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District Strategic Plan Signature Page

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

District:	Lancaster
SIDN:	2901
Plan Submission:	School utilizes Cognia
Address 1:	300 S. Catawba Street
Address 2:	
City:	Lancaster, SC
Zip Code:	29720
District Plan Contact Person:	Angela Vaughan
District Plan Contact Phone:	8034168812
District Plan E-mail Address:	angela.vaughan@lcsd.k12.sc.us



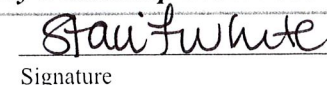

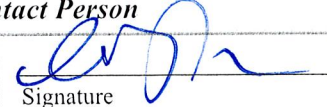
Required Signature Page

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

Assurances for the District Strategic Plans

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

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Jonathan Phipps</u> Printed Name	 Signature	<u>April 8, 2022</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Janice Dabney</u> Printed Name	 Signature	<u>4/14/22</u> Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Staci White</u> Printed Name	 Signature	<u>4.14.22</u> Date
<i>District Gifted and Talented Coordinator</i>		
<u>Tom McDuffie</u> Printed Name	 Signature	<u>4/14/22</u> Date
<i>District Strategic Planning Contact Person</i>		
<u>Angela Vaughan</u> Printed Name	 Signature	<u>4/14/22</u> Date

Assurances for District Strategic Plan

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

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 :	
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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. <ul style="list-style-type: none"> • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

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

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

Terms and Conditions

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

Yes	Obligation of Grant Funds Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.
Yes	Deobligation of Funds After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
Yes	Documentation The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://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 <ul style="list-style-type: none"> Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	Audits Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: <ul style="list-style-type: none"> Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	Records The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Stakeholder Involvement for District Strategic Plan

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

	Position	Name
1.	Superintendent	Jonathan Phipps
2.	Principal	Michelle Crosby
3.	Teacher	Robin Hodnett
4.	Parent/Guardian	Kendra Watts
5.	Community Member	Sharon F. Novinger
6.	Private School Representative	Charles Rivers
7.	District Level Administrator	Linda Blackwell
8.	Paraprofessional	Sheila Mobley
9.	District Read To Succeed Literacy Leadership Team Lead	Staci White
10.	District Read To Succeed Literacy Leadership Team Member	Traci Shigley
11.	School Improvement Council Member	Bailey Threatt
12.	District Gifted and Talented Coordinator	Tom McDuffie
13.	District Federal Programs Coordinator	Angela Vaughan
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	
	Principal	Tonya Hunter
	Principal	Rosalyn Mood
	Community Member	Aaron Cureton

District Requested Strategic Plan Waiver

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

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

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

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



Not Applicable

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

Needs Assessment for Student Achievement by Grade Range: Lancaster School District
District Report Card: <https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZzaWQ9MjkwMTAwMA>

Recommended Data Sources	Strength Identify by Subgroup Performance (as appropriate)	Weakness/Improvement Need Identify by Subgroup Performance (as appropriate)	Contributing Factors and Focus Forward (Optional)
	District Wide Data	District Wide Data	
Prime Instructional Time	Our prime instructional time was 90.2% on the 2017-2018 data report, up from 88.9% from the 2016-2017 school year.	Our prime instructional time was 89.1% on the 2018-2019 data report, down 1.1% from the 2017-2018 data report. Our prime instructional time is 87.6% on the 2020-2021 data report. Due to COVID there is no data comparison available from prior year. No prime instructional time data was reported for the 2019-2020 data report. This was due to COVID-19, 2nd semester was cut short out of an abundance of caution.	This data was collected during the COVID year in which students and teachers were not able to be in a consistent environment.
Pupil-TeacherRatio	22.5 to 1 was the student to teacher ratio on the 2017-2018 data report, down from 23.8 to 1 on the 2016-2017 data report.	28.8 to 1 is the student to teacher ratio on the 2020-2021 data report. Due to COVID there is no data comparison available from prior year. The district would continue their goal to reduce this ratio over the next five years. From 2017 to 2021 the student to teacher ratio is up 6.3 students per every 1 teacher.	Over the last 5 years our district has seen a significant growth index. The district has implemented plans to accommodate this by increasing the number of schools and teaching staff to accommodate growth. It should be noted that the total number of teachers rose from 849 teachers from the 2017-2018 to 886 teachers for the 2018-2019 and 898 teachers for the 2019-

			2020 school year. That is an increase of 49 teachers over the course of 3 years
External Accreditation AdvancED	The district is going through AdvancedED in the coming school year. The district has historically maintained compliance with all state and national accreditation standards.		
Professional Development	<p>The district has a strategic professional development plan to increase professional growth and academic achievement by providing appropriate, on-going, job-embedded professional development and technical support for administrators, teachers and support personnel for implementation of strategies to improve student achievement.</p> <ul style="list-style-type: none"> • All professional development is based upon data-driven decisions to improve student engagement and achievement. • Student growth is at the forefront of all professional development decisions. • Students are College and Career Ready upon leaving high school 		
Percentage of Teachers with Advanced		The percentage of teachers with advanced degrees for the 2020-2021 school year is not available in the state report card.	It should be noted that the total number of teachers rose from 849 teachers from the 2017-2018 to

Degrees		<p>The percentage of teachers with advanced degrees for the 2018-2019 school year was 58.5%, up from 58% in 2017-2018.</p> <p>The percentage of teachers with advanced degrees for the 2017-2018 school years was 58%, up from 56.3 %.</p> <p>From 2017-2019 the percentage of teachers with advanced degrees rose 2.2%</p>	886 teachers for the 2018-2019 and 898 teachers for the 2019-2020 school year. That is an increase of 49 teachers over the course of 3 years.
Percentage of Teachers Returning	Our returning teachers rate has gone from 88.2% to 91% over the last year. The average over the last three years is from 81% to 89.1%.		The district has increased its pay scale to be more competitive and increased benefits for teachers.
Percentage of Out-of-Field Teachers Teaching Core Classes	In our district we only have 2.1% of our core classes being taught by teachers out of their field. This is a decrease from the prior year of 0.7%. This is a strength, especially during a state-wide teacher shortage.		
English Language Learners (ELL) who met progress towards proficiency target		<p>30.7% of the ELL students in the district met their progress towards proficiency goals. The state norm was 31.7% for the year. That puts us 1% below the state norm.</p> <p>In 2018 our district was at 47.7% of ELL students meeting progress towards proficiency target. This shows we had a significant decrease of 17%.</p>	<p>As a district we have had substantial growth in this population and have been in a transformation stage for this program across the district. We know the need and are addressing it. Moving forward we will be working as a district to address them as follows:</p> <ol style="list-style-type: none"> 1. Increasing instructional time for the newcomers 2. More collaboration with content

			<p>teachers to increase their strength in strategies to address ELL in content classrooms</p> <p>3. Reading and writing focused plans in place</p> <p>4. Supporting long term multilingual learners in the content area</p>
Teacher Attendance Rate	<p>93.6% of teachers across our district are at work daily per the 2020-2021 data report, down from 95.2% in 2018-2019 and 95.4% in 2017-2018. Data was not available for 2019-2020 data year.</p> <p>Prior to COVID-19 LCSD maintained our goal of 95% teachers attendance rate per day.</p>		<p>While our goal is 95% this was a high attendance rate during the COVID school year.</p>
Student Chronic Absentee Rate	<p>In 2021 we were at an 8.2% absentee rate across the district which was a decrease of 5.5% from the prior year.</p>		
District Schools Poverty Index		<p>Our district has a 53% poverty (using free and reduced lunch FRL) index, which is down from the previous year of 53.2. We are placing this as a weakness because it is a growth area for our district to serve these students and families at a higher capacity in academics and by creating resources for them from within the community.</p>	<p>The percentage of students in poverty for LCSD High Schools during 2020-2021 school year by rank:</p> <ol style="list-style-type: none"> 1. Lancaster High School 75%, up from 73.8% in 2019-2020. 2. Andrew Jackson High School 50.2%, up from 49.4% in 2019-2020. 3. Buford High School 49.4%, up from 48.3% in 2019-2020.

			<p>4. Indian Land High School 25.6%, down from 26.1%</p> <p>The percentage of students in poverty for LCSD Middle Schools during the 2020-2021 school year by rank:</p> <ol style="list-style-type: none"> 1. South Middle School 85%, up from 84.9% in 2019-2020. 2. A. R. Rucker Middle School 80.8%, up from 77.2% in 2019-2020. 3. Andrew Jackson Middle School 63.2%, up from 59.6% in 2019-2020. 4. Buford Middle School 60%, up from 58.3% in 2019-2020. 5. Indian Land Middle School 23.7%, up from 22.5% in 2019-2020. <p>The percentage of students poverty for LCSD Elementary Schools during the 2020-2021 school year by rank:</p> <ol style="list-style-type: none"> 1. Brooklyn Springs Elementary 93.5%, no change from 2019-2020. 2. Clinton Elementary 92.8%, up from 92.2% in 2019-2020. 3. Erwin Elementary 88.1%, down from 88.9% in 2019-2020.
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			<ul style="list-style-type: none"> 4. McDonald Green Elementary 74.4%, down from 76.5% in 2019-2020. 5. Kershaw Elementary 73.1%, down from 74.3% in 2019-2020. 6. North Elementary 70.1%, up from 69.3% in 2019-2020. 7. Buford Elementary 66.7%, up from 65.9% in 2019-2020. 8. Heath Springs Elementary 62.8%, down from 66.2% in 2019-2020. 9. Discovery Charter 51.9%, up from 44.5% in 2019-2020. 10. Van Wyck Elementary 22.1%, down from 23% in 2019-2020. 11. Indian Land Elementary 21.3%, consistent with 2019-2020 data. 12. Harrisburg Elementary 20.7%, down from 21.6% in 2019-2020.
Percentage of students served by gifted and talented program	In the 2021 report our district had 16% of the students served by gifted and talented programs. This was a consistent number from the 2019 report card.		
Percentage of Teachers,	The percent satisfied with the physical environment for teachers is 93%, for		

Students, and Parents, Satisfied with the Physical Environment.	students it is 84.6%, and for parents it is 79.2%. These are within the state ranges for districts like ours.		
Percentage of Teachers, Students, and Parents Satisfied with Home-School Relations		The percent satisfied with the home-school relations for teachers is 83.9%, for students it is 85.6%, and for parents it is 71.3%. While this is the normal range it is an area of growth for our district..	
Percentage of Teachers, Students, and Parents Satisfied With the Learning Environment	The percent of teachers satisfied with the learning environment is 90.7%, for students it is 83.7%, and for parents it is 82.1%. These are within the state ranges for districts like ours.		
	Elementary/Middle	Elementary/Middle	
Kindergarten Readiness Assessment		18.4% of our students are entering kindergarten demonstrating readiness level norms. This shows a large decrease from 2018 (34.3%) and a deficit for a large portion of our learners as they begin their education path. As a district this tells us we have to work harder to bridge the gaps for students coming into our school system off of the COVID pandemic.	This data is offset by the fact that our families in the COVID pandemic did not have the traditional access to Pre-K programs due to the pandemic.
SC READY	The last score taken for comparison		The students taking this test had

English Language Arts Scores	<p>prior to the 2021 score was in 2018. In 2018 the district had 40.5% of students who met or exceeded expectations. Our district showed growth of 1.9% in 2021 with a score of 42.4% of students in the district receiving a score that meets or exceeds expectations. The state's average mean score in 2021 was 42.6% of students scoring met or exceeding expectations which means we only have a 0.2% difference.</p> <ul style="list-style-type: none"> • District exceeds expectations: 18.8% in 2021 up 5.5% from 2018 (2018 13.3%) • District meets expectations: 23.6%, which was 0.1% higher than the state's average mean score • Districts approaches expectations: 27.7%, only off from the states average mean score of 0.5% • District does not meet expectations: 29.8%, only off the state's average mean 0.7% 		<p>been in a virtual COVID protocol learning environment. This caused issues with students having access to learning in the traditional format. While the national norm was a drop in scores we actually had a growth of 1.9%.</p>
7th and 8th Grade Students Enrolled in High School Credit Courses	<p>In the 2021 report card we had 23.9% middle school students enrolled in high school courses. That was an increase of 12.2% from the prior year's report card.</p>		

SC READY Math Scores	<p>The last score taken for comparison prior to the 2021 score was in 2018. In 2018 the district scored 46.5% of students who met or exceeded expectations. Our district showed a decrease from our prior score of 5% as we had 41.5% of students in the district receive a score of met or exceeds. However, the state fell at 37.3% of students who scored met or exceeds, which puts our district's average mean-score 4.2% higher than the state norm for 2021.</p> <p>While this is an achievement to score over 4% higher than the state norm it is below where we normally fall as a district.</p> <p>In each section of the state breakdown we scored better than the average mean score for the state percentile.</p> <ul style="list-style-type: none"> • District exceeds expectations: 20.7% and state was only 17.7% • District meets expectations: 20.8% and state was only 19.6% • Districts approaches expectations: 27% and state 28.1 • District does not meet expectations: 31.5% and state 34.7% 		<p>The students taking this test had been in a virtual COVID protocol learning environment. This caused issues with students having access to learning in the traditional format. This matches the national norm in the drop of performance during COVID restricted virtual learning.</p>
SC READY Science Scores		<p>40.7% of students in the district received a score that meets or exceeds expectations for the 2021 school year. The state is at 43.3% of students who score meets or exceeds expectations, the average mean-score is</p>	<p>The global COVID-19 pandemic that started in Spring of the 2019-2020 school year negatively impacted students with a loss of instruction, support, and</p>

		0.2% above our district score. <ul style="list-style-type: none"> • District exceeds expectations: 16.3% and state was 19.5% • District meets expectations: 24.4% and state 23.8% • Districts approaching expectations: 23.1% and state 22.1% • District does not meet expectations: 36.2% and state 34.6% 	communication. Students were unable to have the hands-on labs and activities that traditionally accompany the learning of the state science standards.
	High School (9-12)	High School (9-12)	
On-Time Graduation Rate	<p>Male students' graduation rate is 78.2% which is .1% higher than the state average of 78.1%.</p> <p>Our foster students on time graduation rate is 42.9% which is 5.2% higher than the state average of 37.7%.</p> <p>Dropout recovery for the district is 12.5% which went up from 7.9% from the prior year with a 4.6% increase</p>	The current on time graduation rate is 82.4% which is 0.9% below the state norm of 83.3%. The district graduation rate in the prior year was 85.5% which means we have decreased by 3.1% from 2020-2021.	During the COVID pandemic we were a part of the global decline in high school graduation rates. Global statistics showed an average of a 2% decline.
College and Career Readiness	Percentage of students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation: 61.8% which up from 61.6%	Students in the graduation cohort who are college or career ready 57.7%.	The new CCR results (as of 2020) cannot be compared to that of previous years because the cohort of students measured has changed from graduates to all students in the four year on-time graduation cohort (graduates and non graduates)
Career and	The district has 2,765 students enrolled		

Technical Education (CTE)	in CTE courses.		
Career Readiness Assessment	82.1% of our students who took this test received their Ready to Work certificate. We are above the state norm of 81.9%.		
End of Course English 1	<p>From 2019 (72.44%) to 2021 (72.02%) the mean-score for all students in the district dropped 0.42%.</p> <p>Using the 2017 mean-score of 64.9%, African American students experienced a four-year average improvement of 1.44% from 2017 (64.9%) to 2021 (67.31%).</p> <p>Female students showed a 2.16% improvement in average mean-score from 2017 (72.8%) to 2021 (74.96%).</p> <p>Hispanic/Latino students showed a 1.11% improvement in average mean-score from 2017 (68.8%) to 2021 (69.91%).</p> <p>African American students showed a 2.41% improvement in average mean-score from 2017 (64.9%) to 2021 (67.31%).</p> <p>White students held a 75.4% mean-score average from 2017 to to 2021, not fluctuating more than 1% over that time.</p>	<p>The district's Limited English proficient (LEP) students experienced the most significant negative impact, having a 11.72% decrease in average mean-score from 2019 (73.56%) to 2021 (61.84%).</p> <p>Male students showed a .97% decrease in mean-score from 2017 (70.6%) to 2021 (69.63%).</p>	<p>The global COVID-19 pandemic that started in Spring of the 2019-2020 school year negatively impacted students with a loss of instruction, support, and communication.</p> <p>At the start of the 2021-2022 school year, the district implemented the use of Mastery-Connect and CASE Benchmark to obtain data needed to address "leaning-loss" in our EOC content areas.</p> <p>Teachers will use data from Mastery-Connect and CASE Benchmark to personalize lessons, activities, and formative/summative assessment.</p> <p>The district will continue to provide materials and training to staff and administration in using Lucy Calkins' Workshop Model as our Evidence Based-Practice (EBP) or Effective Innovation (EI) in conjunction with Multi-Tiered</p>

			Systems of Support (MTSS)
End of Course Algebra 1	<p>From 2017 to 2019 the mean-score held stable at 69% over that three year period.</p> <p>Prior to the global COVID-19 pandemic Hispanic students showed a 4.61% improvement in average mean-score from 2017 (64.6%) to 2019 (69.21%).</p> <p>Prior to the global COVID-19 pandemic our Limited English proficient (LEP) students showed a 8.91% improvement in average mean-score from 2017 (61.3%) to 2019 (70.21%).</p>	<p>The school district shows a 10.3% drop in the mean-score for the Algebra I EOC, from 2016 (79.3%) to 2017 (69%), this was due to the change in standards.</p> <p>Data obtained from the district shows a 6.14% drop in the average mean-score from 2017 (69%) to 2021 (62.86%) for all high school students in the district.</p> <p>Male students showed a 6.15% decrease in mean-score from 2017 (68%) to 2021 (61.85%), compared to females' decrease of 5.31% from 2017 (69.9%) to 2021 (64.59%).</p> <p>The districts Limited English proficient (LEP) students experienced the most significant negative impact, having a 14.3% decrease in average mean-score from 2019 (70.21%) to 2021 (55.91%)</p> <p>White students experienced a 5.83% decrease in mean-score from 2017 (72.1%) to 2021 (66.27).</p> <p>African American students showed a 5.67% decrease in mean-score from 2017 (62.6%) to 2021 (56.93%).</p> <p>Hispanic students showed a 4.46% decrease in mean-score from 2017 (64.6%) to 2021 (60.14%).</p>	<p>The global COVID-19 pandemic that started in Spring of the 2019-2020 school year negatively impacted students with a loss of instruction, support, and communication.</p> <p>At the start of the 2021-2022 school year, LCSD implemented the use of Mastery-Connect and CASE Benchmark to obtain data needed to address “leaning-loss” in our EOC content areas.</p> <p>Teachers will use data from Mastery-Connect and CASE Benchmark to personalize lessons, activities, and formative/summative assessment.</p> <p>The district will continue to provide materials and training to staff and administration in using Lucy Calkins' Workshop Model as our Evidence Based-Practice (EBP) or Effective Innovation (EI) in conjunction with Multi-Tiered Systems of Support.</p>

<p>End of Course Biology 1</p>	<p>Non-disabled students showed a 9.96% improvement in average mean-score from 2017 (62.86%) to 2021 (52.9%).</p>	<p>The Lancaster County School District shows a 6.1% drop in the mean-score for the Biology I EOC, from 2016 (77.4%) to 2017 (71.3%), this was due to the change in standards.</p> <p>Data obtained from the district shows a 10.49% drop in the average mean-score from 2017 (71.3%) to 2021 (60.81%) for all high school students in the district.</p> <p>Disabled students showed a 16.9% decrease in mean-score average from 2017 (64.9%) to 2021 (48%).</p> <p>Male students showed a 10.42% decrease in mean-score average from 2017 (69.7%) to 2021 (59.28%), compared to females' decrease of 10.67% from 2017 (73%) to 2021 (62.33%).</p> <p>White students experienced a 12.09% decrease in mean-score from 2017 (76.5%) to 2021 (64.41%).</p> <p>Hispanic students experienced a 9.82% decrease in mean-score from 2017 (66.4%) to 2021 (56.58%).</p> <p>The district's Limited English proficient (LEP) students experienced the most significant negative impact, having a 24.08% decrease in average mean-score from 2017 (74.5%) to 2021 (50.42%)</p> <ul style="list-style-type: none"> • LEP students had the most significant 1 year loss: 12.47% 	<p>The global COVID-19 pandemic that started in Spring of the 2019-2020 school year negatively impacted students with a loss of instruction, support, and communication.</p> <p>At the start of the 2021-2022 school year, the district implemented the use of Mastery-Connect and CASE Benchmark to obtain data needed to address "learning-loss" in our EOC content areas.</p> <p>Teachers will use data from Mastery-Connect and CASE Benchmark to personalize lessons, activities, and formative/summative assessment.</p> <p>The district will continue to provide materials and training to staff and administration in using Lucy Calkins' Workshop Model as our Evidence Based-Practice (EBP) or Effective Innovation (EI) in conjunction with Multi-Tiered Systems of Support.</p>
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		<p>decrease in average mean-score from 2019 (62.89%) to 2021 (50.42%).</p> <p>African American students showed a 7.69% decrease in mean-score from 2017 (61.4%) to 2021 (53.71%).</p>	
<p>End of Course U.S. History and Constitution</p>	<p>Prior to the global COVID-19 pandemic all students showed an average .78% improvement in average mean-score over three years 2017-2019.</p> <p>Prior to the global COVID-19 pandemic white students showed an average 1.18% improvement in average mean-score over three years 2017-2019.</p> <p>Prior to the global COVID-19 pandemic African American students showed an average .91% improvement in average mean-score over three years 2017-2019.</p> <p>Prior to the global COVID-19 pandemic our Non-LEP students showed an average 1.91% improvement in average mean-score over three years 2017-2019.</p>	<p>The school district shows a 9.5% drop in the mean-score for the U.S. History and Constitution EOC, from 2016 (76.1%) to 2017 (66.6%), this was due to the change in standards.</p> <p>Male students showed a 6.01% decrease in mean-score average from 2017 (67.8%) to 2021 (61.79%), compared to females' decrease of 5.34% from 2017 (65.5%) to 2021 (60.16%).</p> <p>The district's Limited English proficient (LEP) students had the most significant 1 year loss: 10.24% decrease in average mean-score from 2019 (62.58%) to 2021 (52.34%).</p> <ul style="list-style-type: none"> From 2017 to 2019 LEP students showed modest gains prior to the COVID-19 pandemic. (<i>less than 1% each year</i>) <p>Hispanic students showed a 7.12% decrease in mean-score from 2017 (65.2%) to 2021 (58.08%).</p> <p>White students experienced a 6.17% decrease in mean-score from 2017 (69.9%) to 2021 (63.73%).</p>	<p>The global COVID-19 pandemic that started in Spring of the 2019-2020 school year negatively impacted students with a loss of instruction, support, and communication.</p> <p>At the start of the 2021-2022 school year, the district implemented the use of Mastery-Connect and CASE Benchmark to obtain data needed to address "learning-loss" in our EOC content areas.</p> <p>Teachers will use data from Mastery-Connect and CASE Benchmark to personalize lessons, activities, and formative/summative assessment.</p> <p>The district will continue to provide materials and training to staff and administration in using Lucy Calkins' Workshop Model as our Evidence Based-Practice (EBP) or Effective Innovation (EI) in conjunction with Multi-Tiered</p>

		African American students showed a 5.34% decrease in mean-score from 2017 (59.9%) to 2021 (54.56%).	Systems of Support.
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Executive Summary of Needs Assessment Data Findings

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

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

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

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

Student Achievement	
Primary School (K - 2)	
1.	The district uses data to assess areas of strength and areas of weakness. The district uses NWEA Primary MAP and Fountas and Pinnell to gather quantitative data on early childhood academic levels in reading and mathematics. The district uses all content areas to support these two focus areas through a rich literacy level in all four content areas and the use of mathematics design collaborative strategies. To support the teachers we provide curriculum maps and instructional support documents in language arts, math, social studies, and science. The implementation of these content supports will be instrumental in addressing student achievement throughout their academic years in order to raise student mastery levels on formalized assessments in third grade. The district's professional learning communities address the use of students' learning objectives to focus on data driven instruction. This is fostered through professional conversation, collaborative planning, and a focus on the individualized needs of students in order to build differentiated instruction around student needs. Also, while moving out of the COVID area the district is continuing it's community partnerships with parent and community stakeholders. The community partnerships are held with First Steps, Early Head Start, and Head Start. In these partnerships we are able to create a collective effort to increase the support needed to achieve academic success for our students. We still see a gap in early literacy skills and are looking to close that with the use of a balanced literacy approach, interdisciplinary model for content teaching, and personalized learning models to meet each student at their current level of achievement and need. We will further support this through the newly implemented benchmark assessments and continues professional development from our instructional specialist and coaching team
Elementary/Middle School (3 - 8)	
2.	<p>On state assessments in reading, our district was able to show growth even through the COVID time period in which students received instruction through synchronous, asynchronous, and face to face models over a period of a year and half. Nationwide the median score dropped but we were able to gain by a 1.9% growth rate in students in grades 3-8 scoring met or exceeding on the SCREADY test in 2021. Our district continues to support literacy through the Palmetto Literacy Project, monthly South Carolina Literacy Leaders professional development, reading coaches working through modeling in the classroom and working directly with students, training in unpacking and use of literacy standards, professional development in the shared reading and interactive read aloud model, and literacy specialist school visits. The district also implemented the DATA Protocol Implementation Program for all elementary and middle school data based instruction to gain personalized results to meet students where they are.</p> <p>In mathematics during this time our students were able to have a 4.2% gain over the state median score for students in grades 3-8 on the SCREADY test in 2021. Our district continues to have professional development with the South Carolina Leaders of Mathematics initiative with our math specialist, math specialists provide direct instruction through lesson modeling and professional development with teachers, Math fluency professional development, and monthly math coaches meetings. The district also implemented the DATA Protocol Implementation Program for all elementary and middle schools data based instruction to gain personalized results to meet students where they are.</p> <p>With science and social studies, we again scored within 0.2% of the state mean score average. In an effort to address our concerns in the growth of these areas, we have implemented curriculum support documents in these areas and expanded our instructional coaches role of support for these content teachers.</p>
High School (9 - 12)	

3. The current on-time graduation rate is 82.4% is slightly below the state norm of 83.3%. College and Career Readiness assessment showed that 82.1% of the students in Lancaster County School District (LCSD) that took the test received their Ready to Work certificate. Our students scored higher than the state average of 81.9%. College and career readiness for LCSD, enrollment in a two- or four-year college or technical college went up in Fall following graduation on the 2020-2021 report. The English 1 end of course test showed improvement for subgroups of students (African American, Hispanic, Caucasian, and Female) from 2017 to 2021. The Algebra 1 end of course test showed that LCSD held a 69% pass rate from 2017 to 2019 and prior to the Covid-19 pandemic our Limited English Proficient (LEP) students showed improvement during that same time. LCSD showed an average of .78% improvement in average mean-score from 2017 to 2019. Caucasian and African American students showed the most significant improvement over that time.
- At the start of the 2021-2022 school year, LCSD implemented the use of Mastery-Connect and CASE Benchmark assessments tools to obtain data needed to address “learning-loss” for Math, English, Science, and Social Studies. Data obtained from Mastery-Connect and CASE Benchmark will be utilized by teachers and instructional coaches to personalize lessons, activities, and instruction. The district provides material and training to staff and administration in using Lucy Calkins – Workshop Model as our Evidence Based-Practice (EBP) or Effective Innovation (EI) in conjunction with Multi-Tiered Systems of Support (MTSS).

Teacher/Administrator Quality

4. High quality schools have these key components; high standards and expectations, highly effective school leadership, clear focus, transparency and accountability, high levels of communication, curriculum and instruction aligned to rigor levels of the standard, inspecting what they expect, personalized and diversified professional development, supportive learning environments, and a high level of community and parent engagement. These areas are developed and created by the teachers and administrators in our buildings and the district level. We seek opportunities for teachers and administrative members to grow professionally both within the district and through external partnerships. Data collection and analysis enables teachers and administrators to develop personalized implementation of high levels of instructions. We have increased our data collection and focus throughout the district. The use of this data enables all stakeholders to assess areas of strength and areas we need to improve in. Less than 20% of students entering kindergarten are considered ready to learn since the pandemic. In 2018 the district scored 46.5% of students who met or exceeded expectations. Our district showed a decrease from our prior score of 5% as we had 41.5% of students in the district receive a score of met or exceeds. In 2018 the district had 40.5% of students who met or exceeded expectations. Our district showed growth of 1.9% in 2021 with a score of 42.4% of students in the district receiving a score that meets or exceeds expectations. Using data to determine learning gaps has become more critical. We have added NWEA throughout all grade levels and begun district wide benchmark testing to provide faculty with the data needed to focus instruction and increase end of course exam and state testing scores. In conjunction with this we have implemented curriculum pacing guides in order to support these levels of instruction. In order to further this growth we will need to continue our instructional vision of blended learning to create personalized instruction for all students. We will continue to support our faculty in this vision as we provide district wide support. We will also continue to use individual professional development plans for teachers and administrators in order to focus optimal development using measurable student outcomes as a data focus point. In order to continue to match the growth of students in our district we have also implemented a recruitment program in order to bring in highly qualified teachers that match our level of expectations.

School Climate

5. Through district and state surveys and school climate evaluation discussions, we believe that we have a firm foundation of positive climate and satisfaction with regard to teachers, parents, and students. However, we also know that with a rapidly growing district and an era of change due to COVID effects we have to continue to look at program implementation to reach the growing climate needs and connection to all stakeholders. Communicating regularly with all parties is essential to maintaining and improving our current satisfactory levels as indicated by the data. As we reviewed our 2021 student, parent, and teacher survey results, it was evident that there are many areas of strength. Both parents, students and teachers surveyed were satisfied with the physical environment and the learning environments. However, our areas of need for all were home-school relations. The percent satisfied with the home-school relations for teachers is 83.9%, for students it is 85.6%, and for parents it is 71.3%. While this is the normal range it is an area of growth for our district. As we continue to strive to improve these statistics, we must focus on effective communication and investigate methods to draw our stakeholders in and give them the opportunity to provide feedback and be involved in decision-making. Some of the ways we are looking to increase this is through Parent Education programming. We have begun monthly parent education nights through our student services department to support our increasing demand to bridge the gap between home and school. We also know we have an increasing population of English language learners in our district and with that an increased need to create positive relationships and support systems for them. We have created an English Language Learners family help center incorporating a community outreach for these families in order to bridge the gap between school, home, and

community needs for our growing population. We are also striving to incorporate increased instructional time for ELL, collaboration with content teachers and ELL teachers to increase content teachers strength in the use of ELL strategies in their core content classrooms, the implementation of reading and writing plans, and the building of supports for long term multilingual learners in the content areas. Our school system knows statistically that school climate is a driving force of academic success. We also know this spans classrooms and families and encompasses our entire community. We are striving to be a community support system in order to build global growth and for school and district relations. Together in this initiative we can create an environment that all students can achieve at their highest potential.

Gifted and Talented

6. During school year 2021-2022 the district instituted a program of talent development called Let's Think in grades 1 & 2. The program consists of sequential lessons for the explicit teaching of thinking skills, developed by the Gifted and Talented Program of the Greenville County (SC) School District. It is used with permission by the Lancaster County School District. The purpose of the program is to provide students with non-threatening exposure to multiple types of thinking activities through short weekly lessons that are implemented by school-based instructors in grades one and two. Expected results (over time) include: overall increase in the number of referrals for the district's gifted and talented program; overall increase in the number of students qualifying for gifted and talented services (especially through aptitude and Performance Task scores); increase in use of critical thinking skills by students at an early age; increase in awareness among general education teachers of the varied traits and characteristics of gifted, high-potential, and creative thinkers in a typical classroom setting and exposure by general education teachers to a variety of teaching strategies and best practices related to instruction of gifted and high-ability students. EAGLE Program teachers assigned to each elementary school are teaching two lessons each week in each grade level (1 & 2) for 16 weeks while the regular education teacher observes and notes student performance. Lesson components include: 1) Out of the Box Fables, 2) Working with Words, 3) Logic (Inductive Reasoning, Logic Puzzles & Story Logic), 4) Analogies, 5) Non-Verbal Math (Mental Math, Visual Memory, Number Patterns, Equivalent Expressions & Figurative Patterns) and 6) Auditory Memory. The annual sequence of instruction includes: August through December (16 weeks / two 20-minute lessons per week) for second grade and January through May (16 weeks / two 20-minute lessons per week) for first grade. Baseline data will be collected during the current school year to include statistics on referrals and qualifying students at the 3rd grade level. Baseline data will also include survey results from stakeholders (general education teachers in grades 1 and 2, EAGLE Program teachers, random 1st and 2nd grade students and parents, and school-level administrators). Growth rates (referrals and qualifiers in 3rd grade) of 2% per year are expected. Rates of program satisfaction and efficacy among stakeholders are also anticipated at the same percentage each year from 2023-2027. Data will be disaggregated to include information related to gender, ethnicity, and socio-economic status.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, 81% of parents will be satisfied with school-home relations					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Parent Survey	71.3	Projected Data: 73	75	77	79	81

Action Plan

Strategy #1: Provide opportunities for parents to take part in school and district decision-making					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The district administration will plan and hold parent meetings twice a year to discuss parental concerns and get input on school decisions.	2022-2027	Executive Director of Planning and Accountability Superintendent	N/A	N/A	Agendas and Rosters of Meetings
2. Determine the best time and place for School Improvement Council (SIC) meetings for maximum attendance	2022-2027	Principal SIC Chairpersons	N/A	N/A	Rosters and agendas from SIC meetings
3. Increase communication and marketing for attendance by parents at School Improvement Council (SIC) meetings.	2022-2027	Principal Asst Principal SIC Chairpersons	N/A	N/A	Sample communication and marketing documents
4. Conduct yearly surveys of district stakeholders to prioritize for improvement.	2022-2027	Executive Director of Planning and Accountability	N/A	N/A	Survey results
5. Continue Parent Education programming. We have begun monthly parent education nights through our student services department to support our increasing demand to bridge the gap between home and school.	2022-2027	Student Services director and instructional specialists	N/A	N/A	Agendas Attendance
6. We have created an English Language Learners family help center incorporating a community outreach for these families in order to bridge the gap between school, home, and community needs for our growing population.	2022-2027	ESOL coordinator ESOL teachers	N/A	N/A	Sign in sheets Agendas from meetings

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, 90% of students will be satisfied with the physical environment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Assessment	84.6	Projected Data: 86	87	88	89	90

Action Plan

Strategy #1: Increase the number of activities to make students feel included in the school environment which will improve their overall satisfaction with the physical environment.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide arts enrichment opportunities for each grade level every year in all areas	2022-2027	Arts Coordinator District Instructional Team	60,000.00	Title IV Funds	Evidence of students participating in performances, arts field trips, arts exhibits
2. Ensure diverse literary texts in all school and classroom libraries	2022-2027	District Instructional Team	unknown	General Fund Special Revenue	Evidence of variety of authors, characters, and content
3. Differentiate social and emotional needs through the MTSS process for all students	2022-2027	Principals School Counselors	N/A	N/A	Documentation of MTSS
4. School counselors will develop and teach lessons that promote SEL.	2022-2027	School Counselors	N/A	N/A	Documentation of meetings and lessons with students
5. Continue improvements based on the 5 year capital improvement plan.	2022-2027	Superintendent Director of Facilities School Board	Varies	Capital Funds	Project completions

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, 46% of students in grades 3-8 will score met or better on the SC Ready mathematics assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC Ready	41	Projected Data: 42	43	44	45	46
SC Ready- 3rd	57.6	Projected Data: 59	60	61	62	63
C Ready- 4th	50.5	Projected Data: 52	53	54	55	56
SC Ready- 5th	41.4	Projected Data: 42	43	44	45	46
SC Ready- 6th	33.2	Projected Data: 34	35	36	37	38
SC Ready- 7th	31.4	Projected Data: 32	33	34	35	36
SC Ready- 8th	29.8	Projected Data: 31	32	33	34	3

Action Plan

Strategy #1: Implement a guided math framework across grades K through 5.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Math teachers will provide small group targeted individual instruction using various data	2022-2027	Principal District Instructional Staff Teachers	N/A	N/A	Classroom Observations Lesson Plans Trend walkthroughs
2. Provide professional development in the guided math approach to address gaps in learning	2022-2027	District Instructional Staff Principals	\$30,000	General Fund Special Revenue	Rosters and agendas from trainings
Strategy #2: Provide support to teachers in addressing students' instructional needs in mathematics.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Add a district math instructional specialist to support math instruction.	2022-2027	District Budget Team	\$100,000 per year	General Fund	Human Resource Records
2. Continue implementation of math benchmark assessments in kindergarten through grade 8.	2022-2027	District Instructional Staff Principals Teachers	\$100,000	Special Revenue	
3. Implementation and ongoing training of math pacing guides at all levels.	2022-2027	District Instructional Staff Principals Teachers	N/A	N/A	Curriculum Support Documents

4. Creation of UBDs by elementary math coaches and District Instructional Specialist based on standards to guide a backwards design process for intentional lesson design	2022-2027	Instructional Staff	Summer curriculum pay	Special Revenue	Curriculum Support Documents Lesson Plans
5. Coaches will strengthen and apply coaching moves and strategies such as but not limited to: modeling, co-modeling, coaching conversations, data driven PLCs. etc... in order to build capacity and increase student achievement on home campus.	2022-2027	Instructional Staff Coaches	N/A	N/A	Student Centered Action Plan/Goal Weekly Coaching Calendar

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, 47.4% of students in grades 3-8 will score met or better on the SC Ready ELA assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC Ready	42.2	Projected Data: 43.4	44.4	45.4	46.5	47.4
SC Ready- 3rd	49.8	Projected Data: 51	52	53	54	55
SC Ready- 4th	47.7	Projected Data: 49	50	51	52	53
SC Ready- 5th	36.7	Projected Data: 38	39	40	41	42
SC Ready- 6th	39.5	Projected Data: 41	42	43	44	45
SC Ready- 7th	41.4	Projected Data: 42	43	44	45	46
SC Ready- 8th	37.7	Projected Data: 39	40	41	42	43

Action Plan

Strategy #1: Focus on teaching literacy across the content areas.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue the implementation of a balanced literacy approach in grades K-5 and provide ongoing balanced literacy professional development.	2022-2027	Reading Coaches Principals Director of Elementary Education District Literacy Specialist	TBD	Special Revenue General Fund	PLC Collaborative team planning Data meetings Classroom Observations Professional development agendas and rosters
2. Provide ongoing, job embedded, professional development in reading and writing in the content area.	2022-2027	Reading Coach, Administrators, Teachers, District Staff	TBD	General Fund Special Revenue	School and district data, MAP data, CASE/Mastery Connect data, Fountas & Pinnell data, Phonological Awareness and Phonics data, Progress Monitoring data, SLO goals
3. Provide professional development for teachers to analyze multiple data sources to drive instruction.	2022-2027	Reading Coach, Administrators, MTSS Team(s) Teachers, District Staff	TBD	General Fund Special Revenue	LCSD Data Protocol, Data-based PLC, MAP data, CASE/MasteryConnect data, Fountas & Pinnell data, Phonological Awareness/Phonics data, Progress Monitoring data, SLO goals
4. Mentor colleagues and lead teachers to reflect and refine instructional practices based on student-centered data	2022-2027	Reading Coach, Administrators, District Staff	TBD	General Fund Special Revenue	LCSD Student-Centered Goal/Plan; PLC; Data-based Coaching Conversations
5. Strengthen and apply student-centered coaching moves and strategies including but not limited to modeling, co-planning, co-teaching, coaching conversations, and data-driven PLC in order to build teacher capacity and increase student achievement	2022-2027	Reading Coach, Teachers, Administrators, District Staff	TBD	General Fund Special Revenue	Student-Centered Coaching Goal/Plan; MAP data, CASE/MC data, SC Ready data, Lesson Plans, Coaching Notes, PLC Agendas/Notes

6. Create a standards-based pacing guide and support documents to guide literacy instruction.	2022-2027	Teacher(s) Reading Coaches District Instructional Staff	TBD	General Fund Special Revenue	District Pacing Guide; District instructional support documents.
7. Purchase books for classroom libraries to increase access to diverse text, readability levels and student interests in grade PK-5.	2022-2027	Reading coaches media specialist District Literacy Coordinator Principals	TBD	General Fund Special Revenue	Purchase orders and classroom library inventories

Strategy #2: Provide supplemental instruction to students not reading on grade level.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Add a district MTSS Early Childhood Specialist to assist and guide the use of multiple layers of support for all students.	2022-2027	District Directors/Budget Team	85000	Federal, State funds	Human Resources Records
2. Develop a plan to provide multiple layers of literacy support for all students.	2022-2027	MTSS Team(s); District Instruction & SPED Staff; Administrator(s)Reading Coach Reading Interventionists Teachers	TBD	General Fund Special Revenue	LCSD Data Protocol, Data-based PLC, MAP data, CASE/MasteryConnect data, Fountas & Pinnell data, Phonological Awareness/Phonics data, Progress Monitoring data
3. Use data to provide targeted intervention, as needed.	2022-2027	MTSS Team(s); District Instruction & SPED Staff; Administrator(s)Reading Coach Reading Interventionists Teachers	TBD	General Fund Special Revenue	MTSS Team Agendas/Notes; Literacy Assessment Portfolio (LAP); student rosters of intervention

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, 55% of students in Algebra 1 will score a “C” or better on the Algebra 1 End of Course Assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Assessment	50	Projected Data: 51	52	53	54	55

Action Plan

Strategy #1: Implement a district wide assessment program to use progress monitoring data to monitor student growth.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development for instructional coaches to analyze multiple data sources to drive instruction.	2022-2027	Instructional Specialists	N/A	N/A	Agendas, PD presentations, minutes
2. Provide inservice to teachers on analysis of benchmark data using the district data review protocol to better drive classroom instruction.	2022-2027	Building level administrators	N/A	N/A	Rosters from training
3. Conduct PLC meetings within the school to analyze benchmark results.	2022-2027	Building level administrators	N/A	N/A	Agendas and minutes
4. Teachers will evaluate DOK questions from the benchmark assessments to help better craft better DOK 2+ to use in their daily practice.	2022-2027	Principals and Instructional Specialists	N/A	N/A	Agendas and minutes
5. Teachers will review the yearly Test Results Data Review put out by the South Carolina State Department of Education to look for recommendations of classroom adjustments that may be needed.	2022-2027	Principal and Instructional Specialists	N/A	N/A	Agendas and minutes
6. Provide professional development for teachers to analyze data to drive instruction.	2022-2027	Instructional coaches; building level administrators, teachers, district staff	N/A	N/A	Agendas, PD presentations, minutes
Strategy #2: Provide ongoing support of workshop model instructional practices.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide workshop model support to teachers through monthly instructional coaches meetings.	2022-2027	Instructional Specialists	N/A	N/A	Agendas, PD presentations, minutes

2. Provide ongoing, job embedded, professional development	2022-2027	Instructional coaches; building level administrators, teachers, district staff	N/A	N/A	Agendas and minutes
3. Provide immediate feedback to teachers through district observation program	2022-2027	Instructional coaches; building level administrators, teachers, district staff	N/A	N/A	Agendas and minutes Coaching logs PD Schedules

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, the percentage of students scoring 70% or better on the English II End of Course Assessment will increase by 5%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Assessment	59	Projected Data: 60	61	62	63	64

Action Plan

Strategy #1: Focus on teaching literacy across the content areas.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Instructional coaches will model best literacy practices for content teachers and provide professional development for writing strategies.	2022-2027	Instructional coaches; building level administrators, teachers, district staff	N/A	N/A	Agendas Coaching cycles logs Administrative Observations
2. Provide professional development for teachers to analyze multiple data sources to drive instruction.	2022-2027	Instructional coaches; building level administrators, teachers, district staff	TBD	General Fund Special Revenue	Progress monitoring data, MAP data, SLO goals
3. Purchase books for classroom libraries to increase the number of available titles.	2022-2027	Media Center Specialists; building level administrators, teachers, district staff	TBD	General Fund Special Revenue	Purchase orders & classroom library lists
4. Purchase books for classroom libraries to reflect diversity and inclusion.	2022-2027	Instructional coaches; building level administrators, teachers, district staff	TBD	General Fund Special Revenue	Purchase orders & classroom library lists
5. Continue the implementation of a workshop approach to instruction.	2022-2027	Instructional coaches; building level administrators, teachers, district staff	TBD	General Fund Special Revenue	Classroom Observations
6. Provide ongoing, job embedded professional development in reading and writing in the content area.	2022-2027	District instructional services staff, principals, instructional coaches, ELA Dept. Chairs	TBD	General Fund Special Revenue	Classroom observations PD Agendas PD Rosters
7. Provide workshop model support to teachers through monthly instructional coaches meetings.	2022-2027	District instructional services staff	N/A	N/A	Meeting agendas Classroom observations
8. Provide immediate feedback to teachers through the district observation program.	2022-2027	District instructional services staff, principals, assistant principals	TBD	General Fund	Classroom observation data
9. Review and edit pacing guides based on data from progress monitoring instruments and NWEA MAP.	2022-2027	District instructional staff services	N/A	N/A	Revised pacing guides

10. Teach students to understand personal data and set personal achievement goals.	2022-2027	Instructional coaches; building level administrators, teachers, district staff	N/A	N/A	Record of student goals
Strategy #2: Provide supplemental instruction to students not reading on grade level.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use flex time for reading interventions	2022-2027	Instructional Coaches Literacy Teachers	N/A	N/A	Attendance for flex-time Progress monitoring
2. Provide professional development for teachers in reading interventioins	2022-2027	Instructional Specialist for literacy	N/A	N/A	PD Minutes/plan Attendance

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, the percent of students scoring C or better on the Biology I EOCEP will increase from 45% to 50% and on the US History EOCEP will increase from 29% to 34%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Assessment	45 and 29	Projected Data: 46 and 30	47 and 31	48 and 32	49 and 33	50 and 34

Action Plan

Strategy #1: Implement a district wide assessment program using CASE benchmarks to monitor student growth.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide inservice to teachers on analysis of benchmark data using the district data review protocol to better drive classroom instruction.	August 2022-2027	District Specialist	None	N/A	Rosters from training
2. Conduct PLC meetings within the school to analyze benchmark results.	August 2022 - 2027	Building Level Administration	None	N/A	Agendas and minutes
3. Teachers will evaluate DOK questions from the benchmark assessments to help better craft better DOK 2+ to use in their daily practice.	August 2022-2027	Building Level Administration and District Specialist	None	N/A	Agendas and minutes
4. Teachers will review the yearly Test Results Data Review put out by the South Carolina State Department of Education to look for recommendations of classroom adjustments that may be needed.	August 2022-2027	Building Level Administration and District Specialist	None	N/A	Agendas and minutes

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, 82% of teachers and administrators will use the workshop instructional model in all disciplines as measured by administrator walkthroughs.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
principal survey	42	Projected Data: 50	58	66	74	82

Action Plan

Strategy #1: Provide opportunities for workshop professional development					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Train all administrators and coaches on the walkthrough instrument.	2022-2027	District Instructional Team	N/A	N/A	Sign in sheet Examples of walkthroughs
2. Provide summer PGIs for teachers and coaches in the workshop model.	2022-2027	District Instructional Team	N/A	N/A	Sign in sheet lesson plans
3. During the administrators' meetings, provide professional development on the workshop model.	2022-2027	District Instructional Team	N/A	N/A	Agendas, and sign in sheets
4. Set up a district yearly calendar of dates for principals to observe recurring workshop model in classrooms.	2022-2027	District Instructional Team	N/A	N/A	Calendar
Strategy #2: Utilize formative data for grouping and serving students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize a variety of performance data for establishing instructional groups.	2022-2027	Teachers and Coaches	N/A	N/A	Data protocols Observations lesson plans
2. Provide demonstrations on how to use the data and develop classroom instructional groups.	2022-2027	Instructional Specialists Instructional Coaches	N/A	N/A	Classroom grouping forms PD agendas
3. Provide PD on appropriate differentiation strategies to use with a variety of levels of students.	2022-2027	Teachers; Instructional Coaches; District Instruction/SPED; Administrators; SPED	N/A	N/A	Yearlong PD Plan PD Agendas Exit Slips

GIFTED AND TALENTED REQUIRED TABLES

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

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

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

DISTRICT:
Lancaster County School District

INFORMATION FOR SCHOOL YEAR:
2022-2027

GIFTED AND TALENTED SCOPE AND SEQUENCE

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												
				X	X	X	X	X	X				
							X	X	X				
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												
				X	X	X	X	X	X				
						X	X	X	X				

DISTRICT:
Lancaster County School District

INFORMATION FOR SCHOOL YEAR:
2022-2027

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	Pull-Out	Curriculum Used		GB3	M33N	Kesler Science Environment	Changing Tomorrow I
4	Pull-Out	Curriculum Used		GB4	M34A	Kesler Science Chemistry	Changing Tomorrow II
5	Pull-Out & Special Class	Curriculum Used		GB5	M35D	Kesler Science Physics	Changing Tomorrow III
6	Special Class	Curriculum Used		GB6	TDU		
7	Special Class	Curriculum Used		GB7	TDU		
8	Special Class	Curriculum Used		GB8	TDU		
9	Special Class	Curriculum Used		TDU	TDU		
10	Special Class	Curriculum Used		TDU	TDU		
11	Special Class	Curriculum Used		TDU	TDU		
12	Special Class	Curriculum Used		TDU	TDU		

DISTRICT: Lancaster County

INFORMATION FOR SCHOOL YEAR:

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Weekend & Summer Program

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

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

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

- **District G/T Web Page (Academic & Artistic):** Information on all aspects of the district's gifted and talented program (identification, curriculum, assessment, etc.) is included. There are links to this site on all of the school's web pages.
- **Brochures with Nomination Forms (Academic & Artistic):** These are distributed to all students at the appropriate grade levels.
- **District-Wide Learning Magazine:** These are distributed to parents of all students in the district at the beginning of the school year.
- **EAGLE Talk Newspaper:** These are distributed to all teachers in the district and to all parents and students of state and locally-identified students in the gifted and talented program.

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.

Lancaster County School District Proficiency-Based Plan

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.

Lancaster County School District (LCSD) provides varied pathways for students to achieve success in order to increase our overall graduation rate and help ensure future opportunities. The Profile of the SC Graduate is the foundation we use to create instruction, curriculum, and strategic plans in order to build possibilities for our students' futures. We have analyzed the needs in our district to see what we have and also what we need in order to provide our students equitable access to secure credits needed to graduate. We offer students content/credit recovery, Apex, and VirtualSC. Our alternative program at Barr Street School provides opportunities for students to take online courses on their campus after normal school hours and for students who need the alternative work environment or schedule. For some students the traditional school route to graduation does not always work. This is why we offer these alternative routes and programs through our schools, online platforms, and at the Barr Street School. We also have a Career Center that offers workforce geared classes to meet the needs of students who are looking to be career ready.

Research shows that when a student falls behind it is very difficult for them to catch up. Our proficiency based system allows all students to progress towards a timely graduation. When students struggle we provide on-going support and remediation opportunities in each school. Our credit recovery systems allow for students to stay on course even if they fail a course. On each of our campuses we personalize the approach in order to meet the needs of our students, guarantee they learn the appropriate standards, and pass the course without falling behind.

Part of the SC Graduate is to ensure we have well rounded students. In order to make this happen we had to ensure a way to clear time for our students to take a robust course load of electives and Career and Technology offerings. When our students utilize the content recovery options this allows them to take more of these courses. Without these programs students who failed something would have to sacrifice electives or Career and Tech classes in order to retake classes in the traditional format.

Breakdown by School for Recovery Students

School Year	School	Count
2019-2020	AJHS	58
2019-2020	BHS	56
2019-2020	ILHS	124
2019-2020	LHS	181

2020-2021	AJHS	155
2020-2021	BHS	110
2020-2021	ILHS	306
2020-2021	LHS	543

2. Which within the district are involved?

Credit Recovery is leveraged when students receive a final grade between a 50-59 in a Core Academic Class (Math, Science, English, and Social Studies). - Content Recovery is leveraged by individual teachers throughout the semester when a student would benefit from redoing or re-submitting/submitting work in an effort to achieve a greater level of mastery. This can be decided upon by the teacher at any point during the semester, or within a reasonable time frame from the end of the semester. These strategies are derived directly from the South Carolina State Department of Education Uniform Grading Policies.

	2019-2020	2020-2021
Buford High		
Credit Recovery (APEX)	19	36
Virtual SC	42	13
Alternative Program	9	1

Credit Recovery is leveraged when students receive a final grade between a 50-59 in a Core Academic Class (Math, Science, English, and Social Studies). - Content Recovery is leveraged by individual teachers throughout the semester when a student would benefit from redoing or re-submitting/submitting work in an effort to achieve a greater level of mastery. This can be decided upon by the teacher at any point during the semester, or within a reasonable time frame from the end of the semester. These strategies are derived directly from the South Carolina State Department of Education Uniform Grading Policies.

	2019-2020	2020-2021
Indian Land High		
Credit Recovery (APEX)	58	48
Virtual SC	69	435
Alternative Program	3	1

Students can recover classes if their grade is between a 50 and 59. We then offer recovery classes to the student.

	2019- 2020	2020- 2021
Lancaster High		
Credit Recovery (APEX)	60	435
Virtual SC	172	79
Alternative Program	54	21

1. Counselors review grades
2. Parent contact
3. Meet with students/parents to address problematic issues
4. Develop a plan of action
5. Implement a plan of action
6. Discuss success or failure with student/parent
7. Create an additional plan of action if necessary

	2019- 2020	2020- 2021
Andrew Jackson High		
Credit Recovery (APEX)	69	109
Virtual SC	80	478
Alternative Program	11	3

We look at the final scores for students in each of their classes. If students score between 50 and 59 we enroll them in recovery if the class is available via APEX. Some students opt for Virtual SC recovery, and sometimes students/parents opt to retake the course in lieu of recovery.

LCSD's Middle School Academic Recovery Program

The middle school principals' team of LCSD will incorporate a before and/or after-school academic recovery program for our students. The recovery times and methods of delivery (face to face and/or virtually) will be based on the needs of each middle school.

The recovery times will be targeted to reach students:

- Performing below grade level.
- Having attendance issues (missed assignments).
- Having academic learning gaps with the instructional standards.

The focus of the recovery periods will be to:

- Allow staff to reinforce instruction (through re-teaching).
- Allow students to make-up missed assignments.
- Provide students with strategies to enhance their learning.
- Encourage academic improvement.

- Increase self-esteem and meet the emotional needs of the students.

For the staff who work in the academic recovery programs, teachers will be paid through a stipend, due to the staff working beyond their scheduled work day.

3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process?

All high school students in the Lancaster County School District (LCSD) have access to content recovery through VirtualSC and APEX learning applications. Barr Street Alternative Program location offers APEX courses in the evenings as LCSDs true proficiency-based-course location. Students that need to receive credits towards graduation are allowed to enroll in courses through APEX at Barr Street with Dr. Kim Linton. Students that do require credit recovery through APEX must have or have maintained a 50 percent average for the course they failed in order to be eligible for enrollment into APEX. Student appeals are first processed at the school the student attends and the next level would be the Executive Director of Middle and Secondary Schools for LCSD.

4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?

Mr. Butch Dutton, our director of secondary education, has several things that he works through when vetting a vendor. First, does the material that the vendor is presenting cover the South Carolina state standards in their course work? The second thing he does is look to see if the vendor has the proper accreditation. The final thing to assess is the per pupil cost. These processes were used with all of our programming that we currently use.

5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern?

Yes, the program has been used to offer students AP courses where numbers were too low in the building, classes when schedules wouldn't allow it, and to help with issues that may arise with transfers. We have not used it for homebound at this time.

6. Please attach the district's policy on the proficiency-based system plan.

Please [click here](https://drive.google.com/file/d/1xlEmN0QxZqgaMOQJo1L8f2Rad-Jl9DTn/view?usp=sharing) for the LCSD proficiency-based system, or copy and paste the link below:
<https://drive.google.com/file/d/1xlEmN0QxZqgaMOQJo1L8f2Rad-Jl9DTn/view?usp=sharing>

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?

LCSD focuses on the whole student and knowing that education has to have structures that meet the needs of all students is imperative to success. Content and credit recovery through VirtualSC and APEX assist students in recovering credits and staying on track to graduate. Our courses at the Career Center are geared towards workforce development with an employability skills focus. The varied pathways provide students ways to pursue their interest while also decreasing the dropout rate and increasing the graduation rate. We offer programs at the individual schools, the Career Center, and Barr Street School. All proficiency opportunities are aligned with the Profile of the SC Graduate.

8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?

Students who are taking classes online through Virtual SC and Edmentum/Apex have a certified teacher through that program. The teacher will ensure students are learning the required standards in order to pass the course, and daily access to instruction by a teacher in their school building is available. Additionally, students in our alternative school setting have constant, daily access to certified teachers who assist them in learning the required standards. The courses taught through the VirtualSC program are developed by South Carolina teachers to meet the standards that are required by the State for each credit-bearing course. Also, the Apex credit-bearing digital curriculum has been proven to support students and increase performance.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?

When students are taking APEX or Virtual SC students have a certified teacher on the other side of the computer to work with as the need arises. We know that many students have not worked in this format and that they all need tools to be successful with it so we have protocols in place to help with this. Students meet with their school counselor prior to being enrolled in one of these programs. They discuss the format, how to manage their time, and tools that are helpful when working independently in an online module. They are also resources for our students daily. Students can reach out to them with questions or concerns. Our counselors are well versed on how these programs are run.

When students are using these programs at Barr Street School they are sitting in a classroom with other students and a teacher. This environment works better for some students as they still have the structured school space but are using the online platform. They still get to work through the curriculum at their own pace but have a support system in the room to help them stay on point and with academic questions.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?

The Lancaster County School District (LCSD) will provide opportunities for content-recovery as mandated by the South Carolina State Department of Education. LCSD will implement the use of the evidence-based practice (EBP), Multi-tiered Systems of Support (MTSS) to deliver early intervention for every student who struggles to attain or maintain grade-level performance by effectively utilizing best instructional practices through the use of Lucy Calkins—Workshop Model. MTSS is designed as a differentiated layering of academic and behavioral support system designed to help LCSD to develop personalized and appropriate student instructional plans to promote content-recovery and grade-level reading and writing proficiency. LCSD will utilize MasteryConnect (online formative/summative assessment platform), flex-time (time built-in the schedule for remediation and enrichment), and required expectations for teacher remedial services.

MasteryConnect will provide teachers with individual student achievement data for their classes. That data will be used to identify students that are at different tiers of content proficiency. Students that do not meet proficient-content-retention for a class will be identified and entered in Tier II of the MTSS tier process. Although students will be given support during class they will also receive remedial services during flex-times that are implemented at each individual high school in LCSD. Flex-time is designed for students to receive remedial services that extend beyond their normal 90 minute class period. LCSD will require teachers to use assessment data gained through the use of MasterConnect to identify students in need of remedial services and provide those services during their schools designed flex-day.

LCSD will be using Workshop Model as a foundation for best instructional practice. Through professional development, teachers and administrators in LCSD will gain the needed skills to implement small-group instruction/lessons and one-on-one targeted instruction/lessons. These skills and applications will help teachers to meet the remedial needs of our students beyond the traditional classroom time.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?

We evaluate the plan annually with data collection that shows the number of courses attempted and the success rate of credit recovery. We monitor Virtual SC enrollment and pass rate for each of those courses and keep a data log of that also. Each high school names a person who will be in charge of tracking and keeping this data. This person will be responsible for reporting this information to the Executive Director of Secondary Ed.

In our alternative program at Barr Street School they monitor student enrollment, course credits earned, and advanced courses passed each semester, as well as EOC pass rate. They report this in the same format as above to the executive director.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.

We hold Individual Graduation Plan (IGP) meetings with all of our students and parents as they enter into the 9th grade and each year following. In these meetings we discuss pathways and what possibilities the students are offered. The students are able to look at all course offerings from dual enrollment, career center, transitional classes, and APEX and Virtual SC. All of these pathways lead to graduation. In the annual updates each year the student and their parents are able to express their needs and the counselors are able to make suggestions and changes to their pathways. The counselors work to build relationships so they know the students strengths and weaknesses in order to help guide them to the path they will find the most success. The counselors work to ensure they do not set a student up on one of the virtual platforms without the tools they need and knowing that is an option that the student can be successful with.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?

Yes, all teachers in LCSD have flexibility to create and develop assessments and assignments at each school. Professional development will be provided to ensure that teachers understand how to use the formative/summative assessment application, MasteryConnect, to create tests and quizzes used to identify individual student progress in each class. Using a tiered approach (MTSS), progress monitoring will allow for teachers to identify students that are in need of differentiated instruction and lessons. Professional development will be provided to ensure that teachers learn and use Lucy Calkins—Workshop Model to ensure they are using small-group and one-on-one instruction in their classrooms.

14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.

Mr. Butch Dutton, director of secondary education.

15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.

Buford High School

Wendy Sullivan (Math Learning Lab) CID **184474**

Emily Herndon (English Learning Lab) CID **243194**

Andrew Jackson High School

Kathy Richert (English) CID **291307**

Meg Faile (Math) CID **138095**

Van Steen (Social Studies) CID **246207**

Lancaster High

They use the Barr Street Learning Center Staff

Indian Land High

Anthony Colagross (English) CID **241430**

Shanna Dickerson (Social Studies) CID **175699**

Kathleen Berlin (Math) CID **245179**

Dana Shull (Science) CID **163248**

Barr Street School

Middle School--

Ernie Murray (Math) CID **256083**

Robbie Massey (Social Studies) CID **091726**

Brett Taylor (Science) CID **249538**

Lane Williams (Language Arts/SPED) CID **095415**

High School –

Cynthia Turner (English) CID **146491**

Jason Stroud (Social Studies) CID **172431**

Eloise Joyce (Science / Math) CID **238914**

Alex Dabney – (Math) CID **169575**

Kimerla Linton (CTE) CID **167071**



Lancaster County School District Summer Sites

LCSD will have 1 elementary, 5 middle, and 5 high school sites.

Erwin Elementary- District Summer Reading Camp

Middle

Andrew Jackson Middle

A R Rucker Middle

Buford Middle

Indian Land Middle

South Middle

High

Andrew Jackson High

Barr Street Learning Center

Buford High

Indian Land High

Lancaster High