SCHOOL RENEWAL PLAN

TABLE OF CONTENTS

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card:
https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDIwNTAwMA

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

SchoolNm	TopCSIScoreE	TopCSIScoreH	NUM_OVERALL
James F. Byrnes High School	28.86	30.92	25.22
Wellford Academy Of Science And Technology	28.86	30.92	23.38
Abner Creek Academy	28.86	30.92	27.83

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

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

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

STUDENT ACHIEVEMENT
Elementary School (K-5) Two of the District's Elementary schools (Wellford and Abner Creek) have been named ATSI schools based on the overall WPI of the Disabled Children subgroup. The district has analyzed the data used in calculating the metric and has determined that the focus will be decreasing the percentage of students performing at the "Does Not Meets Expectations" level on SC READY ELA assessment. In light of the school closure that began in March, 2020, the district will continue this goal into the 2020-21 school year.
Middle School (6-8)
High School (9-12) James F Byrnes High School has been named an ATSI school based on the overall WPI of the Disabled Children subgroup. The district has analyzed the data used in calculating the metric and has determined that the focus will be increasing the number of disabled students who are Career Ready. In light of the school closure that began in March 2020, the district will continue this goal into the 2020-21 school year.
TEACHER QUALITY
SCHOOL CLIMATE
OTHER

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT/FINDINGS

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 comprised of numerous textile plants and agriculture concerns, the area is now home to a vibrant international manufacturing and industrial community. The last two decades have seen an influx of highly respected companies, including leading employers such as: BMW Manufacturing's Plant Spartanburg, which employs almost 8000 associates and is the largest BMW manufacturing facility in the world; Draexlmaier Automotive of America, who recently completed a $35 million expansion employing approximately 800; SEW Eurodrive and its 500+ associates; and Albis Barnet with over 250 emloyees.

Toray, Kobelco, Sterling Contract Packaging, and Ritrama all have major facilities that have opened within 10 miles of Duncan, and will employ over 1000 additional workers in the coming years. Additionally, since 2009, 9000 jobs have been added to the workforce countywide. District Five enjoys partnerships with these companies, as well as many others in the area, and works in conjunction with them to develop and educate a workforce that can confidently handle the challenges they will face after graduation.

District Five Schools of Spartanburg County has developed a business partner program specifically designed to bring attention to those companies that maintain an ongoing, special relationship with our district. 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 careers 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.

Once a small, country school district, District Five has changed dramatically. With the exception of two years, the enrollment of District Five Schools has increased annually since 2000. Now serving 7,866 students in kindergarten through grade 12, District Five enrollment has grown by almost 43% since 2000. While growth has slowed slightly over the last strategic plan cycle, the addition of the jobs mentioned above and expected continuation of growth in and around the district, the population is expected to increase dramatically over the next ten years.

Our current student population is comprised of 64.9% Caucasian students, 19.1% African-American students, and 16% of other ethnicities. The growth of other ethnicities has increased more than 5% since 2010, a reflection of the continued growth of international manufacturing companies in the area. Of the 86 school districts in South Carolina, District Five ranks 21st in the percentage of enrollment classified as minorities.

Additional growth in the district has brought about the need for additional space to provide high quality instruction to our students. In 2010, the district opened its new Fine Arts Center, with rehearsal space for the band, choral and orchestra programs at Byrnes High School, as well as a 1000-seat performance hall with state of the art sound and lighting systems. The facility is available for use by school performing groups as well as those in the community. In May 2015, District Five began the construction of a $2.8-million-dollar addition at Lyman Elementary School. The 14,000 square foot addition includes eight new classrooms for students in grades 2-4 and two new kindergarten classrooms. Construction was completed in August, 2016. In June 2015, District Five began the construction of a $26-million-dollar classroom addition at James F. Byrnes High School. The 96,951 square foot facility provides 36 additional classrooms and support spaces. In addition, the new construction will provide increased facility security allowing all classrooms to be under one roof, and more up-to-date instructional spaces replacing classrooms that were built in 1955. Students and staff occupied the new facility in the spring of 2017.

Students and Staff

The schools of District Five welcome 8,805 students (April, 2019) of diverse backgrounds and economic means. 52.3% 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 86 school districts in our South Carolina. We have two schools, Duncan Elementary and Wellford Elementary that are classified as federal Title I Schools. In 2014, over 18% of our families with children under the age of 18 are 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 students, speaking 17 different languages, in our English Speakers of Other Languages (ESOL) program.

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 612 certified teachers serving in our twelve schools. Of those, 137 hold a Bachelor's degree, 60 have added 18 hours to their Bachelors, 241 have earned a Master's degree, 163 have earned the Masters plus 30 hours, and 11 are holding a Doctorate. Fourteen percent of our teaching staff (83 teachers), currently hold National Board Certification. With an average salary of $50,218, a retention rate of 91.2%, and an attendance rate of 93.9%, the professional staff in District Five is very stable and dependable. In addition to our certified staff, we have 305 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.

In 2013, District Five Schools made a commitment to enhance opportunities for students to learn through the use of educational technologies. The initiative began with the realization that vibrant technological experiences are necessary in order to prepare students for jobs in the 21st century and beyond. Technology is changing our entire world and our profession must follow suit.

District Five began our technology overhaul by hiring additional personnel specializing in specific areas of educational technologies. First, a new Director of Technology was hired who was well versed in all technologies. The Director of Instructional Technology position was created in order to transition focus from the equipment to the teaching and learning. District Five also emphasized the use of resident experts by identifying Technology Trainers to help teachers begin technology integration. The trainers worked with teachers during the summer and throughout the school year.

After much research, the district team decided to create a 1:1 learning environment with Dell laptops over a 5-year span beginning in 2014. Teachers were asked to submit grants explaining how they expected to use their laptops in years one and two. The district planned to buy twenty percent per year until it reached one hundred percent in year five; however, the district was able to move quicker than originally anticipated by moving 1:1 in grades 3 - 8 in 2016. The expedited roll-out came on the heels of a successful pilot program in 5th grade at one intermediate school. As of 2017-2018 the district will be fully 1-1 in grades 3-12. Other technologies such as laptops and iPads are also available to every teacher in grades K-2. Most academic classrooms are now equipped with a Promethean Board or ActivPanel. Now the emphasis has shifted to personnel - both adding new positions and providing appropriate professional development. In 2016 the district added a Chief Technology Officer (CTO) to help provide leadership and communication in a fast-growing technology department. More importantly, 2.5 Instructional Technology coaches were added to be shared among all of the schools in the district. The professional development opportunities are twofold: 1) Each teacher chose a learning cohort lead by teachers in an area of need and/or interest. Technology is embedded in each session with assistance from our technology staff. 2.) Model teachers were selected by principals for advanced training through Dell's Advanced Learning Partnership. These model teachers were not necessarily technology savvy, but they love our students and are willing to try new strategies in order to keep them engaged in learning and prepared for the 21st century. Models receive intense training from Dell and also receive training through our in-house coaching cycles. Teachers from all schools are required to visit the model classrooms. This design has enabled teachers to share their craft with each other. So much growth has taken place through this process!

Finally, we have learned that the 1:1 initiative or d5live is not about the device - it's about the learning. Our teachers are moving from lecturers to facilitators. Students are no longer passive in their learning. They are creating authentic products through research and collaboration. Of course the device helps the students and the teachers, but it's just one tool in the toolbox. Our entire culture for learning has shifted to meet the demands of the 21st century learner.

District Five's Special Services offers supplementary aids, services and supports 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.

Since 2016, District 5 Schools of Spartanburg has redesigned its Professional Development model into one of continuous improvement. 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 participate in. 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, he/she filled out a facilitator's application. Once these applications were received, the instructional staff placed facilitators as leaders for each cohort.

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. NWEA's Measurement of Academic Progress (MAP) instrument provides teachers with a nationally-normed RIT score and percentile rank of each student in their class at least twice each year. MAP also provides an extensive list of mastered skills by student in the Learning Continuum, offered as part of the yearly program subscription.

In 2017-18, the district moved from MAP to the iReady formative assessment and instruction software. Comprehensive data reports are provided to teachers and administrators to assist in planning and developing instruction. In the strategic plan, goals are still listed as MAP goals, but the measure has changed to the iReady system. Curriculum Associates, the developers of iReady, have released the full linking study between iReady and SC READY. The district has analyzed the accuracy of the projections, and is pleased with the level of rigor afforded by iReady. In grades 3 and 4, the number of students reaching the level of 'Exceeds Expectations' exceeded iReady projections by a sizeable margin. The district looks to continue to use iReady for future growth and achievement.

Comprehensive Needs Assessment

During the fall of 2016, 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 55 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 comprehensive needs assessment completed by the steering committee addressed the following areas: (1) Student Achievement in grades K-8, (2) Student Achievement in grades 9-12, (3) Teacher/Administrator Quality, (4) School Climate, and (5) District Priorities (Infrastructure). For each of these areas, a plan of action has been developed. Information gained from the school/district report cards, test results, questionnaires, surveys, community meetings, and school personnel meetings was utilized to develop this strategic plan. Strengths, weaknesses, and areas that need improving were determined by the steering committee. The committee members

left their planning session with an umbrella goal and specific areas that the team felt needed to be addressed in the new strategic plan. The group was broken into Action Teams responsible for taking the umbrella goals and creating specific performance targets that could be realistically achieved over the next five years. The Action Teams also developed the strategies that supported each performance target, as well as outlined a series of specific action steps that will provide direction and focus to reaching each goal.

The Action Teams presented their portions of the strategic plan to the steering committee on February 16 for consensus. The completed plan was reviewed by the Board of Trustees at the February 27 meeting and the plan was then released to the schools to create their own school-level plans based on the district plan.

In SY 2018-19, new goals were adopted to align with the state targets for student performance. In grades 3-8, 90% of students will score at the Meets or Exceeds Expectations level on SCREADY in the areas of ELA and Math by the year 2035. Districts and schools will set targets based on 3 year increments to close the gap between their current baseline and the 90% goal. District Five Schools of Spartanburg data show the gaps for the district as a whole at each grade level.

District Points of Pride

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

Points of Pride in the area of student achievement include:
- Ahead of state average performance in SCPASS Science and Social Studies in several grades
- Improvement in reading levels in lower grades (based on Fountas and Pinnell data)
- SC READY performance, particularly in the area of math
- The SC Profile of the Graduate is a model for our district
- EOC scores continue to trend upwards
- The number of students enrolled in AP classes continues to increase, along with their performance
- The number of students earning college credit while in high school continues to increase
- The graduation rate is above the state average annually, and several subgroups (especially ESOL) continue to close the gap in graduation rate
- Performance on the ACT continues to lead the Spartanburg area districts

Points of pride in the area of Teacher and Administrator Quality include:
- Teachers attend regularly and are generally happy
- The increasing number of teachers on continuing contract

Points of pride in the area of School Climate include:
- Teachers and parents are very happy with our district
- Teachers encourage children
- Schools have high expectations
- Parents, students and teachers feel safe at school

District Challenges

After finding consensus on Points of Pride across the district, the steering committee pursued consensus for areas of need. For student achievement, the steering committee identified the following challenges: (1) SAT performance, (2) Graduation rate for male and special needs populations, (3) ACT Reading scores below the state average, (4)Performance of 7th grade students at both middle schools, (5) Students scoring less than a "Silver" rating on WorkKeys, (6) SC READY ELA scores for lower grade students, (7) Declining trend in SCPASS Science performance, (8) Percentage of students projected to meet the college readiness benchmark on the ACT based on MAP performance (data indicate that a percentile rank of approximately 70 is needed in most grades to be considered 'on track' to proficiency – currently only 18-40% of D5 students are performing at that level), (9) students being served in GT programs are not performing to their potential, and (10) there are a large number of students earning grades of 'C' or better in core academic areas who are scoring less than "Meets" on the summative assessments. The strategic planning team also noted other concerns that may cross over between different areas above but nonetheless may need to be addressed as we look to improve:

- Difficulties with technology implementation (especially with testing),
- the amount of testing in general,
- Overall performance on summative assessments should be higher given the poverty rate is the lowest in the county,
- constant changes over the past several years (standards, curriculum, testing, etc.),
- a lack of formative assessment measures to continually assess mastery of standards and efficiency of instruction prior to the summative testing program.

In the area of teacher and administrator quality, it was found that (1) there is a lack of data available to measure teacher effectiveness, (2) there is a lack of reporting of teacher diversity, (3) while teacher attendance and the number of teachers with advanced degrees continue to be high (see above), there is a slight trend downward over the past few years.

In the area of school climate, the strategic planning team felt that (1) teachers do not always feel appreciated, (2) parents do not feel welcome in the classroom, (3) student perceptions of cleanliness are not good, (4) teacher morale is not very high, (5) parents sometimes feel like their voices are not heard, and (6) an overall lack of positive communication. It was also noted as a concern that the data analyzed comes from a survey instrument that is given once each year, to only the highest grade span in the school. In some schools, the response rate, particularly of parents, can be very low.

Conclusion

Spartanburg District Five School's strengths include our shared vision, the quality of people in the district and high expectations for all stakeholders. The district has a high level of involvement from a broad spectrum of stakeholders who value relationships and the District's communication efforts at every level. There is a strong commitment from the district five community that positively affects all aspects of our students' education.

Some of District Five's greatest challenges are outside our realm of control. For example, student population has grown by 43% since 2000 and continues to grow. In just the past three years, new housing developments have opened or began construction in each of the district's attendance zones. An expansion was recently completed at Lyman Elementary School, and in February of 2017, the Phase One Construction at Byrnes High School was completed, adding a number of new classrooms and other features. It is anticipated that with the new development in the district as well as the number of new

jobs coming to the area, we will continue to see tremendous growth over the next ten years. In fall of 2019, a new campus for Reidville Elementary School will open. In the past, the School Board of District Five had the fiscal autonomy to raise millage which helped finance the needs of a growing district. The district will continue to seek creative opportunities to grow and redevelop our schools moving forward.

Advances in the use of technology in District Five Schools of Spartanburg have made a strong impact in the classroom over the past three years. The district has implemented a 1:1 initiative, d5live, which is providing a platform to transform instruction in the district. As teachers join the model classroom program, they are invited to transform the art of teaching from a classroom where attention is focused on the teacher and his or her knowledge to a place where students are in charge of their learning. Teachers become experts in the field of their content area, and share knowledge with students on their levels as they need it. The effect of transforming the learning process will help teachers to meet the rigorous expectations of the Profile of the South Carolina Graduate – a framework for ensuring that students graduating from public schools in the state will be college and career ready.

Academic rigor has been identified as an area of focus for our district over the next five years. There are a number of indicators in our data that point to disparities between segments of our population. Our gifted and talented (GT) population is not performing at the level we expect to see on newly created state assessments. Students receiving extra support services to achieve at the level of their peers are

not closing the achievement gap as quickly as we might expect. The district has realized that differentiation of instruction at all levels – providing scaffolding to help students achieve BEYOND their own expectations, is the key to increasing rigor at all levels. Differentiation has been identified as an action step in three of five goal areas in this plan, and these action steps are being implemented at a rapid pace to improve the outcomes of our students.

Spartanburg District Five Schools is an outstanding district to work, live and play in. The community of support and care is enviable by many, as shown by the continued growth of the area. We are proud of our district, and wish to continue to improve so that Spartanburg District Five Schools are always abou ʻEvery child…Every day'.

Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priorities

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students in grades 3-8 scoring on target (Meets or Exceeds) for college and career readiness on **SC Ready**-**ELA** will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
DATA SOURCE(s):	44.9	**Gr 3 Projected Data**	47.9	50.9	53.9	56.9	60
		Gr 3 Actual Data	41	50.5	55.3		
SC READY ELA	42.0	**Gr 4 Projected Data**	46.9	49.9	52.9	55.9	60
Performance		**Gr 4 Actual Data**	44	50.1	58		
	42.1	**Gr 5 Projected Data**	46.0	50.9	53.9	56.9	60
		Gr 5 Actual Data	40	43.2	41.5		
	45.1	**Gr 6 Projected Data**	47.1	51.0	55.9	58.9	60
		Gr 6 Actual Data	41	47.2	45		
	38.6	**Gr 7 Projected Data**	46.1	48.1	52.0	56.9	60
		Gr 7 Actual Data	35	47	47.5		
	46.8	**Gr 8 Projected Data**	47.6	49.1	51.1	55.0	60
		Gr 8 Actual Data	34	42.2	41.4		

Performance Goal Area:	☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priorities

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students in grades 3-8 scoring on target (Met or Exceeds) for college and career readiness on SC Ready-Math in 2017 will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s):	59.1	**Gr 3 Projected Data**	61.2	63.3	65.4	67.5	70.0
		Gr 3 Actual Data	59	64.8	68.7		
SC READY Math Performance	51.7	**Gr 4 Projected Data**	61.1	63.2	67.3	67.4	70.0
		Gr 4 Actual Data	49	50.3	53.4		
	46.7	**Gr 5 Projected Data**	55.7	63.1	67.2	69.3	70.0
		Gr 5 Actual Data	52	52.2	55.9		
	50.8	**Gr 6 Projected Data**	51.7	59.7	65.1	68.2	70.0
		Gr 6 Actual Data	58	60.8	58.6		
	36.8	**Gr 7 Projected Data**	51.8	56.7	63.7	67.1	70.0
		Gr 7 Actual Data	39	41.6	45		
	45.7	**Gr 8 Projected Data**	49.8	54.8	61.7	67.7	70.0
		Gr 8 Actual Data	43	47.1	47.5		

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priorities

(* required)

PERFORMANCE GOAL:	
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students in grades 4-8 scoring on target (Met or Exemplary) for college and career readiness on Palmetto Assessment of State Standards -Science will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s):	71.8	**Gr 4 Projected Data**	72.9	74.0	75.1	76.2	77.3
		Gr 4 Actual Data	45.9	47.0	51.2		
SCPASS Science Performance	69.5	**Gr 6 Projected Data**	70.5	71.5	72.7	73.8	74.9
		Gr 6 Actual Data	50.7	51.3	46.4		
	70.4	**Gr 8 Projected Data**	71.5	72.6	73.7	74.8	75.9
		Gr 8 Actual Data	45.8	46.6	40.9		

  *Note that the SCPASS Science assessment was recalibrated for the 2016-17 school year.

| **Performance Goal Area:** | ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*   ☐ District Priorities |

(required)*

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

SMART goal must include:
    WHO will do WHAT, as measured by HOW and WHEN. | By 2021, the percentage of students in grades 4-8 scoring on target (Met or Exemplary) for college and career readiness on Palmetto Assessment of State Standards-Social Studies will increase. |

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
DATA SOURCE(s):	74.4	**Gr 5 Projected Data**	75.5	76.6	77.7	78.9	80.1
		Gr 5 Actual Data	75.4	75.2	75.5		
SCPASS Social Studies	66.1	**Gr 7 Projected Data**	67.9	68.9	69.9	70.9	72.0
Performance		**Gr 7 Actual Data**	64.7	65.9	68.8		

Performance Goal Area:	☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priorities

(* required)

PERFORMANCE GOAL:	
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, The percentage of K5-grade 2 students scoring at the 70th percentile or higher on the MAP-Reading indicating college and career ready will increase. This measure superseded by the iReady Diagnostic in 2018.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s): **MAP Reading Performance**	30.0	**Gr K Projected Data**	35.0	40.0	45.0	50.0	55.0
		Gr K Actual Data	34.8	39.6	17.7		
	30.2	**Gr 1 Projected Data**	35.2	40.2	45.2	50.2	55.2
		Gr 1 Actual Data	29.2	31.8	17.7		
	35.1	**Gr 2 Projected Data**	40.1	45.1	50.1	55.1	60.1
		Gr 2 Actual Data	33.4	29.3	24.9		

Performance Goal Area:	☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priorities

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, The percentage of K5-grade 2 students scoring at the 70th percentile or higher on the MAP-Math indicating college and career ready will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
DATA SOURCE(s): **MAP Math Performance**	36.9	**Gr K Projected Data**	41.9	46.9	51.9	56.1	61.9
		Gr K Actual Data	35.2	40.9	23.1		
	31.5	**Gr 1 Projected Data**	36.5	41.5	46.5	51.5	56.5
		Gr 1 Actual Data	36.2	34.6	17.9		
	20.0	**Gr 2 Projected Data**	25.0	30.0	35.0	40.0	45.0
		Gr 2 Actual Data	17.7	18.2	19.5		

ACTION PLAN FOR STRATEGY #1: Use assessment data to guide instruction.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Assess student academic progress through formative and summative measures including *MAP *Fountas & Pinnell, *SC Ready, *SCPASS	2017-2022	District and school level administrators, teachers	$80,000 for MAP	state funding ($30,000) and local funding ($50,000.)	Assessment calendar, data reports, and data meetings Continue
2. Disaggregate assessment data to identify academic needs of all students.	2017-2022	District and school level administrators, teachers	$0	N/A	Data reports, data meetings Continue
3. Provide professional learning for the analysis, interpretation and application of assessment data.	2017-2022	District and school level administrators, literacy coaches, math coaches	$0	N/A	Data analysis meetings, data protocols Continue

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

4. Change or continue instructional practices based on the analysis of the data.	2017-2022	District and school level administrators, literacy coaches, math coaches	$0	N/A	Instructional observations, instructional goals South Carolina 4.0 Evaluation Rubric Technology Integration Matrix (TIM) Continue
5. Examine grading practices and the alignment to grade level mastery.	2017-2022	District and school level administrators, teachers	$5000.00	N/A	Year 1 - Explore current practices/cause analysis Year 2 - Develop district committee to research/visit other districts Year 3 - Develop an implementation plan Year 4 - Implement district-wide Year 5 - Monitor and analyze implementation plan Continue

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

ACTION PLAN FOR STRATEGY #2: Differentiate student learning experiences to increase achievement for all students in all content areas.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement intentional, research-based instructional strategies.	2017-2022	District and school staff	$0	N/A	South Carolina 4.0 Evaluation Rubric, lesson plans Continue
2. Refine and implement benchmark assessments in order to monitor student progress, inform, and adjust instruction.	2017-2022	District and school staff	$5000.00	General Fund	Assessment calendar, data reports Continue
3. Provide intentional and varied delivery models to facilitate instruction based on content and expected outcomes.	2017-2022	District and school staff	$0	N/A	South Carolina 4.0 Evaluation Rubrics, Schoology Continue

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

4. Provide instructional support for students identified as needing intervention to accelerate learning and decrease their achievement gaps.	2017-2022	District and school staff	$32,000.00	Grant Funding/SSIP	RTI record keeping, data/planning meetings, South Carolina 4.0 Evaluation Rubric Continue
5. Provide a rigorous curriculum through the creative use of content that challenges students to think critically and solve problems.	2017-2022	District and school staff	$0	N/A	Curriculum units, lesson plans, South Carolina 4.0 Evaluation Rubric Continue
6. Provide intentional and varied use of technology to support, enhance, and increase student learning.	2017-2022	District and school staff, model classroom teachers, technology coaches	$100,000.00	General Fund	South Carolina 4.0 Evaluation Rubric, Teacher self-assessment/TIM Continue
7. Develop and implement a literacy rich district-wide 3k and 4k curriculum.	2017-2022	District and school staff	$10,000.00	General Fund	Year 1 - Explore current curriculum and develop district-wide curriculum units Year 2 - Implement district-wide curriculum units

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

8. Utilize the SSIP Implementation Coach to research and implement a uniform data-based problem solving model. that supports students through tiered instruction and intervention.	2017-2020	SSIP Implementation Coach	$270,000 (pending approval)	MFS Tier III Funding	Data from implementation of District SSIP plan Continue
9. Implement a comprehensive progress monitoring system to collect data.	2017-2022	District and school staff	$68,000 (pending approval)	MFS Tier 1 Coordinated Early Intervening Services (CEIS) Funding	Enrich RTI, Data reports from Enrich RTI Data meetings Continue
10. Implement instructional programming for tiered instruction and intervention with universal screenings.	2017-2022	District and school staff	$248,187 (pending approval)	MFS Tier I Coordinated Early Intervening Services (CEIS) funding	iReady Reading and Math Dreambox (DISCONTINUED) TEACHTOWN Continue

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

ACTION PLAN FOR STRATEGY #3: Provide professional development experiences to ensure that a rigorous curriculum with differentiated instruction is provided to all students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Analyze results from district-wide needs assessment to develop personalized learning and training cohorts.	2017-2022	Director of Professional Development and Teacher Evaluation	$0	N/A	District Needs Assessment Survey Continue
2 Provide professional development through a cohort model designed to meet individual teacher and staff needs.	2017-2022	District and school level staff	$20,000	General fund, Title 2, R2S	Cohort roster, Professional Development calendar, Schoology Continue
3 Provide professional development to paraprofessionals in areas that will help them assist students in their learning, such as Read to Succeed and Co-Teaching.	2017-2022	District and school level staff	$0	N/A	Sign-in sheets, instructional materials Continue

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

4 Provide additional professional development for teacher effectiveness that ensures all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level, such as *the implementation of the SC College and Career Readiness Standards *the SC Teaching Standards Rubric *Read to Succeed *Inclusive co-teaching practices *Blended learning *Curriculum writing *STEAM *TIM *Universal Design for Learning.	2017-2022	District and school staff, consultants	$36,414 (pending approval) $58,500 (pending approval)	MFS Tier III CEIS MFS Tier I CEIS	Sign-in sheets, instructional materials, Professional development calendar Continue
5 Create and monitor a documentation system that ensures all educators participate in a continuous program of learning.	2017-2022	Director of Professional Development and Teacher Evaluation, District Technology team	$25,000	General Fund	Documentation system Continue

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

6 Schedule collaborative planning opportunities for all content areas and departments at the district and school level.	2017-2022	District and school staff	$0	N/A	Master schedules, grade-level meetings and agendas, District professional development calendar Continue
7 Evaluate the impact of district professional development initiatives.	2017-2022	District and school staff	$0	N/A	Cohort participant session evaluations, conferencing for SLO/analysis of Student Learning Objective outcomes, SC 4.0 Evaluation Rubric Continue
8 Utilize the SSIP Implementation Coach to research and implement a uniform data-based problem solving model. that supports students through tiered instruction and intervention.	2017-2020	SSIP Implementation Coach	$270,000 (pending approval)	MFS Tier III Funding	Data from implementation of District SSIP plan Continue

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

9 Implement a comprehensive progress monitoring system to collect data.	2017-2022	District and school staff	$68,000 (pending approval)	MFS Tier 1 Coordinated Early Intervening Services (CEIS) Funding	Enrich RTI, Data reports from Enrich RTI Data meetings Continue
10 Implement instructional programming for tiered instruction and intervention with universal screenings.	2017-2022	District and school staff	$248,187 (pending approval)	MFS Tier I Coordinated Early Intervening Services (CEIS) funding	iReady Reading and math Dreambox (DISCONTINUED) TEACHTOWN Continue

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

Performance Goal Area: ☐ ☐ ☐

☐ **X**Student Achievement*   Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

District Priority

(* required)

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

SMART goal must include:
   WHO will do WHAT, as measured by HOW and WHEN. | By 2021, the percentage of students <u>graduatingfromhighschoolwithin4 years of entering ninth grade</u> will increase. |

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
DATA SOURCE(s): Graduation Rate (as taken from SC Report Card)	85.2%	**Projected Data**	**86.2%**	**87.2**	**88.2**	**89.2**	**90.2**
		Actual Data	87.4%	86.9%	89.3%		

ACTION PLAN FOR STRATEGY #1: **Use a variety of programs to increase student engagement and prepare students to be college and career ready.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Conduct needs assessment to identify factors which impact at-risk students.	2017-2019	school administration and guidance counselors	$0	N/A	IN PROGRESS (truancy plans and administrator records/guidance records) Continue
2. Analyze data from needs assessment for future action steps.	2018-2022	school administration	$0	N/A	administrator records Continue
3. Strengthen on-going programs which support at-risk students including Adolescent Family Lifestyle classes (and childcare), mentoring, and advisor/advisee.	2017-2022	school administration	only if additional programs are added		IN PROGRESS (student sign-in logs, advisor/advisee curriculum) Continue
4. Incorporate both face-to-face and virtual opportunities for students to each additional credits and credit recovery during the school year and during the summer months.	2017-2022	school administration	$15,000/YR	General Fund	IN PROGRESS (summer school reports, APEX online reports) Continue

ACTION PLAN FOR STRATEGY #1: Use a variety of programs to increase student engagement and prepare students to be college and career ready.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Introduce in-school opportunities for remediation, acceleration, and building student community.	2017-2018	school administration	$0	N/A	COMPLETED (bell schedule)
6. Monitor student attendance and provide opportunities for recapture.	2017-2022	school administration	$5,000/YR	General Fund	IN PROGRESS (attendance reports)
7. Utilize Individual Graduation Plan meetings which allow students to take ownership for future career and employment goals.	2017-2022	guidance counselors	$0	N/A	IN PROGRESS (IGP logs, PowerSchool IGP data)
8. Offer a variety of courses through R D Anderson Applied Technology Center which provide students career-focused opportunities.	2017-2022	guidance counselors	$0	N/A	IN PROGRESS (R D A school tours, master schedule, enrollment data)

ACTION PLAN FOR STRATEGY #1: **Use a variety of programs to increase student engagement and prepare students to be college and career ready.**					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
9. Evaluate effectiveness of POWER HOUR using multiple measures--surveys, stakeholder committee, and student data.	2018-2019	school administration	$0	N/A	IN PROGRESS: failure reports, club attendance logs, teacher logs
10. Conduct needs assessment to identify factors which impact at-risk students.	2017-2019	school administration and guidance counselors	$0	N/A	IN PROGRESS (truancy plans and administrator records/guidance records)

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

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
☐District Priority

(required)*

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students who <u>scoreat/orgreaterthanthe collegeandcareerreadinessbenchmark(ELA-18/math-22)ontheACT state-mandatedtesting</u> will increase. *(Please note: ACT was state-mandated in 2016-2017 but choice was introduced in 2017-2018.)*

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s): ACT score reports (state Junior score)	43.2% and 28.1%	**Projected Data**	**44.5% and 28.5%**	**45% and 29%**	**46% and 29%**	**46.5% and 29.5%**	**47.1% and 30%**
		Actual Data	43.4% and 24.0%	N/A	N/A	N/A	N/A

| **Performance Goal Area:** | ☒Student Achievement* | ☐Teacher/Administrator Quality* | ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* |

☐District Priority

(* required)

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

 SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN. | By 2021, the percentage of students who <u>scoreat/orgreaterthanLIFE scholarshipeligibilityscore(24)ontheACTcompositescoreoutsideof</u> the <u>state-mandatedtesting</u> will increase. *(Please note: ACT was state-mandated in 2016-2017 but choice was introduced in 2017-2018.)* |

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
DATA SOURCE(s): ACT score reports (Senior co-hort)	41.7%	**Projected Data**	**43.7%**	**45.7%**	**48.7%**	**52.7%**	**56.7%**
		Actual Data	37.2%	35.6% (191/537 scored 20 or higher)	26.9% (144/536 scored 20 or higher)		

ACTION PLAN FOR STRATEGY #1: Implement a series of programs offered to students to improve both ACT and SAT performance.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Facilitate both SAT/ACT math preparation classes and SAT/ACT English preparation classes to be offered for students in grades 10-12.	2017-2022	school administration	$0	N/A	CONCLUDED (master schedule)
2. Offer a variety of ACT and SAT test preparation workshops for students before, during, and after the school day—including test prep BLITZ WEEK for all students.	2017-2022	school administration	$10,000.00/year	school	IN PROGRESS (flyers for test prep workshops, sign-in sheets for test prep workshops, workshop evaluations)
3. Increase the number of students participating in test preparation workshops.	2017-2018	school administration and guidance counselors	$0	N/A	IN PROGRESS (sign-in sheets for test prep workshops, workshop evaluations)
4. Create student information sessions for students to engage in conversations re: progress on ACT and/or SAT.	2017-2019	school administration and guidance counselors	$0	N/A	IN PROGRESS (sign-in sheets for guidance counselors)

ACTION PLAN FOR STRATEGY #1: **Implement a series of programs offered to students to improve both ACT and SAT performance.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Encourage students to participate in individual remediation prior to re-testing, using online test preparation software.	2017-2022	school administration and guidance counselors	$0	N/A	IN PROGRESS (sign-in sheets for guidance counselors)

ACTION PLAN FOR STRATEGY #2: **Provide opportunities for faculty and staff to increase understanding of test content and structure.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Evaluate assessment data (including PSAT results) to identify additional action steps.	2017-2019	school administration and guidance counselors	$0	N/A	IN PROGRESS (data reports from guidance counselors)
2. Generate additional action steps based on assessment data.	2018-2022	school administration and guidance counselors	$0	N/A	IN PROGRESS (test registration reports)
3. Include ACT test preparation lessons and strategies for ALL students into existing advisor/advisee curriculum.	2017-2019	advisor/advisee leadership committee	$0	N/A	IN PROGRESS (REBS curriculum)
4. Schedule professional development for teachers and guidance counselors which will allow participants a change to learn more about ACT/SAT test content and structure.	2018-2022	school administration	$0	N/A	IN PROGRESS (professional development schedule)

ACTION PLAN FOR STRATEGY #2: **Provide opportunities for faculty and staff to increase understanding of test content and structure.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Use data to increase the number of students who enroll in Algebra 2 Honors and Honors-level English classes.	2018-2022	Director of Research, Accountability, and STEM programs, guidance counselors	$0	N/A	IN PROGRESS master schedule, PowerSchool enrollment data, MAP scores
6. Incorporate ACT test preparation into ESOL and Study Skills curriculum.	2017-2019	school administration	$0	N/A	IN PROGRESS (ESOL curriculum)
7. Identify available test preparation opportunities in the school-wide program for all students.	2017-2019	school administration	$0	N/A	IN PROGRESS (master schedule)
8. Inform teacher of opportunities for test preparation using a variety of resources—including Khan Academy and Learning Express library.	2017-2022	school administration	$0	N/A	IN PROGRESS (professional development schedule)

ACTION PLAN FOR STRATEGY #2: **Provide opportunities for faculty and staff to increase understanding of test content and structure.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
9. Use a variety of instructional strategies to meet the needs of all students to build both World Class Knowledge and World Class Skills as outlined in the Profile of the SC Graduate.	2017-2022	school administration/classroom teachers	$0	N/A	IN PROGRESS (lesson plans and completed observation forms--Rubric 4.0)
10. Provide professional development which supports teachers as they plan for instruction.	2017-2022	district and school administration	$0	N/A	IN PROGRESS (completed observations, post-conference observation notes, professional development schedule, peer observations)

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

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	☐District Priority		

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students who <u>scoreat/orgreaterthantheLIFE scholarshipeligibilityscore(1100)ontheSATcompositescore</u> will increase. *(Please note: ACT was state-mandated in 2016-2017 but choice was introduced in 2017-2018.)*

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s): SAT score reports (Senior co-hort)	50%	Projected Data	**52%**	**54%**	**57%**	**61%**	**65%**
		Actual Data	43%	26.4% (142/537 scored 1020 or higher)	31.0% (166/536 scored 1020 or higher)		

Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	☐District Priority

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: 　WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students who score <u>Silverleveloraboveon state-mandatedWorkKeys</u> testing will increase. *(Please note: WorkKeys was state-mandated in 2016-2017 but WIN was introduced in 2017-2018.)*

INTERIM PERFORMANCE GOAL:　Meet annual targets below.

	AVERAGE BASELINE		**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2011**
DATA SOURCE(s): percentage of students earning NCRC on WorkKeys score reports and National Career Readiness Certificates (NCRC)/WIN score reports	80.6% (WorkKeys)	**Projected Data**	**81.1% (WorkKeys)**	**82.2 (WIN)**	**83.3 (WIN)**	**84.4 (WIN)**	**85.5 (WIN)**
		Actual Data	81.7% (WorkKeys)	84.9% (468 out of 551) received NCRC on WIN assessment	66.4 (356/536) received NCRC on WIN assessment		

ACTION PLAN FOR STRATEGY #1: **Implement a series of programs offered to students to improve WorkKeys performance.** *(Please note: WorkKeys was state-mandated in 2016-2017 but WIN was introduced in 2017-2018.)*					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Publicize opportunities for test preparation software, including the use of KeyTrain.	2017-2018	school administration	$0	N/A	COMPLETED (usage reports from KeyTrain)
2. Implement WorkKeys test preparation lessons and strategies for ALL students into REBS 3 curriculum.	2017-2018	school administration and REBS Leadership Committee	$0	N/A	COMPLETED (REBS 3 curriculum outline)
3. Offer a variety of WorkKeys test preparation workshops for students before, during, and after the school day—including test prep BLITZ WEEK for all students	2017-2018	school administration	$10,000/year	School	COMPLETED (flyers for test prep workshops, sign-in sheets for test prep workshops, workshop evaluations completed by participants)
4. Incorporate WorkKeys test preparation into ESOL and Study Skills course curriculum	2017-2018	school administration	$0	N/A	COMPLETED (course syllabi)

ACTION PLAN FOR STRATEGY #1: **Implement a series of programs offered to students to improve WorkKeys performance.** *(Please note: WorkKeys was state-mandated in 2016-2017 but WIN was introduced in 2017-2018.)*					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Identify available test preparation opportunities in the school-wide program for all students (examples include Driver's Ed test prep for students during Study Hall hours, post EOC testing, post AP testing, etc.).	2017-2018	school administration	$0	N/A	COMPLETED (course syllabi)

ACTION PLAN FOR STRATEGY #2: **Provide opportunities for faculty and staff to increase understanding of WorkKeys test content and structure.** *(Please note: WorkKeys was state-mandated in 2016-2017 but WIN was introduced in 2017-2018.)*					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Conduct curriculum gap-analysis to identify which state content standards are aligned to WorkKeys.	2017-2018	Director of Research, Accountability and STEM Programs	$0	N/A	COMPLETED (gap analysis)
2. Implement further action steps based on gap analysis.	2017-2018	school administration	$0	N/A	COMPLETED (meeting minutes)
3. Schedule professional development for teachers and guidance counselors which will allow participants a chance to learn more about WorkKeys test content structure.	2017-2018	school administration	$0	N/A	COMPLETED (professional development schedule)
4. Inform teachers of opportunities for test preparation using a variety of resources.	2017-2018	school administration	$0	N/A	COMPLETED (professional development schedule)

ACTION PLAN FOR STRATEGY #2: **Provide opportunities for faculty and staff to increase understanding of WorkKeys test content and structure.** *(Please note: WorkKeys was state-mandated in 2016-2017 but WIN was introduced in 2017-2018.)*					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Take faculty members to yearly High Schools That Work Summer Conference to gather ideas related to WorkKeys.	2017-2018	Director of Research, Accountability and STEM Programs and school administration	$5,000/year	HSTW funds	COMPLETED (HSTW Conference notes, department meeting minutes)
6. Support district-level training by sending school-level CDFs to sessions led by district.	2017-2018	CDFs	$0	N/A	COMPLETED (meeting agendas)

			2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2011**

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
☐District Priority

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the average student score on the <u>SCEndofCourseexam(s)in Algebra1/IntermediateAlgebra,Biology1,English1,andUSHistory</u> will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2011**
DATA SOURCE(s): EOC score reports (as taken from SC Report Card)	Interm Alg: 79.4 Bio: 85.4 Engl 1: N/A US History: 80.5	**Projected Data**	**Interm Alg: 79.5** **Bio: 85.5** **Engl 1: N/A** **US History: 80.6**	**Interm Alg: 79.6** **Bio: 85.6** **Engl 1: N/A** **US History: 80.7**	**Interm Alg: 79.7** **Bio: 85.7** **Engl 1: N/A** **US History: 80.8**	**Interm Alg: 79.8** **Bio: 85.8** **Engl 1: N/A** **US History: 80.9**	**Interm Alg: 79.9** **Bio: 85.9** **Engl 1: N/A US History: 81**
		Actual Data	Interm Alg: 64.4 Bio: 79.9 Engl 1: N/A US History: 74.2	Interm Alg: 61.4 Bio: 72.1 Engl 1: N/A US History: 77.5	Interm Alg: 56.3 Bio: 70.7 Engl 1: N/A US History: 71.5	Interm Alg: Bio: Engl 1: N/A US History:	Interm Alg: Bio: Engl 1: N/A US History:

ACTION PLAN FOR STRATEGY #1: Implement a series of programs offered to students to improve EOC performance.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Offer a variety of test preparation workshops for students to be held before, during and after the school day.	2017-2022	school administration/ department chairpersons	$0	N/A	IN PROGRESS (flyers for test prep workshops, sign-in sheets for test prep workshops, workshop evaluations completed by participants)
2. Provide students with access to online test preparation software—including increasing the use of technology in classrooms as an essential tool for learning.	2017-2022	school administration	$2,000/year	General Fund	IN PROGRESS (test prep software usage reports)
3. Publicize opportunities for online test preparation software.	2017-2022	school administration	$0	N/A	IN PROGRESS (test prep software usage reports)

ACTION PLAN FOR STRATEGY #2: **Provide opportunities for faculty to increase understanding of EOC test content and structure.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide varied delivery models to facilitate instruction based on content standards and expected outcomes.	2017-2022	school administration	$0	N/A	IN PROGRESS (observation schedule and completed observation forms)
2. Use of variety of instructional strategies to meet the needs of all students to build both World Class Knowledge and World Class Skills as outlined in the Profile of the SC Graduate.	2017-2022	school administration/classroom teachers	$0	N/A	IN PROGRESS (lesson plans and completed observation forms--Rubric 4.0)
3. Provide professional development which supports teachers as they plan for instruction.	2017-2022	District and school administration	$0	N/A	IN PROGRESS (completed observations, post-observation conference notes, professional development schedule, peer observation)

ACTION PLAN FOR STRATEGY #2: **Provide opportunities for faculty to increase understanding of EOC test content and structure.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Administer standardized benchmark assessments in all EOC classes.	2017-2022	school administration	$30,000/year	school funds	IN PROGRESS (MasteryConnect score reports)
5. Use standardized benchmark assessment data to guide classroom instruction.	2017-2022	school administration and department chairpersons	$0	N/A	IN PROGRESS (MasteryConnect score reports, lesson plans)
6. Facilitate co-taught classes to include teaching practices for all special education students including ESOL.	2017-2022	school administration and ESOL teacher/Special Education teachers	$0	N/A	IN PROGRESS (master schedule)

Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	☐District Priority

(required)*

PERFORMANCE GOAL:	By 2021, the ~~percentage of students ingrades9-12 enrollinginanAP course~~ number of students taking an AP Exam will increase.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.	
SMART goal must include:	
WHO will do WHAT, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-2017	2017-2018	2018-2019	2019-2020	2020-2011
DATA SOURCE(s): enrolled in AP program (as taken from SC Report Card)	38.2%	**Projected Data**	**38.4%**	~~38.6%~~ 200	~~38.8%~~ 250	~~39%~~ 300	~~39.2%~~ 350
		Actual Data	38.9%	~~34.4%~~ 202	251		

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	☐District Priority		

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentageofstudentsscoring3,4,or5onanAPExam will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2011**
DATA SOURCE(s): successful in AP program (as taken from SC Report Card)	70.3%	**Projected Data**	**70.8%**	**71.3%**	**71.8%**	**72.3%**	**72.8%**
		Actual Data	74.7%	73.6%	74.7%		

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
☐District Priority

(required)*

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

SMART goal must include:
  WHO will do WHAT, as measured by HOW and WHEN. | By 2021, the <u>number of students in grades 9-12 enrolling in a dual enrollment course</u> will increase. |

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-2017	2017-2018	2018-2019	2019-2020	2020-2011
DATA SOURCE(s): number of students enrolled in dual enrollment courses (as taken from SC Report Card)	190	**Projected Data**	**200**	**210**	**220**	**230**	**240**
		Actual Data	208	190	243		

ACTION PLAN FOR STRATEGY #1: **Support student learning at college credit level through a variety of programs and services.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Hold parent information sessions to allow students and parents a chance to learn more and ask questions about AP and dual enrollment opportunities.	2017-2022	school administration	$0	N/A	IN PROGRESS (invitations, information session presentations, program(s))
2. Promote AP and dual enrollment courses during Individualized Graduation Plan (IGP) conferences with guidance counselors.	2017-2022	guidance counselors	$0	N/A	IN PROGRESS (invitations, information session presentations, program(s))
3. Collaborate with a variety of local partners (Spartanburg Community College, USC Upstate, etc.) to provide students with multiple options for enrolling in dual enrollment courses.	2017-2022	school administration	$0	N/A	IN PROGRESS (master schedule)

ACTION PLAN FOR STRATEGY #1: **Support student learning at college credit level through a variety of programs and services.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Support unique full-time programs for students including Scholars Academy, Early College, and ACCELERATE Engineering Program.	2017-2022	school administration and guidance counselors	$0	N/A	IN PROGRESS (PowerSchool enrollment data)
5. Prepare students for AP and dual enrollment courses by providing a rigorous honors level curriculum in grades K-12.	2017-2022	school administration	$0	N/A	IN PROGRESS (lesson plans and completed observations)
6. Use a variety of instructional strategies to meet the needs of students to build both World Class Knowledge and World Class Skills as outlined in the Profile of the SC Graduate.	2017-2022	school administration/classroom teachers	$0	N/A	IN PROGRESS (lesson plans and completed observation forms--Rubric 4.0)

ACTION PLAN FOR STRATEGY #1: Support student learning at college credit level through a variety of programs and services.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Provide professional development which supports teachers as they plan for instruction.	2017-2022	district and school administration	$0	N/A	IN PROGRESS (completed observations, post-observation conference notes, professional development schedule, peer observations)
8. Partner with local business and community college to implement career training during school day.	2017-2018	CDF(s) with school administration	college tuition/instruction paid for by scholarships ($1,000/student)	local business	IN PROGRESS—SPRING 2018 (class rosters, assessment results)

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	☐District Priority		

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the ~~number of students completing a work-based experience (co-op, internship, or apprenticeship)~~ number of students considered CTE completers will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-2017	2017-2018	2018-2019	2019-2020	2020-2011
DATA SOURCE(s): students participating in work-based experiences (as taken from SC Report Card)	26.5	**Projected Data**	**31.5**	~~36.5~~ 150	~~41.5~~ 160	~~46.5~~ 170	~~51.5~~ 180
		Actual Data	24.4	163	124		

ACTION PLAN FOR STRATEGY #1: **Collaborate with a variety of local partners to provide students with multiple options for work-based learning experiences.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Establish a position and assign responsibility for coordinating career-focused activities.	2017-2018	school administration	$75,000/year	grant	COMPLETED (CDF position(s))
2. Address the need for business partners to offer career-focused experiences.	2017-2022	District CATE council, CDF(s) with school administration	$0	N/A	IN PROGRESS (CATE meeting minutes)
3. Develop school-based plan to increase opportunities for work-based experiences.	2017-2022	CDF(s) with school administration	$0	N/A	IN PROGRESS (meeting minutes)
4. Increase the number of students participating in work-based experiences.	2017-2022	CDF(s)	$0	N/A	IN PROGRESS (work-based logs, evaluations)
5. Use Vocational Rehabilitation Bryant Center and Job Training Center as a resource.	2017-2022	CDF(s)	$0	N/A	IN PROGRESS (classroom visit schedule for Voc Rehab)

ACTION PLAN FOR STRATEGY #1: **Collaborate with a variety of local partners to provide students with multiple options for work-based learning experiences.**					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Promote career-focused preparation opportunities at R D Anderson Applied Technology Center.	2017-2022	CDF(s)	$0	N/A	IN PROGRESS (meeting minutes)

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
☐ District Priority

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, The number of unfilled teacher and/or administrator positions at the start of each fiscal year will decrease.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
DATA SOURCE(s): **School Report Card**	1.4%	**Projected Data**	1.4%	1.2%	1.0%	0.8%	0.6%
		Actual Data	1.4%	1.3%	0%		

ACTION PLAN FOR STRATEGY #1: Recruit the highest quality of certified staff to District 5 Schools of Spartanburg County					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Provide funding for travel for district administrators to attend college and career fairs	July 2017/May 2022	Superintendent, Personnel Director	$1,000.00	General Fund	Travel Request Forms, Record of Contact Made CONTINUE
2 Participate in the Spartanburg County recruitment day	July 2017/May 2022	Personnel Director PR Director Teacher Forum	$500.00	General Fund	Number of Registrants Social Media Announcements CONTINUE
3 Maintain and update the "employment opportunities" page on the Website	July 2017/May 2022	Personnel Director PR Director	$0	n/a	Web Logs CONTINUE
4 Create a Spartanburg 5 recruitment video and post on website	July 2017/May 2022	PR Director Personnel Director	$2,500	General Fund	Video, Web Logs CONTINUE
5 Pursue diversity in recruiting and hiring.	July 2017/May 2022	Building Administrators	$0	n/a	HR Records CONTINUE

Performance Goal Area: Student Achievement*   X Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
District Priority

(* required)

PERFORMANCE GOAL:	By 2021, the percentage of teachers returning to District Five each year will increase.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22	
DATA SOURCE(s): **School** **Report Card**	91.2%	**Projected Data**	91.7	92.2	92.7	93.2	93.7	
		Actual Data	90.4	90.9	89.5			

ACTION PLAN FOR STRATEGY #2: Providing effective support, evaluation and recognition of exemplary teaching practices.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Provide competitive salaries.	2017-2022	Superintendent School Board	Based on State Requirements	General/State Funds	District salary scale CONTINUE
2 Provide resources to support effective performance.	2017-2022	District Administrators, Building Administrators	Based on State Allocations	General, State Funds	Inventory, purchase orders CONTINUE
3 Promote professional learning communities.	2017-2022	District Administrators, Building Administrators Instructional Coaches		General Fund	sign-in sheets registrations Surveys CONTINUE
4 Provide differentiated staff development opportunities.	2017-2022	District Administrators, Building Administrators Instructional Coaches	$15,000/yr. (See cohorts below)	General Fund	sign-in sheets registrations Surveys CONTINUE

5 Provide content-based instructional support to teachers.	2017-2022	District Administrators, Building Administrators Instructional Coaches	$25,000/yr.	General Fund	sign-in sheets registrations Surveys CONTINUE
6 Provide district-wide recognition for teachers' service for every five continuous years in District 5*(*also included in School Climate).*	2017-2022	District Administrators, Building Administrators	$2,000/yr.	General Fund	copies of D5 news board agendas faculty meeting agendas CONTINUE

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
☐District Priority

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, The percentage of teachers with a yearly average score of proficient or higher on the SC Teaching Standards 4.0 Rubric will remain at a minimum of 95%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
DATA SOURCE(s): SCTS 4.0 Rubric	100%	**Projected Data**	95%	95%	95%	95%	95%
		Actual Data	100%	67.6%	100%		

Performance Goal Area: Student Achievement* X Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
District Priority

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, The percentage of teachers scoring proficient or higher on the SLO Growth Measures will remain at a minimum of 95%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	
DATA SOURCE(s): SCTS 4.0 Rubric	100%	**Projected Data**	95%	95%	95%	95%	95%	
		Actual Data	100%	96.2%	78.9%			

Performance Goal Area: Student Achievement* X Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
District Priority

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, The percentage of principals scoring proficient or higher on the climate and instructional leadership sections of the PADEPP will remain at a minimum of 95%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	
DATA SOURCE(s): SCTS 4.0 Rubric	100%	**Projected Data**	95%	95%	95%	95%	95%	
		Actual Data	100%	100%	100%			

ACTION PLAN FOR STRATEGY #1: Evaluate teachers and administrators to maintain highly qualified and well prepared staff.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Train administrators and teachers on implementation of the SC Teaching Standards 4.0 Rubric	2017-2019	State Department, Director of Teacher Evaluation	$0	n/a	sign-in from training session, evidence of completion, Certification of Evaluators CONTINUE
2 Provide opportunities for teachers and administrators to build capacity in classroom instructional practices, for example: D5 Explore, Read to Succeed, Model Classrooms	2017-2022	PD Director, D5 Explore Facilitators, Building Administrators Instructional Coaches	$15,000/yr.	General Fund	sign-in from D5 Explore Registration records Certificates of completion CONTINUE
3 Provide PD opportunities that increase teacher use of current data to provide opportunities for differentiation. *The implementation of this action step is found in the student achievement section(s).*	2017-2022	PD Director D5 Explore Facilitators, Building Administrators Instructional Coaches	$1000/yr.	General Fund	evidence of differentiation, lesson plans, sign-in sheets from PD sessions, PD descriptions/syllabus CONTINUE
4 Administrators will be offered the opportunity to attend the SCASA Summer Leadership.	2017-2022	Principals	$20,000/yr.	General Fund	SCASA registration CONTINUE
5 Principals will participate in PADEPP Evaluation and be provided feedback.	2017-2022	Superintendent and principals	$0	N/A	PADEPP evaluation feedback form CONTINUE
6 Provide a leadership cohort for Assistant Principals.	2017-2022	Assistant Superintendent for Operations and Assistant Principals	$2500	General Fund	Agenda Attendance log CONTINUE

7 Provide quarterly PD to Principals in Curriculum and Instruction as well as Operations (e.g. Data Dives, Evaluation	2017-2022	Principals and District Staff	0	N/A	Agenda CONTINUE

Performance Goal Area:	☐ Student Achievement*	☐ Teacher/Administrator Quality*	☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
		☐ District Priority	

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, The percentage of parents who have a positive view of home-school relations will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
DATA SOURCE(s): School Report Card Survey Item #16	73.1%	**Projected Data**	74.5%	75.9%	77.3%	78.7%	80%
		Actual Data	77%	74.4%	72.2%		

ACTION PLAN FOR STRATEGY #1: Provide a variety of communication resources to enhance home-school relations.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 The District will utilize a variety of social media platforms such as Facebook, Twitter, Instagram, and the D5 Blackboard App.	2017-2022	Director of Public Relations	$0	n/a	Posts on Facebook, Twitter, Instagram, Blackboard App, etc. (as applicable) CONTINUE
2 The District will provide access to the PowerSchool Parent Portal and Schoology.	2017-2022	PowerSchool Administrator	$0	n/a	Parent Portal and Schoology parent letter distribution CONTINUE
3 The District will provide opportunities for parents to receive district communications such as D5 Newsletter, D5 Live, BlackBoard Messenger, and Command HQ.	2017-2022	Director of Public Relations and PowerSchool Administrator	$0	n/a	D5 News, Blackboard Messenger, Registration infosnap, Report to the People CONTINUE

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   X School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
District Priority

(* required)

PERFORMANCE GOAL:	By 2021, The percentage of faculty and staff who have received a minimum three hours of professional development in Compassionate Schools will increase.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	
DATA SOURCE(s): Compassionate Schools Data Report	20%	**Projected Data**	42%	65%	70%	73%	75%	
		Actual Data	28%	59%	74%			

ACTION PLAN FOR STRATEGY #2: Increase the opportunities for staff to participate and successfully complete training opportunities.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 The district will provide three-day training for school and district leaders.	2017-2022	Assistant Superintendent	$15,000.00	General Fund	Attendance Logs CONTINUE
2 The district will create a steering committee for implementation.	2017-2022	District task force	$0	n/a	Timeline, Meeting minutes CONTINUE
3 The district will offer district cohort for Compassionate School training.	2017-2022	Director of Professional Development	$0	n/a	D5 Explore CONTINUE
4 The district will Include Compassionate Schools training in the new employee orientation each year.	2017-2022	Director of Personnel and Compassionate Schools trainer	$0	n/a	Attendance Logs CONTINUE

Performance Goal Area: ☐ Student Achievement*   ☐ Teacher/Administrator Quality*   ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

☐ District Priority

(required)*

PERFORMANCE GOAL:	
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, The percentage of students who feel safe (from a behavioral standpoint) during the school day will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
DATA SOURCE(s): School Report Card Survey	90%	**Projected Data**	91%	92%	93%	94%	95%
		Actual Data	92.3%	89.8%	89.9%		

ACTION PLAN FOR STRATEGY #1: Createasocial/emotionalenvironmentwherestudentsfeelsafe.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 The district will provide updated professional development for Olweus implementation.	2017-2022	District Olweus coordinator	$10,000.00	General Fund	Professional development logs CONTINUE
2 The district will convene a taskforce to develop a consistent district-wide character education program.	2017-2018	Director of Guidance, Guidance Counselors	$0	n/a	District character education plan CONTINUE

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   X School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
District Priority

(* required)

PERFORMANCE GOAL:	By 2021, the percentage of teachers reporting that morale is high will improve.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21	
DATA SOURCE(s): **School Report Card Survey (Teachers Question #10)**	75%	**Projected Data**	78%	80%	81%	82%	82.5%	
		Actual Data	79.6	82.1%	74.4%			

ACTION PLAN FOR STRATEGY #1: Provideopportunitiesforimprovedteacherandstaffmorale					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 The district will recognize teachers and staff (such as D5's Finest).	2017-2022	Director of Public Relations	$5000.00	General Fund	Board Meeting Presentations, TOY and SEOY Banquets CONTINUE
2 The district will provide leadership opportunities for Teachers of the Year.	2017-2022	Director of Public Relations	$0	n/a	Teacher Forum log CONTINUE
3 The district will provide opportunities for input and feedback from faculty and staff.	2017-2022	District Office Personnel	$0	n/a	Teacher Forum agendas, Surveys for curriculum and cohorts CONTINUE

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

                X District Priority

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the average student capacity at all schools will remain at 85%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	
DATA SOURCE(s): **Student Enrollment – Day 135 ADM**	85%	**Projected Data**	85%	85%	85%	85%	85%	
		Actual Data	85%	78.75	84%			

ACTION PLAN FOR STRATEGY #1: The district will use a variety of resources to monitor and adjust for student enrollment and capacity needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Monitor programs that require more space	2017 - 2022	Assistant Superintendent Operations	$0	N/A	Budget as approved by the Board of Trustees CONTINUE
2 Continue 5 Year Demographic/Facilities Plan	2021 - 2022	Assistant Superintendent Operations	$35,000	District	Completed study document CONTINUE
3 Improve facilities based on identified needs	2017 - 2022	Assistant Superintendent Operations	$100,000 annually	District	Budget as approved by the Board of Trustees CONTINUE
4 Begin to explore feasibility and funding to build new Reidville Elementary School	2017- 2018	Assistant Superintendent Operations	$0	N/A	Meeting Minutes Agendas COMPLETED
5 Acquire property for future schools and/or expansion of existing schools	2017- 2022	Assistant Superintendent Operations	$17,000- $20,000 per acre	District	Trustee approval of requested funds for property acquisition CONTINUE

Performance Goal Area:	Student Achievement*	Teacher/Administrator Quality*	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	X District Priority

(required)*

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

SMART goal must include:
	WHO will do WHAT, as measured by HOW and WHEN.

By 2021, ratings indicating the maintenance and cleanliness of school facilities will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s): Student Report Card Survey Q29	61.1%	**Projected Data**	65.8	70.5	75.2	78.5	80
		Actual Data	90.5	85.3	86.2		
Student Report Card Survey Q28	89.0%	**Projected Data**	90.25	91.75	93	94.25	95
		Actual Data	93.0	88.8	88.9		
Student Report Card Survey Q 30	83.8%	**Projected Data**	85.04	86.28	87.52	88.76	90
		Actual Data	91.3	59.7	75.6		
Student Report Card Survey Q 31	91.2%	**Projected Data**	92.2	93.2	94.2	95.2	96.2
		Actual Data	79.3	86.4	87.0		

ACTION PLAN FOR STRATEGY #1: The district will provide personnel and equipment to support facility needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Provide maintenance and custodial personnel based on facility square foot needs	2017 - 2022	Assistant Superintendent Operations	$30,000	District	Personnel Records Report CONTINUE
2 Provide new and maintain existing equipment to support facility operations	2017 - 2022	Assistant Superintendent Operations	$20,000	District	Budget as approved by the Board of Trustees CONTINUE
3 Provide more efficient and safer equipment to support facility operations	2017- 2022	Assistant Superintendent Operations	$20,000	Safety Grants/ District	Budget requests Purchase orders Invoices CONTINUE
4 Provide ongoing safety and job related training for operations staff members	2017- 2022	Assistant Superintendent Operations	$0	N/A	Meeting agendas Meeting minutes Training materials CONTINUE

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

X District Priority

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: 　WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of technology devices will be systematically refreshed/upgraded annually.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s): Student Laptops Replaced	20%	**Projected Data**	20%	20%	20%	20%	20%
		Actual Data	20%	5%	5%		
Student Desktops Replaced	20%	**Projected Data**	5%	5%	5%	5%	5%
		Actual Data	4%	5%	5%		
Staff Laptops Replaced	20%	**Projected Data**	5%	5%	90%	5%	5%
		Actual Data	2%	5%	5%		
Staff Desktops Replaced	20%	**Projected Data**	5%	5%	90%	5%	5%
		Actual Data	2%	5%	5%		

ACTION PLAN FOR STRATEGY #1: The district will provide hardware to support technology needs of all students and staff.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Provide devices to support the one-to-one district initiative	2017- 2022	Asst. Supts. for Curriculum & Operations	$1.2M	District	District Technology Plan Invoices Dist. Tech Inventory CONTINUE
2 Provide devices to staff for planning and instruction	2017- 2022	Asst. Supts. for Curriculum & Operations	$670,000	District	District Technology Plan Invoices Dist. Tech Inventory CONTINUE
3 Repair/replace devices systematically	2017- 2022	Chief Tech. Officer	$100,000/yr	Tech Budget	District Tech Ticket Summary CONTINUE
4 Explore wireless internet access on school buses	2018- 2019	Asst. Supt. Operations	$0	N/A	Vendor Product Guides and Estimates CONTINUE
5 Maintain and upgrade wireless access points	2017- 2022	Chief Tech. Officer	$32,000/yr	Tech Budget	Tech Budget Invoices CONTINUE

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
X District Priority

(* required)

PERFORMANCE GOAL:	By 2021, the percentage of positive safety response ratings will increase annually.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE:	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
Improve K-8 student safety ratings for "before and after school" (Question 37)	88.8	**Projected Data**	89.8	90.8	91.8	92.8	93.8
		Actual Data	90.5	89.8	88.3		
Improve K-8 student safety ratings for "going to or coming from school" (Question 39)	90.0	**Projected Data**	91	92	93	94	95
		Actual Data	92.2	92.5	91.9		
Improve 9-12 student safety ratings for "during the school day" (Question 30)	91.2	**Projected Data**	92.2	93.2	94.2	95.2	96.2
		Actual Data	87.3	76.8	89.4		

ACTION PLAN FOR STRATEGY #1: The district will provide equipment to support student and staff safety.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Install new and upgrade existing facility security cameras	2017- 2022	Assistant Superintendent Operations	$50,000 annually	District	Budget requests, invoices, PO's CONTINUE
2 Install new and upgrade existing security cameras on buses/vehicles	2017- 2022	Assistant Superintendent Operations	$10,000 annually	District	Budget requests, invoices, PO's CONTINUE
3 Install new and upgrade existing interior/exterior door lock systems	2017- 2022	Assistant Superintendent Operations	$10,000 annually	District	Budget requests, invoices, PO's CONTINUE
4 Install new and upgrade existing School Check-In systems	2019- 2022	Assistant Superintendent Operations	$30,000	District	Budget requests, invoices, PO's CONTINUE
5 Maintain secure lobby areas	2017- 2022	Assistant Superintendent Operations	$20,000	District	Budget requests, invoices, PO's CONTINUE
6 Install automated gates to control vehicle access	2017- 2019	Assistant Superintendent	$4,000 per gate	District	Budget requests, invoices, PO's CONTINUE

7 Expand student ridership tracking system	2017- 2022	Assistant Superintendent	$5,000 annually	District	Budget requests, invoices, PO's system reports CONTINUE
8 Install GPS on district school buses	2017- 2022	Assistant Superintendent	$12,000 Initial $10,200	District	Budget requests, invoices, PO's CONTINUE

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

X District Priority

(* required)

PERFORMANCE GOAL:	By 2021, the percentage of teachers who agree or strongly agree with a positive response to school safety will increase.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE:	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
Improve teacher ratings for safety "during the school day"	87.0%	**Projected Data**	88%	89%	91%	93%	95%
		Actual Data	98.1%	97.6%	98.0%		

ACTION PLAN FOR STRATEGY #1: The district will provide adequate training for staff members and update communications protocols related to safety in schools.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Train teachers annually on safety protocols	2017- 2022	Director of Public Safety	$0	N/A	Emergency Training Matrix CONTINUE
2 Train Students annually on safety protocols	2017- 2022	Director of Public Safety	$0	N/A	Emergency Training Matrix CONTINUE
3 Coordinate annual Interagency exercises	2017- 2022	Director of Public Safety	$0	N/A	Training logs CONTINUE
4 Implement methods to inform parents of emergency protocols	2017- 2022	Director of Public Safety	$5,000	District	Student/parent handout, D5 website/app CONTINUE
5 Attend training to keep up-to-date on latest school security trends	2017- 2022	Director of Public Safety/	$3,000 annually	District	Training Agendas, handouts/ Invoices CONTINUE

Performance Goal Area:	Student Achievement*	Teacher/Administrator Quality*	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	X District Priority		

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the district will reduce its impact on the environment by implementing recycling programs at all 12 schools and the district office.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE:	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
Number of locations participating in the recycling program (Principal Survey)	9	**Projected Data**	10	11	12	13	13
		Actual Data	10	11	12		

ACTION PLAN FOR STRATEGY #1: The district will take steps to implement and expand the pilot recycling project at Wellford Academy.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1 Consider implementing Wellford Academy composting program at other elementary schools	2017- 2019	Assistant Supt. Operations	$6,000	Grants/ PTO/ Business Partners	Invoices Purchase Orders CONTINUE
2 Explore using more eco-friendly cafeteria products	2018- 2020	Asst. Supt. Operations	$10,000 per year	District	Invoices Purchase Orders CONTINUE
3 Replace paper towel dispensers with hand dryers	2017- 2022	Asst. Supt. Operations	$3,000 per year	District	Invoices Work Orders CONTINUE
4 Implement recycling program at all district locations	2017- 2020	Asst. Supt. Operations	$1500 per year	District/ PTO/ Business Partners	Invoices Purchase Orders Surveys CONTINUE

Performance Goal Area:	Student Achievement*	Teacher/Administrator Quality*	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	X District Priority		

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the district will seek to reduce its impact on the environment by reducing energy use.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE:	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
Energy Use in Kbtu from power bills	50,500 kBTU	**Projected Data**	50,200 kBTU	49,900 kBTU	49,600 kBTU	49,300 kBTU	49,000 kBTU
		Actual Data	50,100 kBTU	50,500 kBTU	50,501 kBTU		

ACTION PLAN FOR STRATEGY #1: The district will implement an extended energy reduction plan to encourage additional savings in resources and costs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1 Continue funding district energy manager position	2017- 2022	Asst. Supt. Operations	$13,500	District	Approved Trustee Budget CONTINUE
2 Continue to train employees to conserve energy	2017- 2022	Asst. Supt. Operation	N/A	N/A	Energy Manager schedule and notes CONTINUE
3 Dispose of equipment and fixtures in ecologically sound manner	2017- 2022	Asst. Supt. Operation	$2,500 annually	District	Invoices/Purchase Orders /GovDeals.com records CONTINUE
4 Replace interior and exterior incandescent fixtures with LED units	2017- 2022	Asst. Supt. Operation	$5,000 annually	District/ Duke Rebates	Invoices/Purchase Orders CONTINUE
5 Install motion sensors in selected areas of existing facilities	2017- 2022	Asst. Supt. Operation	$1,000 annually	District	Maintenance requests, purchase orders CONTINUE

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priorities X Gifted and Talented

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students identified and being served as Gifted and Talented in grades 3-8 scoring 'Exceeds Expectations' on **SC Ready-ELA** will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s):	57.1	**Gr 3 Projected Data**	61.1	65.1	69.1	73.1	77.1
		Gr 3 Actual Data	62.4	74.4	83.3		
SC READY ELA	49.2	**Gr 4 Projected Data**	53.2	57.2	61.2	65.2	69.2
		Gr 4 Actual Data	63	61.8	85.9		
Performance	47.5	**Gr 5 Projected Data**	51.5	55.5	59.5	63.5	67.5
		Gr 5 Actual Data	38.17	45.8	57.1		
	41.5	**Gr 6 Projected Data**	45.5	49.5	53.5	57.5	61.5
		Gr 6 Actual Data	44.05	43.8	52.3		
	43.8	**Gr 7 Projected Data**	47.8	51.8	55.8	59.8	63.8
		Gr 7 Actual Data	41.4	62.6	57.2		
	43.6	**Gr 8 Projected Data**	47.6	51.6	55.6	59.6	63.6
		Gr 8 Actual Data	37.2	45.4	53.1		

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐ District Priorities X Gifted and Talented

(required)*

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

SMART goal must include:
    WHO will do WHAT, as measured by HOW and WHEN.

By 2021, the percentage of students identified and being served as Gifted and Talented in grades 3-8 scoring 'Exceeds Expectations' on **SC Ready-Math** will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s):	75.8	**Gr 3 Projected Data**	77.8	79.8	81.8	83.8	85.8
		Gr 3 Actual Data	76.5	84.9	81.8		
SC READY MATH	68.3	**Gr 4 Projected Data**	70.3	72.3	74.3	76.3	78.3
Performance		**Gr 4 Actual Data**	73	76.5	77.6		
	52.6	**Gr 5 Projected Data**	56.6	60.6	64.6	68.6	72.6
		Gr 5 Actual Data	71.8	82.2	92.9		
	56.6	**Gr 6 Projected Data**	60.6	64.6	68.6	72.6	76.6
		Gr 6 Actual Data	74.4	76.1	83.2		
	46.4	**Gr 7 Projected Data**	50.4	54.4	58.4	62.4	66.4
		Gr 7 Actual Data	53.5	63.7	63.1		
	48.4	**Gr 8 Projected Data**	52.4	56.4	60.4	64.4	68.4
		Gr 8 Actual Data	62.2	63.2	81.3		

ACTION PLAN FOR STRATEGY #1 Continue to provide high-quality professional development experiences based on Best Practices.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Analyze results from school-wide curriculum needs assessment to guide the planning of professional development.	2017-2022	District and School Level Administration	$0	n/a	The district and schools have professional development plans that include using results from needs assessment for planning CONTINUE
2. Continue study groups, book talks, and graduate courses to support research and Best Practices for Gifted and Talented students.	2017-2022	District and School Level Administration	$25,000 (yr)	Local SC Reading SC Prof. Develop	The district and schools have professional development plans CONTINUE
3. Provide high quality professional development opportunities using the expertise of District Five professional staff and/or consultants.	2017-2022	District and School Level Administration	$90,000 (yr)	Local SC Reading SC Prof. Develop.	The district and schools have professional development plans CONTINUE
4. Continue to train administrators and teachers to use all available assessment data to determine professional development needs.	2017-2022	District and School Level Administration	$0	n/a	The district and schools have professional development plans which include analysis of data CONTINUE
5. Continue to provide opportunities for vertical articulation.	2017-2022	District and School Level Administration	$0	n/a	Opportunities during the school year and summer are provided for teachers to meet and discuss curriculum

6. Continue to write and revise standards-based instructional units/curriculum across all content areas in grades K-8	2017-2022	District and School Level Administration	$15,000 (yr)	Title I, II SC Reading Local	Opportunities during the school year and summer are provided for teachers to write curriculum CONTINUE
7. Continue to monitor the use of Best Practice instructional strategies through actions such as classroom observations, Goals Based Evaluation conferences, and Best Practices Self-Assessments.	2017-2022	District and School Level Administration	$0	n/a	Administrators use walk-through observation forms and conferences with teachers to monitor use of Best Practices CONTINUE

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
District Priority   _X_ ATSI Requirement

(* required)

PERFORMANCE GOAL:	By 2021, the percentage of students in the special needs population at Wellford Academy and Abner Creek Academy scoring Does Not Meet Expectations on the SC READY ELA assessment will decrease.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE:	**AVERAGE BASELINE**		**2017-18**	**2018-19**	**2019-20**	**2020-21**	
SC School Report Card	ACA – 75% WA – 88.2%	**Projected Data**	ACA – 75% WA – 88.2%%	ACA – 70% WA – 80%	ACA – 63% WA – 70%	ACA – 50% WA – 60%	
		Actual Data	ACA – 75% WA – 88.2%	ACA – 51.6% WA – 66.7%	ACA – WA -	ACA – WA -	

ACTION PLAN FOR STRATEGY #1: The district will take steps to increase the performance of the special needs subgroups at Wellford Academy and Abner Creek Academy					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implementation of a Curriculum Coach at Wellford and Abner Creek to work with teachers to implement the CI model as used by the Spartanburg Academic Movement	2018-2022	CI Coach	$70,000/yr	ATSI funds	Work record, student records showing improvement of performance
2. Promote the use of iReady Teacher Toolbox at ACA and WA to increase student participation and use of resultant data to drive instruction.	2018-2022	CI Coach	$3000/yr	ATSI funds	Student performance in iReady software; student performance on SC READY

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
District Priority   _X_ ATSI Requirement

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students in the special needs population at James F Byrnes High School meeting the criteria for Career Ready will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	
SC School Report Card – CCR	27.3%	**Projected Data**	27.3%	30%	40%	50%	
		Actual Data	27.3%	38%			

ACTION PLAN FOR STRATEGY #1: The district will take steps to increase the percentage of disabled students who meet the career ready benchmark.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement a Career Readiness Facilitator at BHS to assist students with WBL experiences.	2018-2022	Career Readiness Facilitator	$70,000/yr	ATSI funds (3 years)	Increase in experiences recorded in PowerSchool.
2. Increase student use and support of WIN preparation software	2018-2022	Special Needs teachers	Software provided by state	N/A	Increase in student use of software as noted in audit logs
3. Increase in Disabled Students participating in CATE completer programs at BHS and RDA	2018-2022	Counselors, Career Readiness Facilitator, RDA Staff	$0	N/A	Increased enrollments as shown in PowerSchool

GIFTED AND TALENTED REQUIRED TABLES

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

    A. Gifted and Talented Policies and Practices

    B. Gifted and Talented Scope and Sequence

    C. Gifted and Talented Grades of Academic Service

    D. Gifted and Talented Grades of Artistic Service

    E. Gifted and Talented Screening and Identification Notification

GIFTED AND TALENTED POLICIES AND PRACTICES

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

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

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

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

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

GRADE	MODEL	Use approved abbreviations for curriculum.	CURRICULUM AREA				
			INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Wm and Mary	Wm and Mary ELA Ment Math Minds	X				
4	Wm and Mary	Wm and Mary ELA Ment Math Minds	X				
5	Wm and Mary	Wm and Mary ELA Ment Math Minds	X				
6	Wm and Mary	Wm and Mary ELA Ment Math Minds	X				
7	Honors Courses	Course Curricula		X	X		
8	Honors Courses	Course Curricula		X	X		
9	Honors and AP Courses	Course Curricula		X	X	X	X
10	Honors and AP Courses	Course Curricula		X	X	X	X
11	Honors and AP Courses	Course Curricula		X	X	X	X
12	Honors and AP Courses	Course Curricula		X	X	X	X

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES
DISTRICT: Spartanburg Five   INFORMATION FOR SCHOOL YEAR: 2019-20

Model Used: William and Mary

GRADE	*(Use approved abbreviations for curriculum.)*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K							
1							
2							
3	Creations					X	
4	Creations					X	
5	Creations					X	
6	Creations					X	
7	Advanced Art					X	
8	Advanced Art					X	
9	Honors and AP					X	
10	Honors and AP					X	
11	Honors and AP					X	
12	Honors and AP					X	

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
Parents and others are notified numerous times each year as opportunities for academic and artistic screenings arise through the district and school websites, letters sent home, and school newsletters.   The district also communicates screening results to parents as they are received. As GT rosters are updated for the next year, the schools maintain contact with parents regarding their placement and services provided.

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

June 15, 2017

To the Parents/Guardians of:

Dear Parents/Guardians:

We are pleased to inform you that your child has met the current state requirements for the academic gifted & talented program. In order to qualify for the academic gifted/talented program, a student must meet at least two of the following criteria:

1) Dimension A: 93% or above on a nationally normed aptitude test
2) Dimension B: 94% or above on a nationally normed achievement test
3) Dimension C: Meet the grade level performance criteria required by the State Department of Education on performance tasks (This is administered only to those students who meet Dimension A or B.)

During the 2017-18 school year we will serve gifted/talented students in accelerated classes through an enriched curriculum designed to challenge them and help them reach their full potential. The curriculum will address and extend the state content standards through pacing and appropriate assignments. The teachers will share information about the curriculum with parents throughout the school year.

If you have questions or concerns or if you do not wish for your child to participate in this program, please notify your child's principal. Congratulations to you and your child for this accomplishment. Thank you in advance for your support.

Sincerely,

Dr. Scott Smith
Director of STEM & Gifted Academic Services

Office of Accountability, Research and STEM Programs

100 N. Danzler Road, Duncan, South Carolina 29334   O:(864)949-2350 F:(864)439-0051

November 20, 2017

Student Name
School
Grade

Dear <Parent>

Congratulations! <Student Name> has been recommended to take the Cognitive Abilities Test (CogAT) for possible qualification for Gifted and Talented Education in Spartanburg School District Five. Students who qualify receive advanced and enriched instruction during the school week, and students who qualify during the 2017-18 school year will be served beginning in the 2018-19 school year.

Qualification is based on test performance for achievement in reading and/or mathematics and for aptitude (reasoning). Results from your child's most recent results on national and state tests (such as Measures of Academic Progress (MAP), SC READY, etc.) will be reviewed for reading and math achievement. For aptitude assessment, your child will take part in the Cognitive Abilities Test. Your child will be scheduled by his/her school guidance counselor to participate in the CogAT aptitude test during the test window of November 27-29. If absent due to illness, your child will be rescheduled for make-up testing.

There is nothing your child needs to study or practice before testing. Things you can do to help your child include:

> Encourage your child to do his/her best.
> Make sure your child is on time for school.
> Make sure your child is well rested during the testing period.
> Your child should either have eaten breakfast at home or at school.

Additional assessments might be needed in the spring. You will be notified by February of your child's nomination status. If you have any questions, please let me know. Again, congratulations on your child's nomination.

Sincerely,

Scott M. Smith, Ph.D.
Director of Accountability, Research and STEM Education

DISTRICT FIVE SCHOOLS
OF SPARTANBURG COUNTY

Post Office Box 307 • 100 North Danzler Road • Duncan, South Carolina 29334
Telephone: (864) 949-2350 • Fax: (864) 439-0051 • www.spart5.net

June 15, 2017

To the Parents or Guardians of:

Dear Parent or Guardian:

I am writing to notify you of your child's current status to qualify for the Gifted and Talented (G/T) Academic program. As you know, «FIRST_NAME» took at least one test this school year that would qualify them for G/T services in Spartanburg Five.

Placement in the G/T program is determined by meeting rigorous state-mandated criteria in at least **two out of three** dimensions that assess a student's reasoning abilities and academic achievement. A student must score the 93rd national percentile (or 96th overall) on Dimension A (aptitude) and at the 94th national percentile on Dimension B (achievement).
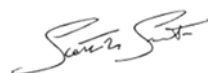
«FIRST_NAME» was initially screened in Grade 2 with a group-administered aptitude test (Dimension A - CogAT) and a group administered achievement test (Dimension B – MAP Math & Reading). After Grade 2, «FIRST_NAME» has had additional opportunities to qualify through a variety of assessments in multiple dimensions.

To date, «FIRST_NAME» has not met G/T eligibility requirements for at least two of the three dimensions.

Please keep in mind that many students who qualify for G/T do not do so on their first attempt. Through grade 6, «FIRST_NAME» will have many additional possible opportunities to qualify including MAP testing, end-of-year state testing, grades and alternate assessments. In addition, students in grades 3 through 5 can be referred to take the CogAT assessment each year. The window for referrals will open in September.

If you have questions about «FIRST_NAME»'s performance on any of these assessments, or the requirements to qualify for G/T services, please do not hesitate to contact your school counselor, or me.

Sincerely,

Scott Smith
Director of STEM and Gifted Academic Programs

Parent's REACH REFERRAL FORM
District Five Gifted and Talented Academic Program

Referral deadline is September 30, 2017 for Grades 3, 4, and 5

Regarding:

_____

Name of Student

_____

Birth date   Current School   Grade

I hereby grant permission to the district staff to conduct testing related to the Gifted and

Talented program for (student name) _____

I am aware that this information will be strictly confidential and used only in the best

interest of the above-mentioned student.

Signature: _____ Date: _____

Mother's name: _____ Father's name: _____

Mailing Address: _____

(City / Zip) _____

Home Phone: _____ Business/cell Phones: _____/_____
                                                     (father's)   (mother's)

*A referral form is not needed for students in grade 2, because they are automatically
screened as part of the South Carolina Testing Program. Parents will be notified of the
results next summer.

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

The district has an approved Proficiency-Based System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate the district's plan by answering the questions below.

School District
Name: Spartanburg Five
Title/Position: Dr. Ashley Atkinson
Email Address: Assistant Superintendent for Instruction
Phone Number: ashley.atkinson@spart5.net
                         (864)949-2350

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.

The Proficiency-Based System has allowed Spartanburg School District Five to expand current academic offerings to students. Spartanburg Five has noted an increase in participation and student achievement through the offering of the plan. Students show increases in achievement and demonstration of mastery before progressing. Students have been provided flexibility to accelerate or be afforded the extra time needed for course competency. One of the Proficiency-Based System benefits will be allowing students to take responsibility for their learning; thereby, increasing their engagement and motivation.

Student	Grade	Course	Teacher	Grade

2. Please list the specific courses students took. *See above.*

3. Please provide the number of students who took a course, and how many students successfully completed it. *See above.*

4. Please list the South Carolina properly certified teachers who were assigned to the above students. *See above.*

5. Please have the properly certified content area teachers provide examples of how they directly assisted struggling students. Examples include manipulating or differentiating on-line curriculum to accommodate the student's learning modalities, providing tutoring, exchanging emails to discuss lessons, etc.

In the District Five model, students complete proficiency-based instruction virtually. Teachers communicate with students digitally (messaging, email, etc. As instruction is self-paced, it meets the students' needs for appropriate pacing. Teachers are able to monitor student progress and manipulate instruction (including modifying lesson structure and means of demonstrating mastery) to suit individual students. The curriculum used allows teachers the flexibility to group and rearrange units in a means that may make more sense to certain students. They can also adjust the pacing of instruction or vary assessments for each student based on their current pathway.

6. Provide examples of how schools used content-recovery (best practices or alternative methods of instruction) for low performing students in danger of failing a course.

Content recovery is a tool that provides teachers and students with a more immediate response to poor performance on assessments related to a smaller set or subset of standards for the course. The ability for students to immediately review and reapply their knowledge to demonstrate mastery has helped tremendously instead of the students having to wait until the course is complete and they fail.

Teachers provide the content recovery at a pace that is conducive to the student's learning modalities, but also have to provide motivation in many instances to keep students moving, as in more cases than not, some of the students who need content recovery are not the most motivated in the first place. Content recovery also allows teachers to differentiate curriculum to students and not artificially hinder the students who are ready to move forward with new material.

7. Please attach any revisions or updates to your existing proficiency-based system plan. N/A

2018 District Summer School Program Sites Identification

District:	Spartanburg Five	District Contact Name	Jill Brady
District Contact Num	(864)949-2350	Contact email:	Jill.brady@spart5.net

☐ **NO SUMMER SCHOOL PROGRAM SITES FOR SUMMER 2018**

Directions:
1) List and complete all information for all school sites in the district that will implement a Summer School Program.
2) **SBE Reg. 43-240: Summer School Program Criteria**
   a. Answer "Yes" if the Summer School Program meets the following SBE Reg. 43-240 criteria:
      Grades 1–8 students are required to attend the Summer School Program in order to be promoted to the next grade level.
      Grades 9–12 students are awarded high school credit. (**This does not include Credit Recovery.**)
   b. Answer "No" if the Summer School Program does not meet the criteria stated above.

Name of Sites for Summer School Program	Name of Summer School Site Administrator	E-mail Address of Summer School Site Administrator	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria		Check one		
				Yes	No	Elem.	Middle	High
Abner Creek Academy						Y		
Duncan Elementary School of the Arts						Y		
Lyman Elementary						Y		
River Ridge Elementary						Y		
Reidville Elementary						Y		
Wellford Academy						Y		