

District Strategic Plan Signature Page
 Strategic Plan for 5 Year Cycle: 2026-2027 to 2030-2031
 Upcoming School Year: 2026-2027

District Name:	Laurens County School District 56
SIDN:	3056
Plan Submission:	District and all district schools utilize Cognia
Address 1:	100 Old Colony Road
Address 2:	
City, State:	Clinton, SC
Zip Code:	29325
District Plan Contact Person:	Brenda Schrantz
District Plan Contact Phone:	864-938-2072
District Plan E-mail Address:	brendaschrantz@lcsd56g.com

Superintendent

David O'Shields		
Printed Name	Signature	Date

Principal

Jeff Parks		
Printed Name	Signature	Date

Chairperson, District Board of Trustees

Jim Barton		
Printed Name	Signature	Date

District Read to Succeed Literacy Leadership Team Lead

Kathy Lapomarda		
Printed Name	Signature	Date

District Gifted and Talented Coordinator

Brenda Schrantz		
Printed Name	Signature	Date

District Strategic Planning Contact Person

Brenda Schrantz		
Printed Name	Signature	Date

Required Signature Page

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

Assurances for the District Strategic Plans

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

Assurances for School Renewal Plans

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

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))
Yes	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).
Yes	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.
Yes	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.
Yes	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.
Yes	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)
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.
	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>)
Yes	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.
Yes	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.
Yes	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.
Yes	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.
Yes	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:

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).
No	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:
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.
	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:
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.
	Programming Models and Time 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	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.
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.
	Communication and Reporting Requirements
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 not met :

	District Proficiency-Based System (SBE Regulation 43-234)
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.
Yes	The district's Proficiency-Based System Plan: - 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.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request. 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 the above-named district, I certify that this applicant:
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award 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	Completeness of Proposal All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
Yes	Non-awards/Termination The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. 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.
Yes	Reduction in Budgets and Negotiations 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.
Yes	Amendments to Grants Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	Use of Grant Funds Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
Yes	Submission of Expenditure Reports 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).
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://ed.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 • Applicant and/or any of its principals, subgrantees, or subcontractors ◦ 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: • 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	David O'Shields
2.	Principal	Tanya Wilson
3.	Teacher	
4.	Parent/Guardian	
5.	Community Member	
6.	Private School Representative	
7.	District Level Administrator	Josie Kate Haupfear
8.	Paraprofessional	
9.	District Read to Succeed Literacy Leadership Team Lead	Kathy Lapomarda

10 .	District Read to Succeed Literacy Leadership Team Member	Stacey McWatters
11.	School Improvement Council Member	
12 .	District Gifted and Talented Coordinator	Brenda Schrantz
13 .	District Federal Programs Coordinator	Eddie Marshall

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 Literacy Leadership Team for Read to Succeed**

**Add rows as necessary*

District Requested Strategic Plan Waiver

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

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

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

All initial waiver requests and evaluations should be submitted via the Formstack link: https://scde.formstack.com/forms/ofsa_waiver_form

Comprehensive Needs Assessment Data

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

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

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

Executive Summary

Laurens County School District 56 serves approximately 2,650 students. Based on the 2025 Report Card Poverty Ranking, District 56's poverty index is 82.9%. We are the 15th poorest school district in South Carolina. The district comprises one Child Development Center (3K SPED and 4K), three elementary schools, one middle school, and one high school. To support this student population, the district employs an estimated 228 certified employees and 175 support staff. This staffing structure is designed to meet the academic, social, and operational needs of the district's schools and students.

The demographics for District 56 are 36% Black/African American, 7% Hispanic/Latino, 49% White, and 7% Multiracial/Other. Additionally, 19% of students receive special education services, 4% are English learners, 3% have 504 plans, and 83% are economically disadvantaged, highlighting the importance of equitable access to academic supports, enrichment opportunities, and social-emotional resources.

Early Childhood Development Center

District 56 serves approximately 155 students in grades 3K and 4K at our MS Bailey Child Development Center. MS Bailey has six general education CERDEP 4K classrooms and three special education 3K and 4K classrooms. All 4K students are full-day programs with access to music, art, and physical education classes. All 4K students are administered Dial 4 before school starts and are assessed using GOLD three times a year to monitor student progress.

The demographics at MS Bailey are 35% Black/African American, 7% Hispanic/Latino, 46% White, and 11% Multiracial/Other. Additionally, 33% of our 3K and 4K students receive special education services, and 78% are economically disadvantaged.

Our CERDEP and SPED classrooms are committed to providing our at-risk students with a quality preschool experience necessary for school success. Each classroom is designed to support emotional, social, physical, and intellectual growth. Our classrooms are designed to foster early literacy and numeracy, cultivate lifelong learners, and encourage creativity through the fine arts and music.

Elementary

District 56 serves approximately 1,200 students in grades 5K–5th across three elementary schools. Our schools aim to equip students with foundational tools for lifelong success through a combination of academic, social, and emotional development. All elementary schools are Leader in Me (LiM) Schools; however, they are in different places along the journey. Eastside Elementary is in its fourth year of LiM; whereas, Clinton Elementary and Joanna Woodson Elementary are in their first year of LiM. Leader in Me was selected as our whole-school improvement model to focus on Leadership, Culture, and Academics. LiM empowers students and staff with leadership and life skills.

The demographics at our three elementary schools are 36% Black/African American, 8% Hispanic/Latino, 49% White, and 8% MultiRacial/Other. Additionally, 22% of students receive special education services, 5% are English learners, 2% have 504 plans, and 85% are economically disadvantaged, highlighting the importance of equitable access to academic supports, enrichment opportunities, and social-emotional resources.

Middle School

District 56 serves approximately 550 students in grades six through eight at Clinton Middle School. Clinton Middle School is in its second year of implementing Leader in Me (LiM), focusing on fostering a culture of school-wide leadership and preparing students to meet the characteristics of the SC Profile of a Graduate.

The demographics at Clinton Middle are 36% Black/African American, 7% Hispanic/Latino, 48% White, and 8% MultiRacial/Other. Additionally, 15% of students receive special education services, 2% are English learners, 5% have 504 plans, and 81% are economically disadvantaged, highlighting the importance of equitable access to academic supports, enrichment opportunities, and social-emotional resources.

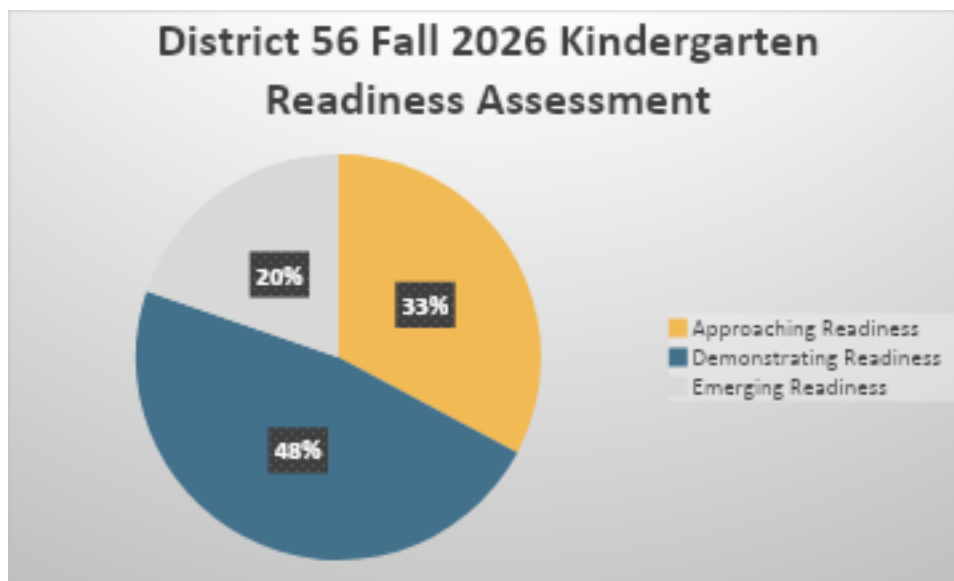
High School

District 56 serves approximately 800 students in grades nine through twelve at Clinton High School. Clinton High School is in its third year of implementing Leader in Me (LiM), focusing on fostering a culture of school-wide leadership and preparing students to meet the characteristics of the SC Profile of a Graduate. At the high school level, LiM focuses on bridging academic achievement and the power skills (communication, collaboration, and character) required in the modern workplace.

The demographics at Clinton High are 39% Black/African American, 7% Hispanic/Latino, 50% White, and 4% MultiRacial/Other. Additionally, 15% of students receive special education services, 3% are English learners, 5% have 504 plans, and 79% are economically disadvantaged, highlighting the importance of equitable access to academic supports, enrichment opportunities, and social-emotional resources.

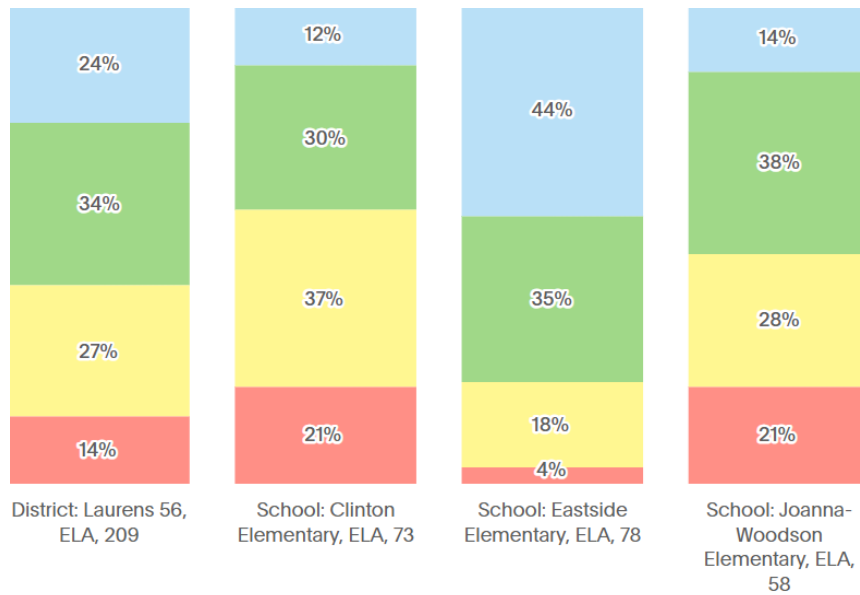
Student Achievement

Early Childhood/Primary

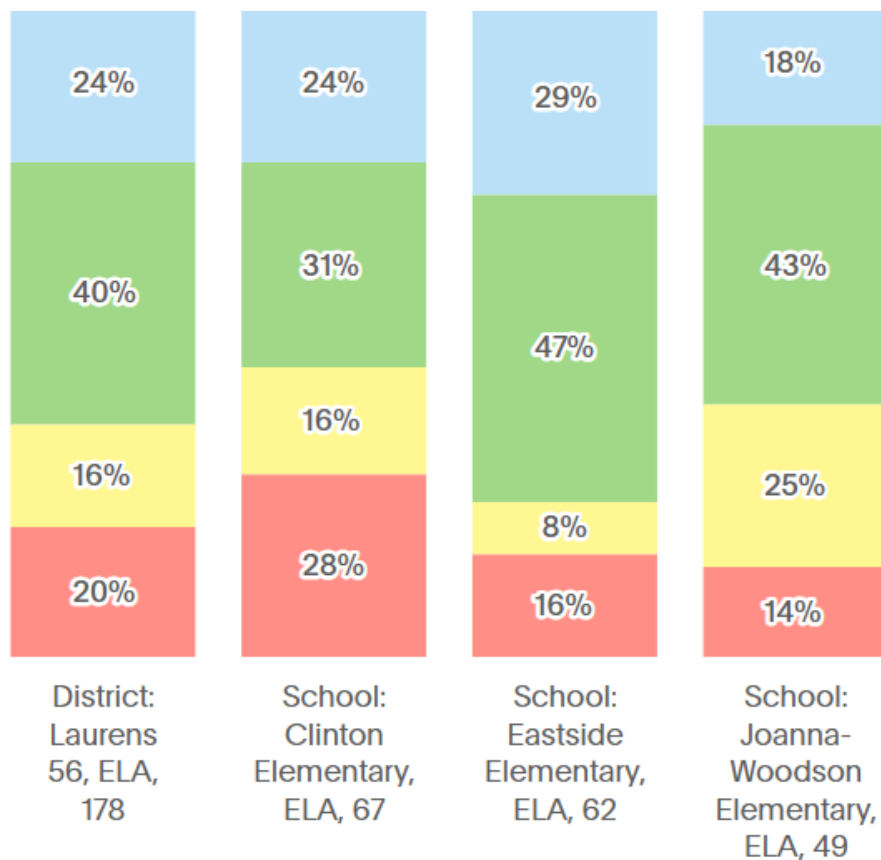


Elementary

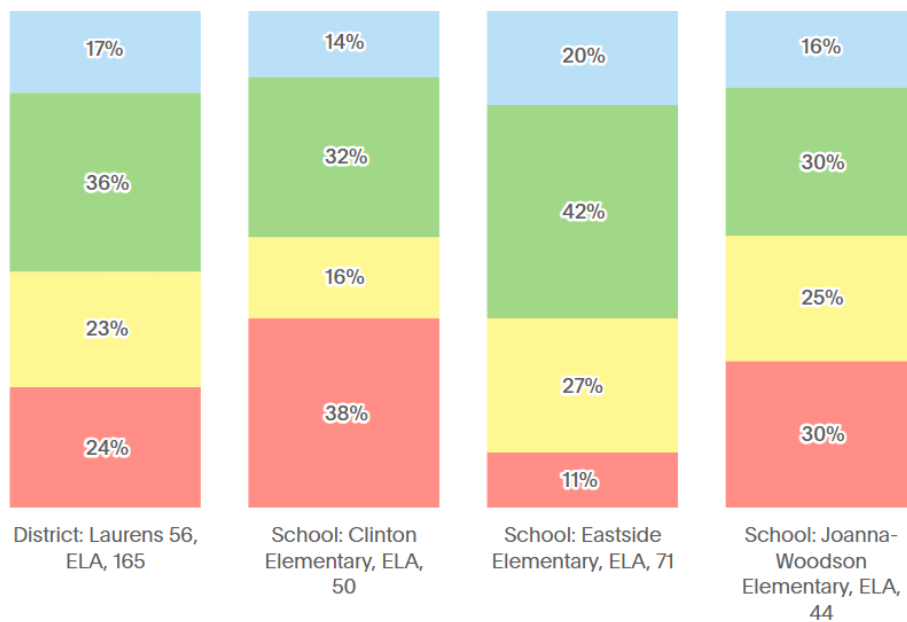
SC Ready – ELA Grade 3



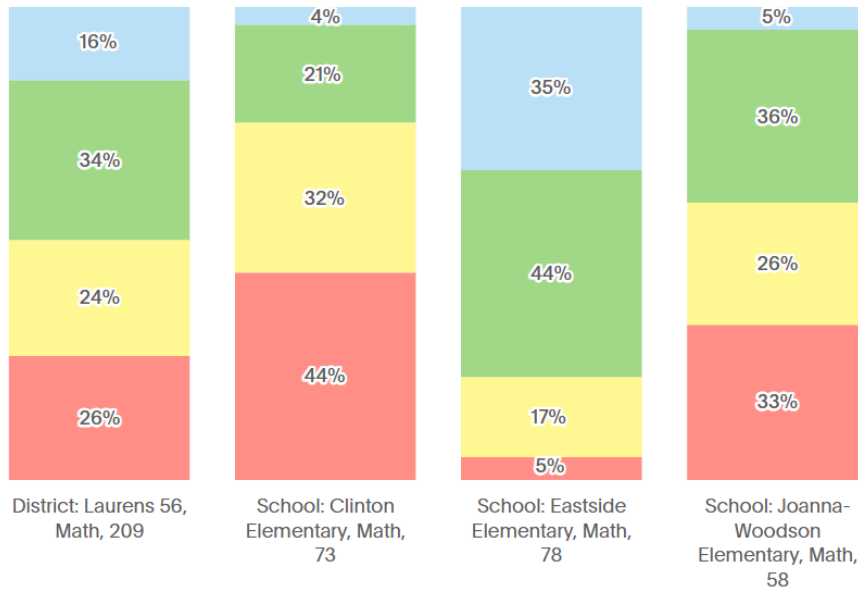
SC Ready Grade 4 – ELA



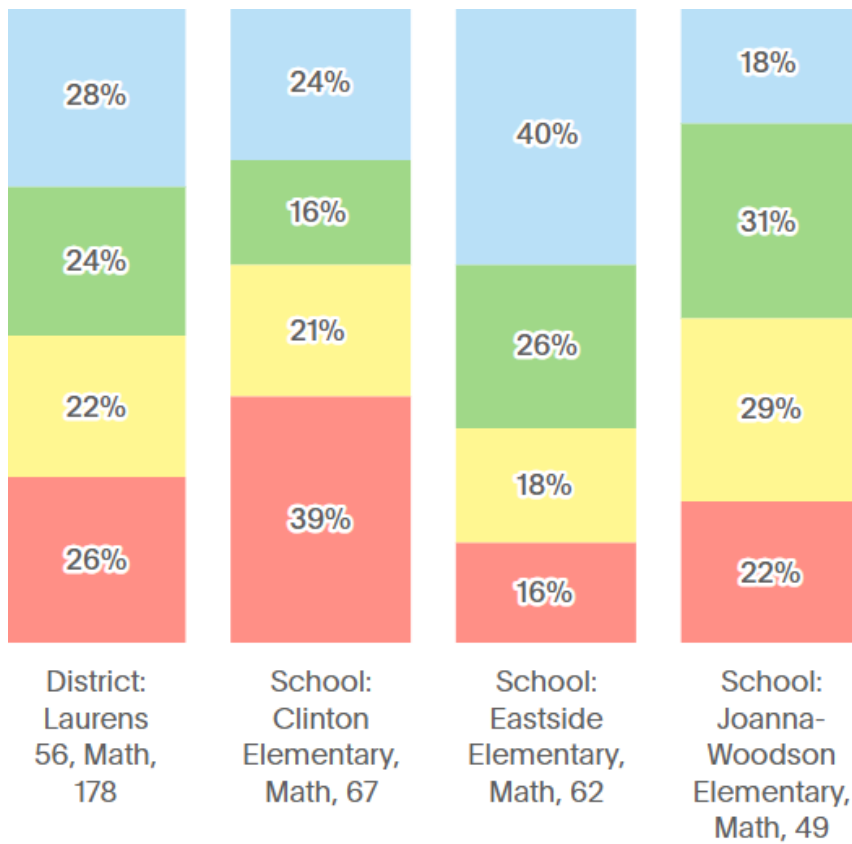
SC Ready Grade 5 – ELA



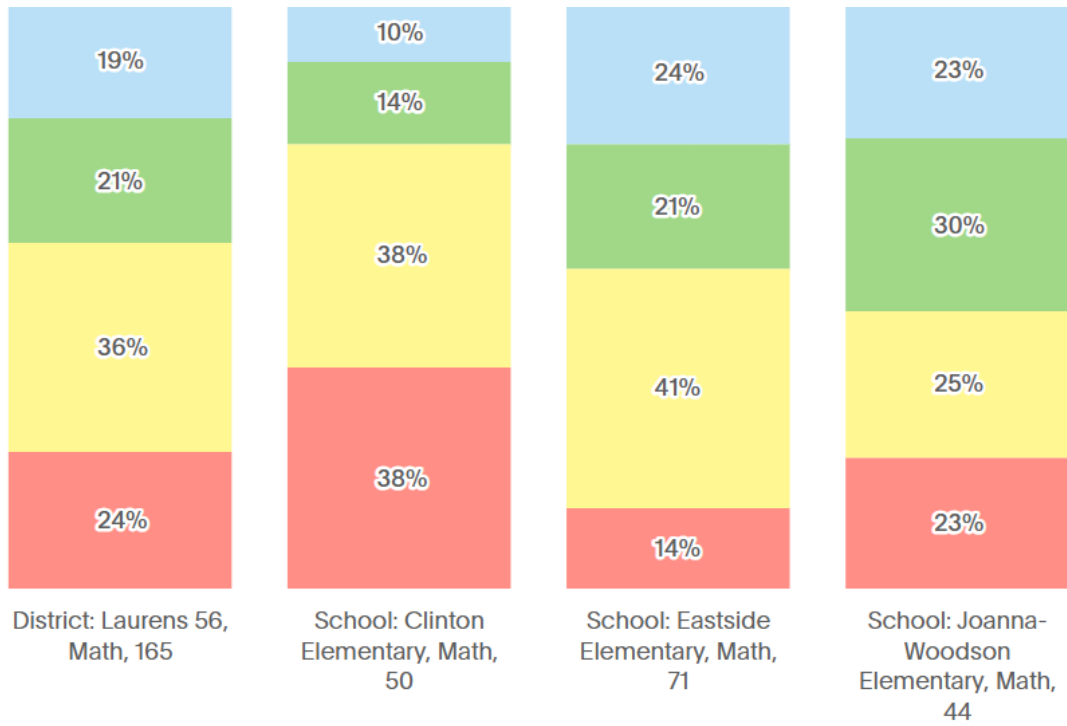
SC Ready Grade 3 – Math



SC Ready Grade 4 – Math

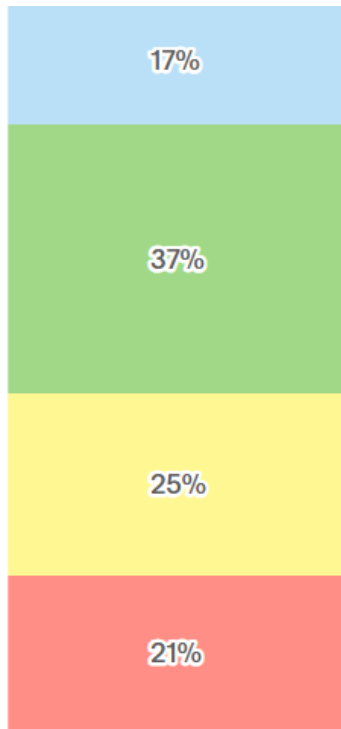


SC Ready Grade 5 – Math

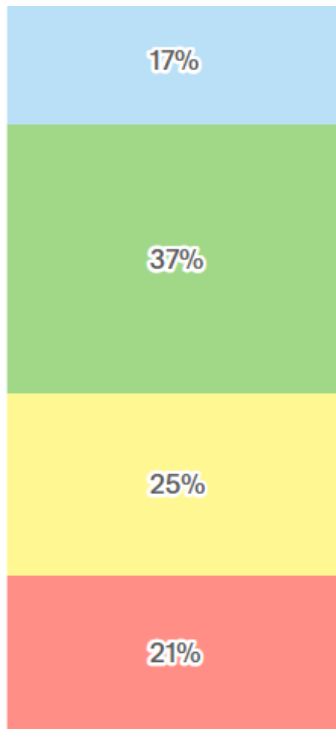


Middle School

SC Ready Grade 6 – ELA

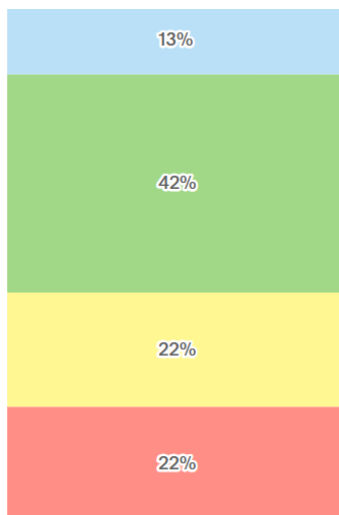


District: Laurens 56, ELA,
183

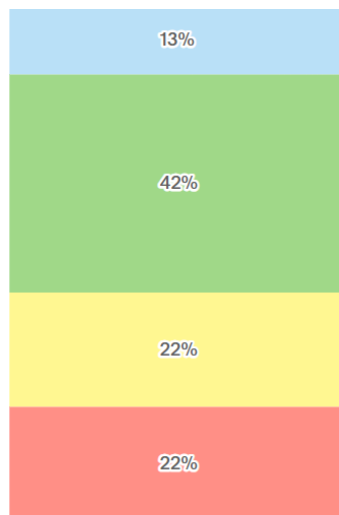


School: Clinton Middle,
ELA, 183

SC Ready Grade 7 – ELA

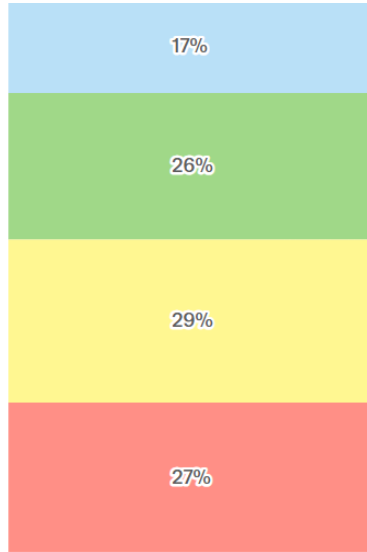


District: Laurens 56, ELA, 175

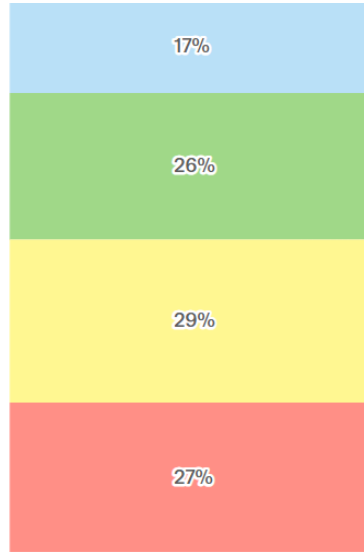


School: Clinton Middle, ELA, 175

SC Ready Grade 8 – ELA

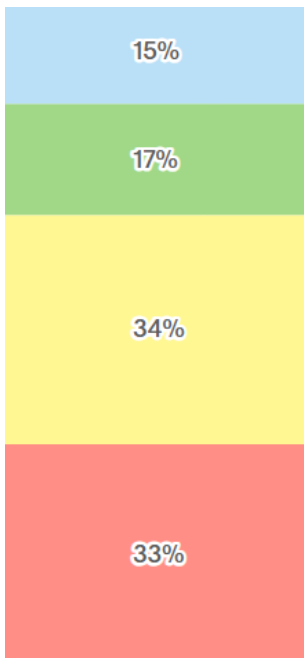


District: Laurens 56, ELA, 208

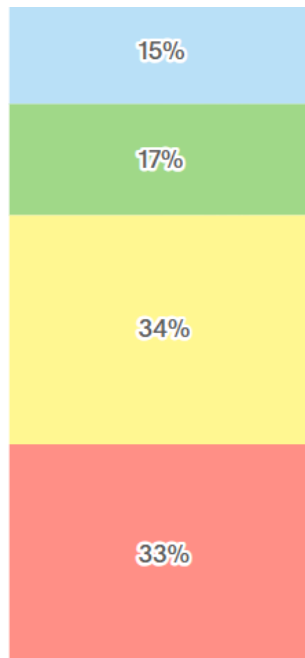


School: Clinton Middle, ELA, 208

SC Ready Grade 6 – Math

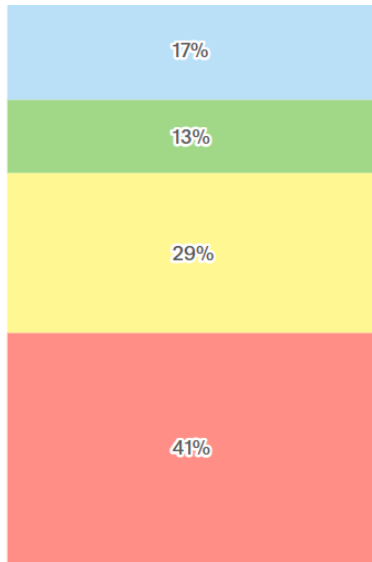


District: Laurens 56, Math,
183

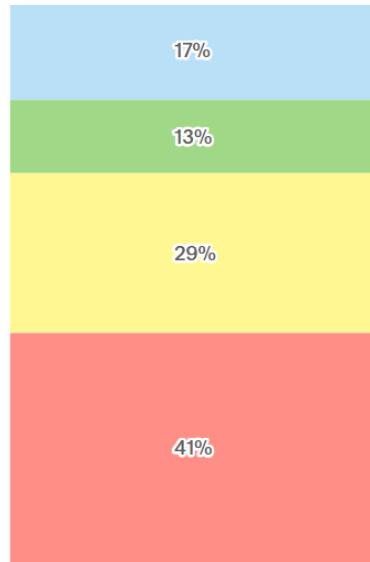


School: Clinton Middle,
Math, 183

SC Ready Grade 7 – Math

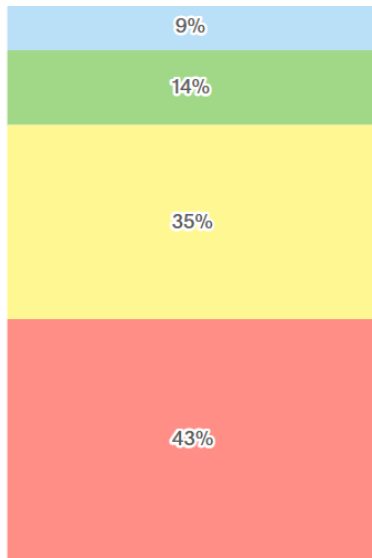


District: Laurens 56, Math, 175

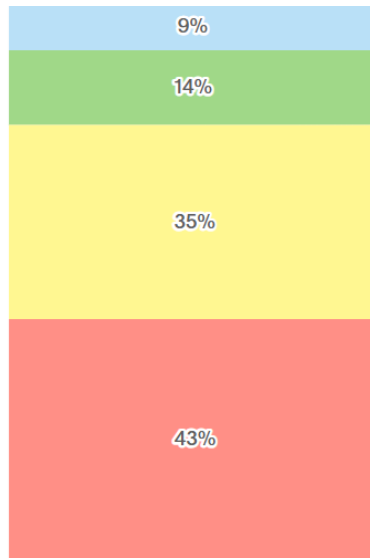


School: Clinton Middle, Math, 175

SC Ready Grade 8 - Math



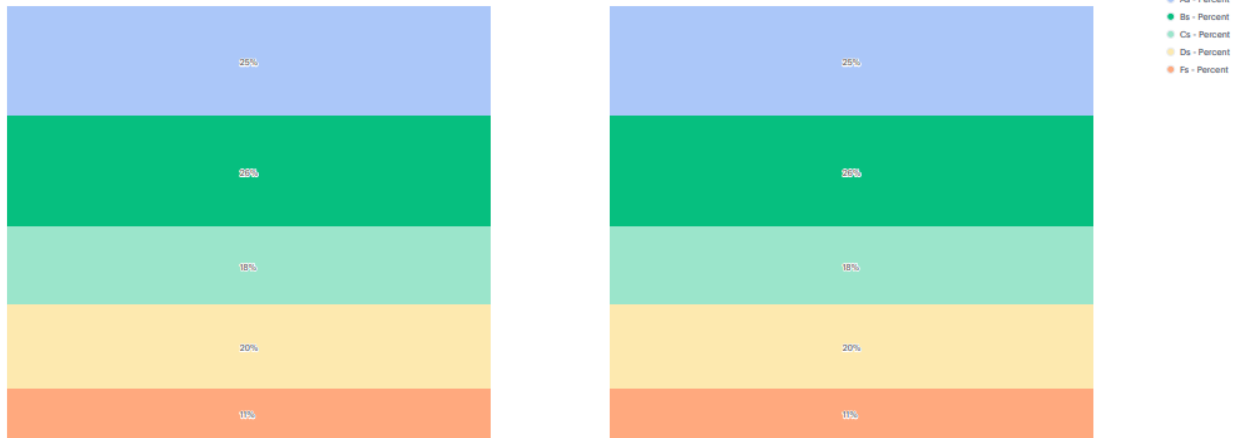
District: Laurens 56, Math, 208



School: Clinton Middle, Math, 208

High School

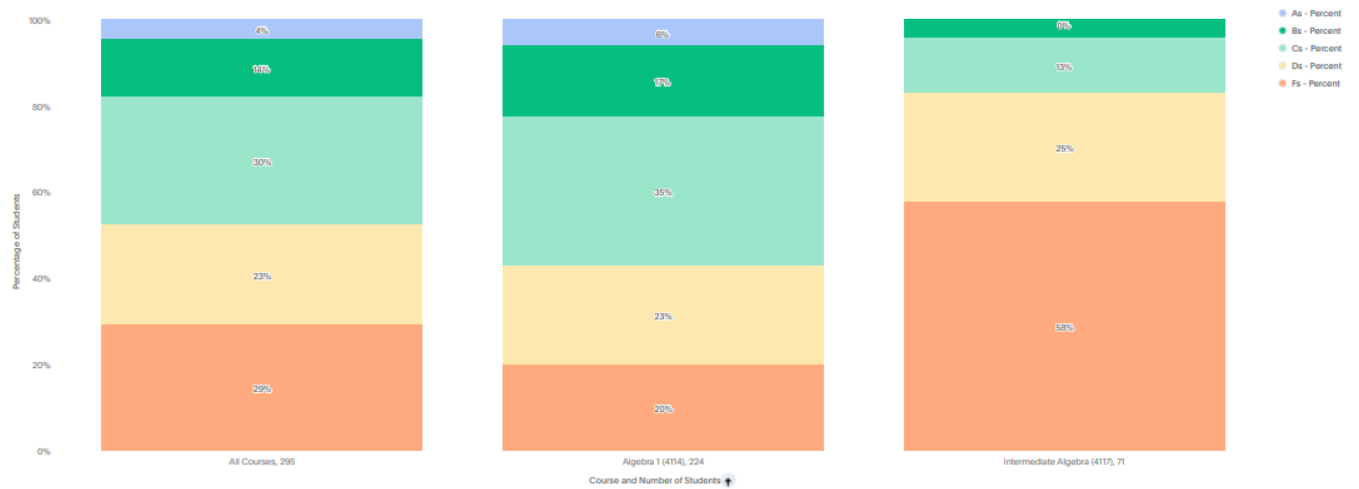
EOCEP – English II



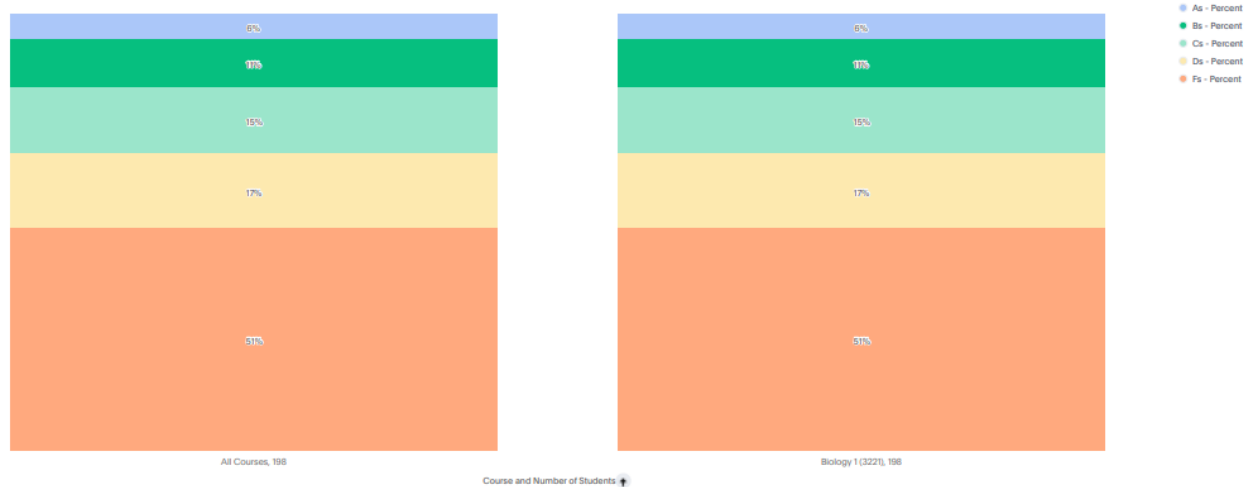
EOCEP – Algebra I

District Percentage of Students at Each Letter Grade by Course

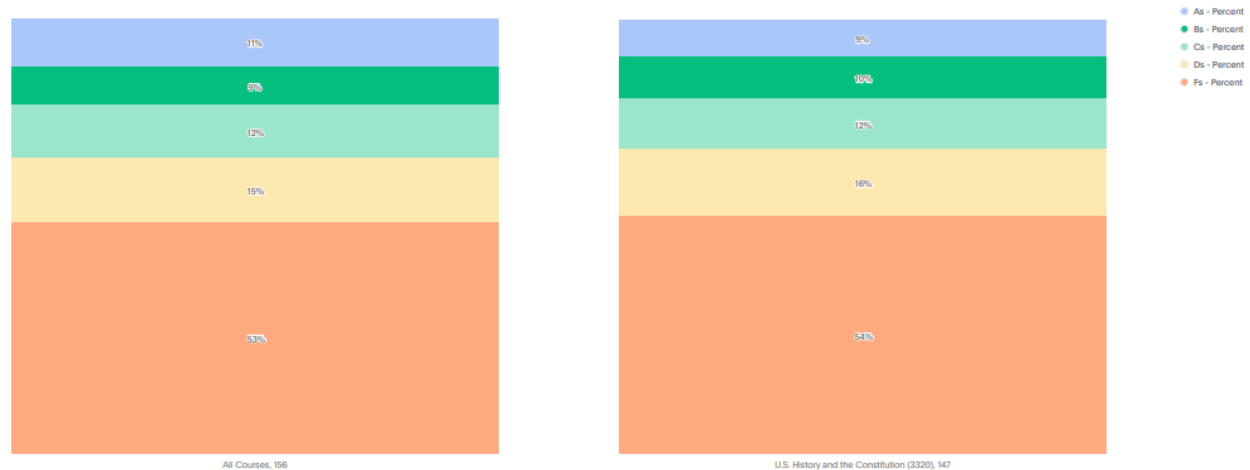
Scale Score Range: 0-100. * The Scale Score is not the percent of test questions answered correctly. Data are not reported if the number tested is fewer than 10.



EOCEP – Biology



EOCEP – US History



Executive Summary of Needs Assessment Data Findings

Directions In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed: Student

Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups
<i>Early Childhood/Primary (PK-2):</i>
<i>Elementary/Middle (3-8):</i>
<i>High School (9-12):</i>
Teacher/Administrator Quality
School Climate
Other (such as district and/or school priorities)
Gifted and Talented

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

Performance Goals

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Performance Goal Area: Gifted and Talented*

(*required)

PERFORMANCE GOAL: By June 2030, the percentage of students identified as Academic Gifted and Talented scoring Meets or Exceeds on both SC Ready ELA and Math assessments will increase from 94.8% to 99%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
SC Ready ELA and Math	94.8% Meets or Exceeds	Target: 95% Actual:	Target: 96% Actual:	Target: 97% Actual:	Target: 98% Actual:	Target: 99% Actual:

GIFTED AND TALENTED STRATEGY #1
We will implement targeted academic interventions and supports using data-driven instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide academic intervention and acceleration supports for GT students	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals; GT Teachers	\$20,000	State and District	Identified academic needs; data on student academic progress
2. Ensure opportunities for professional development on research-based strategies, ensuring the academic success of all students	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator;	\$25,000	Title II	Professional Development Calendar

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Directors of Elementary and Secondary Education; Principals			
3. Provide curriculum supports for academic intervention and acceleration for gifted and talented students	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education	\$10,000	State and District	Curriculum Support Invoices
4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals; GT Teachers; Classroom	\$0	n/a	DRC Beacon assessment results; Observation data

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Teachers; Reading Coaches			
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GIFTED AND TALENTED STRATEGY #2

We will strengthen Tier 1 reading instruction and acceleration opportunities.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support the district-wide Science of Reading framework and HQIM	July 2026 and Ongoing	Literacy Specialist; Reading Coaches	\$0	n/a	Classroom observations; PLG plans; STEP team records
2. Provide targeted professional learning on reading strategies aligned to grade-level standards and gifted and talented learners.	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary	\$25,000	Title programs	Professional Development Calendar

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Education; Principals; Literacy Specialist; Reading Coaches			
3. Communicate with gifted and talented families and share literacy-focused resources; strategies for supporting reading at home, and opportunities to engage in literacy events	July 2026 and Ongoing	Literacy Specialist; Reading Coaches; GT Teachers	\$0	n/a	Newsletters
4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 and Ongoing	Assistant Superintenden t for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals; GT Teachers; Classroom Teachers;	\$0	n/a	DRC Beacon assessment results; Progress reports; Observation data

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Reading Coaches			
5. Provide academic intervention and acceleration supports for GT students	July 2026 – and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals; GT Teachers	\$20,000	State and local funds	Identified academic needs; data on student academic progress
6. Provide targeted professional learning on questioning to increase student exposure to DOK level 2 and 3 in classroom discussions and assessments	July 2026 – and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals; Literacy Specialist;	\$0	n/a	PLG plans; STEP team records

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Reading Coaches			
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GIFTED AND TALENTED STRATEGY #3

We will strengthen Tier 1 math instruction and acceleration opportunities.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support district-wide implementation of new math college and career-ready standards and HQIM	July 2026 – and Ongoing	Directors of Elementary and Secondary Education; Principals; Math Specialist	n/a	n/a	Classroom observations; PLG plans; STEP team records

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

2. Provide ongoing professional development focused on high-impact math strategies, including conceptual understanding, procedural fluency, and problem solving. Including training on using DRC Beacon formative data to inform instruction.	July 2026 – and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals; Math Specialist	\$25,000	Title programs	Professional Development Calendar
3. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 – and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals; GT Teachers; Classroom Teachers	n/a	n/a	DRC Beacon assessment results; Progress reports; Observation data

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

4. Provide tiered interventions and enrichment opportunities in math	July 2026 – and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals; GT Teachers	\$20,000	State and local funds	Identified academic needs; data on student academic progress
5. Communicate with gifted and talented families and share math-focused resources. Provide opportunities to engage in math or STEM nights	July 2026 – and Ongoing	Principals; Math Specialist; GT Teachers	\$0	n/a	Newsletters
6. Provide targeted professional learning on questioning to increase student exposure to DOK level 2 and 3 in classroom discussions and assessments	July 2026 – and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals;	\$0	n/a	PLG plans; STEP team records

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Math Specialist			
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DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

Performance Goal Area: Gifted and Talented*

(*required)

PERFORMANCE GOAL: By June 2030, the district will increase the percentage of identified Gifted and Talented Artistic students participating in visual and performing arts classes and extracurricular activities by 2 percentage points each academic year from 4% to 14%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Percentage of students identified GT Artistic participating in visual and performing arts classes or extracurricular arts activities	4%	Target: 6% Actual:	Target: 8% Actual:	Target: 10% Actual:	Target: 12% Actual:	Target: 14% Actual:

*Add or delete rows as needed.

GIFTED AND TALENTED STRATEGY #1					
We will expand GT Artistic programs across the district.					

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Solicit art teachers to participate in state GT endorsement classes at local universities	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals	\$0	n/a	GT Endorsement Records
2. Promote art program opportunities both during and after school at all levels.	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator;	\$25,500 a year	GT Artistic	Schedules, Student participation numbers in

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Directors of Elementary and Secondary Education; Principals			extracurricular art programs
3. Attend arts conference	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals	\$2,500 a year	GT Artistic	Arts Conference Agenda
4. Increase community engagement in the arts	July 2026 and Ongoing	Assistant Superintendent for Instruction/GT Coordinator; Directors of Elementary and Secondary Education; Principals	\$0	N/a	Arts Mix 56, STEAM on the Square

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2030, the percentage of students demonstrating kindergarten readiness on the Kindergarten Readiness Assessment will increase by two percentage points each academic school year from 47% to 57%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Students demonstrating readiness on KRA	47%	Target: 49% Actual:	Target: 51% Actual:	Target: 53% Actual:	Target: 55% Actual:	Target: 57% Actual:
Students Scoring Accomplished on Spring 4K Language GOLD	68.6%	Target: 70% Actual:	Target: 71% Actual:	Target: 72% Actual:	Target: 73% Actual:	Target: 74% Actual:
DRC Beacon Reading 5K-	61%	Target: 63% Actual:	Target: 65% Actual:	Target: 66% Actual:	Target: 67% Actual:	Target: 69% Actual:

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

Fall % Prepared or Near Target						
DRC Beacon Math 5K - Fall % Prepared or Near Target	33%	<i>Target: 35% Actual:</i>	<i>Target: 37% Actual:</i>	<i>Target: 39% Actual:</i>	<i>Target: 41% Actual:</i>	<i>Target: 43% Actual:</i>

STUDENT ACHIEVEMENT STRATEGY #1

We will promote the need for preschool/early childhood education and early interventions.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Build a collaborative system of support with local agencies to ensure access to early interventions and multi-generational support	July 2026 and Ongoing	Assistant Superintendent of Instruction; Director of Elementary Education; Director of Child	\$0	n/a	List of co-collaborators who are recognized as partners in supporting early interventions and

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Development Center; Director of Special Programs; Child Find Coordinator			multi-generational support
2. Expand and increase high-quality professional learning opportunities for our early childhood educators and include local childcare providers	July 2026 and Ongoing	Director of Elementary Education; Director of Child Development Program	\$3,000 per year	State and District	List of professional trainings and attendees; Recruitment material
3. Expand our Learning with Littles programs for 3 and 4-year-olds	July 2026 and Ongoing	Assistant Superintendent of Instruction; Director of Elementary Education; Director of Child Development Program	\$3,500 year	District	Learning with Littles program marketing materials; Invoice for instructional materials for Learning with Littles

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

4. Increase opportunities for vertical team professional development with 4K and 5K teachers	July 2026 and Ongoing	Director of Elementary Education; Principals	\$0	n/a	Vertical Team opportunities; Agendas; and Minutes
5. Increase opportunities for Countdown to Kindergarten	July 2026 and Ongoing	Assistant Superintendent of Instruction; Director of Elementary Education; Principals	\$15,000	First Steps Grant	First Steps Grant Opportunity; Schedule for visits; Curriculum

STUDENT ACHIEVEMENT STRATEGY #2

We will strengthen Tier 1 reading instruction and data-driven interventions.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support district-wide Science of Reading framework and HQIM	July 2026 and Ongoing	Director of Elementary Education;	\$0	n/a	Classroom observations; PLG

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Director of Child Development Center; Literacy Specialist; Reading Coaches			plans; STEP team records
2. Ensure all 4K teachers have taken Early LETRS and all 5K teachers have taken LETRS courses	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Elementary Education; Principals; Literacy Specialist	\$2000 per teacher	Title programs	LETRS Professional Development Calendar and certificates of completion
3. Communicate with families and share literacy-focused resources; strategies for supporting reading at home, and opportunities to engage in literacy events	July 2026 and Ongoing	Director of Elementary Education; Literacy Specialist; Reading Coaches	\$0	n/a	Newsletters; Literacy Nights

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

4. Use GOLD and DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Elementary; Principals; Classroom Teachers; Reading Coaches	\$0	n/a	DRC Beacon assessment results; Progress reports; Observation data
5. Provide academic intervention and support based on formative assessment and classroom data	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Elementary Education; Principals; Interventionists	\$20,000	State and local funds	Identified academic needs; data on student academic progress
STUDENT ACHIEVEMENT STRATEGY #3					
We will strengthen Tier 1 math instruction and data-driven interventions.					

ACTION PLAN FOR STRATEGY #3:

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support district-wide implementation of new math college and career ready standards and HQIM	July 2026 and Ongoing	Director of Elementary Education; Director of Child Development Center; Principals	\$0	n/a	Classroom observations; PLG plans; STEP team records
2. Ensure all 4K and 5K teachers have OGAP training for Additive Reasoning	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Elementary Education; Principals; Director of Child Development Center	\$2,500 per teacher	Title programs	OGAP Professional Development Calendar and certificates of completion

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

3. Communicate with families and share numeracy focused resources; strategies for supporting reading at home, and opportunities to engage in math or STEM events	July 2026 and Ongoing	Director of Elementary Education; Principals; Director of Child Development Center	\$0	n/a	Newsletters; Math/STEM Family Nights
4. Use GOLD and DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Elementary; Principals; Classroom Teachers	\$0	n/a	DRC Beacon and GOLD assessment results; Progress reports; Observation data
5. Provide academic intervention and support based on formative assessment and classroom data	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Elementary Education; Principals; Interventionists	\$20,000	State and local funds	Identified academic needs; data on student academic progress

DISTRICT: ____Laurens County School District 56____
2026-2027

INFORMATION FOR SCHOOL YEAR:

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2030, at least 65% of students in the district and at each grade level cohort will score meets or exceeds on SC Ready's English Language Arts test, resulting in an improvement of at least 10.1 percentage points overall.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
District All Grades- SC Ready ELA Cohort	54.9%	Target: 56.9% Actual:	Target: 58.9% Actual:	Target: 60.9% Actual:	Target: 63% Actual:	Target: 65% Actual:
2 nd grade 2025 cohort SC Ready ELA	0%	Target: 60% Actual:	Target: 61% Actual:	Target: 62.5% Actual:	Target: 63.5% Actual:	Target: 65% Actual:
3 rd grade 2025 cohort SC Ready ELA	59.2%	Target: 60.4% Actual:	Target: 61.6% Actual:	Target: 62.8% Actual:	Target: 64% Actual:	Target: 65% Actual:
4th grade 2025 cohort	64.6%	Target: 66% Actual:	Target: 67% Actual:	Target: 68% Actual:	Target: 70% Actual:	High School N/A

DISTRICT: Laurens County School District 56
2026-2027

INFORMATION FOR SCHOOL YEAR:

SC Ready ELA						
5th grade 2025 cohort SC Ready ELA	53.5%	<i>Target: 55.8% Actual:</i>	<i>Target: 58.1% Actual:</i>	<i>Target: 65% Actual:</i>	<i>High School N/A</i>	<i>High School N/A</i>
6th grade 2025 cohort SC Ready ELA	55.0%	<i>Target: 60% Actual:</i>	<i>Target: 65% Actual:</i>	<i>High School N/A</i>	<i>High School N/A</i>	<i>High School N/A</i>
7th grade 2025 cohort SC Ready ELA	55.9%	<i>Target: 65% Actual:</i>	<i>High School N/A</i>	<i>High School N/A</i>	<i>High School N/A</i>	<i>High School N/A</i>
District All Grades - DRC Beacon Reading Fall % Prepared or Near Target	74.9%	<i>Target: 75.9% Actual:</i>	<i>Target: 76.9% Actual:</i>	<i>Target: 77.9% Actual:</i>	<i>Target: 78.9% Actual:</i>	<i>Target: 79.9% Actual:</i>

STUDENT ACHIEVEMENT STRATEGY #1

We will strengthen Tier 1 reading instruction and data-driven instruction.

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBL E	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Strengthen and support district-wide Science of Reading framework and HQIM	July 2026 and Ongoing	Literacy Specialist; Reading Coaches	\$0	n/a	Classroom observations; PLG plans; STEP team records
2. Provide targeted professional learning on reading strategies aligned to grade-level standards	July 2026 and Ongoing	Assistant Superintenden t for Instruction; Directors of Elementary and Secondary Education; Principals; Literacy Specialist; Reading Coaches	\$25,000	Title programs	Professional Development Calendar
3. Communicate with families and share literacy-focused resources; strategies for supporting reading at	July 2026 and Ongoing	Literacy Specialist; Reading Coaches;	\$0	n/a	Newsletters; Literacy Nights

DISTRICT: ___Laurens County School District 56___
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INFORMATION FOR SCHOOL YEAR:

home, and opportunities to engage in literacy events					
4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Classroom Teachers; Reading Coaches	\$0	n/a	DRC Beacon assessment results; Progress reports; Observation data
5. Provide academic intervention and acceleration supports for students	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; GT Teachers	\$20,000	State and local funds	Identified academic needs; data on student academic progress

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INFORMATION FOR SCHOOL YEAR:

6. Provide targeted professional learning on questioning to increase student exposure to DOK level 2 and 3 in classroom discussions and assessments	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Literacy Specialist; Reading Coaches	\$0	n/a	PLG plans; STEP team records
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STUDENT ACHIEVEMENT STRATEGY #2

We will implement targeted academic interventions and supports using data-driven instruction.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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DISTRICT: ___Laurens County School District 56___
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INFORMATION FOR SCHOOL YEAR:

1. Provide academic intervention and acceleration supports for students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Teachers; Interventionists	\$20,000	State and District	Identified academic needs; data on student academic progress
2. Ensure opportunities for professional development on research-based strategies, ensuring the academic success of all students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals	\$25,000	Title II	Professional Development Calendar
3. Provide curriculum supports for academic intervention and acceleration for students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education	\$10,000	State and District	Curriculum Support Invoices

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INFORMATION FOR SCHOOL YEAR:

4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Classroom Teachers	\$0	n/a	DRC Beacon assessment results; Observation data
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Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2030, at least 56% of students in the district and at each grade level cohort will score meets or exceeds on SC Ready's Mathematics test, resulting in an improvement of at least 17.5 percentage points overall.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
District All Grades SC Ready Math Cohort	38.5%	Target: 42% Actual:	Target: 45.5% Actual:	Target: 49% Actual:	Target: 52.5% Actual:	Target: 56% Actual:
2nd grade 2025 cohort	0%	Target: 52% Actual:	Target: 53% Actual:	Target: 54% Actual:	Target: 55% Actual:	Target: 56% Actual:

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INFORMATION FOR SCHOOL YEAR:

SC Ready Math						
3 rd grade 2025 cohort SC Ready Math	50.7%	Target: 52.7% Actual:	Target: 54% Actual:	Target: 56% Actual:	Target: 58% Actual:	Target: 60% Actual:
4th grade 2025 cohort SC Ready Math	52.3%	Target: 54% Actual:	Target: 56% Actual:	Target: 58% Actual:	Target: 60% Actual:	High School N/A
5 th grade 2025 cohort SC Ready Math	42.8%	Target: 47.2% Actual:	Target: 51.6% Actual:	Target: 56% Actual:	High School N/A	High School N/A
6 th grade 2025 cohort SC Ready Math	33.3%	Target: 44.7% Actual:	Target: 56% Actual:	High School N/A	High School N/A	High School N/A
7th grade 2025 cohort SC Ready Math	31.2%	Target: 56% Actual:	High School N/A	High School N/A	High School N/A	High School N/A
District All Grades DRC Beacon	47.3%	Target: 48% Actual:	Target: 50% Actual:	Target: 52% Actual:	Target: 54% Actual:	Target: 56% Actual:

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INFORMATION FOR SCHOOL YEAR:

-Math Cohort						
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STUDENT ACHIEVEMENT STRATEGY #1					
We will strengthen Tier 1 math instruction and data-driven instruction.					

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support district-wide implementation of new math college and career ready standards and HQIM	July 2026 – and Ongoing	Directors of Elementary and Secondary Education; Principals; Math Specialist	\$0	n/a	Classroom observations; PLG plans; STEP team records
2. Provide ongoing professional development (OGAP) focused on high-impact math strategies, including conceptual understanding, procedural fluency, and problem solving. Including training on using DRC Beacon formative data to inform instruction.	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals;	\$25,000	Title programs	Professional Development Calendar

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INFORMATION FOR SCHOOL YEAR:

		Math Specialist			
3. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Classroom Teachers	\$0	n/a	DRC Beacon assessment results; Progress reports; Observation data
4. Provide tiered interventions and enrichment opportunities in math	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals;	\$20,000	State and local funds	Identified academic needs; data on student academic progress
5. Communicate with families and share math-focused resources. Provide opportunities to engage in math or STEM nights	July 2026 – and Ongoing	Principals; Math Specialist; GT Teachers	\$0	n/a	Newsletters, Math and STEM Nights

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INFORMATION FOR SCHOOL YEAR:

6. Provide targeted professional learning on questioning to increase student exposure to DOK level 2 and 3 in classroom discussions and assessments	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Math Specialist	\$0	n/a	PLG plans; STEP team records
STUDENT ACHIEVEMENT STRATEGY #2					
We will implement targeted academic interventions and supports using data-driven instruction.					

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide academic intervention and acceleration supports for students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary	\$20,000	State and District	Identified academic needs; data on student academic progress

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INFORMATION FOR SCHOOL YEAR:

		and Secondary Education; Principals; Teachers; Interventionists			
2. Ensure opportunities for professional development on research-based strategies, ensuring the academic success of all students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals	\$25,000	Title programs	Professional Development Calendar
3. Provide curriculum supports for academic intervention and acceleration for students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education	\$10,000	State and District	Curriculum Support Invoices
4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 and Ongoing	Assistant Superintendent for Instruction;	\$0	n/a	DRC Beacon assessment results; Observation data

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2026-2027

INFORMATION FOR SCHOOL YEAR:

		Directors of Elementary and Secondary Education; Principals; Classroom Teachers; Reading Coaches			
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Performance Goal Area: Student Achievement*

*(*required)*

PERFORMANCE GOAL: By June 2030, the percentage of students completing Algebra 1, English II, Biology I, and US History and the Constitution courses who score a C or better on the EOCEP exam will increase by 2 percentage points each academic year, resulting in a 10 percentage point growth.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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INFORMATION FOR SCHOOL YEAR:

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Algebra I	48.1%	Target: 50% Actual:	Target: 52% Actual:	Target: 54% Actual:	Target: 56% Actual:	Target: 58% Actual:
English II	66.7%	Target: 69% Actual:	Target: 71% Actual:	Target: 73% Actual:	Target: 75% Actual:	Target: 77% Actual:
Biology I	30%	Target: 32% Actual:	Target: 34% Actual:	Target: 36% Actual:	Target: 38% Actual:	Target: 40% Actual:
USHC	30%	Target: 32% Actual:	Target: 34% Actual:	Target: 36% Actual:	Target: 38% Actual:	Target: 40% Actual:

STUDENT ACHIEVEMENT STRATEGY #1

We will implement targeted academic interventions and data-driven instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

1. Provide interventions and supports: tutoring during the school day, Red Devil Readiness afterschool program, and EOC prep tutoring opportunities.	July 2026 and Ongoing	Director of Secondary Education; Principal; Teachers	\$5,000 a year	District and State	Progress monitoring for students; Grades; EOC scores
2. Provide professional development through PLG on data-driven instruction and standards alignment.	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$0	n/a	PLG agendas and minutes
3. Use common assessments to identify student learning gaps and adjust instruction accordingly. Integrate EOC practice questions into daily instruction and assessments.	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$0	n/a	Common Assessment results and data analysis; Classroom observation data; Step Team Meeting Minutes
4. Establish MTSS team to review data and recommend interventions	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional	\$0	n/a	MTSS meeting minutes; Progress Monitoring Data

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2026-2027

INFORMATION FOR SCHOOL YEAR:

		Coach; Teachers			
5. Establish EOC bootcamp opportunities	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$1600 a year	Title Programs	EOC Bootcamp schedule; Curriculum; EOC test data

STUDENT ACHIEVEMENT STRATEGY #2

We will strengthen Tier 1 instruction and data-driven instruction.

ACTION PLAN FOR STRATEGY #2:

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INFORMATION FOR SCHOOL YEAR:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support district-wide implementation of college and career-ready standards and HQIM	July 2026 – and Ongoing				
2. Provide ongoing professional development focused on high-impact strategies, Depth of Knowledge Questioning, Common Assessments, and Differentiated Learning	July 2026 – and Ongoing				
3. Provide tiered interventions and content recovery opportunities to support mastery of learning	July 2026 – and Ongoing				
4. Utilize PLCs to review data and guide data-driven instructional plans	July 2026 – and Ongoing				

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INFORMATION FOR SCHOOL YEAR:

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2030, the four-year graduation rate will increase from 82.7% to 86%

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Graduation Rate from State Report Card	82.7%	Target: 83.5% Actual:	Target: 84% Actual:	Target: 84.5% Actual:	Target: 85% Actual:	Target: 86% Actual:

STUDENT ACHIEVEMENT STRATEGY #1

We will implement targeted academic interventions and data-driven instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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DISTRICT: ___Laurens County School District 56___
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INFORMATION FOR SCHOOL YEAR:

1. Provide interventions and supports: tutoring during the school day, Red Devil Readiness afterschool program, content recovery support, test prep tutoring, and summer school credit recovery opportunities.	July 2026 and Ongoing	Director of Secondary Education; Principal; Teachers	\$5,000 a year	District and State	Progress monitoring for students; Grades; EOC, WIN, SAT, ACT scores
2. Provide professional development through PLG on data-driven instruction and standards alignment.	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$0	n/a	PLG agendas and minutes
3. Use common assessments to identify student learning gaps and adjust instruction accordingly. Integrate EOC, SAT, ACT, and WIN practice questions into daily instruction and assessments.	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$0	n/a	Common Assessment results and data analysis; Classroom observation data; Step Team Meeting Minutes
4. Establish MTSS team to review data and recommend interventions	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional	\$0	n/a	MTSS meeting minutes; Progress Monitoring Data

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2026-2027

INFORMATION FOR SCHOOL YEAR:

		Coach; Teachers			
5. Monitor 9GR cohorts on track for graduation and graduation process; Identify students needing interventions and additional supports	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$5000 a year	Title Programs	On-Track graduation progress data; Intervention lists

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2030, the percentage of students graduating with a high school diploma and who demonstrate college and/or career readiness will increase from 70.1% to 80.1%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
College and Career Readiness Percentage from State	70.1%	Target: 72.1% Actual:	Target: 74.1% Actual:	Target: 76.1% Actual:	Target: 78.1% Actual:	Target: 80.1% Actual:

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2026-2027

INFORMATION FOR SCHOOL YEAR:

Report Card						
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STUDENT ACHIEVEMENT STRATEGY #1

We will implement targeted academic interventions and data-driven instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide interventions and supports: tutoring during the school day, Red Devil Readiness afterschool program, content recovery support, test prep tutoring, and summer school credit recovery opportunities.	July 2026 and Ongoing	Director of Secondary Education; Principal; Teachers	\$5,000 a year	District and State	Progress monitoring for students; Grades; EOC, WIN, SAT, ACT scores
2. Provide professional development through PLG on data-driven instruction and standards alignment.	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$0	n/a	PLG agendas and minutes

3. Use common assessments to identify student learning gaps and adjust instruction accordingly. Integrate EOC, SAT, ACT, and WIN practice questions into daily instruction and assessments.	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$0	n/a	Common Assessment results and data analysis; Classroom observation data; Step Team Meeting Minutes
4. Establish MTSS team to review data and recommend interventions	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$0	n/a	MTSS meeting minutes; Progress Monitoring Data
5. Monitor 9GR cohorts on track for graduation and graduation process; Identify students needing interventions and additional supports	July 2026 and Ongoing	Director of Secondary Education; Principal; Instructional Coach; Teachers	\$5000 a year	Title Programs	On-Track graduation progress data; Intervention lists

STUDENT ACHIEVEMENT STRATEGY #2

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

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Partner with Piedmont Technical College and local employers to align CTE programs with workforce needs in our community	July 2026 and Ongoing	Director of Secondary Education; Principal; School Counselors, CDFs	\$0	n/a	Critical Needs Assessment Data; Meeting Minutes with Piedmont Technical College
2. Offer certification prep opportunities for students nearing credential completion	July 2026 and Ongoing	Director of Secondary Education; Principal; CTE Teachers	\$0	n/a	Credential Prep materials; STEP team meeting minutes
3. Monitor student progress towards the tiered credential requirement	July 2026 and Ongoing	Director of Secondary Education; Principal; CTE Teachers	\$0	n/a	Excel certification tracking sheet
4. Recognize and reward students who earn certifications through school-wide celebrations and incentives	July 2026 and Ongoing	Director of Secondary Education; Principal	\$1500 year	n/a	Celebration Event pictures, Invoices for incentives

STUDENT ACHIEVEMENT STRATEGY #3
We will enhance Dual Enrollment and Early College support structures and student readiness.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PER SON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Create an early college and dual enrollment specialist to support students academically and monitor progress	July 2026 and Ongoing	Director of Secondary Education; Principal; School Counselors, DE Specialist	\$70,000	EEDA grant; District funds after grant ends	Job description; student progress monitoring charts
2. Evaluate and expand dual enrollment opportunities based on partnerships with USC Union and Piedmont Technical College	July 2026 and Ongoing	Director of Secondary Education; Principal; School Counselors, DE Specialist	\$0	n/a	Meeting minutes with higher education representatives

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INFORMATION FOR SCHOOL YEAR:

3. Conduct regular check-ins with students and instructors to identify and address barriers to completion	July 2026 and Ongoing	Director of Secondary Education; Principal; School Counselors, DE Specialist	\$0	n/a	Student progress monitoring charts
4. Host bi-annual Early College and Dual Enrollment information sessions for students and families to increase awareness	July 2026 and Ongoing	Director of Secondary Education; Principal; School Counselors, DE Specialist	\$0	n/a	Family night recruitment material; PowerPoint

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2030, the percentage of African American students scoring Meets or Exceeds on SC Ready ELA and Mathematics will increase by 2 percentage points each academic year, resulting in a 10 percentage point growth.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
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DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

SC Ready ELA and Math Percentage of African American Subgroup scoring Meets or Exceeds	47.8%	<i>Target: 50%</i> <i>Actual:</i>	<i>Target: 52%</i> <i>Actual:</i>	<i>Target: 54%</i> <i>Actual:</i>	<i>Target: 56%</i> <i>Actual:</i>	<i>Target: 58%</i> <i>Actual:</i>
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STUDENT ACHIEVEMENT STRATEGY #1

We will strengthen Tier 1 reading instruction and data-driven instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support district-wide Science of Reading framework and HQIM	July 2026 and Ongoing	Literacy Specialist;	\$0	n/a	Classroom observations; PLG

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INFORMATION FOR SCHOOL YEAR:

		Reading Coaches			plans; STEP team records
2. Provide targeted professional learning on reading strategies aligned to grade-level standards and African American students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Literacy Specialist; Reading Coaches	\$25,000	Title programs	Professional Development Calendar
3. Communicate with families and share literacy-focused resources; strategies for supporting reading at home, and opportunities to engage in literacy events	July 2026 and Ongoing	Literacy Specialist; Reading Coaches;	\$0	n/a	Newsletters; Literacy Nights
4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary	\$0	n/a	DRC Beacon assessment results; Progress reports; Observation data

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INFORMATION FOR SCHOOL YEAR:

		and Secondary Education; Principals; Classroom Teachers; Reading Coaches			
5. Provide academic intervention and acceleration supports for students specifically in African American subgroup	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; GT Teachers	\$20,000	State and local funds	Identified academic needs; data on student academic progress
6. Provide targeted professional learning on questioning to increase student exposure to DOK level 2 and 3 in classroom discussions and assessments	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals;	\$0	n/a	PLG plans; STEP team records

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2026-2027

INFORMATION FOR SCHOOL YEAR:

		Literacy Specialist; Reading Coaches			
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STUDENT ACHIEVEMENT STRATEGY #2

We will strengthen Tier 1 math instruction and data-driven instruction.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Strengthen and support district-wide implementation of new math college and career ready standards and HQIM	July 2026 – and Ongoing	Directors of Elementary and Secondary Education; Principals; Math Specialist	\$0	n/a	Classroom observations; PLG plans; STEP team records
2. Provide ongoing professional development (OGAP) focused on high-impact math strategies, including conceptual understanding, procedural	July 2026 – and Ongoing	Assistant Superintenden t for Instruction;	\$25,000	Title programs	Professional Development Calendar

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INFORMATION FOR SCHOOL YEAR:

fluency, and problem solving. Including training on using DRC Beacon formative data to inform instruction.		Directors of Elementary and Secondary Education; Principals; Math Specialist			
3. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly, particularly focused on students in African American subgroup	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Classroom Teachers	\$0	n/a	DRC Beacon assessment results; Progress reports; Observation data
4. Provide tiered interventions and enrichment opportunities in math, particularly focused on students in African American subgroup	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary	\$20,000	State and local funds	Identified academic needs; data on student academic progress

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INFORMATION FOR SCHOOL YEAR:

		Education; Principals;			
5. Communicate with families and share math-focused resources. Provide opportunities to engage in math or STEM nights	July 2026 – and Ongoing	Principals; Math Specialist; GT Teachers	\$0	n/a	Newsletters, Math and STEM Nights
6. Provide targeted professional learning on questioning to increase student exposure to DOK level 2 and 3 in classroom discussions and assessments	July 2026 – and Ongoing	Assistant Superintenden t for Instruction; Directors of Elementary and Secondary Education; Principals; Math Specialist	\$0	n/a	PLG plans; STEP team records

STUDENT ACHIEVEMENT STRATEGY #3
We will implement targeted academic interventions and supports using data-driven instruction.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMAT ED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Provide academic intervention and acceleration supports for students, particularly focused on students in African American subgroup	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Teachers; Interventionists	\$20,000	State and District	Identified academic needs; data on student academic progress
2. Ensure opportunities for professional development on research-based strategies, ensuring the academic success of all students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of	\$25,000	Title II	Professional Development Calendar

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2026-2027

INFORMATION FOR SCHOOL YEAR:

and how to meet the needs of our students in the African American subgroup		Elementary and Secondary Education; Principals			
3. Provide curriculum supports for academic intervention and acceleration for students, particularly focused on students in African American subgroup	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education	\$10,000	State and District	Curriculum Support Invoices
4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly, particularly focused on students in African American subgroup	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Classroom Teachers	\$0	n/a	DRC Beacon assessment results; Observation data

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INFORMATION FOR SCHOOL YEAR:

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2030, the percentage of students in the subgroup Students with Disabilities scoring Meets or Exceeds on SC Ready ELA and Mathematics, or scoring C or higher on EOCEP Algebra I and English II will increase by 2 percentage points each academic year, resulting in a 10 percentage point growth.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
SC Ready ELA and Math Percentage of Disabled Subgroup scoring Meets or Exceeds	17.65	Target: 20% Actual:	Target: 22% Actual:	Target: 24% Actual:	Target: 26% Actual:	Target: 28% Actual:
EOCEP English II and Algebra	22.7%	Target: 25% Actual:	Target: 27% Actual:	Target: 29% Actual:	Target: 31% Actual:	Target: 33% Actual:

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2026-2027

INFORMATION FOR SCHOOL YEAR:

I Percentage of Disabled Subgroup scoring Meets or Exceeds						
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STUDENT ACHIEVEMENT STRATEGY #1

We will strengthen Tier 1 reading instruction and data-driven instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support district-wide Science of Reading framework and HQIM	July 2026 and Ongoing	Literacy Specialist; Reading Coaches	\$0	n/a	Classroom observations; PLG plans; STEP team records

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

2. Provide targeted professional learning on reading strategies aligned to grade-level standards and Students with Disabilities students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs; Coordinator of Special Programs; Directors of Elementary and Secondary Education; Principals; Literacy Specialist; Reading Coaches	\$25,000	Title programs	Professional Development Calendar
3. Communicate with families and share literacy-focused resources; strategies for supporting reading at home, and opportunities to engage in literacy events	July 2026 and Ongoing	Literacy Specialist; Reading Coaches;	\$0	n/a	Newsletters; Literacy Nights

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly, particularly focused on Students with Disabilities subgroup	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs; Coordinator of Special Programs; Directors of Elementary and Secondary Education; Principals; Classroom Teachers; Reading Coaches	\$0	n/a	DRC Beacon assessment results; Progress reports; Observation data
5. Provide academic intervention and acceleration supports for students particularly in Students with Disabilities subgroup	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs;	\$20,000	State and local funds	Identified academic needs; data on student academic progress

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Coordinator of Special Programs; Directors of Elementary and Secondary Education; Principals; GT Teachers			
6. Provide targeted professional learning on questioning to increase student exposure to DOK level 2 and 3 in classroom discussions and assessments	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs; Coordinator of Special Programs; Directors of Elementary and Secondary Education; Principals; Literacy Specialist;	\$0	n/a	PLG plans; STEP team records

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Reading Coaches			
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STUDENT ACHIEVEMENT STRATEGY #2

We will strengthen Tier 1 math instruction and data-driven instruction.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen and support district-wide implementation of new math college and career ready standards and HQIM	July 2026 – and Ongoing	Directors of Elementary and Secondary Education; Principals; Director of Special Programs; Coordinator of Special Programs; Math Specialist	\$0	n/a	Classroom observations; PLG plans; STEP team records

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

2. Provide ongoing professional development (OGAP) focused on high-impact math strategies, including conceptual understanding, procedural fluency, and problem solving. Including training on using DRC Beacon formative data to inform instruction.	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; Math Specialist	\$25,000	Title programs	Professional Development Calendar
3. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly, particularly focused on students in Students with Disabilities subgroup	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs; Coordinator of Special Programs; Directors of Elementary and Secondary Education; Principals;	\$0	n/a	DRC Beacon assessment results; Progress reports; Observation data

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Classroom Teachers			
4. Provide tiered interventions and enrichment opportunities in math, particularly focused on students in Students with Disabilities subgroup	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs; Coordinator of Special Programs; Directors of Elementary and Secondary Education; Principals;	\$20,000	State and local funds	Identified academic needs; data on student academic progress
5. Communicate with families and share math-focused resources. Provide opportunities to engage in math or STEM nights	July 2026 – and Ongoing	Principals; Math Specialist; GT Teachers	\$0	n/a	Newsletters, Math and STEM Nights
6. Provide targeted professional learning on questioning to increase student exposure to DOK level 2 and 3 in classroom discussions and assessments	July 2026 – and Ongoing	Assistant Superintendent for Instruction; Directors of	\$0	n/a	PLG plans; STEP team records

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Elementary and Secondary Education; Principals; Math Specialist			
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STUDENT ACHIEVEMENT STRATEGY #3

We will implement targeted academic interventions and supports using data-driven instruction.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMAT ED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Provide academic intervention and acceleration supports for students, particularly focused on students in Students with Disabilities subgroup	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs; Coordinator of Special	\$20,000	State and District	Identified academic needs; data on student academic progress

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Programs; Directors of Elementary and Secondary Education; Principals; Teachers; Interventionists			
2. Ensure opportunities for professional development on research-based strategies, ensuring the academic success of all students and how to meet the needs of our students in the Students with Disabilities subgroup	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs; Coordinator of Special Programs; Directors of Elementary and Secondary Education; Principals	\$25,000	Title II	Professional Development Calendar
3. Provide curriculum supports for academic intervention and acceleration for students, particularly focused on	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of	\$10,000	State and District	Curriculum Support Invoices

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

students in Students with Disabilities subgroup		Special Programs; Coordinator of Special Programs; Directors of Elementary and Secondary Education			
4. Use DRC Beacon assessments to identify student learning gaps and differentiate instruction accordingly, particularly focused on students in Students with Disabilities subgroup	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Special Programs; Coordinator of Special Programs; Directors of Elementary and Secondary Education; Principals; Classroom Teachers	\$0	n/a	DRC Beacon assessment results; Observation data

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL: By June 2030, Laurens District 56 Leader in Me Measurable Results Assessment (MRA) results in the area of Trusted Relationships will increase from 77% to 82%, resulting in an improvement of five percentage points.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Leader in Me Trusted Relationship Measurable Results Assessment (MRA)	77%	Target: 78% Actual:	Target: 79% Actual:	Target: 80% Actual:	Target: 81% Actual:	Target: 82% Actual:

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

SCHOOL CLIMATE STRATEGY #1
We will strengthen the implementation of Leader in Me throughout the district.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Continue district-wide implementation of Leader in Me.	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education	\$30,000	Federal Funds	Renewal Contracts and Invoices
2. Implement District Leadership Training Days	July 2026 and Ongoing	Assistant Superintendent for	\$0	n/a	Agenda; Training Materials

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Instruction; Directors of Elementary and Secondary Education			
3. Support school Leadership Days	July 2026 and Ongoing	Assistant Superintenden t for Instruction; Directors of Elementary and Secondary Education; Principals	\$1500 each year	Federal Funds	Leadership Day Recruitment Flyers; Agenda for School Events

SCHOOL CLIMATE STRATEGY #2

We will improve school climate to make school a place where students feel safe and supported through trusted relationships.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBL E	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
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DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

					IMPLEMENTATION
1. Continue school-wide Leader in Me workshops to focus on building and maintaining relationships	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals	\$3000 each school every year	Federal Funds	Workshop schedule and agenda; Workshop training materials
2. Increase opportunities for advisory time	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals	\$0	n/a	School schedules
3. Increase opportunities for school clubs	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary	\$3000 each year	Federal Funds	Club Day Schedules; Club rosters

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		and Secondary Education; Principals			
4. Strengthen opportunities for guidance and Mental Health support	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Principals; School and Mental Health Counselors	\$0	n/a	LiM lessons; Partnership with Mental Health and Thornwell Mental Health

Performance Goal Area: School Climate*

*(*required)*

PERFORMANCE GOAL: By June 2030, Laurens District 56 secondary schools Leader in Me Measurable Results Assessment (MRA) results in the area of Student Empowerment will increase from 74.5% to 82%, resulting in an improvement of 7.5 percentage points.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Leader in Me Student Empowerment Measurable Results Assessment (MRA)	74.5%	Target: 76% Actual:	Target: 77.5% Actual:	Target: 79% Actual:	Target: 80.5% Actual:	Target: 82% Actual:

SCHOOL CLIMATE STRATEGY #1

We will strengthen the implementation of Leader in Me throughout the district.

ACTION PLAN FOR STRATEGY #1:

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Continue district-wide implementation of Leader in Me.	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education	\$30,000	Federal Funds	Renewal Contracts and Invoices
2. Implement District Leadership Training Days	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education	\$0	n/a	Agenda; Training Materials
3. Support school Leadership Days	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary	\$1500 each year	Federal Funds	Leadership Day Recruitment Flyers; Agenda for School Events

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		and Secondary Education; Principals			
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SCHOOL CLIMATE STRATEGY #2

We will improve school climate to make school a place where students feel empowered and engaged in leadership opportunities throughout the school.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBL E	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATIO N
1. Continue school-wide Leader in Me workshops to focus on student empowerment	July 2026 and Ongoing	Assistant Superintenden t for Instruction; Director Secondary Education; Principals	\$3000 for secondary schools	Federal Funds	Workshop schedule and agenda; Workshop training materials

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

2. Increase opportunities for leadership roles throughout the schools	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Secondary Education; Principals	\$0	n/a	Leadership charts
3. Establish student academic, behavior, and leadership goals.	July 2026 and Ongoing	Assistant Superintendent for Instruction; Director of Secondary Education; Principals	\$0	n/a	Leadership notebooks with student goals and tracking charts; Leadership charts

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: By June 2030, teacher observation data will reflect an average score of 3.10 in the areas of content differentiation for all students, classroom activities and materials meeting the needs of all students, and high-quality Depth of Knowledge Level 2 and 3 questioning types in the classroom and on assessments.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Classroom Observation Data – Content Differentiation for all students	2.96	Target: 2.99 Actual:	Target: 3.03 Actual:	Target: 3.06 Actual:	Target: 3.08 Actual:	Target: 3.1 Actual:
Classroom Observation Data –	2.96	Target: 2.99 Actual:	Target: 3.03 Actual:	Target: 3.06 Actual:	Target: 3.08 Actual:	Target: 3.1 Actual:

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

Classroom activities and materials meeting the needs of all students						
Classroom Observation Data – High Quality DOK Level 2 and 3 Questioning Types in the Classroom and on Assessments	2.86	Target: 2.91 Actual:	Target: 2.96 Actual:	Target: 3.01 Actual:	Target: 3.06 Actual:	Target: 3.1 Actual:

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1

We will strengthen teacher knowledge and understanding of ADEPT 4.0 rubric.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
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DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

					IMPLEMENTATION
1. Increase number of teachers trained as mentors.	July 2026 and Ongoing	Directors of Elementary and Secondary Education	\$0	n/a	Mentor list; Training agendas
2. Build a cadre of mentor trainers who have been trained as an ADEPT 4.0 evaluator	July 2026 and Ongoing	Directors of Elementary and Secondary Education	\$0	n/a	4.0 evaluator training list
3. Utilize PLGs and faculty meetings to review district expectations and observation rubrics	July 2026 and Ongoing	Directors of Elementary and Secondary Education; Principals	\$0	n/a	PLG and faculty meeting agendas

TEACHER/ADMINISTRATOR QUALITY STRATEGY #2

We will utilize PLGs to facilitate instructional strategies to promote differentiation in classroom instruction and materials and to promote use of high quality DOK questioning and common assessments for core content areas.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Build a repertoire of differentiated instructional strategies for teachers to utilize in their classrooms to meet the needs of all students	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary Education; Literacy and Math Specialists; Reading Coaches; and Principals	\$0	n/a	MTSS intervention plans; PLG minutes; Professional Learning District Training Materials
2. Develop and utilize question stems in classrooms	July 2026 and Ongoing	Assistant Superintendent for Instruction; Directors of Elementary and Secondary	\$0	n/a	Question stem anchor charts

DISTRICT: ___Laurens County School District 56___
2026-2027

INFORMATION FOR SCHOOL YEAR:

		Education; Literacy and Math Specialists; Reading Coaches; and Principals; Teachers			
3.Develop and implement common assessments using DOK testing blueprint outline for structure in core content areas	July 2026 and Ongoing	Assistant Superintenden t for Instruction; Directors of Elementary and Secondary Education; Literacy and Math Specialists; Reading Coaches; and Principals; Teachers	\$5000 year	Federal funds	Common assessments in core content area; Analysis of common assessments
4. Purchase differentiated HQIM to promote high expectations and rigor	July 2026 and Ongoing	Assistant Superintenden t for	\$5000 year	Federal funds	Invoices ; Inventory

DISTRICT: ____Laurens County School District 56____
2026-2027

INFORMATION FOR SCHOOL YEAR:

while meeting needs of different levels of students		Instruction; Directors of Elementary and Secondary Education; Literacy and Math Specialists; Reading Coaches; and Principals; Teachers			
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GIFTED AND TALENTED REQUIRED TABLES

DIRECTIONS: As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

DISTRICT: ___Laurens County School District 56_____
2026-2027

INFORMATION FOR SCHOOL YEAR:

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

DISTRICT: ___Laurens County School District 56___
YEAR: 2026-2027

INFORMATION FOR SCHOOL

GIFTED AND TALENTED POLICIES AND PRACTICES

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

		ACADEMIC	ARTISTIC
The district utilizes state identification of gifted and talented students for:	grades 1–2	☐	☐
	grades 3–5	☒	☐
	grades 6–8	☒	☐
	grades 9–12	☒	☐
The district utilizes trial placement (1 year conditional placement) for:	grades 1–2	☐	☐
	grades 3–5	☐	☐
	grades 6–8	☐	☐
	grades 9–12	☐	☐
The district utilizes a local identification process (local criteria rubric) for:	grades 1–2	☐	☐
	grades 3–5	☐	☒
	grades 6–8	☐	☒
	grades 9–12	☐	☒
The district utilizes a formal withdrawal policy for:	grades 1–2	☐	☐
	grades 3–5	☒	☒
	grades 6–8	☒	☒
	grades 9–12	☒	☒

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

A gifted and talented scope and sequence is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic	☐	☐	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐
	Artistic	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Formal gifted and talented curriculum is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic	☐	☐	☐	☒	☒	☒	☐	☐	☐	☐	☐	☐
	Artistic	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Self-Contained	Curriculum Used	Teacher Created Units	ACT NOW – Close Reading	Mentoring Mathematical Minds	Engineering is Elementary	
4	Pull-Out	Curriculum Used	Teacher Created Units	ACT NOW – Close Reading	Mentoring Mathematical Minds	Engineering is Elementary	
5	Pull-Out	Curriculum Used	Teacher Created Units	ACT NOW – Close Reading	Mentoring Mathematical Minds	Engineering is Elementary	
6	Honors Classes	Curriculum Used		Teacher Created	Teacher Created	Teacher Created	Teacher Created
7	Honors Classes	Curriculum Used		Teacher Created	Teacher Created	Teacher Created	Teacher Created
8	Honors Classes	Curriculum Used		Teacher Created	Teacher Created	Teacher Created	Teacher Created

DISTRICT: ___Laurens County School District 56___
 YEAR: 2026-2027

INFORMATION FOR SCHOOL

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
9	Honors Classes	Curriculum Used		Teacher Created	Teacher Created	Teacher Created	Teacher Created
10	Honors Classes	Curriculum Used		Teacher Created	Teacher Created	Teacher Created	Teacher Created
11	Honors Classes	Curriculum Used		Teacher Created	Teacher Created	Teacher Created	Teacher Created
12	Honors Classes	Curriculum Used		Teacher Created	Teacher Created	Teacher Created	Teacher Created

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used:

GRADE	(Use approved abbreviations for curriculum.)	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used			Teacher Created		Teacher Created	
4	Curriculum Used			Teacher Created		Teacher Created	
5	Curriculum Used			Teacher Created		Teacher Created	
6	Curriculum Used			Teacher Created		Teacher Created	
7	Curriculum Used			Teacher Created		Teacher Created	
8	Curriculum Used			Teacher Created		Teacher Created	

DISTRICT: ___Laurens County School District 56___
 YEAR: 2026-2027

INFORMATION FOR SCHOOL

GRADE	(Use approved abbreviations for curriculum.)	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
9	Curriculum Used					Teacher Created	
				Teacher Created			
10	Curriculum Used			Teacher Created		Teacher Created	
11	Curriculum Used			Teacher Created		Teacher Created	
12	Curriculum Used			Teacher Created		Teacher Created	

DISTRICT: ___Laurens County School District 56___
YEAR: 2026-2027

INFORMATION FOR SCHOOL

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

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

Every year, the district sends home a letter to all parents on the identification process for Gifted and Talented Academic. This letter is also posted on the district website. GT artistic nominations and application process is shared with all students and parents each year in their visual and performing arts classrooms.

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



District Summer School Program Sites Identification

District Name: Laurens County School District 56 **District Summer School Contact:** Brenda Schrantz _____

Contact's Phone Number: 864-938-2072 **Contact's Email Address:** brendaschrantz@lcsd56g.com

SUMMER SCHOOL PROGRAM SITES: YES

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

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Summer Reading Camp – Eastside Elementary	Eddie Marshall	☐ Gr. 1-8 Promotion ☒ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: _____	Elementary School

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Clinton Middle School	Jeff Parks	☒ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: 	Middle School
Clinton High School	Martha Brothers	☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☒ Credit Recovery ☐ Other: 	High School
		☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: 	Choose an item.
		☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: 	Choose an item.
		☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: 	Choose an item.

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
		☐ Other: 	
		☐ Gr. 1-8 Promotion ☐ Read to Succeed ☐ Initial HS Credit ☐ Credit Recovery ☐ Other: 	Choose an item.

For questions, contact dssr@ed.sc.gov

District Renewal Plan Checklist

Are the following complete?

☐	District Strategic Plan Signature Page
☐	Assurances for Plan
☐	Stakeholder Involvement for Plan
☐	Proficiency-based Initial Plan or Evaluation submitted via Formstack
☐	Comprehensive Needs Assessment Data
☐	Executive Summary of Needs Assessment Data Findings
☐	Performance Goal and Action Plan: Area – Student Achievement
☐	Performance Goal and Action Plan: Area – School Climate
☐	Performance Goal and Action Plan: Area – Teacher/Administrator Quality
☐	Performance Goal and Action Plan: Area – Gifted and Talented
☐	Gifted and Talented Table/Plan
☐	Summer School Information

Once all boxes are checked, the plan can be submitted.