langford
3.	<b>Teacher</b>	Jordan Reyes
4.	<b>Parent/Guardian</b>	Darius Thompson
5.	<b>Community Member</b>	Calvin Rivers
6.	<b>Private School Representative</b>	Dr. Camille Hart
7.	<b>District Level Administrator</b>	Avery Monroe
8.	<b>Paraprofessional</b>	Lillian Tate
9.	<b>District Read to Succeed Literacy Leadership Team Lead</b>	Julian Everhart
10.	<b>District Read to Succeed Literacy Leadership Team Member</b>	Riley Chen
11.	<b>School Improvement Council Member</b>	Terrence Holloway
12.	<b>District Gifted and Talented Coordinator</b>	Talia Winslow
13.	<b>District Federal Programs Coordinator</b>	Eliza Marwood
<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 Literacy Leadership Team for Read to Succeed		

*\*Add rows as necessary*

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### **District Requested Strategic Plan Waiver**

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

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

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

**All initial waiver requests and evaluations should be submitted via the Formstack link:**  
[https://scde.formstack.com/forms/ofsa\\_waiver\\_form](https://scde.formstack.com/forms/ofsa_waiver_form)

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## **Comprehensive Needs Assessment Data**

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.

**Directions:** Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

The Magnolia River School District serves approximately 20,000 students across a diverse range of educational settings. The district is composed of 12 elementary schools, 4 middle schools, 4 high schools, and one Career and Technical Education (CTE) school. To support this student population, the district employs an estimated 1,000 teachers, based on a student-teacher ratio of roughly 20 to 1. In addition to instructional staff, there are approximately 600 support staff and administrators, including counselors, paraprofessionals, custodians, food service personnel, and district-level leadership. This staffing structure is designed to meet the academic, social, and operational needs of the district's schools and students.

### **Elementary**

Magnolia River School District serves approximately 9,600 students in grades Pre-K through 5 across twelve elementary schools, each with an average enrollment of about 800 students. These schools form the foundation of the district's academic journey, fostering early literacy, numeracy, and character and resilience development in nurturing and inclusive environments. The elementary schools include Briarwood Elementary, Cypress Point Elementary, Driftwood Elementary, Magnolia Grove Elementary, Maple Ridge Elementary, Meadowview Elementary, Palmetto Grove Elementary, Pine Hollow Elementary, Riverbend Elementary, Silverleaf Elementary, Whispering Oaks Elementary, and Willow Creek Elementary.

The combined demographics of the elementary schools reflect the district's diverse student population: 42% White, 35% Black/African American, 15% Hispanic/Latino, 4%

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Asian, and 4% Multiracial/Other. Additionally, 12% of students receive special education services, 9% are English learners, and 58% are identified as economically disadvantaged, highlighting the importance of equitable access to high-quality instruction and support services across all campuses.

### **Middle**

Magnolia River School District serves approximately 4,800 students in grades 6 through 8 across four middle schools, each with an average enrollment of about 1,200 students. These schools provide a critical bridge between elementary and high school, focusing on academic rigor, adolescent development, and preparation for college and career pathways. The district's middle schools include Clearview Middle School, Eastview Middle School, Magnolia River Middle School, and Riverbank Middle School.

The combined demographics of the middle school population reflect the district's diverse and inclusive learning environment: 40% White, 37% Black/African American, 16% Hispanic/Latino, 3% Asian, and 4% Multiracial/Other. Additionally, 13% of students receive special education services, 7% are English learners, and 60% are identified as economically disadvantaged, underscoring the importance of equitable access to academic supports, enrichment opportunities, and character and resilience resources during the middle grades.

### **High**

Magnolia River School District serves approximately 5,200 students in grades 9 through 12 across four high schools, each with an average enrollment of about 1,300 students. These schools are dedicated to preparing students for post-secondary success through rigorous academics, career and technical education, and extracurricular engagement. The district's high schools include Highland Grove High School, Magnolia River High School, Northgate High School, and Riverstone High School.

The combined demographics of the high school population reflect a richly diverse student body: 38% White, 39% Black/African American, 17% Hispanic/Latino, 3% Asian, and 3% Multiracial/Other. Additionally, 11% of students receive special education services, 6% are English learners, and 62% are identified as economically disadvantaged. These figures highlight the district's commitment to equity, access, and support for all learners as they navigate their high school experience and prepare for future opportunities.

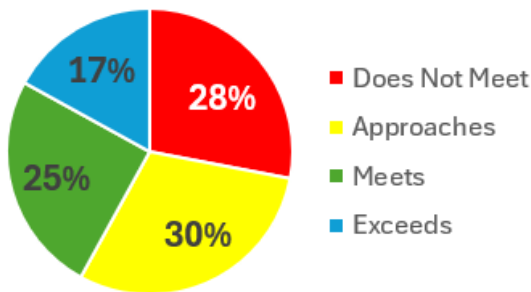
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## **Student Achievement**

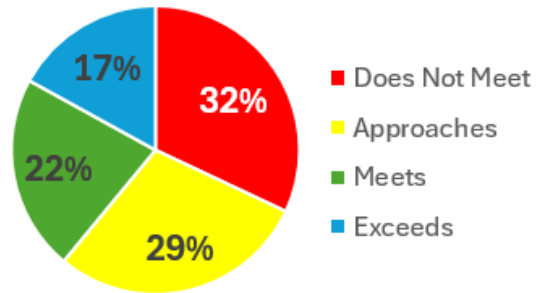
### **Elementary**

Drawing from data collected over the past three academic years (Spring 2022 through Spring 2024), the average performance scores are summarized as follows.

### **ELA SC READY SCORES**



### **MATH SC READY SCORES**



#### **MAP Testing:**

Grade	Average RIT for Reading	Average RIT for Math
K	128	130
1	145	159
2	188	187
3	199	199
4	206	211
5	214	220

- Reading: Average RIT score below national norm
- Math: Growth trends show improvement but below expected benchmarks
- These gaps suggest a need for targeted instructional support, especially in foundational literacy and numeracy skills.

#### **KRA (Kindergarten Readiness Assessment):**

- 58% of incoming kindergarteners demonstrated readiness
- Gaps noted in early literacy and numeracy skills

Based on SC Ready, MAP, and KRA data from Spring 2022 to Spring 2024, Magnolia River School District continues to face academic challenges, particularly in Math and early literacy. Only 42% of students met or exceeded expectations in ELA and 39% in Math on SC Ready, with most students scoring below proficiency. MAP results show performance below national norms in Reading and below district benchmarks in Math, despite some growth. Additionally, just 58% of incoming kindergarteners were deemed ready on the KRA, indicating early learning gaps. These findings underscore the need for targeted

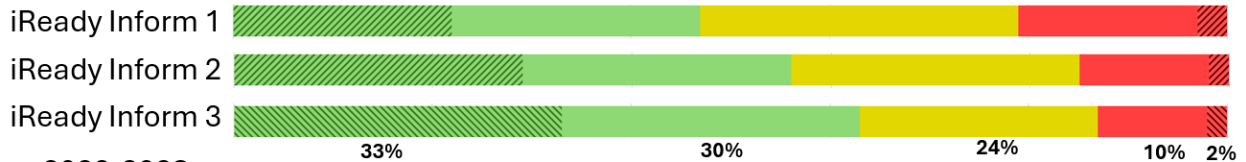
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instructional support in foundational literacy and numeracy, enhanced early childhood education, focused professional development, and stronger family engagement to improve student outcomes.

## Middle Schools

### iReady Reading Diagnostic Scores

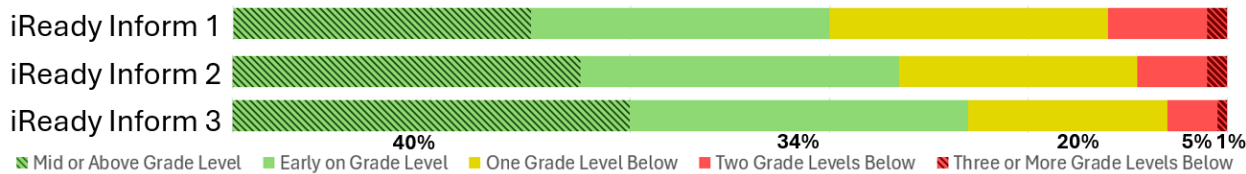
#### 2021-2022



#### 2022-2023



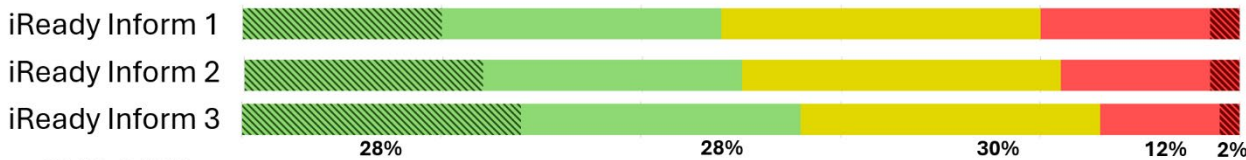
#### 2023-2024



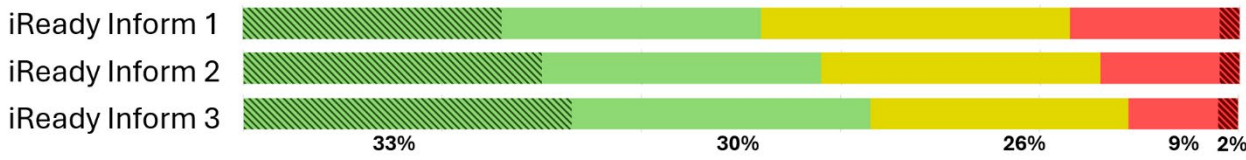
■ Mid or Above Grade Level ■ Early on Grade Level ■ One Grade Level Below ■ Two Grade Levels Below ■ Three or More Grade Levels Below

### iReady Math Diagnostic Scores

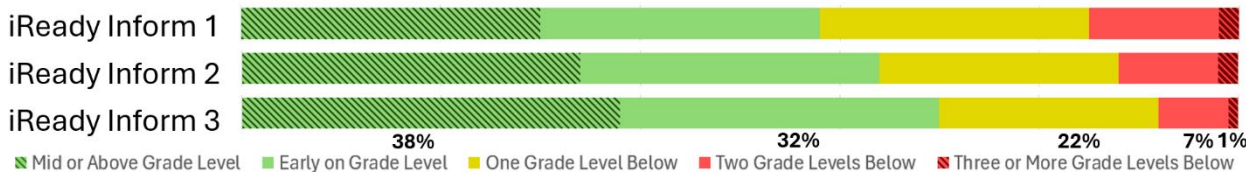
#### 2021-2022



#### 2022-2023



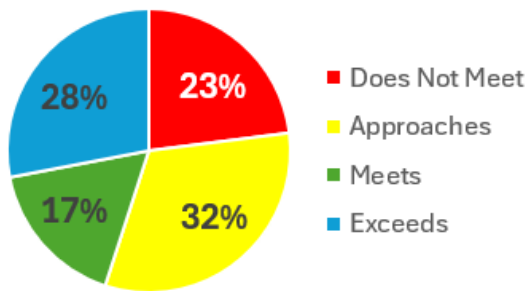
#### 2023-2024



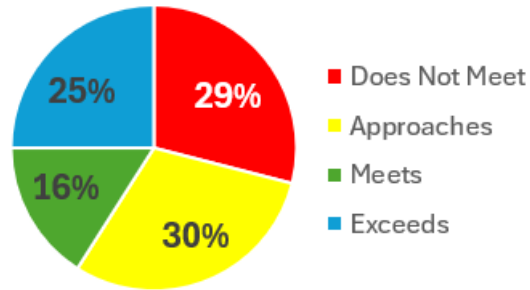
■ Mid or Above Grade Level ■ Early on Grade Level ■ One Grade Level Below ■ Two Grade Levels Below ■ Three or More Grade Levels Below

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## ELA SC READY SCORES



## MATH SC READY SCORES



Combining SC Ready and i-Ready data from 2021 to 2024, Magnolia River School District has seen both encouraging progress and ongoing challenges in student achievement. SC Ready results show that 45% of students in ELA and 41% in Math are meeting or exceeding expectations, leaving over half below grade level. i-Ready data reflects a steady upward trend, with more students reaching grade-level proficiency over time, particularly in Reading. However, Math continues to lag, with a larger proportion of students remaining below grade level. These trends indicate that while current instructional strategies are making a positive impact, especially in literacy, Math requires intensified focus. The district will continue investing in targeted supports, differentiated instruction, and professional development, while using early diagnostics and mid-year adjustments to close achievement gaps and ensure equitable growth for all learners.

### High Schools

#### End-of-Course (EOC) Exams Passage Rate:

Algebra I	English II	Biology	US History
48%	52%	50%	46%

#### Graduation Rate:

- District-wide: 84%
- Disparities exist among subgroups (e.g., economically disadvantaged, students with disabilities)

#### Dual Enrollment

Magnolia River School District has made significant strides in expanding college readiness opportunities through its dual enrollment partnership with Palmetto Technical College. Over the past three academic years, the district has seen a 42% increase in student participation in dual enrollment courses, with 312 students enrolled during the 2023–2024 school year. These students, primarily in grades 11

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and 12, have access to a diverse catalog of college-level courses, including General Education, Allied Health, Criminal Justice, and Computer Science. The district's partnership with Palmetto Technical College has enabled students to earn both high school and college credit simultaneously, accelerating their post-secondary pathways. Magnolia River has worked to ensure equitable access by offering fee waivers, transportation support, and targeted outreach to underrepresented student groups. In the 2023–2024 school year, 38% of dual enrollment participants were first-generation college students, and 46% qualified for free or reduced lunch, indicating strong progress toward inclusive access. The academic impact of dual enrollment has been notable. Students who participate in the program have a 96% high school graduation rate, compared to the district average of 89%. Additionally, 78% of dual enrollment students matriculate to a two- or four-year college within one year of graduation. Currently, the passage rate for students participating in Dual Enrollment courses is 78%.

Magnolia River School District's high school performance data highlights areas of academic concern and promising college readiness initiatives. End-of-course exam passage rates remain below state averages, with Algebra I at 48%, English II at 52%, Biology at 50%, and U.S. History at 46%. The district's overall graduation rate is 84%, though disparities persist among economically disadvantaged students and those with disabilities. In contrast, the district's dual enrollment program, in partnership with Palmetto Technical College, has shown strong growth and impact. With a 42% increase in participation over three years and 312 students enrolled in 2023–2024, the program offers diverse college-level courses and supports equitable access through fee waivers and transportation assistance. Notably, 38% of participants are first-generation college students, and 46% qualify for free or reduced lunch. Dual enrollment students boast a 96% graduation rate and a 78% post-secondary enrollment rate, underscoring the program's effectiveness in preparing students for future success.

### **Career and Technical Education (CTE)**

- Enrollment: ~1,200 students
- Completion Rate: 78%
- Industry Certifications Earned: 65% of CTE students earned at least one certification
- Need for expanded partnerships with local businesses and post-secondary institutions

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Based on Career and Technical Education (CTE) data, Magnolia River School District is serving a substantial portion of its high school population, with approximately 1,200 students enrolled and a strong 78% completion rate. Additionally, 65% of students earned at least one industry certification, indicating effective preparation for workforce entry or further education. While these outcomes are promising, there is room to improve both completion and certification rates. To enhance program impact, the district will focus on expanding partnerships with local businesses and post-secondary institutions to offer more hands-on experiences, internships, and dual credit opportunities. Strengthening these connections will help align CTE pathways with regional workforce needs and increase student engagement, certification attainment, and post-graduation success.

### **Teacher and Administrator Quality**

- **Teacher Certification:**
  - 92% of teachers are certified in their subject areas
  - 8% teaching out-of-field or under emergency certification
- **Experience Levels:**
  - 35% of teachers have less than 5 years of experience
  - High turnover in Title I schools
- **Professional Development:**
  - Need for targeted PD in literacy instruction, classroom management, and culturally responsive teaching
- **Administrator Capacity:**
  - Strong leadership in elementary schools
  - Middle and high schools report need for leadership coaching and instructional support

Teacher and administrator quality data in Magnolia River School District reveals both strengths and areas for strategic improvement. With 92% of teachers certified in their subject areas, the district maintains a solid foundation of qualified educators; however, the remaining 8% teaching out-of-field or under emergency certification highlights a need for focused recruitment and retention, particularly in hard-to-staff areas. Additionally, 35% of teachers have less than five years of experience, and high turnover in Title I schools suggests instability that may affect student achievement. These trends underscore the importance of mentoring and support systems for early-career teachers, along with targeted professional development in literacy instruction, classroom management, and culturally responsive teaching. While elementary schools benefit from strong leadership, middle and high schools report a need for enhanced instructional support and leadership

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coaching, making administrator capacity-building a key priority for sustaining teacher effectiveness and driving school improvement.

**School Climate**

- Attendance:
  - Chronic absenteeism rate: 18% district-wide
- Behavioral Data:
  - Increase in disciplinary referrals at middle and high school levels
  - Need for strengthened Character and Resilience Education (CARE)
- Student Surveys:
  - Elementary: High sense of belonging and safety
  - Middle/High: Decline in perceived safety and engagement
- Mental Health:
  - Rising demand for counseling services
  - Limited access to school psychologists and social workers
  - Need for additional support around resilience practices

Student well-being and school climate data reveal significant challenges across Magnolia River School District, particularly at the middle and high school levels. A district-wide chronic absenteeism rate of 18% suggests underlying academic and engagement issues, while rising disciplinary referrals point to behavioral concerns potentially linked to unmet needs. Student surveys show a strong sense of safety and belonging in elementary schools, but a noticeable decline in these areas among older students. Additionally, increased demand for mental health services, paired with limited access to school psychologists and social workers, highlights the need for expanded support systems. These trends emphasize the importance of strengthening Character and Resilience Education (CARE), improving access to mental health resources, and implementing targeted interventions to address attendance, behavior, and student engagement.

**Gifted and Talented (GT) Programs**

- Elementary GT Identification:
  - 12% of students identified as GT
  - Underrepresentation of minority and economically disadvantaged students

<b>Baseline Data (2023-2024)</b>	<b>Minority Students Identified</b>	<b>Economically Disadvantaged Students Identified</b>	<b>Combined Identification Rate</b>
	3%	4%	3.5%

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- Middle/High GT Services:
  - Advanced coursework available, but access varies by school
  - AP and dual enrollment participation increasing but still below state average
  
- Needs:
  - Equity in identification and access
  - Expansion of enrichment opportunities and teacher training in differentiation

Gifted and Talented (GT) education data in Magnolia River School District reveals disparities across grade levels and student demographics. While 12% of elementary students are identified as GT, minority and economically disadvantaged students remain underrepresented, pointing to equity gaps in identification practices. At the middle and high school levels, although advanced coursework is available, access varies by school, and participation in AP and dual enrollment programs falls below the state average. These trends highlight the need for more equitable identification processes, expanded enrichment opportunities, and increased teacher training in differentiation to ensure all students have access to rigorous academic experiences.

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## Executive Summary of Needs Assessment Data Findings

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

<b>Student Achievement, including sub-groups</b>
<p><b>Early Childhood/Primary (PK-2):</b> Magnolia River School District’s early learning data from Spring 2022 through Spring 2024 highlights critical gaps in foundational literacy and numeracy among Pre-K through 2nd grade students. Kindergarten Readiness Assessment (KRA) results show that only 58% of incoming kindergarteners demonstrated readiness, with notable deficits in early literacy and math skills. MAP testing data for grades K–2 reveals that average RIT scores in Reading fall below national norms, and while Math scores show growth, they remain below expected benchmarks. These findings underscore the urgent need for targeted instructional support in early grades, enhanced early childhood education programming, and professional development focused on foundational skill-building. Strengthening family engagement and early intervention strategies will be essential to improving long-term academic outcomes for the district’s youngest learners.</p>
<p><b>Elementary/Middle (3-8):</b> Academic performance data from Spring 2022 through Spring 2024 reveals ongoing challenges in foundational literacy and mathematics across Magnolia River School District’s elementary and middle schools. In grades 3–5, MAP scores in Reading fall below national norms, while Math scores show growth but remain below expected benchmarks. SC Ready results indicate that only 42% of students met or exceeded expectations in ELA and 39% in Math, with most students performing below grade level. At the middle school level, SC Ready and i-Ready data show modest gains, with 45% of students meeting expectations in ELA and 41% in Math. Although Reading performance is improving, Math continues to lag, with a significant portion of students remaining below proficiency. These findings underscore the need for targeted instructional support in literacy and numeracy, differentiated instruction, and ongoing professional development. The district will also prioritize the use of early diagnostics and mid-year adjustments to close achievement gaps and promote equitable academic growth.</p>
<p><b>High School (9-12):</b> Magnolia River School District’s comprehensive needs assessment highlights key areas for improvement in high school academic performance, career readiness, and equitable access to educational opportunities. The District’s high school data reveals both academic challenges and promising college readiness efforts. End-of-course exam passage rates are below state benchmarks, with scores of 48% in Algebra I,</p>

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52% in English II, 50% in Biology, and 46% in U.S. History. The district’s graduation rate stands at 84%, though gaps persist among economically disadvantaged students and those with disabilities. In contrast, the district’s dual enrollment program, in partnership with Palmetto Technical College, has grown by 42% over three years, with 312 students enrolled in 2023–2024. The program offers diverse college-level courses and promotes equity through fee waivers and transportation support. Notably, 38% of participants are first-generation college students and 46% qualify for free or reduced lunch. Dual enrollment students demonstrate strong outcomes, with a 96% graduation rate and 78% post-secondary enrollment within one year.

In Career and Technical Education (CTE), approximately 1,200 students are enrolled, with a 78% completion rate and 65% earning at least one industry certification. These outcomes reflect strong engagement but also reveal opportunities to improve certification attainment and expand real-world learning experiences. To address these challenges, the district will prioritize targeted academic interventions, enhanced instructional practices, expanded business and post-secondary partnerships, and equitable access to college and career pathways.

#### **Teacher/Administrator Quality**

Magnolia River School District maintains a strong foundation of qualified educators, with 92% of teachers certified in their subject areas. However, 8% are teaching out-of-field or under emergency certification, highlighting a need for improved recruitment and retention strategies, particularly in hard-to-staff areas. Additionally, 35% of teachers have less than five years of experience, and high turnover in Title I schools suggests instability that may impact student achievement. Professional development needs are concentrated in literacy instruction, classroom management, and culturally responsive teaching. While elementary schools benefit from strong leadership, middle and high schools report a need for enhanced instructional support and leadership coaching. These findings underscore the importance of mentoring for early-career teachers, targeted professional development, and administrator capacity-building to sustain instructional quality and drive school improvement.

#### **School Climate**

Magnolia River School District’s school climate data reveals pressing concerns related to student well-being, engagement, and behavioral health, particularly at the middle and high school levels. The district-wide chronic absenteeism rate of 18% signals potential academic disengagement, while an increase in disciplinary referrals suggests growing behavioral challenges. Student survey results show a strong sense of safety and belonging in elementary schools, but a decline in perceived safety and engagement among older students. Additionally, rising demand for mental health services, coupled with limited access to school psychologists and social workers, underscores the need

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for expanded support systems. These findings point to the importance of strengthening Character and Resilience Education (CARE), improving access to mental health resources, and implementing targeted interventions to address attendance, behavior, and student engagement.

### **Gifted and Talented**

Magnolia River School District's Gifted and Talented (GT) programs show both areas of strength and opportunities for improvement. At the elementary level, 12% of students are identified as GT; however, the underrepresentation of minority and economically disadvantaged students indicates equity gaps in identification practices. In middle and high schools, advanced coursework is available, but access varies by site, and participation in AP and dual enrollment programs remains below the state average. These findings highlight the need to improve equity in GT identification and access, expand enrichment opportunities, and provide targeted teacher training in differentiation to ensure all students benefit from rigorous academic experiences.

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### Performance Goals

Per SBE Regulation 43-261, 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.

**Performance Goal Area: Student Achievement\***

(\*required)

**PERFORMANCE GOAL:** (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By June 2029, Magnolia River School District will increase student proficiency rates (meets and exceeds) in reading and math by 20 percentage points for each grade level tracked, as measured by SC Ready, compared to 2023–2024 baseline data.

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

\*Add or delete rows as needed.

Data Source(s)	Average Baseline (averaged over a 3-year period)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
SC Ready ELA	3 <sup>rd</sup> – 39%	Target: 43% Actual: 44%	Target: 47% Actual:	Target: 51% Actual:	Target: 55% Actual:	Target: 59% Actual:
	4 <sup>th</sup> – 42%	Target: 46% Actual: 43%	Target: 50% Actual:	Target: 54% Actual:	Target: 58% Actual:	Target: 62% Actual:
	5 <sup>th</sup> – 44%	Target: 48% Actual: 50%	Target: 52% Actual:	Target: 56% Actual:	Target: 60% Actual:	Target: 64% Actual:
	6 <sup>th</sup> – 50%	Target: 54% Actual: 52%	Target: 58% Actual:	Target: 62% Actual:	Target: 66% Actual:	Target: 70% Actual:
	7 <sup>th</sup> – 40%	Target: 44% Actual: 45%	Target: 48% Actual:	Target: 52% Actual:	Target: 56% Actual:	Target: 60% Actual:
	8 <sup>th</sup> – 45%	Target: 49% Actual: 50%	Target: 53% Actual:	Target: 57% Actual:	Target: 61% Actual:	Target: 65% Actual:

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<b>Data Source(s)</b>	<b>Average Baseline</b> (averaged over a 3-year period)	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>
<b>SC Ready Math</b>	3 <sup>rd</sup> – 36%	Target: 40% Actual: 43%	Target: 44% Actual:	Target: 48% Actual:	Target: 52% Actual:	Target: 56% Actual:
	4 <sup>th</sup> – 41%	Target: 45% Actual: 44%	Target: 49% Actual:	Target: 53% Actual:	Target: 57% Actual:	Target: 61% Actual:
	5 <sup>th</sup> – 40%	Target: 44% Actual: 45%	Target: 48% Actual:	Target: 52% Actual:	Target: 56% Actual:	Target: 60% Actual:
	6 <sup>th</sup> – 43%	Target: 47% Actual: 46%	Target: 51% Actual:	Target: 55% Actual:	Target: 59% Actual:	Target: 63% Actual:
	7 <sup>th</sup> – 41%	Target: 45% Actual: 47%	Target: 49% Actual:	Target: 53% Actual:	Target: 57% Actual:	Target: 61% Actual:
	8 <sup>th</sup> – 39%	Target: 43% Actual: 40%	Target: 47% Actual:	Target: 51% Actual:	Target: 55% Actual:	Target: 59% Actual:

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STUDENT ACHIEVEMENT STRATEGY #1
We will strengthen Tier 1 Reading Instruction and Data-Driven Intervention.

**ACTION PLAN FOR STRATEGY #1:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<b>1. Curriculum Alignment &amp; Instructional Support:</b> Implement a district-wide structured literacy framework (e.g., Science of Reading).	Ongoing yearly	-Curriculum Coordinators -Literacy Coaches	n/a	n/a	-Classroom Observation Data -Lesson Plan Reviews
<b>2. Professional Development:</b> Provide targeted PD on reading strategies aligned to grade-level standards.	Ongoing yearly	-Curriculum Coordinators -Literacy Coaches	\$5,000/yr	Title II	-Classroom Observation Data -Lesson Plan Reviews
<b>3. Family &amp; Community Engagement:</b> Collaborate with the district communications office to regularly share literacy-focused resources with families, including updates on reading initiatives, strategies for supporting reading at home, and opportunities to engage in school-wide literacy events.	Quarterly	-Communications Office -Curriculum Coordinators	n/a	n/a	-Frequency of Communications -Family Engagement Metrics -Feedback from Families

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<p><b>4. Data-Driven Instruction:</b> Use MAP (K-5) or i-Ready (6-8) and other formative data to identify gaps and adjust instruction.</p>	<p>Quarterly Data Reviews (at minimum)</p>	<p>-Classroom Teachers -Instructional Coaches -School Administration</p>	<p>n/a</p>	<p>n/a</p>	<p>-Data Analysis Reports -Instructional Adjustments noted in Classroom Observation Data</p>
<p><b>5. Intervention:</b> Implement targeted interventions for students below proficiency (specifically, early literacy interventions for K–2 students not meeting benchmarks).</p>	<p>August – May</p>	<p>-Interventionists -Literacy Coaches -Classroom Teachers</p>	<p>\$10,000/yr</p>	<p>Title I</p>	<p>-Progress Monitoring Data -Benchmark Assessment Results -Intervention Logs</p>

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STUDENT ACHIEVEMENT STRATEGY #2
We will strengthen Tier 1 Math Instruction and Data-Driven Intervention.

**ACTION PLAN FOR STRATEGY #2:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<b>1. Curriculum Alignment &amp; Instructional Support:</b> Ensure math instruction is aligned to SC College- and Career-Ready Standards. Provide pacing guides and exemplar lesson plans for each grade level.	Ongoing yearly	-Curriculum Coordinators -Literacy Coaches	n/a	n/a	-Classroom Observation Data -Lesson Plan Reviews
<b>2. Professional Development:</b> Offer ongoing PD focused on high-impact math strategies, including conceptual understanding, procedural fluency, and problem-solving. Include training on using formative data (e.g., MAP, i-Ready) to inform instruction.	Ongoing yearly	-Curriculum Coordinators -Literacy Coaches	\$5,000/yr	Title II	-Classroom Observation Data -Lesson Plan Reviews
<b>3. Data-Driven Instruction:</b> Use benchmark and formative assessments to identify learning gaps. Support teachers in using data to group students and differentiate instruction.	Quarterly Data Reviews (at minimum)	-Classroom Teachers -Instructional Coaches -School Administration	n/a	n/a	-Data Analysis Reports -Instructional Adjustments noted in Classroom Observation Data

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<p><b>4. Intervention &amp; Enrichment:</b> Implement tiered interventions for students below grade level. Provide enrichment opportunities for students who exceed expectations.</p>	<p>August – May</p>	<p>-Interventionists -Literacy Coaches -Classroom Teachers</p>	<p>\$10,000/yr</p>	<p>Title I</p>	<p>-Progress Monitoring Data -Benchmark Assessment Results -Intervention Logs</p>
<p><b>5. Family &amp; Community Engagement:</b> Share math resources and strategies with families via newsletters, workshops, and the district website. Promote math nights and community-based learning events.</p>	<p>Quarterly</p>	<p>-Communications Office -Curriculum Coordinators</p>	<p>n/a</p>	<p>n/a</p>	<p>-Frequency of Communications -Family Engagement Metrics -Feedback from Families</p>

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**STUDENT ACHIEVEMENT STRATEGY #3**

Through intentional support, inclusive practices, and data-informed decision-making, we will close achievement gaps in reading and math, specifically in the multilingual population.

**ACTION PLAN FOR STRATEGY #3:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<p><b>1. Ensure Equitable Access to Grade-Level Content:</b> Provide scaffolds and supports that allow MLs to engage meaningfully with rigorous academic content. Embed language development strategies into core instruction.</p>	<p>August – June</p>	<p>-ML Coordinator -Classroom Teachers -ML Teacher -Instructional Coaches</p>	<p>n/a</p>	<p>n/a</p>	<p>-Lesson Plans -Classroom Observation Data -Student Work Samples</p>
<p><b>2. Strengthen Instructional Capacity:</b> Build educator expertise in supporting MLs through targeted professional development. Promote collaboration between ML and general education teachers.</p>	<p>Quarterly PD Sessions</p>	<p>-ML Coordinator -Classroom Teachers -ML Teacher -Instructional Coaches</p>	<p>\$6,000/yr</p>	<p>Title III, Title II</p>	<p>-PD Attendance Logs -Teacher Feedback -Co-planning documentation</p>

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<p><b>3. Use Data to Drive Instruction and Intervention:</b> Monitor academic and language proficiency data to inform instruction (ELlevation platform). Implement timely interventions based on student needs.</p>	<p>Monthly Data Reviews</p>	<p>-Classroom Teachers -ML Teacher -Instructional Coaches</p>	<p>n/a</p>	<p>n/a</p>	<p>-Data Reports -Intervention Logs -ACCESS and SC Ready Growth</p>
<p><b>4. Engage and Empower Families:</b> Communicate in families' home languages. Provide resources and opportunities for families to support learning at home.</p>	<p>Monthly</p>	<p>-ML Coordinator -ML Teacher -Communications Department</p>	<p>\$5,000/yr</p>	<p>Title III</p>	<p>-Social Media/ Website posts -Family Engagement Surveys</p>

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**Performance Goal Area: Student Achievement\***

(\*required)

**PERFORMANCE GOAL:** (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By June 2029, the percentage of high school students meeting college and career readiness benchmarks—EOC scores, CTE certifications, and dual enrollment credits—will increase by 15% from the 2023–2024 baseline, as measured by graduation data and post-secondary readiness indicators.

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

<b>Data Source(s)</b>	<b>Average Baseline</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>
<b>EOC Algebra I</b>	48%	Target: 51% Actual: 50%	Target: 54% Actual:	Target: 57% Actual:	Target: 60% Actual:	Target: 63% Actual:
<b>EOC English II</b>	52%	Target: 55% Actual: 56%	Target: 58% Actual:	Target: 61% Actual:	Target: 64% Actual:	Target: 67% Actual:
<b>EOC Biology</b>	50%	Target: 53% Actual: 55%	Target: 56% Actual:	Target: 59% Actual:	Target: 62% Actual:	Target: 65% Actual:
<b>EOC US History</b>	46%	Target: 49% Actual: 52%	Target: 52% Actual:	Target: 55% Actual:	Target: 58% Actual:	Target: 61% Actual:
<b>CTE Certifications</b>	65%	Target: 68% Actual: 70%	Target: 71% Actual:	Target: 74% Actual:	Target: 77% Actual:	Target: 80% Actual:
<b>Dual Enrollment Completion Rate</b>	78%	Target: 81% Actual: 82%	Target: 84% Actual:	Target: 87% Actual:	Target: 90% Actual:	Target: 93% Actual:

\*Add or delete rows as needed.

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STUDENT ACHIEVEMENT STRATEGY #1
We will implement targeted academic interventions and data-driven instruction.

**ACTION PLAN FOR STRATEGY #1:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<b>1. Additional Academic Interventions:</b> Launch after-school and Saturday tutoring programs focused on EOC subjects.	September – May	-School Administration -Instructional Coaches	\$25,000/yr	Title I, General Funds	-Attendance Logs -Student Progress Reports -EOC Score Improvement
<b>2. Professional Development:</b> Provide quarterly professional development for teachers on data-driven instruction and standards alignment.	October – May	-District Curriculum Team	n/a	n/a	-PD Attendance Records -Teacher Feedback Survey -Classroom Observation Data
<b>3. Data-Driven Instruction:</b> Use benchmark assessments to identify student learning gaps and adjust instruction accordingly. Integrate EOC practice questions into daily instruction and formative assessments.	August – May	-Classroom Teachers -Department Chairs -School Administration -Instructional Coaches	n/a	n/a	-Benchmark Assessment Results -Pacing Guides -Classroom Observation Data

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<p><b>4. PLC Teams:</b> Establish student progress monitoring teams at each high school to review data and recommend interventions.</p>	<p>August – May</p>	<ul style="list-style-type: none"> <li>-School Administration</li> <li>-PLC Facilitators</li> <li>-Classroom Teachers</li> </ul>	<p>n/a</p>	<p>n/a</p>	<ul style="list-style-type: none"> <li>-Meeting Minutes</li> <li>-Intervention Plans</li> <li>-Student Growth Tracking</li> </ul>
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**STUDENT ACHIEVEMENT STRATEGY #2**

We will expand industry-aligned CTE Pathways and Credentialing Support.

**ACTION PLAN FOR STRATEGY #2:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. <b>Partnerships:</b> Partner with Palmetto Technical College and local employers to align CTE programs with workforce needs.	August – May	-CTE Coordinator	n/a	n/a	-Number of Active Partnerships -Alignment of Programs with Industry Standards
2. <b>Certification Preparation:</b> Offer certification prep workshops and mock exams for students nearing credential completion.	October – May	-CTE Teachers -Instructional Coaches	\$7,500/yr	Perkins, General Funds	-Student Attendance at Workshops -Passage Rates on Certification Exams
3. <b>Tracking:</b> Implement a digital tracking system to monitor student progress toward certifications.	January – May	-District Data Analyst	\$15,000	District Technology Funds	-System Implementation -Tracking Reports
4. <b>Training Opportunities:</b> Provide transportation and scheduling flexibility to ensure access to off-campus training opportunities.	August – May	-Transportation Director -CTE Coordinator	\$10,000/yr	Perkins, General Funds	-Number of Students Accessing Off-Campus Training

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<b>5. Recognition:</b> Recognize and reward students who earn certifications through school-wide celebrations and incentives.	May	-CTE Coordinator -CTE Teachers	\$3,000/yr	General Funds, Business Sponsors	-Number of Students Recognized
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STUDENT ACHIEVEMENT STRATEGY #3
We will enhance Dual Enrollment support structures and student readiness.

**ACTION PLAN FOR STRATEGY #3:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<b>1. Advisory Team:</b> Create a dual enrollment advisory team to support students academically and monitor progress.	August – May	-Dual Enrollment Program Lead -School Counselors	n/a	n/a	-Team Established -Meeting Logs -Student Support Plans
<b>2. Additional Programs:</b> Offer summer bridge programs to prepare students for college-level coursework.	June – July	-Dual Enrollment Program Lead -Palmetto Technical College Faculty	\$12,000/yr	General Funds	-Student Enrollment in Bridge Programs
<b>3. Expansion:</b> Expand dual enrollment course offerings and scheduling options to reduce conflicts with high school classes.	January – May	-Dual Enrollment Program Lead -School Counselors -Palmetto Tech Liason	\$6,000/yr	Perkins	-Number of New Courses Added -Student Enrollment Data

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<p><b>4. Advisor Check-ins:</b> Conduct regular check-ins with students and instructors to identify and address barriers to completion.</p>	<p>August – May monthly</p>	<p>-Dual Enrollment Program Lead/ Advisor -Dual Enrollment Teachers</p>	<p>n/a</p>	<p>n/a</p>	<p>-Check-in Records -Student Feedback -Intervention Records</p>
<p><b>5. Information Sessions:</b> Host quarterly Dual Enrollment Information Sessions for students and families to increase awareness.</p>	<p>August – May quarterly</p>	<p>-Dual Enrollment Program Lead</p>	<p>n/a</p>	<p>n/a</p>	<p>-Information Session Attendance Records -Improvement in Dual Enrollment Registrations</p>

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**Performance Goal Area: Teacher/Administrator Quality\***

(\*required)

**PERFORMANCE GOAL:** (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By the end of the 2028–2029 school year, Magnolia River School District will:

- Increase the percentage of certified teachers in their subject areas from 92% (2023–2024 baseline) to 98%.
- Decrease teacher turnover in Title I schools by 25% compared to 2023–2024 rates.

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

<b>Data Source(s)</b>	<b>Average Baseline</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>
<b>Percentage of Subject-Aligned Teacher Certification</b>	92%	Target: 93% Actual: 94%	Target: 94.5% Actual: 96%	Target: 96% Actual:	Target: 97% Actual:	Target: 98% Actual:
<b>Teacher Turnover Rate in Title I Schools</b>	18%	Target: 17% Actual: 15%	Target: 15.5% Actual: 13%	Target: 14% Actual:	Target: 13.5% Actual:	Target: 13.5% (25% reduction) Actual:

\*Add or delete rows as needed.

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TEACHER/ADMINISTRATOR QUALITY STRATEGY #1
We will strengthen recruitment and certification pathways.

**ACTION PLAN FOR STRATEGY #1:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. <b>Conduct a certification gap analysis</b> annually to identify subject areas and schools with the highest rates of out-of-field teaching.	September 2024	-HR Director -Data Analyst	n/a	General Funds	-Annual Report Identifying Certification Gaps by School and Subject Area
2. <b>Partner with local universities and alternative certification programs</b> to create pipelines for high-need subject areas.	Ongoing yearlong	-HR Department -University Liason	\$10,000/yr	Title II, General Funds, Local Partnerships	-Number of Formal Partnerships formed -Number of Candidates enrolled
3. <b>Offer tuition reimbursement or signing bonuses</b> for teachers pursuing certification in critical shortage areas.	Ongoing yearlong	-HR Department -Finance Department	\$50,000/yr	Title II, General Funds, Any Available Grants	-Number of Teachers Receiving Incentives -Increase in Certified Teachers in Shortage Areas

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<p><b>4. Implement a “Grow Your Own” program</b> to support paraprofessionals and long-term substitutes in becoming certified teachers.</p>	<p>Ongoing yearlong</p>	<p>-HR Department -District Director of Academics</p>	<p>\$75,000/yr</p>	<p>Title I, Title II, General Funds</p>	<p>-Enrollment and Completion Rates in the “Grow Your Own” Program -Number of Paraprofessionals becoming certified</p>
<p><b>5. Track certification progress</b> quarterly and provide coaching or support for teachers on emergency or provisional licenses.</p>	<p>August - May</p>	<p>-HR Department -School Instructional Coaches</p>	<p>n/a</p>	<p>n/a</p>	<p>-Quarterly Progress Reports -Reduction in Provisional/ Emergency Licenses over time</p>

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**TEACHER/ADMINISTRATOR QUALITY STRATEGY #2**

We will enhance retention supports in Title I Schools.

**ACTION PLAN FOR STRATEGY #2:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<p><b>1. Launch a comprehensive mentoring program</b> for early-career teachers in Title I schools, pairing them with experienced educators.</p>	<p>August – May</p>	<p>-HR Department -School Administration</p>	<p>n/a</p>	<p>n/a</p>	<p>-Mentor-Mentee Pairings -Retention Rates of Mentored Teachers -Feedback Surveys</p>
<p><b>2. Provide targeted professional development</b> focused on classroom management, and character and resilience education (CARE) practices.</p>	<p>August – May</p>	<p>-PD Coordinator -Instructional Coaches</p>	<p>\$10,000/yr</p>	<p>Title II, General Funds</p>	<p>-PD Attendance Records -Classroom Observation Data</p>
<p><b>3. Establish teacher leadership opportunities</b> to increase engagement and career growth within Title I schools.</p>	<p>January – May</p>	<p>-School Administration -District Director of Academics</p>	<p>\$25,000/yr</p>	<p>Title I, General Funds</p>	<p>-Number of Leadership Roles Created -Retention of Teachers</p>

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<p><b>4. Conduct annual climate and satisfaction surveys</b> to identify retention barriers and respond with site-specific interventions.</p>	<p>May</p>	<p>-School Administration -District Director of Academics</p>	<p>n/a</p>	<p>n/a</p>	<p>-Survey Response Rates -Analysis Reports -Site-specific Action Plans</p>
<p><b>5. Offer retention incentives</b> such as stipends, wellness supports, and recognition programs for teachers who remain in Title I schools for multiple years.</p>	<p>August – May</p>	<p>-HR Department -Finance Department -School Administration</p>	<p>\$75,000/yr</p>	<p>Title I, General Funds, Local Grants</p>	<p>-Number of Teachers Receiving Incentives -Multi-year Retention Rates -Teacher Satisfaction Scores</p>

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**Performance Goal Area:** School Climate\*

(\*required)

**PERFORMANCE GOAL:** (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By the end of the 2028–2029 school year, Magnolia River School District will reduce chronic absenteeism district-wide from 18% to 10%.

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

<b>Data Source(s)</b>	<b>Average Baseline</b>		<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>
<b>Chronic Absenteeism Data</b>	18%	<b>Projected Data</b>	16%	14%	13%	11%	10%
		<b>Actual Data</b>	16.5%				

\*Add or delete rows as needed.

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SCHOOL CLIMATE STRATEGY #1
We will strengthen family and community engagement by building trust and partnerships with families to address barriers to attendance.

**ACTION PLAN FOR STRATEGY #1:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<p><b>1. Conduct Attendance Awareness Campaigns:</b> Host district-wide events and workshops explaining the impact of chronic absenteeism. Share success stories and data through newsletters, social media, and school websites.</p>	August - May	<ul style="list-style-type: none"> <li>-Communications Director</li> <li>-School Administration</li> <li>- Attendance Teams</li> <li>- Student Services Director</li> </ul>	n/a	n/a	<ul style="list-style-type: none"> <li>-Engagement Metrics (e.g., social media shares, newsletter opens)</li> <li>-Parent/Student Surveys</li> </ul>
<p><b>2. Implement Family Liaison Programs:</b> Hire or designate staff to serve as attendance liaisons who regularly communicate with families of chronically absent students. Provide culturally responsive outreach and support services.</p>	August – May	<ul style="list-style-type: none"> <li>- HR Department</li> <li>- Student Services Director</li> <li>- School Administration</li> </ul>	\$60,000/yr	General Funds	<ul style="list-style-type: none"> <li>-Number of Family Contacts made</li> <li>-Reduction in Chronic Absenteeism Rate</li> </ul>

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<p><b>3. Partner with Community</b>  <b>Organizations:</b> Collaborate with local nonprofits, faith-based groups, and health providers to offer wraparound services (e.g., transportation, mental health, housing support). Create a referral system for families in need.</p>	<p>Ongoing yearly</p>	<p>-District Family Engagement Coordinator          -Community Outreach team made of a combination of Social Work, School Counselors and Administration</p>	<p>\$10,000/yr</p>	<p>Title IX, Community Partnership Grants</p>	<p>-Number of Partnerships formed          -Number of Referrals made          -Improvement in Attendance</p>
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SCHOOL CLIMATE STRATEGY #2
The school will improve school climate and student engagement in order to make school a place where students feel safe, supported, and motivated to attend.

**ACTION PLAN FOR STRATEGY #2:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<b>1. Implement Tiered Attendance Interventions:</b> Use data to identify students at risk and provide targeted supports (e.g., mentoring, check-in/check-out systems). Develop individualized attendance plans for students with chronic absenteeism.	August - May	-School Counselors -Attendance Teams -MTSS Coordinator -Administration	n/a	n/a	-Attendance Plans -Monthly Attendance Data Reviews -Reduction in Chronic Absenteeism Rate
<b>2. Strengthen Character and Resilience Education (CARE) and Mental Health Supports:</b> Train staff in resilience practices and CARE integration. Increase access to school counselors and mental health professionals.	August - May	-District Student Support Coordinator -HR Department -Administration	\$25,000/yr	Title IV, General Funds, Mental Health Grants	-Attendance Logs from PD sessions -Additional School Counselors and/or Mental Health Professionals hired

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<p><b>3. Strengthen Character and Resilience Education (CARE) and Expand Resilience Practices:</b> Provide PD for staff on embedding CARE into academic instruction. Train staff on building resilience approaches and deescalation techniques.</p>	<p>Ongoing yearly</p>	<p>-Administration -Student Support Services -School Counseling Teams</p>	<p>\$50,000/yr</p>	<p>General Funds, Title I, Title II</p>	<p>-PD Agendas and Attendance Logs -Increased use of CARE within classroom instruction as noted by classroom observations</p>
<p><b>4. Recognize and Reward Good Attendance:</b> Create incentive programs (e.g., certificates, school-wide celebrations, classroom competitions). Publicly celebrate improvements in attendance at school board meetings and newsletters.</p>	<p>August - May</p>	<p>-Administration -Attendance Clerk -Communications Team</p>	<p>\$10,000/yr</p>	<p>General Funds, Community Sponsors</p>	<p>-Attendance Celebrations held quarterly -Positive Media Coverage and Board Reports</p>

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**Performance Goal Area:** Gifted and Talented\*

(\*required)

**PERFORMANCE GOAL:** (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By the end of the 2028–2029 school year, Magnolia River School District will increase the percentage of minority and economically disadvantaged students identified for GT services by **25%**.

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

<b>Data Source(s)</b>	<b>Average Baseline</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>
<b>GT Identification (Underrepresented Groups)</b>	3.5%	Target: 4.5% Actual: 5%	Target: 6.5% Actual: 7%	Target: 10.5% Actual:	Target: 14.5% Actual:	Target: 17.5% Actual:

\*Add or delete rows as needed.

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**GIFTED AND TALENTED STRATEGY #1**

We will equitize Gifted and Talented Services across the District, specifically in the Elementary and Middle schools.

**ACTION PLAN FOR STRATEGY #1:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<p><b>1. Improve Equity in GT Identification:</b> Review and revise GT identification criteria to ensure cultural and linguistic responsiveness. Implement universal screening in early grades. Provide professional development for teachers and school leaders on equitable identification practices.</p>	<p>August – May</p>	<ul style="list-style-type: none"> <li>- School Administration</li> <li>- District Curriculum and Instruction Team</li> <li>- District Director of Academics</li> </ul>	<p>\$10,000/yr</p>	<p>Title II</p>	<ul style="list-style-type: none"> <li>-Increase in GT Identification Rates each year</li> <li>-Universal Screenings in grades 2 and 3</li> <li>-PD attendance Records</li> <li>- updated GT identification guidelines</li> </ul>
<p><b>2. Enhance Enrichment Opportunities:</b> Develop district-wide enrichment programs (e.g., STEM clubs, academic competitions, and/or summer institutes). Create flexible scheduling models to allow GT students to participate in enrichment without missing core instruction.</p>	<p>August – May</p>	<ul style="list-style-type: none"> <li>- School Administration</li> <li>- District Director of Academics</li> </ul>	<p>\$15,000/yr</p>	<p>Title IV, General Funds</p>	<ul style="list-style-type: none"> <li>-Number of Enrichment Programs Implemented</li> <li>- Student Rosters</li> <li>-Feedback from Students</li> </ul>

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<p><b>3. Build Teacher Capacity in Differentiation:</b> Provide ongoing professional development in differentiated instruction, curriculum compacting, and recognizing giftedness in diverse learners. Integrate GT strategies into district-wide instructional coaching and support systems.</p>	<p>August – May</p>	<ul style="list-style-type: none"> <li>- School Administration</li> <li>- School Instructional Coaches</li> <li>- District Director of Academics</li> </ul>	<p>\$5,000/yr</p>	<p>Title II</p>	<ul style="list-style-type: none"> <li>-PD Session Agendas and Attendance Rosters</li> <li>- Classroom Observation Data</li> <li>- Teacher Feedback Forms</li> </ul>
<p><b>4. Strengthen Family and Community Engagement:</b> Host informational sessions for families in underrepresented communities to explain GT services and identification processes. Provide materials in multiple languages and formats.</p>	<p>October, January</p>	<ul style="list-style-type: none"> <li>- School Administration</li> <li>- Family Engagement Coordinator</li> </ul>	<p>\$5,000/yr</p>	<p>Title I Title III General Funds</p>	<ul style="list-style-type: none"> <li>- Attendance Sheets</li> <li>- Distribution of Multilingual Materials</li> <li>- Family Feedback Surveys</li> </ul>

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

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**GIFTED AND TALENTED STRATEGY #2**

We will expand Gifted and Talented Services across the District.

**ACTION PLAN FOR STRATEGY #2:**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
<p><b>1. Increase Access to Advanced Coursework:</b> Conduct an audit of advanced course offerings across high schools to identify gaps.</p>	August – May	<ul style="list-style-type: none"> <li>- School Administration</li> <li>- Director of Secondary Education</li> </ul>	\$12,000/yr	Title IV, General Funds	<ul style="list-style-type: none"> <li>- Completion of the Course Audit</li> <li>- Enrollment Data by school</li> </ul>
<p><b>2. Implement Early Identification and Advising:</b> Use academic data to identify students with potential for success in advanced coursework starting in 9th grade. Assign counselors to guide students through course selection.</p>	August – May	<ul style="list-style-type: none"> <li>- School Administration</li> <li>- School Counselors</li> <li>- Director of Secondary Education</li> </ul>	n/a	n/a	<ul style="list-style-type: none"> <li>- Advising Session Attendance</li> <li>- Increased Enrollment in GT courses</li> </ul>
<p><b>3. Provide Academic Support Structures:</b> Offer summer bridge programs, tutoring, and study skills workshops for students enrolled in Honors courses. Create peer mentoring programs to support first-time participants.</p>	August – May	<ul style="list-style-type: none"> <li>- School Administration</li> <li>- School Counselors</li> <li>- High School Teachers</li> </ul>	n/a	n/a	<ul style="list-style-type: none"> <li>- Student Participation and Feedback</li> <li>- Attendance Records from Additional Programming</li> </ul>

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<p><b>4. Train and Support Educators:</b>          Provide professional development for Honors instructors focused on rigor, equity, and student engagement. Collaborate with post-secondary institutions to align instructional expectations and support.</p>	<p>August – May</p>	<ul style="list-style-type: none"> <li>- School Administration</li> <li>- College Partnership Coordinator</li> <li>- Instructional Coaches</li> </ul>	<p>\$10,000/yr</p>	<p>Title II General Funds</p>	<ul style="list-style-type: none"> <li>- PD Attendance Records</li> <li>- Teacher Feedback</li> </ul>
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*To add a row, go to the last box and press the tab button.*



**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**

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**GIFTED AND TALENTED POLICIES AND PRACTICES**

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

		ACADEMIC	ARTISTIC
The district utilizes state identification of gifted and talented students for:	grades 1–2	<input type="checkbox"/>	<input type="checkbox"/>
	grades 3–5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	grades 6–8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	grades 9–12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The district utilizes trial placement (1 year conditional placement) for:	grades 1–2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	grades 3–5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	grades 6–8	<input type="checkbox"/>	<input type="checkbox"/>
	grades 9–12	<input type="checkbox"/>	<input type="checkbox"/>
The district utilizes a local identification process (local criteria rubric) for:	grades 1–2	<input type="checkbox"/>	<input type="checkbox"/>
	grades 3–5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	grades 6–8	<input type="checkbox"/>	<input type="checkbox"/>
	grades 9–12	<input type="checkbox"/>	<input type="checkbox"/>
The district utilizes a formal withdrawal policy for:	grades 1–2	<input type="checkbox"/>	<input type="checkbox"/>
	grades 3–5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	grades 6–8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	grades 9–12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GIFTED AND TALENTED SCOPE AND SEQUENCE**

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

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

**GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE**

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
<b>K</b>		Curriculum Used					
<b>1</b>		Curriculum Used					
<b>2</b>		Curriculum Used					
<b>3</b>	Special Class	Curriculum Used	Inquiry Units	William & Mary, Jacob's Ladder	M3 Units	STEM Units	William & Mary Units
<b>4</b>	Special Class	Curriculum Used	Inquiry Units	William & Mary, Jacob's Ladder	M3 Units	STEM Units	William & Mary Units
<b>5</b>	Special Class	Curriculum Used	Inquiry Units	William & Mary, Jacob's Ladder	M3 Units	STEM Units	William & Mary Units
<b>6</b>	Special Class	Curriculum Used		William & Mary, Jacob's Ladder, Novel Studies	M3 Units	William & Mary Units	William & Mary Units

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
7	Special Class	Curriculum Used		William & Mary, Jacob's Ladder, Novel Studies	M3 Units	William & Mary Units	William & Mary Units
8	Special Class	Curriculum Used		William & Mary, Jacob's Ladder, Honors Differentiated HQIM	Honors Differentiated HQIM	William & Mary Units	William & Mary Units
9	Special Class	AP, Honors Curriculum		Honors Differentiated HQIM	Honors Differentiated HQIM	Honors Differentiated HQIM	Honors Differentiated HQIM
10	Special Class	AP, Honors Curriculum		Honors Differentiated HQIM	Honors Differentiated HQIM	Honors Differentiated HQIM	Honors Differentiated HQIM
11	Special Class	AP, Honors Curriculum		Honors Differentiated HQIM	Honors Differentiated HQIM	Honors Differentiated HQIM	Honors Differentiated HQIM
12	Special Class	AP, Honors Curriculum		Honors Differentiated HQIM	Honors Differentiated HQIM	Honors Differentiated HQIM	Honors Differentiated HQIM

**GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES**

**Model Used: Pull Out/Special Class**

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
<b>K</b>	Curriculum Used						
<b>1</b>	Curriculum Used						
<b>2</b>	Curriculum Used						
<b>3</b>	Curriculum Used			Teacher Developed Units		Teacher Developed Units	
<b>4</b>	Curriculum Used			Teacher Developed Units		Teacher Developed Units	
<b>5</b>	Curriculum Used			Teacher Developed Units		Teacher Developed Units	
<b>6</b>	Curriculum Used			Teacher Developed Units		Teacher Developed Units	
<b>7</b>	Curriculum Used		Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	
<b>8</b>	Curriculum Used		Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	
<b>9</b>	Curriculum Used		Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	
<b>10</b>	Curriculum Used		Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	

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GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
11	Curriculum Used		Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	
12	Curriculum Used		Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	Teacher Developed Units	

**GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION**

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

All second-grade families receive an initial notification outlining the dates for CogAT and Iowa assessments, along with an explanation that these tests are part of the district’s gifted and talented screening process. In January, families receive a follow-up letter detailing their child’s scores and indicating whether the student qualifies for gifted services or requires additional screening. For students who needed additional screening, an additional letter is sent following the Performance Task Assessment to confirm eligibility and next steps for gifted and talented program placement.

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



## Magnolia River School District

1234 Blossom Lane, West Columbia, SC 29172

Phone: 803-555-1000

[www.magnoliariverschools.org](http://www.magnoliariverschools.org)

September 24, 2025

Dear Parent or Guardian,

We are writing to inform you about the upcoming Gifted and Talented (GT) identification process for second-grade students in the Magnolia River School District. As part of our commitment to recognizing and nurturing academic potential, all second-grade students will participate in standardized assessments that help determine eligibility for gifted services.

Students will take the **Cognitive Abilities Test (CogAT)** and the **Iowa Assessments** during the fall semester. These assessments measure reasoning abilities and academic achievement and serve as initial screening tools for GT identification. You will receive a notification prior to testing with specific dates and details.

In January, families will receive a follow-up letter explaining their child's assessment results. This communication will indicate whether your child qualifies for gifted services or if additional screening is recommended. For students who require additional screening, a **Performance Task Assessment (PTA)** will be administered later in the school year. Families of students who qualify for GT services based on the testing results from CogAT/Iowa and/or PTA will receive a confirmation letter outlining next steps and program placement.

We value your partnership in supporting your child's academic journey. If you have any questions about the GT identification process, please contact your school's GT coordinator or the district office.

Sincerely,

*Renee Callahan*

Renee Callahan  
Gifted and Talented Coordinator  
Magnolia River School District  
[rcallahan@magnoliaschools.org](mailto:rcallahan@magnoliaschools.org)

CC: School Principals

65

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## Magnolia River School District

1234 Blossom Lane, West Columbia, SC 29172

Phone: 803-555-1000

[www.magnoliariverschools.org](http://www.magnoliariverschools.org)

24 de septiembre de 2025

Estimado padre, madre o tutor,

Nos dirigimos a usted para informarle sobre el próximo proceso de identificación de estudiantes dotados y talentosos (GT) para los alumnos de segundo grado en el Distrito Escolar Magnolia River. Como parte de nuestro compromiso de reconocer y fomentar el potencial académico, todos los estudiantes de segundo grado participarán en evaluaciones estandarizadas que ayudan a determinar la elegibilidad para los servicios para estudiantes dotados.

Los estudiantes tomarán la **Prueba de Habilidades Cognitivas (CogAT)** y las **Evaluaciones de Iowa** durante el semestre de otoño. Estas evaluaciones miden las habilidades de razonamiento y el rendimiento académico y sirven como herramientas iniciales de detección para la identificación GT. Usted recibirá una notificación antes de las pruebas con fechas y detalles específicos.

En enero, las familias recibirán una carta de seguimiento que explicará los resultados de la evaluación de su hijo(a). Esta comunicación indicará si su hijo(a) califica para los servicios para estudiantes dotados o si se recomienda una evaluación adicional. Para los estudiantes que requieran una evaluación adicional, se administrará una **Evaluación de Tareas de Desempeño (PTA)** más adelante en el año escolar. Las familias de los estudiantes que califiquen para los servicios GT según los resultados de las pruebas CogAT/Iowa y/o PTA recibirán una carta de confirmación con los próximos pasos y la ubicación en el programa.

Valoramos su colaboración para apoyar el camino académico de su hijo(a). Si tiene alguna pregunta sobre el proceso de identificación GT, comuníquese con el coordinador GT de su escuela o con la oficina del distrito.

Atentamente,

*Renee Callahan*

Renee Callahan  
Coordinadora de Dotados y Talentosos  
Distrito Escolar Magnolia River  
[rcallahan@magnoliaschools.org](mailto:rcallahan@magnoliaschools.org)

CC: Directores escolares



### District Summer School Program Sites Identification

<b>District Name: Magnolia River School District</b>	<b>District Summer School Contact: Renee Callahan</b>
<b>Contact's Phone Number: 803-555-7762</b>	<b>Contact's Email Address: rcallahan@magnoliaschools.org</b>

**SUMMER SCHOOL PROGRAM SITES: YES**

**Directions:** 1) If you answered “YES” to having a summer school program site, complete the information below.  
 2) Upload this completed form as a PDF document to the District Strategic Renewal Application.

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Palmetto Grove Elementary (site for all Elementary Schools)	Dr. Maren Ellison	<input type="checkbox"/> Gr. 1-8 Promotion <input checked="" type="checkbox"/> Read to Succeed <input type="checkbox"/> Initial HS Credit <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____	Elementary School

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Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Riverbank Middle School (site for all Middle Schools)	Bill Taylor	<input checked="" type="checkbox"/> Gr. 1-8 Promotion <input type="checkbox"/> Read to Succeed <input type="checkbox"/> Initial HS Credit <input type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____	Middle School
Highland Grover High School and Magnolia River High School (held at Highland Grove)	Marcus Delaney	<input type="checkbox"/> Gr. 1-8 Promotion <input type="checkbox"/> Read to Succeed <input type="checkbox"/> Initial HS Credit <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____	High School
Riverstone High School and Northgate High School (held at Riverstone)	Tasha Whitmore	<input type="checkbox"/> Gr. 1-8 Promotion <input type="checkbox"/> Read to Succeed <input type="checkbox"/> Initial HS Credit <input checked="" type="checkbox"/> Credit Recovery <input type="checkbox"/> Other: _____	High School

For questions, contact [dssr@ed.sc.gov](mailto:dssr@ed.sc.gov)

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### School Renewal Plan Checklist

<b>Are the following complete?</b>	
√	School Renewal Plan Signature Page
√	Assurances for Plan
√	Stakeholder Involvement for Plan
√	Proficiency-based Initial Plan or Evaluation submitted via Formstack
√	Comprehensive Needs Assessment Data
√	Executive Summary of Needs Assessment Data Findings
√	Performance Goal and Action Plan: Area – Student Achievement
√	Performance Goal and Action Plan: Area – School Climate
√	Performance Goal and Action Plan: Area – Teacher/Administrator Quality
√	Performance Goal and Action Plan: Area – Gifted and Talented
√	Gifted and Talented Table/Plan
√	Summer School Information
<b>Once all boxes are checked, the plan can be submitted.</b>	