Spartanburg School District Five
Strategic Plan

2022-2027

STRATEGIC PLANNING PARTICIPANTS

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Mrs. Mitu Bagchi District Staff	Ms. Halie FInley Lyman Elementary	Ms. Ashley Martin Duncan Elementary
Mr. Tom Barber District Five Virtual Academy	Ms. Whitney French Lyman Elementary	Ms. Gina Moniuk D.R. Hill Middle
Dr. Glenda Bigby River Ridge Elementary	Dr. Randall Gary Superintendent	Ms. Jennifer Morrissey Abner Creek Academy
Ms. Michelle Black Florence Chapel Middle	Mrs. Kelli Gerhardt District Staff	Ms. Lesley Ofori Abner Creek Academy
Mr. Jeff Boland District Five Board Member	Mrs. Pat Geter District Staff	Ms. Leah Owens Reidville Elementary
Ms. Melissa Brannon Beech Springs Intermediate	Mr. Terry Glasgow D.R. Hill Middle	Ms. Heather Poore Byrnes High School
Mrs. Jean Brewington District Staff	Mrs. Haley Grau District Staff	Mr. Michael Powell Berry Shoals Intermediate
Ms. Allison Bridwell Reidville Elementary	Mrs. Erin Greenway Byrnes High School	Ms. Brittany Prince District Five Virtual Academy
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Mrs. Valerie Calsing Berry Shoals Intermediate	Mrs. Jennifer Henson District Staff	Ms. Jennie Scott Byrnes Freshman Campus
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Mr. Neel Edwards Byrnes Freshman Campus	Mrs. Heather Lister District Staff	Ms. Erica Yelton Wellford Academy
Ms. Melissa Erwin Beech Springs Intermediate	Mr. Chris McCants Florence Chapel Middle	

ABOUT THIS PLAN

District Five Schools of Spartanburg began the strategic planning process in the fall of 2021. A strategic planning design team was convened in December to begin the process of re-evaluation of the district's mission, vision and beliefs; review current data, and develop umbrella goals in three areas that will be addressed in the plan: Student Achievement, Teacher and Administrator Quality and School and District Climate.

The Strategic Planning Design Team was made up of district administrators, school administrators, teachers of the year, parents, school board members, and community stakeholders. The team met over a two-day period to accomplish their task.

In January, the Action Teams convened and began work. The teams met as needed to develop the district-level performance goals and accompanying strategies for improvement and action steps that will guide the district over the next five years. Some of this work was done virtually and some was completed in face-to-face sessions. Action Teams were made up of participants in the design team sessions.

Following the work of the Action Teams, the Strategic Planning Design Team convened for a presentation of the goals and action steps from each Action Team. The final plan was presented to the school board for approval In March of 2022.

ABOUT SPARTANBURG FIVE
Community

District Five, located on the western edge of Spartanburg County, serves students from several municipalities as well as those from unincorporated areas. The cities, towns, and municipalities of Duncan, Lyman, Reidville, Moore, Startex, Wellford, and Greer are all found within the District Five attendance boundaries. Located midway between the metropolitan areas of Greenville and Spartanburg, District Five has seen radical changes in the past twenty years. Once a rural area comprising numerous textile plants and agriculture concerns, the area is now home to a vibrant international manufacturing and industrial community. As of 2020, the some of the largest employers in the upstate and Spartanburg County call District 5 home:

1	BMW North America	
7	Daa Draexlmaier Automotive of America	
8	Benore Logistics Systems	
10	Sealed Air Corporation	
12	Magna Seating of America	
13	AFL Telecommunications	
18	Ingles Markets, Inc.	
21	Dish Network Corporation	
25	Amazon.com	
27	Lear Corporation	
29	Crowder Industrial Construction	
31	Boiler Tube Company America	
32	Concept Packaging Group of California	
35	Walmart	
37	Automation Personnel Services	
39	Southland Container Corporation	
40	Eberspaecher North America	
41	Fehrer Automotive North America	
42	Shaw Industries	
43	SC Dept of Health and Environmental Control	
44	Wabtec Foundation	
45	ZF Chassis Components	
47	Benteler Automotive Corporation	
49	Syncreon America	
50	The TImken Company	
63	SEW Eurodrive	
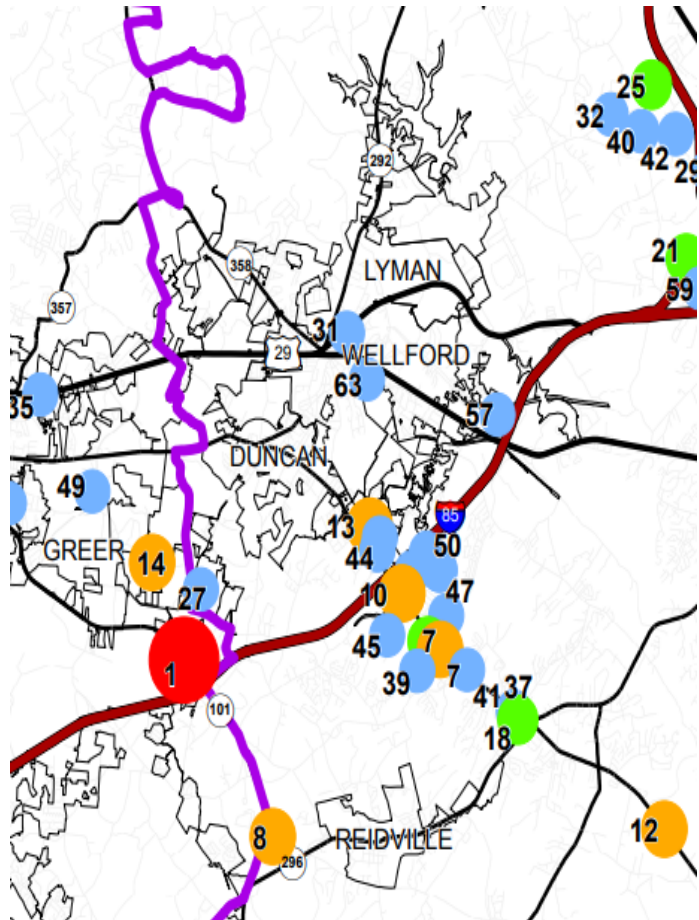
District Five enjoys partnerships with many of these companies, as well as many others in the upstate, and works in conjunction with them to develop and educate a workforce that can confidently handle the challenges they will face after graduation. The contribution of time and resources helps to create a successful school-business partnership. Benefits to the company or organization are numerous, including: increased employee morale, cultivating a reliable source of well-trained employees, reaping the benefits of an engaged business community, and positive publicity in the school system and the community. The partnerships that have been forged with local business and community organizations provide valuable resources for the learning environment. These partnerships encourage learning, while providing real life experiences and a connection between theory and application. They provide opportunities for students to gain insight into possible career opportunities through work-based-learning such as shadowing and internships that are provided through selected partners. Many of our partners also provide mentors and tutors to students at all levels, elementary through secondary. This mentoring furnishes these students a relationship with a caring adult and an encouragement to learn. Community partners are also a valuable resource through their service on advisory councils and program committees where they provide guidance and recommendations to help the district stay in touch with current trends in business and industry.

Middle Tyger Community Center

Middle Tyger Community Center collaborates with District Five Schools to offer students and families additional support and resources to ensure that every family has the opportunity to thrive. MTCC offers safety net crisis intervention resources such as: a food pantry, utility assistance, rent/mortgage assistance, financial workshops, Christmas support, school supply assistance, family support, and other basic necessities. In addition, families may also utilize the following programs: GED/Adult Education Classes; Triple P Parenting Support; mental health counseling for children, adolescents, and adults offered on a sliding scale fee; Adolescent Family Life, parenting support for pregnant and parenting adolescents; and a high quality early childhood education childcare program. MTCC exists to offer resources, programs, and additional support for District Five students, parents, and faculty in order to foster an environment of success for our District Five families.

Middle Tyger Community Center is grateful to have the full support of Spartanburg School District Five Administration and Staff. The schools keep the food pantry and toiletry closet stocked throughout the school year with various school initiatives. Students and Staff Members volunteer for various projects, such as the School Supply Project and Christmas Project. MTCC Executive Director is allowed to attend and address Staff at District Office Administration meetings. MTCC Staff Members are allowed access to the schools to meet with families or school staff members to help address family needs. The design of the community center is to be the primary resource for District Five Schools when a need arises that requires additional wrap-around support for students, families, and staff members. MTCC is often the beneficiary of school wide initiatives for charitable support whether in-kind or monetary donations.

Covid-19 Impacts

The nation faced (and continues to face) an unprecedented crisis in 2020 as schools and districts closed face-to-face instruction in mid-March of that year and finished the school year in a virtual format. Instruction was forced to transition over a weekend from face-to-face to virtual instruction. Students with no internet access were suddenly left behind. Students went 'missing' - not literally but in the sense that no teacher had no contact with them.

All state testing programs were suspended for the 2020 school year, and the state suspended the accountability system. As a result, there is a gap in testing data for the 2020 school year. In addition, major gaps in learning quickly developed and upon return the gaps were confirmed through formative assessment and teacher observation.

Spartanburg Five was fortunate to begin the 2020-21 school year in a hybrid format, where students attended in-person instruction every other day. By the end of September, elementary schools transitioned back to 5-day per week instruction. Mid-October saw the return of intermediate students to 5-day instruction. Middle level students returned in early November, and high school students returned to 5-day instruction prior to winter break. Many schools in the state were virtual for most or all of the 2020-21 school year, making valid and reliable data comparison difficult. As a result, the test data from the 2020-21 school year are also skewed. In addition, data are clearly going to be skewed for a number of years moving forward. For example, in SC, the accountability model requires student performance data for the End-of-Course examination program to be reported after the students' third year in high school. Since District 5 has students that completed EOC assessment as 7th graders in 202 and were exempt, there will be gaps in data reporting until the 2025 accountability year. The gaps are going to have an impact on goal creation, planning and execution for the entire cycle of this strategic plan, requiring constant update and revision. In addition, it should be noted that the growth targets in this plan may not be evenly distributed across five years. For example, since the 2021 (benchmark) data was lower compared to where we were as a district prior to Covid-19, we expect that we may catch up to our prior performance levels sooner, and then return to a period of more gradual growth. As a result, goals in this plan are created with a steeper projection of increase at the onset, with a tapered growth target series later in the plan.

Community Growth

Spartanburg District Five Schools is a thriving, highly successful school district encompassing the Duncan, Reidville, Lyman and Wellford communities of upstate South Carolina.

As the fastest growing district in Spartanburg County, District Five has grown by more than 20%, or 2200 students, since 2011. That's the size of three large elementary schools!

In an effort to address its growth, District Five commissioned a facilities and demographic study in the fall of 2019, followed by an updated demographic study in 2021. The results of this study, and the latest update, have served as a "roadmap" for District Five, identifying current and future enrollment trends, as well as school and facilities needs for the next several years.

Following the 2019 facilities study, District Five continued to monitor growth and seek updated information on its facilities and needs. In 2021, a demographic study provided an update, based on the district's latest enrollment numbers. This updated study had several key findings. First, the district has grown by more than 2200 students in the last ten years.

According to this model, District Five is projected to have an enrollment of more than 11,000 students by 2025-26! Looking at this model, and our latest enrollment data, District Five has actually surpassed the study's projections, growing by approximately 600 students this school year (2021-22) alone.

The demographics study also revealed that several District Five schools were already over-capacity or quickly approaching space limits. If District Five does nothing, the study says that 10 of the District's 12 current schools will be OVER CAPACITY by the 2024-25 school year.
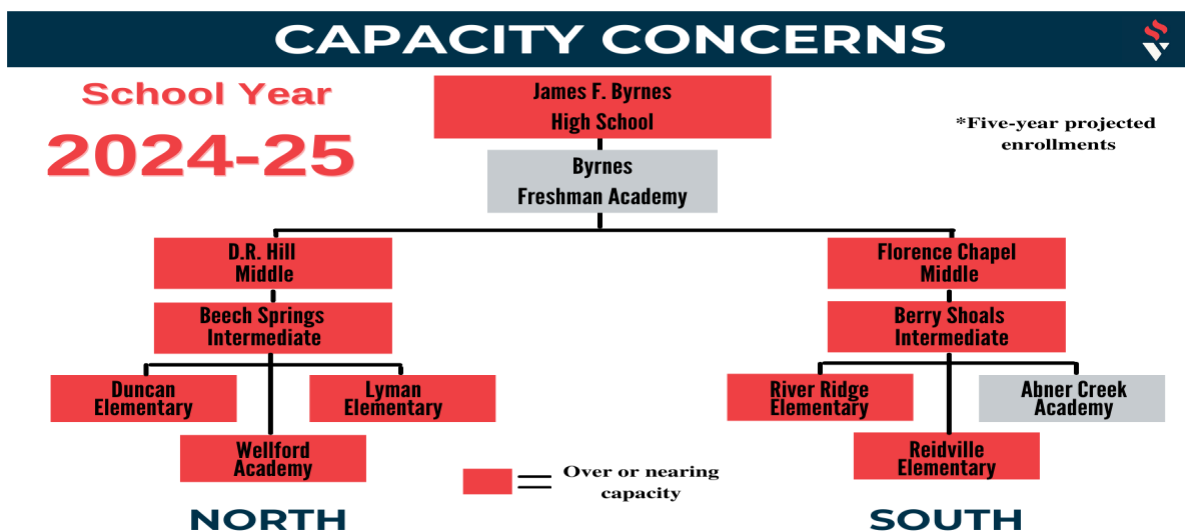
District Five's Board of Trustees adopted a plan that would address our growth in several key ways:

- Create two new schools (1 elementary and 1 middle) to bring the total number of schools in the district to 14
- Eliminate the intermediate school concept (5th-6th grade) and return to a more traditional elementary school (K-5th grade) and middle school (6th-8th grade) structure. This would mean the district would grow from 6 to 8 elementary schools and 2 to 4 middle schools
- Completely rebuild and increase the capacity of Wellford Academy, the district's oldest elementary school, due to the growth in that community, and the age of the building
- Increase capacity at Reidville Elementary School to accommodate continued growth
- Recognizing that all student growth would eventually impact Byrnes High School, the plan calls for the renovation and completion of several new additions to the high school campus
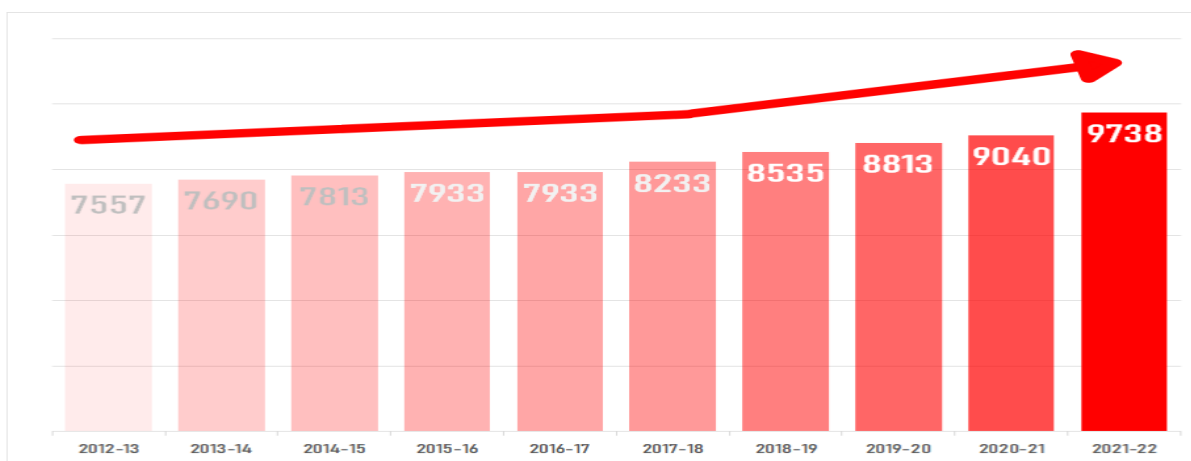
Student Enrollment 2012-2022

Based on the enrollment projections and capacity concerns, the district has adopted a plan to address growth as detailed below.

GROWTH MANAGEMENT PLAN

Legend:
- ▮ = New Construction
- ▢ = Renovations/Additions

James F. Byrnes High School

Byrnes Freshman Academy

- **D.R. Hill Middle**
  - Lyman Elementary
  - Wellford Academy
- **Beech Springs Middle**
  - Duncan Elementary
  - New School
- **Florence Chapel Middle**
  - Berry Shoals Elementary
  - River Ridge Elementary
- **New School**
  - Abner Creek Academy
  - Reidville Elementary
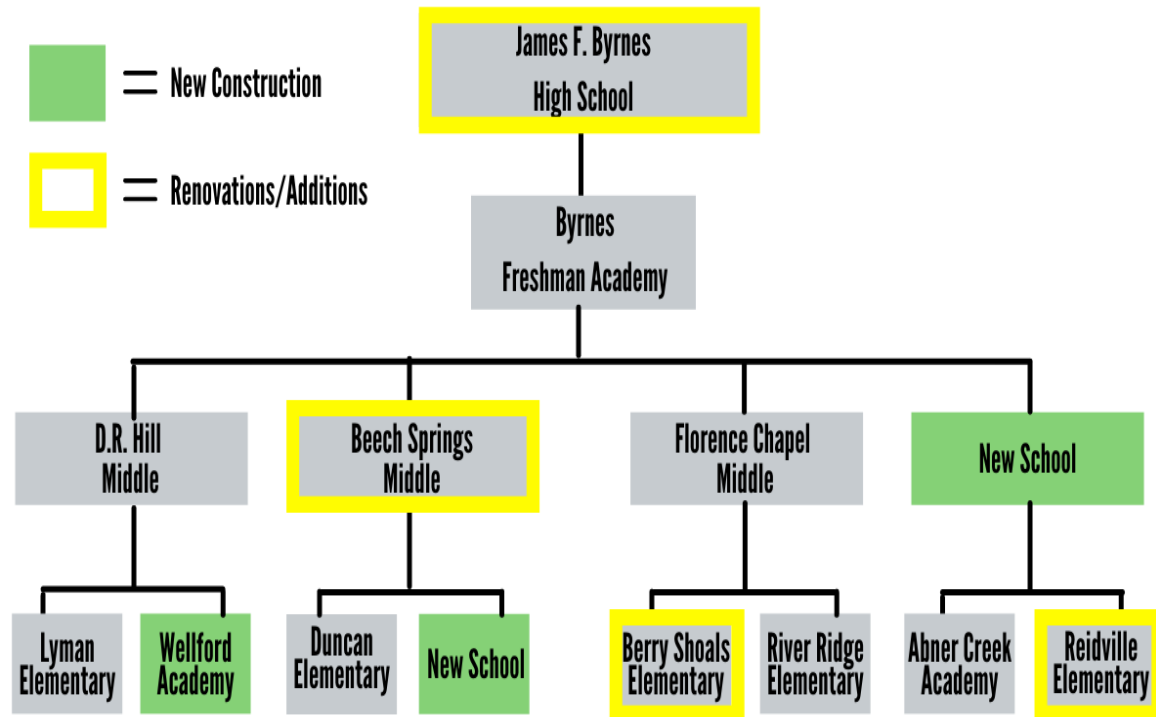
The new look of Spartanburg Five will include Eight K-5 Elementary Schools, Four 6-8 Middle Schools, Byrnes Freshman Campus and James F. Byrnes High School.

Students and Staff

Our current student population is 59.3% Caucasian students, 20.9% African-American students, and 11.3% Hispanic students. The remaining 8.5% are made up of other ethnicities. 51.3% of the student population consists of male students, while 48.7% of students are female. Of the 84 school districts in South Carolina, District Five ranks 21st in the percentage of enrollment classified as minorities. According to the 2021 SC School Report Card, 54.4% of our students meet the revised South Carolina poverty index, the lowest poverty index of the Spartanburg County districts. The poverty index ranks as the tenth lowest among the 84 school districts in our South Carolina.   We have three schools, Duncan Elementary School of the Arts, Wellford Academy, and Beech Springs Intermediate that are classified as federal Title I Schools. In 2014, over 18% of our families with children under the age of 18 were living below the poverty line. Following the trend of the international business climate in our area, an international culture has developed in our schools as well. We are currently serving over 6.3% of our students in the Multilingual Learners program, speaking 17 different languages.

The District Five staff, a group of caring, qualified, and dedicated adults, strives to meet the needs of this diverse student audience every day. We have 812 certified staff serving in our district facilities. Of those staff members, over 450 have earned additional hours or an additional degree beyond a Bachelor's degree.

Ten percent of our teaching staff (72 teachers), currently hold National Board Certification. With an average salary of $53,502, a retention rate of 93.6%, and an attendance rate of 92.8%, the professional staff in District Five is very stable and dependable. In addition to our certified staff, we have 454 classified, or non-certified employees serving in a wide variety of roles. From providing bus transportation, serving as athletic trainers, providing assistance to teachers, maintaining our facilities, providing secretarial skills and support, to keeping our facilities immaculately cleaned, our classified staff meets a vital need in District Five. To validate the excellence that we have on our staff, we annually honor a teacher and a support employee of the year at each of our schools, and at the district level. In addition, staff members who have received awards or performed above the normal call of duty are routinely invited to our School Board meetings to receive recognition for their efforts.

Programs and Services

District Five offers an array of programs and services for its stakeholders, while meeting the diverse needs of the students. The extensive curriculum includes a variety of programs for all students, including gifted and talented, career and technology education, special education, college preparatory, preschool and early childhood, parenting, at-risk, magnet schools, single gender, Advanced Placement, reading and math intervention, English for Speakers of Other Languages (ESOL), dual credit, foreign language in all schools, performing and visual arts, physical education and athletics, extra-curricular, credit recovery, transition, and adult education courses.

Technology and Instruction

The technology footprint of District Five Schools has improved tremendously in many areas since 2016. Our one-to-one laptop coverage is the first area that District Five increased. We began our one-to-one initiative with students in grades 3 – 12 receiving personal devices, but in 2019, we moved to all grades K5 – 12th being issued a personal mobile device. Every student in District Five is now assigned a personal device that they use for digital instruction each day.

The second improvement is the internet access coverage for students/staff that we have expanded in our district. In 2019, the district added outdoor access points at all sites to improve internet access coverage in the parking lots. Students/staff without home internet access can come to school after hours or on the weekend and have access to the internet from the parking lot anytime of the day.

Our third area of district improvement is with security. We have a system that now tracks people moving in and out of our buildings. Our security cameras have been upgraded from CCTV Systems to IP cameras/DVR. We have a revolving budget of 50K to upgrade/replace security cameras each year as well as a 50K budget to upgrade/replace security doors. We currently have 160 Paxton doors installed.

Along with all of our security, we also have purchased 7 VDI servers (Virtual Desktop Infrastructure). These are extremely fast servers that can handle 100 virtual Windows 10 desktops. We can hand out Chromebooks and assign Windows Virtual environments to students for specific classes in a matter of minutes.

Special Services
District Five's Special Services offers supplementary aids, services and support to struggling learners who are English Language Learners and/or who have impairments/disabilities requiring accommodations, modifications, and/or specially designed instruction. A full continuum of IDEA services (regular, resource, separate) is available in each school. Students are served in their home zone schools with access to core instruction provided by qualified, licensed general education teachers and specially designed instruction provided by qualified, licensed special education teachers. Unified systems of implementation and documentation of IDEA procedural due process, 504 due process, and Medicaid billing processes were successfully implemented between 2014 and 2016. A unified system of implementation and documentation of response to intervention processes will be fully implemented between 2016 and 2018. Collaborative professional development focused on inclusive teaching practices, reading proficiency, universal design for learning, multi-tiered systems of support, and frequent curriculum based measures of progress implemented between 2014 and 2019 fulfill the current requirements of South Carolina's Regulation 43-243, the Read to Succeed Act, and Act 155.

Fine Arts
In 2018, Duncan Elementary became Duncan Elementary School of the Arts and became District Five's magnet school for the arts. Four new arts programs were added (World Percussion, Digital Art, Theatre, and Dance) to Duncan's programming. Extra-curricular focus groups in each arts discipline were also added for extended instruction and practice in all the arts areas. Duncan has received the Distinguished Arts Program grant from the State Department for the last 3 years.   The Theatre Department at Byrnes won the 2018 SCATA State Championship. In 2021, a student in AP Art received a perfect rating across all captions on her AP portfolio.

For the last 3 years, District Five has been named as a "Best Communities for Music Education" by the NAMM Foundation. This distinction is given to school districts around the country that prioritize and provide top level support for Music education. Our Band program has won numerous Upper-State and State Championships, Bands of America Class championships, multiple performances at state and national-level events, and record numbers of All-State and All-Region students. The Orchestra program has also placed record numbers of All-State and All-Region students.

Health Services

Heath Services has worked very hard the last 4 years to provide care for all of our students and staff. We have full time registered nurses in each school. We now have two nurses at our high school; the second does float to cover if a school is short. We have a District wide nurse that has become our Covid nurse but also floats to cover schools in times of need. We started a testing site for Covid rapid tests and have just recently added the Cue test that is a rapid PCR test for covid. Both of these tests have been offered to our students and staff and have helped to get well people back to school and helped Doctors treat sick people. This is beyond the countless hours spent doing contact tracing for covid -19. We offer CPR and Stop the Bleed training to our first responders and other staff, We have Mobile Mammogram clinics yearly, Lab Work twice a year for State employees and their spouses and flu vaccines each year for staff . Our nurses are tireless in the care and health teaching they do with students, parents and staff. I am honored to work with such highly skilled and compassionate group professionals.

Professional Development

In 2016, District 5 Schools of Spartanburg redesigned our Professional Development model. We felt it was important for teachers to choose their own learning paths that aligned with our district initiatives, and then to delve deeper into their topic of interest. In the early spring, the directors at the district level set down to determine all the district initiatives that represented each department. Once the initiatives were identified, teachers were asked to look at the district initiatives, and determine which area they would like to gain more professional development.

 A needs assessment was completed by each certified teacher in the district. After the needs assessment was completed, the directors reassembled to analyze the needs of our teachers. Once the analysis was done, the directors wrote professional development cohort descriptions. Each teacher was then able to give a first, second and third choice on the cohort they would like to be a part of. Each cohort would meet once a month and the teachers would be able to expand their knowledge of their chosen area for an entire semester. This would give each teacher an opportunity to participate in two cohorts per year.

In addition, District 5 Schools of Spartanburg redesigned our Professional Development model. We felt it was important for teachers to choose their own learning paths that aligned with our district initiatives, and then to delve deeper into their topic of interest. In the early spring, the directors at the district level set down to determine all the district initiatives that represented each department. Once the initiatives were identified, teachers were asked to look at the district initiatives, and determine which area they would like to gain more professional development.

The district also felt that it was important to set up a non-threatening atmosphere for teachers to learn. Therefore, the district asked for our own teachers to act as facilitators for these cohorts. If a teacher was interested in serving as a facilitator for these cohorts, they filled out a facilitator's application. Once these applications were received, the instructional staff placed facilitators as leaders for each cohort.

Finance

Since 2016 some major things have been accomplished in the Finance department. In 2019 an internal auditor position was created. With an additional person supporting the finance department, each school's pupil activity funds are being monitored internally each year. The department has documented procedures for disbursements, receipts, accounts payable, travel and emergency pay.

An effort has also been made to automate some previously more manual processes. PCard spending is now tracked through the Works system where bookkeepers code expenses and upload documentation for purchases. The data is now exported, manipulated then imported into the accounting system – SmartFusion. With the new process it was decided to expand our use of the PCard by increasing the spend that will in turn qualify the district for a rebate. An automated system is now used to pay athletic officials. The export feature in SmartFusion is now being used to upload data to the PCS which eliminates significant manual entries. Teacher supply checks are also being created using an automated feature with SmartFusion.

In an effort to prevent fraud, Positive Pay and ACH Approvals have been implemented on our checking accounts to ensure that debits from our account are authorized.

COVID has created new revenue sources for the district through ESSER, Cares Act and American Rescue Plan. Also on November 2nd, D5 voters approved a $295,000,000 General Obligation Bond referendum allowing the district to issue debt to fund the district's building project to address growth in the district.

Student Performance

A comprehensive assessment program is offered in District Five, extending the testing services mandated by the state. Students have consistently scored at or above state standards on all achievement tests. Analysis of student performance on these assessments provides data to guide decision-making at the district, school and classroom level. Data is also used to identify and assist all students with specific academic needs and to evaluate instructional effectiveness. Priority has shifted in recent years to focus more on formative data that can be used to verify mastery of standards. The district is developing and implementing common benchmark assessments in mathematics, as well as performance tasks and writing prompts in ELA classrooms to provide data for analysis and identification of instructional as well as curricular strengths and weaknesses. Teachers also have a wealth of technological tools at their disposal to monitor and track mastery of standards. iReady was implemented district-wide as the formative assessment tool required by the SC Department of Education. Students take a diagnostic assessment in the fall, winter and spring to determine their current academic placement down to the domain level. iReady then provides instruction that is adaptive to student learning and provides remediation and enhancement of learning as needed. Comprehensive data reports are provided to teachers and administrators to assist in planning and developing instruction.

The data snapshots below are a small sample of the data that were provided to the Strategic Planning team in the form of a series of charts built in the Tableau platform. The use of Tableau allowed the groups to move back and forth through the data at their own pace, leading to rich discussions across stakeholder groups. The groups had their own SmartBoard to manipulate the chart data, drilling down into various subgroups and other demographics to gain true insight into what our data tell us.

State Testing Program Data

SC READY
The SC READY testing program was first administered in spring of 2016. The SC READY assessments are aligned to the new South Carolina College and Career Ready curriculum standards and assess student

achievement in English Language Arts (Writing and ELA) and mathematics. The tests are all administered online. Test items range from multiple-choice questions to extended response items as well as a Text-Dependent Analysis response. SC READY is given to students over a three-day period during May of each year.

Four performance levels were established to reflect the knowledge and skills exhibited by students on SC READY:

- **Exceeds**: The student exceeds the minimum grade level standard.
- **Meets:** The student met the grade level standard.
- **Approaches:** The student's performance is close to the grade level standard.
- **Not Met:** The student did not meet the grade level standard.

SCREADY-ELA
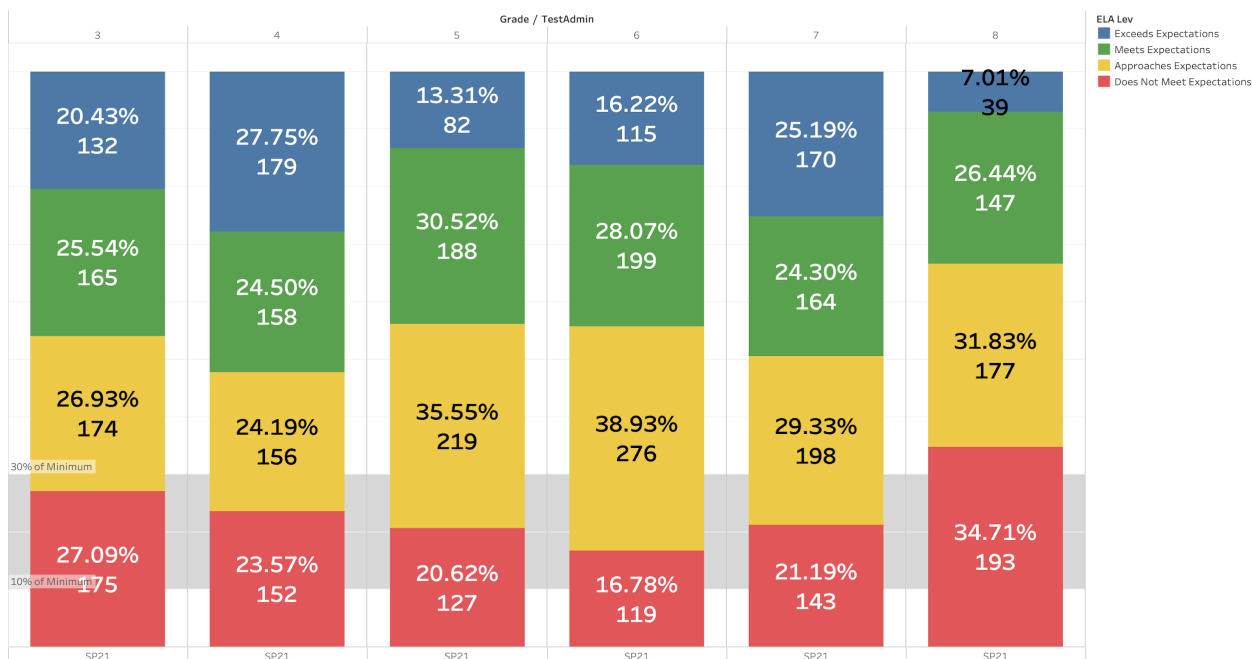
% of Total Count of Number of Records for each TestAdmin broken down by Grade. Color shows details about ELA Lev. The marks are labeled by % of Total Count of Number of Records and sum of Number of Records. The data is filtered on Gender, Fed Report, IEP and Gifted. The Gender filter keeps multiple members. The Fed Report filter keeps multiple members. The IEP filter keeps multiple members. The Gifted filter keeps multiple members. The view is filtered on Grade and TestAdmin. The Grade filter keeps multiple members. The TestAdmin filter keeps SP21.

SCREADY-Math
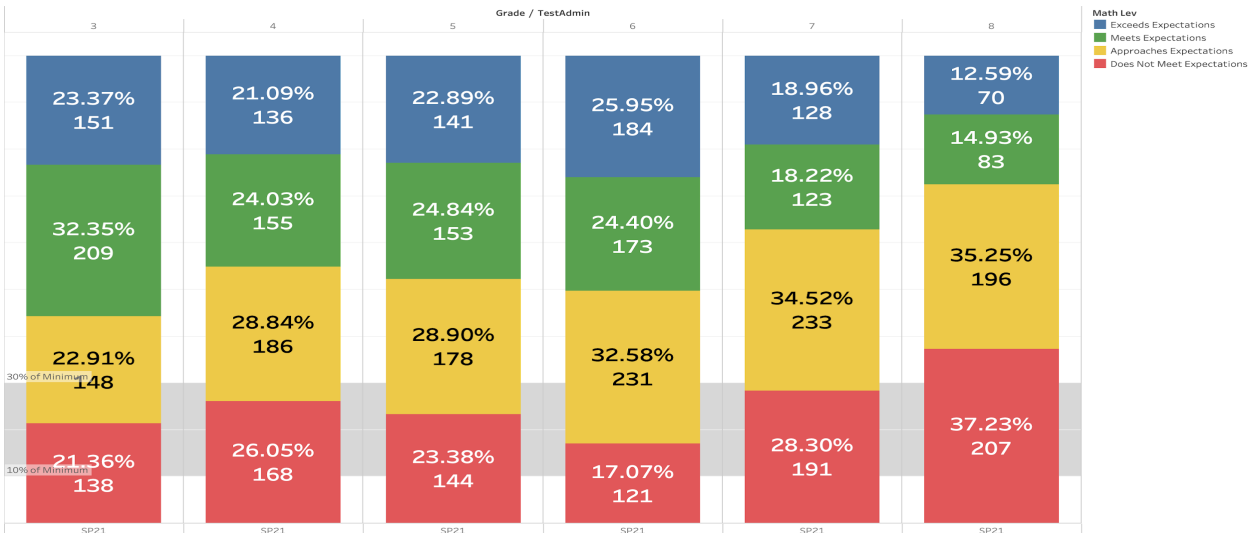
% of Total Number of Records for each TestAdmin broken down by Grade. Color shows details about Math Lev. The marks are labeled by % of Total Number of Records and sum of Number of Records. Details are shown for Math Lev. The data is filtered on Gender, Fed Report, IEP and Gifted. The Gender filter keeps F and M. The Fed Report filter keeps multiple members. The IEP filter keeps multiple members. The Gifted filter has multiple members selected. The view is filtered on TestAdmin and Grade. The TestAdmin filter keeps SP21. The Grade filter keeps multiple members.

As SC READY was developed to measure the SC College and Career Ready Standards, no national comparisons are available. School District Five scores can be compared with South Carolina statewide results and with the scores of other school districts around the state.

End of Course Examination Program (EOCEP)

The EOCEP in South Carolina began in the 2002-03 school year per the Education Accountability Act of 1998. The tests measure student content knowledge in four benchmark courses throughout middle and high school. Students take the EOC at the conclusion of Algebra I (or Intermediate Algebra), English I, Biology I (or Applied Biology II), and US History and the Constitution. Students taking derivative courses that include the content for these assessments (such as AP US History) also must complete the EOC for the course. In 2018, an EOC assessment was administered for English 2, and the English 1 test has been phased out as of 2021-22.

The EOCEP exam has 50 to 60 multiple-choice items, depending upon the subject, and counts 20% of a student's final course grade. The exam grade is based on the State Uniform Grading Scale; i.e., A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: below 60.

In the summer of 2016, the Algebra I and English I End-of-Course exams underwent a new standards-setting procedure to align them to the new SC College and Career Ready standards. The Biology EOC will adapt to the new SC Science standards in 2023.

END-OF-COURSE

Test Admin / Subject (group)

Level	FA20				SP21			
	Algebra I	Biology I	English 2	US History	Algebra I	Biology I	English 2	US History
A	—	16.67% / 49	21.19% / 64	7.30% / 20	12.20% / 46	14.60% / 47	26.99% / 95	12.77% / 35
B	—	11.56% / 34	19.87% / 60	9.12% / 25	13.79% / 52	9.01% / 29	21.88% / 77	15.33% / 42
C	7.95% / 19	15.99% / 47	21.52% / 65	21.90% / 60	20.69% / 78	15.53% / 50	21.59% / 76	18.25% / 50
D	35.98% / 86	16.33% / 48	21.19% / 64	27.74% / 76	27.06% / 102	20.19% / 65	14.20% / 50	18.98% / 52
F	54.39% / 130	39.46% / 116	16.23% / 49	33.94% / 93	26.26% / 99	40.68% / 131	15.34% / 54	34.67% / 95

% of Total Count of State ID

WIN Learning-Ready to Work/ACT WorkKeys

All third-year high school students in SC are now required to take a Career Readiness Assessment. For the past three years, students have taken the WIN Ready-To-Work Assessment to meet this requirement. The Ready-to-Work test is administered in three domains: Reading for Information, Locating Information, and Applied Mathematics. Students take all three portions online and in one sitting, on a school day. Students are scored at levels (Bronze, Silver, Gold and Platinum) on each test, and the overall student score of Bronze or higher earns a student a National Career Readiness Certificate, that can be used when students apply for jobs after high school or college. Ready to Work has also been included as an indicator of career readiness for the revised accountability system. The current plan from the SCDE is to replace the WIN Ready to Work assessment with ACT's WorkKeys assessment in 2022.

WIN - Certificate Levels

Test Year

Cert Level
- 6
- 5
- 4
- 3
- 2

	SP18	SP19	SP21
6	2.18% 12	2.07% 12	0.81%
5	7.08% 39	8.62% 50	7.93% 39
4	58.80% 324	51.55% 299	56.10% 276
3	16.88% 93	18.10% 105	15.04% 74
2	15.06% 83	19.66% 114	20.12% 99
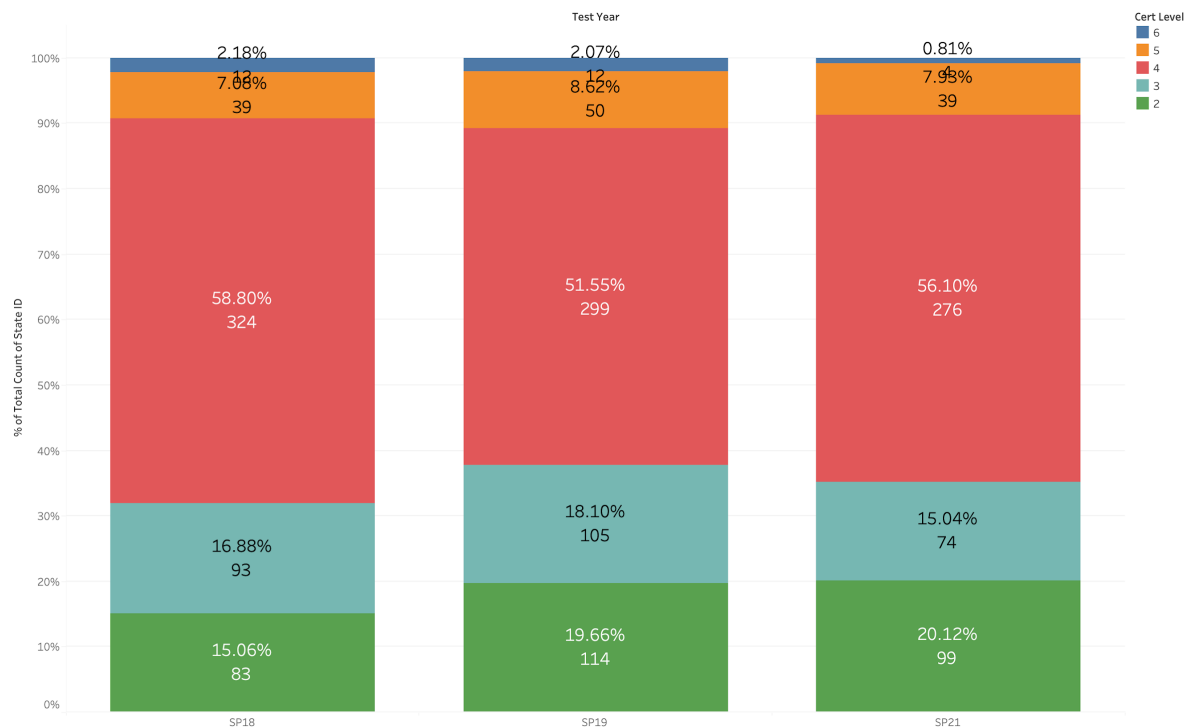
% of Total Count of State ID for each Test Year. Color shows details about Cert Level. The marks are labeled by % of Total Count of State ID and count of State ID. The data is filtered on Gender1, IEP1, LEP1 and Fed Race Eth. The Gender1 filter keeps multiple members. The IEP1 filter keeps multiple members. The LEP1 filter keeps multiple members. The Fed Race Eth filter keeps multiple members. The view is filtered on Cert Level, which has multiple members selected.

The SAT

The SAT provides a measure of the critical thinking skills students need for academic success in college. The test has three sections: critical reading, mathematics, and writing.

District Five results can be compared with national results, with South Carolina statewide results, and with other school districts within the state. The SAT was redesigned in 2016, resulting in the writing test once again becoming optional. As a result, Spartanburg District Five Schools has returned to analysis of data for only the required sections of the test.

Across the United States, public school students averaged 524 on the Evidence-Based Reading and Writing section and 514 on the math section The National average composite score was 1038 (out of a possible 1600). School District Five students scored below the national average on the critical reading section (18 points) and below the national average on the math section (22 points),Overall, District Five scored 40 points below the national average for the composite score.   The gap between the high school and National average in 2010 was 89 points.

The South Carolina public school average score was 524 for the Evidence-based Reading and Writing section and 504 for the math section. The average composite score was 1028. School District Five's averages fell below the South Carolina average by 18 points on the critical reading section. In the math section, Byrnes students fell below the state average by 12 points. The total difference of 30 points for the composite score represents a decrease from the 35-point gap in 2010.

SAT Average Scores
(includes all administered tests)

Year	2017	2018	2019	2020	2021	2022
EV. BASED READING & WRITING	543.8	528.8	513.7	535.4	508.6	553.9
MATH	534.1	516.8	502.7	531.3	498.8	542.5
TOTAL	1,077.8	1,045.6	1,016.5	1,066.7	1,007.8	1,096.4

Average of SAT Evidence Based Reading and Writing > Score, average of SAT Math > Score and average of SAT SAT Total > Score for each Year. For pane Average of SAT Evidence Based Reading and Writing > Score: Color shows average of SAT Evidence Based Reading and Writing > Score. The marks are labeled by average of SAT Evidence Based Reading and Writing > Score. For pane Average of SAT Math > Score: Color shows average of SAT Math > Score. The marks are labeled by average of SAT Math > Score. For pane Average of SAT SAT Total > Score: Color shows average of SAT SAT Total > Score. The marks are labeled by average of SAT SAT Total > Score. The data is filtered on Student Gender1, Student PIP Status1, Ps Race, Esol and Sp Ed. The Student Gender1 filter keeps F and M. The Student PIP Status1 filter keeps multiple members. The Ps Race filter keeps multiple members. The Esol filter keeps multiple members. The Sp Ed filter keeps multiple members.

The ACT

The ACT Assessment is a national college admission examination that consists of tests in English, mathematics, reading, and science reasoning. ACT results are accepted by virtually all U.S. colleges and universities. The questions on the ACT are related to what students have learned in high school courses in English, mathematics, and science. The score range for ACT is 1-36.

In School District Five, about 38% (163 students) of the members of the Class of 2021 attempted the ACT at least once during their sophomore, junior, or senior years and received an average composite score of

19.1. In South Carolina, the average composite score was 18.3 for the 24,315 public school students tested who graduated in 2021. The average composite score of the 1,924,436 students in the nation who graduated in 2021 and had taken the ACT during their sophomore, junior, or senior years was 20.3.

ACT

	2016	2017	2018	2019	2020	2021
ENGLISH	17.9	18.4	18.4	18.0	18.8	18.1
MATH	19.5	19.1	19.0	19.2	20.0	19.0
READING	18.1	19.0	19.6	19.8	20.9	20.1
SCIENCE	18.3	19.0	19.0	19.5	20.2	19.3
COMPOSITE	18.6	19.0	19.1	19.3	20.1	19.2
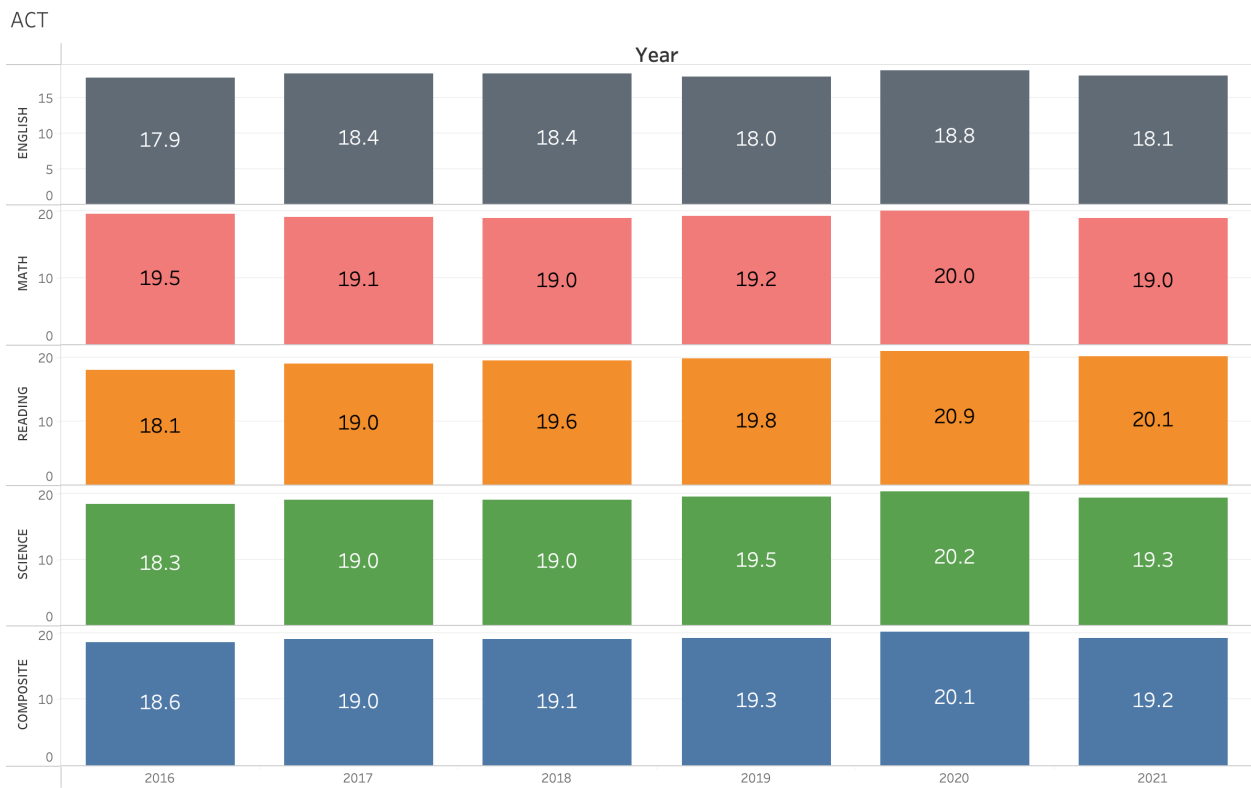
Average of ACT English > Total > Scale Score, average of ACT Math > Total > Scale Score, average of ACT Reading > Total > Scale Score, average of ACT Science > Scale Score and average of ACT Composite > Scale Score for each Year. For pane Average of ACT English > Total > Scale Score: The marks are labeled by average of ACT English > Total > Scale Score. For pane Average of ACT Math > Total > Scale Score: The marks are labeled by average of ACT Math > Total > Scale Score. For pane Average of ACT Reading > Total > Scale Score: The marks are labeled by average of ACT Reading > Total > Scale Score. For pane Average of ACT Science > Scale Score: The marks are labeled by average of ACT Science > Scale Score. For pane Average of ACT Composite > Scale Score: The marks are labeled by average of ACT Composite > Scale Score. The data is filtered on ESOL, PS RACE, SpEd, Student Gender and Student PIP Status. The ESOL filter keeps multiple members. The PS RACE filter keeps multiple members. The SpEd filter keeps 504, IEP and No. The Student Gender filter keeps F and M. The Student PIP Status filter keeps No and Yes.

Advanced Placement Exams

In 2021, School District Five students attempted AP examinations in 19 different subjects. 288 AP exams were attempted by 217 different students. 78% of the exams taken resulted in a score of three or higher, qualifying the students for college credit/advanced placement.

In 2021, 54% of U.S. students scored three or higher compared to 58% of SC public school students. The percentage of School District Five students who scored three or higher was twenty-four percentage points above the national figure and twenty percentage points above the state.
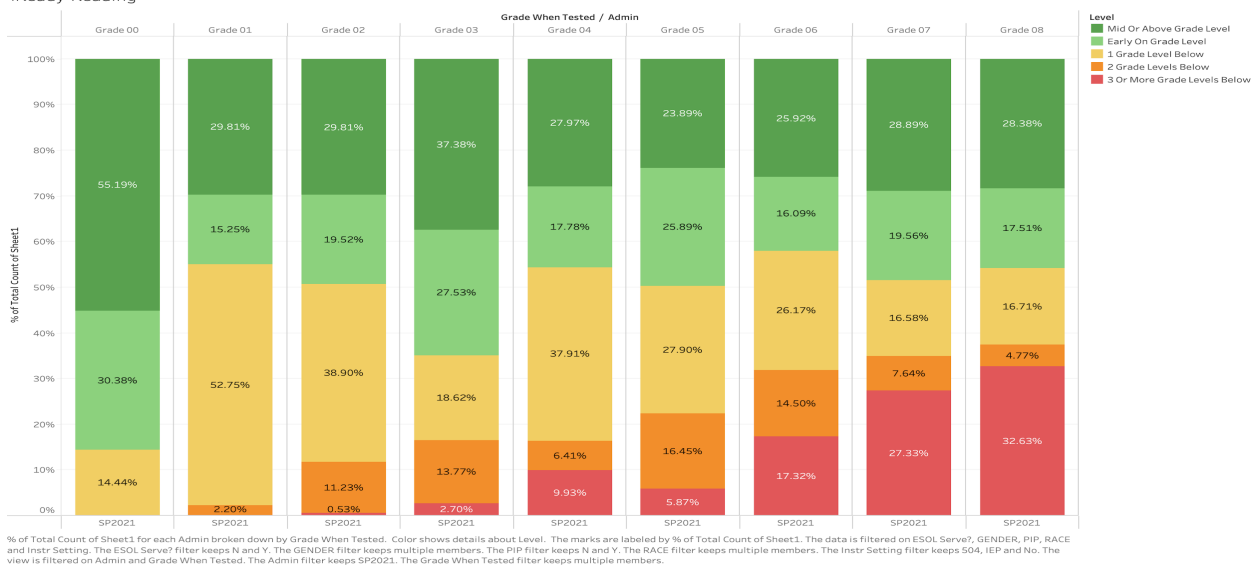
Other Assessment Measures

iReady
iReady Diagnostics are computer adaptive tests developed by Curriculum Associates that are aligned to state academic standards and provide the instructional level for the student down to the domain level.

iReady has been aligned to SC READY, the state summative assessment for grades 3 through 8, and it provides an indicator of readiness for that assessment.
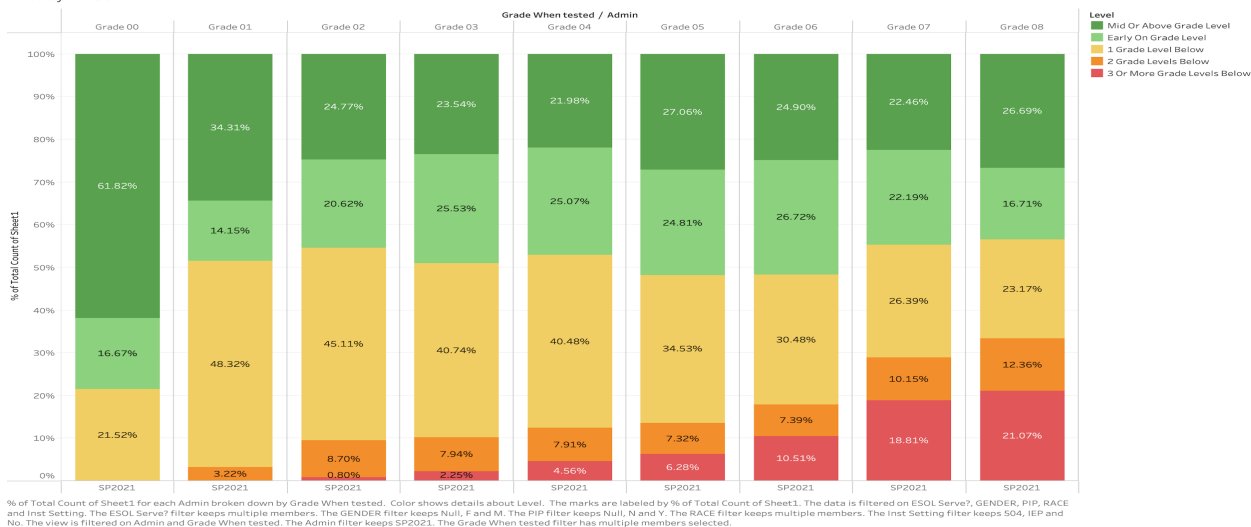
All students in grades K through eight take the reading and math diagnostics in the fall, winter and spring. The diagnostics provide a snapshot of the student's performance at each time period, and provide an indication of the student's comparable performance based on grade level, or a number of grade levels above or below their actual grade level.

Students' scores are available immediately after the test. iReady provides tools for grouping students for teachers as well as analysis of student performance. The software also provides instruction to students who need additional support in mastering standards, and provides opportunities for enrichment. Teachers have full control of the instructional pathway for students, and monitor their progress along the path as they gain skills to move forward.

iReady-Reading

Grade When Tested / Admin

Level	
■	Mid Or Above Grade Level
■	Early On Grade Level
■	1 Grade Level Below
■	2 Grade Levels Below
■	3 Or More Grade Levels Below

Level	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08
Mid Or Above Grade Level	55.19%	29.81%	29.81%	37.38%	27.97%	23.89%	25.92%	28.89%	28.38%
Early On Grade Level	30.38%	15.25%	19.52%	27.53%	17.78%	25.89%	16.09%	19.56%	17.51%
1 Grade Level Below	14.44%	52.75%	38.90%	18.62%	37.91%	27.90%	26.17%	16.58%	16.71%
2 Grade Levels Below		2.20%	11.23%	13.77%	6.41%	16.45%	14.50%	7.64%	4.77%
3 Or More Grade Levels Below			0.53%	2.70%	9.93%	5.87%	17.32%	27.33%	32.63%

% of Total Count of Sheet1 for each Admin broken down by Grade When Tested. Color shows details about Level. The marks are labeled by % of Total Count of Sheet1. The data is filtered on ESOL Serve?, GENDER, PIP, RACE and Instr Setting. The ESOL Serve? filter keeps N and Y. The GENDER filter keeps multiple members. The PIP filter keeps N and Y. The RACE filter keeps multiple members. The Instr Setting filter keeps 504, IEP and No. The view is filtered on Admin and Grade When Tested. The Admin filter keeps SP2021. The Grade When Tested filter keeps multiple members.

iReady - Math

Grade When tested / Admin

Level	
■	Mid Or Above Grade Level
■	Early On Grade Level
■	1 Grade Level Below
■	2 Grade Levels Below
■	3 Or More Grade Levels Below

Level	Grade 00	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08
Mid Or Above Grade Level	61.82%	34.31%	24.77%	23.54%	21.98%	27.06%	24.90%	22.46%	26.69%
Early On Grade Level	16.67%	14.15%	20.62%	25.53%	25.07%	24.81%	26.72%	22.19%	16.71%
1 Grade Level Below	21.52%	48.32%	45.11%	40.74%	40.48%	34.53%	30.48%	26.39%	23.17%
2 Grade Levels Below		3.22%	8.70%	7.94%	7.91%	7.32%	7.39%	10.15%	12.36%
3 Or More Grade Levels Below		0.80%		2.25%	4.56%	6.28%	10.51%	18.81%	21.07%

% of Total Count of Sheet1 for each Admin broken down by Grade When tested. Color shows details about Level. The marks are labeled by % of Total Count of Sheet1. The data is filtered on ESOL Serve?, GENDER, PIP, RACE and Inst Setting. The ESOL Serve? filter keeps multiple members. The GENDER filter keeps Null, F and M. The PIP filter keeps Null, N and Y. The RACE filter keeps multiple members. The Inst Setting filter keeps 504, IEP and No. The view is filtered on Admin and Grade When tested. The Admin filter keeps SP2021. The Grade When tested filter has multiple members selected.
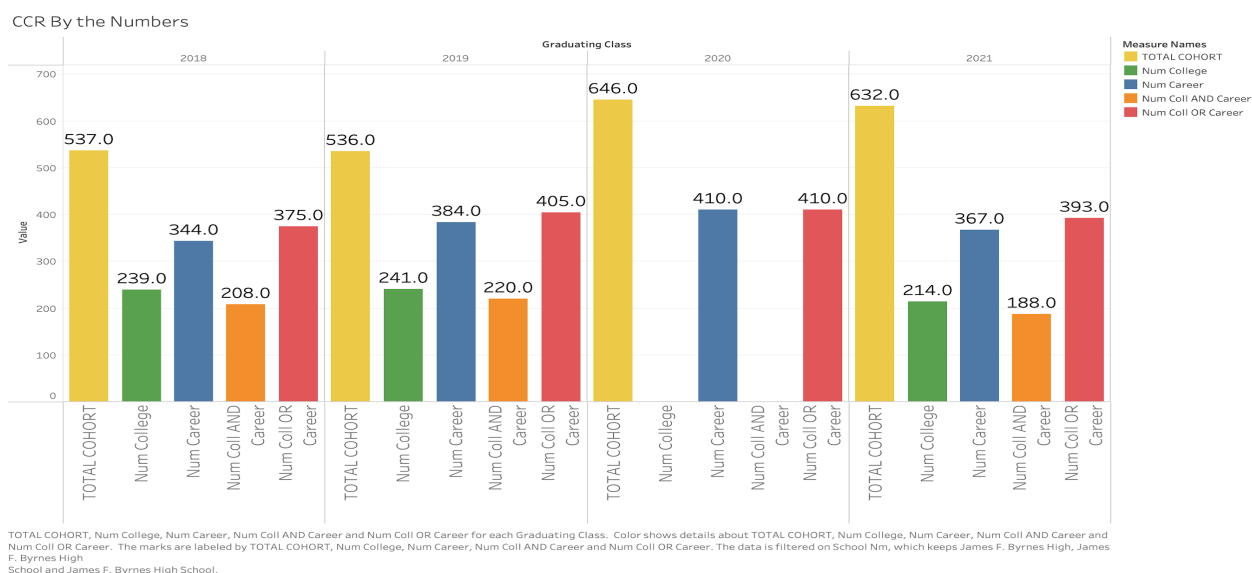
Fountas and Pinnell Benchmark Assessment System

Students' reading levels are assessed at the beginning, middle, and end of the year using the F and P (BAS). The F and P Benchmark assessment system provides teachers a reliable method to identify each child's instructional and independent reading levels one-on-one. During this assessment, the student reads aloud a book at a specific level and then talks about the book while the teacher records observations of the student reading behaviors and comprehension of the text.
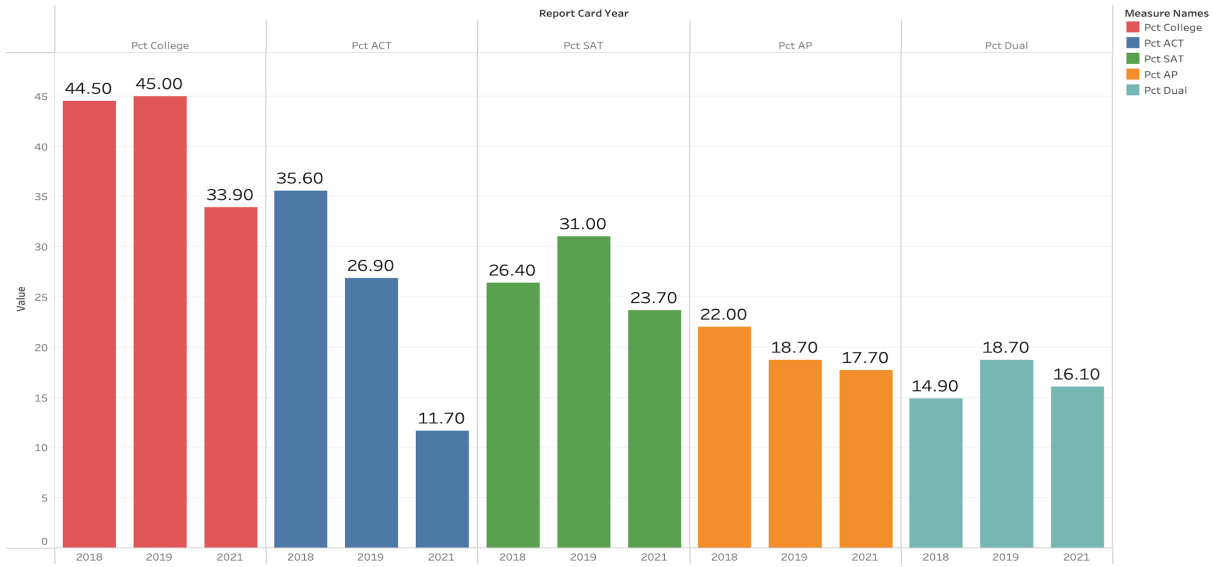
College and Career Readiness

Beginning with the 2018 SC School Report Card, High Schools in SC were provided a new performance metric that indicates the number and percentage of students that are College and/or Career Ready. Students must meet at least one indicator in either area to be considered "Ready" and count positively for the school on the report card indicator.

CCR By the Numbers

TOTAL COHORT, Num College, Num Career, Num Coll AND Career and Num Coll OR Career for each Graduating Class. Color shows details about TOTAL COHORT, Num College, Num Career, Num Coll AND Career and Num Coll OR Career. The marks are labeled by TOTAL COHORT, Num College, Num Career, Num Coll AND Career and Num Coll OR Career. The data is filtered on School Nm, which keeps James F. Byrnes High, James F. Byrnes High
School and James F. Byrnes High School.

Students meet the college readiness indicator by reaching a score threshold on either the SAT or ACT, earning dual credit, or earning AP credit in high school.
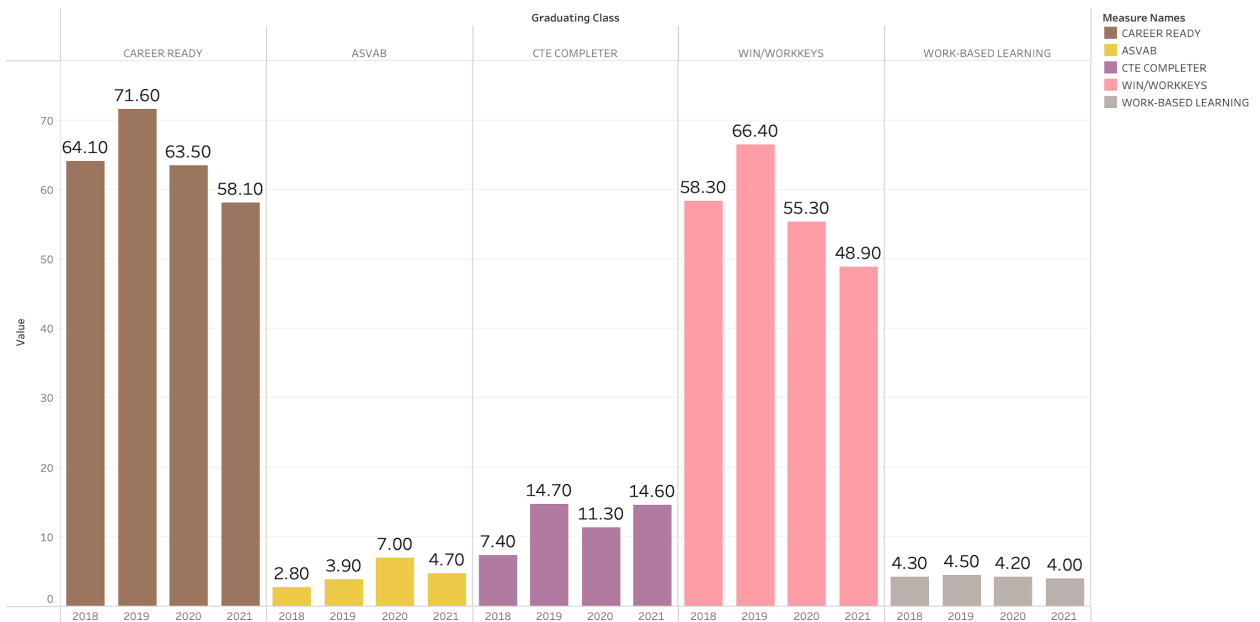
College

| | Pct College | Pct ACT | Pct SAT | Pct AP | Pct Dual |

Measure Names
- Pct College
- Pct ACT
- Pct SAT
- Pct AP
- Pct Dual

Pct College
- 2018: 44.50
- 2019: 45.00
- 2021: 33.90

Pct ACT
- 2018: 35.60
- 2019: 26.90
- 2021: 11.70

Pct SAT
- 2018: 26.40
- 2019: 31.00
- 2021: 23.70

Pct AP
- 2018: 22.00
- 2019: 18.70
- 2021: 17.70

Pct Dual
- 2018: 14.90
- 2019: 18.70
- 2021: 16.10

Pct ACT, Pct AP, Pct College, Pct Dual and Pct SAT for each Report Card Year. Color shows details about Pct ACT, Pct AP, Pct College, Pct Dual and Pct SAT. The marks are labeled by Pct ACT, Pct AP, Pct College, Pct Dual and Pct SAT. The data is filtered on School Nm, which keeps James F. Byrnes High, James F. Byrnes High School and James F. Byrnes High School. The view is filtered on sum of Pct ACT, sum of Pct AP, sum of Pct College, sum of Pct Dual and sum of Pct SAT. The sum of Pct ACT filter keeps non-Null values only. The sum of Pct AP filter keeps non-Null values only. The sum of Pct College filter keeps non-Null values only. The sum of Pct Dual filter keeps non-Null values only. The sum of Pct SAT filter keeps non-Null values only.

Students meet career readiness indicators by reaching a certain score on the ASVAB assessment, reaching the Bronze level on the Career-Ready Assessment, completing a CTE Program, completing a 40-hour internship in a career major area, or completing the Essentials program of instruction.

Indicators of Career Readiness
Percentage of Students

Graduating Class

| | CAREER READY | ASVAB | CTE COMPLETER | WIN/WORKKEYS | WORK-BASED LEARNING |

Measure Names
- CAREER READY
- ASVAB
- CTE COMPLETER
- WIN/WORKKEYS
- WORK-BASED LEARNING

CAREER READY
- 2018: 64.10
- 2019: 71.60
- 2020: 63.50
- 2021: 58.10

ASVAB
- 2018: 2.80
- 2019: 3.90
- 2020: 7.00
- 2021: 4.70

CTE COMPLETER
- 2018: 7.40
- 2019: 14.70
- 2020: 11.30
- 2021: 14.60

WIN/WORKKEYS
- 2018: 58.30
- 2019: 66.40
- 2020: 55.30
- 2021: 48.90

WORK-BASED LEARNING
- 2018: 4.30
- 2019: 4.50
- 2020: 4.20
- 2021: 4.00

CAREER READY, ASVAB, CTE COMPLETER, WIN/WORKKEYS and WORK-BASED LEARNING for each Graduating Class. Color shows details about CAREER READY, ASVAB, CTE COMPLETER, WIN/WORKKEYS and WORK-BASED LEARNING. The marks are labeled by CAREER READY, ASVAB, CTE COMPLETER, WIN/WORKKEYS and WORK-BASED LEARNING. The data is filtered on School Nm, which keeps James F. Byrnes High, James F. Byrnes High School and James F. Byrnes High School.

Other data were reviewed by the Strategic Plan team during our December sessions. These data helped shape the goals of the Teacher Quality and School Climate Action Teams. These district-level data included:

Enrollment Data
EFA Coding Data
General Fund Budget Data
SCTS 4.0 Rubric Data
Teacher Departure Data (CERRA)
School Report Card Data - District and Schools
School Student, Teacher and Parent Opinion Survey Data

Comprehensive Needs Assessment

During the fall of 2021, personnel in District Five Schools of Spartanburg County assimilated a strategic planning steering committee whose main purpose was to complete a comprehensive needs assessment. The steering committee totaled 73 members and comprised: (1) business/community members, (2) district office administrators, (3) parent/guardians, (4) teachers, (5) paraprofessionals, (6) school administrators, (7) university partners, and (8) the district superintendent.

The Steering Committee reviewed the achievement data shown above, in much greater detail that was shown in the summary above. Teams were created to review the data and create points of concern and points of celebration to be used in the Goal Design Process. The teams were able to review all of the data electronically, and at their own pace. Each goal was able to be broken down into a variety of subgroups, so that teams could take a deep dive into the process and create the best possible needs assessment for the district. Data analyzed by each team included school/district report cards, test results, questionnaires, surveys, community meetings, and school personnel meetings were utilized to develop this strategic plan.

District Points of Pride

The Director of Accountability and Research presented to the steering committee a detailed overview of district achievement data, district demographic data, and perceptual data. From the extensive discussion that followed, the steering committee detailed areas of pride within District Five Schools of Spartanburg County.

Points of Pride in the area of student achievement include:
- Maintaining a focus on students
- Data analysis and use in making decisions
- Excellent leadership and teachers
- Loving our kids and helping to move them
- A passion for our children

Points of pride in the area of Teacher and Administrator Quality include:

- High level of teacher retention
- Resources for students and teachers
- Teacher morale
- Teacher satisfaction
- Adequacy of resources

Points of pride in the area of School Climate include:
- Strength of community (involvement and support)
- Collaboration
- Parental involvement
- Determining needs

District Challenges

The steering committee also identified challenges to the district moving forward. These challenges will be represented in the goals, strategies and action steps to follow.

Challenges in the area of student achievement include:
- Ground lost due to Covid - gaps in learning
- Increasing math and ELA readiness at all levels
- Student engagement

Challenges in the area of Teacher and Administrator Quality include:
- Providing targeted Professional Development to teachers
- Diverse perspectives reaching all students
- Absenteeism
- Teacher retention

Challenges in the area of School Climate include:
- Explosive growth
- Ensuring students feel safe and loved
- Incorporation of Social/Emotional Learning
- Parental involvement

Mission, Vision, Beliefs

In District Five Schools of Spartanburg County, we strive to meet the needs of "Every child, every day." While this is a simple motto, it is not a simple task. Indeed, it is a mammoth undertaking that is courageously accepted by over 900 employees on a daily basis. Pride runs high in District Five, and even though our twelve schools have won numerous awards over the years, our mission is not about awards. It is about children.

As a result of the assessment of needs, the steering committee revisited the district's mission, vision, and beliefs. Given the option to reaffirm, update, or rewrite, the steering committee opted to update the district's mission, vision, and beliefs.

Mission
Spartanburg District Five Schools prepares students to thrive in a global society by providing exceptional educational experiences in a safe, caring, and inclusive environment.

Vision
Inspire students to discover their potential, pursue their passions, and shape their future.

We Believe:
- that every child matters.
- in providing equitable educational experiences.
- in building positive relationships with all stakeholders.
- in embracing diversity to create an inclusive environment.
- in challenging our students to become engaged members of society.
- public education is the foundation of a thriving community and global society.
- in providing a safe, caring, and nurturing environment.
- educating every child is both a responsibility and a privilege.
- that social and emotional well-being is as important as instruction.
- in developing and enhancing student potential through purposeful and rigorous instruction.
- in providing each student with authentic educational experiences to prepare them for college, career, and life choices in an ever-changing global society.
- in recruiting, hiring, empowering, and retaining highly qualified staff.
- in adapting to the ever-changing demands of society.
- in the importance of stewardship of resources.

Action Team & Action Plan

After reviewing the data and documenting the ideas, committee members were redistributed into one of four Action Teams. The Action Teams, using all of the data reviewed as well as the new Mission, Vision and Beliefs statements and all of the electronic documentation, had the responsibility of creating up to three goals, three strategies for each goal, and a series of activities to undertake at the district level to achieve the yearly targets for each goal.

The work of each Action Team is detailed in the following sections.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT: STUDENT ACHIEVEMENT - Elementary and Intermediate
Since the 5th grade will be moving into the elementary grade span during the life of this plan. The team made efforts in their goal development to make this transition as seamless as possible.

The first task that needed to be accomplished before we could begin setting our goals was to establish what we test would use to measure student achievement. MAP is no longer used,and the SC

Ready is a norm-referenced test that does not provide individual diagnostic and growth data. Therefore, we considered using iReady instead.

Through conversations, we gained a collaborative understanding that iReady shows teachers what students know, and it shows how the students are performing on grade-level expectations. In addition, iReady tells us how much growth students need to reach or maintain grade-level proficiency, and then it provides students with differentiated grade-level instruction with their individualized learning path. The team liked that iReady started in the classroom. Both teachers and students set goals using iReady. Teachers use iReady as their SLO measure, and we know that iReady is closely correlated to the SC Ready test, so if our students are growing and meeting grade-level mastery, our SC Ready scores will reflect that as well. Choosing iReady as a measure for student achievement allows the strategic plan to be a document that is used to assist academic needs and decisions, as we have a measure that allows for constant progress monitoring.

After choosing our assessment, the team discussed how we were going to determine our benchmark. The team split into two sections, one section for ELA and one section for Math, with the task of determining our yearly benchmarks, our goals, strategies, activities, and our progress monitoring to support the goals. Initially we thought we would use iReady target goals for each student, allowing the teacher to set the goal based on student needs, thus choosing between using typical growth or stretch growth. However, after further conversation, it was decided that our lower achieving students could meet their typical growth, as determined by their iReady learning pathway, but still not meet their grade-level proficiency. Therefore, we decided that we would use the stretch goal for students at all levels since the stretch growth goal gave the best opportunity for students to reach grade level and above.

In both Reading and Math, the team decided that we will have the same two goals to allow for the consistency and usability of the plan, with only the benchmark data being different. In addition, we also wanted the strategies to be as similar as possible. Strategy One focuses on using data to guide reading and math instruction, progress monitoring, and determine action plans for teacher and student goal setting. Strategy Two provides support to teachers for them to stay current in research-based reading and math practices by receiving support through professional development, collaboration with colleagues, and classroom resources that will benefit students. Activities and progress monitoring were then set to support both the goals and their respective strategies.

In our final meeting, the challenge was to determine the trajectory for each goal that addressed the impact of COVID learning loss without having sufficient prior iReady data as a result of COVID. After much discussion, the team decided to use 1.5% growth per year as the target. In reviewing these targets with the district strategic plan cabinet, and after looking at additional school-level data, we decided to move the trajectory from less ambitious targets to targets that were more in line with the district Academic Recovery Plan. Our Academic Recovery Plan set iReady student growth targets based on the tier levels of learning loss of 50% for students with mild loss meeting their stretch growth target, 75% for students with moderate loss meeting their stretch growth target, and 100% for students with severe loss meeting their stretch growth target. With this in mind, If you multiply the number of students in each tier by the "weight" of each tier in terms of percent meeting stretch, then divide that weighted figure into the total for any given grade level, it works out to about 51%, which we believe is attainable over time. We feel like it would be advantageous to set higher targets and come up a little short of our goal than by setting our targets too low.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT: STUDENT ACHIEVEMENT - Middle and High
Since the 6th grade will be moving into the middle grade span during the life of this plan. The team made efforts in their goal development to make this transition as seamless as possible.

The Middle and High School team came to the consensus that we would have one clear, concise district goal for Middle/High School Achievement. The agreed upon goal is: By 2027, the percentage of secondary students on target for College and Career Readiness benchmarks will increase. We opted for one goal so that schools could really focus on student growth. We felt that the current middle/high school student achievement section of the strategic plan has too many goals. The thought was that iReady and EOCs were strong indicators of college and career readiness and that implementation of benchmarks for these assessments will result in student readiness and growth.   The interim performance goals for improvement in EOC assessment scores in Algebra I and English 2 were set in line with the State of SC 2035 Overarching ESSA Goal of 90% of students at level "2" or higher on the EOC assessment.

The team then set Strategy One, Activity One, Progress Monitoring Plan for this Activity, Activity Two, and Progress Monitoring Plan for this Activity. iReady lends itself beautifully to this goal because the benchmarks are already available and implemented. Currently, there are no benchmarks that are specifically used for the EOCs. However, there are programs that are currently implemented at BHS and BFA that could work or we could explore other options. This is a discussion that would be held with the district tech team, school administration, and teachers (7-12).

The team set Activity Three, Progress Monitoring Plan for this Activity, Activity Four, and Progress Monitoring Plan for this Activity. We then met to determine the yearly targets for five years. The group felt that it was better to be conservative with the incremental growth because COVID has affected students and their academic growth and performance.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT: TEACHER AND ADMINISTRATOR QUALITY
The Teacher/Administrator Quality group began by discussing the areas in the field of education that would fall under this category. We brainstormed all topics associated with teacher and administrator quality and started placing the topics into groups. Our discussions centered around the three large areas of recruitment, development and retention. We felt that these areas communicate the natural progression of our educators. We want to recruit the best educators, develop them once they are in our district and retain them for the future. We felt strongly that these three areas needed to be our focus as we developed goals.

We created a shared document where we listed all of our brainstorming topics and three focus areas. We scheduled a follow-up meeting and asked participants to submit sample goals in these areas. At the next meeting we discussed the goals that were submitted. We knew with recruitment we wanted to build upon our District Recruitment Fair because of the success we have had hiring at this event. We wanted all of our activities to center on attracting more candidates to our own recruitment fair. We felt we needed to showcase who we are as a district. With the current teacher shortage we knew one of our goals needed to focus on retaining the teachers that are already in the district. We looked at report card data and data submitted by personnel from the supply and demand survey to determine our goal..

Finally, if we are to retain our teachers, we felt strongly that we needed to develop and grow them in the area of instruction. We used data from SC Lead reports to determine our current scores in instruction and determined where we wanted to go.

After determining the goals, we took our brainstorming topics and grouped them into activities under each goal. This was done in a shared document and participants were encouraged to comment and make suggestions for activities before we met again. We met and determined the activities that would support each goal. We decided as a group to present the development goal and activities to the curriculum and instruction team for input since they would be the group responsible for most of the activities. Great discussion took place during this meeting where they were able to make suggestions and have input on each activity. Once we finalized the activities, we worked with finance to determine budgets and timelines for each activity.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT: SCHOOL CLIMATE
When our committee met in November, we spent a measure of time brainstorming the things that we knew we'd like to focus on in writing our goals.   The following words or phrases were discussed:

<p align="center">Resilient schools
Home/school relations and parent involvement
Bullying (olweus refresh)
Resource Officers
Safer environments
Safety training
Morale
SEL
Recognition</p>

After compiling that list, we began discussions on an overarching theme or "umbrella goal."   After several passes, we settled on:

Spartanburg District Five Schools will provide an environment where every individual is physically safe, emotionally supported, and valued

All committee members were involved in, and approved, this goal.   From this point, we had a few key people to meet to craft three goals.   We knew we wanted to focus on the social and emotional well being of our staff and students, the safety of our staff and students, and we wanted our community to have more opportunities to be involved in our schools, so this led us to our three goals. We then divided the team among the three goals, and each "sub-committee" worked on the strategies and action steps. We came back together in late January to fine tune the plan, and the chairperson worked on "cleaning up" the document. The committee then met on zoom in mid February to finalize the plan before it was presented to the cabinet.

ONE PLAN - ONE PURPOSE
Spartanburg Five is determined to bring the numerous plans and required actions of various elements of school operations underneath one overarching plan. The current system, which is being revamped by the Department of Education, requires different federal programs to each have their own plans and action steps. While the requirement of the state has not yet evolved to one plan, the district is moving in that direction both in the review of data and the development of the 2022-27 Strategic Plan.

The existing needs assessments from other current plans were consulted and reviewed as teams began to meet. Spartanburg Five has three Title I schools, each with its own needs assessment. The greatest concern of these schools is academic performance of students - either at the grade or subgroup level. As a result, the corresponding goals of the Title I plans are supported through the Strategic Plan. In the School Renewal Plans for each school, further detail will be provided as to specific growth targets.

The Title IV Needs Assessment focuses on several areas for targeted improvement. Underrepresentation in our Gifted and Talented programs for certain subgroups is carried into the Strategic Plan with a specific goal to provide balance over the next five years between the percentage of our population who are identified as Pupils in Poverty and the percentage of GT identified students meeting those criteria. The Title IV Needs Assessment also addresses the social-emotional needs of students: "we have also determined a need for social and emotional support to help our students be healthy and safe. Resources need to be procured to help us continue to implement the district-wide program to support teachers and counselors in identifying the specific social and emotional needs of our students and how to address those needs to reduce or remove barriers that put our students at risk of under-performing academically." This need is emphasized in the District Strategic Plan with additional strategies and action steps, as noted in the School Climate goal section.

Summary of Interim Performance Goals

ACHIEVEMENT
The percentage of students meeting their stretch growth on the iReady spring reading diagnostic assessment in grades K-5 will increase from 30.2 in 2022 to 55.0% in 2027

The percentage of students meeting their stretch growth on the iReady spring math diagnostic assessment in grades K-5 will increase from 31.4% in 2022 to 55.0% in 2027.

By 2027, the percentage of secondary students on target for College and Career Readiness benchmarks will increase.

TEACHER/ADMINISTRATOR QUALITY

Spartanburg District Five will increase the number of contracts offered from our District Recruitment Fair from 18 to 26 from 2022-2027.

The percentage of teachers returning to Spartanburg District Five each year will increase from 91% to 93.5% from 2022-2027.

The average score of teachers on the South Carolina Teaching Standards Rubric-Instruction Domain will increase from 3.1 to 3.6 from 2022-2027.

SCHOOL CLIMATE

The percentage of students (3-12) personally responding positively, and teachers responding about K – 2nd grade children positively in the area of self efficacy on the district's social-emotional student competency and well-being survey will increase by 2027.

The percentage of parents, students and teachers positively reporting that they feel safe at school will increase.

The percentage of parents and teachers positively reporting regarding family engagement will increase.

GIFTED AND TALENTED

The gap between the percentage of students who are identified as both Pupils in Poverty and Gifted and Talented and the overall percentage of students who are identified as Gifted and Talented in Grades 3-12 will decrease from 13% to 0% by 2027.

ELEMENTARY ACHIEVEMENT

GOAL STATEMENT

The percentage of students meeting their stretch growth on the iReady spring reading diagnostic assessment in grades K-5 will increase from 30.2% in 2022 to 55.0% in 2027.

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
iReading Spring Diagnostic	30.2%	37%	44%	50%	53%	55%

STRATEGY ONE

Current data will be used to guide reading instruction, progress monitoring, and determine action plan for teacher and student goal setting.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
District and iReady personnel will provide professional development for teachers on using iReady data to target learning needs.	District and school administration, coaches, Curriculum and Associates	$25,000 - General Funds	2022-27	Beginning

PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Review and disseminate individual teacher SLO goals and interim progress. Review and monitor individual class iReady profiles. Analyze and study Fall, Winter, and Spring benchmarks and running records to determine individual strengths, weaknesses, and class performance trends.

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
District and iReady personnel will provide professional development for teachers on using iReady data to target learning needs.	District and school administration, coaches, Curriculum and Associates	$25,000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review PLC training logs and minutes, solicit and interpret teacher professional development survey feedback, discuss analysis of teacher data, review and update the PD calendar as needed				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide professional development to teachers for the iReady Teacher Toolbox and how to monitor individual learning paths for students	District and school administration, coaches, AVID, and Curriculum and Associates	$5000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review and disseminate individual classes and departmental training logs for using the iReady Teacher Toolbox, monitor and analyze individual student and class instructional summary reports				

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will work in PLCs to analyze data, student work, and discuss best practices to meet student needs.	School administration, coaches, interventionists and teachers	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review departmental and team meeting logs with minutes, R\review and analyze lesson plan samples in teams to reflect adjustments needed based on student work				

ACTIVITY FIVE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will monitor and analyze progress weekly, through formative assessments, including Fountas & Pinnell Benchmarks	School administration, coaches, teachers, interventionists	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Teachers and teams will review weekly iReady progress reports, teacher logs/notes, and small group/individual lesson plans. Teachers will monitor progress through individual reading conferences, running records, anecdotal records, and student work. Results will also lead department meetings.				

ACTIVITY SIX	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Students identified for RTI or Special Education services will have progress monitoring data entered into ENRICH as indicated on the student's plan.	School administration, coaches, interventionists, teachers	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Teachers and administrators will monitor and review RTI and Special Education team meeting schedules, review Enrich reports, and review progress monitoring.				

ACTIVITY SEVEN	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will analyze Fountas and Pinnell Benchmarks to determine student progress and next steps.	School administration, coaches, interventionists, teachers	$10,000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Teachers, coaches and administrators will observe classrooms to monitor student and teacher progress and evaluate the PDSA cycle.				

ACTIVITY EIGHT	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will integrate AVID strategies into reading instruction.	District and school administration, coaches, teachers	$100,000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Teachers, coaches and administrators will observe AVID classrooms to monitor student and teacher progress.				

STRATEGY TWO

Teachers will stay current in research-based reading practices by receiving support through professional development, collaboration with colleagues, and classroom resources that will benefit students.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will receive professional development monthly.	School administration and coaches	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review meeting logs and update the professional development calendar as necessary.				

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Professional development will be provided during professional learning communities (PLC) by instructional leaders.	School administration, coaches, teachers, interventionists	$10,000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review meeting logs, update the professional development calendar as needed, provide and review teacher professional development needs survey results				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide opportunities for peer observations and collaborative feedback	School administration, coaches, teachers, interventionists	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review of observation schedules, observation teacher feedback notes				

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Instructional and technology coaches will support best instructional practices by teaching model lessons	Reading, math and technology coaches	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review observation schedules, feedback notes, teacher technology survey results				

ACTIVITY FIVE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide professional development in AVID instructional strategies.	District and school administration, coaches, teachers, interventionists	$100,000 – General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review copies of meeting logs, the professional development calendar, provide and review teacher professional development needs survey results to enhance teacher learning. Monitor and discuss the shift to AVID practices				

ELEMENTARY ACHIEVEMENT

GOAL STATEMENT

The percentage of students meeting their stretch growth on the iReady spring math diagnostic assessment in grades K-5 will increase from 31.4% in 2022 to 55.0% in 2027.

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
iReady Math Spring Diagnostic	31.4%	39%	45%	50%	52%	55%

STRATEGY ONE

Current data will be used to guide math instruction, progress monitoring, and determine action plans for teacher and student goal setting.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers and administrators will work together in teams to collect and analyze data, establish goals, determine strategies to meet the goals, and create action plans for students.	School administration, teachers, coaches, and interventionists	$0	2022-27	Beginning

PROGRESS MONITORING PLAN FOR THIS ACTIVITY	
Review and disseminate individual teacher SLO goals and interim progress. Review and monitor individual class iReady profiles. Analyze and study standards mastery checks to determine individual strengths, weaknesses, and class performance trends.	

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
District and iReady personnel will provide professional development for teachers on using iReady data to target learning needs and how to differentiate instruction	District and school administration, coaches, Curriculum and Associates	$25,000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review PLC training logs and minutes, solicit and interpret teacher professional development survey feedback, discuss analysis of teacher data, review and update the PD calendar as needed				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide professional development to teachers on using the iReady Teacher Toolbox and how to monitor individual learning paths for students.	District and school administration, coaches, and Curriculum and Associates	$25,000 General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review and disseminate individual class and departmental training logs for using the iReady Teacher Toolbox, monitor and analyze individual student and class instructional summary reports, to move students to their next level.				

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will work in PLCs to analyze data and discuss best practices; math coaches will analyze data from standards mastery checks.	School administration, coaches, interventionists and teachers	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review departmental and team meeting logs with minutes, review and analyze lesson plan samples in teams, to reflect adjustments needed based on student work, review mastery checks results, and monitor iReady engagement time and passing rates				

ACTIVITY FIVE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Students identified for RTI and Special Education services will have progress monitoring data entered into ENRICH as indicated on the students plan.	School Administration, Coaches, inteventionists, teachers	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Teachers and administrators will monitor and review RTI and Special Education team meeting schedules, review Enrich reports for RTI, and review progress monitoring.				

ACTIVITY SIX	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will monitor and analyze progress weekly, through formative assessments.	School administration, coaches, teachers, interventionists	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Teachers and teams will review iReady progress reports, teacher logs/notes, and small group/individual lesson plans. Teachers will monitor progress weekly through individual math conferences, anecdotal records, and student work. Results will also lead department meetings.				

ACTIVITY SEVEN	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will integrate AVID strategies into math instruction.	District and school administration, coaches, teachers	$100,000 General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Teachers, coaches and administrators will observe AVID classrooms to monitor student and teacher progress.				

STRATEGY TWO

Teachers will stay current in research based math practices by receiving support through professional development, collaboration with colleagues, and classroom resources that will benefit students.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Teachers will receive professional development monthly.	School administration and coaches	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review meeting logs and update the professional development calendar as necessary.				

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Professional development will be provided during professional learning communities (PLC) by instructional leaders.	School administration, coaches, teachers, interventionists	$5000 General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review meeting logs, update the professional development calendar as needed, provide and review teacher professional development needs survey results				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide opportunities for peer observations and collaborative feedback	School administration, coaches, teachers, interventionists	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review of observation schedules, observation teacher feedback notes				

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Instructional and technology coaches will support best instructional practices by teaching model lessons	Math and technology coaches	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review observation schedules, feedback notes, teacher technology survey results				

ACTIVITY FIVE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide professional development in AVID instructional strategies.	District and school administration, coaches, teachers, interventionists	$100,000 General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review copies of meeting logs, the professional development calendar, provide and review teacher professional devlepment needs survey results to enhance teacher learning. Monitor and discuss the shift to AVID practices				

ACTIVITY SIX	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Study the effectiveness of current math coaches through analysis to determine the feasibility of additional coaches.	District administration	$400,000 General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Work towards funding additional coaching positions, based on evaluation of data collected from surveys of math coach activities and impact on achievement.				

SECONDARY ACHIEVEMENT

GOAL STATEMENT

By 2027, the percentage of secondary students on target for College and Career Readiness based on benchmarks will increase.

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
iReady Math (Gr 7 and 8) % on or above grade level	47.3%	49.8%	52.4%	54.9%	57.5%	60.0%
iReady Reading (Gr 7 and 8) % on or above grade level	47%	49.6%	52.2%	54.8%	57.4%	60.0%
Algebra I End-of-Course Exams (Gr7-12) % Scoring 'D' or better	61.9%	67.5%	73.1%	78.8%	84.4%	90.0%
English 2 End-of-Course Exams (Gr7-12) % Scoring 'D' or better	80.8%	82.6%	84.5%	86.3%	88.2%	90.0%

STRATEGY ONE

Use benchmark assessment data to direct instruction.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Purchase/develop and administer benchmarks that measure students' progress.	District Administration, School Administration, School English/Math Departments	$35,000 General Funds	2022-27	Beginning

PROGRESS MONITORING PLAN FOR THIS ACTIVITY	

A benchmark will be purchased or developed by schools that will be administered to students between 2-3 times per course. This data will be monitored by school administration and teachers.

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Data will guide teachers' instruction.	School Administration, School English/Math Departments	$0	2022-27	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Teachers will analyze their data in teams/departments/other school personnel to plan instruction.

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Students will complete iReady Pathways weekly in math and reading at the middle level.	School Administration, ELA and math teachers	$250,000/year - General Fund	2022-27	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Students will complete the weekly individualized lessons in iReady Pathways. Students will receive participation grades and incentives for lesson completion and/or meeting target growth. Teachers and administration will monitor students progress and growth.

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Gain knowledge of and implement AVID.	District Administration, School Administration, Teachers	$100,000 General Fund	2022-27	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Participate in professional development and training. Add AVID elective(s) into the master schedule. Implement AVID strategies in classroom instruction. Identify students to participate in the AVID program.

GIFTED AND TALENTED EDUCATION

GOAL STATEMENT

The gap between the percentage of students who are identified as both Pupils in Poverty and Gifted and Talented and the overall percentage of students who are identified as Gifted and Talented in Grades 3-12 will decrease from 13.0% to 0% by 2027.

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
State Pupils in Poverty Data and PowerSchool GT Data for Grades 3-12 (Sept.1 of previous year)	Overall Percentage of GT Students in Grades 3-12 as of Sept. 1, 2021: 18.7% Percentage of Students who are Pupils in Poverty and GT in Grades 3-12 as of Sept.1, 2021: 5.7% Difference = 13.0%	Fall of 2022 (Data from Sept.1, 2022): Difference = 12.0%	Fall of 2023 (Data from Sept.1, 2023) Difference = 11.22%	Fall of 2024 (Data from Sept.1, 2024) Difference = 7.48%	Fall of 2025 (Data from Sept.1, 2025) Difference = 3.74%	Fall of 2026 Data from Sept.1, 2026) Difference = 0%

STRATEGY ONE

We will increase the number of opportunities for students to be identified as GT.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Analyze data to identify needs and trends.	Director of GT Programs Director of Accountability, Assessment, and Research Groups made up of Principals,	$0	2022-2023	Beginning

	Teachers of GT, and other District Personnel			

PROGRESS MONITORING PLAN FOR THIS ACTIVITY	

Report of Findings from Director of GT Programs to District Administration and Principals by December of 2022

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Research and explore models that result in more equitable representation in GT programs.	Director of GT Programs Group of Administrators and Teachers of GT	$8,000 General Funds	2022-2023 Research and Visits to Schools	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Report of Findings from Director of GT Programs to District Administration and Principals by June of 2023				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Explore local criteria for GT identification.	Director of GT Programs Director of Accountability, Assessment, and Research Group made up of Administrators, Teachers of GT, and district staff members	$5000 General Funds	2022-2023	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Proposal from Responsible Party to District Administration for Consideration by May of 2023				

STRATEGY TWO

We will increase professional opportunities for all teachers to learn more about the characteristics of Gifted and Talented students and recommended strategies for talent development.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Offer related PD to Induction teachers.	Coordinator of Teacher Quality and Student Services Director of Instructional Services Director of GT Programs Director of Personnel	$25,000 General Funds	Two PD sessions each year	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Yearly sign-in sheets and agendas from PD sessions				

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Offer related PD to general ed. teachers	Director of Instructional Services Director of GT Programs Principals	$15,000 General Funds	One PD session per year in the summer or fall	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Yearly sign-in sheets and agendas from PD sessions				

TEACHER/ADMINISTRATOR QUALITY

GOAL STATEMENT

Spartanburg District Five will increase the number of contracts offered from our District Recruitment Fair from 18 to 26 from 2022-2027.

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
Board Notes and Recruitment Fair Spreadsheets	18 contracts	20 contracts	22 contracts	24 contracts	26 contracts	28 contracts

STRATEGY ONE

Recruit the highest quality certified staff for Spartanburg District Five.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide funding for travel to district administrators for recruiting	Personnel District and School Administration	$6000	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Analyze yearly budget requests, statements and travel request forms gather data about attendance at recruitment events and personnel involved. Evaluate effectiveness of recruitment events based on the number of candidates hired.

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS

Create a Spartanburg District Five Recruitment Video	Public Relations	$4000	2022-2023	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Analyze surveys from recruitment fair and newly hired employees on where candidates learned about sources drawing them to the district.				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Pursue diversity in hiring by recruiting at Historically Black College and Universities (HBCUs)	Personnel District and School Administration	$6000 (see Activity 1)	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Analyze surveys from recruitment fair and newly hired employees on where candidates learned about sources drawing them to the district.				

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Create a plan to encourage teaching as a profession within our counseling programs	Middle and Secondary School Counselors Middle and Secondary Administrators Teacher Cadet Teachers	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
IGP data and Teacher Cadet enrollment data will be monitored for increases.				

ACTIVITY FIVE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Increase the number of participants in the District Recruitment Fair each spring	Personnel Public Relations	$5000	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Data will be kept from each recruitment fair to compare enrollment in the events and number of contracts offered to participants.

ACTIVITY SIX	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Identify career changers through substitute training and paraprofessional conferences and connect them to alternative forms of certification to teach	Personnel Special Services School Administrators	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Alternative certification data will be kept and monitored through the personnel office to determine yearly enrollment in the program and the increases.				

ACTIVITY SEVEN	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Partner with local colleges and universities to place practicum and student teachers including the use internship certificates	Personnel School Administrators	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Spreadsheets will be monitored for the number of practicum/student teachers placed by building.				

TEACHER/ADMINISTRATOR QUALITY

GOAL STATEMENT

The percentage of teachers returning to Spartanburg District Five each year will increase from 91% to 93.5%.

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
Report Card Data	91.0%	91.5%	92%	92.5%	93%	93.5%

STRATEGY ONE

Provide support to improve the retention of all certified staff

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide competitive teacher salaries	District Board Superintendent Finance	$600,000-$700,000 per 1% increase	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Evaluate data from the Spartanburg County Equalization Fund. Compare and analyze other district salary scales				

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide district-wide recognition for teachers' service	Public Relations Personnel	$5000	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Analyze programs and data from recognition ceremonies				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Develop employee recognition programs with site administrators	Building Administrators	Include in school budget	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Administrators will include plans for employee recognition in their yearly evaluations with the superintendent. Data from yearly evaluations and school report card surveys will be used to determine effectiveness of programs.				

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide additional support for new teachers in our schools	Director of Teacher Quality Personnel Building Administrators	$9000	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
District Induction Program information will be submitted to the state department each year in the District ADEPT plan. Building Administrators will submit plans for orientation of new teachers to their buildings. These plans will be evaluated to determine the increased support for new teachers				

ACTIVITY FIVE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Ensure collaboration with a content or role-aligned mentor for every entering certified employee	Building Administrators Director of Teacher Quality Personnel	$0	2022-2027	Beginning

PROGRESS MONITORING PLAN FOR THIS ACTIVITY	

Building Administrators will submit plans for orientation of new teachers to their buildings. New teacher surveys will be analyzed to determine the effectiveness of the mentor programs.

ACTIVITY SIX	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Train and support seasoned administrators to mentor and coach early administrators	Personnel	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Evaluate survey data from mentees and mentors

ACTIVITY SEVEN	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Establish structures to support all alternative route certification programs	Personnel Director of Teacher Quality	$9000 (see Activity 4)	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

District Induction Program information will be submitted to the state department each year in the District ADEPT plan. Retention of alternative route teachers will be kept by the Director of Personnel. Surveys will also be sent to alternative route teachers to evaluate the effectiveness of the program.

GOAL STATEMENT

The average score of teachers on the South Carolina Teaching Standards Rubric-Instruction Domain will increase from 3.1 to 3.6.

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
SC Lead Evaluation Data	3.1	3.2	3.3	3.4	3.5	3.6

STRATEGY ONE

Provide effective support, evaluation, and recognition of exemplary teaching practices.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide resources to support effective classroom instruction	Curriculum and Instruction Team Personnel Principals Instructional Coaches	$100,00 - General FUnds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Analyze student performance data. Analyze survey data from teachers related to the use of classroom resources. Analyze software usage and effectiveness data.

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Promote professional learning communities	Curriculum and Instruction Team Personnel Principals Teacher Leaders	$12,000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Review meeting minutes and agendas. Analyze school report card data regarding teacher support.				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide differentiated staff development opportunities to personalize growth	Curriculum and Instruction Team Personnel Principals Instructional Coaches	$15,000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Survey participants to determine effectiveness of staff development opportunities. Analyze data from SC Lead to determine instructional growth.				

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide opportunities for certified staff to build capacity in instruction and leadership.	District and School Administration	$10,000 - General Funds	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Survey participants to determine effectiveness of staff development opportunities. Analyze school report card data regarding teacher support.				

ACTIVITY FIVE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Use SC Lead and the ADEPT evaluation process to personalize support and growth opportunities	Personnel School Administration	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Evaluate SC Lead data to determine strengths and weakness.				

ACTIVITY SIX	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide professional development to administrators on effective observations and conferencing (common vocabulary of 'exemplary' descriptors and practices)	Curriculum and Instruction Team Personnel Principals Instructional Coaches Teacher Leaders AVID	$0	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Evaluate SC Lead data to determine the effectiveness of observations and conferencing. Analyze data from observations to determine inter rater reliability.				

SPARTANBURG DISTRICT Five
EVERY CHILD, EVERY DAY.

GOAL ONE

The percentage of students (3rd-12th) personally responding positively and teachers responding about K - 2nd grade children positively in the area of self efficacy on the district's social-emotional student competency and well-being survey will increase by 2027 as follows:

- Teacher perception for grades K-2 from: 54% to 80%
- Students self reporting in grades 3 - 5: from 56% to 80%
- Students self reporting in grades 6-12: from 45% to 70%

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
District Social and Emotional Survey (currently using Panorama)	K-2: 54% 3 -5: 56% 6-12: 45%	K-2: 60% 3 -5: 60% 6-12: 50%	K-2: 65% 3 -5: 65% 6-12: 55%	K-2: 70% 3 -5: 70% 6-12: 60%	K-2: 75% 3 -5: 75% 6-12: 65%	K-2: 80% 3-5: 80% 6-12: 70%

STRATEGY ONE

We will provide student support to acquire life skills needed for success in life and in work. (The five competency areas identified by the Collaborative for Academic, Social and Emotional Learning -CASEL are Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-making..)

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
We will train faculty and staff in social and emotional support strategies related to the five CASEL competencies. • CASEL Competencies • Resilient Schools • Olweus • AVID	District Personnel Building Administrators School Counselors	$1500 (General Funds)	**CASEL Competencies**-2022-2027 **Resilient Schools** (Train new teachers, nurses, administrators, counselors, SRO's, and additional staff yearly) **Olweus** (Train new teachers, nurses, administrators, counselors, SRO's, and additional staff yearly and district-wide training in Fall of 2022 for all employees) **AVID** (began in Fall of 2021 and will continue based on timeline developed by AVID and District Five)	Beginning

PROGRESS MONITORING PLAN FOR THIS ACTIVITY	

Yearly sign-in sheets and agendas from training sessions, as well as a yearly summary report as to how schools and staff are utilizing the strategies, will be analyzed for program effectiveness.

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Evaluate and strengthen our student support services • School Counseling • Mental Health Counseling • Student Clubs/Activities • Middle Tyger Community Center (MTCC) Support Services	Director of Federal and Gifted Programs and Counseling Director of Special Education District Administration Building Administrators MTCC Director	$0	2022-2023 Initial evaluation completed for the following: School Counseling Mental Health Student Clubs/Activities MTCC Support Services 2023-2027 Implementation of recommendations and	Beginning

			continued evaluation	
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
A district data report will communicate the initial evaluation of the support services listed above by Spring of 2023. Furthermore, a district yearly report on school counseling, mental health, student clubs/activities and community services will be presented.				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
To promote and utilize services offered through the Middle Tyger Community Center	MTCC Supervisor Building Administrators School Guidance Counselors	$2000	2022-2027	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Meeting notes and agendas from staff meetings will be analyzed and a yearly report of services rendered at the Middle Tyger Community Center will be reviewed.				

GOAL TWO

The percentage of parents, students and teachers positively reporting that they feel safe at school will increase as indicated by the following questions on the South Carolina state survey:
Parents - "My child feels safe at school.." - 87.4% in 2021 to 97.0% in 2027
Students - "I feel safe at my school before and after school hours." - 91.4% in 2021 to 96.0% in 2027
Teachers - "I feel safe at school before and after hours." - increase satisfaction to 99.7% in 2027

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
2021 South Carolina State Survey	Parents-87.4% Students-91.4% Teachers-99.3%	Parents - 89.4% Students - 92.4% Teachers - 99.3%	Parents-91.4% Students-93.4% Teachers-99.3%	Parents-93.4% Students-94.4% Teachers-99.3%	Parents-95% Students-95% Teachers-99.3%	Parents-97% Students-96% Teachers-99.7%

STRATEGY ONE

We will provide programs and activities to help our students feel safe during the school day.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
We will improve school level reporting, documentation, and response to behavioral incidences.	Chief Administrative Officer Building-level staff	$2500 for training (General Fund)	2022/2023 - study of our current systems, along with creating a team to explore consistency 2024 - 2027 - Implementation	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
We will analyze meeting notes, sign in sheets, and a district baseline report along with a compilation of behavioral incident reports documenting consistency over time.;				

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
We will increase use of metal detectors at schools and district activities.	Assistant Superintendent of Operations Chief Administrative Officer Director of Safety and Emergency Services	$25,000 (General Fund)	2022/23 - Research and implementation for high school 2023/2024- middle school 2024/2025 research options for other school events	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
A yearly district report of the number of units in place will be presented and reviewed.				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
We will digitize emergency response plans to facilitate revision and distribution to law enforcement agencies.	Assistant Superintendent of Operations Director of Safety and Emergency Services	$10,000 (General Fund)	2022/2023 - exploration of programs 2023 - 2027 implementation	Beginning

PROGRESS MONITORING PLAN FOR THIS ACTIVITY	

Emergency plans will be completed, available electronically and reviewed yearly.

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
We will develop a reunification process for emergencies requiring school evacuation.	Assistant Superintendent of Operations Director of Safety and Emergency Services School Administrators	$1000 for supplies and materials (General Fund)	2022/2023- develop district and school level teams and research 2022 - 2027 - implementation	Beginning

PROGRESS MONITORING PLAN FOR THIS ACTIVITY	

The completed plan will be submitted and reviewed yearly.

GOAL THREE

The percentage of parents and teachers positively reporting regarding family engagement will increase as indicated by the following questions on the South Carolina state survey:
Parents: "I Feel Welcomed at my Child's School" - 83.3 % - 91.5%
Teachers: "Parents attend meetings and other school events." - 84.3% - 92.0%
Teachers: "Parents participate as volunteers" - 48.5% - 62.5%

DATA SOURCE FOR THIS GOAL	BENCHMARK	YEAR 1 TARGET	YEAR 2 TARGET	YEAR 3 TARGET	YEAR 4 TARGET	YEAR 5 TARGET
South Carolina State survey questions: Parents: "I Feel Welcomed at my Child's School" Teachers: "Parents attend meetings and other school events." Teachers: "Parents participate as volunteers"	2021 - 83.30% 2021 - 84.30% 2021 - 48.50%	2022-84.975% 2022-85.725% 2022-51.375%	2023-86.65% 2023-87.15% 2023-54.25%	2024-88.325% 2024-88.575% 2024-57.125%	2025-90% 2025-90% 2025-60%	2025-91.5% 2025-92% 2025-62.5%

STRATEGY ONE

We will provide programs and tools to increase family engagement within our school system.

ACTIVITY ONE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Issue communications survey for parents (Per School) detailing parents' preferred method of communication	Director of Public Relations School Administration	$0	Annually (Spring)	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				
Survey results, and a copy of school communications from each building will be submitted and reviewed yearly.				

ACTIVITY TWO	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Return schools to a pre-pandemic level and provide creative opportunities for parent volunteers/involvement	Superintendent School Administration School PTOs	$0	Based upon COVID-19 statistics and guidance from SC DHEC/CDC. In the interim, schools and PTO could create opportunities for parent volunteers/involvement outside the school building.	Beginning
Reports of sign in sheets for in person volunteers, PTO records and annual survey results will be provided.				

ACTIVITY THREE	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide job-specific customer service skills	Human Resources	$5000 for training	2022 - 2027	Beginning

training to office staff as part of the onboarding process through HR with opportunities designed for ongoing support.		(General Fund)	

PROGRESS MONITORING PLAN FOR THIS ACTIVITY	

Documentation of training dates, attendance logs, and agendas will be reviewed yearly to determine progress and effectiveness.

ACTIVITY FOUR	RESPONSIBLE PARTY	BUDGET	TIMEFRAME	STATUS
Provide Professional Development For Schools To Best Utilize Websites & Social Media For Communication Purposes	Director of Public Relations	$10,000 for PD (General Fund)	2022 – 2023 – Gathering administrative input and implementation 2023 – 2027 – Ongoing evaluation and support	Beginning
PROGRESS MONITORING PLAN FOR THIS ACTIVITY				

Documentation of training dates, agendas, and sign in sheets will be reviewed yearly, and the district website will be updated and reviewed annually.