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School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2022/23
Upcoming School Year: 2021/22

School Name:	Dorchester Career & Technology
SIDN:	1880995
Plan Submission:	School utilizes Cognia
Grade Span:	10 To 12
District:	Dorchester 80
Address 1:	507 School House Road
Address 2:	
City:	Dorchester, SC
Zip Code:	29437
School Renewal Plan Contact Person:	Bobby Behr
School Plan Contact Phone:	843-563-2361
School Plan E-mail Address:	bobby.behr@dcctc.org

Required Signature Page

The school renewal 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 chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>James Villeponteaux III</u> Printed Name	_____ Signature	_____ Date
<i>Principal</i>		
<u>James Villeponteaux III</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mrs. Mildred Heatley</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, School Improvement Council</i>		
<u>Yvotonne Rivers</u> Printed Name	_____ Signature	_____ Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Robert D. Behr</u> Printed Name	_____ Signature	_____ Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
N/A	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
N/A	Developmentally Appropriate Curriculum for PreK–3 The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
N/A	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

N/A	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.
Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 <i>et seq.</i>) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
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.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
N/A	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
N/A	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
N/A	Third Grade Retention 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.
N/A	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
N/A	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
N/A	Academically gifted and talented students in elementary school (grades 3–5).
N/A	Academically gifted and talented students in middle school (grades 6–8).
N/A	Academically gifted and talented students in high school (grades 9–12).
N/A	Artistically gifted and talented students in elementary school (grades 3–5).
N/A	Artistically gifted and talented students in middle school (grades 6–8).
N/A	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district 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:	
N/A	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
N/A	Support services that facilitate student learning and personalized education;
N/A	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
N/A	Classroom ratios that foster positive results;
N/A	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
N/A	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
N/A	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;
N/A	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
N/A	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
N/A	Confluent approach that incorporates acceleration and enrichment;
N/A	Opportunities for the critical consumption, use, and creation of information using available technologies; and
N/A	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
N/A	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
N/A	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
N/A	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
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.
N/A	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>
N/A	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
N/A	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.
N/A	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
N/A	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.
Communication and Reporting Requirements	
N/A	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
N/A	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
N/A	The district annually submits Form A Reports signed PDF.
N/A	The district annually submits Form A Reports Excel file.
N/A	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
District Proficiency-Based System	
(SBE Regulation 43-234)	
N/A	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"> • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

N/A	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • 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; • 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; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
N/A	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
N/A	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.

Assurances and Terms and Conditions for State Awards

As the district superintendent of Dorchester 80, I certify that this applicant:

Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 <i>et seq.</i> (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 <i>et seq.</i> (Supp. 2016)) if the amount of this award is \$50,000 or more.

Terms and Conditions

Yes	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p>Reduction in Budgets and Negotiations</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>Amendments to Grants</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>Use of Grant Funds</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>Submission of Expenditure Reports</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>Obligation of Grant Funds</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>Deobligation of Funds</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>Documentation</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 http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.</p>
Yes	<p>Travel Costs</p> <p>Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p>Honoraria</p> <p>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>Reports</p> <p>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>Copyright</p> <p>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>Certification Regarding Suspension and Debarment</p> <p>By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	<p>Audits</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"> • 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. • 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).
Yes	<p>Records</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>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	James Villeponteaux III
2.	Teacher	Brian O'Neill
3.	Parent/Guardian	Carol Hinten
4.	Community Member	Bob McKinnon
5.	Paraprofessional	Christine Hughes
6.	School Improvement Council Member	Wendy Smith
7.	Read to Succeed Reading Coach	Robert D. Behr
8.	School Read To Succeed Literacy Leadership Team Lead	Robert D. Behr
9.	School Read To Succeed Literacy Leadership Team Member	Robert D. Behr
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	
	Guidance Counselor	Laura Disher
	Finance Manager	Tommi Lin Garrick

District Requested Strategic/Renewal 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/>



Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

District Strategic Plan Signature Page
Strategic Plan for 5 Year Cycle: 2018/19 to 2022/23

District:	Dorchester 80 CATE
SIDN:	1880
Plan Submission:	School utilizes AdvancED
Address 1:	507 School House Road
Address 2:	
City:	Dorchester, SC
Zip Code:	29437
District Plan Contact Person:	
District Plan Contact Phone:	843-563-2361
District Plan E-mail Address:	bobby.behr@dcctc.org

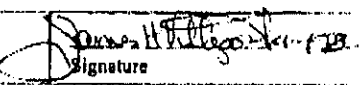
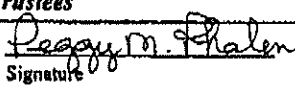

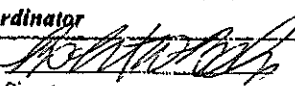
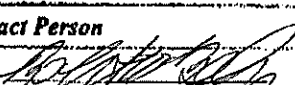
Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 133) (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 SBB 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 133 and EAA requirements.

Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurance requirements including ACT 133 (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 (SBB 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 (SBB Regulation 43-220); and Proficiency-Based System Plans (SBB Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>James Villeponteaux III</u> Printed Name	 Signature	<u>4/30/18</u> Date
Chairperson, District Board of Trustees		
<u>Mrs. Peggy Phalen</u> Printed Name	 Signature	<u>April 30, 2018</u> Date
District Read To Succeed Literacy Leadership Team Lead		
<u>Robert D. Behr</u> Printed Name	 Signature	<u>4/30/18</u> Date
District Gifted and Talented Coordinator		
<u>Robert D. Behr</u> Printed Name	 Signature	<u>4/30/18</u> Date
District Strategic Planning Contact Person		
<u>Robert D. Behr</u> Printed Name	 Signature	<u>4/30/18</u> Date

Assurances for District Strategic Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
N/A	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
N/A	Developmentally Appropriate Curriculum for PreK–3 The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
N/A	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

N/A	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.
Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 <i>et seq.</i>) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
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.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
N/A	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
N/A	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
N/A	Third Grade Retention 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.
N/A	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
N/A	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
N/A	Academically gifted and talented students in elementary school (grades 3–5).
N/A	Academically gifted and talented students in middle school (grades 6–8).
N/A	Academically gifted and talented students in high school (grades 9–12).
N/A	Artistically gifted and talented students in elementary school (grades 3–5).
N/A	Artistically gifted and talented students in middle school (grades 6–8).
N/A	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district 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:	
N/A	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
N/A	Support services that facilitate student learning and personalized education;
N/A	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
N/A	Classroom ratios that foster positive results;
N/A	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
N/A	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
N/A	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;
N/A	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
N/A	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
N/A	Confluent approach that incorporates acceleration and enrichment;
N/A	Opportunities for the critical consumption, use, and creation of information using available technologies; and
N/A	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
N/A	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
N/A	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
N/A	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
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.
N/A	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>
N/A	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
N/A	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.
N/A	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
N/A	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.
Communication and Reporting Requirements	
N/A	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
N/A	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
N/A	The district annually submits Form A Reports signed PDF.
N/A	The district annually submits Form A Reports Excel file.
N/A	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
District Proficiency-Based System	
(SBE Regulation 43-234)	
N/A	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"> The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

N/A	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • 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; • 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; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
N/A	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
N/A	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.

Assurances and Terms and Conditions for State Awards

As the district superintendent of Dorchester 80, I certify that this applicant:

Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2016)) if the amount of this award is \$50,000 or more.

Terms and Conditions

Yes	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p>Reduction in Budgets and Negotiations</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>Amendments to Grants</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>Use of Grant Funds</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>Submission of Expenditure Reports</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>Obligation of Grant Funds 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>Deobligation of Funds 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>Documentation The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.</p>
Yes	<p>Travel Costs Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p>Honoraria 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>Reports 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>Copyright The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p>Certification Regarding Suspension and Debarment By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	<p>Audits 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"> • 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. • 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).
Yes	<p>Records The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	James Villeponteaux III
2.	Principal	James Villeponteaux III
3.	Teacher	Brian O'Neill
4.	Parent/Guardian	Carol Hinten
5.	Community Member	Bob McKinnon
6.	Private School Representative	Ruth Anne O'Cain
7.	District Level Administrator	Robert D. Behr
8.	Paraprofessional	Christine Hughes
9.	District Read To Succeed Literacy Leadership Team Lead	Robert D. Behr
10.	District Read To Succeed Literacy Leadership Team Member	Robert D. Behr
11.	School Improvement Council Member	Wendy Smith
12.	District Gifted and Talented Coordinator	Robert D. Behr
13.	District Federal Programs Coordinator	James Broderick
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	
	Guidance Counselor	Laura Disher
	Finance Manager	Tommi Lin Garrick

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/>



Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

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District Strategic Plan Signature Page**Strategic Plan for 5 Year Cycle: 2018/19 to 2022/23**

District:	Dorchester 80 CATE
SIDN:	1880
Plan Submission:	School utilizes AdvancED
Address 1:	507 School House Road
Address 2:	
City:	Dorchester, SC
Zip Code:	29437
District Plan Contact Person:	
District Plan Contact Phone:	843-563-2361
District Plan E-mail Address:	bobby.behr@dcctc.org

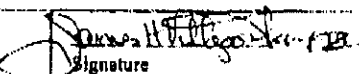
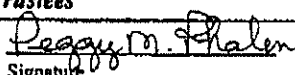
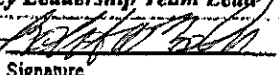
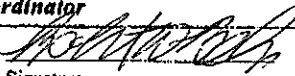

Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

Superintendent		
<u>James Villeponteaux III</u>		<u>4/30/18</u>
Printed Name	Signature	Date
Chairperson, District Board of Trustees		
<u>Mrs. Peggy Phalen</u>		<u>April 30, 2018</u>
Printed Name	Signature	Date
District Read To Succeed Literacy Leadership Team Lead		
<u>Robert D. Behr</u>		<u>4/30/18</u>
Printed Name	Signature	Date
District Gifted and Talented Coordinator		
<u>Robert D. Behr</u>		<u>4/30/18</u>
Printed Name	Signature	Date
District Strategic Planning Contact Person		
<u>Robert D. Behr</u>		<u>4/30/18</u>
Printed Name	Signature	Date

Assurances for District Strategic Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK-3 The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4-12 The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
N/A	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
N/A	Developmentally Appropriate Curriculum for PreK-3 The district ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.
N/A	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

N/A	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.
Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 <i>et seq.</i>) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
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.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
N/A	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
N/A	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
N/A	Third Grade Retention 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.
N/A	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
N/A	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
N/A	Academically gifted and talented students in elementary school (grades 3–5).
N/A	Academically gifted and talented students in middle school (grades 6–8).
N/A	Academically gifted and talented students in high school (grades 9–12).
N/A	Artistically gifted and talented students in elementary school (grades 3–5).
N/A	Artistically gifted and talented students in middle school (grades 6–8).
N/A	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district 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:	
N/A	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
N/A	Support services that facilitate student learning and personalized education;
N/A	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
N/A	Classroom ratios that foster positive results;
N/A	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
N/A	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
N/A	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;
N/A	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
N/A	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
N/A	Confluent approach that incorporates acceleration and enrichment;
N/A	Opportunities for the critical consumption, use, and creation of information using available technologies; and
N/A	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
N/A	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
N/A	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
N/A	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
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.
N/A	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>
N/A	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
N/A	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.
N/A	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
N/A	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.
Communication and Reporting Requirements	
N/A	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
N/A	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
N/A	The district annually submits Form A Reports signed PDF.
N/A	The district annually submits Form A Reports Excel file.
N/A	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
District Proficiency-Based System (SBE Regulation 43-234)	
N/A	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"> The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

N/A	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • 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; • 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; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
N/A	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
N/A	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.
Assurances and Terms and Conditions for State Awards	
As the district superintendent of Dorchester 80, I certify that this applicant:	
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 <i>et seq.</i> and § 8-13-100 <i>et seq.</i> (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 <i>et seq.</i> (Supp. 2016)) if the amount of this award is \$50,000 or more.
Terms and Conditions	
Yes	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p>Reduction in Budgets and Negotiations</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>Amendments to Grants</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>Use of Grant Funds</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>Submission of Expenditure Reports</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	Obligation of Grant Funds 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.
Yes	Deobligation of Funds After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
Yes	Documentation The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://cd.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/ .
Yes	Travel Costs Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
Yes	Honoraria 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.
Yes	Reports 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.
Yes	Copyright The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
Yes	Certification Regarding Suspension and Debarment By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the <ul style="list-style-type: none"> Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	Audits Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: <ul style="list-style-type: none"> 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. 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).
Yes	Records The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	James Villeponteaux III
2.	Principal	James Villeponteaux III
3.	Teacher	Brian O'Neill
4.	Parent/Guardian	Carol Hinten
5.	Community Member	Bob McKinnon
6.	Private School Representative	Ruth Anne O'Cain
7.	District Level Administrator	Robert D. Behr
8.	Paraprofessional	Christine Hughes
9.	District Read To Succeed Literacy Leadership Team Lead	Robert D. Behr
10.	District Read To Succeed Literacy Leadership Team Member	Robert D. Behr
11.	School Improvement Council Member	Wendy Smith
12.	District Gifted and Talented Coordinator	Robert D. Behr
13.	District Federal Programs Coordinator	James Broderick
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	
	Guidance Counselor	Laura Disher
	Finance Manager	Tommi Lin Garrick

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.

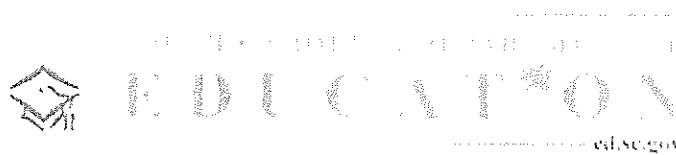
All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>



Not Applicable

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	



2017 Report Cards

DORCHESTER CAREER AND TECHNOLOGY CENTER

Principal:	Mr. James Villeponteaux	Enrollment	389	State Rating History*
Superintendent:	Mr. Joseph R. Pye (DORCHESTER 2) Morris Ravenell, Ed.D (DORCHESTER 4)	Grades	9-12	Past Year's Ratings 2014 - Excellent 2013 - Good 2012 - Below Average
Board Chair:	Mrs. Peggy Phalen	Teachers	23	
School Phone:	843-563-2361			

ACT WorkKeys

Number of CATE completers at Career Center earning the National Career Readiness Certificate by Level	
Platinum	0.0
Gold	13.0
Silver	57.0
Bronze	73.0
Attempted, but no certificate earned	42.0

*The three core WorkKeys subtests are: Applied Mathematics, Reading for Information, and Locating Information.

Certificate Level	Level Score Requirements
Platinum	Minimum score of 6 on each of the three core subtests*
Gold	Minimum score of 5 on each of the three core subtests*
Silver	Minimum score of 4 on each of the three core subtests*
Bronze	Minimum score of 3 on each of the three core subtests*

Performance of all students at Career Center compared to State Center Average

	Technical Skill Attainment			Graduation Rate			Placement Rate		
	This Center		State Center Average %	This Center		State Center Average %	This Center		State Center Average %
	n	%		n	%		n	%	
All Students	95.0	97.9%	91.4%	49.0	89.8%	98.0%	331.0	98.2%	97.4%

Opportunities

For students to meet the profile of the SC Graduate

	Our School	Change from last year
Students (n = 389)		
Attendance rate	N/AV	N/A
With disabilities	N/AV	N/A
Career/Tech students in co-curricular organizations	100.0	Up from 39.7
Enrollment in career/technology courses	389	Up from 355
Students participating in work-based experiences	22.1	Down from 34.9
Teachers (n = 23)		
Percentage of teachers with advanced degrees	0.0	No change
Percentage of teachers on continuing contract	65.2	Down from 73.7
Teachers returning from previous year	90.6	Up from 86.4
Teacher attendance rate	95.0	Down from 100.0
Average teacher salary	\$44,367	Down from \$44,792
Professional development days/teacher	11.6	N/A
School		
Principal's/Superintendent's/Director's years at school/district	12	N/A
AdvancEd (SACS) accreditation	Yes	N/A
Percent of classrooms with wireless access	N/AV	N/A

Percent of students served by 1:1 learning	N/AV	N/A
Number of devices dedicated for student use	N/AV	N/A
Dollars spent per pupil	N/AV	N/A
Percent of expenditures for instruction	N/AV	N/A
Percent of expenditures for teacher salaries	N/AV	N/A
Number of online or blended (50% online) courses offered	N/AV	N/A

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	23	125	62
Percent satisfied with learning environment	100.0%	96.0%	90.3%
Percent satisfied with social and physical environment	100.0%	95.9%	83.4%
Percent satisfied with school-home relations	91.3%	92.4%	70.0%

Executive Summary of Needs Assessment Data Findings

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

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

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

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.

Student Achievement	
High School (9 - 12)	
1.	<p>Bench Mark Assessment: Strengths</p> <p>Dorchester County Career and Technology Center achieved a "Met 90% goal" rating for the area technical skills attainment. The indicator was rated at 83.22% which was met by the 90% requirement. To achieve a 100% of the indicator the score required was 89.5%. For the indicator for secondary placement DCCTC required an 85.5% and the indicator achievement was 98.19%. Lastly, for the non traditional completion indicator DCCTC required a 69.03% and achieved 100%.</p> <p>On Time Graduation Rate for 2017 was 89.8% for all students.</p> <p>Weaknesses:</p> <p>For non-traditional participation the rating DCCTC achieved was 7.98% with the goal being 9.99%. The school formed a team to recruit non-traditional students. The team consisted of the schools assistant directors, guidance, and one teacher. They went through the 10 week Women in Industry Training to identify ways to recruit and retain non traditional students in CATE classes. The one class was was targeted saw enrollment go from 10 students in 2016/17 to 22 students in 2017/18. The number of females doubled in the class from the first year to the second.</p>
2.	<p>Under the area of student achievement DCCTC needs to improve on the areas of:</p> <ul style="list-style-type: none"> - 12th grade on time graduation - Non-Traditional participation in CATE programs
Teacher/Administrator Quality	
3.	<p>Under the area of teacher/administrator quality we need to provide comprehensive professional development that promotes a challenging and relevant CATE curriculum. We will continue to develop Mastery Connect for our teachers as well as the weekly presentations of the Master Teacher.</p>
School Climate	
4.	<p>Under the area of school climate there is a need to increase community awareness for DCCTC programs and to improve communications with parents.</p>

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	Increase community awareness of Dorchester County Career and Technology Center by increasing student enrollment by 150 over five years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Student Enrollment Data from School Report Card	488	Projected Data: 518	548	578	608	638

Action Plan

Strategy #1: 1. Increase Community Awareness of Dorchester County Career and Technology Center by increasing student enrollment by 150 students over five years.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. 1. Advisory Council and School Improvement Council dinners will be scheduled two times per year.	August 2018 - June 2023	School to work coordinator	\$11,000 over five years	General Funds	Log of attendance at meetings	
2. 2. Open House will be held two times each year for parents, students, and community.	August 2018 - June 2023	School Counselors Teachers	\$8,500 over 5 years	General Funds	Newsletter distribution log of participation in open house program	
3. 3. Provide volunteer opportunities for parents and community.	August 2018 - June 2023	Assistant Directors School Counselors	None	N/A	List of volunteers including list of areas of expertise	
4. 4. Visit District Middle Schools with currently enrolled students in the Fall and Spring of each year to recruit future students. Middle school students then will visit DCCCTC.	August 2018 - June 2023	School Counselors	\$250	General Funds	Comprehensive Guidance Plan and logs of visits	
5. 5. Visit district high schools to recruit during 10th grade English classes.	August 2018 - June 2023	School Counselors Teachers Board Members Assistant Director	\$1,000	General Fund	Comprehensive Guidance Plan and logs of visits	
6. 6. Started a Clay Sporting team	August 2018 - June 2023	Teacher Assistant Director Assistant Principal Woodland High School	\$2,000	Fund Raising	Team Roster with DNR	
7. 7. Culinary class cooking for feeder school teacher appreciation day	December 2018	Culinary teachers culinary students Assistant Director	\$350	General Fund	Class attendance records and increase in enrollment	

8. Paid advertising via traditional and social media such as newspaper paid ads, and Facebook. Press releases to high light staff/student achievement.	June 1 2018 - May 31 2023	Marketing	\$20,000	General Funds	Word of mouth from the local community Social media metrics as to the number of engagements.
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Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)						
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	Increase communication with parents resulting in an increase each year in parents satisfied with home-school relations by 10% over 5 years.						
Interim Performance Goal: Meet annual targets below.							
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23	
School Report Card Survey Data	70%	Projected Data: 72%	74%	76%	78%	80%	

Action Plan

Strategy #1: Increase communication with parents resulting in an increase each year in parents satisfied with home-school relations by 10% over 5 years.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. Open House will be held 2 times each year for parents, students and community	August 2018 - June 2023	Director Assistant Director School Counselors	\$500	General Funds	Newsletter distribution list Participation in open house program	
2. All professional staff will maintain a log of parent contacts	August 2018 - June 2023	Assistant Directors School Counselors Teachers	None	N/A	Staff log of parent contacts	
3. Teachers will email grades to parents weekly through the power teacher program.	August 2018 - June 2023	Teachers Information Technology	None	N/A	Emails sent to parents	
4. Provide programs about Dorchester County Career and Technology Center to civic groups	August 2018 - June 2023	School - to - work coordinator	None	N/A	Staff Log Contact	
5. Participate in business and industry committees such as Low Country Manufacturers Council, Chamber of Commerce, and Rotary.	August 2018 - June 2023	School To Work Coordinator Counselors	\$25,000	General Funds	Staff Log Contacts	
6. Teachers will bring students to local competitions(Contractors associations, festivals, technical college Quest, community service projects, and business partners locations to increase community awareness of the career center and to demonstrate student skills within the community.	August 2018 - June 2023	School to Work Coordinator Counselors, Teachers, Assistant Director	\$6,500	General Funds	Staff Log of contacts field trip forms Registration Forms Pictures Newspaper articles	

7. Sporting Clays Team has parent participation as coaches and support group	August 2018 - June 2023	Assistant Director Teacher Assistant Principal Woodland High	\$2,500	Fund Raising	Team Rosters Increase in enrollement
8. Teachers will utilize the ap "Class Dojo" to communicate with all of the parents via their cell phones.	August 2018 - June 2023	Teachers	None	N/A	Teachers will obtain the cell phone number of the students parent at the beginning of the school year and send out weekly blast about the class. Should see an increase in the percentage of parents who feel satisfied that the school-home relations have improved. This will be indicated on the school report card.

Performance Goal

Performance Goal Area:	Student Achievement *						
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	The percentage of students enrolled in career and technology courses at the center that earn a 2.0 GPA (Technical Skill Attainment) or above on the final course grade will increase by 10% over 5 years.						
Interim Performance Goal: Meet annual targets below.							
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23	
School Report Card and Perkins IV Performance Report	83.22	Projected Data: 85.22	87.22	89.22	91.22	93.22	

Action Plan

Strategy #1: The Percentage of students enrolled in career and technology courses at the center that earn a 2.0 GPA (Technical Skill attainment) or above on the final course grade will increase by 10% over 5 years.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. Instructors will use strategies to teach students with a variety of learning styles.	August 2018 - June 2023	Instructors Director Assistant Director	None	N/A	Teachers will complete a learning styles inventory and include results in lesson plans, assistant directors and director will maintain a log of all professional development activities for staff, assistant director and director will monitor and give feedback to staff.	
2. Instructors will use Power Teacher for standardized grading to monitor student's needs for re-teaching and re-testing. Teachers will also utilize Mastery Connect to insure proper pacing and alignment with standards is being given.	August 2018 - June 2023	Instructors Director Assistant Director	None	N/A	Assistant Directors and Director will review instructor's grade book data each grading period and assist teachers in developing plans for student improvement.	
3. Grades and progress of first year students will be monitored. Students not achieving a GPA of 2.0 in their CATE course of study will not be permitted to enroll in level 2 courses. School counselors will provide guidance for identified students to allow them to enroll in a CATE program that is more suitable to their competencies.	August 2018 - June 2023	Teachers School Counselors Director Assistant Directors	None	N/A	All students before being enrolled in a level 2 course will have a 2.0 GPA or higher, monitored by assistant directors every 4.5 weeks with progress reports.	

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Increase the percentage of 12th grade career and technology students who graduate in the spring by 5% over 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23

Action Plan

Strategy #1: Increase the percentage of 12th grade career and technology students who graduate in the spring by 5% over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The school counselors will identify 12th grade students enrolled in classes that are set to graduate in the spring. These students will be identified in August by guidance. After being identified these students will have monthly contact with school counselors to review their progress towards graduation in the spring. Students that are not successful after interventions will be assigned to an administrator for continued interventions.	August 2018 - June 2023	School Counselors	None	N/A	Transcript review of all 12th grade students enrolled in career and technology programs. Logs of students contact for monthly monitoring.
2. Teachers will be given a list of 12th grade students enrolled in their classes that expected to graduate in the spring. Teachers will make contact with the identified student's parents and monitor their progress in their classes weekly. The use of "Class Dojo" will aid in communicating with parents.	August 2018 - June 2023	School Counselors Teachers Assistant Director	None	N/A	List supplied by school counselors Parent contact logs kept by teachers. Logs of studentss contact for weekly monitoring. Identified students will be monitored for their progress by the assistant director.
3. Teachers will provide re-teaching and re-testing to any 12th grade student enrolled in their classes that are not on track to graduate in the spring as identified in August of each year by the assistant director.	August 2018 - June 2023	Teachers Assistant Directors	None	N/A	Logs of students contact for remediation Lesson Plans

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	Increase the number of concentrators of the underrepresented gender enrolled in CATE programs identified as leading to nontraditional training and employment by 10% over 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Perkins IV Performance Report	7.98%	Projected Data: 9.98%	11.98%	13.98%	15.98%	17.98%

Action Plan

Strategy #1: Increase the number of concentrators of the underrepresented gender enrolled in CATE programs identified as leading to nontraditional training and employment by 10% over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School Counselors will identify rising 9th grade students from district middle schools who are from the underrepresented gender and recruit them for the nontraditional courses in automotive technology, automotive collision technology, carpentry, welding, electricity, cosmetology, nail technology, fire science, law enforcement, emergency medical services, and architectural design. The students will come on buses escorted by their guidance counselors and tour the career school. The school culinary class will feed them lunch.	August 2018 - June 2023	School Counselors Teachers	\$500 per semester	General Funds	List supplied by the high school Guidance counselors of students indicating they are interested in the career school when implementing IGP's
Strategy #2: Current 9th grade students in three high schools will tour the career school with one guidance counselor, and an assistant principal, and three teachers. We will invite the high schools each year and provide them with a meal.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School counselors will identify current 9th graders who have shown an interest in the career school through their IGP interview. Counselors will keep a log of these students and bring them on a tour of the career school once in the fall and again in the spring before schedules are finalized in the spring.	August 2018 - June 2023	Counselors Assistant Principals Assistant Directors	\$3,000	General Fund	Counselor will keep a log of students interested in the career school and will share that list with the counselors at the career school. IGP plans will reflect the career interest and the high school guidance counselor will schedule a class at the career school for the student.

Strategy #3: School counselors will supply group counseling and mentoring to any student from the underrepresented gender that are enrolled in a non-traditional program, bi-monthly, that will focus on career opportunities and employment issues in these career fields.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Counselors at both the home high schools and the career center will counsel the underrepresented groups on non traditional programs.	August 2018 - June 2023	School Counselors	None	N/A	Logs of students contact Lesson plans Student work samples from group
2. School counselors will supply industry mentors from the under represented gender to speak with any students who are enrolled in a non traditional program monthly that will focus on challenges that they have overcome while employed in their career field.	August 2018 - June 2023	School Counselors	None	N/A	Logs of students contact Correspondence with mentors Lesson plans
3. School Counselors will insure that students from the under represented gender will be paired with at least one other student from the under represented population enrolled in a non traditional program. This will provide support to these students within the classroom environment.	August 2018 - June 2023	School Counselors	None	N/A	Student schedules School counseling logs
4. Career school counselors will bring in "Women in technology" mentors to the career school to speak to the students about their roles in industry two times a year. Once in the fall and again in the spring. The Culinary class will provide snacks for the event.	August 2018 - June 2023	School Counselors	\$500	General Fund	School Counselor logs

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	Provide comprehensive professional development that promotes and supports the integration of challenging and relevant CATE courses content that will increase student technical skill attainment by a total of 10% over 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Perkins IV Performance Report and School Report Card	97.9%	Projected Data: 99.9%	100%	100%	100%	100%

Action Plan

Strategy #1: Provide comprehensive professional development that promotes and supports the integration of challenging and relevant CATE course content that will increase student technical skill attainment by a total of 10% over 5 years.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation	
1. Staff members will attend relevant professional development activities as outlined in individual professional development plans.	August 2018 - June 2023	Director Assistant Directors	\$60,050 over 5 years General Fund	Perkins Funds	Participation of all staff in professional development plan activities.	
2. Directors office will maintain a log of staff development activities. Teachers will use a sign in log to verify their attendance.	August 2018 - Junes 2023	Director Assistant Directors Teachers	None	N/A	Staff development days and record of the activity recorded and maintained at district office.	
3. Instructors will visit work sites related to their instructional area to ensure that their curriculum is relevant to industry standards.	August 2018 - June 2023	Assistant Directors Teachers	\$3,000 over 5 years	General Funds	Number of contacts to business/industry as indicated by site visitation and survey forms.	
4. Business partners will provide feedback to staff and administration as to the effectiveness of the CATE classes being taught.	August 2018 - June 2023	Counselors Business Advisory Council School Improvement Council	\$5,000	General Funds	Twice a year we feed the business partners who sit with their CATE instructor during lunch. The Business advisor then goes with the teacher to class where the business partner talks with the students and relates industry standards being used by their company to let the teacher and the class know where they stand in relation to the industry.	

Executive Summary of Needs Assessment Data Findings

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

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

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

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

Student Achievement	
High School (9 - 12)	
1.	<p>Bench Mark Assessment: Strengths</p> <p>Dorchester County Career and Technology Center achieved a "Met 90% goal" rating for the area technical skills attainment. The indicator was rated at 83.22% which was met by the 90% requirement. To achieve a 100% of the indicator the score required was 89.5%. For the indicator for secondary placement DCCTC required an 85.5% and the indicator achievement was 98.19%. Lastly, for the non traditional completion indicator DCCTC required a 69.03% and achieved 100%.</p> <p>On Time Graduation Rate for 2017 was 89.8% for all students.</p> <p>Weaknesses:</p> <p>For non-traditional participation the rating DCCTC achieved was 7.98% with the goal being 9.99%. The school formed a team to recruit non-traditional students. The team consisted of the schools assistant directors, guidance, and one teacher. They went through the 10 week Women in Industry Training to identify ways to recruit and retain non traditional students in CATE classes. The one class was targeted saw enrollment go from 10 students in 2016/17 to 22 students in 2017/18. The number of females doubled in the class from the first year to the second.</p>
2.	<p>Under the area of student achievement DCCTC needs to improve on the areas of:</p> <ul style="list-style-type: none"> - 12th grade on time graduation - Non-Traditional participation in CATE programs
Teacher/Administrator Quality	
3.	<p>Under the area of teacher/administrator quality we need to provide comprehensive professional development that promotes a challenging and relevant CATE curriculum. We will continue to develop Mastery Connect for our teachers as well as the weekly presentations of the Master Teacher.</p>
School Climate	
4.	<p>Under the area of school climate there is a need to increase community awareness for DCCTC programs and to improve communications with parents.</p>

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Increase community awareness of Dorchester County Career and Technology Center by increasing student enrollment by 150 over five years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Student Enrollment Data from School Report Card	488	Projected Data: 518	548	578	608	638
		Actual Data:				

Action Plan

Strategy #1: 1. Increase Community Awareness of Dorchester County Career and Technology Center by increasing student enrollment by 150 students over five years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Paid advertising via traditional and social media such as newspaper paid ads, and Facebook. Press releases to high light staff/student achievement.	June 1 2018 - May 31 2023	Marketing	\$20,000	General Funds	Word of mouth from the local community Social media metrics as to the number of engagements.
2. 1. Advisory Council and School Improvement Council dinners will be scheduled two times per year.	August 2018 - June 2023	School to work coordinator	\$11,0000 over five years	General Funds	Log of attendance at meetings
3. 2. Open House will be held two times each year for parents, students, and community.	August 2018 - June 2023	School Counselors Teachers	\$8,500 over 5 years	General Funds	Newsletter distribution log of participation in open house program
4. 3. Provide volunteer opportunities for parents and community.	August 2018 - June 2023	Assistant Directors School Counselors	None	N/A	List of volunteers including list of areas of expertise
5. 4. Visit District Middle Schools with currently enrolled students in the Fall and Spring of each year to recruit future students. Middle school students then will visit DCCTC.	August 2018 - June 2023	School Counselors	\$250	General Funds	Comprehensive Guidance Plan and logs of visits
6. 5. Visit district high schools to recruit during 10th grade English classes.	August 2018 - June 2023	School Counselors Teachers Board Members Assistant Director	\$1,000	General Fund	Comprehensive Guidance Plan and logs of visits
7. 6. Started a Clay Sporting team	August 2018 - June 2023	Teacher Assistant Director Assistant Principal Woodland High School	\$2,000	Fund Raising	Team Roster with DNR

8. 7. Culinary class cooking for feeder school teacher appreciation day	December 2018	Culinary teachers culinary students Assistant Director	\$350	General Fund	Class attendance records and increase in enrollment
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Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Increase communication with parents resulting in an increase each year in parents satisfied with home-school relations by 10% over 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
School Report Card Survey Data	70%	Projected Data: 72%	74%	76%	78%	80%
		Actual Data:				

Action Plan

Strategy #1: Increase communication with parents resulting in an increase each year in parents satisfied with home-school relations by 10% over 5 years.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Open House will be held 2 times each year for parents, students and community	August 2018 - June 2023	Director Assistant Director School Counselors	\$500	General Funds	Newsletter distribution list Participation in open house program
2. All professional staff will maintain a log of parent contacts	August 2018 - June 2023	Assistant Directors School Counselors Teachers	None	N/A	Staff log of parent contacts
3. Teachers will email grades to parents weekly through the power teacher program.	August 2018 - June 2023	Teachers Information Technology	None	N/A	Emails sent to parents
4. Teachers will utilize the ap "Class Dojo" to communicate with all of the parents via their cell phones.	August 2018 - June 2023	Teachers	None	N/A	Teachers will obtain the cell phone number of the students parent at the beginning of the school year and send out weekly blast about the class. Should see an increase in the percentage of parents who feel satisfied that the school-home relations have improved. This will be indicated on the school report card.
5. Provide programs about Dorchester County Career and Technology Center to civic groups	August 2018 - June 2023	School - to - work coordinator	None	N/A	Staff Log Contact

6. Participate in business and industry committees such as Low Country Manufactures Council, Chamber of Commerce, and Rotary.	August 2018 - June 2023	School To Work Coordinator Counselors	\$25,000	General Funds	Staff Log Contacts
7. Teachers will bring students to local competitions(Contractors associations, festivals, technical college Quest, community service projects, and business partners locations to increase community awareness of the career center and to demonstrate student skills within the community.	August 2018 - June 2023	School to Work Coordinator Counselors, Teachers, Assistant Director	\$6,500	General Funds	Staff Log of contacts field trip forms Registration Forms Pictures Newspaper articles
8. Sporting Clays Team has parent participation as coaches and support group	August 2018 - June 2023	Assistant Director Teacher Assistant Principal Woodland High	\$2,500	Fund Raising	Team Rosters Increase in enrollement

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of students enrolled in career and technology courses at the center that earn a 2.0 GPA (Technical SKill Attainment) or above on the final course grade will increase by 10% over 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
School Report Card and Perkins IV Performance Report	83.22	Projected Data: 85.22	87.22	89.22	91.22	93.22
		Actual Data:				

Action Plan

Strategy #1: The Percentage of students enrolled in career and technology courses at the center that earn a 2.0 GPA (Technical Skill attainment) or above on the final course grade will increase by 10% over 5 years.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Instructors will use strategies to teach students with a variety of learning styles.	August 2018 - June 2023	Instructors Director Assistant Director	None	N/A	Teachers will complete a learning styles inventory and include results in lesson plans, assistant directors and director will maintain a log of all professional development activities for staff, assistant director and director will monitor and give feedback to staff.
2. Instructors will use Power Teacher for standardized grading to monitor student's needs for re-teaching and re-testing. Teachers will also utilize Mastery Connect to insure proper pacing and alignment with standards is being given.	August 2018 - June 2023	Instructors Director Assistant Director	None	N/A	Assistant Directors and Director will review instructor's grade book data each grading period and assist teachers in developing plans for student improvement.
3. Grades and progress of first year students will be monitored. Students not achieving a GPA of 2.0 in their CATE course of study will not be permitted to enroll in level 2 courses. School counselors will provide guidance for identified students to allow them to enroll in a CATE program that is more suitable to their competencies.	August 2018 - June 2023	Teachers School Counselors Director Assistant Directors	None	N/A	All students before being enrolled in a level 2 course will have a 2.0 GPA or higher, monitored by assistant directors every 4.5 weeks with progress reports.

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Increase the percentage of 12th grade career and technology students who graduate in the spring by 5% over 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
School Report Card and Perkins IV Performance Reprt	89.9%	Projected Data: 90.9%	91.9%	92.9%	93.9%	94.9%
		Actual Data:				

Action Plan

Strategy #1: Increase the percentage of 12th grade career and technology students who graduate in the spring by 5% over 5 years.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The school counselors will identify 12th grade students enrolled in classes that are set to graduate in the spring. These students will be identified in August by guidance. After being identified these students will have monthly contact with school counselors to review their progress towards graduation in the spring. Students that are not successful after interventions will be assigned to an administrator for continued interventions.	August 2018 - June 2023	School Counselors	None	N/A	Transcript review of all 12th grade students enrolled in career and technology programs. Logs of students contact for monthly monitoring.
2. Teachers will be given a list of 12th grade students enrolled in their classes that expected to graduate in the spring. Teachers will make contact with the identified student's parents and monitor their progress in their classes weekly. The use of "Class Dojo" will aid in communicating with parents.	August 2018 - June 2023	School Counselors Teachers Assistant Director	None	N/A	List supplied by school counselors Parent contact logs kept by teachers. Logs of studentss contact for weekly monitoring. Identified students will be monitored for their progress by the assistant director.
3. Teachers will provide re-teaching and re-testing to any 12th grade student enrolled in their classes that are not on track to graduate in the spring as identified in August of each year by the assistant director.	August 2018 - June 2023	Teachers Assistant Directors	None	N/A	Logs of students contact for remediation Lesson Plans

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Increase the number of concentrators of the underrepresented gender enrolled in CATE programs identified as leading to nontraditional training and employment by 10% over 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Perkins IV Performance Report	7.98%	Projected Data: 9.98%	11.98%	13.98%	15.98%	17.98%
		Actual Data:				

Action Plan

Strategy #1: Increase the number of concentrators of the underrepresented gender enrolled in CATE programs identified as leading to nontraditional training and employment by 10% over 5 years.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School Counselors will identify rising 9th grade students from district middle schools who are from the underrepresented gender and recruit them for the nontraditional courses in automotive technology, automotive collision technology, carpentry, welding, electricity, cosmetology, nail technology, fire science, law enforcement, emergency medical services, and architectural design. The students will come on buses escorted by their guidance counselors and tour the career school. The school culinary class will feed them lunch.	August 2018 - June 2023	School Counselors Teachers	\$500 per semester	General Funds	List supplied by the high school Guidance counselors of students indicating they are interested in the career school when implementing IGP's

Strategy #2: Current 9th grade students in three high schools will tour the career school with one guidance counselor, and an assistant principal, and three teachers. We will invite the high schools each year and provide them with a meal.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. School counselors will identify current 9th graders who have shown an interest in the career school through their IGP interview. Counselors will keep a log of these students and bring them on a tour of the career school once in the fall and again in the spring before schedules are finalized in the spring.	August 2018 - June 2023	Counselors Assistant Principals Assistant Directors	\$3,000	General Fund	Counselor will keep a log of students interested in the career school and will share that list with the counselors at the career school. IGP plans will reflect the career interest and the high school guidance counselor will schedule a class at the career school for the student.

Strategy #3: School counselors will supply group counseling and mentoring to any student from the underrepresented gender that are enrolled in a non-traditional program, bi-monthly, that will focus on career opportunities and employment issues in these career fields.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Counselors at both the home high schools and the career center will counsel the underrepresented groups on non traditional programs.	August 2018 - June 2023	School Counselors	None	N/A	Logs of students contact Lesson plans Student work samples from group
2. School counselors will supply industry mentors from the under represented gender to speak with any students who are enrolled in a non traditional program monthly that will focus on challenges that they have overcome while employed in their career field.	August 2018 - June 2023	School Counselors	None	N/A	Logs of students contact Correspondence with mentors Lesson plans
3. School Counselors will insure that students from the under represented gender will be paired with at least one other student from the under represented population enrolled in a non traditional program. This will provide support to these students within the classroom environment.	August 2018 - June 2023	School Counselors	None	N/A	Student schedules School counseling logs
4. Career school counselors will bring in "Women in technology" mentors to the career school to speak to the students about their roles in industry two times a year. Once in the fall and again in the spring. The Culinary class will provide snacks for the event.	August 2018 - June 2023	School Counselors	\$500	General Fund	School Counselor logs

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Provide comprehensive professional development that promotes and supports the integration of challenging and relevant CATE courses content that will increase student technical skill attainment by a total of 10% over 5 years.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Perkins IV Performance Report and School Report Card	97.9%	Projected Data: 99.9%	100%	100%	100%	100%
		Actual Data:				

Action Plan

Strategy #1: Provide comprehensive professional development that promotes and supports the integration of challenging and relevant CATE course content that will increase student technical skill attainment by a total of 10% over 5 years.

Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Staff members will attend relevant professional development activities as outlined in individual professional development plans.	August 2018 - June 2023	Director Assistant Directors	\$60,050 over 5 years General Fund	Perkins Funds	Participation of all staff in professional development plan activities.
2. Directors office will maintain a log of staff development activities. Teachers will use a sign in log to verify their attendance.	August 2018 - June 2023	Director Assistant Directors Teachers	None	N/A	Staff development days and record of the activity recorded and maintained at district office.
3. Instructors will visit work sites related to their instructional area to ensure that their curriculum is relevant to industry standards.	August 2018 - June 2023	Assistant Directors Teachers	\$3,000 over 5 years	General Funds	Number of contacts to business/industry as indicated by site visitation and survey forms.
4. Business partners will provide feedback to staff and administration as to the effectiveness of the CATE classes being taught.	August 2018 - June 2023	Counselors Business Advisory Council School Improvement Council	\$5,000	General Funds	Twice a year we feed the business partners who sit with their CATE instructor during lunch. The Business advisor then goes with the teacher to class where the business partner talks with the students and relates industry standards being used by their company to let the teacher and the class know where they stand in relation to the industry.