

# Strategic Plan Overview

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Spartanburg Five - March 28, 2022

# Why are we here?

SC law requires all school districts to have a Five Year Strategic Plan, and schools to have a corresponding School Renewal Plan

*Early Childhood Development and Academic Assistance Act of 1993 (S.C. Code Ann §59-139-05 et seq.)*

Time for us to collect and review where we have been, where we are, and what the next five years will look like

Time to dream...within a bit of reality

Time to push the envelope

# The Pathway

BELIEFS

MISSION

VISION

GOALS

STRATEGIES

ACTION  
STEPS

## Begin with WHY

Why - We challenge students to think outside of the box, build collaborative networks and relationships, work together for the common good, and prepare students for college and career.

How - We provide a rigorous curriculum aligned to each student's needs and dedicate the resources needed for excellence - all in a safe environment.

What - Oh yes, we have pretty good test scores.

## Simple change - Big Impact

We believe all children are equipped to learn.

We believe all children should be prepared for college or  
career.

**We believe in equipping all children to learn.**

**We believe in preparing all children for college or career.**

## Mission

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

# Vision

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

# We believe...

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

# TEAM GOAL DEVELOPMENT

New teams - one for each goal area in the plan

Each team has a lead

**Elementary Student Achievement - Mike Powell**

**Middle/High Student Achievement - Courtney Johns**

**Teacher/Administrator Quality - Heather Lister**

**School Climate - Angie Showalter**

Take a moment and introduce yourselves

# SMART Goals

The next step in the drill down process

See handout in Resources for writing SMART Goals

Each Goal in the plan must be written in this way

# DATA POINTS AND TIMING

Each SMART goal is accompanied by the following:

DATA SOURCE

BENCHMARK - reference point as basis for growth

ANNUAL TARGET FOR GROWTH

# STRATEGIES and ACTION STEPS

Each SMART goal then has an accompanying Strategy and a series of Action Steps.

The STRATEGY is a summary statement of what will be done to reach the goal

The ACTION STEPS may be as few as one or as many as seven

The ACTION STEPS describe specific steps along the improvement process

Remember that ACTION STEPS should be common to as many of our “plans” as possible.

# ACTION STEPS

**ACTION:** What will be done

**PERSON RESPONSIBLE:** Who is in charge? This can be multiple people or teams

**TIMELINE:** During what years of the strategic plan will this action be performed

**BUDGET:** An approximation of what this action will cost and where it will come from

**STATUS:** A box where an update can be given (blank for now)

# PROGRESS MONITORING

Each action step has a description for progress monitoring.

This step is the accountability for the action.

Accountability is what causes us to examine what we have said we are going to do and measure the effectiveness.

Accountability is the reason for aligning everything we do as an organization to the plan.

It keeps us on track for growth as a district!

# FORMATIVE v. SUMMATIVE

Using formative provides an opportunity to measure progress multiple times throughout the year, instead of once

Data from summative measures does not readily inform classroom instruction

Formative assessment is part of the natural instructional cycle

Formative assessment is adaptive

Success (growth) on formative assessment will, over time, be accompanied by natural increases on the summative assessments

# INTERIM TARGET PROJECTIONS

## References to other plans

ARP plan (100% Tier 3 students; 75% Tier 2 students; 50% Tier 1 students) ~ 51% of population

Provides basis for trajectory of elementary yearly targets for growth

## State Goal for ESSA Plan (Vision 2035)

70% of students Meets/Exceeds by 2035

90% Approaches/Meets/Exceeds by 2035

Provides basis for trajectory of Secondary Goals

\*Algebra I was at a level above 90% prior to test recalibrations

# GROWTH v. ACHIEVEMENT

Focus on growth at Elementary levels to close gaps

Secondary schools shift to Grade-level indicators since that is their world moving forward (EOC, SAT, ACT, etc.)

# GROWTH EXPLAINED

Typical - amount of growth a typical student needs to make to maintain their percentile rank/performance level

***Example: If Johnny scores one grade level below in the fall, and meets his TYPICAL growth, he will likely remain one grade level below in terms of placement and keep their percentile rank.***

Stretch - extended growth beyond the typical growth level that would help a student close achievement gaps or improve their percentile rank/improve performance level

***Example: If Susie grows beyond typical growth (towards STRETCH growth) she should move up in placement or increase percentile rank for the next grade. Any progress generally results in improvement.***

