

# Barnwell School District 45



## 2022-2023 Strategic Plan Update

March 2022

### District Strategic Plan

#### Student Achievement

- **Early Childhood:** Provide an extended school year for students enrolled in the Child Early Reading Development and Education Program (CERDEP).

Explore the possibility of expanding Montessori Programs.

- **Apprenticeship:** Expand the apprenticeship opportunities with the addition of two IT apprentices that work within the District IT Department. Students will be enrolled in or have completed a Fundamentals of Computing or Cyber Security course.
- **Academic Success:** Continue with the implementation of Academic Recovery plans targeted towards remediating individual learner weaknesses. The plans address individual learner needs.

Revisit the instructional frameworks with staff members at the beginning of the academic year to outline instructional strategy expectations.

Provide remediation and enrichment opportunities for students in ELA, Math and Science through small groups and expanded STEM/STEAM opportunities.

Expand ELA and math interventionists. Provide two full time interventionists for primary school students. Utilize 6 part time interventionists to serve elementary students. Explore the possibility of providing math and ELA interventionists in the middle and high schools.

- **ABii:** Expand the use of ABii-Artificial Intelligence to include K-5 and special services to support the dynamic needs and interests of our learners.
- **Foreign Language:** Implement support structures and assessments necessary to increase student attainment of the South Carolina Biliteracy Seal.

#### Teacher Quality

- **Professional Schedules:** Utilize a district professional development plan to include professional learning for all departments and areas district-wide, rather than separate plans.

Utilize coordinated calendars and documents to ensure a balanced schedule that alleviates demands on staff.

Provide professional development in a multitude of ways including face-to-face, virtually and blended opportunities to better meet the needs of the staff. This includes recording sessions for on-demand viewing, frequent curriculum and instruction highlights through a Curriculum Corner publication, and the implementation of a new professional learning library for teachers and administrators in partnership with the Office of Educator Effectiveness and Leadership.

Expand the utilization of employee webpages to better meet the needs of staff and continuously provide on-demand professional development opportunities. Revise handbooks and training materials to support induction, ADEPT and teacher certification. Expand the guidance portion of the employee's webpages to better provide support resources for MTSS and specifically academic and SEL resources. Create guidance documents and parenting materials for counselors.

- **Professional Development Focused on Learner Needs:** Provide professional learning opportunities on multiple instructional strategies especially differentiation, personalized learning and MTSS as well as the research to support such practices. A focus will be on meeting and supporting unique learner needs. Additionally, support will be provided to support the implementation of Safari Montage and Rally. Training focused on meeting the social-emotional needs of learners including Erin's Law and McKinney-Vento will be implemented.
- **Recruitment and Retention:** Expand recruitment and retention efforts with CERRA funds. This includes increased participation in recruitment fairs and communications.

Expansion of partnerships with noncertified staff members to obtain their certification through Voorhees College and with a continued partnership with Carolina Cap.

Create an employee handbook that combines policies, identified practices, job duties and responsibilities, professional attire details, time and attendance procedures etc. to clearly identify consistent employee practices.

### **School Climate**

- **Systematic Interventions:** Implement a Multi-tiered Systems of Support Model to ensure focused and effective strategies are used to support the academic and social-emotional needs of our learners. This includes the utilizations of a formative math and ELA screener to be administered up to three times a year as well as a Social Emotional Screener. Utilize a MTSS website to provide ongoing school support for staff in the implementation of MTSS. Provide systemic interventions with a behavioral coach.

Implement the Star Academy program. The program will serve as an intervention and accelerated learning opportunity for 8th grade students who are academically behind and disengaged. All core subject courses of Math, Science, Social Studies (SS), and ELA will be provided along with support services to ensure the successful operation of the academy. This research-backed program connects non-traditional learners with the educational and social-emotional resources needed to earn multiple grade-level promotions over the course of one academic year.

- **Communications:** Provide information to stakeholders, including parents and students, on the district's website. Monitor data results of website frequency visits to determine best means for communicating information. On the website, also include information resources for staff, parents, and students to support educational programs within the district.
- **Emergency Management:** Implement an expanded system to communicate school emergency management and safety procedures, processes, and drill information to parents.
- **Website Platform:** Explore digital platforms for the district and school websites in an effort to streamline and brand the websites as part of the recruitment and retention efforts. This includes a public internet and closed intranet platform.
- **Automate Processes:** Implement updated processes including the full utilization of the district finance and human resource database. This includes the exploration of a volunteer application digital platform. The processes will streamline efforts, digitalize records, and ensure compliance with evolving regulations. The streamlined approach will assist the district's efforts in systemically providing support to the schools. (*Direct Deposit and Time and Attendance*)

Implement a GPS and GEO Tracking and Badging system on school buses. This includes the expansion of camera systems.

- **Facility Updates:** Utilize innovative funding sources to continue with facility projects including HVAC Systems, bathroom renovations, roof repairs, etc.

### **Proficiency-Based System**

- **Proficiency Credits:** Continue to implement and expand proficiency-based opportunities for students in both regular education settings as well as the alternative program to recover content and credits and obtain initial credits in middle through high school grades. The overall goal of implementing a proficiency-based system is to assist students with successfully meeting graduation requirements and mastery of course content. Initial credits through this system have been used successfully with our students. The recovery of credits lost has been addressed with the implementation of this plan.

## District Waivers

*Pursuant to R. 43-261, The State Board of Education has the authority to waive any regulation that may impede the implementation of an approved district strategic plan or school renewal plan. Federal regulations and federal requirements may not be waived, and state statutes may not be waived unless the statute explicitly grants the SBE authority to do so.*

Barnwell 45 will continue to leverage Personalized Digital Learning as a tool for helping students achieve the district performance goals from our strategic plan. Instead of requiring all students to be physically present for a minimum number of synchronous minutes in a day, if required, our approach will focus on ensuring each student is engaging in targeted instructional supports to achieve mastery of South Carolina state standards as measured in part by district performance goals.

Additionally, Barnwell School District 45 requires a flexible learning model and an adaptive environment so that teachers can work with varied sets of learners at tiered levels of instruction in various platforms. This requires the need for flexibility with hours, preps and courses.

### **Requested Waivers**

43-231/232/234: "Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis."

43-231/232/234: "The school day must be at least six hours including lunch, or its equivalent weekly."

43-234: "A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction."

43-205: "A teacher must not be permitted to teach more than 1,500 minutes per week."

43-205: "A teacher must not be assigned classes requiring more than four preparations per day."

### **Summative Assessment Waiver**

43-261: In light of any unforeseen circumstances, Barnwell 45 is requesting summative assessment extensions for the 2021-2022 school year.

Pursuant to Proviso 1.76 of the South Carolina State Budget, Barnwell School District 45 may request a waiver from the State Department of Education from the requirement that 100 percent of all summative assessments be administered online for grades three through eight. Specifically, we request the requirement for online testing for writing be waived because of the lack of proficiency with keyboarding skills.

# Summer Programs Overview

## **CERDEP Summer Extension**

June 6-9 and June 13-16

8:00am–2:00pm

10 students (current students)

State Funded/ESSER II Funded

## **BPS Summer Camp for Grades 1 and 2**

June 6-30

8:00am–2:00pm

25-50 possible students per grade level, 4 teachers per grade level

ESSER II Funded

*\*The length of this program parallels the hour requirements for the State Mandated Summer Reading Camp.*

## **State Mandated Summer Reading Camp for Grade 3**

June 6-30

8:00am–2:00pm

36 possible students, 1 lead teacher and 2 teachers, 15:1 ratio

State Funded

## **BES Summer Camp**

June 6-30

8:00am–12:00pm

30-40 students per grade level, 2 teachers per grade level

ESSER II Funded

## **GBMS Summer Camp**

June 6-30

8:00am–12:00pm

30-40 students per grade level, 2 teachers per grade level

ESSER II Funded

## Local Board Approved Courses for 2022-2023

<p>Introduction to English 309915CW</p>	<p>Enrollment is based on standardized test scores. The course is designed to strengthen literacy skills and strategies required by all content areas. A variety of print and multimedia materials are used to enhance comprehension. Through reading and writing workshop and direct instruction, students build strategies for creating an assortment of visual, oral, and written responses in order to analyze texts. Students are expected to provide structured evidence of their learning. Students will transition directly into English 1 at the completion of this course.</p>
<p>Physical Education: Varsity Sports (football) 379961CW Level 1 379962CW Level 2 379963CW Level 3 379964CW Level 4 379965CW Level 5 379966CW Level 6 379967CW Level 7 379968CW Level 8</p>	<p>This course is designed to teach advanced team sports strategies, skills, and schemes that are specifically oriented toward varsity team sports at the interscholastic level. Emphasis will be placed on philosophy, psychology and sociology of team sports.</p>
<p>Debate 379910CW</p>	<p>This course is designed to teach debate techniques as well as critical thinking skills. This course also teaches research, vocabulary, logical reasoning and public speaking skills. Students who successfully complete Debate Preparation and earn membership in the National Forensic League, will be eligible to earn credit in an advanced debate preparation class.</p>
<p>Yearbook Production 379999CW</p>	<p>Students will be involved in the construction and marketing of <b>The Warhorse</b>, Barnwell High School's yearbook. They will learn basic layout and graphics design techniques using Adobe InDesign and Jostens Year Tech software.</p>
<p>Senior Internship 379931CW 379932CW</p>	<p>Senior Internships are structured, work-based experiences which incorporate a strong school-based academic foundation. The major purpose of the internship program is for the intern to receive broad instruction in workplace expectations and employer-identified competencies related to a specific career field. Seniors may earn one elective unit of credit each semester. Students must complete an internship application that must be approved prior to student enrollment in the course. Each student is responsible for arranging his/her internship experience. A student is placed on the job site when all required forms/documentation have been received in the School-to-Career Office. Students must attend a program orientation prior to beginning training at the worksite. A student may be removed from the internship program for failure to adhere to guidelines of the Internship Agreement.</p>

<p>Mentor 1 379925CW  Mentor 2 379925CW  Mentor 3 379925CW  Mentor 4 379925CW</p>	<p>In order to participate in the Mentor Program, students may not have any discipline or attendance issues. Students will be required to have permission from an administrator, as well as, their own transportation to Barnwell Primary School (BPS). All Barnwell High School rules and regulations apply while you are at BPS. Students will be required to sign a contract with the mentor coordinator. Students will be assigned to a teacher at BPS, where they will be expected to assist the teacher with certain activities during the assigned period. This class is treated as a job; students are expected to contact BPS if they are going to be absent.</p>
<p>Youth Apprenticeship  379941CW  379942CW  379943CW</p>	<p>Youth Apprenticeship is a highly structured year-long educational program for students age 16 and older. It integrates on-the-job learning within an industry with school-based instruction in a career and technology program. A training agreement must be developed between the employer, Apprenticeship Carolina, the student and the school district. This agreement bridges high school and post-secondary schooling and results in both academic credentials and certified mastery of work skills.</p>
<p>Middle School Focus  279900</p>	<p>This is a combination of Character Education with the guidance counselor, Financial Literacy with EverFi modules, and career explorations with Career Development facilitator. No grades will be assigned. The outline will be: Financial Literacy-2 weeks, Character Education-3 weeks, Career Explorations-3 weeks, and Study Tips-1 week.</p>
<p>Middle School STEM  279901</p>	<p>This course introduces project-based learning strategies to reinforce academic math and science content. Students experience tangible, kinesthetic activities, real-world applications, and career exploration in STEM career fields.</p>
<p>Middle School Computer Science Explorations  279972  279982</p>	<p>The course is designed to expose students in grades 7 and 8 to South Carolina Computer Science and Digital Literacy Standards which were developed to prepare students for the growing number of employment opportunities related to the field of computer science.</p>
<p>Middle School Art Explorations  279973  279983</p>	<p>This course is designed to expose students to the elements and fundamentals of art design.</p>

## Special Plans & Needed Services

*Students with disabilities have three options concerning a program of study: SC High School Diploma, Employability Credentials or Life Skills Certificate of Attendance”*

Study Tips: Gr 09 399909CW	Students in the SPANS Program who are working towards a South Carolina State High School Diploma should take study tips each academic year as deemed appropriate. These courses are designed to assist students in the SPANS Program with English/ Math to help master Individual Education Plan goals and objectives. Students will receive instruction and support. Students in Study Tips 11 and 12 will also receive assistance with post-secondary exploration to complete transitional requirements based on their IEP. The Study Tips course counts as a regular high school elective and must meet the South Carolina State High School diploma requirements.
Study Tips: Gr 10 399910CW	
Study Tips: Gr 11 399911CW	
Study Tips: Gr 12 399912CW	
Employment English 399905CW	Students in the SPANS Program who are working towards an Employability Credential Program should follow the course of study listed below. The Employability Credential Program provides students an opportunity to learn functional, academic, personal, social, and occupational skills necessary to become successful employees in our business world as well as contributing citizens living independently in our communities. In order for students in the SPANS Program to earn an Employability Credential, they must meet the following requirements: 24 units of credit, meet state attendance requirements, mastery of IEP goals and objectives, passing grades in vocational education electives, satisfactory evaluations in all job/ vocational areas, 180 hours of school -to-work documented experience, and completion of a Job Placement Portfolio.
Employment Math 399906CW	
Employment Science 399908CW	
Employment Career Prep 599905CW	
Work-Based Learning 549003CW	
Employment Training 599906CW	
Employment Practicum 599907CW	
Employment Civics 399909CW	



Work Based Learning: Arts, Audiovisual,  
and Technology

529010CW

Warhorse Creations allows students the opportunity to run a real-life business. They will create, edit, and produce materials that will be marketed to students and faculty. They will learn to use a Cricut machine and a button machine.

Warhorse Creations will provide an opportunity for students to develop self-confidence and leadership skills. The course is designed to promote student pride through relevant work-related experiences. Opportunities are provided for students in entrepreneurship, accounting, budgeting, cash-flow management, marketing, and inventory control. Students develop business, industry, and technical skills. The course provides students with experiences in problem solving, communication, interpersonal relations, and learning within the context of work.