District Strategic Plan Signature Page

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

District Name:	Darlington County School
SIDN:	16010
Plan Submission:	District and all district schools utilize Cognia
Address 1:	120 E. Smith Ave.
Address 2:	
City, State:	Darlington
Zip Code:	29532
District Plan Contact Person:	Dr. Merriman Nichols
District Plan Contact Phone:	843-398-2235
District Plan E-mail Address:	merriman.nichols@darlington.k12.sc.us

Superintendent

Printed Name	Signature	Date
Dr. Matthew Ferguson	C. Matthew Ferguson	4-27-26

Principal

Printed Name	Signature	Date
Dr. Ada Sindab	Ada O. Sindab	4-27-26

Chairperson, District Board of Trustees

Printed Name	Signature	Date
Wanda Hassler	W. R. Hassler	4-27-26

District Read to Succeed Literacy Leadership Team Lead

Printed Name	Signature	Date
Deahnna Lane	Deahnna Lane	4-27-26

District Gifted and Talented Coordinator

Printed Name	Signature	Date
Marisa Johnson	Marisa Johnson	4-27-26

District Strategic Planning Contact Person

Printed Name	Signature	Date
Dr. Merriman Nichols	Dr. Merriman Nichols	4-27-26

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 Strategic Plan Signature Page

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

District Name:	Darlington County School
SIDN:	1601063
Plan Submission:	District and all district schools utilize Cognia
Address 1:	120 E. Smith Ave.
Address 2:	
City, State:	Darlington
Zip Code:	29532
District Plan Contact Person:	Dr. Merriman Nichols
District Plan Contact Phone:	843-398-2235
District Plan E-mail Address:	merriman.nichols@darlington.k12.sc.us

Superintendent

Dr. Matthew Ferguson Printed Name	Signature	Date

Principal

Dr. Ada Sindab Printed Name	Signature	Date

Chairperson, District Board of Trustees

Wanda Hassler Printed Name	Signature	Date

District Read to Succeed Literacy Leadership Team Lead

Deahnna Lane Printed Name	Signature	Date

District Gifted and Talented Coordinator

Marisa Johnson Printed Name	Signature	Date

District Strategic Planning Contact Person

Dr. Merriman Nichols		
Printed Name	Signature	Date

Required Signature Page

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

Assurances for the District Strategic Plans

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

Assurances for School Renewal Plans

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

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (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
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
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
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
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
	Education and Economic Development Act Assurances for Districts (S.C. Code Ann. §59-59-10 *et seq.*) 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. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA
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
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 *et seq.*)
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
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
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. *(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*
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-
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
	Communication and Reporting Requirements
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.

Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
	Provide comments on why any of the Gifted and Talented assurances above are **not met**:
	District Proficiency-Based System (SBE Regulation 43-234)
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.
Yes	The district's Proficiency-Based System Plan: • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught; • Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and ◦ Offers an explanation of how the proficiency-based assessments
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request. • Teachers of all proficiency courses hold valid South Carolina
	Assurances and Terms and Conditions for State Awards As the district superintendent of the above-named district, I certify that this

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
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. §2-17-10 et seq. and §8-13-100 *et seq.* (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2016)) if the amount of this award is $50,000 or more.
	Terms and Conditions
Yes	**Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please

Yes	**Non-awards/Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
Yes	**Reduction in Budgets and Negotiations** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
Yes	**Amendments to Grants** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	**Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
Yes	**Submission of Expenditure Reports** Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).
Yes	**Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the
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-
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
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

Yes	**Certification Regarding Suspension and Debarment** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the • Applicant and/or any of its principals, subgrantees, or subcontractors ○ are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and ○ are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application,
Yes	**Audits** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: • Entities expending $750,000 or more in federal awards: Entities that expend $750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than $750,000 in federal awards: Entities that expend less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE

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

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**	**Dr. Matthew Ferguson**
2.	**Principal**	**Dr. Ada Sindab**
3.	**Teacher**	**Bert Cook**
4.	**Parent/Guardian**	**Meredith Taylor**
5.	**Community Member**	**Diane Sigmon**
6.	**District Level Administrator**	**Dr. Merriman Nichols**
7.	**Paraprofessional**	**Janice Taylor**
8.	**District Read to Succeed Literacy Leadership Team Lead**	**Deahnna Lane**
9.	**District Read to Succeed Literacy Leadership Team Member**	**Jennifer Gribben**
10.	**District Gifted and Talented Coordinator**	**Marisa Johnson**
11.	**District Federal Programs Coordinator**	**Nateisha Samuel**
12.	**Director of Elementary Education**	**Dr. Shalah Sweeney**
13.	**Director of Secondary Education**	**Dr. James Ford**
14.	**Director of Special Education**	**Dr. Sarah Tew**

OTHERS

(May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the Literacy Leadership Team for Read to Succeed

**Add rows as necessary*

District Requested Strategic Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:
Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.
All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

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

Comprehensive Needs Assessment Data

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

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.) *Note: A link to the school report card will no longer be accepted.*

Darlington County Schools have approximately 8,900 students 4k through 12th grade across nineteen schools. The district is composed of 8 elementary schools, one primary school K-2, one early childhood center, 3 middle schools, 4 high schools, one Career and Technical Education Center (CTE) school, and one intervention school that offers flexible options for students. School size varies from 225 to right over 1000 students. The district employs 824 teachers based. In addition to the instructional staff, there are approximately 687 support staff and 191 administrators, including school counselors, paraprofessionals, custodians, food service personnel, and district-level leadership. This structure is designed to support high academic standards and meet the needs of diverse learners.

Elementary

Darlington County School District elementary schools consist of 8 4k-5th grade schools varying in size from approximately 220 students to 650 students, one primary K-2 school with approximately 450 students, and one early childhood center that houses 4K and 5K students with disabilities with approximately 350 students. These schools include Pate Elementary, Brockington Elementary Magnet, JL Cain Elementary, Black Creek Elementary, Lamar Spaulding Elementary, Thornwell School of the Arts, Carolina Elementary, North Hartsville Elementary, Bay Road Elementary, and Southside Early Childhood Center. These schools provide the foundation for early literacy, numeracy, inquiry, and citizenship for all students.

The combined demographics of the elementary schools reflect the district's diverse population: 33.52% White, 59.46% Black/African American, 5.12% Hispanic, and .86% Multiracial/Other. 21.76% of students are classified as students with disabilities, 3.08% are identified as English learners, and 86.47% are identified as economically disadvantaged. These students are at the center of the “why” behind High Quality Instructional Materials, early literacy based on the Science of Reading, and student supports that foster learning and social emotional development.

Middle

Darlington County School District middle schools consist of 6-8 grades across three middle schools ranging from approximately 220 students to 850 students. These schools include Darlington Middle, Hartsville Middle, and Spaulding Middle Schools. These schools prepare students for post-secondary success through high quality instruction, career and technical education exploration, and extracurricular activities for diverse learning interests.

The combined demographics of the middle schools reflect the district's diverse population: 34.67% White, 55.94% Black/African American, 6.03% Hispanic, and 1.79% Multiracial/Other. 23.61% of students are classified as students with disabilities, 3.30% are identified as English learners, and 82% are identified as economically disadvantaged. These students are at the center of the "why" behind High-Quality Instructional Materials, equitable resources for academic excellence, and enrichment opportunities. All these support foster learning and social emotional development of the middle years of adolescence.

High

Darlington County School District high schools consist of 9-12 grades across four high schools ranging from approximately 220 students to 1000 students. These schools include Darlington High, Hartsville High, Mayo School of Science and Technology, and Lamar High Schools. These schools prepare students for post-secondary success through high quality instruction, career and technical education options, dual enrollment for early college, International Baccalaureate Classes, Advanced Placement Classes, rigorous Science and Technology and extracurricular activities for diverse learning interests.

The combined demographics of the high schools reflect the district's diverse population: 33.03% White, 57.94% Black/African American, 5.94% Hispanic, and 1.44% Multiracial/Other. 22.75% of students are classified as students with disabilities, 2.65% are identified as English learners, and 77.85% are identified as economically disadvantaged. These students are at the center of the district's commitment to supporting access and opportunities to enhance students' future careers, military, and college success.

Student Achievement

Elementary

Darlington County School District SC Report Card for 24-25 rated two schools as excellent (to be noted RES closed in 24-25 and merged with SJE), one school as good, five schools as average and one below average. Two of the below average schools from the previous school year achieved average scores, one went from good to average and another from average to below average.

Student Achievement Summative Data Review from the SC Report Card:

School	24-25	Rating	23-24	23-24
RES	75	**Excellent**	75	**Excellent**
CES	63	**Excellent**	61	**Excellent**

BRE	53	**Good**	54	**Good**
BEMS	52	**Average**	56	**Good**
LSES	49	**Average**	49	**Average**
TSA	48	**Average**	41	**Below Average**
JLC	44	**Average**	41	**Below Average**
NHE	42	**Average**	51	**Average**
SJE	41	**Below Average**	49	**Average**

KRA Readiness 25-26

Demonstrating Readiness – 25%

Approaching Readiness – 38%

Emerging Readiness – 37%

SC - Ready - 3rd ELA (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
BEMS	45.1	35	24	33.7	38.9	49.1	+10.2
JLC	21.7	21.25	30.5	32.8	38.3	46.7	+8.4
SJE	31.6	37.9	28.2	29.5	50	50.5	+0.5
BRE	20.9	16.5	34.4	42	46.2	51.9	+5.7
CES	62.3	46	55.6	53.6	52.1	76.3	+24.2
NHE	53.4	36	43.8	61.4	51.5	52.5	+1.0
TSA	17.2	8.2	30.8	18.8	33.3	34.1	+0.8
LSE	28.2	29	41.5	54.4	52.6	63	+10.4
REMS	21.4	23.1	69.2	57.1	60	90.91	+30.91
DCSD	36.4	28.5	36.0	42.7	46.1	52.9	+6.8
STATE	49.7	43.3	48	53.4	53.8	61.7	+7.9

SC - Ready - 3rd Math (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
BEMS	57.7	17.5	28	42.6	43.5	60.7	+17.2
JLC	24.6	23.8	31.4	55.4	39.5	58.7	+19.2
SJE	64.5	39.4	32.4	35.9	58	57.1	-0.9
BRE	31.8	15.4	43.3	41	42.5	34.3	-8.2
CES	69.6	46	68.9	55.4	47.9	71.1	+23.2
NHE	69.8	47	54.6	67.3	58.4	52.5	-5.9
TSA	22.4	8.2	33.3	28.1	26.7	48.8	+22.1
LSE	41	39.1	42.7	48.5	59.2	60.5	+1.3
REMS	42.9	30.8	69.2	71.4	100	100	0
DCSD	49.7	29	41.6	46	49.4	55	+5.6
STATE	57.7	46.9	51	53.6	54.6	56.3	+1.7

SC - Ready - 4th ELA (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
BEMS	44.8	32.7	43.4	51.8	54.1	49.5	-4.6
JLC	29.6	22.6	20.9	40.6	25.7	44.9	+19.2
SJE	48.2	26.7	45.5	44.9	35.9	53.8	+17.9
BRE	37.2	15.4	24.4	51.3	44.6	51.5	+6.9
CES	48.9	42.9	45.2	61.6	54.2	68.8	+14.6
NHE	55.9	38.2	41.4	55.9	56.8	59.1	+2.3
TSA	22.7	17.1	21.4	35.9	18.8	47.1	+28.3
LSE	35.4	27.3	46.0	67.5	60	52.2	-7.8
REMS	20	20	20	64.3	55.6	91.7	+36.1
DCSD	41.4	28.1	35.8	52	46	53.7	+7.7
STATE	51.2	46.1	50.4	57.1	57.2	63.5	+6.3

SC - Ready - 4th Math (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
BEMS	39.9	20	27.3	37.7	37.8	47.5	+10.3
JLC	56.3	2.4	14	25.7	24.3	24.7	+0.4
SJE	51.8	26.7	31.8	26.1	38.5	48.4	+9.9
BRE	53.2	25.6	22.2	52.6	44.6	54.5	+9.9
CES	74.5	40.5	38.1	59.1	52.1	54.2	+2.1
NHE	62.2	42.73	27.9	45.1	48.4	41.8	-6.6
TSA	26.7	17.1	4.76	15.8	18.8	26.5	+7.7
LSE	39.2	16.9	55.6	51.3	42.9	53.7	+10.8
REMS	26.7	25	20	50	55.6	66.7	+11.1
DCSD	49	24.02	27.3	39.8	39.9	45	+5.1
STATE	50.5	42	43.4	47	51	53.7	+2.7

SC - Ready - 5th ELA (Meets and Exceeds)

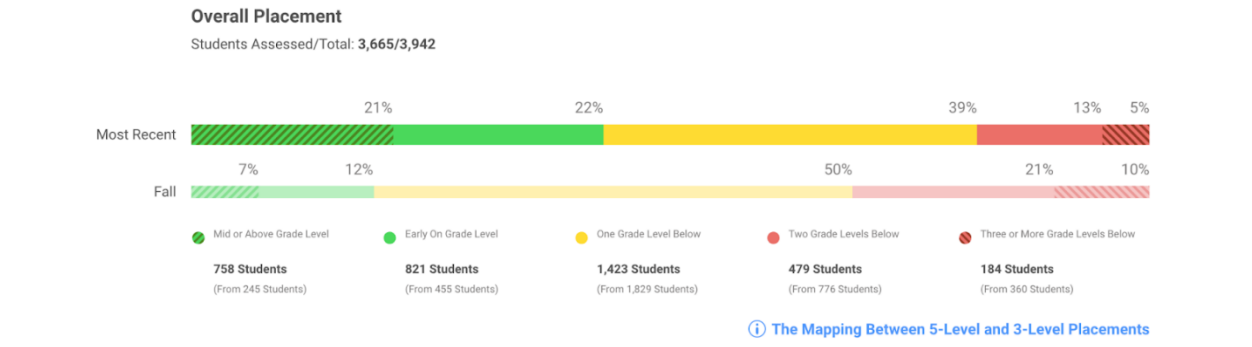
School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
BEMS	24.7	37.3	24	50.5	41.2	58.8	+17.6
JLC	21.8	17.9	25.3	34.1	40	36.8	-3.2
SJE	28.2	22.9	29.9	51.6	45.5	38.8	-6.7
BRE	20.6	16.8	26.2	39.8	60.2	58.1	-2.1
CES	48.8	63.3	55.6	59.5	73.8	68.2	-5.6
NHE	44.4	34.5	35.8	48.6	54	58.9	+4.9
TSA	20.3	10.53	26.2	17.4	33.3	40	+6.7
LSE	26.1	14.9	50	55.9	50	63.6	+13.6
REMS	11.8	6.7	21.7	46.2	70.6	76.9	+6.3
DCSD	28.3	24.7	34.6	44.9	49.7	53.8	+4.1
STATE	41	38.9	48.3	55.2	55.6	62.5	+6.9

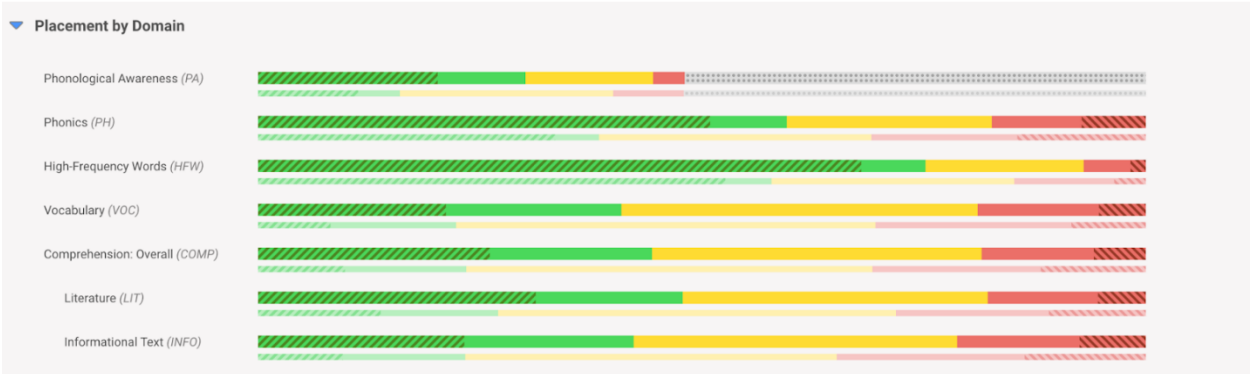
SC - Ready - 5th Math (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
BEMS	32.9	19.0	22.5	30.1	42.2	56.5	+14.3
JLC	25.3	19.4	17.7	28.4	27.6	25	-2.6
SJE	21.4	24.3	20.8	37.5	27.3	25.9	-1.4
BRE	27.8	17.7	21.4	32.7	51.1	36	-15.1
CES	60.5	63.27	46.7	48.7	78.6	59.1	-19.5
NHE	70.1	46.9	45	41.1	57	43.2	-13.8
TSA	20.3	10.5	11.9	8.7	28.6	13.3	-15.3
LSE	33.3	13.5	45.8	48.5	38.1	48.1	+10
REMS	11.8	20	26.1	15.4	58.8	46.2	-12.6
DCSD	35.7	28.45	29.0	34.1	43.3	39.5	-3.8
STATE	45.4	38.1	43.3	44.7	45.7	48.1	+2.4

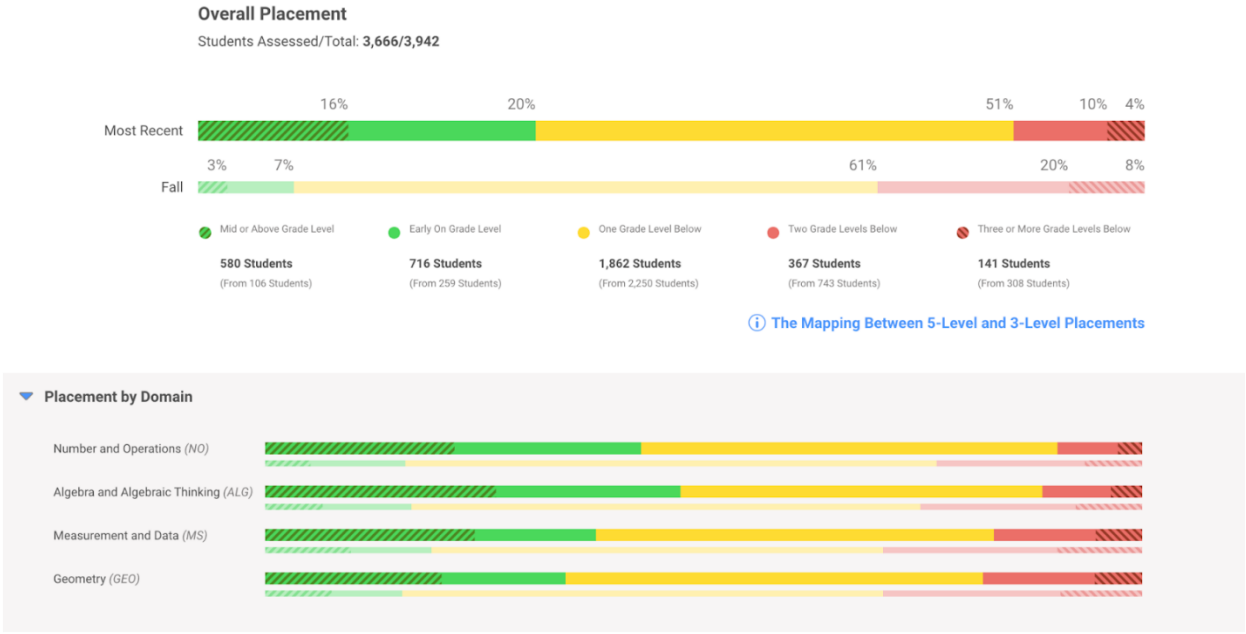
The charts above track SC Ready Scores 3-5 for Math and ELA over a 6-year testing window as well as state and district comparisons.

Elementary i-Ready ELA Fall '25-Winter '26





Elementary i-Ready Math Fall '25-Winter '26



i-Ready is the district's formative benchmark data. 25-26 is the first year of full implementation with this measure. Overall, our students three or more grade levels behind are shrinking and our students on grade level Fall to Winter is growing in both Math and ELA.

Narrative

- **All Elementary Schools showed positive gains in ELA 3-5 average**
  - 4th Grade ELA exceeded the state's average growth.
  - School/Grade levels with double digit gains
    - BEMS-3rd (10.2) and 5th (17.6)
    - CES-3rd (24.2), 4th (14.6)
    - RES-3rd (30.91), 4th (36.1)
    - JLC-4th (19.2)
    - SJE-4th (17.9)
    - TSA-4th (28.3)
    - LSES-5th (13.6)
- **6 out of 9 Elementary Schools showed positive gains in Math 3-5 average**
  - 3rd and 4th grade exceeded the state growth average
  - School/Grade levels with double digit gains
    - BEMS-3rd (17.2), 4th (10.3), and 5th (14.3)
    - CES-3rd (23.2), 4th (14.6)
    - RES-4th (11.1)
    - JLC-3rd (19.2), 4th (19.2)

    - SJE-4th (17.9)
    - TSA-3rd (22.1), 4th (28.3)
    - LSES-4th (10.8) and 5th (10)
- **Academic Achievement:** 2 Excellent, 1 Good, 5 Average
- **Student Progress:** 1 Average, 5 Below Average, 2 Unsatisfactory, 1 not rated***
- **Preparing for Success:** 1 Excellent, 2 Good, 3 Average, 1 Below Average, 1 Unsatisfactory, and 1 not rated
- **School Climate:** 4 Excellent, 1 Good, 3 Average, 1 Unsatisfactory
- **Multilingual Learner Progress:** No Rating due to subgroup size

Middle School Comparison 23-24 to 24-25

School	Rating Scale 24-25	Rating 24-25	Rating Scale 23-24	Rating 23-24
DMS	47	Average	46	Average
SMS	45	Average	53	Good
HMS	42	Average	35	Below Average

SC Report Card Middle School Ratings by Category

School	Overall Rating (100)	Academic Achievement (40/30/35/25)	Report Card Preparing for Success (10/5)	Student Progress (40)	School Climate (10/5)	English Learners (10)
Darlington Middle	47	14.22	4.1	18.06	6.44	
	Average	Average	Below Average	Average	Average	
Hartsville Middle	42	13.41	4.79	14.24	6.44	3.18
	Average	Average	Average	Average	Average	Below Average
Rosenwald Middle	n/a					
Spaulding Middle	45	15.43	4.1	14.05	7.6	
	Average	Average	Below Average	Average	Excellent	

SC - Ready - 6th ELA (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
DMS	27.4	31.7	27.7	38.4	51	45.7	-5.3
HMS	30.1	31.3	32.4	40.6	32.4	52.9	+20.5
REMS	15.4	28.6	9.1	50	—	—	
SMS	33	22.2	30.4	50	57.8	53.2	-4.6
DCSD	29	30.5	29.9	40.9	43.1	49.2	+6.1
STATE	41	41.8	45.1	53.4	53.7	56	+2.3

SC - Ready - 6th Math (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
DMS	23.7	24.8	25.5	28.6	26.9	30.3	+3.4
HMS	38.1	25.9	30.9	27.7	25.5	36.3	+10.8
REMS	15.4	28.6	18.2	4.2	—	—	
SMS	52.1	23.6	27.9	36.8	40.6	39.2	-1.4
DCSD	33	25.2	28.2	28.2	27.7	33.4	+5.7
STATE	43.9	33.9	35.7	36.6	38.4	39.4	+1.0

SC - Ready - 7th ELA (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
DMS	33	25.9	36.0	37.5	33.8	53.5	+19.7
HMS	36.4	32.8	30.6	37.2	36.7	43.4	+6.7
REMS	21.4	7.1	15.4	50	—	—	
SMS	37.2	30.7	34.9	34.7	58	47.8	-10.2
DCSD	34.8	28.9	33.2	37.2	37.6	48.1	+10.5
STATE	44	42.5	43.2	50	50.3	58.2	+7.9

SC - Ready - 7th Math (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
DMS	32.2	20.3	29.76	25.4	23.2	22.2	-1.0
HMS	26.2	22.1	20.2	21.2	18.4	17.2	-1.2
REMS	28.6	7.1	7.69	10	—	—	
SMS	37.2	33.9	28.57	18.7	29	31.3	+2.3
DCSD	29.8	22.0	25.1	22.5	21.9	20.6	-1.3
STATE	35.3	30.4	30.9	31	33.7	34	-0.3

SC - Ready - 8th ELA (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
DMS	35.4	24.3	34.15	44.3	39.6	49.4	+9.8
HMS	41.4	26.9	34.6	49.8	40.6	44.3	+3.7
REMS	11.8	41.7	11.1	35.7	—	—	
SMS	36.4	37.8	50.8	45.1	38.7	65.6	+26.9
DCSD	37.5	27.3	35.5	46.6	39.9	48.2	+8.3
STATE	44.6	41.9	45.9	53.1	50.3	55.7	+5.4

SC - Ready - 8th Math (Meets and Exceeds)

School	18/19	20/21	21/22	22/23	23/24	24/25	Growth
DMS	22.9	24.8	28	34.7	27.7	25.2	-2.5
HMS	34.8	25.9	21.1	26.2	21.9	21.1	-0.8
REMS	11.8	16.7	11.1	7.1	—	—	
SMS	35.4	23.6	49.2	20.3	26.7	35.9	+9.2
DCSD	29.4	25.2	26.57	29.2	24.9	24.6	-0.3
STATE	36.6	30.7	30.2	31.6	30.3	32.4	+2.1

The charts above track SC Ready Scores 6-8 for Math and ELA over a 6-year testing window as well as state and district comparisons.

Narrative:

- **All Middle Schools showed positive gains in ELA 6-8 average**
  - All Grades ELA exceeded the state's average growth by 8 to 10 points
  - School/Grade levels with double digit gains
    - HMS-6th (20.5)
    - DMS-7th (19.7)
    - SMS-8th (26.9)

- **2 out of 3 Middle Schools showed positive gains in Math 6-8 average**
    - 6th grade exceeded the state growth average
    - School/Grade levels with double digit gains
        - HMS-6th (10.8)
- **Academic Achievement:** 3 Average
- **Student Progress:** 3 Average
- **Preparing for Success:** 1 Average, 2 Below Average***
- **School Climate:** 1 Excellent, 2 Average
- **Multilingual Learner Progress:** 1 Below Average, no rating for the other two due to subgroup size

High School Comparison 23-24 to 24-25

School	24-25	Rating	23-24	Rating
DHS	48	Below Average	47	Below Average
HHS	53	Average	53	Average
LHS	61	Good	67	Excellent
Mayo HS	91	Excellent	88	Excellent

SC Report Card High School Ratings by Category

School	Overall Rating (100)	Academic Achievement (40/30/35/25)	Student Progress (40)	School Climate (10/5)	English Learners (10)	Graduation Rate (30/25)	High School Success (19)	College/Career (25/19)
DHS	48	8.05	2.1	3.02		11.22	6.75	11.59
	Below Average	Below Average	Unsatisfactory	Average		Average	Average	Average
HHS	52	10.44	2.64	2.67	4.07	11.72	7.22	13.74
	Average	Average	Below Average	Below Average	Average	Average	Average	Good
LHS	60	9.62	1.73	3.88		14.72	8.59	16.59
	Good	Below Average	Unsatisfactory	Excellent		Good	Good	Excellent
MHS	91	20.55	7.1	4.2		18.5	12	19
	Excellent	Excellent	Excellent	Excellent		Excellent	Excellent	Excellent

Algebra 1 EOCEP

School	20/21	21/22	22/23	23/24	24/25
DHS	17.79%	15.30%	16.54%	23.85%	26.59%
HHS	18.53%	39.60%	44.64%	53.72%	37.19%
LHS	14.74%	32.00%	23.73%	53.72%	31.15%
MHS	61.70%	81.25%	85.00%	77.42%	100.00%
DCSD	25.89%	37.54%	41.85%	47.68%	40.49%
State	34.64%	42.29%	44.74%	50.74%	53.10%

Biology 1 EOCEP

School	20/21	21/22	22/23	23/24	24/25
DHS	18.86%	29.51%	21.25%	25.26%	22.71%
HHS	26.80%	30.97%	24.84%	32.26%	29.39%
LHS	23.36%	33.33%	30.77%	32.26%	8.86%
MHS	75.00%	86.02%	84.62%	88.00%	90.53%
DCSD	29.96%	37.23%	30.35%	35.17%	32.79%
State	39.30%	42.55%	42.86%	47.26%	45.48%

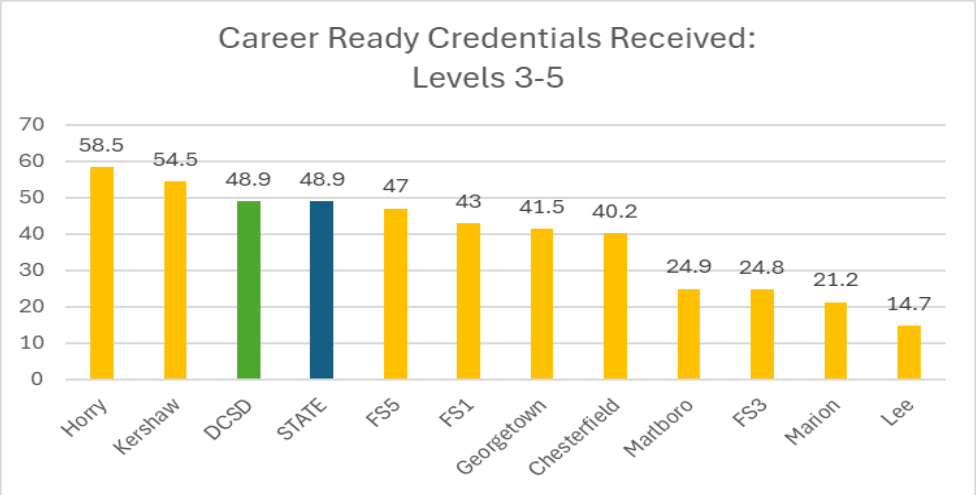
English 2 EOCEP

School	20/21	21/22	22/23	23/24	24/25
DHS	43.58%	54.79%	50.57%	46.94%	51.23%
HHS	63.04%	58.19%	58.17%	60.73%	65.69%
LHS	60.20%	50.77%	61.45%	66.67%	58.33%
MHS	94.29%	93.26%	96.10%	93.55%	100.00%
DCSD	60.32%	60.58%	59.83%	60.70%	63.04%
State	67.36%	66.84%	67.39%	69.56%	70.01%

US History EOCEP

School	20/21	21/22	22/23	23/24	24/25
DHS	25.74%	26.00%	28.05%	17.77%	27.59%
HHS	31.99%	39.91%	40.91%	31.15%	39.43%
LHS	14.06%	14.29%	31.88%	32.84%	24.24%
MHS	40.00%	80.25%	88.51%	83.12%	74.63%
DCSD	25.47%	36.40%	41.97%	32.51%	37.15%
State	37.05%	39.34%	44.60%	43.78%	47.73%

DCSD Career Ready Credentials 24-25



Narrative

Academic Achievement: 1 Excellent, 1 Average, 2 Below Average

Student Progress: 1 Excellent, 1 Below Average, 2 Unsatisfactory***

School Climate: 2 Excellent, 1 Average, 1 Below Average

Multilingual Learner Progress: 1 Average, no rating for the other two due to subgroup size

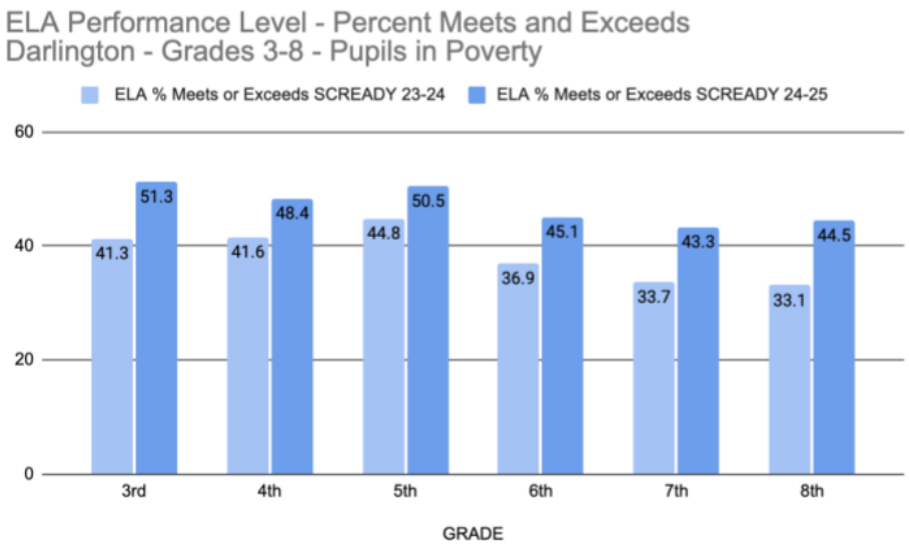
Graduation Rate: 1 Excellent, 1 Good, 2 Average

CCR: 2 Excellent, 1 Good, 1 Average

High School Success: 1 Excellent, 1 Good, 2 Average

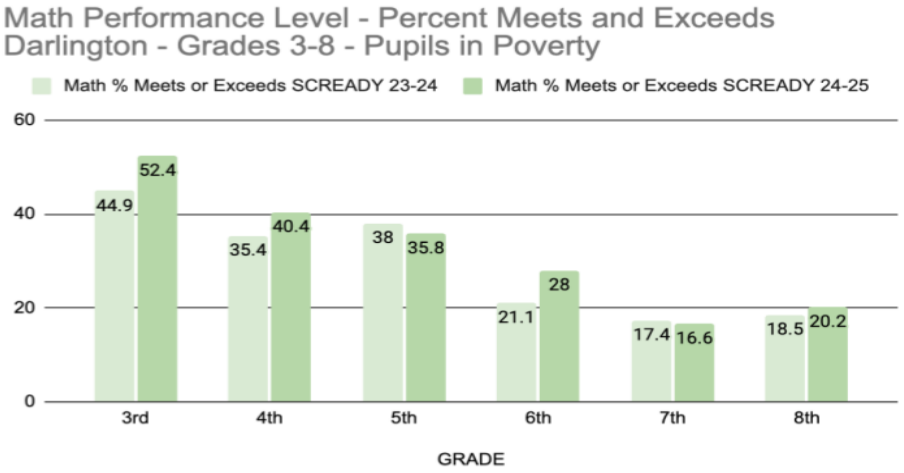
Student Achievement by Subgroups 24-25

SC - Ready - PIP (Meets and Exceeds)



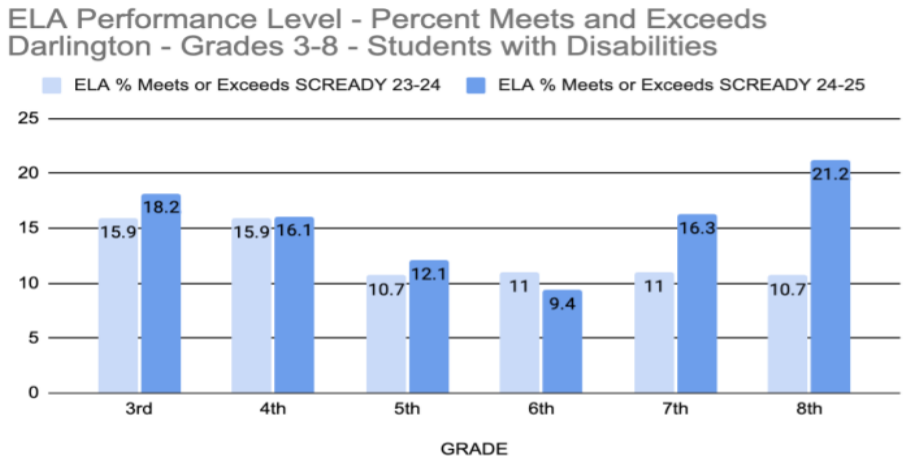
Darlington County Pupil in Poverty meets and exceeds rate continues to grow and aligns with the districts overall ratings grades 3-8.

SC - Ready - PIP (Meets and Exceeds)



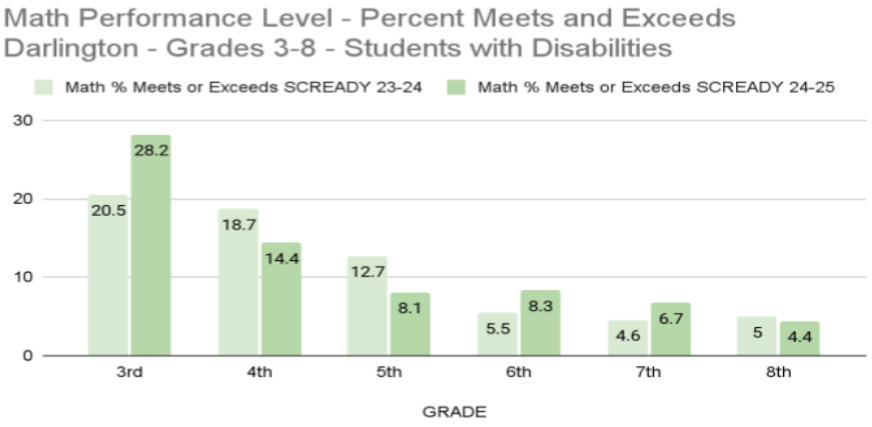
Darlington County School District's Pupils in Poverty in SC Ready Math trends follow the overall rating in math 3-8. However, this trend is not as positive as ELA with growth overall and needs further work.

SC - Ready - Students with Disabilities (Meets and Exceeds)



Darlington County Students with Disabilities are performing well below the district average in ELA, however from 23-24 to 24-25 there is some growth.

SC - Ready - Students with Disabilities (Meets and Exceeds)



Darlington County Students with Disabilities are performing well below the district average in math, however from 23-24 to 24-25 there is some growth.

Graduation SC Report Card Points by School

Graduation Rate (30/25)						
	2024-2025	2023-2024	2022-2023	2021-2022	2018-2019	2017-2018
Darlington High	11.22	13.41	21	24.37	22.28	18
	Average	Average	Good	Excellent	Good	Average
Hartsville High	11.72	12.39	18.7	21.07	20.82	24.14
	Average	Average	Good	Excellent	Excellent	Excellent
Lamar High	14.72	21.71	27.66	28.72	30	30
	Good	Excellent	Excellent	Excellent	Excellent	Excellent
Mayo High	18.5	24	29.28	30	30	30
	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

Career Readiness Assessment (WIN)

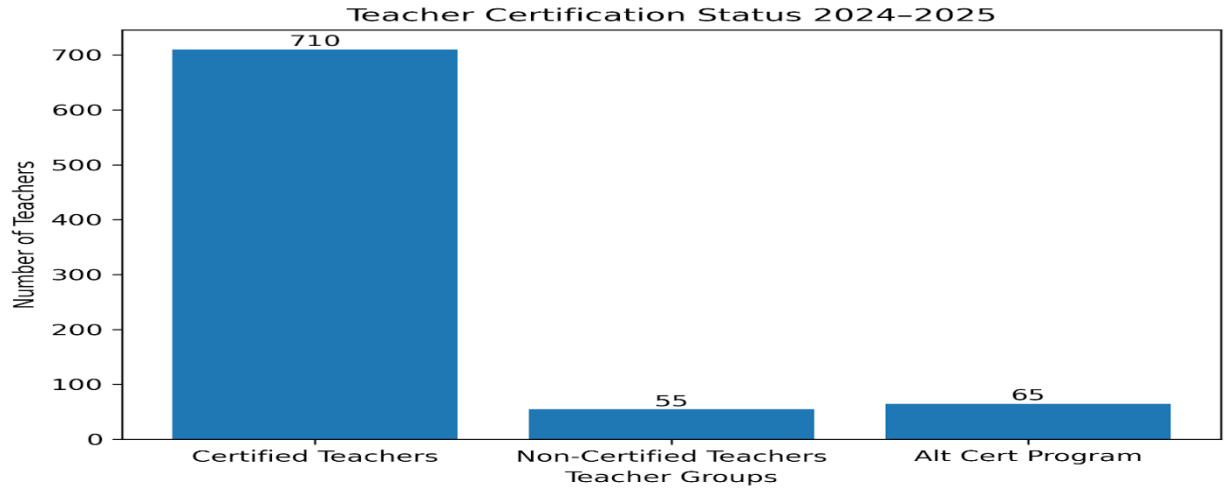
% CertLevel	*% Certificate Level*				
School	0	2	3	4	5
Darlington High	37.55%	32.02%	17.39%	12.65%	0.40%
DCIS	75.00%		25.00%		
DCVA	50.00%	33.33%	11.11%	5.56%	
Hartsville High	27.52%	30.89%	22.94%	18.04%	0.61%

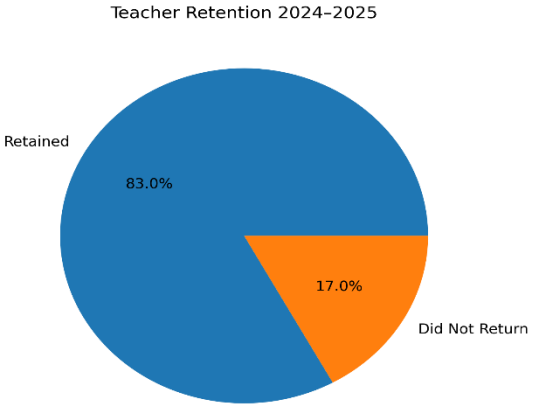
% CertLevel	*% Certificate Level*				
Lamar High	27.50%	27.50 %	21.25 %	22.50 %	1.25 %
Mayo High School For Math Science & Technology	2.99%	13.43 %	17.91 %	65.67 %	
Grand Total	**29.51%**	**29.24 %**	**20.16 %**	**20.56 %**	**0.53 %**

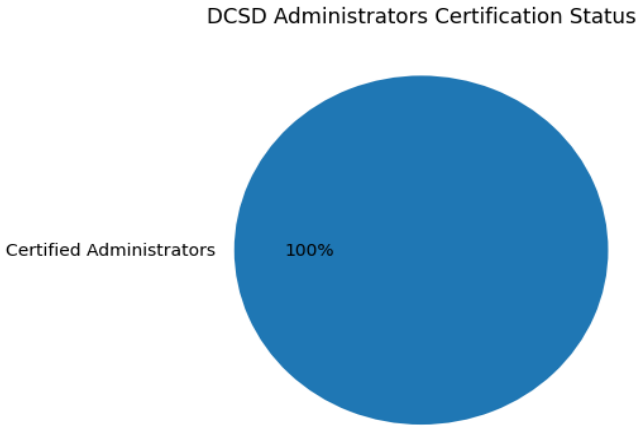
DCIT had 230 new completers during the 2024-2025 school year. 226 of the 230 met the criteria for Career-Readiness as defined by the SDE.

275 graduates in the class of 2025 were CTE completers, and 273 of those students met the criteria for Career-Readiness

Teacher Administrator Quality and Professional Growth







Executive Summary of Needs Assessment Data Findings

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

Student Achievement, including sub-groups
Early Childhood/Primary (PK-2): *Our KRA data reveals that 25% of our students demonstrate readiness at the beginning of the school year. 38% approach readiness and 37% are emerging in their readiness, despite 6 elementary schools offering 4K CERDEP classes. Our i-Ready growth from fall to winter reveals more students on grade level for early reading skills.*

Elementary/Middle (3-8)

English Language Arts (Grades 3-8)

All elementary schools demonstrated positive gains in ELA across grades 3-5, which is a noteworthy achievement across the entire elementary level. Fourth grade ELA exceeded the state's average growth district wide. The district saw exceptional double-digit gains across multiple schools and grade levels. BEMS showed gains in 3rd grade (10.2) and 5th grade (17.6). CES achieved strong results with 3rd grade (24.2) and 4th grade (14.6). RES demonstrated the most impressive performance with 3rd grade (30.91) and 4th grade (36.1). Additional double-digit gains were recorded at JLC 4th grade (19.2), SJE 4th grade (17.9), TSA 4th grade (28.3), and LSES 5th grade (13.6). These results demonstrate that elementary schools are successfully building strong foundational literacy skills.

All middle schools in Darlington County demonstrated growth in ELA across grades 6-8, which is a significant achievement. The district exceeded state average growth by 8 to 10 percentage points across all grade levels. The most impressive gains were seen at HMS in 6th grade (20.5 points), DMS in 7th grade (19.7 points), and SMS in 8th grade (26.9 points), all representing double-digit improvements.

Mathematics (Grades 3-8)

Mathematics performance at the elementary level shows progress, though with some variation. Six out of nine elementary schools demonstrated positive gains in math across grades 3-5. Third and fourth grades exceeded the state growth average district wide. Notable double-digit gains were widespread, including BEMS (3rd grade 17.2, 4th grade 10.3, 5th grade 14.3), CES (3rd grade 23.2, 4th grade 14.6), RES 4th grade (11.1), JLC (3rd grade 19.2, 4th grade 19.2), SJE 4th grade (17.9), TSA (3rd grade 22.1, 4th grade 28.3), and LSES (4th grade 10.8, 5th grade 10). However, three elementary schools did not show positive gains in mathematics, indicating a need for targeted support in numeracy instruction.

Mathematics results at the middle school level were more mixed, with 2 out of 3 middle schools showing positive gains. The 6th grade cohort exceeded the state growth average overall, and HMS 6th grade achieved a notable double-digit gain of 10.8 points. However, one middle school requires additional support in mathematics to align with district-wide progress.

Overall K-8 Academic Achievement

Academic achievement at the elementary level shows moderate strength. Two schools earned Excellent ratings, one achieved Good, and five schools received Average ratings. This distribution suggests that while some schools are excelling, the majority are meeting baseline expectations with room for improvement.

Academic achievement across the middle schools shows significant variation. One school earned an Excellent rating, one achieved an Average rating, and two schools were rated Below Average. This disparity suggests that while some schools are meeting expectations, others need targeted interventions and support.

Student Progress and School Readiness

High School (9-12):

An area in need of improvement across our high schools is academic achievement, particularly in student performance on EOCEP assessments in Algebra I and English II, as well as preparation for success indicators tied to EOCEP performance in U.S. History and Biology. Current data indicate that only approximately 40%–60% of students are meeting proficiency expectations in these core content areas, meaning that nearly half of all students are not demonstrating mastery of grade-level standards. In some subjects, up to 50%–65% of students are performing below proficiency, highlighting significant gaps in foundational skills, critical thinking, and content knowledge necessary for success in advanced coursework.

Additional areas in need of improvement include college and career readiness, graduation rate, and high school success indicators. While some data points reflect moderate performance, overall results suggest that only approximately 60%–75% of students are meeting expectations, leaving 25%–40% of students not fully prepared for postsecondary opportunities. This indicates concerns with students' ability to complete pathways that lead to college enrollment, industry credentials, or workforce readiness.

Furthermore, the data suggests a need to improve on-time graduation rates, as a notable percentage of students are not completing high school within the expected timeframe. Similarly, high school success indicators, which often include measures such as course completion, credit attainment, and readiness benchmarks, reveal that a portion of students are not consistently meeting key milestones throughout their high school experience. Collectively, these trends highlight the need to strengthen systems and support that ensure students not only graduate, but do so prepared for success in college, careers, and beyond.

Teacher/Administrator Quality

The Darlington County School District (DCSD) is dedicated to sustaining a high-quality workforce of teachers and administrators who are fully certified, effective, and committed to student success. During the 2024–2025 school year, DCSD employed approximately 710 certified teachers, excluding administrative staff, nurses, social workers, athletic directors, and JROTC instructors. Additionally, the District employed approximately 55 non-certified teachers and 65 teachers enrolled in alternative certification programs.

Teacher retention for 2024–2025 was approximately 83%, with 115 teachers not returning. The district began the year with 89.5% certified teachers and has since increased that percentage to nearly 92%, including those holding a South Carolina Department of Education (SDE) Letter of Eligibility.

These figures demonstrate DCSD's ongoing commitment to recruiting and developing educators while addressing statewide and regional challenges in teacher supply and retention.

School Climate
The district chronic absenteeism rate of 22% is a concern in the continuum of learning for students. Students must be at school to learn, and learning must be engaging for students. Darlington County Schools recognizes the need for meaningful engagement with families and caregivers as well as schools that prepare students for after high schools.
Other (such as district and/or school priorities)
Gifted and Talented
Our focus area for gifted and talented targets a consistent 10% annual increase in the percentage of gifted students meeting their added-value growth goals on SC Ready assessments in Math through June 2031, measured against our 2025 baseline. Current baseline data reveals significant variability across grade levels, with 8th grade at 62% and 6th grade at the lowest baseline of 36%. By implementing differentiated acceleration strategies, higher-order thinking and problem-based learning, we aim to move all grades toward our ultimate target of 75% by 2031. Another area of focus is expanding access to gifted programs for underrepresented students to include students of color, economically disadvantaged learners and English learners. Currently, we serve approximately 720 gifted students with 206 minorities.

Performance Goals

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

Performance Goal Area: Student Achievement*

*(*required)*

PERFORMANCE GOAL: By June 2031, Darlington County School District will increase proficiency rates (meets and exceeds) in ELA and Math to 75% proficiency rate (meets and exceeds) for grades 3-8, as measured by SC Ready, compared to the 2024-2025 baseline data

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s): SC Ready ELA

Average Baseline (averaged over a three-year period)	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**
3rd-48%	*Target: 53% Actual:*	*Target: 58% Actual:*	*Target: 63% Actual:*	*Target: 68% Actual:*	*Target:75% Actual:*
4th-51%	*Target: 55% Actual:*	*Target: 60% Actual:*	*Target: 65% Actual:*	*Target: 70% Actual:*	*Target: 75% Actual:*
5th-50%	*Target: 55% Actual:*	*Target: 60% Actual:*	*Target: 65% Actual:*	*Target: 70% Actual:*	*Target: 75% Actual:*
6th-45%	*Target: 50% Actual:*	*Target: 56% Actual:*	*Target: 62% Actual:*	*Target: 68% Actual:*	*Target: 75% Actual:*
7th-38%	*Target: 47% Actual:*	*Target: 55% Actual:*	*Target: 62% Actual:*	*Target: 68% Actual:*	*Target: 75% Actual:*
8th-46%	*Target: 51% Actual:*	*Target: 57% Actual:*	*Target: 63% Actual:*	*Target:69% Actual:*	*Target: 75% Actual:*

**Add or delete rows as needed.*

Data Source(s): SC Ready Math

Average Baseline (averaged over a three-year period)	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**
3rd-50%	*Target: 55% Actual:*	*Target: 60% Actual:*	*Target: 65% Actual:*	*Target: 70% Actual:*	*Target:75% Actual:*

4th-42%	*Target:49% Actual:*	*Target: 56% Actual:*	*Target: 62% Actual:*	*Target: 68% Actual:*	*Target: 75% Actual:*
5th-39%	*Target: 46% Actual:*	*Target: 53% Actual:*	*Target: 60% Actual:*	*Target: 67% Actual:*	*Target: 75% Actual:*
6th-30%	*Target: 39% Actual:*	*Target: 48% Actual:*	*Target: 57% Actual:*	*Target: 66% Actual:*	*Target: 75% Actual:*
7th-22%	*Target: 33% Actual:*	*Target: 44% Actual:*	*Target: 55% Actual:*	*Target: 66% Actual:*	*Target: 75% Actual:*
8th-27%	*Target: 35% Actual:*	*Target: 45% Actual:*	*Target: 56% Actual:*	*Target: 66% Actual:*	*Target: 75% Actual:*

**Add or delete rows as needed*

Choose an item. **STRATEGY #1**
We will strengthen Tier I ELA Instruction and Data Driven Intervention.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start	PERSON(S) RESPONSI	ESTIMATED COST	FUNDING SOURC	EVALUATION: INDICATORS OF
1. **Curriculum Alignment & Instructional Support:** Implement High Quality Instructional	Ongoing Yearly	-Curriculum Coordinators -Literacy Coaches	n/a	n/a	-Classroom Observation Data -HQIM Fidelity Checks -HQIM Curriculum
2. **Professional Development:** Provide targeted PD on high leverage reading	Ongoing Yearly	-Curriculum Coordinators -Literacy Coaches	$12,000 /yr	Title II	-Classroom Observations -Coaching Logs -Lesson Plans

3. **Family and Community Engagement:** Collaborate with district communications office to regularly share literacy-focused resources with families that support reading at	Quarterly	-Communications Office -ELA Curriculum Coordinators	n/a	n/a	-Frequency of Communications -Feedback from Families
4. **Data-Driven Instruction:** Use i-Ready data (k-8) and other relevant formative data to identify gaps and adjust instruction.	Quarterly Data Reviews (at a minimum)	-Classroom Teachers -Instructional Coaches (LC and CT) -School Administrat	$507,629.36	General	-Data Analysis Reports -i-Ready Personalized learning usage reports -Classroom Walkthroughs
5. **Intervention and Enrichment:** Implement targeted interventions for students below proficiency as identified through the universal screener in early	August-May	-Interventionists -Literacy coaches -ELA Coordinators -Classroom Teachers -School	$484,449.83	Title I	-Progress Monitoring Data -Universal Screening/ Benchmark Assessment Results -MTSS paperwork
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Choose an item. **STRATEGY #2**

We will strengthen Tier I Math Instruction and Data Driven Intervention.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start	PERSON(S) RESPONSI	ESTIMATED COST	FUNDING SOURC	EVALUATION: INDICATORS OF
1. **Curriculum Alignment & Instructional Support**: Implement High Quality Instructional	Ongoing Yearly	-Curriculum Coordinators -Coordinating Teachers (CT)	n/a	n/a	-Classroom Observation Data -HQIM Fidelity Checks -HQIM Curriculum
2. **Professional Development: Provide** ongoing PD focused on high-impact math strategies based on the CRA model (Concrete, Representational,	Ongoing Yearly	-Curriculum Coordinators -Coordinating Teachers (CT)	$12,000 /yr	Title II	-PD sign in sheets -Classroom Walkthroughs -PD Slides/ Handouts
3. **Family & Community Engagement: Collaborate** with district communications office to regularly share math strategies with families, parent	Quarterly	Communications Office -Math Curriculum Coordinators	n/a	n/a	-Frequency of Communications -Feedback from Families

4. **Data-Driven Instruction:** Use i-Ready data (k-8) and other relevant formative data to identify gaps and differentiate instruction.	Quarterly Data Reviews (at minimum)	-Classroom Teachers -Instructional Coaches (LC and CT) -School Administrat	n/a	n/a	-Data Analysis Reports -i-Ready Personalized learning usage reports -Classroom Walkthroughs
5. **Intervention & Enrichment:** Implement targeted interventions for students below proficiency as identified through the i-Ready math benchmark as well	August-May	-Interventionists -CTs (math coaches) -Math Coordinators -Classroom Teachers -School	$484,449.83	Title I	-Progress Monitoring Data -Universal Screening/ Benchmark Assessment Results -MTSS paperwork
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Performance Goal Area: Student Achievement*

*(*required)*

PERFORMANCE GOAL: By June 2031, the percentage of high school students meeting college and career readiness benchmarks-EOC Scores- will increase to 75%, Career Readiness Assessment (WIN) will increase to 75%, dual enrollment credits-will increase by 15 points from the 2024-25 baseline, as measured by graduation data and post-secondary readiness indicators.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline (averaged over a three-year	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031

EOC: Algebra I	43%	*Target: 49% Actual:*	*Target: 55% Actual:*	*Target: 62% Actual:*	*Target: 68% Actual:*	*Target: 75% Actual:*
EOC: English II	60%	*Target: 63% Actual:*	*Target: 66% Actual:*	*Target:69 % Actual:*	*Target: 72% Actual:*	*Target: 75% Actual:*
EOC: Biology	37%	*Target: 45 % Actual:*	*Target: 52% Actual:*	*Target: 60% Actual:*	*Target: 67% Actual:*	*Target: 75% Actual:*
EOC: US History	36%	*Target: 44% Actual:*	*Target: 52% Actual:*	*Target: 60% Actual:*	*Target: 68% Actual:*	*Target: 75% Actual:*
Career Readiness Assessm	61%	*Target: 63% Actual:*	*Target: 66% Actual:*	*Target: 69% Actual:*	*Target: 72% Actual:*	*Target: 75% Actual:*
Dual Enrollment Completi	10%	*Target:13% Actual:*	*Target: 16% Actual:*	*Target: 19% Actual:*	*Target: 22% Actual:*	*Target: 25% Actual:*

**Add or delete rows as needed.*

Choose an item. **STRATEGY #1**
We will implement early warning systems to drive academic interventions.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF

1. **PLC Teams:** Establish through the MTSS process a team that meets to review progress monitoring, interventions, and attendance concerns. This team will provide recommendations for interventions.	August-May	-School Administration -Counselors -Coordinating Teacher -Literacy Coach -PLC	n/a`	n/a	-Meeting Minutes -Intervention Plans -Student Progress Monitoring
2. **Professional Development:** Provide PD in Early Warning Systems to catch students at risk of failing and/or not graduating	August-May	-District Curriculum and Instruction Team -School Administrators	$56,000/yr	ATSI	-EWS reports -Graduation Rates
3. **Data-Driven Instruction:** Use Common Formative Assessments (CFAs) to identify learning gaps and adjust instruction based on the data. Integrate EOC type questions into daily instruction.	August-May	-Secondary Curriculum Coordinators -School Administrators -Instructional	$21,3295.43	General Fund	-CFA results -Curriculum Guides -Classroom Walkthrough Data
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Choose an item. **STRATEGY #2**
We will offer CTE industry aligned CTE Pathways and Credentialing support.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
1. **Partnerships: Partner** with Florence Darlington Tech and local industry to align CTE	August-May	-CTE Director	n/a	n/a	-Number of Partnerships -Alignment of Programs with Industry
2. **Certification Preparation: Offer** a variety of certification opportunities with	August-May	-CTE Director -CTE Teacher	TBD	Perkins, General funds	-Attendance sheets -Passage Rates on
3. **Tracking: Implement** a digital tracking tool to monitor progress towards certifications.	August-May	-Coordinator of Testing and Accountability -Director of	TBD	General Funds	-Tracking Reports

4. **Recognition: Recognize** students who earn	May	-Director of CTE -CTE	$3,500/ yr	General Funds	-Number of Students Recognized
5. **Internships:** Provide real world interviews and placement for student internships in	August-May	-Coordinator of Workforce Developm	n/a	n/a	-Number of Students Placed in Internships
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Choose an item. **STRATEGY #3**
We will increase Dual Enrollment support structures and student readiness for

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
1. **Magnet Advisory Team: Create** a team to evaluate and rebrand the Magnet High School Programs to include	August-May	-Director of Secondary -High School Principals -High	$12,000	General	-Meeting Notes -Clear plans for dual enrollment opportunities
2. **Partnerships: Establish** strong partnerships with the local community college and	August-May	-Chief Academic Officer -Director of Secondary	Cost dependent on number of	General	-Student Enrollment

3. **Communication: Utilize** District Communication platforms and parent communication mechanisms to	August-May	-Director of Communications -Director of Secondary -High School	$6,000/ yr	General	-Videos -Parent/ Student attendance to information sessions
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Performance Goal Area: Teacher/Administrator Quality*

*(*required)*

By June 3031, DCSD will maintain 100% high-quality, certified teachers and administrators who meet state certification.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Teacher Certificat	89.5	*Target: 91%* *Actual:*	*Target: 93%* *Actual:*	*Target: 95.5%* *Actual:*	*Target: 97.5%* *Actual:*	*Target:100%* *Actual:*

**Add or delete rows as needed.*

Choose an item. **STRATEGY #1**

Expand alternative certification pathways

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
1. **Partners with colleges, universities, and state-approved alternative programs**	ongoing	Director of HR	n/a	n/a	Increased number of teachers from these
2. **Praxis reimbursement** for teachers pursuing certification in critical shortage areas.	Ongoing	-HR Department -Finance Department	$350 per test per teacher	General Funds and/or grants if available	-Increase in teachers in critical needs areas -Number of teachers receiving
3. **Offer multi pathways to certification** for paraprofessionals and long-term substitutes interested	Ongoing	-HR Department -CIA Department	n/a	n/a	-Number of paraprofessionals and long-term substitutes who become
4. **Track certification process** quarterly to provide additional support for teachers seeking to move	August-May	-HR Department -Mentors	n/a	n/a	-Support logs from HR -PD sign in sheets -Coaching
5. **Implement a non-certified teacher pilot program**	Ongoing yearly	-HR Department	n/a	n/a	-Number of teachers in the Pilot
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Choose an item. **STRATEGY #2**
Increase induction support for teachers and new administrators

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
1. **Provide mentors** for new teachers and administrators	Ongoing	Director of HR	TBD	General Funds	Teacher and administrator retention
2. **Provide PD monthly for new teachers** on classroom management, instructional	Ongoing	Director of HR and members of the CIA team	n/a	n/a	Surveys and retention
3. **Create a Chief of Schools** to work alongside Chief of HR and Chief Academic Officer will support, facilitate,	Ongoing	Chief of Schools CHRO CAO	TBD	General Fund	Surveys and retention
4. Enroll and ensure new principals participate in SCDE sponsored Induction	Ongoing Yearly	CHRO COS	n/a	General Fund	Completion of program through SCDE

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Choose an item. **STRATEGY #3**
Enhance Retention Support in Title I Schools.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
1. **Provide targeted professional development** focused on classroom	July-May	-Director of HR -CAO	TBD	General	-Surveys -Classroom Walkthroughs
2. **Strengthen Mentoring programing** matching new teachers with	July-May	-Director of HR	n/a	n/a	-Mentor/ Mentee Surveys -Meeting Logs
3. **Offer Master Mentor Incentives** to attract the best teacher mentors at	July-May	-CHRO	TBD	Title I	-Retention of Master Teachers

4. **Conduct annual climate and satisfaction surveys** to identify areas of retention	Yearly	-Director of HR	TBD	TBD	-Survey Results -PD related to survey results
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Performance Goal Area: School Climate*

*(*required)*

PERFORMANCE GOAL: By June 2031, Darlington County School District will reduce chronic absenteeism district-wide from 22% to 12%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031

Chronic Absenteeism Data (Average of 3	22%	*Target: 20%* *Actual:*	*Target: 18%* *Actual:*	*Target: 16%* *Actual:*	*Target: 14%* *Actual:*	*Target: 12%* *Actual:*

Choose an item. **STRATEGY #1**
We will strengthen family and community engagement by building partnerships with families to address barriers to attendance.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
1. **Conduct an Attendance Awareness Campaign:** Communication Director along with	August-May	Chief of Communications	n/a	General Fund	-Increased attendance
2. **Hire a Coordinator of Bullying Prevention and Attendance** to work	August-May	Chief of Schools	$75,000	General Fund	-Increased attendance across district schools
3. **Partner with Community Organizations** to spread awareness	August-May	Coordinator of Bullying Prevention and	$75,000	General Fund	-Meeting Agendas -Community Surveys
4. **Recognize** schools with the highest attendance at	September-May	Chief of Schools	n/a	n/a	-Increased attendance across
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Choose an item. **STRATEGY #2**
The schools will improve school climate and student engagement to make school a place where students feel supported and safe.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
1. **Utilize Family and Community Facilitators** to identify barriers to attendance and provide resources	August-May	Director of Student Support Services and Federal	$25,000	-McKinney Vento -General Funds	-Records of how funds were spent -Increased attendance for
2. **Recognize and Reward Good Attendance** monthly recognition at the school level for	August-May	Coordinator of Bullying Prevention and	n/a	n/a	-BOE Agendas - School Newsletters

3. **Utilize coaching and support in student engagement in the classroom:** School SWOTs will be used to identify strategies to increase student	August-May	School Administrators Curriculum Coordinators Coordinati	n/a	n/a	-Classroom Walkthroughs -Student attendance
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Performance Goal Area: Gifted and Talented*

*(*required)*

PERFORMANCE GOAL: By June 2031, Darlington County School District will increase to 85% of its academic gifted learners meeting their added-value growth for Math in grades 4-8 as measured by SC Ready compared to the 2025 baseline.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Average Baseline (averaged over a three-year period)	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**
4th-49%	*Target:56% Actual:*	*Target: 63% Actual:*	*Target: 70% Actual:*	*Target: 77% Actual:*	*Target: 85% Actual:*
5th-41%	*Target: 50% Actual:*	*Target: 59% Actual:*	*Target: 68% Actual:*	*Target: 76 % Actual:*	*Target: 85% Actual:*
6th-36%	*Target: 46% Actual:*	*Target: 55% Actual:*	*Target: 65% Actual:*	*Target: 75% Actual:*	*Target: 85% Actual:*
7th-43%	*Target: 52% Actual:*	*Target:60 % Actual:*	*Target: 69% Actual:*	*Target: 77% Actual:*	*Target: 85% Actual:*

8th-62%	*Target: 67% Actual:*	*Target: 72 % Actual:*	*Target: 77% Actual:*	*Target: 82% Actual:*	*Target: 85% Actual:*

**Add or delete rows as needed*

Choose an item. **STRATEGY #1**
Deepen curriculum rigor, depth, and complexity in math for gifted learners

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS
1. Review current William & Mary and Project M3 implementation	May-August	GT Coordinator GT teachers	N/A	N/A	Checklist/ rubric to measure
2. Provide professional development on Webb's Depth of Knowledge (DOK), Bloom's Taxonomy for	Ongoing	GT Coordinator	$3,000	High Achieving GT Funds	Documented lesson observations, updated unit plans, regional workshops/ state conference
3. Develop grade-banded scope & sequence with DOK Levels 3–4 tasks aligned	May-August	GT teachers, GT coordinator	N/A	N/A	Scope & sequence document, documented lesson observations

4. Create common assessments measuring critical thinking,	Ongoing	GT teachers, GT coordinator	N/A	N/A	Common assessments uploaded in Schoology
5. Implement quarterly curriculum reviews to adjust pacing	Quarterly	GT coordinator/ Content-area coordinators	N/A	N/A	Sign-in/ agendas, i-Ready diagnostic data

To add a row, go to the last box and press the tab button.

Choose an item. **STRATEGY #2**
Enhanced Enrichment Programming

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
1. **Scheduling** an enrichment block into all elementary schedules for identified and/or	Ongoing yearly	Coordinator of Gifted Programs and	n/a	n/a	-Master Schedule and minutes served
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To add a row, go to the last box and press the tab button.

Performance Goal Area: Gifted and Talented*

*(*required)*

PERFORMANCE GOAL: By June 2031, Darlington County School District will increase the number of underrepresented students (Black, Hispanic, American Indian) placed into gifted services by 20% from the current baseline of 206 out of 720, by implementing a new universal screening, local norms, and culturally responsive assessments.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s	Average Baselin	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Student Population GIFT data	(206 out of 720) 28%	*Target:* 32% *Actual:*	*Target:* 36% *Actual:*	*Target:* 40% *Actual:*	*Target:* 44% *Actual:*	*Target:* 48% *Actual:*

**Add or delete rows as needed.*

Choose an item. **STRATEGY #1**
Implement new universal screeners and local norms for underrepresented populations

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start	PERSON(S) RESPON	ESTIMATED COST	FUNDING SOURC	EVALUATION: INDICATORS OF IMPLEMENTATIO
Purchase Raven's & Naglieri universal screeners for identified	June	GT coordinator, Assessment coordinato	$5,000	High Achieving Funds	Copies of requisitions, purchase orders
Train school test coordinators & ALERT GT teachers on	September	Assessment coordinator	N/A	N/A	Sign-in/Agenda
Identify top performers within each school, ensuring gifted	Ongoing	GT coordinator	NA	NA	GIFT academic report

To add a row, go to the last box and press the tab button.

Choose an item. **STRATEGY #2**
Provide continuous professional development and community engagement.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End	PERSON(S) RESPONSI	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF
Offer annual professional development for all teachers on identifying gifted	Ongoing	GT Coordinator	NA	N/A	Sign-in/agenda,
Conduct various workshops/ distribute literature in underrepresented communities to increase awareness of	Ongoing	GT Coordinator	$250	High achieving funds	Copies of brochures/ newsletters, sign-in/agendas

To add a row, go to the last box and press the tab button.

DISTRICT: ___Darlington County School District_____
INFORMATION FOR SCHOOL YEAR: 2025-2026

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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**

DISTRICT: ___Darlington County School District_____
INFORMATION FOR SCHOOL YEAR: 2025-2026

DISTRICT: ___Darlington County School District_____ INFORMATION
FOR SCHOOL YEAR: Choose an item.

GIFTED AND TALENTED POLICIES AND PRACTICES

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

		ACADE	ARTIST
The district utilizes state identification of gifted and talented students for:	**grades 1–2** **grades 3–5**	☐ ☒ ☒ ☒	☐ ☐ ☒ ☒
The district utilizes trial placement (1-year conditional placement) for:	**grades 1–2** **grades 3–5**	☐ ☒ ☐ ☐	☐ ☐ ☒ ☒
The district utilizes a local identification process (local criteria rubric) for:	**grades 1–2** **grades 3–5**	☐ ☒ ☒ ☒	☐ ☐ ☒ ☒
The district utilizes a formal withdrawal policy for:	**grades 1–2** **grades 3–5**	☐ ☒ ☒ ☒	☐ ☐ ☒ ☒

DISTRICT: ___Darlington County School District_____ INFORMATION
FOR SCHOOL YEAR: Choose an item.

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

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

DISTRICT: ___Darlington County School District_____ INFORMATION
FOR SCHOOL YEAR: Choose an item.

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	*Use approved abbreviations for*	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pull-out	Curriculum Used		WM	PM3		
4	Pull-out	Curriculum Used		WM	PM3		
5	Pull-out	Curriculum Used		WM	PM3		
6	Special class	Curriculum Used		TDU	TDU		
7	Special class	Curriculum Used		TDU	TDU		
8	Special class	Curriculum Used		TDU	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		

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: ____Summer Program (Coker University_____

DISTRICT: ___Darlington County School District_____ INFORMATION
FOR SCHOOL YEAR: Choose an item.

GRADE	*(Use approved abbreviations for*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER Media Arts
K	Curriculum						
1	Curriculum						
2	Curriculum						
3	Curriculum						
4	Curriculum						
5	Curriculum						
6	Curriculum		TDU	TDU	TDU	TDU	TDU
7	Curriculum		TDU	TDU	TDU	TDU	TDU
8	Curriculum		TDU	TDU	TDU	TDU	TDU
9	Curriculum		TDU	TDU	TDU	TDU	TDU
10	Curriculum		TDU	TDU	TDU	TDU	TDU
11	Curriculum		TDU	TDU	TDU	TDU	TDU
12	Curriculum		TDU	TDU	TDU	TDU	TDU

DISTRICT: ___Darlington County School District_____ INFORMATION
FOR SCHOOL YEAR: Choose an item.

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identi
Parents of students in grades 2-11 are notified of the academic gifted & talented nomination and s
through our information flyer that is uploaded on our district social media site, web page, school co
Peach Jar (online flyer system), and distributed to individual teachers.
Parents of students in grades 5-12 are notified of the artistic gifted & talented nomination and scre
our district webpage, school connects (phone call), PeachJar (online flyer system), social media, a
individual teachers.

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

DISTRICT: ___Darlington County School District_____ **INFORMATION**
FOR SCHOOL YEAR: Choose an item.

DISTRICT: ___Darlington County School District_____ INFORMATION
FOR SCHOOL YEAR: Choose an item.

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Summer School Program Sites Identification

District Name: ___Darlington County School District_____ District Summer School Contact: ___Dr. James R. Ford____

Contact's Phone Number: ___843-398-2229_____ Contact's Email Address: __james.ford@darlington.k12.sc.us____

SUMMER SCHOOL PROGRAM SITES: YES

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

Name of Site(s) for Summer School	Name of Site	Purpose of Summer School Program	Elementary, Middle, or High
Darlington High School	Martha Flowers	□Gr. 1-8 Promotion □Read to Succeed □Initial HS Credit ✓Credit Recovery □Other: _____	High School
Hartsville High School	Thomas Andrews	□Gr. 1-8 Promotion □Read to Succeed □Initial HS Credit ✓Credit Recovery □Other: _____	High School
Lamar High School	Chelsea McFadden	□Gr. 1-8 Promotion □Read to Succeed □Initial HS Credit ✓Credit Recovery □Other: _____	High School

DISTRICT: ___Darlington County School District_____ INFORMATION
FOR SCHOOL YEAR: Choose an item.

Name of Site(s) for Summer School	Name of Site	Purpose of Summer School Program	Elementary, Middle, or High
Darlington Middle School	Kimberley McLennan	✓Gr. 1-8 Promotion □Read to Succeed □Initial HS Credit □Credit Recovery □Other: _____	Middle School
Hartsville Middle School	Lerecia Thomas	✓Gr. 1-8 Promotion □Read to Succeed □Initial HS Credit □Credit Recovery □Other: _____	Middle School
Black Creek Elementary School	Sharon Byram	□Gr. 1-8 Promotion ✓Read to Succeed □Initial HS Credit □Credit Recovery □Other: _____	Elementary School
North Hartville Elementary School	Colleen Sullivan	□Gr. 1-8 Promotion ✓Read to Succeed □Initial HS Credit □Credit Recovery □Other: _____	Elementary School

For questions, contact dssr@ed.sc.gov

DISTRICT: ___Darlington County School District_____ INFORMATION
FOR SCHOOL YEAR: Choose an item.

District Renewal Plan Checklist

Are the following complete?

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

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