

**District Strategic Plan**

**South Carolina School for the Deaf and the Blind**

**Initial 5-Year Plan**

**2022/23 – 2026/27**

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## **MISSION, VISION, VALUES, AND BELIEFS**

### **MISSION**

*To ensure that individuals we serve  
realize maximum success through  
high quality educational programs, outreach services, and partnerships.*

### **VISION**

*To be the statewide leader in  
education and accessibility  
for individuals who are deaf, blind, or sensory multi-disabled.*

### **VALUES**

Education	Diversity
Accessibility	Teamwork
Partnerships	Relationships
Leadership	Character
Accountability	Independence

## District Strategic Plan Signature Page

### Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27

<b>District:</b>	SC School for the Deaf and the Blind
<b>SIDN:</b>	5207
<b>Plan Submission:</b>	School utilizes Cognia
<b>Address 1:</b>	355 Cedar Springs Road
<b>Address 2:</b>	
<b>City:</b>	SPARTANBURG, SC
<b>Zip Code:</b>	29302
<b>District Plan Contact Person:</b>	Michele Moseley
<b>District Plan Contact Phone:</b>	8645426305
<b>District Plan E-mail Address:</b>	mmoseley@scsdb.org

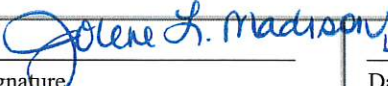


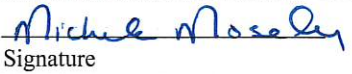
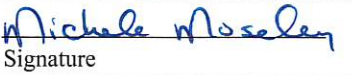
#### Required Signature Page

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 assurances requirements including ACT 135 (S.C. Code Ann. § 59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. § 59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

#### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Jolene Madison</u> Printed Name	 Signature	<u>4.28.22</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>W. Scott Brawley</u> Printed Name	 Signature	<u>4.28.22</u> Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Gabrielle Wriberg</u> Printed Name	 Signature	<u>4.28.22</u> Date
<b><i>District Gifted and Talented Coordinator</i></b>		
<u>Michele Moseley</u> Printed Name	 Signature	<u>4.28.22</u> Date
<b><i>District Strategic Planning Contact Person</i></b>		
<u>Michele Moseley</u> Printed Name	 Signature	<u>4.28.22</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.

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

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district’s wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district’s strategic plan required pursuant to Section 59-20-60.
<b>Education and Economic Development Act Assurances for Districts</b> (S.C. Code Ann. § 59-59-10 <i>et seq.</i> ) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. ( <i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i> )
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
<b>Read To Succeed Assurances (Act 284)</b> (S.C. Code Ann. § 59-155-180 <i>et seq.</i> )	
Yes	<b>District Reading Plan</b> The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	<b>4K and 5K Readiness Assessment</b> The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	<b>Third Grade Retention</b> The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students’ needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Gifted and Talented Assurances</b> (SBE Regulation 43-220) <b>Students Served</b> The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
Yes	Academically gifted and talented students in grades 1 and 2 (optional).

<b>Academically and Artistically Gifted and Talented Plan</b>	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
<b>Curriculum, Instruction, and Assessment</b>	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
<b>Programming Models and Time</b>	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Yes	<b>Innovative Model (SCDE approved)</b> Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
<b>Staffing Requirements</b>	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
<b>Communication and Reporting Requirements</b>	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are <b>not met</b> :	
<b>District Proficiency-Based System</b> (SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> <li>The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.</li> </ul>

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

**Assurances and Terms and Conditions for State Awards**

As the district superintendent of SC Sch Deaf & the Blind Sch, 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><b>Completeness of Proposal</b></p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p><b>Non-awards/Termination</b></p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p><b>Reduction in Budgets and Negotiations</b></p> <p>The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.</p>
Yes	<p><b>Amendments to Grants</b></p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
Yes	<p><b>Use of Grant Funds</b></p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p><b>Submission of Expenditure Reports</b></p> <p>Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).</p>



Yes	<p><b>Obligation of Grant Funds</b> Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.</p>
Yes	<p><b>Deobligation of Funds</b> After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
Yes	<p><b>Documentation</b> The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at <a href="http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/">http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/</a>.</p>
Yes	<p><b>Travel Costs</b> Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (<a href="http://www.gsa.gov">www.gsa.gov</a>) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at <a href="http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf">http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf</a>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p><b>Honoraria</b> Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
Yes	<p><b>Reports</b> The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
Yes	<p><b>Copyright</b> The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p><b>Certification Regarding Suspension and Debarment</b> By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> <li>• Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> <li>• are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and</li> <li>• are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.</li> </ul> </li> <li>• Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.</li> </ul>
Yes	<p><b>Audits</b> Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> <li>• Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.</li> <li>• Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).</li> </ul>
Yes	<p><b>Records</b> The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

## Stakeholder Involvement for District Strategic Plan

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

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Jolene Madison
2.	<b>Principal</b>	Sarah Davis
3.	<b>Teacher</b>	Bridget Sitarski
4.	<b>Parent/Guardian</b>	Glenna Stitt
5.	<b>Community Member</b>	Tina Herzberg
6.	<b>Private School Representative</b>	Scott Ramsey
7.	<b>District Level Administrator</b>	Michele Moseley
8.	<b>Paraprofessional</b>	Tony Merriweather
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Michele Moseley
10.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Gabrielle Wriborg
11.	<b>School Improvement Council Member</b>	Leslie Borton
12.	<b>District Gifted and Talented Coordinator</b>	Michele Moseley
13.	<b>District Federal Programs Coordinator</b>	Jolene Madison
	<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	

## 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/>

<b>District Waiver Requested and Approved</b>	<b>Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.</b>
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> )	The South Carolina School for the Deaf and the Blind (SCSDB) requests the State Board of Education to waive compliance from Regulation 43-205(IV)B(3)b for teachers in grades 9-12 for the following three schools: (1) School for the Blind High School, (2) School for the Deaf High School, and (3) Cedar Springs Academy. Due to a small student population and singular subject-matter teachers within these schools, they may need to teach more than 1,500 minutes per week when instructing students in six out of seven daily class periods. Any attempt to reorganize SCSDB's school structure to meet compliance in this area would cause a disruption to the existing district strategic and school renewal plans, which are already implemented under Regulation 43-261. Therefore, SCSDB is respectfully requesting a waiver in this area to apply for the term of the district's current School Renewal Plan.
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	The South Carolina School for the Deaf and the Blind (SCSDB) requests the State Board of Education to waive compliance from Regulation 43-205(IV)B(3)c for teachers in grades 9-12 for the following two schools: (1) School for the Deaf and (2) the School for the Blind. Due to the unique environment of our schools and small classroom sizes, high school teachers may also teach middle school classes. This can require more than 4 preps per teacher. However, SCSDB also assures those teachers receive adequate planning time to help accommodate their preparation needs. Therefore, SCSDB respectfully requests a waiver in this area to apply for the term of the district's current School Renewal Plan.
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	The South Carolina School for the Deaf and the Blind (SCSDB) requests the State Board of Education to waive compliance from Regulation 43-205(IV)A(1)a allowing high school principals to reside over more than one school for the following two schools: (1) School for the Deaf and (2) School for the Blind. This waiver is being requested due to the unique environment of our campus schools and the small number of students within each school. Currently, all K-12 students in the School for the Deaf are located in one building with a total population of 61 students. All K-12 students in the School for the Blind are also located in one building with a total population of 53 students. Therefore, SCSDB respectfully requests a waiver for these two principals to reside over multiple schools which will allow them to support all K-12 students within their own school buildings. SCSDB requests a waiver in this area to apply for the term of the district's current School Renewal Plan.
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

## **NEEDS ASSESSMENT DATA**

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Provide the link to your district's most recent 2020-2021 District Report Card:

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZzaWQ9NTIwNzAwMA>

### **STUDENT ACHIEVEMENT GOAL**

Goal: By May 2027, 100% of students in kindergarten through 5<sup>th</sup> grade receiving instruction from the SCSDB Reading Interventionist will demonstrate growth related to reading fluency as measured by the Fountas & Pinnell Reading Benchmark Assessment.

SCSDB has noted consistent gains in English language arts and math performance in recent years across all grade levels. During the 2021-2022 school year, 75% of students in kindergarten through 5<sup>th</sup> grade were noted to demonstrate increases in reading fluency as measured by Fountas & Pinnell Reading Benchmark Assessment data. Over the next five years, the agency will engage in an intensive focus on early childhood and elementary grades to ensure core competencies in reading fluency are strengthened. SCSDB developed the role of Reading Interventionist to address identified skill deficits and to provide needed remediation through weekly programming with all students in kindergarten through 5<sup>th</sup> grade.

The Fountas & Pinnell Reading Benchmark Assessment has been utilized over the past ten years at SCSDB. Although the assessment does present some accessibility challenges for students with sensory disabilities, the data collected has been consistently valuable overall. Educators are able to gain a detailed understanding of reading fluency and comprehension, with the opportunity for miscue analysis and pattern identification. As access to the assessment can influence student outcomes, educators must consider how contracted braille, large print, assistive technology, and American Sign Language (ASL) affect student interactions with text. SCSDB has determined that while such challenges remain, the Fountas & Pinnell assessment model continues to yield useable data that may inform instructional decision-making. For kindergarten through 5<sup>th</sup> grade, the assessment is utilized with other measurement tools to form a larger picture of student abilities.

### **TEACHER/ADMINISTRATOR QUALITY GOAL**

Goal: By May 2027, 100% of certified teachers at the School for the Deaf, the School for the Blind, and Cedar Springs Academy will demonstrate active monthly usage of the Learning Object Repository (LOR), the shared online curricular content database utilized by SCSDB, as measured by LOR usage reports.

SCSDB introduced school administrators and certified staff to the Learning Object Repository (LOR) during August 2021. As the LOR provides structured support for educators as a hub for resources and instructional planning, continued training is needed to demonstrate proficiency with the platform. Currently, educators in all three schools at SCSDB have access to the LOR and have participated in preliminary training to gain a basic understanding of the system.

Educators have not yet begun to utilize the learning hub on a consistent basis as part of instructional decision-making and curricular content acquisition. Further professional development is needed to ensure successful implementation and to better incorporate connecting systems, including the CANVAS learning management system utilized by SCSDB. Certified staff will begin active usage during the 2022-2023 school year.

### **SCHOOL CLIMATE GOAL**

Goal: By May 2027, SCSDB will develop and implement a Social Emotional Learning (SEL) program, with ongoing trainings each year facilitated through Professional Learning Communities (PLC), with 100% participation for certified staff.

SCSDB conducted research and engaged in strategic planning during the 2021-2022 school year to begin initial development of a comprehensive Social Emotional Learning program. The provision of student supports will be reflected through collaborative efforts across agency divisions and will be documented through the creation of procedural guidance documents. To implement the program, certified staff will participate in Professional Learning Communities (PLCs), which will provide opportunities for training, analysis, and reflection. Student wellbeing is impacted by a multiplicity of complex factors. Consequently, educators will address the tenets of SEL through the lens of individual student needs, including the effects of sensory disabilities. Staff will begin PLC meetings in each of the three schools with the start of the 2022-2023 school year.

### **DISTRICT PRIORITY GOAL**

Goal: By May 2027, certified staff will demonstrate increased proficiency with targeted assistive technologies as measured by pre- and post-survey data.

SCSDB has recently created the role of Assistive Technology Coordinator to support increased proficiencies with assistive technologies. As new supports continually emerge to facilitate accessibility for individuals with sensory disabilities, ongoing training is necessary to maintain currency in the field. Pre- and post-survey data will be collected at the beginning and end of each year, with specific training goals determined based on instructional needs. The assistive technology utilized in each of the three educational programs on campus differs based on the student population served. Survey data will be analyzed to adjust training and to determine resource acquisition needs.

## 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.

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	<p><b>Goal:</b> By May 2027, 100% of students in kindergarten through 5th-grade receiving instruction from the SCSDB Reading Interventionist will demonstrate growth related to reading fluency as measured by the Fountas &amp; Pinnell Reading Benchmark Assessment.</p> <p>*The student achievement goal incorporates data for grades kindergarten through 5th-grade, which are critical grades for establishing core skill sets. All three schools on the SCSDB campus serve PK3 through 12th grade.</p> <p><b>Summary:</b> SCSDB has demonstrated gains in the area of literacy in recent years. As documented by the Fountas &amp; Pinnell Reading Benchmark Assessment data, 75% of students in kindergarten through 5th grade demonstrated increased reading fluency during the 2021-2022 school year. To address deficits in reading, writing, and language for students with sensory disabilities, the role of Literacy Coach was revised to provide a more intensive focus on data-driven practices and instructional strategies aligned with serving students with sensory disabilities. A new position of Reading Interventionist was added during the spring of 2022 to provide an additional layer of intensive remediation each week for all students in grades kindergarten through 5th grade. During this additional instructional time, students at the School for the Deaf utilize the Reading Milestones curriculum, and students at School for the Blind work with the SRA Reading Laboratory curriculum. To achieve gains in literacy with students who are blind, our educators must navigate how students can understand orthography and decoding skills while also utilizing the contracted literary braille code for reading and writing. With students who are deaf, educators must teach the grammatical constructs of both English and American Sign Language (ASL) simultaneously, which are highly divergent linguistic systems. As literacy with sensory disabled students is multi-layered and complex, identifying best practices to advance student performance is continually an area of focus at SCSDB.</p>
<b>Elementary/Middle School (3 - 8)</b>	
2.	See Achievement - Primary School (K-2) for goal description and summary.
<b>High School (9 - 12)</b>	
3.	See Achievement - Primary School (K-2) for goal description and summary.
<b>Teacher/Administrator Quality</b>	
4.	<p><b>Goal:</b> By May 2027, 100% of certified teachers at the School for the Deaf, the School for the Blind, and Cedar Springs Academy will demonstrate active monthly usage of the Learning Object Repository (LOR), the shared online curricular content database utilized by SCSDB, as measured by LOR usage reports.</p> <p><b>Summary:</b> SCSDB has implemented usage of the Learning Object Repository (LOR), a digital library available to school districts statewide through the South Carolina State Department of Education. Staff are now refining how to best utilize the platform to enhance learning outcomes for all students in kindergarten through 12th grade. The library houses educational content sourced from Discovery Education/Safari Montage, a company contracted by SCDE to facilitate the collection of curated resources across curricular content areas and grade levels for platform. Educators may also save their digital resources to the platform and share with colleagues, which saves planning time. The inclusion of the digital library as a foundational component to instructional planning provides opportunities for increased accessibility</p>

of curricular content to students with sensory disabilities. Cultivating a thoughtful multi-media approach to learning continues to be goal for SCSDB in an effort to facilitate accessible, barrier-free educational programming and to further equitable postsecondary outcomes for students with sensory loss.

**School Climate**

5. Goal:  
By May 2027, SCSDB will develop and implement a Social Emotional Learning (SEL) program, with ongoing trainings each year facilitated through Professional Learning Communities (PLC), with 100% participation for certified staff.  
Summary:  
SCSDB is currently engaged in implementing a plan to address Social Emotional Learning (SEL) in schools. The development of an SEL process is expected to benefit our learning communities by improving school climate, increasing academic achievement, and impacting student behavior. SCSDB has formed a committee to identify key components of the SEL process and to develop action steps for implementation in campus schools beginning with the 2022-2023 school year. The five competencies identified through the Collaborative for Academic, Social, and Emotional Learning (CASEL) will be utilized in the agency plan. SCSDB will engage consultative input from a behavioral specialist to further strengthen the scope of supports provided in schools.

**Other (such as district priorities)**

6. Goal:  
By May 2027, certified staff will demonstrate increased proficiency with targeted assistive technologies as measured by pre- and post-survey data.  
Summary:  
SCSDB seeks to develop increased accessibility for students by maintaining currency with developments in assistive technology. The position of Assistive Technology Coordinator has recently been developed to address the need for additional support in all three schools on campus. Through this new role, the identification of new technologies will be expedited, with the timely implementation of staff trainings and the provision of ongoing support. As the availability and relevance of technologies is a dynamic landscape, this new position will facilitate increased proficiency in students and staff and allow for necessary research and collaboration with strategic partners in the field. Although SCSDB continues to be at the forefront of providing accessible educational experiences in South Carolina, opportunities exist for improvement, particularly in the area of professional training for agency staff.

**Gifted and Talented**

7. This section is non-applicable to the South Carolina School for the Deaf and the Blind.

## Performance Goal

<b>Performance Goal Area:</b>	District Priority					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2027, 100% of certified staff will demonstrate increased proficiency with targeted assistive technologies as measured by pre- and post-survey data.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Percentage of certified staff demonstrating increased proficiency	0% Data collection to begin August 2022.	<b>Projected Data: 60%</b>	70%	80%	90%	100%



## Action Plan

Strategy #1: Targeted Assistive Technology Training					
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. Annual training with certified staff will be conducted by the Assistive Technology Coordinator, with additional support provided as needed to facilitate skill mastery.	08/2022 to 05/2027	-Assistive Technology Coordinator Certified Staff	\$0	N/A	-Meeting Logs -Sign-in Sheets -Meeting Agendas -Training Materials and Assistive Technology manuals and procedural guides
Strategy #2: Strategic Implementation of Assistive Technology					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Certified staff will thoughtfully integrate assistive technology into instructional planning to meet student needs as identified in individual education plans.	08/2022 tp 05/2027	-Assistive Technology Coordinator -School Administration -Certified Staff	\$0	N/A	-Classroom Observation Data -Lesson Plans -Educator Evaluation Data and Conference Notes

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> <b>SMART goal must include:</b> <b>WHO will do WHAT, as measured by HOW and WHEN.</b>	By May 2027, SCSDB will develop and implement a Social Emotional Learning (SEL) program, with ongoing training each year facilitated through Professional Learning Communities (PLC), with 100% participation for certified staff.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Percentage of staff participating in Professional Learning Communities (PLC) focused on SEL program training.	0% Data collection to begin in August 2022.	<b>Projected Data:</b> 80%	85%	90%	95%	100%

## Action Plan

<b>Strategy #1: SEL Program Implementation</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. SCSDB will implement an SEL program to enhance educational programming and student wellbeing at all three campus schools.	08/2022 to 05/2027	-Agency Directors -School-Based Mental Health Counselor -Guidance Counselor -School Administration -Certified Staff	\$0	N/A	-Procedural Guidance Documents -Planning Meetings: Sign-in Sheets and Agendas -Implementation Timeline
<b>Strategy #2: Professional Learning Community (PLC) Development</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Professional Learning Communities (PLCs) will be developed to support staff understanding of the SEL program model.	08/2022 to 05/2027	-Director of Special Education -School-Based Mental Health Counselor -Guidance Counselor -School Administration -Certified Staff	\$0	N/A	-PLC Documentation (Including PLC description, meeting times, participant LIST, and meeting agendas)

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2027, 90% of students in kindergarten through 5th-grade receiving instruction from the SCSSDB Reading Interventionist will demonstrate growth related to reading fluency as measured by the Fountas & Pinnell Reading Benchmark Assessment.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Percentage of students demonstrating growth in reading fluency	75%	<b>Projected Data: 78%</b>	81%	84%	87%	90%

## Action Plan

Strategy #1: Data Analysis Team Meetings					
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 participate in data analysis meetings three times per year to review student progress related to reading fluency and to coordinate instructional strategies.	08/2022 to 5/2027	-Curriculum & Assessment Coordinator -Reading Interventionist -School Administration -Teachers	\$0	N/A	-Meeting Logs -Sign-in Sheets -Meeting Agendas -Fountas & Pinnell assessment data
Strategy #2: Literacy Training					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Staff members will participate in professional development related to literacy twice per year, with particular emphasis on how to interpret Fountas & Pinnell Reading Benchmark Assessment data.	08/2022 to 05/2027	-Curriculum & Assessment Coordinator -Reading Interventionist -School Administration -Teachers	\$0	N/A	-Meeting Logs -Sign-in Sheets -Training Agendas and Materials

## Performance Goal

<b>Performance Goal Area:</b>	Teacher/Administrator Quality *					
<b>Performance Goal:</b> <b>SMART goal must include:</b> <b>WHO will do WHAT, as measured by HOW and WHEN.</b>	By May 2027, 100% of certified teachers at the School for the Deaf, the School for the Blind, and Cedar Springs Academy will demonstrate active monthly usage of the Learning Object Repository (LOR), the shared online curricular content database utilized by SCSDB, as measured by LOR usage reports.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Percentage of teacher participation	0%	<b>Projected Data:</b> 60%	70%	80%	90%	100%

## Action Plan

<b>Strategy #1: Learning Object Repository (LOR) Training</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers will participate in training twice per year to support the strategic use of the LOR platform to advance student achievement.	08/2022 to 05/2027	-Curriculum & Assessment Coordinator -School Administration -Teachers	\$0	N/A	-Meeting Logs -Sign-in Sheets -Training Agenda and Materials
<b>Strategy #2: Professional Development Opportunities for Leadership Team</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. School Administrators will coordinate with the Curriculum & Testing Coordinator to engage in professional growth opportunities related to the strategic use of the LOR.	08/2022 to 05/2027	-Curriculum & Testing Coordinator -School Administration	Registration costs to be determined	Professional Development Budget	-Attendance at trainings, webinars, and other events sponsored by Discovery Education/Safari Montage and/or SCDE
<b>Strategy #3: Teacher Certification through Safari Montage</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers will complete the Safari Montage certification process to ensure an understanding of system components and functionality.	08/2022 to 05/2027	-Curriculum & Assessment Coordinator -School Administration -Teachers	\$0	N/A	-Safari Montage administrative report for completed staff certifications