



DISTRCT FIVE SCHOOLS OF SPARTANBURG

STRATEGIC PLAN

2017-2022

ABOUT THIS PLAN

District Five Schools of Spartanburg began the strategic planning process in the fall of 2016. A strategic planning design team was convened in December to begin the process of re-evaluation of the district's mission, vision and beliefs; review current data, and develop umbrella goals in five areas that will be addressed in the plan: Student Achievement (K-8th grade); Student Achievement (9-12th grade); Teacher and Administrator Quality; School and District Climate; and District Priorities.

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

In January, the Action Teams convened and began work. After a ½ day planning and instructional session, the teams met as needed to develop the district-level performance goals and accompanying strategies for improvement and action steps that will guide the district over the next five years. Added to these teams were all assistant principals in the district.

Following the work of the Action Teams, the Strategic Planning Design Team convened for a presentation of the goals and action steps from each Action Team. The final plan was presented to the school board for approval on February 27, 2017.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Community

District Five, located on the western edge of Spartanburg County, serves students from several municipalities as well as those from unincorporated areas. The cities, towns, and municipalities of Duncan, Lyman, Reidville, Moore, Startex, Wellford, and Greer are all found within the District Five attendance boundaries. Located midway between the metropolitan areas of Greenville and Spartanburg, District Five has seen radical changes in the past twenty years. Once a rural area 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 employees. Toray, Kobelco, Sterling Contract Packaging, and Ritrama all have major facilities under construction 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 will provide 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. The project is scheduled to be complete in early 2017.

Students and Staff

The schools of District Five welcome 7,866 students (45-Day Membership, October 2016) 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.

45 ADM Report as of 10/18/16

SCHOOL	GRADES SERVED	ENROLLMENT (2011 135-DAY/2016 45-DAY)	PERCENT CHANGE
Duncan Elementary	K5-4th	573/572	-
River Ridge Elementary	K5-4th	630/678	+7.6%
Wellford Elementary	K5-4th	309/430	+39.2%
Reidville Elementary	K5-4th	279/297	+6.4%
Lyman Elementary	K5-4th	619/603	-0.3%
Abner Creek Elementary	K5-4th	380/524	+37.9%
Beech Springs Intermediate	5th-6th	588/611	+3.9%
Berry Shoals Intermediate	5th-6th	549/599	+9.1%
DR Hill Middle	7th-8th	560/567	+1.3%
Florence Chapel Middle	7th-8th	584/603	+3.3%
Byrnes Freshman Academy	9th	618/623	-
James F. Byrnes High	10th-12th	1667/1761	+5.6%

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. In 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.

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

A needs assessment was completed by each certified teacher in the district. After the needs assessment was completed, the directors reassembled to analyze the needs of our teachers. Once the analysis was done, the directors wrote professional development cohort descriptions. Each teacher was then able to give a first, second and third choice on the cohort they would like to be a participant 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. District Five also provides Dreambox Learning to teachers and students. Dreambox provides an adaptive, standards-based assessment solution that provides instruction to students and personalizes learning to their level. Data provided for teachers can assist in creating guided math groups that can further extend learning. Two of our schools, Wellford Academy of Science and Technology and Duncan Elementary, are currently piloting iReady for reading support and instruction. Similar to Dreambox, iReady provides instruction that is adaptive to student learning and provides instruction to remediate and enhance learning as needed. Comprehensive data reports are provided to teachers and administrators to assist in planning and developing instruction.

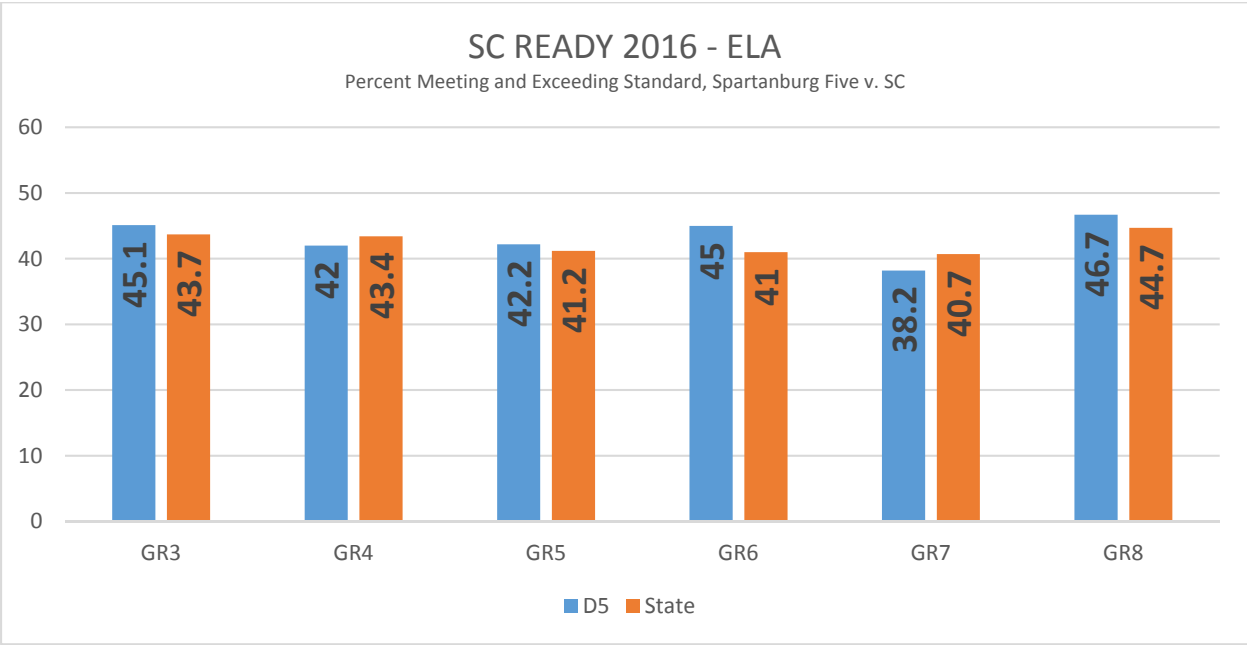
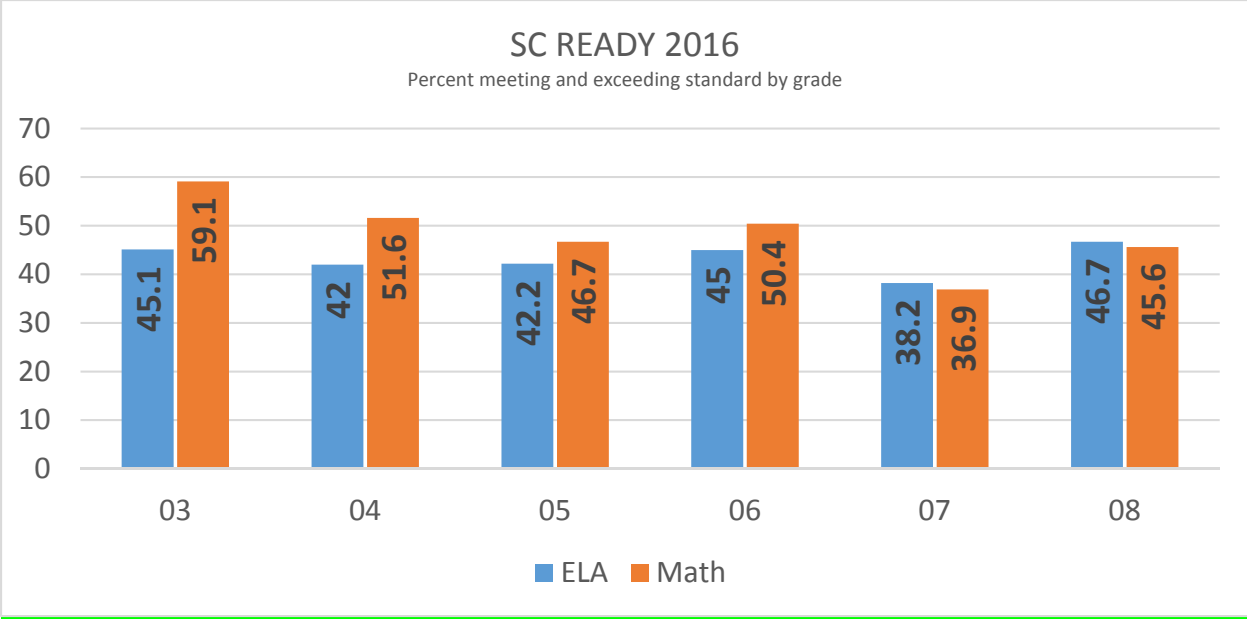
State Testing Programs

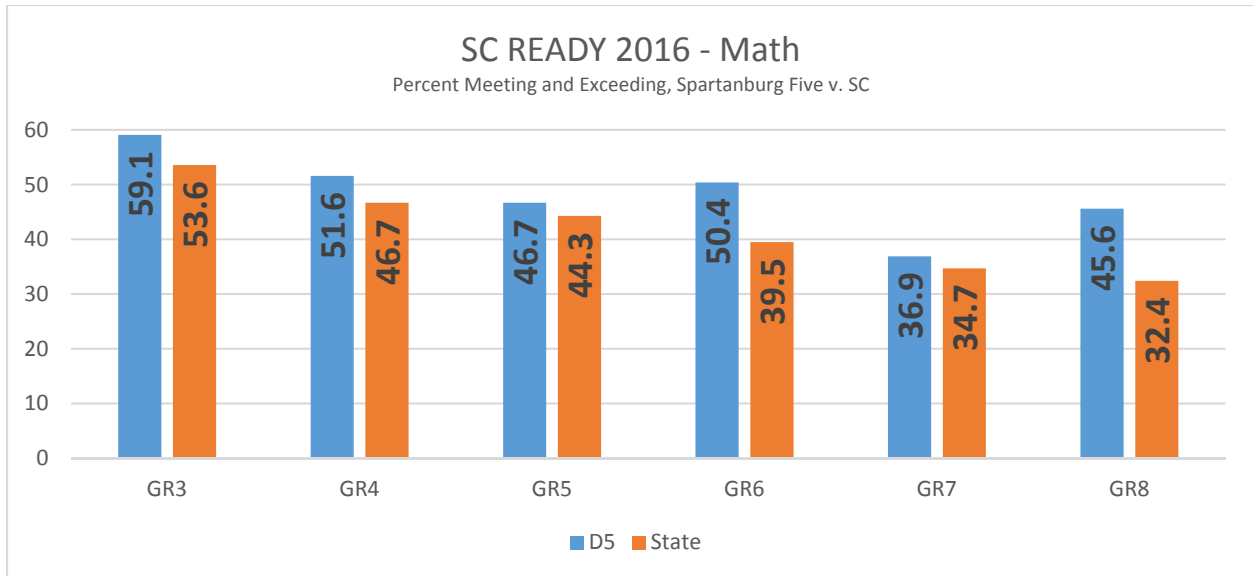
SC READY

The SC READY testing program was first administered in spring of 2016. The SC READY assessments are aligned to the new South Carolina College and Career Ready curriculum standards and assess student achievement in English Language Arts (Writing and ELA) and mathematics. The tests are all administered online. Test items range from multiple-choice questions to extended response items as well as a Text-Dependent Analysis response. SC READY is given to students in grades 3 and 4 over a three-day period during May of each year.

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

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





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

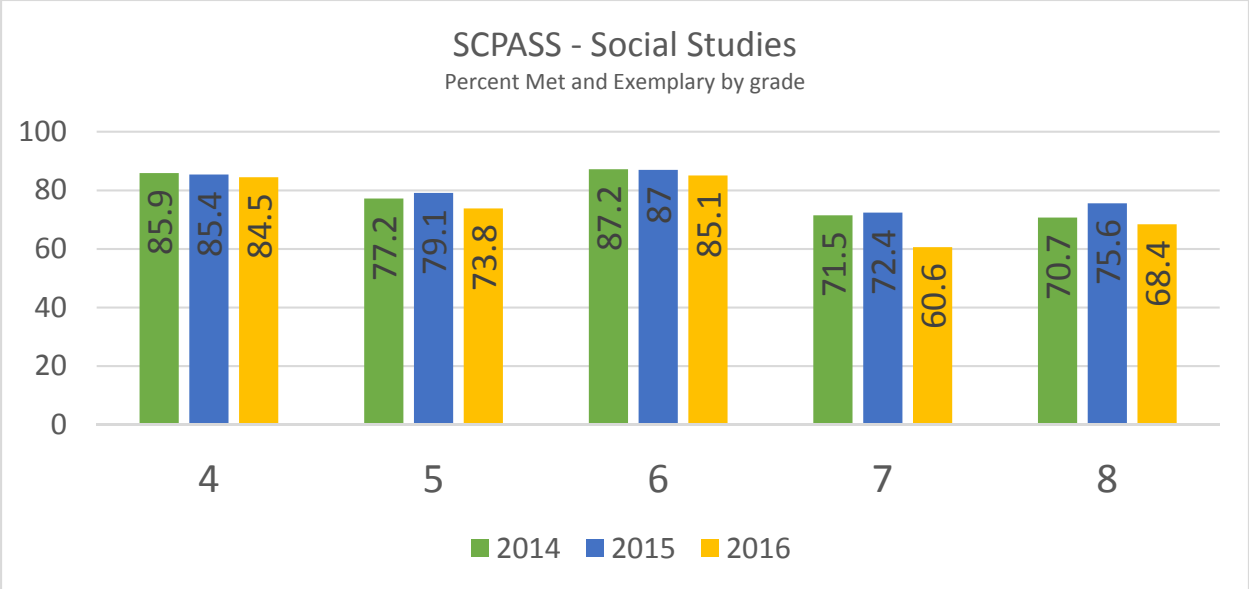
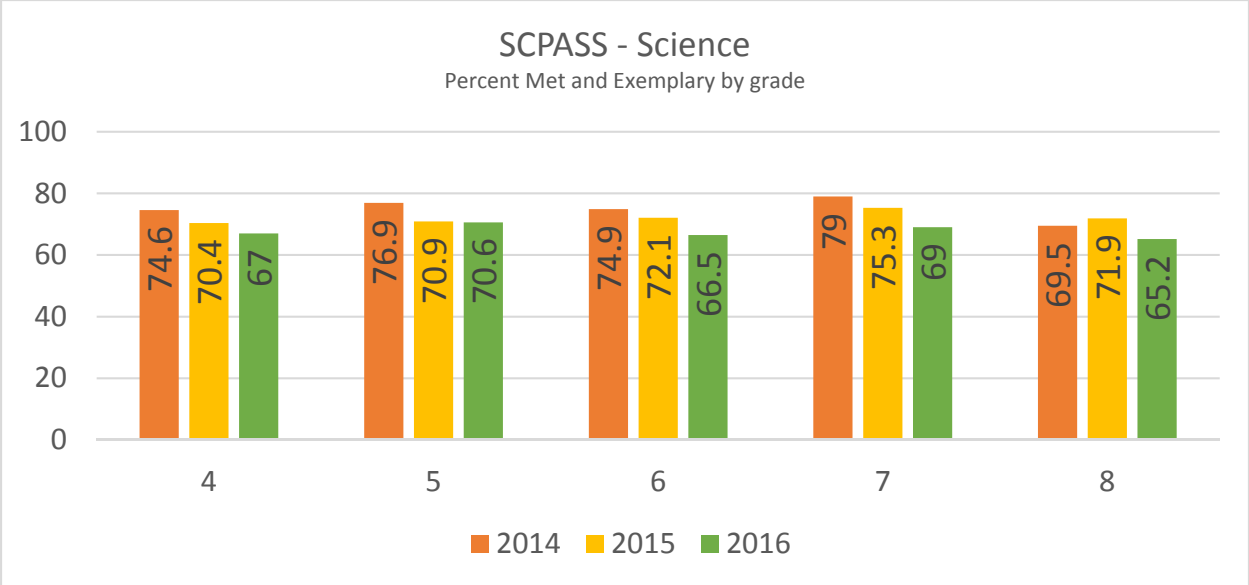
Palmetto Assessment of State Standards (SCPASS)

The SCPASS tests are aligned to the South Carolina curriculum standards and assess student achievement in science and social studies. The tests are currently administered in grades 4-8, but an expected change in state law for 2017 would change the tested grades for students and result in less testing overall.

Three performance levels were established to reflect the knowledge and skills exhibited by students on SCPASS:

- **Exemplary:** The student has demonstrated exemplary performance in meeting the grade level standard.
- **Met:** The student met the grade level standard.
- **Not Met:** The student did not meet the grade level standard.

As with SC READY, SCPASS was developed to measure state curriculum standards, so no national comparisons are available.



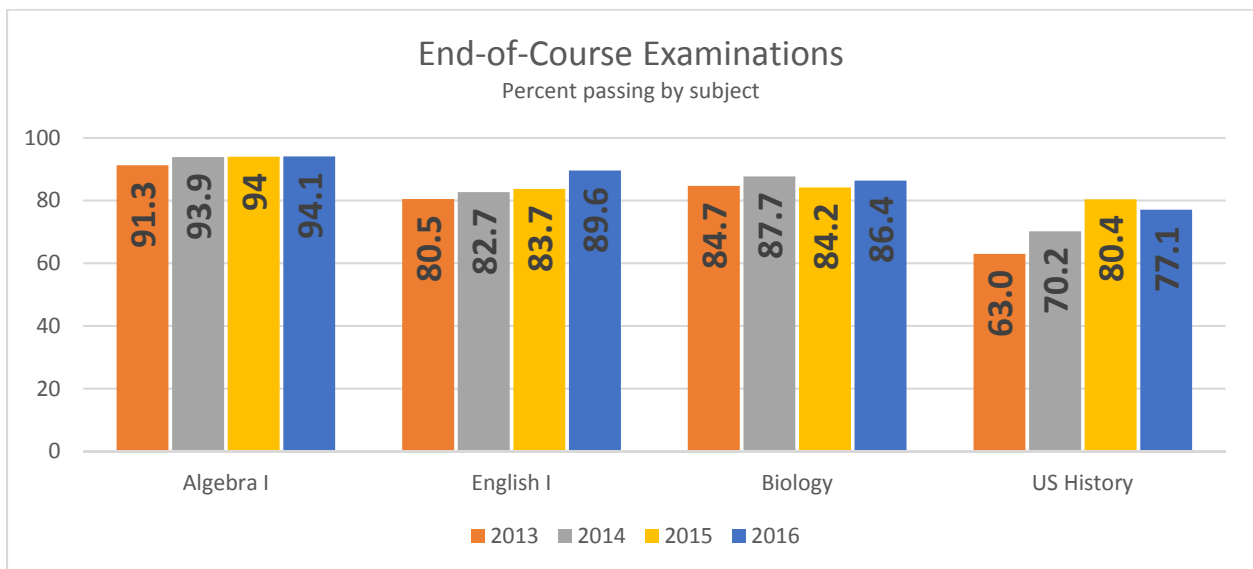
End of Course Examination Program (EOCEP)

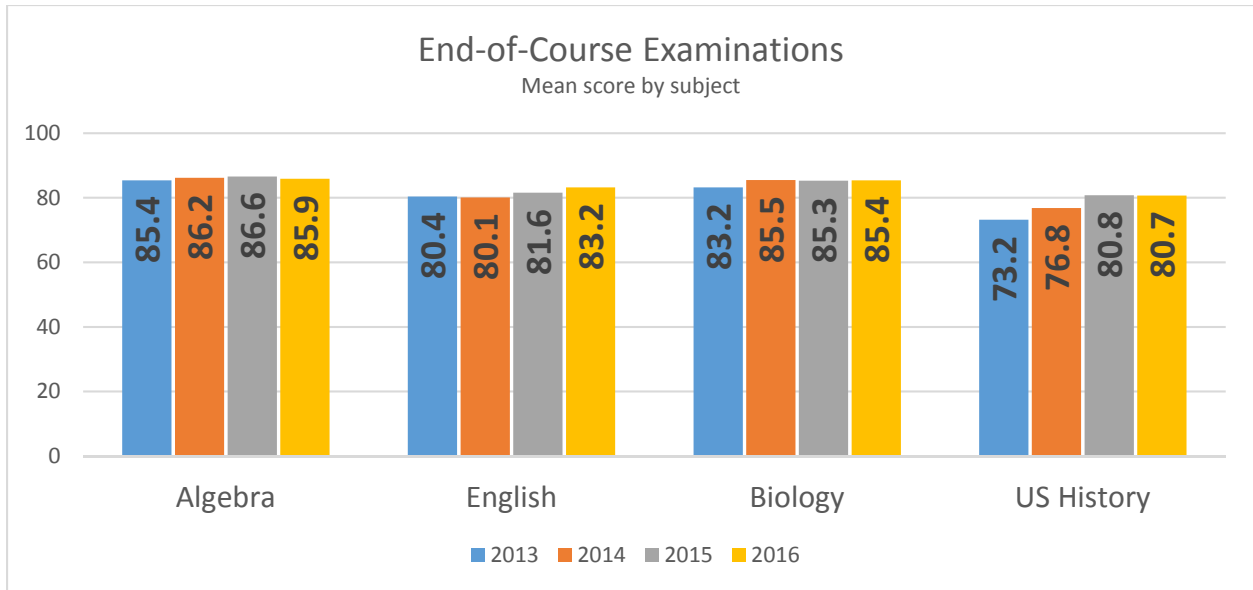
The EOCEP in South Carolina began in the 2002-03 school year per the Education Accountability Act of 1998. The tests measure student content knowledge in four benchmark courses throughout middle and high school. Students take the EOC at the conclusion of Algebra I (or Intermediate Algebra), English I,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

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

In the summer of 2016, the Algebra I and English I End-of-Course exams underwent a new standards-setting procedure to align them to the new SC College and Career Ready standards. As a result, the rigor of the test increased significantly, and districts across the state were told to expect student results to decrease. Early indications from the first semester of testing indicate a reduction in performance among students in District Five Schools of Spartanburg. We will know more and will set our performance targets for improvement after spring semester testing is complete.

In addition, the state of SC moved to a 10-point grading scale (from a 7-point scale) for the 2016-17 school year. The End-of-Course tests also moved to this scale, as they account for 20% of a student’s grade in the course. As a result, test item calibrations were adjusted so that the same amount of content mastery must be demonstrated to earn a ‘60’ on the test, versus a ‘70’ on the old scale.





The SAT

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

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

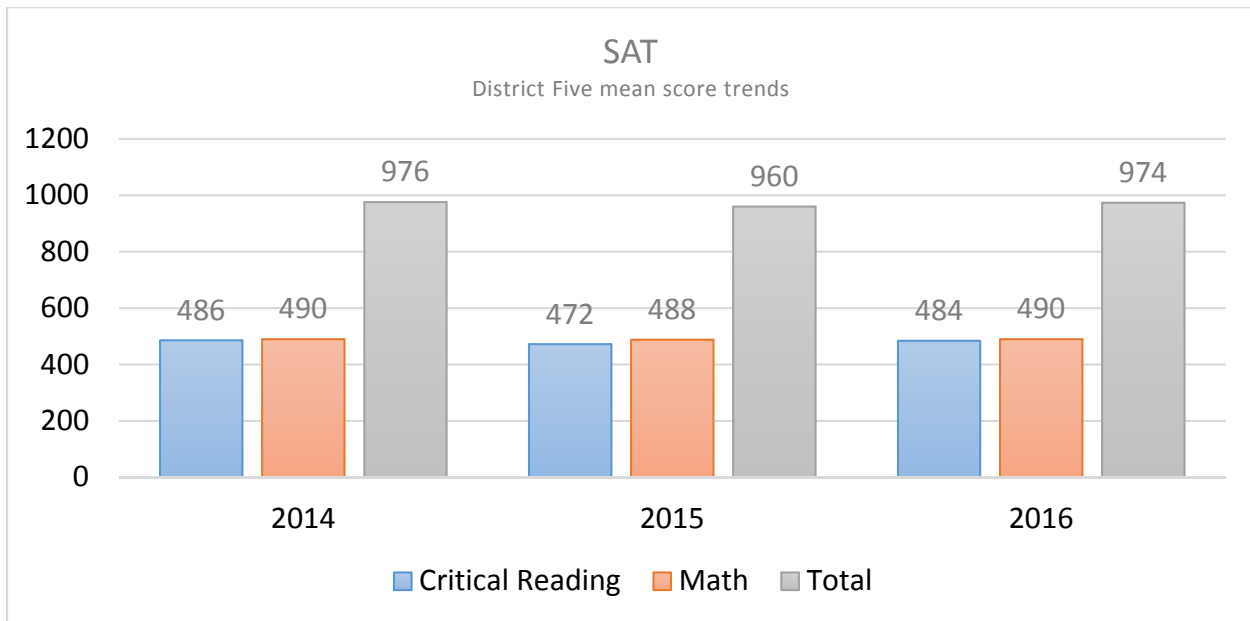
Among students in School District Five’s Class of 2016, 192 students attempted the SAT at least once, down from 256 in 2015. These students achieved an average score of 484 on the critical reading section, 490 on the math section and 458 on the writing section. The combined average was 1432, an increase of 24 points from 2015.

In School District Five, about 37 percent of the members of the Class of 2016 attempted the SAT at least once. The SAT participation rate in South Carolina public schools was 41 percent. School District Five’s percentage of SAT takers decreased by 13 percent this year.

Across the United States, public school students averaged 487 on the critical reading section, 494 on the math section, and 472 on the writing section. The National average composite score was 1453. School District Five students scored below the national average on the critical reading section (3 points), below the national average on the math section (4 points), and scored below the national average on the writing section (14 points). Overall, District Five scored 21 points below the national average for the composite score. The gap between the high school and National average in 2010 was 89 points.

The South Carolina public school average score was 490 for the critical reading section, 490 for the math section, and 466 for the writing section. The average composite score was 1446. School District Five’s averages fell below the South Carolina average by 6 points on the critical reading section and by 8 points

on the writing section. On the math section, Byrnes students equaled the state average. The total difference of 14 points for the composite score represents a decrease from the 35-point gap in 2010.



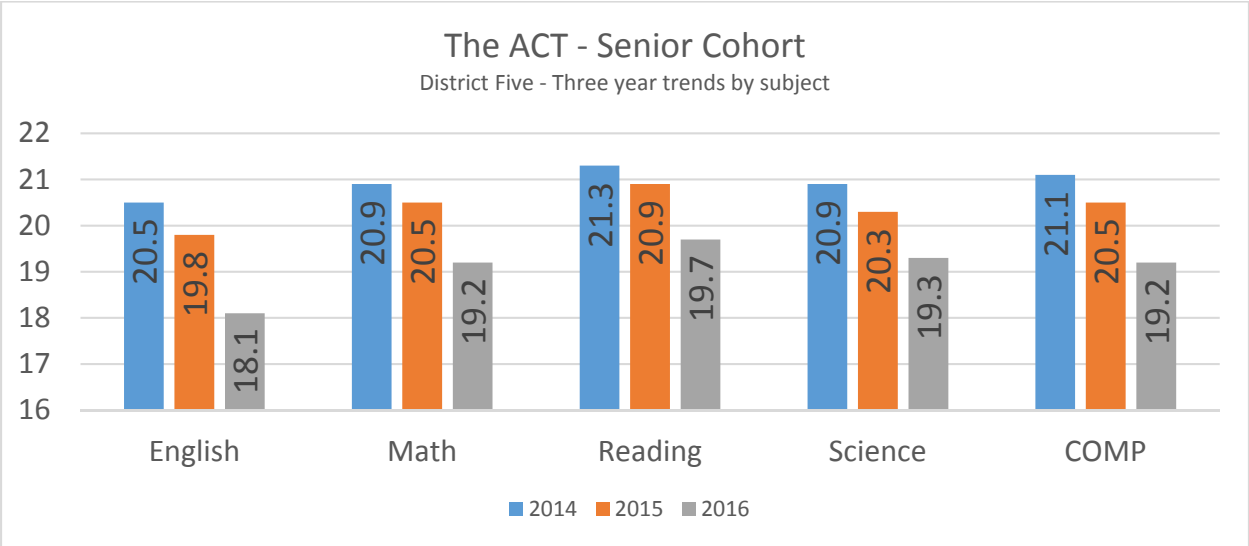
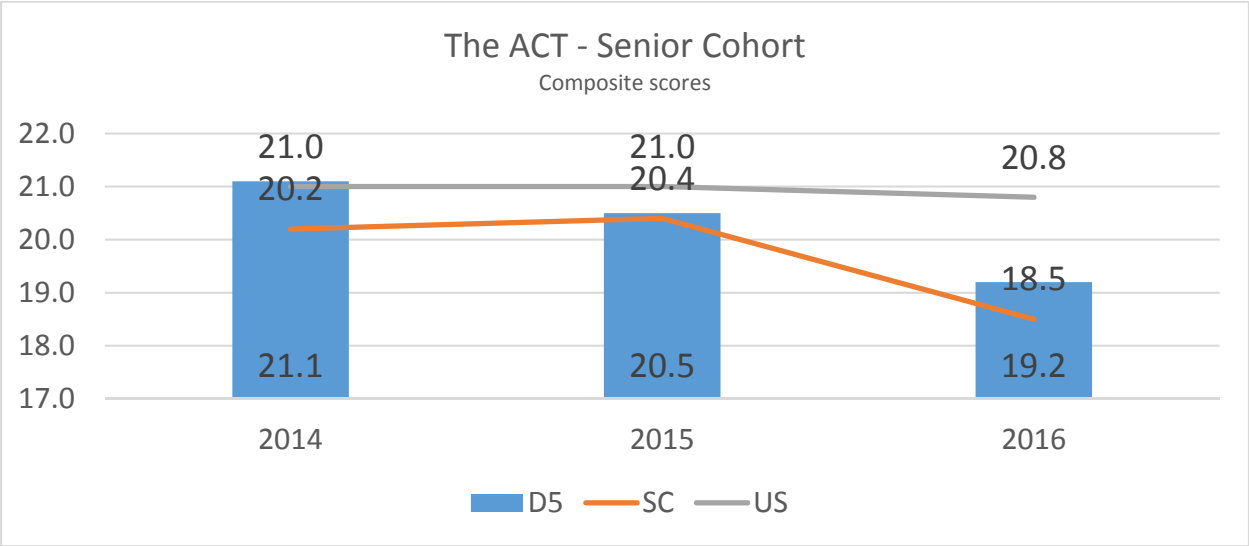
The ACT – College Readiness Testing

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

Examining the performance data of students taking the ACT has been complicated since the addition of statewide testing in 2015. As the test was being implemented, districts were told that the statewide testing scores would not be factored in with the students who choose to take the test on Saturdays. This in fact has not been the case, and, beginning in 2016 when the first cohort of statewide testing students graduated, all of them were reported with at least one score (the score from the statewide test). Students who tested again were reported using their final score as the data point in state reports from ACT, Inc.

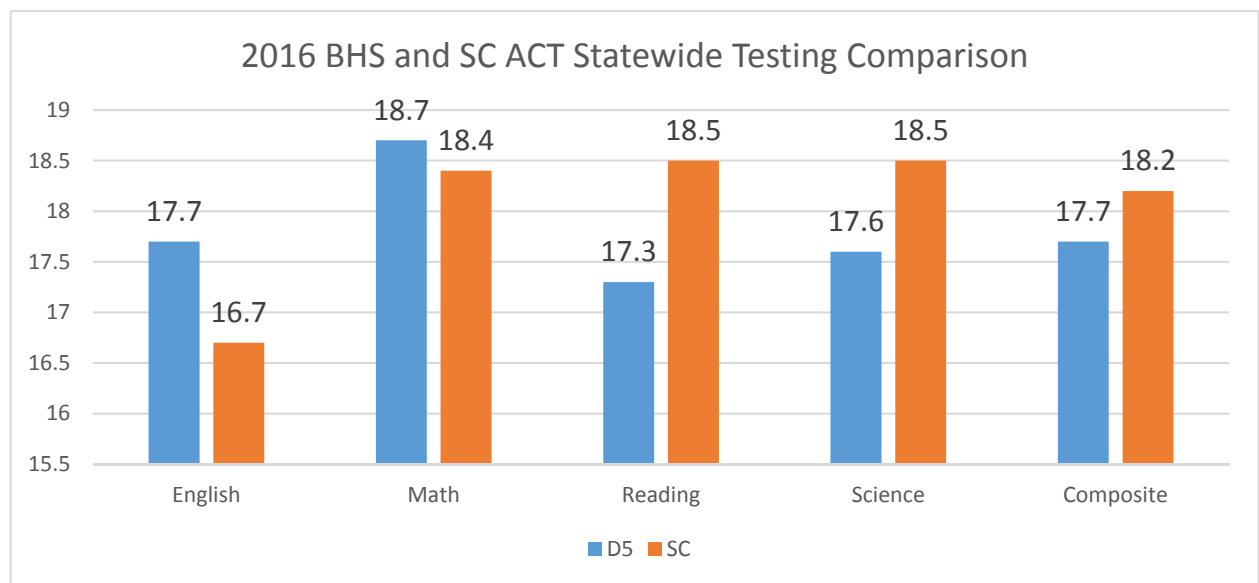
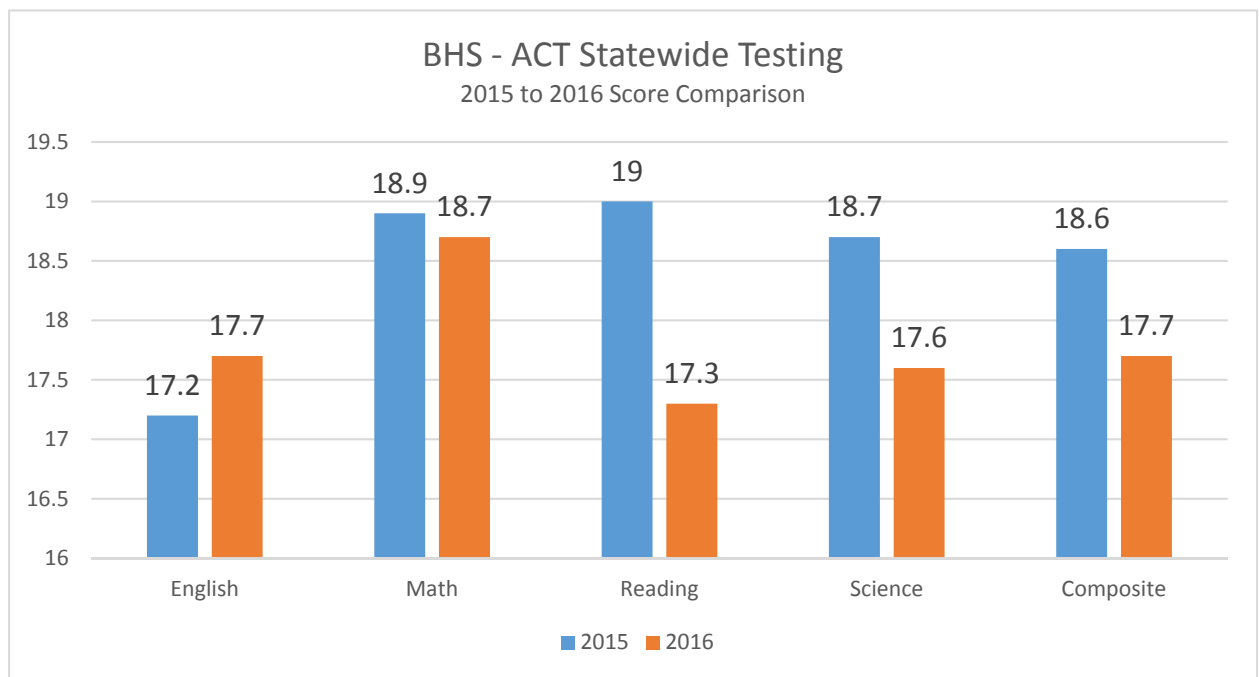
In School District Five, about 38% (206 students) of the members of the Class of 2015 attempted the ACT at least once during their sophomore, junior, or senior years and received an average composite score of 20.5. In South Carolina, the average composite score was 20.2 for the 22,640 public school students tested who graduated in 2015. The average composite score of the 1,924,436 students in the nation who graduated in 2015 and had taken the ACT during their sophomore, junior, or senior years was 21.0.

In 2016, all students who graduated had taken The ACT at least one time, and were included in the reported scores. The average composite score dropped to 19.2. The South Carolina mean score dropped to 18.5, and the National average dropped to 20.8.



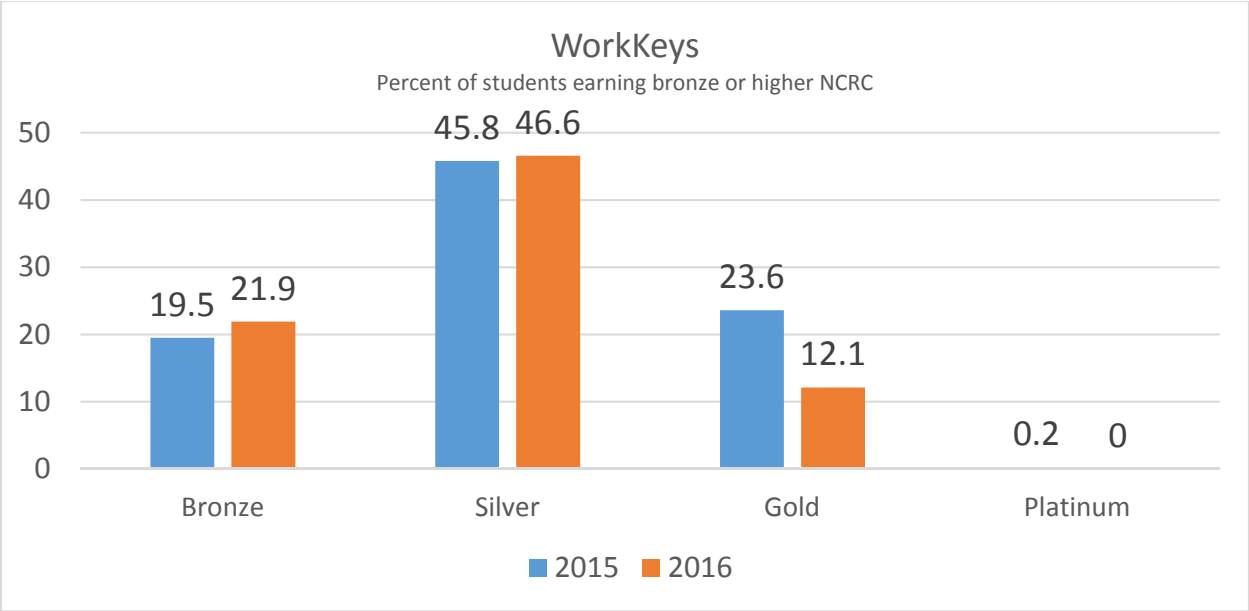
The ACT – Statewide Testing

Beginning in the spring of 2015, South Carolina now requires all third-year high school students to take the ACT as a measure of college readiness. The reported scores from this administration may be used by students to gain college admissions in most cases. Scores will eventually be used as an indicator of college readiness in the state’s accountability system. The test is the same as the test used on Saturday testing, but is administered on a school day.



WorkKeys

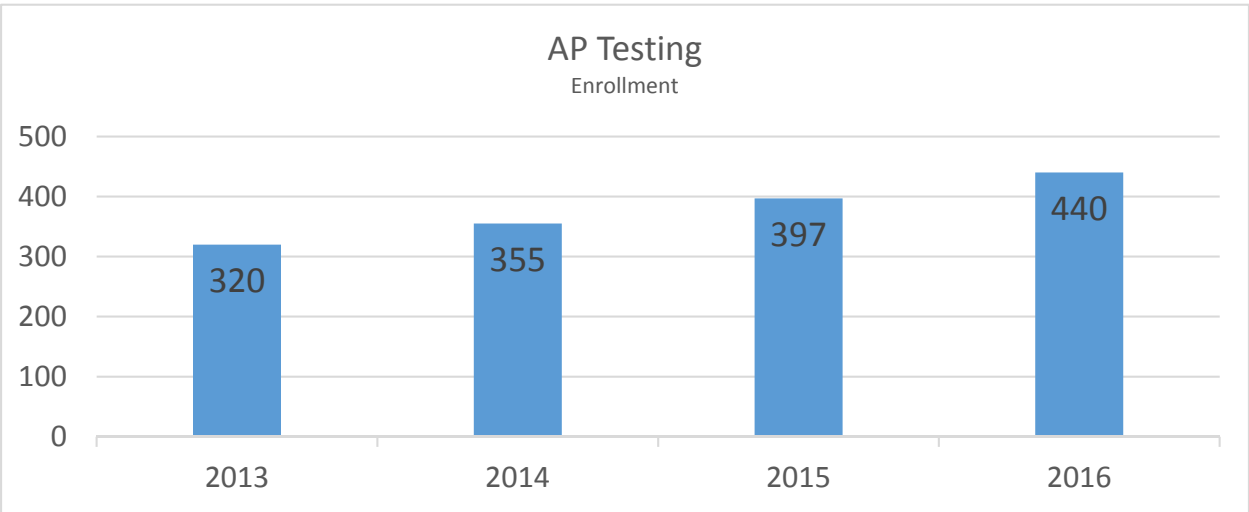
In addition to The ACT, all third-year high school students are now required to take the ACT's WorkKeys test as a measure of career readiness. The WorkKeys test is administered in three domains: Reading for Information, Locating Information, and Applied Mathematics. Students take all three portions online and in one sitting, on a school day. Students are scored at levels (Bronze, Silver, Gold and Platinum) on each test, and the overall student score of Bronze or higher earns a student a National Career Readiness Certificate, that can be used when students apply for jobs after high school or college if the business has had their positions profiled in the WorkKeys system. Businesses are quickly adopting the WorkKeys credential to their job postings, and we hope to continue to see the value of WorkKeys increase for our students. WorkKeys will also be used as an indicator of career readiness for the revised accountability system.

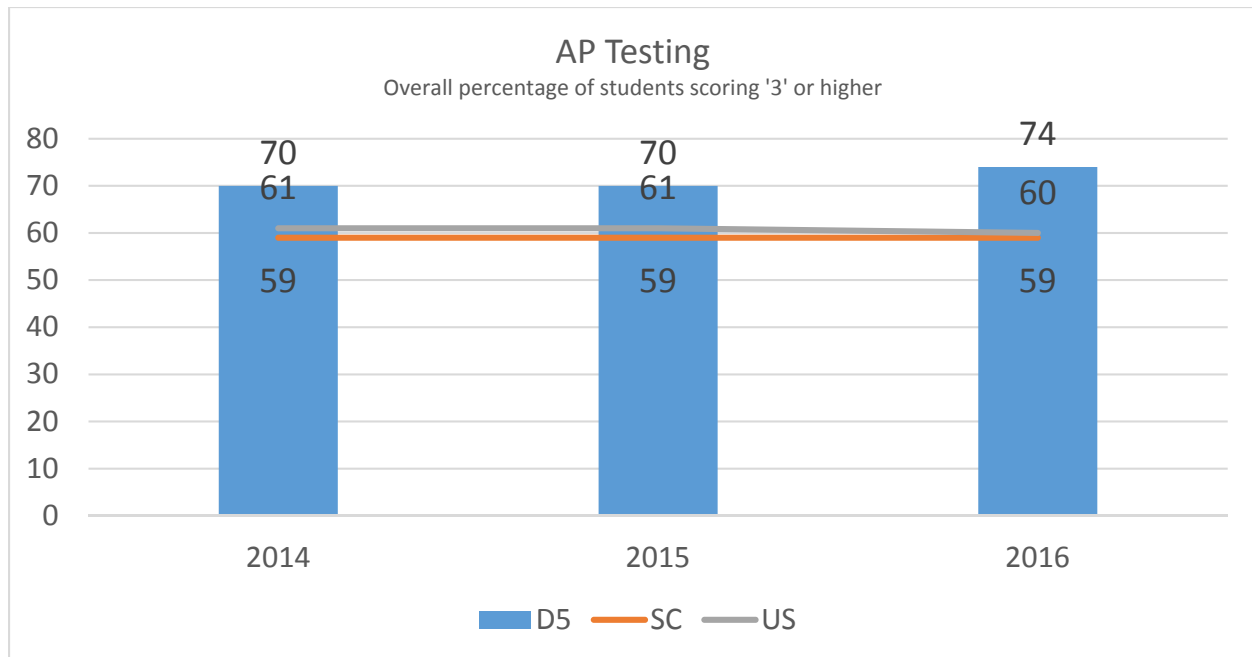


Advanced Placement Exams

In 2016, School District Five students attempted AP examinations in 19 different subjects. The number of test takers in each subject area are shown below. In 2016, 435 AP exams were attempted an increase of over 100% since 2010, when just 215 tests were attempted. 74% of the exams taken resulted in a score of three or higher, qualifying the students for college credit/advanced placement.

In 2016, 60% of U.S. students scored three or higher compared to 59% of SC public school students. The percentage of School District Five students who scored three or higher was fourteen percentage points above the national figure and fifteen percentage points above the state.





Other Assessment Measures

Measures of Academic Progress (MAP)

MAP tests are computer adaptive tests developed by the Northwest Evaluation Association (NWEA) that are aligned to state academic standards and provide the instructional level for the student. The test measures students' academic progress through an equal-interval growth measure, the RIT scale. NWEA conducts regular state alignment studies to specify the RIT scale score that corresponds to the proficient levels on the state accountability tests.

All students in grades K through eight take the reading and math tests in the fall and spring. Schools also have the option to administer tests in the winter.

The students' scores are available immediately after the test. Teacher level rosters and summaries are available online the next day. Norm group percentile and expected growth information is included in the analysis. The recent addition of the Next Generation reporting suite allows teachers instant graphical analysis of student performance over time and projected growth in the future. The reports also add a personalized feel to the student's mastery of particular content skills, aligned to the SC College and Career Ready Standards.

Fountas and Pinnell Benchmark Assessment System

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

Performance Tasks and Writing Prompts

District leaders recognized that a critical component of the instructional system need to be strengthened in conjunction with the development of the new SC College and Career Ready ELA Standards. A measure of standards mastery was needed to inform teachers at regular intervals which students were producing high-quality work and which students may need additional support. The Performance Tasks system and a series of Text-Dependent Writing Prompts were developed by a team of teachers and district staff that will provide timely data of student performance. The data are stored electronically which allows for aggregation at the school and district level.

Math Benchmark Assessments

District Five math coaches and teachers will participate in a benchmark creating session in June of 2017 to create a district-wide assessment series that will measure standards mastery in the new D5 Math Curriculum at defined intervals throughout the school year.

To be implemented in 2017-18, the benchmark series will provide teachers with data at the classroom level to determine student proficiency of standards. The benchmarks will be online, to provide instant analysis, and be aggregated at the school and district levels to identify areas of concern and points of celebration.

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.

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 perceptual 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, (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.

Mission, Vision, Beliefs

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

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

Mission

The Mission of Spartanburg District Five Schools is to provide every student quality educational experiences in a safe, nurturing, and engaging environment.

Vision

Spartanburg District Five Schools will provide exemplary opportunities and pursue academic excellence to improve the quality of life for our students and community.

Beliefs

Spartanburg District Five Schools is clearly focused on helping children in their personal and academic development by equipping them with the necessary tools to develop world class knowledge and skills, and life and career characteristics to succeed in a competitive global marketplace.

We believe that:

- Children are our most valuable resource.
- Public education is essential for our society.
- Integrity is the basis of good character.
- Excellence is achievable.
- Mutual respect is an expectation.
- Knowledge empowers.
- Diversity strengthens.
- Family is the foundation of society.
- Children need positive role models.
- Attitude makes a difference.
- Learning is a lifelong process.
- Personal responsibility serves the common good.
- Perseverance, work ethic, and interpersonal skills pave pathways to success.
- Creativity and innovation are valued.
- Stewardship of resources maintains trust.

Goals

For the next phase, the steering committee developed and reached consensus for five district “umbrella goals.” The umbrella goals correspond to the four mandated components of the district strategic plan in addition to the optional district priority of infrastructure. The purpose of the umbrella goals is to continue to support district assets and provide a framework for meeting the challenges in District Five. The District Five umbrella goals include:

1. Student Achievement (K-8)

College and career readiness and achievement of students in grades K-8 will continuously improve, as indicated by formative and summative assessment data.

2. Student Achievement (High School)

College and career readiness and achievement of students in 9-12 will continuously improve as indicated by summative and formative assessment data and other quantitative measures.

3. Teacher/Administrator Quality

Spartanburg District Five Schools will continuously improve teacher and administrator quality by effectively recruiting, developing, evaluating and retaining teachers and administrators.

4. School Climate

Spartanburg District Five Schools will provide an environment where every individual is engaged, valued and safe.

5. Infrastructure

Spartanburg District Five Schools will provide equitable resources to support quality educational and extra-curricular programs in a safe environment.

Action Team & Action Plan

To address the five umbrella goals developed by the steering committee, five action teams were formulated. Each action team was comprised of district and school administrators, teachers, and members of the Board of Trustees. In addition to addressing each umbrella goal, each action team received a charge or litany of items from the steering committee to consider while developing an action plan for each goal. Using the list of considerations for each goal, the steering committee gave each action team freedom to develop the necessary number of interim goals to meet the needs of each umbrella goal. The steering committee discharged the action team members to formulate the interim goals and develop an action plan to meet the umbrella goals set forth. Each action team presented their respective plan to the steering committee on February 16, 2017. The steering committee made minor adjustments to the plan before reaching consensus. Finally, on February 27, 2017, the District Strategic Plan for 2017-2022 was presented and approved by the Spartanburg School District Five Board of Trustees.

Interim Performance Goals

GOAL ONE: Student Achievement (K-8)

College and career readiness and achievement of students in grades K-8 will continuously improve, as indicated by formative and summative assessment data.

Interim Performance Goal 1.1

By 2022, the percentage of students in grades 3-8 scoring on target (Met or Exceeds) for college and career readiness on **SC Ready-ELA** in 2017 will increase based on the measurable targets below.

Interim Performance Goal 1.2

By 2022, 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 based on the measurable targets below.

**The above performance goals will be analyzed both as year-to-year measures as well as by cohorts of students as they move from grade to grade.*

Interim Performance Goal 1.3

By 2022, 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 in 2017 will increase 1.5% yearly.

Interim Performance Goal 1.4

By 2022, 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 in 2017 will increase by 1.5% yearly.

Interim Performance Goal 1.5

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 5 percentage points yearly.

Interim Performance Goal 1.6

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 5 percentage points yearly.

GOAL TWO: Student Achievement (9-12)

College and career readiness and achievement of students in 9-12 will continuously improve as indicated by summative and formative assessment data and other quantitative measures.

Interim Performance Goal 2.1

The percentage of students graduating from high school within 4 years of entering ninth grade will increase.

Interim Performance Goal 2.2

The percentage of students who score at/or greater than the college and career readiness benchmarks (ELA-18/Math-22) on the ACT state-mandated testing will increase.

Interim Performance Goal 2.3

The percentage of students who score at/or greater than the LIFE scholarship eligibility score (24) on the ACT composite score outside of the state-wide testing will increase.

Interim Performance Goal 2.4

The percentage of students who score at/or greater than the LIFE scholarship eligibility score (1100) on the SAT will increase.

Interim Performance Goal 2.5

The percentage of students who score Silver level or above on state-mandated WorkKeys testing will increase.

Interim Performance Goal 2.6

The average student score on the SC End of Course exam(s) in Algebra 1/Intermediate Algebra, Biology 1, English 1, and US History will increase each year from 2017 to 2022.

Interim Performance Goal 2.7

The percentage of students grades 9-12 enrolling in an AP course will increase.

Interim Performance Goal 2.8

The number of students scoring 3, 4, or 5 on an AP Exam will increase.

Interim Performance Goal 2.9

The percentage of students grades 9-12 enrolling in a dual enrollment course will increase.

Interim Performance Goal 2.10

The number of students completing a work-based experience (co-op, internship, or apprenticeship) will increase.

GOAL THREE: Teacher and Administrator Quality

Spartanburg District Five Schools will continuously improve teacher and administrator quality by effectively recruiting, developing, evaluating and retaining teachers and administrators.

Interim Performance Goal 3.1

The number of unfilled teacher and/or administrator positions at the start of each fiscal year will decrease from TBD to TBD.

Interim Performance Goal 3.2

The percentage of teachers returning to District Five each year will increase from 91.2% to 93.7% from 2017-2022.

Interim Performance Goal 3.3

The percentage of teachers with a yearly average score of proficient or higher on the SC Teaching Standards 4.0 Rubric will increase from TBD% to TBD% between 2017 and 2022.

Interim Performance Goal 3.4

The percentage of teachers scoring proficient or higher on the SLO Growth Measures will increase from TBD% to TBD% between 2017 and 2022.

Interim Performance Goal 3.5

The percentage of principals scoring proficient or higher on the climate and instructional leadership sections of the PADEPP will increase from TBD% to TBD% between 2017 and 2022.

GOAL FOUR: School Climate

Spartanburg District Five Schools will provide an environment where every individual is engaged, valued and safe.

Interim Performance Goal 4.1

The percentage of parents who have a positive view of home-school relations will increase from 73.1% to 80%.

Interim Performance Goal 4.2

The percentage of faculty and staff who have received a minimum three hours of professional development in Compassionate Schools will increase from 32 % to 75%.

Interim Performance Goal 4.3

The percentage of students who feel safe (from a behavioral standpoint) during the school day will increase from 90% to 95%.

Interim Performance Goal 4.4

The percentage of teachers reporting that morale is high will improve from 75% to 82.5%

GOAL FIVE: District Priorities/Infrastructure

Spartanburg District Five Schools will provide equitable resources to support quality educational and extra-curricular programs in a safe environment.

Interim Performance Goal 5.1

District 5 will seek to maintain an average student capacity of 85 percent in all schools.

Interim Performance Goal 5.2

District 5 will seek to improve maintenance and cleanliness ratings at least 5 percent in 5 years.

Interim Performance Goal 5.3

The percentage of technology devices will be systematically refreshed/upgraded 20 percent annually.

Interim Performance Goal 5.4

District 5 will seek to improve student “percentage AGREE” safety response ratings 5 percent in 5 years.

Interim Performance Goal 5.5

District 5 will seek to improve the teacher “percentage AGREE” safety response ratings 8 percent in 5 years.

Interim Performance Goal 5.6

District Five will seek to reduce its impact on the environment by implementing recycling programs in all 12 schools and the District Office.

Interim Performance Goal 5.7

District 5 will seek to reduce its impact on the environment by reducing energy use 3 percent in five years.

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 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 about 'Every child...Every day'.