DISTRICT STRATEGIC PLAN COVER PAGE

GREENVILLE COUNTY SCHOOL DISTRICT

DISTRICT STRATEGIC PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

DISTRICT STRATEGIC ANNUAL UPDATE FOR 2019-2020 *(one year)*

Assurances
The district strategic plan, or annual update of the district strategic plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	
PRINTED NAME	**SIGNATURE**	**DATE**

TITLE II COORDINATOR

Ms. Patty Fox		
PRINTED NAME	**SIGNATURE**	**DATE**

DISTRICT STRATEGIC PLANNING COORDINATOR

Dr. Jason McCreary		
PRINTED NAME	**SIGNATURE**	**DATE**

DISTRICT READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Karen Andrews		
PRINTED NAME	**SIGNATURE**	**DATE**

DISTRICT: GREENVILLE COUNTY SCHOOLS
ADDRESS: 301 Camperdown Way
                       Greenville, South Carolina 29602-2848
DISTRICT'S TELEPHONE: (864) 355-3368

SUPERINTENDENT'S E-MAIL ADDRESS: broyster@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN

Greenville County Schools
Strategic Education Plan 2018-19 through 2022-23
Planning Team Members

Internal Staff

Jim Alexander	Director of Systems Support
Leisa Artus	Creative Specialist
Jamie Benton	Director of Facilities
Beth Brotherton	Director of Communications
Bill Brown	Executive Director of Education Technology Services
Brenda Byrd	Assistant Superintendent for School Leadership – Elementary Schools
Erin Cann	Financial Analyst
Susan Clarke	Communications Coordinator
Phillip Davie	Assistant Superintendent for Administrative School Support
Jennifer Driscoll	Data and Quality Specialist
Patty Fox	Manager of Employee Evaluation Systems Support
Lynn Gibbs	Executive Director of Human Resources
Whitney Hanna	Coordinator of Community Relations
Traci Hogan	Assistant Superintendent for Special Education Services
Todd Holliday	Logistics Coordinator for Warehouse
Adam James	Director of Transportation
Cheryl Johnson	Special Education Director of Parent, School, Community Engagement
Karen Kapp	Director of Staff and Leadership Development
Marque Kilpatrick	Employee Relations
Jeff Knotts	Executive Director of Finance
Skip Limbaker	Principal Planner for Planning and Demographics
Jeff McCoy	Associate Superintendent for Academics
Dicky McCuen	Director of Operations and Maintenance
Jamie McCutcheon	Director of Payroll and Insurance Services
Charlotte McDavid	Executive Director for Academic Technology Innovation
Dr. David McDonald	Assistant Superintendent for School Leadership – Middle Schools
Dr. Michelle Meekins	Assistant Superintendent for School Leadership – Elementary Schools
Megan Mitchell-Hoefer	Assistant Superintendent School Leadership – Elementary Schools
Myra Morant	Manager of HR Systems and Processing
Val Muller	Academic Specialist 6-12 Math
Kent Owens	Executive Director of Student Personnel Services
David Poag	Coordinator of Routing and Scheduling
Shayla Read	Title 1 Secondary ELA Academic Specialist
Rob Rhodes	Director of School Counseling
Scott Rhymer	Assistant Superintendent for School Leadership – High Schools
Mike Simmons	Webmaster
Eston Skinner	Director of Procurement Services
Tara Dean	Executive Director of Career and Technology Education
Karen Sparkman	Director of Early Intervention and Student Support
Chris Spellman	Program Coordinator (FANS)
Margaret Spivey	Director of Professional Employment
Robin Stack	Director of Accounting Services
Bain Stewart	Coordinator (Building Services)
Christine Thomas	Academic Specialist, CTE
Stephanie Thomas	Director of Budget Services

Joe Urban	Director of Food and Nutrition Services
Sandra Welch	Specialist, PTA Support
Levetta Williams	Manager of HR Operations
Shane Windham	Coordinator of Athletic Fields
Bradley Wingate	Director of Visual and Performing Arts

Principals
Mary Leslie Anderson, League Academy
Daniel Bruce, Greer Middle
Debra Johnson, Cherrydale Elementary
Donna Ketron, Welcome Elementary
Justin Ludley, Greer High
Charlie Mayfield, J.L. Mann High
Jennifer Meisten, Beck Academy
Katrina Miller, Woodland Elementary
Vaughan Overman, Monarch Elementary
Brett Vaughn, Stone Academy
Michael Weeks, Roper Mountain Science Center
Eric Williams, Wade Hampton High

Teachers
Suzanne Billings, Plain Elementary
Scott Buhr, Hillcrest High
Will McCorkle, Substitute Teacher
Debbie Sanders, Instructional Coach
Katie Saunders, Bethel Elementary
Adam Scheuch, Mauldin High
Shiree Turner Fowler, Alexander Elementary
Kevin Washington, Intervention Specialist

Parents
Jerry Blassingame, PTA
Susan Key, District 1 PTA President
Julie Pare', PTA

Students
Sarah Paden Mobley, Greenville High

Community Members
Santora Bowling, Michelin North America, Inc.
Dennis Braasch, Industrial Project Innovation
Zachary Brewster, Saint Matthew Baptist Church
Gary Daniels, Wells Fargo
Gayla Day, Metropolitan Arts Council
Sean Dogan, Long Branch Baptist Church
Christen Hairston, GHS Health Sciences Center
Ken Harper, Countybank
Michael Hendricks, Furman University
Julie Horton, City of Greenville South Carolina
Brendan Kelly, University of South Carolina Upstate
Tobi Kinsell, United Way On Track

Dave Laursen, Fluor Enterprises, Inc.
Sidney Locke, Sage Automotive
Kim Mazur, Lockheed Martin Logistics International
Deborah McKetty, Community Works, Inc.
Max Metcalf, BMW
Keith Miller, Greenville Technical College
Josh Morris, Robert Half Technology
Ken Peterson, ScanSource
Dennis Raines, City of Mauldin
Megan Riegel, Peace Center
Mike Rinehart, Greenville County Sheriff's Office
Ansel Sanders, Public Education Partners
David Stafford, Michelin North America
Matt Tebbetts, Greenville Federal Credit Union
Adrea Turner, Greenville Chamber
Phillip Wilder, Clemson University

<u>Resource Staff</u>

Teri Brinkman	GCS Executive Director of Strategic Communications and Engagement
Nancy Fitzer	GCS Board Liaison
Dr. Mason Gary	GCS Deputy Superintendent
Leroy Hamilton	GCS Retired
Ray Jorgensen	Jorgensen Learning Center
Dr. Jason McCreary	GCS Director of Accountability and Quality Assurance
Paul Morrison	GCS ETS
Betsy Perigo	Jorgensen Learning Center
Dr. Burke Royster	GCS Superintendent

TABLE OF CONTENTS

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

GOAL AREA 1 – STUDENT SUCCESS

Figure 1.1 Federal Accountability Rating

GCS All Schools	Excellent	Good	Avg	Below Avg	Unsat	Total
11-12	42	28	4	4	5	83
12-13	36	34	3	2	9	84
13-14	38	29	10	4	3	84
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	18 (21%)	25 (29%)	30 (35%)	7 (8%)	5 (6%)	85
Elementary						
11-12	30	18	0	1	0	49
12-13	28	20	0	0	2	50
13-14	31	13	5	1	0	50
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	15	18	14	2	2	51
Middle						
11-12	8	7	1	0	2	18
12-13	5	10	1	1	1	18
13-14	2	10	3	1	2	18
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	1	3	11	3	2	20
High						
11-12	3	3	2	3	3	14
12-13	1	4	2	1	6	14
13-14	4	6	2	2	0	14
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	3	3	5	2	1	14

Note 1: SY12-SY14 rating schools on an A-F scale. The new Excellent to Unsatisfactory scale began in SY18.
Note 2: GCS All Schools data include traditional schools and special centers (e.g., Washington Center and Sterling School). Career centers were included prior to 2010, when the SC Department of Education ceased calculation of AYP for career centers. Charter schools are not included.
Note 3: In SY2018 across South Carolina, 15% of schools earned Excellent, while 21% of GCS schools achieved the top rating. Likewise, 27% of all state schools were rated as Below Average or Unsatisfactory, while 14% of schools in GCS fell into these two categories.

SC READY

The South Carolina College- and Career-Ready Assessments (SC READY) is a statewide assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3–8. SC READY test items were developed by the contractor and are aligned to the standards for each subject and grade level. The initial administration of the SC READY was in spring 2016, and the SC READY test results will be used for state and federal accountability purposes.

Test Background

Since its inception in 2016, students in grades 3–8 participated in ELA and mathematics testing. SC READY tests are to be tested electronically, online. However, the district received a waiver since 2016 to test writing in grades 3-5 using paper/pencil. The testing window spanned from May 9, 2018 through June 6, 2018. The ELA test was administered in two sessions over the course of two days. Session 1 of the ELA test included a text-dependent analysis (TDA) item where students read a passage and wrote an extended response, using information from the passage to support their answer. Session 1 also included selected response items and multi-select items. Session 2 of the ELA test included evidence-based selected response items based upon text. The math test was administered during a one day test session. The math test for students in grades 6-8 contained calculator and no-calculator sections. Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests:

- Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards.
- Meets Expectations – The student meets expectations as defined by the grade-level content standards.
- Approaches Expectations – The student approaches expectations as defined by the grade-level content standards.
- Does Not Meet Expectations – The student does not meet expectations as defined by the grade-level content standards.

Estimated Times for the SC READY Assessments

Grades	ELA Session 1	ELA Session 2	Mathematics
3-8	2 hours	1.5 hours	2 hours

*The SC READY assessments are not timed.

- Thirty-six elementary schools experienced growth in the percent of students scoring Meets or Exceeds Expectations in English Language Arts. Stone Elementary Academy topped all increases with a climb of 12 percentage points, while Alexander Elementary recorded an increase of 10 percentage points!

- Eleven middle schools increased their performance in English Language Arts, with Northwood leading the way with an eight percent increase.

- Forty-three elementary schools experienced growth in math, including 15 that saw double-digit growth in the percentage of students scoring Meets or Exceeds Expectations. The highest increase (18 percentage points) was achieved at Chandler Creek Elementary.

- Thirteen middle schools saw increases in the percentage of students improving their math scores. Both Northwood and Hillcrest Middle Schools experienced the highest increase (8 percentage points).

2018 GCS Percent Outcomes in SCREADY English Language Arts by Grade

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	18	28	32	23
4	22	25	27	26
5	21	32	30	17
6	22	33	25	20
7	26	29	26	20
8	27	30	24	19

2018 GCS Percent Outcomes in SCREADY Mathematics by Grade

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	16	20	32	33
4	17	24	24	36
5	19	25	27	29
6	24	29	21	26
7	28	32	18	22
8	29	29	19	23

English Language Arts
- 3rd grade had the highest percentage of students scoring Meets and Exceeds Expectations – 55%.
- 8th grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 43%.

Mathematics
- 3rd grade had the highest percentage of students scoring Meets and Exceeds Expectations – 65%.
- 7th grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 40%.

SCREADY ELA Performance Level Grade 3-8

	SP16	SP17	SP18	SP17 to SP18
	%	%	%	Difference
Does Not Meet Expectations	19	22	22	0%
Approaches Expectations	33	32	29	-2%
Meets Expectations	31	30	27	-2%
Exceeds Expectations	18	16	21	4%

District Data includes Charter Schools

*Note: Percentages have been rounded. Differences calculated based upon actual decimal numbers.

SCREADY ELA Performance Level Grade 3-5

	SP16	SP17	SP18	SP17 to SP18
	%	%	%	Difference
Does Not Meet Expectations	19	21	20	-1%
Approaches Expectations	31	30	28	-2%
Meets Expectations	32	32	29	-2%
Exceeds Expectations	18%	17%	22%	5%

SCREADY Math Performance Levels Grades 6-8

	SP16	SP17	SP18	SP17 to SP18
	%	%	%	Difference
Does Not Meet Expectations	19	24	25	1
Approaches Expectations	34	33	31	-2
Meets Expectations	29	28	25	-2
Exceeds Expectations	17	15	19	4

SCREADY Math Performance Levels Grades 3-8

	SP16	SP17	SP18	SP17 to SP18
	%	%	%	Difference
Does Not Meet Expectations	20	22	22	0
Approaches Expectations	31	31	26	-4
Meets Expectations	26	24	24	-1
Exceeds Expectations	23	23	28	5

District Data includes Charter Schools
*Note: Percentages have been rounded. Differences calculated based upon actual decimal numbers.

SCREADY Math Performance Levels Grades 3-5

	SP16	SP17	SP18	SP17 to SP18
	%	%	%	Difference
Does Not Meet Expectations	17	19	17	-2
Approaches Expectations	27	27	23	-4
Meets Expectations	30	28	27	0
Exceeds Expectations	26	26	33	6

SCREADY Math Performance Level Grades 6-8

	SP16	SP17	SP18	SP17 to SP18
	%	%	%	Difference
Does Not Meet Expectations	24	25	27	2
Approaches Expectations	35	34	30	-4
Meets Expectations	22	21	19	-1
Exceeds Expectations	18	20	24	4

SCREADY GCS vs. SC Performance (All Students)

	2016 English Language Arts		2017 English Language Arts		2018 English Language Arts	
	GCS	**SC**	**GCS**	**SC**	**GCS**	**SC**
Gr 3	51	44	51	42	55	45
Gr 4	51	43	49	41	53	44
Gr 5	48	41	46	38	47	39
Gr 6	43	41	43	40	45	40
Gr 7	45	41	40	36	45	40
Gr 8	50	45	46	40	43	39

	2016 Mathematics		2017 Mathematics		2018 Mathematics	
	GCS	**SC**	**GCS**	**SC**	**GCS**	**SC**
Gr 3	61	54	60	53	65	56
Gr 4	56	47	54	46	60	48
Gr 5	52	44	47	40	56	45
Gr 6	45	40	47	42	47	43
Gr 7	40	35	36	33	40	35
Gr 8	38	32	38	35	42	37

The percentage of GCS students scoring Meets Expectations and Exceeds Expectations was higher than the percentage of SC students scoring Meets Expectations and Exceeds Expectations in both areas at all grade levels.

SCREADY ELA – % Meets and Exceeds Expectations

	Spring 2016	Spring 2017	Spring 2018	DIFFERENCE 2017 to 2018
Augusta Circle Elementary	73	78	79	1
Monarch Elementary	76	80	76	-4
Pelham Road Elementary	73	73	75	2
Oakview Elementary	77	76	75	-1
Stone Academy	64	63	74	12

Buena Vista Elementary	79	76	74	-2
Tigerville Elementary	55	64	72	9
Bells Crossing Elementary	68	69	71	2
Sterling School	68	66	68	2
Rudolph Gordon Elementary	64	63	66	3
Woodland Elementary	61	60	66	6
Brushy Creek Elementary	65	60	66	6
Paris Elementary	66	59	63	4
Skyland Elementary	63	61	62	1
Sara Collins Elementary	58	59	61	2
Plain Elementary	64	60	61	0
Mountain View Elementary	52	52	60	9
Mitchell Road Elementary	49	48	56	8
Blythe Academy	50	50	56	6
Summit Drive Elementary	55	56	56	0
Brook Glenn Elementary	46	44	52	8
Fork Shoals Elementary	52	49	51	2
Gateway Elementary	44	49	51	2
A.J. Whittenberg Elementary	54	49	51	2
Mauldin Elementary	41	44	49%	5
Bethel Elementary	55	50	49%	-2
Simpsonville Elementary	54	51	49	-2
Bryson Elementary	49	50	48	-2
Taylors Elementary	48	44	47	3
Greenbrier Elementary	41	43	47	3
Lake Forest Elementary	45	42	46	3
Ellen Woodside Elementary	42	37	44	7
Chandler Creek Elementary	40	38	44	5
Westcliffe Elementary	51	45	40	-4

Duncan Chapel Elementary	38	37	40	3
Robert E. Cashion Elementary	36	34	40	6
East North Street Academy	44	38	40	2
Berea Elementary	40	38	40	2
Fountain Inn Elementary	43	36	39	4
Slater Marietta Elementary	34	37	38	1
Crestview Elementary	36	39	37	-2
Hollis Academy	29	30	35	5
Heritage Elementary	39	43	34	-9
Welcome Elementary	24	27	33	7
Alexander Elementary	18	21	31	10
Armstrong Elementary	38	29	28	0
Cherrydale Elementary	25	26	26	0
Sue Cleveland Elementary	34	26	25	-1
Grove Elementary	18	17	24	7
Thomas E. Kerns Elementary	25	25	24	-1
Monaview Elementary	30	20	23	3

SCREADY ELA – % Meets and Exceeds Expectations

	Spring 2016	Spring 2017	Spring 2018	DIFFERENCE 2017 to 2018
Sterling School	98	99	98	-1
League Academy	56	54	56	2
Riverside Middle	68	59	56	-2
Greenville Middle Academy	67	60	56	-5
Beck Academy	54	53	52	-1
Hillcrest Middle	46	43	50	7
Dr. Phinnize J. Fisher Middle	59	54	49	-4
Blue Ridge Middle	49	47	49	2

Mauldin Middle	48	48	48	1
Northwood Middle	49	40	47	8
Sevier Middle	44	44	47	3
Ralph Chandler Middle	48	46	46	0
Hughes Academy of Science and Technology	40	40	39	-1
Northwest Middle	30	33	37	4
Greer Middle	31	30	36	6
Bryson Middle	44	34	34	0
Woodmont Middle	33	23	26	3
Berea Middle	28	24	23	-1
Tanglewood Middle	16	15	21	5
Lakeview Middle	10	14	17	2

SCREADY MATH - % Meets and Exceeds Expectations

	Spring 2016	Spring 2017	Spring 2018	DIFFERENCE 2017 to 2018
Augusta Circle Elementary	76	79	86	7
Monarch Elementary	81	76	85	9
Oakview Elementary	75	79	82	3
Tigerville Elementary	67	81	81	1
Stone Academy	68	63	79	16
Buena Vista Elementary	78	79	79	0
Pelham Road Elementary	74	78	79	1
Bells Crossing Elementary	71	75	77	2
Woodland Elementary	70	67	72	6
Sterling School	72	70	72	2
Brushy Creek Elementary	70	67	72	5
Mitchell Road Elementary	61	61	70	9
Plain Elementary	72	65	69	4

Rudolph Gordon Elementary	68	60	69	9
Paris Elementary	64	64	67	2
Skyland Elementary	72	71	66	-5
Summit Drive Elementary	66	70	65	-5
Blythe Academy	53	50	65	14
Mountain View Elementary	61	58	64	6
Sara Collins Elementary	64	58	64	6
Gateway Elementary	58	59	62	3
Chandler Creek Elementary	53	41	59	18
A.J. Whittenberg Elementary	62	58	59	1
Bethel Elementary	64	60	59	-1
Greenbrier Elementary	48	45	58	12
Westcliffe Elementary	56	58	57	-1
Berea Elementary	49	45	56	12
Mauldin Elementary	47	52	56	4
Ellen Woodside Elementary	50	44	55	11
Taylors Elementary	55	48	55	7
Duncan Chapel Elementary	52	50	54	4
Brook Glenn Elementary	57	42	54	12
Simpsonville Elementary	55	52	54	2
Lake Forest Elementary	50	51	53	2
Bryson Elementary	54	54	53	-1
Fountain Inn Elementary	44	38	53	15
East North Street Academy	53	49	52	3
Fork Shoals Elementary	55	48	50	2
Slater Marietta Elementary	41	40	49	9
Welcome Elementary	30	36	47	11
Hollis Academy	41	42	46	4

Robert E. Cashion Elementary	45	35	45	10
Crestview Elementary	42	51	45	-6
Alexander Elementary	35	34	44	10
Monaview Elementary	39	29	43	14
Heritage Elementary	47	47	43	-4
Armstrong Elementary	41	36	42	6
Cherrydale Elementary	33	27	37	10
Sue Cleveland Elementary	38	26	36	10
Thomas E. Kerns Elementary	30	34	36	2
Grove Elementary	28	20	33	13

SCREADY MATH - % Meets and Exceeds Expectations

	Spring 2016	Spring 2017	Spring 2018	DIFFERENCE 2017 to 2018
Sterling School	99	100	99	-1
Riverside Middle	67	66	68	2
Northwood Middle	47	44	53	8
Beck Academy	45	53	51	-2
Blue Ridge Middle	44	47	51	4
League Academy	49	44	48	4
Hillcrest Middle	42	40	47%	8
Sevier Middle	41	42	47	5
Ralph Chandler Middle	43	46	46	0
Dr. Phinnize J. Fisher Middle	57	50	45	-4
Mauldin Middle	42	45	44	-1
Greenville Middle Academy	49	43	43	0
Northwest Middle	29	33	36	3
Hughes Academy of Science and Technology	37	36	35	-1
Bryson Middle	35	32	33	2

Greer Middle	27	29	32	4
Berea Middle	21	18	24	6
Woodmont Middle	25	21	24	3
Lakeview Middle	8	13	17	4
Tanglewood Middle	11	13	17	4

*More information on the SC READY assessment may be found here:
https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2018/

SCPASS
In 2017, all students in grades 4 through 8 participated in SCPASS Science. Prior to 2015, students in grades 4 and 7 and half of the students in grades 3, 5, 6 and 8 participated in SCPASS Science and SCPASS Social Studies testing.

Highlights for 2017-18 SCPASS Testing
- On SCPASS Science, the percentage of GCS students scoring Meets Expectations and Exceeds Expectations was higher than the percentage of SC students scoring Meets Expectations and Exceeds Expectations at all grade levels.

- On SCPASS Social Studies, the percentage of GCS students scoring Met and Exemplary was higher than the percentage of SC students scoring Met and Exemplary at all grade levels.

- Sterling School's Charles Townes Gifted Center led all middle schools in the percentage of students earning meets and exceeds in science (99%) and in students scoring met or exemplary in social studies (100%). Riverside Middle was second to Sterling in both in science (68%) and social studies (83%).

- Eighty-seven percent of fourth graders at Tigerville and Augusta Circle Elementary Schools achieved Meets or Exceeds Expectations in science.

- Tigerville Elementary also achieved the highest percentage of fifth graders (95%) earning Met and Exemplary in social studies.

Test Background
The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment that measures student performance on the South Carolina Academic Standards in science and social studies. SCPASS test items are aligned to the standards for each subject and grade level. In 2017-18, for the first time, science tests were only administered to students in grades 4, 6, and 8 and social studies tests were only administered to students in grades 5 and 7.

In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the same four achievement categories as SC READY – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations. The test results for SCPASS Social Studies continue to be reported using three categories – Not Met, Met, and Exemplary. SCPASS tests are administered in a computer-based format. The testing window spanned from May 9, 2018 through June 6, 2018. The Science test was administered during a one day test session. The Social Studies test administered during a one day test session.

Estimated Times for the SCPASS Assessments

Grades	Science	Social Studies
4-8	2 hours	2 hours

*The SCPASS assessments are not timed.

2018 GCS Overall % SCPASS Science Results Grades 4, 6, & 8

	SP18 %
Does Not Meet Expectations	23
Approaches Expectations	22
Meets Expectations	27
Exceeds Expectations	28

2018 GCS Overall % SCPASS Social Studies Results Grades 5 & 7

	SP18 %
Not Met	26
Met	32
Exemplary	42

2018 GCS Percent Achievement in SCPASS Science by Grade

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
4	16	24	32	28
6	28	20	22	31
8	25	23	28	24

*In 2018, students in grades 4, 6, and 8 participated in SCPASS Science.

- 4th grade had the highest percentage of students scoring Meets and Exceeds Expectations – 60%.
- 8th grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 53%.

2018 GCS Percent Achievement in SCPASS Social Studies by Grade

Grade	Not Met	Met	Exemplary
5	22	37	41
7	30	28	43

*In 2018, students in grades 5 and 7 participated in SCPASS Social Studies.

- 5th grade had the highest percentage of students scoring Met and Exemplary – 78%.
- 7th grade had the lowest percentage of students scoring Met and Exemplary – 71%.

GCS vs. SC % SCPASS Meets and Exceeds Expectations (All Students)

	2017 Science		2018 Science	
	GCS	**SC**	**GCS**	**SC**
Gr 4	53	48	60	50
Gr 6	53	48	53	48
Gr 8	53	50	53	49

GCS vs. SC % SCPASS Met and Exemplary (All Students)

	2016 Social Studies		2017 Social Studies		2018 Social Studies	
	GCS	**SC**	**GCS**	**SC**	**GCS**	**SC**
Gr 5	77	72	79	71	77	70
Gr 7	74	68	67	64	70	66

- On SCPASS Science, the percentage of GCS students scoring Meets Expectations and Exceeds Expectations was higher than the percentage of SC students scoring Meets Expectations and Exceeds Expectations at all grade levels.

- On SCPASS Social Studies, the percentage of GCS students scoring Met and Exemplary was higher than the percentage of SC students scoring Met and Exemplary at all grade levels.

2018 SCPASS Science Grade 4

	Spring 2018 % Meets and Exceeds Expectations
Tigerville Elementary	87
Augusta Circle Elementary	87
Monarch Elementary	84
Buena Vista Elementary	82
Bells Crossing Elementary	82
Oakview Elementary	79
Stone Academy	77
Brushy Creek Elementary	76

Pelham Road Elementary	73
Sterling School	73
Paris Elementary	72
Woodland Elementary	72
Skyland Elementary	70
Rudolph Gordon Elementary	68
Mitchell Road Elementary	67
Plain Elementary	67
Sara Collins Elementary	67
Gateway Elementary	65
Lake Forest Elementary	65
Taylors Elementary	64
Summit Drive Elementary	62
Mountain View Elementary	61
Brook Glenn Elementary	59
Mauldin Elementary	58
Bethel Elementary	58
Simpsonville Elementary	57
Robert E. Cashion Elementary	55
Bryson Elementary	55
Chandler Creek Elementary	55
Fork Shoals Elementary	55
Ellen Woodside Elementary	54
Blythe Academy	54
Greenbrier Elementary	54
Fountain Inn Elementary	53
East North Street Academy	53
Slater Marietta Elementary	52
Westcliffe Elementary	51

A.J. Whittenberg Elementary	49
Heritage Elementary	47
Duncan Chapel Elementary	46
Hollis Academy	46
Crestview Elementary	43
Alexander Elementary	43
Berea Elementary	42
Welcome Elementary	41
Sue Cleveland Elementary	39
Armstrong Elementary	36
Monaview Elementary	34
Grove Elementary	33
Cherrydale Elementary	27
Thomas E. Kerns Elementary	24

2018 SCPASS Science Grades 6 and 8

	Spring 2018 % Meets and Exceeds Expectations
Sterling School	99
Riverside Middle	68
Ralph Chandler Middle	64
Blue Ridge Middle	64
Sevier Middle	61
Dr. Phinnize J. Fisher Middle	60
Hillcrest Middle	60
League Academy	59
Mauldin Middle	58
Beck Academy	56
Northwood Middle	54

Greenville Middle Academy	52
Northwest Middle	47
Hughes Academy of Science and Technology	46
Greer Middle	44
Bryson Middle	41
Woodmont Middle	36
Berea Middle	33
Tanglewood Middle	26
Lakeview Middle	22

2018 SCPASS Social Studies Grade 5

	SPRING 2018 % Met and Exemplary
Tigerville Elementary	95
Buena Vista Elementary	94
Pelham Road Elementary	93
Bells Crossing Elementary	93
Mountain View Elementary	91
Stone Academy	90
Rudolph Gordon Elementary	90
Brushy Creek Elementary	89
Oakview Elementary	89
Mitchell Road Elementary	88
Skyland Elementary	86
Berea Elementary	86
Woodland Elementary	85
Augusta Circle Elementary	85
Paris Elementary	85
Brook Glenn Elementary	84

Plain Elementary	84
Bethel Elementary	84
Blythe Academy	83
Summit Drive Elementary	83
Monarch Elementary	82
Fork Shoals Elementary	82
Simpsonville Elementary	81
Hollis Academy	81
Sterling School	80
A.J. Whittenberg Elementary	79
Greenbrier Elementary	78
Gateway Elementary	78
Westcliffe Elementary	77
Sara Collins Elementary	77
Lake Forest Elementary	74
Mauldin Elementary	74
Chandler Creek Elementary	74
Taylors Elementary	74
Fountain Inn Elementary	74
Duncan Chapel Elementary	73
Robert E. Cashion Elementary	71
Slater Marietta Elementary	70
Ellen Woodside Elementary	70
Heritage Elementary	69
Bryson Elementary	69
Welcome Elementary	69
Cherrydale Elementary	68
Armstrong Elementary	65
Monaview Elementary	65

Sue Cleveland Elementary	61
East North Street Academy	60
Grove Elementary	57
Crestview Elementary	52
Alexander Elementary	45
Thomas E. Kerns Elementary	43

2018 SCPASS Social Studies Grade 8

	SPRING 2018 % Met and Exemplary
Sterling School	100
Riverside Middle	83
Mauldin Middle	80
Ralph Chandler Middle	77
Blue Ridge Middle	75
Sevier Middle	75
Northwood Middle	75
League Academy	74
Beck Academy	73
Hillcrest Middle	73
Dr. Phinnize J. Fisher Middle	72
Bryson Middle	69
Northwest Middle	69
Greer Middle	68
Greenville Middle Academy	68
Hughes Academy of Science and Technology	56
Lakeview Middle	56
Berea Middle	55
Tanglewood Middle	52

Woodmont Middle	47

End-of-Course Exam Program (EOCEP)

In 2017-2018, End-of-Course exams were administered in Algebra I (middle and high school), English I (middle and high school), Biology I (high school), and U.S. History and the Constitution (high school). End-of-Course exam scores count 20% of a student's final grade in the course. All students are expected to take the Algebra I, English I, and Biology I EOCEP assessments prior to the end of their third year in high school. The South Carolina Uniform Grading Policy was revised and became effective for the 2016-2017 school year. Letter grades now reflect the following scale score ranges.

o   A = 90-100
o   B = 80-89
o   C = 70-79
o   D = 60-69
o   F = 0-59

For the 2016-2017 administrations of the Algebra I and English I End of Course exams, the achievement standards were re-set and re-scaled by the South Carolina Department of Education. The achievement standards were re-set for the following reasons: 1) South Carolina has moved to College-and-Career-ready Standards, 2) revisions to Algebra and English content standards, 3) changes in federal accountability requirements, and 4) changes in the South Carolina Uniform Grading Policy. The Algebra I and English I exams are now more difficult as a results of the achievement standards re-setting process.

The Biology I and US History and the Constitution tests were re-scaled in order for the achievement levels which previously received a score of 70 now receive a score of 60. All other scale scores were adjusted accordingly to reflect the changes in the South Carolina Uniform Grading Policy.

Due to the adjustments in the achievement levels for the 2016-2017 End of Course exams, data from previous years is not directly comparable to the scores for 16-17 and 17-18.

EOCEP Results – Greenville County Schools (All Schools)

From 2017 to 2018, GCS EOCEP passage rates (students scoring A, B, C, or D) increased in English and U.S. History but decreased in Algebra and Biology. The increases and decreases in passage rates and mean scale scores for GCS mirror the trends for all South Carolina students. GCS EOCEP passage rates and mean scale scores in all subject areas were higher than the state's mean scores in both 2017 and 2018.

2016-17 and 2017-18 Passage Rates – Greenville County School and South Carolina

Test			GCS 2017	GCS 2018	Diff	SC 2017	SC 2018	Diff
Algebra I*		% Passing	78%	70%	-8	75%	68%	-7
		Mean Scale Score	72	70	-2	69	68	-1
English I*		% Passing	79%	84%	+5	77%	81%	+4
		Mean Scale Score	73	77	+4	71	74	+3

Biology I	% Passing	77%	70%	-7	74%	67%	-7
	Mean Scale Score	77	71	-6	75	70	-5
U.S. History	% Passing	76%	78%	+2	68%	71%	+3
	Mean Scale Score	73	73	0	69	70	+1

*Algebra I and English I scores include exams taken by middle school students.

2017 and 2018 Greenville County Schools Mean and Percent EOCEP

Test	Number Tested	Mean	% A	% B	% C	% D	% F
Algebra I 2017	6054	72	14	16	21	28	22
Algebra I 2018	5949	70	11	17	21	22	30
English I 2017	5858	73	14	25	22	18	21
English I 2018	5523	77	24	23	22	15	16
Biology I 2017	5973	77	36	13	15	14	23
Biology I 2018	5617	71	19	18	16	18	30
U.S. History 2017	5059	73	20	18	20	18	24
U.S. History 2018	4796	73	17	19	23	19	22

2017 and 2018 South Carolina Mean and Percent EOCEP

Test	Number Tested	Mean	% A	% B	% C	% D	% F
Algebra I 2017	62655	69	9	13	22	30	25
Algebra I 2018	60489	68	9	14	21	24	32
English I 2017	59931	71	11	21	24	21	23
English I 2018	58645	74	19	20	23	19	19
Biology I 2017	59384	75	32	13	14	14	26
Biology I 2018	56738	70	16	16	17	18	33
U.S. History 2017	52545	69	14	15	19	20	32
U.S. History 2018	51730	70	13	16	21	21	29

2017 and 2018 EOCEP Algebra I Passage Rates – GCS High Schools

School	Algebra I 2017	Algebra I 2018	Difference
Riverside High	90	79	-11
Wade Hampton High	89	72	-17
Eastside High	85	70	-15
Mauldin High	76	67	-9
Blue Ridge High	75	65	-10
Greenville High	73	63	-10
J L Mann High	70	63	-7
Berea High	72	58	-14
Greer High	60	57	-3
Woodmont High**	68	57	-11
Hillcrest High**	65	55	-10
Travelers Rest High**	59	53	-6
Southside High	52	27	-25
Carolina High	32	22	-10

**Scores from students receiving instruction at Group Homes/Residential Treatment Facilities may be included.

2017 and 2018 EOCEP English I Passage Rates – GCS High Schools

School	English I 2017	English I 2018	Difference
Riverside High	85	90	5
Mauldin High	74	85	11
Eastside High	84	84	0
Hillcrest High**	80	83	3
J L Mann High	80	83	3
Wade Hampton High	79	82	3
Blue Ridge High	63	80	17
Greenville High	75	76	1
Greer High	71	76	5

School			
Woodmont High**	69	74	5
Southside High	58	68	10
Travelers Rest High**	59	67	8
Berea High	57	64	7
Carolina High	47	63	16

**Scores from students receiving instruction at Group Homes/Residential Treatment Facilities may be included.

2017 and 2018 EOCEP Biology I Passage Rates – GCS High Schools

School	Biology I 2017	Biology I 2018	Difference
Mauldin High	83	83	0
Riverside High	88	83	-5
Wade Hampton High	86	81	-5
Eastside High	86	77	-9
J L Mann High	86	77	-9
Greenville High	79	74	-5
Hillcrest High**	77	73	-5
Woodmont High**	75	69	-6
Travelers Rest High**	74	61	-13
Greer High	70	60	-10
Blue Ridge High	77	59	-17
Berea High	55	55	0
Southside High	51	38	-13
Carolina High	43	31	-12

**Scores from students receiving instruction at Group Homes/Residential Treatment Facilities may be included.

2017 and 2018 EOCEP U.S. History Passage Rates – GCS High Schools

School	U.S. History 2017	U.S. History 2018	Difference
Riverside High	86	90	3
Wade Hampton High	88	88	0
Eastside High	81	87	6

Mauldin High	87	86	-1
Blue Ridge High	83	85	2
Travelers Rest High**	73	83	10
J L Mann High	78	81	3
Greer High	66	79	13
Hillcrest High**	78	77	-1
Greenville High	73	73	0
Woodmont High**	74	73	-1
Berea High	56	61	5
Southside High	48	57	9
Carolina High	33	36	3

**Scores from students receiving instruction at Group Homes/Residential Treatment Facilities may be included.

2017 and 2018 EOCEP Passage Rates – GCS Middle Schools

School	Algebra I 2017	Algebra I 2018	Diff	English I 2017	English I 2018	Diff
Beck Academy	98	97	-1	100	100	0
Berea Middle	100	100	0	100	100	0
Blue Ridge Middle	100	100	0	100	100	0
Bryson Middle	97	96	-2	100	100	0
Phinnize J. Fisher Middle	99	96	-3	100	100	0
Greenville Academy	100	99	-1	99	100	1
Greer Middle	100	89	-12	100	100	0
Hillcrest Middle	99	100	1	100	100	0
Hughes Academy	93	98	5	99	100	1
Lakeview Middle	100	*		91	*	
League Academy	100	99	-1	98	100	2
Mauldin Middle	100	100	0	100	100	0
Northwest Middle	100	100	0	100	100	0
Northwood Middle	100	98	-2	100	*	
Ralph Chandler Middle	97	97	0	99	99	0

Riverside Middle	100	99	-1	100	100	0
Sevier Middle	100	100	0	96	100	5
Sterling Elem	100	100	0	100	100	0
Tanglewood Middle	97	74	-23	94	95	1
Woodmont Middle	88	90	2	96	100	4

*Less than 20 students tested

In Greenville County Schools, the Department of Academics has provided schools with an instructional protocol that includes curriculum maps, which contain subject level and grade level teaching standards, resources, and assessments. The instructional protocol also provides lesson design and unit planning components. In addition, the Department of Academics has examined and communicated recommendations from the EOCEP Data Review Reports produced by the SC SDE in Spring 2017.

Beginning in 2017-18, Greenville County Schools implemented Mastery Connect which contains benchmark assessments comprised of rigorous questions. Teachers can use the benchmark questions and results to monitor and adjust instruction. At the school level, several high schools have made schedule changes to allow teachers that teach courses with an end of course exam (EOCEP) common planning time to share ideas, develop common assessments, and analyze assessment data.

Moving forward Greenville County School would like to examine the depth of information covered in 90 days for semester courses at the block high schools compared to 180 days for year-long courses offered at the traditional high schools. Furthermore, the district will continue to emphasize that teaching content standards at rigorous levels are imperative to student success.

SAT
*SAT results are based upon the most recent test scores for students that indicated they would be graduating seniors in the 2017-2018 school year.
*The first redesigned SAT was administered by the College Board in March 2016. Results are based upon senior test takers who took the SAT in March 2016 or later.
*State data includes charter school students.
*The 12th Graders column includes the count of students actively enrolled in 12th grade as of the 135th day of the 2017-2018 school year.

Number of Test Takers in Greenville County
2,421 of the 2018 seniors took the new SAT, in 2017, 2,332 seniors took the new SAT

Summary
The 2018 average total score for all Greenville seniors was 1089 on the SAT's 1600-point scale. In 2017, the average total score for all Greenville seniors was also 1089. Test Sections (scores for each section range from 200-800)
● Average Evidence-Based Reading and Writing (EWR) score – 555
● Average Math score – 534
The average total score for Greenville County Schools (1089) is 40 points higher than the national average total score (1049). The national average total score increased from 1044 in 2017 to 1049 in 2018.
● The average total score for Greenville County Schools (1089) is 25 points higher than the state average total score (1064). The state average total score increased from 1058 in 2017 to 1064 in 2018.

- Greenville County Schools (1089) ranks 14th out of 82 districts with five or more test takers. Greenville County Schools average total score remained the same at 1089 from 2017 to 2018.

2018 GCS High School Performance

School Name	Test Takers	# 12th Graders	Percent Tested	Evidence- Based Reading and Writing	Math	Total	Rank
RIVERSIDE HIGH	273	413	66%	589	582	1171	5
J L MANN HIGH ACADEMY	216	389	56%	581	566	1147	18
EASTSIDE HIGH	231	355	65%	574	557	1130	22
WADE HAMPTON HIGH	241	402	60%	565	544	1109	30
MAULDIN HIGH	364	603	60%	563	545	1108	31
WOODMONT HIGH	165	425	39%	556	536	1092	45
GREENVILLE COUNTY SCHOOLS	2,421	4,668	52%	555	534	1089	
BLUE RIDGE HIGH	97	230	42%	542	525	1068	70
GREENVILLE SR HIGH ACADEMY	158	317	50%	541	519	1059	85
SOUTH CAROLINA	22,141	49,457	45%	543	520	1064	
TRAVELERS REST HIGH	110	241	46%	542	512	1054	92
NATION	1,793,522			529	520	1049	
HILLCREST HIGH	253	506	50%	535	505	1040	108
GREER HIGH	99	266	37%	522	492	1014	130
SOUTHSIDE HIGH	72	175	41%	516	494	1010	134
BEREA HIGH	78	224	35%	495	469	964	171
CAROLINA HIGH ACADEMY	63	117	54%	473	443	916	200

School rankings are out of 221 high schools with five or more test takers. Nine GCS high schools scored at or above the national SAT average of 1049: Riverside (1171), JL Mann (1147), Eastside (1130), Wade Hampton (1109), Mauldin (1108), Woodmont (1092), Blue Ridge (1068), Greenville (1059), and Travelers Rest (1054). Seven GCS schools scored above the state average of 1064: Riverside (1171), JL Mann (1147), Eastside (1130), Wade Hampton (1109), Mauldin (1108), Woodmont (1092), and Blue Ridge (1068).

ACT
ACT Graduating Class 2018
- Baseline established in SY16 comprised of graduates who took the ACT under timed or extended time conditions in 15-16, 16-17, or 17-18 and earned a college reportable composite score
- Scores represent a combination of two student groups
  - Group 1 – students that elected to take the test on a Saturday
  - Group 2 – students that participated in state testing
- For students taking more than one administration of ACT, the most recent set of test scores are included in the reported results.

Number of Test Takers
- The number of seniors taking the ACT in GCS decreased from 2017 (**4,891**) to 2018 (**4,867**). The decrease in test takers was the result of the charter high schools joining the South Carolina Public Charter School District.

Composite Score
- The average composite score for all Greenville seniors decreased from 19.4 in 2017 to 18.7 in 2018 on the ACT's 36-point scale.

Subject Tests
- The ACT subject test with the highest average score was Reading (19.3), followed by Science (18.9), Math (18.6), and English (17.7).
- The ACT Reading score average decreased from 20.0 in 2017 to 19.3 in 2018
- The ACT Science score average decreased from 19.5 in 2017 to 18.9 in 2018
- The ACT Math score average decreased from 19.4 in 2017 to 18.6 in 2018
- The ACT English score average decreased from 18.2 in 2017 to 17.7 in 2018

Institute	Year	# Tested	English	Mathematics	Reading	Science	Composite
GCS	2016	4,909	18.1	19.1	19.7	19.3	19.2
GCS	2017	4,891	18.2	19.4	20.0	19.5	19.4
GCS	2018	4,867	17.7	18.6	19.3	18.9	18.7
SC	2016	51,098	17.3	18.5	19.0	18.6	18.5
SC	2017	50,936	17.5	18.6	19.1	18.9	18.7
SC	2018	53,743	17.3	18.2	18.6	18.5	18.3
Nation	2016	2,090,342	20.1	20.6	21.3	20.8	20.8
Nation	2017	2,030,038	20.3	20.7	21.4	21.0	21.0
Nation*	2018	1,914,817	20.2	20.5	21.3	20.7	20.8

*Nation tested 55% of seniors.

GCS District Performance
- Greenville County's average ACT composite score of 18.7 in 2018 was higher than the state (18.3 – all students) and lower than the national average of 20.8.
- The national ACT performance decreased from 21.0 in 2017 to 20.8 in 2018.
- SC and GCS testing around 100% of seniors; whereas, 55% of national seniors were tested. The ACT saw a drop in the percent of the graduating class taking the test (60% to 55%), mainly due to changes in statewide testing.

2018 Average ACT Scores and Rank by Subject and School

School	Test Takers	Eng.	Rank English	Math	Rank Math	Reading	Rank Reading	Sci	Rank Science	Composite	Rank Composite
RIVERSIDE HIGH	426	21.4	11	21.6	7	22.9	8	21.8	8	22.1	8
J. L. MANN HIGH ACADEMY	392	20.1	17	20.5	18	21.1	19	20.6	22	20.7	19
EASTSIDE HIGH	356	19.1	29	19.9	24	20.9	20	20.4	24	20.2	25
MAULDIN HIGH	603	18.9	31	19.6	28	20.7	27	19.7	30	19.9	28
WADE HAMPTON HIGH	410	18.4	35	19.2	35	20.1	31	19.2	40	19.4	34
GREENVILLE SENIOR HIGH ACADEMY	325	17.6	59	18.6	48	19.3	50	18.8	54	18.7	51
WOODMONT HIGH	444	16.7	94	18.2	68	18.1	95	18.4	78	17.9	86
HILLCREST HIGH	530	16.9	85	17.5	105	18.5	74	18.1	97	17.9	86
BLUE RIDGE HIGH	270	16.8	89	17.7	91	18.1	95	18.0	103	17.8	96
TRAVELERS REST HIGH	259	16.2	108	17.6	97	18.2	89	17.9	107	17.6	101
GREER HIGH	277	15.6	135	16.9	136	17.7	109	17.6	120	17.1	120
SOUTHSIDE HIGH	169	15.7	132	17.0	128	16.9	136	17.2	132	16.9	129
BEREA HIGH	252	13.6	201	16.1	175	15.3	202	15.6	207	15.3	199
CAROLINA ACADEMY (HIGH)	154	13.4	207	15.5	205	15.3	202	15.9	199	15.2	202
GREENVILLE COUNTY SCHOOLS	4,867	17.7		18.6		19.3		18.9		18.7	
SOUTH CAROLINA	53,743	17.3		18.2		18.6		18.5		18.3	
NATION	1,914,817	20.2		20.5		21.3		20.7		21.0	

Rank order of schools based on the 2018 ACT Composite Rank. Rank based upon 236 reporting SC high schools.

2018 Average ACT Scores and Rank by Subject and District

District	Test Takers	English	Rank English	Math	Rank Math	Reading	Rank Reading	Science	Rank Science	Composite	Rank Composite
GOVERNOR'S SCHOOLS	247	28.4	1	26.5	1	28.8	1	26.8	1	27.7	1
YORK 4	993	20.1	2	21.1	2	21.4	2	21.2	2	21.1	2
LEXINGTON 5	1342	18.9	4	20.1	3	20.6	3	20.2	3	20.1	3
YORK 2	510	19.1	3	19.5	4	20.4	4	19.9	4	19.8	4
LEXINGTON 1	1639	18.6	6	19.4	5	20.0	5	19.9	4	19.6	5
CHARLESTON	2918	18.9	4	19.3	6	19.7	6	19.7	6	19.5	6

DORCHESTER 2	1761	18.4	7	18.9	8	19.7	6	19.6	7	19.3	7
PICKENS	1116	18.4	7	18.8	10	19.6	8	19.4	8	19.2	8
SPARTAN 1	365	18.4	7	19.0	7	19.2	11	19.1	9	19.0	9
GREENVILLE	4867	17.7	11	18.6	12	19.3	9	18.9	10	18.7	10
SOUTH CAROLINA	53,743	17.3		18.2		18.6		18.5		18.3	
NATION	1,914,817	20.2		20.5		21.3		20.7		21.0	

Greenville County Schools ranked 10th out of 85 districts on the 2018 ACT Composite score for graduating seniors.

2018 Progress Toward Career Readiness Based on ACT Composite Score

	N Size	%	Avg ACT Composite
Gold (18-36)			
Greenville	761	16	28.1
South Carolina	7,154	13	28.0
Nation	499,653	26	28.6
Silver (14-17)			
Greenville	2,066	42	20.0
South Carolina	22,538	42	20.0
Nation	893,864	47	20.3
Bronze (12-13)			
Greenville	1,680	35	14.5
South Carolina	18,898	35	14.5
Nation	444,856	23	14.6
Needs Improvement (1-11)			
Greenville	360	7	11.4
South Carolina	5,153	10	11.3
Nation	76,444	4	11.5

Composite Cut Points: Gold = 25, Silver = 17, Bronze = 13, Needs Improvement = <=11
GCS outperformed the state in the percent of students ready for college-level coursework, better known as benchmark scores. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course. While only 60% of seniors take the ACT nationwide (2 million), the district's percentage of students ready for college-level coursework is below that of the nations.

Advanced Placement Exams (AP)

Figure 1.14 displays the total number of AP exams taken as well as the percent of exams with a score of 3 or higher.

Number of AP Exams and Percent Scoring 3-5 in GCS

Year	# Exams	% 3-5 Scores
2012	5,995	53
2013	6,314	55
2014	6,821	54
2015	7,423	53
2016	7,351	54
2017	7,257	58
2018	7,682	59

- GCS students experienced AP courses across 31 different subjects in 2018.
- The number of AP exams administered in Greenville County Schools increased from 7,257 in 2017 to 7,682 in 2018.
- The number of AP students in the district increased from 4,521 in 2017 to 4,675 in 2018.
- For Greenville County Schools, the 2018 passage rate (scores of 3 or higher) was 59.3% - higher than the passage rate of 57.7% in 2017.
- The 2018 passage rate for the state public schools students was 58% and the 2018 passage rate for the nation's public school students was 57%.
- Riverside HS had the highest AP exam passage rate in 2018 (73%). J. L. Mann HS had the second highest AP exam passage rate in 2018 (67%).
- Mauldin HS had the largest number of students taking AP exams (676) and the largest number of AP exams (1,169).
- The percentage of AP exams scores of 3 to 5 was higher for GCS compared to the state for the following subject areas:
  - AP Capstone Seminar - 96%
  - Calculus BC - 86%
  - Chemistry - 58%
  - Computer Science A - 68%
  - French Language and Culture - 100%
  - Macroeconomics - 64%
  - Microeconomics - 100%
  - Music Theory - 88%
  - Physics 1 - 41%
  - Physics 2 - 90%
  - Psychology - 67%
  - Spanish Language - 92%
  - Spanish Literature and Culture - 84%
  - Statistics - 75%
  - Studio Art: 2-D Design Portfolio - 96%
  - Studio Art: 3-D Design Portfolio - 100%

WIN (Worldwide Interactive Network) Ready 2 Work

In spring 2018, all South Carolina students in grade 11 participated in WIN (Worldwide Interactive Network) Ready 2 Work (R2W) Career Readiness Assessment. WIN Ready to Work is a career readiness assessment designed to measure essential workforce skills. The assessment contained four parts: Applied Mathematics, Reading for Information, Locating Information, and Essential Soft Skills. The assessment was administered via a paper/pencil format and total testing time was approximately four hours.

Applied Mathematics	34 items	55 min.
Reading for Information	21 items	55 min.
Locating Information	34 items	55 min.
Essential Soft Skills	40 items	60 min.

Each of the three parts of the assessment has a score range: Applied Mathematics scores range from Level 3 to Level 7, Locating Information scores range from Level 3 to Level 6, and Reading for Information scores range from Level 3 to Level 7.

The Essential Soft Skills assessment examines a student's skills in five areas: 1) cooperation with others, 2) resolving conflicts and negotiation, 3) solving problems and making decisions, 4) observing critically, and 5) taking responsibility for learning.

The percentage of students who scored Level 3 or higher on Applied Mathematics was 93.7% in 2018. The percentage of students who scored Level 3 or higher on Locating Information was 94.7% in 2018. The percentage of students who scored Level 3 or higher on Reading for Information was 89.3% in 2018. The percentage of students that passed the Essential Soft Skills assessment was 80.8% in 2018.

	Percentage of students who scored less than Level 3	Percentage of students who scored Level 3	Percentage of students who scored Level 4	Percentage of students who scored Level 5	Percentage of students who scored Level 6	Percentage of students who scored Level 7*
2018						
GCS Applied Mathematics	6.3	17.4	16.3	25.1	28.5	6.4
SC Applied Mathematics	7.1	18.4	17.1	25.6	26.3	5.6
GCS Locating Information	5.3	15.8	66.5	7.1	5.3	NA
SC Locating Information	6.1	18.8	64.3	6.4	4.4	NA
GCS Reading for Information	10.7	3.9	36.8	33.0	10.2	5.4
SC Reading for Information	12.5	5.3	39.0	29.2	9.7	4.4

*Maximum score for Locating Information is Level 6.

Essential Soft Skills Subtest

	# Tested	% Pass	% Fail
2018			
GCS	4639	80.8	19.2
SC	51013	76.9	23.1

On the Applied Mathematics section of the WIN Ready to Work assessment, the percentage of students that scored Level 3 or higher was greater for Greenville County Schools compared to the state. On the Locating Information section of the assessment, the percentage of students that scored Level 3 or higher was greater for Greenville County Schools compared to the state. On the Reading for Information section of the assessment, the percentage of students that scored Level 3 or higher was greater for Greenville County Schools compared to the state. A greater percentage of students in GCS passed the Essential Soft Skills section of the assessment compared to students across the state.

Students who qualify can earn a WIN Ready to Work Credential. A WIN Ready to Work Credential is awarded at four levels, based on the scores achieved on three component assessments: Reading for Information, Locating Information and Applied Mathematics. A WIN Ready to Work Credential can assist students with finding part-time or summer jobs, internships and employment. In South Carolina, over 1,400 employers recognize the credential.
· Bronze: Scores of Level 3 or higher on all three exams
· Silver: Scores of Level 4 or higher on all three exams
· Gold: Scores of level 5 or higher on all three exams
· Platinum: Scores of level 6 or higher on all three exams

2018 WIN Ready to Work Credentials

	# Tested	% Ready to Work Credential	% Bronze	% Silver	% Gold	% Platinum	% Silver +
Riverside High	414	95.4	9.9	66.2	12.8	6.5	85.5
Mauldin High	470	91.1	16.6	60.9	10.0	3.6	74.5
Wade Hampton High	417	90.9	13.9	62.6	10.3	4.1	77.0
JL Mann High	414	90.6	17.6	57.0	11.4	4.6	73.0
Eastside High	353	89.0	15.3	59.8	9.9	4.0	73.7
Travelers Rest High	244	88.1	22.5	56.6	6.6	2.5	65.7
District	4639	85.7	18.6	56.5	7.9	2.7	67.1
Woodmont High	393	84.7	17.6	59.3	6.6	1.3	67.2

Greenville High	325	84.0	19.7	53.8	7.4	3.1	64.3
Blue Ridge High	244	83.6	18.4	58.6	5.3	1.2	65.1
South Carolina	51013	83.4	20.1	54.0	6.8	2.5	63.3
Hillcrest High	488	83.4	22.1	54.9	5.5	0.8	61.2
Greer High	304	80.9	23.7	50.3	5.6	1.3	57.2
Berea High	226	78.3	25.7	50.0	2.7	0.0	52.7
Southside High	179	67.6	22.9	40.8	3.4	0.6	44.8
Carolina High	168	65.5	27.4	33.3	4.8	0.0	38.1

The percentage of students in GCS that earned a Ready to Work credential was greater compared to the percentage of students across the state that earned a Ready to Work credential.

GOAL AREA 2 – PREMIER WORKFORCE

Aligned with Goal 1 of the District Strategic Plan, the teaching/learning process in Greenville County Schools is designed to be standards-based, challenging, and rigorous; to reflect a commitment to equity; to demonstrate an appreciation of diversity; and to support high expectations for students and staff. Curriculum, instruction, and assessment are aligned with each other and focused on student achievement. The district offers programs to meet a wide variety of student abilities, talents, interests, and needs, including programs to support the academically and artistically gifted, students in need of enhanced academic assistance, students with disabilities, and students whose first language is not English.

The district's curriculum is grounded in the South Carolina academic standards for kindergarten through grade 12, the South Carolina State Standards, and the South Carolina Good Start, Grow Smart early learning standards for pre-kindergarten. The standards define expectations for student learning, including essential knowledge and skills. South Carolina State Standards, support documents, and curricular units are posted on the district's electronic portal in the e-Curriculum Connection and in Rubicon Atlas, the district's curriculum mapping and management system. Each unit contains embedded guidance for instruction. Curriculum for all Career/Technology Education courses is aligned to the State's career cluster structure and is based on state-defined competencies developed and reviewed by members of the business community as well as teachers of the courses.

Resources are designed to help teachers engage students in content through the use of the Promethean Board. The collaboration is evident in the e-Curriculum Connection where references are made to resources housed at the Instructional Materials Center, to instructional technology software, or to kits housed at the Science Materials Center. Curricular units also include embedded links to websites, Promethean flipcharts, streaming videos, music, visual and graphic illustrations, and electronic literary texts. Workshops are offered periodically, paralleling the pacing of each unit of instruction, on how to use the materials effectively to support teaching and learning.

Extensive professional development opportunities, based on outcomes of the Professional Development Needs Assessment, are provided for administrators, teachers, and other professional and support staff through monthly principal and instructional coach meetings; cluster meetings for district and school leaders; the Assistant Principal Institute; new principal training; Summer Institute; workshops and seminars for teachers on the effective implementation of district instructional initiatives; school data teams; and professional conversations and activities at the school level, such as book studies, and Professional Learning Community dialogues. The district provides targeted professional development sessions to address curriculum standards and indicators

which impact student learning. Professional development is designed to promote collaboration among teachers and continuous improvement in professional practice.

Because protecting instructional time is a district priority, the district provides a variety of settings for professional development outside the school day, including designated in-service days, after-school seminars and workshops, and an extensive summer institute for teachers.

Professional development opportunities at the school level are aligned to those sponsored by the district and focus on district initiatives as well as specific school needs. Data-driven professional conversations among teachers and book studies are among the frequently used professional development strategies in schools.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of Teachers with Advanced Degrees	61.4%	61.7%	61.7%	61.5%	60.6%	61.3%
Percentage of Teachers Returning from Previous Year	92.0%	92.0%	91.7%	91.7%	90.9%	87.7%
Continuing Contract Teachers	80.5%	79.7%	80.8%	79.0%	78.8%	80.2%
Percentage of Teachers Emergency/Provisional Contracts	10.3%	9.4%	15.0%	14.5%	15.1%	15.8%
Percentage of Classes not Taught by Highly Qualified Teachers	2.13%	1.10%	1.00%	.078%	N/A	N/A
Number of National Board Teachers	563	552	484	452	455	429
Number of PACE Teachers	35	49	48	53	51	63

Goal 2 of the District Strategic Plan establishes as a priority the recruitment and retention of quality teachers, administrators, and support personnel. All professional staff meet, and frequently exceed, certification requirements of the state of South Carolina. Of the district's core content teachers, 99 percent are "highly qualified" under guidelines of No Child Left Behind.

Staff are assigned to schools in accordance with the goals/priorities established in the District Strategic Plan as well as federal and state laws and regulations, as reflected in allocation guidelines. Current allocation ratios are 1:25 for kindergarten (with an assistant); 1:21.5 for grades 1-3; 1:25.5 for grades 4-5; 1:21 for middle schools, and 1:22 for high schools.

Extensive professional development opportunities are provided for administrators, teachers, and staff through monthly principal and instructional coach meetings; cluster meetings for district and school leaders; the Assistant Principal Institute; new principal training; Summer Institute; workshops and seminars for teachers on the effective implementation of district instructional initiatives; and professional conversations and activities at the school level, such as book studies and Professional Learning Community dialogues.

The district provides a comprehensive system of student support services, including attendance, health, and social work services. The district is one of only a few in the state that employs its own investigation/enforcement division to promote safety and security. Working in cooperation with the Greenville County Sheriff's Department, district investigators serve all schools.

GOAL AREA 3 – CARING CULTURE AND ENVIRONMENT

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Student Attendance Rate	95.6	95.0	95.6	95.7	95.2	95.2
Out of School Suspension or Expulsion Rate for	0.6	0.6	0.7	0.9	0.8	NA

Violent and/or Criminal Offenses						
Percent of Parents Satisfied with the Learning Environment	88.1	88.1	89.8	90.1	89.5	89.1
Percent of ES/MS Students Satisfied with the Learning Environment	82.7	81.6	83.9	83.8	84.5	81.2
Percent of HS Students Satisfied with the Learning Environment	80.7	76.5	83.9	83.8	80.6	79.0
Percent of Teachers Satisfied with the Learning Environment	92.6	93.5	93.3	91.7	91.0	86.6
Percent of Parents Who Feel the School is Safe	92.8	93.1	91.7	91.7	91.0	87.6
Percent of ES and MS Students Who Feel Safe at School	90.2	89.2	91.3	91.1	91.9	85.5
Percent of HS Students Who Feel Safe at School	89.6	87.2	91.3	91.1	91.7	84.2
Percent of Teachers Who Feel Safe at School During the School Day	98.3	98.2	98.3	98.4	98.1	96.6
Percent of Teachers Who Indicate that There is Sufficient Space for Instructional Programs at Their School	94.4	93.8	93.6	92.5	92.2	91.5

Goal 4 of the District Strategic Plan focuses on the effective management and continued development of financial resources necessary to provide and support a quality educational program for students. The Strategic Plan guides the allocation of all financial resources and the direction and development of the district's long-term and short-range general fund budget plans.

Eighty percent (80%) of the items included in the general fund budget have direct impact at the school level in the form of funding for salaries, utilities, supplies, and maintenance. The State Department of Education, through its In$ite system, found that Greenville County Schools spends a significantly lower percentage of its budget on program management than do other districts across the state.

Respective aspects of the budget are built on appropriate research-based projection models. By considering both general fund and special revenue budgets as one system and assuring that all budgets are aligned with and reflect the Strategic Plan goals, the district promotes a systemic approach to the budgeting process. The budget documents are constructed so that the Strategic Plan goal(s) relevant to each proposed new initiative is specified. Similarly, if cuts are planned, the impacted Strategic Plan goal(s) is specified. The budget is presented to the district's Board of Trustees and to the general public in this form.

The district's Long-Range Facility Plan/Capital Improvement Program provides a comprehensive process and set of priorities for the maintenance, improvement, and addition of facilities to meet student needs. The plan is reviewed annually and revised as necessary. The current plan extends to 2024. A long-range plan and associated procedures to be followed in case of emergency are also in place.

A technology addition and replacement plan, known as REFRESH, is designed to provide each school and location with up-to-date technology appropriate to its mission. The plan is designed to accommodate a five-year cycle and is annually reviewed and revised, if necessary.

Ongoing Focus:
- Continue its focus on safety through funding of school resource officers, zoned patrols, required safety drills, maintenance department checklists, security checks by local law enforcement, and monthly safety evaluations.

- Continue to address student needs through innovative programs and non-traditional curricular structures/choices.

- Continue to provide comprehensive support services for students and their families.

- Continue to leverage varied media in support of staff and students.

Need for improvement in the following areas:

- Infrastructure and support have not kept up with the district's demands for technology.

- Additional technology and other support personnel are needed to support instruction and meet the needs of the whole child.

- General education teachers need enhanced support as they work with students with unique needs/challenges. The recently allocated special education academic specialist should be helpful in bridging the work of the special education and general education teachers.

- There is need for sustained fiscal resources to support the district and its programs.

To address these concerns, the district will continue to seek funding from local, state, and federal sources, including grants, to address infrastructure and other instructional needs. Strategies will include issuance of qualified school construction bonds, qualified zone academy bonds, and recommendations for increases in the operational mill levy. The district will continue to review existing programs and practices carefully to determine areas where resources might be redirected or reallocated.

MISSION, VISION, VALUES, AND BELIEFS

Purpose

Inspire, support, and prepare students for their next steps in life, work, and education.

Vision

Students inspired, supported, and prepared for their next opportunities in life, education, and employment.

We believe…
- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

Mission

We build college- and career-ready graduates by connecting students to engaging classes and meaningful experiences that cultivate world-class knowledge and skills, while developing character, leadership, and citizenship.

The strategic plan outlines five updated performance goals; goal 1 is the priority goal, with goals 2-5 intended to support goal 1. Each goal is supported by a series of objectives, key strategies and benchmarks through which progress can be measured.

FIVE GOAL AREAS

Goal 1: Student Success

Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.

Goal 2: Premier Workforce

Recruit, retain, and develop exemplary personnel in all positions.

Goal 3: Caring Culture and Environment

Provide a safe and healthy environment that promotes learning and respectful relationships.

Goal 4: Resource Stewardship

Ensure efficient use of resources through their effective management and development.

Goal 5: Community Engagement and Communications

Generate support and system effectiveness through partnerships, communications, and recognitions.

Each school also participates in the annual strategic planning process. The unit of analysis at the school level is the school portfolio, consisting of a demographic profile of the school, a data-based academic needs assessment, identification of desired academic outcomes, an action plan and professional development plan for achieving outcomes, and a plan for measuring results. School and classroom goals are aligned to the District Strategic Plan goals.

Directly related to the strategic planning process are the district's comprehensive, data-based performance assessment systems for the superintendent and for principals (PAS-A), teachers (PAS-T), instructional coaches (PAS-IC), media specialists, (PAS-MS), school counselors (PAS-SC), Title I facilitators (PAS-TIF), speech therapists (PAS-SLT). Each system has been designed to reflect the strategic plan goals and is based on a series of performance standards proven through research to define effective school leadership. Additionally, all principals are evaluated annually with the state's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).

The district's budget process is governed by the District Strategic Plan. Budget requests and all budget items must be aligned with and support one or more strategic plan goals. Staff allocations and all program decisions are made with a focus on strategic plan goals.

In the past three years, the district has seen notable progress in each of the strategic plan goal areas, as summarized below.

Goal l: Raise student achievement.
In support of goal 1, the district:
- Continued its primary focus on student learning, assessed through a variety of metrics. The result has been a steady improvement in the markers used to define success, including the South Carolina Palmetto Assessment of State Standards (SCPASS), End-of-Course Examination Program (EOCEP), SAT, ACT, and the district's graduation rate. The 2016-17 graduating class received more than $128 million in college scholarships.

- Implemented the Fountas and Pinnell balanced literacy model at the elementary level. Teachers have had the opportunity for extensive professional development; initial evaluation data are positive. The district has dedicated a full-time position to provide district support for program implementation.

- Developed and formalized Multi-Tiered Systems of Support, which offer additional supports or additional enrichment to those who need it. MTSS combines a focus on quality core instruction with interventions ranging from small to intensive based on students' needs.

- The district is in the midst of a personalized learning rollout that will put a Chromebook in all students' hands grades 3-12. This rollout is being combined with intensive professional development to prepare teachers to use the devices to enhance and differentiate instruction.

- The district's OnTrack program uses an Early Warning and Response system to identify middle school students in danger of getting "off track" for graduation based on absences, behavior, or course performance (ABCs). School teams meet to discuss challenges associated with flagged students and to connect students and their families to partners who can provide outside supports to students and their families. These supports may range from temporary housing to job training, mental health assistance, or food pantries.

- The district's signature initiative focused on developing career- and college-ready students that meet the requirements of the South Carolina Profile of a Graduate is called Graduation Plus. Graduation Plus is framework that provides GCS students with opportunities and the expectation to graduate with a high school diploma PLUS college credits, college credits in a major, and/or an industry certificate.

Goal 2: Ensure quality personnel in all positions.
To support goal 2, the district:
- Developed an electronic application process for GCS.

- Enhanced succession planning through the implementation of the Assistant Principal Institute (API), strategic focus on the assignment of assistant principals to positions, and improvements in the process through which individuals are admitted to the pool for consideration as a first-time administrator.
- Targeted professional development for assistant principals and administrative assistants.
- Expanded professional development offerings for non-teaching staff to include required training for substitute teachers and enhanced training for supervisors of classified staff.

Goal 3: Provide a school environment supportive of learning.
In support of goal 3, the district:
- Added a "New Tech" wing to JL Mann High Academy.
- Added wi-fi to regular route buses so students can utilize Chromebooks to work on homework and projects while riding their route to and from home.
- Reviewed and strengthened the district/school crisis plans and security protocols.
- Lowered the counselor:student ratio and developed a strong partnership with both Greenville and Piedmont Mental Health agencies to provide services to our students.

Goal 4: Effectively manage and further develop necessary financial resources.
In support of goal 4, the district:
- Issued QZA bonds with net interest of 1% interest
- Issued GO Bond with net interest of .89%
- Saved $68.7 million through refunding BEST bonds series 2006R

Goal 5: Improve public understanding and support of public schools.
In support of goal 5:
- The superintendent introduced the ABCs of GCS as a focus for all schools. *Accelerate Achievement, Broaden Support, and Cultivate Identity* provide the lens through which leaders positively engage their communities to build support for their schools and for the district.
- The district conducted an extensive media campaign targeting students in all district high schools in an effort to increase enrollment in Advanced Placement courses. Under the brand "Try AP," the district developed a variety of media using key message points and featuring local student talent. Comparison data from 2011 to 2012 indicated a 17% increase in the number of students taking AP exams, a 15% increase in the number of exams attempted, and a 10% increase in the number of test takers who earned college credit.
- In 2017-18, the superintendent encouraged a year-long focus on improving customer service and provided training to school office staffs and other front line individuals who regularly interact with our public.

In the next five years, the district will continue to focus on the five goals and associated initiatives outlined in the strategic plan. The Board of Trustees, with input from educators, parents, students, and community leaders, adopts the following priority areas for the period 2018-2023:
- Improve Reading Performance – Enhance focus on early literacy and K-8 reading.
- Improve Classroom Environment – Provide more hands-on learning, reduce class size, and decrease teacher burden.
- Increase Choice Options – Offer more educational options, approaches and pathways for students and families.
- Provide Excellent Teachers and Principals – Recruit, develop, and retain high quality teachers and school leaders.
- Expand Whole Child Supports – Promote student well-being in the learning process by increasing mental health supports and teaching social, emotional and life skills.
- Expand Graduation Plus, providing comparable support and equitable opportunities across multiple pathways for students whether preparing for four year college or seeking career and technical expertise.

<Page Left Intentionally Blank>

GOAL 1

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve an average cumulative final academic rank in the top 10 among all South Carolina districts in all areas of statewide assessments at the elementary, middle, and high school levels. Data set will measure SCPASS and SCReady in Elementary, SCPASS and SCReady in Middle, and ACT, SAT, Graduation Rate, WIN, and EOCEP in High School.

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(s):	SY17 AVERAGE BASELINE	SY18 AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
District	11th	<mark>10th</mark>	**Projected Data Elementary**	≤ 10th	≤ 10th	≤ 10th	≤ 10th	≤ 10th
			Actual Data Elementary					
	11th	<mark>15th</mark>	**Projected Data Middle**	≤ 10th	≤ 10th	≤ 10th	≤ 10th	≤ 10th
			Actual Data Middle					
	11th	<mark>14th</mark>	**Projected Data High**	≤ 10th	≤ 10th	≤ 10th	≤ 10th	≤ 10th
			Actual Data High					
SC READY ELA test data file	49% Meets and Exceeds Expectations		**Projected Data Elementary**	52	55	58	61	64
	49% Meets and Exceeds Expectations	<mark>52%</mark>	**Actual Data Elementary**					
SC READY ELA	43% Meets and		**Projected Data**	46	49	52	55	58

test data file	Exceeds Expectations		**Middle**					
	43% Meets and Exceeds Expectations	44%	**Actual Data Middle**					
SC READY Math test data file	54% Meets and Exceeds Expectations		**Projected Data Elementary**	**57**	**60**	**63**	**66**	**69**
	54% Meets and Exceeds Expectations	60%	**Actual Data Elementary**					
SC READY Math test data file	40% Meets and Exceeds Expectations		**Projected Data Middle**	**43**	**46**	**49**	**52**	**55**
	40% Meets and Exceeds Expectations	43%	**Actual Data Middle**					
SCPASS Science test data file		Grade 4 = 60% Meets/Exceeds	**Projected Data Elementary**	**63**	**66**	**69**	**72**	**75**
		Grade 4 = 60% Meets/Exceeds	**Actual Data Elementary**					
SCPASS Science test data file		Grade 6 = 53% Meets/Exceeds	**Projected Data Middle**	**56**	**59**	**62**	**65**	**68**
		Grade 6 = 53% Meets/Exceeds	**Actual Data Middle**					
SCPASS Science test data file		Grade 8 =53 % Meets/Exceeds	**Projected Data Middle**	**56**	**59**	**62**	**65**	**68**
		Grade 8 =53 % Meets/Exceeds	**Actual Data Middle**					
SCPASS Social Studies test data file		Grade 5 = 78% Met/Exemplary	**Projected Data Elementary**	**81**	**84**	**87**	**90**	**93**
		Grade 5 = 78% Met/Exemplary	**Actual Data Elementary**					
SCPASS Social		Grade 7 = 71%	**Projected Data**	**74**	**77**	**80**	**83**	**86**

Studies test data file		<mark>Met/Exemplary</mark>	**Middle**					
		<mark>Grade 7 = 71% Met/Exemplary</mark>	**Actual Data Middle**					
EOCEP English I HS test data file	49% A, B, and C	<mark>58% A, B, and C</mark>	**Projected Data High**	**52**	**55**	**58**	**61**	**64**
			Actual Data High					
EOCEP Algebra I HS test data file	36% A, B, and C	<mark>33% A, B, and C</mark>	**Projected Data High**	**39**	**42**	**45**	**48**	**51**
			Actual Data High					
EOCEP Biology I HS test data file	64% A, B, and C	<mark>53% A, B, and C</mark>	**Projected Data High**	**67**	**70**	**73**	**76**	**79**
			Actual Data High					
EOCEP U.S. Hist. & Const. HS test data file	58% A, B, and C	<mark>60% A, B, and C</mark>	**Projected Data High**	**61**	**64**	**67**	**70**	**73**
			Actual Data High					
SAT Graduating Class report	SAT Composite Score = 1089	<mark>SAT Composite Score = 1089</mark>	**Projected Data High**	**1098**	**1107**	**1116**	**1125**	**1134**
			Actual Data High					
ACT Graduating Class report	ACT Composite Score = 19.4	<mark>ACT Composite Score = 18.7</mark>	**Projected Data High**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
			Actual Data High					

Baseline data based upon South Carolina ESSA state data projections

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Assoc. Supt. for Academics	$120,000 annually	General Fund	C - MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Assoc. Supt. for Academics Academic Specialists	$100,000 annually	General Fund	C - School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Assoc. Supt. for Academics	$25,000 annually	General Fund	C - Attendance reports from district professional development offerings including summer courses.

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas PK-12 to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Assoc. Supt. for Academics Academic Specialists School Principals	$0	NA	C - Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Assoc. Supt. for Academics Assist. Supts. for School Leadership Academic Specialists School Principals	$0	NA	C - Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Principals	$0	NA	C - MasteryConnect Reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Assoc. Supt. for Academics Academic Specialists School Principals	$0	NA	C- Mastery Connect/TE21 Coaching Cycles
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Principals	$0	NA	C - Mastery Connect/TE21 Coaching Cycles

6. General Appropriations Act, 2017 S.C. Act 97, Proviso 1.77 (Proviso 1.77) Greenville County Schools requests a waiver to allow for paper testing at alternative locations (i.e., group homes, residential treatment facilities, and off-campus locations such as private homes for homebound/homebased students).					Waiver
7. R43-232 Greenville County Schools requests a waiver to allow specifically approved students who participate and are successful in an academically accelerated pathway to enroll in high school credit courses prior to grade seven.					Waiver

ACTION PLAN FOR STRATEGY #3: Increase opportunities for students to engage in preparation for the SAT/ACT.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Provide school-based opportunities for test-prep courses.	2019-2023	Assoc. Supt. for Academics Assist. Supt. for High School School Principals	$0	NA	C - Increased offerings in test prep courses for students
2. Ensure schools offer content review sessions for students planning to take the SAT/ACT.	2019-2023	Assoc. Supt. for Academics Assist. Supt. for High School School Principals	$0	NA	C - Evidence of courses being offered at school for all students who are planning to take the SAT/ACT
3. School counselors will provide students and parents with resources from Naviance	2018-2020	Assoc. Supt. for Academics Assist. Supt. for High School Dir. of School Counseling School Principals	$0	NA	C - Increased usage as indicated by yearly reports from Naviance
4. Provide professional development for middle and high school teachers and school counselors to increase understanding of the SAT/ACT content, format, and rigor level.	2019-2023	Assoc. Supt. for Academics Dir. of School Counseling Academic Specialists	$0	NA	C - Evidence of Professional Development offerings to teachers across all impacted areas of the SAT/ACT

ACTION PLAN FOR STRATEGY #4: Ensure rigorous instruction and supports are provided for all students across all grade levels					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	Assoc. Supt. for Academics Academic Specialists	$50,000	Professional Development Funds	C - Increased student performance Evidence of rigorous instruction
2. Monitor the correlation between AP/IB course grades and exam scores to ensure students are performing at the appropriate rigor levels required to successfully earn credit.	2018-2023	Assoc. Supt. for Academics Coordinator of AP/IB	$0	$0	C - Increased alignment of course grades and results of AP/IB exams
3. Increase the number of students taking college course (AP, IB, and/or dual credit) in high school.	2018-2023	Assoc. Supt. for Academics Assist. Supt. for High School	TBD	TBD	C - Increase students taking high level courses as indicated on yearly reports

ACTION PLAN FOR STRATEGY #5: Provide appropriate technology for student learning					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Replace interactive white boards in all classrooms with either interaction projectors or touch-based TV systems	2019-2023	Assoc. Supt. for Academics Exec. Dir. ETS	$2 million/year for 10 years to replace 500 boards/yr	LRFP/Capital Projects	C - Boards replaced
2. Upgrade the district's wi-fi to the latest 5K standard when adopted and supported	2020-2023	Assoc. Supt. for Academics	8.5 million (possible multi-	LRFP/Capital Projects	C - Upgraded wi-fi in place

		Exec. Dir. ETS	year deployment)		
3. Support and maintain 70,000 computer systems found in classrooms, schools, offices, and other district locations. Provide additional support personnel to reduce the time to repair and to implement preventive maintenance programs.	2019-2023	Assoc. Supt. for Academics Exec. Dir. ETS	$160,000/year for 2 techs total of 8 to deploy 3rd support group	General Fund	C - Additional support personnel in place
4. Maintain and expand core data center and school servers to implement new learning systems and reduce downtime issues with aging services	2019-2023	Assoc. Supt. for Academics Exec. Dir. ETS	$700,000 every 3 years when warranty runs out	LRFP/Capital Projects	C - Data center expanded/system downtime decreased

ACTION PLAN FOR STRATEGY #6: Provide consistent targeted core mathematics instruction to meet identified student needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Implement tasks that promote reasoning and problem solving	2018-2023	Assoc. Supt. for Acad. Acad. Specs. for Math Assist. Supts. for School Leadership School Principals	$20,000	General Fund	C - Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Assoc. Supt. for Academics Acad. Specs. for Math Assist. Supts. for School Leadership School Principals	$0	NA	C - Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Assoc. Supt. for Academics Acad. Specialists for	$0	NA	C - Evidence of collaborative planning, evidence documented from

		Math Assist. Supts. for School Leadership School Principals			the Instructional Walkthrough tool created in August 2018, specific feedback given to teachers for instructional improvement , sustainability
4. Implement the MTSS framework intervention guidelines with fidelity**.**	2018-2023	Assoc. Supt. for Academics Acad. Specs. for Math Assist. Supts. for School Leadership School Principals	$0	NA	C - Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention Intervention logs
5. Provide professional learning opportunities to build content knowledge and pedagogy	2018-2023	Assoc. Supt. for Academics Academic Specialists for Math	$0	NA	C - Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO; increase the use of the GCS Curriculum for consistent knowledge and pedagogy.

ACTION PLAN FOR STRATEGY #7: Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are	2018-2023	Assoc. Supt. for Academics Academic	$0	NA	C - Intentional collaborative planning based on student data

conceptual and critical thinkers.		Specialists for Math			Evidence of teacher modeling and think alouds Evidence of students engaged in collaborative conversations and independent problem solving
2. Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018-2023	Assoc. Supt. for Academics Academic Specialists for Math Assist. Supts. for School Leadership School Principals	$0	NA	C - Rigorous, aligned formative assessment Evidence of students independently persevering through problem solving. Effective and strategic use of mathematical tools. Evidence of contextual and conceptual reasoning.

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

(required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA test data file	33% Meets and Exceeds Expectations		**Projected Hispanic**	**36**	**39**	**42**	**45**	**48**
SC READY ELA test data file	33% Meets and Exceeds Expectations	34 (grades 3-8)	**Actual Hispanic**					
SC READY ELA test data file	22% Meets and Exceeds Expectations		**Projected AA**	**25**	**28**	**31**	**34**	**37**
SC READY ELA test data file	22% Meets and Exceeds Expectations	25 (grades 3-8)	**Actual AA**					
SC READY ELA SC READY test data file	11% Meets and Exceeds Expectations		**Projected SWD**	**14**	**17**	**20**	**23**	**26**
SC READY ELA test data file	11% Meets and Exceeds Expectations	12 (grades 3-8)	**Actual SWD**					
SC READY ELA test data file	32% Meets and Exceeds Expectations		**Projected LEP**	**35**	**38**	**41**	**44**	**47**

SC READY ELA test data file	32% Meets and Exceeds Expectations	33 (grades 3-8)	**Actual LEP**					
SC READY ELA test data file	35% Meets and Exceeds Expectations		**Projected SIP**	**38**	**41**	**44**	**47**	**50**
SC READY ELA test data file	35% Meets and Exceeds Expectations	33 (grades 3-8)	**Actual SIP**					
SC READY Math test data file	36% Meets and Exceeds Expectations		**Projected Hispanic**	**39**	**42**	**45**	**48**	**51**
SC READY Math test data file	36% Meets and Exceeds Expectations	42 (grades 3-8)	**Actual Hispanic**					
SC READY Math test data file	24% Meets and Exceeds Expectations		**Projected AA**	**27**	**30**	**33**	**36**	**39**
SC READY Math test data file	24% Meets and Exceeds Expectations	28 (grades 3-8)	**Actual AA**					
SC READY Math test data file	15% Meets and Exceeds Expectations		**Projected SWD**	**18**	**21**	**24**	**27**	**30**
SC READY Math test data file	15% Meets and Exceeds Expectations	16 (grades 3-8)	**Actual SWD**					
SC READY Math test data file	37% Meets and Exceeds Expectations		**Projected LEP**	**40**	**43**	**46**	**49**	**52**
SC READY Math test data file	37% Meets and Exceeds Expectations	42 (grades 3-8)	**Actual LEP**					
SC READY Math test data file	33% Meets and Exceeds Expectations		**Projected SIP**	**36**	**39**	**42**	**45**	**48**

SC READY Math test data file	33% Meets and Exceeds Expectations	38 (grades 3-8)	**Actual SIP**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	42% Meets and Exceeds Expectations	**Projected Hispanic**	**45**	**48**	**51**	**54**	**57**
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	42% Meets and Exceeds Expectations	**Actual Hispanic**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	29% Meets and Exceeds Expectations	**Projected AA**	**32**	**35**	**38**	**41**	**44**
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	29% Meets and Exceeds Expectations	**Actual AA**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	17% Meets and Exceeds Expectations	**Projected SWD**	**20**	**23**	**26**	**29**	**32**
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	17% Meets and Exceeds Expectations	**Actual SWD**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	41% Meets and Exceeds Expectations	**Projected LEP**	**44**	**47**	**50**	**53**	**56**
SCPASS Science test data file	Baseline will be established in 2017-18	41% Meets and Exceeds Expectations	**Actual LEP**					

	Grades 4, 6, and 8 only							
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	40% Meets and Exceeds Expectations	Projected SIP	43	46	49	52	55
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only	40% Meets and Exceeds Expectations	Actual SIP					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	66% Met and Exemplary	Projected Hispanic	69	72	75	78	81
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	66% Met and Exemplary	Actual Hispanic					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	57% Met and Exemplary	Projected AA	60	63	66	69	72
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	57% Met and Exemplary	Actual AA					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	38% Met and Exemplary	Projected SWD	41	44	47	50	53
SCPASS Social Studies test data file		38% Met and Exemplary	Actual SWD					

SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	66% Met and Exemplary	Projected LEP	69	72	75	78	81
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	66% Met and Exemplary	Actual LEP					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	64% Met and Exemplary	Projected SIP	67	70	73	76	79
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only	64% Met and Exemplary	Actual SIP					
EOCEP English 1	45% A, B, and C	53% A, B, and C	Projected Hispanic	48	51	54	57	60
EOCEP English 1	45% A, B, and C	53% A, B, and C	Actual Hispanic					
EOCEP English 1	38% A, B, and C	50% A, B, and C	Projected AA	41	44	47	50	53
EOCEP English 1	38% A, B, and C	50% A, B, and C	Actual AA					
EOCEP English 1	14% A, B, and C	20% A, B, and C	Projected SWD	19	24	29	34	39
EOCEP English 1	14% A, B, and C	20% A, B, and C	Actual SWD					
EOCEP English 1	37% A, B, and C	48% A, B, and C	Projected LEP	40	43	46	49	52
EOCEP English 1	37% A, B, and C	48% A, B, and C	Actual LEP					
EOCEP English 1	45% A, B, and C	56% A, B, and C	Projected SIP	48	51	54	57	60
EOCEP English 1	45% A, B, and C	56% A, B, and C	Actual SIP					

EOCEP Algebra 1	37% A, B, and C	33% A, B, and C	Projected Hispanic	40	43	46	49	52
EOCEP Algebra 1		33% A, B, and C	Actual Hispanic					
EOCEP Algebra 1	27% A, B, and C	24% A, B, and C	Projected AA	30	33	36	39	42
EOCEP Algebra 1		24% A, B, and C	Actual AA					
EOCEP Algebra 1	10% A, B, and C	6% A, B, and C	Projected SWD	15	20	25	30	35
EOCEP Algebra 1		6% A, B, and C	Actual SWD					
EOCEP Algebra 1	36% A, B, and C	34% A, B, and C	Projected LEP	39	42	45	48	51
EOCEP Algebra 1		34% A, B, and C	Actual LEP					
EOCEP Algebra 1	31% A, B, and C	29% A, B, and C	Projected SIP	34	37	40	43	46
EOCEP Algebra 1		29% A, B, and C	Actual SIP					
EOCEP Biology 1	47% A, B, and C	35% A, B, and C	Projected Hispanic	50	53	56	59	62
EOCEP Biology 1		35% A, B, and C	Actual Hispanic					
EOCEP Biology 1	40% A, B, and C	27% A, B, and C	Projected AA	43	46	49	52	55
EOCEP Biology 1		27% A, B, and C	Actual AA					
EOCEP Biology 1	18% A, B, and C	11% A, B, and C	Projected SWD	21	24	27	30	33
EOCEP Biology 1		11% A, B, and C	Actual SWD					
EOCEP Biology 1	40% A, B, and C	31% A, B, and C	Projected LEP	43	46	49	52	55
EOCEP Biology 1		31% A, B, and C	Actual LEP					
EOCEP Biology 1	48% A, B, and C	35% A, B, and C	Projected SIP	51	54	57	60	63
EOCEP Biology 1		35% A, B, and C	Actual SIP					
EOCEP U.S. Hist/Const.	42% A, B, and C	43% A, B, and C	Projected Hispanic	45	48	51	54	57
EOCEP U.S. Hist/Const.		43% A, B, and C	Actual Hispanic					

EOCEP U.S. Hist/Const.	34% A, B, and C	36% A, B, and C	**Projected AA**	**37**	**40**	**43**	**46**	**49**
EOCEP U.S. Hist/Const.		36% A, B, and C	**Actual AA**					
EOCEP U.S. Hist/Const.	24% A, B, and C	25% A, B, and C	**Projected SWD**	**27**	**30**	**33**	**36**	**39**
EOCEP U.S. Hist/Const.		25% A, B, and C	**Actual SWD**					
EOCEP U.S. Hist/Const.	34% A, B, and C	37% A, B, and C	**Projected LEP**	**37**	**40**	**43**	**46**	**49**
EOCEP U.S. Hist/Const.		37% A, B, and C	**Actual LEP**					
EOCEP U.S. Hist/Const.	42% A, B, and C	44% A, B, and C	**Projected SIP**	**45**	**48**	**51**	**54**	**57**
EOCEP U.S. Hist/Const.		44% A, B, and C	**Actual SIP**					
ACT Graduating Class	Baseline will be established in 2017-18	17.3	**Projected Hispanic**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
ACT Graduating Class		17.3	**Actual Hispanic**					
ACT Graduating Class	Baseline will be established in 2017-18	15.7	**Projected AA**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
ACT Graduating Class		15.7	**Actual AA**					
ACT Graduating Class	Baseline will be established in 2017-18	14.6	**Projected SWD**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
ACT Graduating Class		14.6	**Actual SWD**					
ACT Graduating Class	Baseline will be established in 2017-18	16.3	**Projected LEP**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
ACT Graduating Class		16.3	**Actual LEP**					

ACT Graduating Class	Baseline will be established in 2018-19	Baseline will be established in 2018-19	**Projected SIP**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
ACT Graduating Class		Baseline will be established in 2018-19	**Actual SIP**					
SAT Senior Class	Baseline will be established in 2017-18	1034	**Projected Hispanic**	**1035**	**1036**	**1037**	**1038**	**1039**
SAT Senior Class		1034	**Actual Hispanic**					
SAT Senior Class	Baseline will be established in 2017-18	956	**Projected AA**	**957**	**958**	**959**	**960**	**961**
SAT Senior Class		956	**Actual AA**					
SAT Senior Class	Baseline will be established in 2017-18	919	**Projected SWD**	**920**	**921**	**922**	**923**	**924**
SAT Senior Class		919	**Actual SWD**					
SAT Senior Class	Baseline will be established in 2017-18	1051	**Projected LEP**	**1052**	**1053**	**1054**	**1055**	**1056**
SAT Senior Class		1051	**Actual LEP**					
SAT Senior Class	Baseline will be established in 2018-19	Baseline will be established in 2018-19	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT Senior Class		Baseline will be established in 2018-19	**Actual SIP**					
WIN Applied Mathematics	Baseline will be established in 2017-18	89% Level 3 or higher	**Projected Hispanic**	**90**	**91**	**92**	**93**	**94**

WIN Applied Mathematics		89% Level 3 or higher	Actual Hispanic					
WIN Applied Mathematics	Baseline will be established in 2017-18	87% Level 3 or higher	Projected AA	88	89	90	91	92
WIN Applied Mathematics		87% Level 3 or higher	Actual AA					
WIN Applied Mathematics	Baseline will be established in 2017-18	73% Level 3 or higher	Projected SWD	74	75	76	77	78
WIN Applied Mathematics		73% Level 3 or higher	Actual SWD					
WIN Applied Mathematics	Baseline will be established in 2017-18	87% Level 3 or higher	Projected LEP	88	89	90	91	92
WIN Applied Mathematics		87% Level 3 or higher	Actual LEP					
WIN Applied Mathematics	Baseline will be established in 2017-18	90% Level 3 or higher	Projected SIP	91	92	93	94	95
WIN Applied Mathematics		90% Level 3 or higher	Actual SIP					
WIN Locating Information	Baseline will be established in 2017-18	93% Level 3 or higher	Projected Hispanic	94	95	96	97	98
WIN Locating Information		93% Level 3 or higher	Actual Hispanic					
WIN Locating Information	Baseline will be established in 2017-18	90% Level 3 or higher	Projected AA	91	92	93	94	95
WIN Locating		90% Level 3 or	Actual AA					

Information		higher						
WIN Locating Information	Baseline will be established in 2017-18	75% Level 3 or higher	**Projected SWD**	**76**	**77**	**78**	**79**	**80**
WIN Locating Information		75% Level 3 or higher	**Actual SWD**					
WIN Locating Information	Baseline will be established in 2017-18	91% Level 3 or higher	**Projected LEP**	**92**	**93**	**94**	**95**	**96**
WIN Locating Information		91% Level 3 or higher	**Actual LEP**					
WIN Locating Information	Baseline will be established in 2017-18	92% Level 3 or higher	**Projected SIP**	**93**	**94**	**95**	**96**	**97**
WIN Locating Information		92% Level 3 or higher	**Actual SIP**					
WIN Reading for Information	Baseline will be established in 2017-18	81% Level 3 or higher	**Projected Hispanic**	**82**	**83**	**84**	**85**	**86**
WIN Reading for Information		81% Level 3 or higher	**Actual Hispanic**					
WIN Reading for Information	Baseline will be established in 2017-18	81% Level 3 or higher	**Projected AA**	**82**	**83**	**84**	**85**	**86**
WIN Reading for Information		81% Level 3 or higher	**Actual AA**					
WIN Reading for Information	Baseline will be established in 2017-18	58% Level 3 or higher	**Projected SWD**	**59**	**60**	**61**	**62**	**63**
WIN Reading for Information		58% Level 3 or higher	**Actual SWD**					
WIN Reading for Information	Baseline will be established in 2017-18	75% Level 3 or higher	**Projected LEP**	**76**	**77**	**78**	**79**	**80**

WIN Reading for Information		75% Level 3 or higher	**Actual LEP**					
WIN Reading for Information	Baseline will be established in 2017-18	84% Level 3 or higher	**Projected SIP**	**85**	**86**	**87**	**88**	**89**
WIN Reading for Information	Baseline will be established in 2017-18	84% Level 3 or higher	**Actual SIP**					

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$0	NA	C - Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$0	NA	C - Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Assoc. Supt. for Academics Academic Specs.	$0	NA	C - District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Assoc. Supt. for Academics Academic Specs. Assist. Supt. for SPED Coord. Of ELL	$0	NA	C - Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS) in all schools.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. All schools will implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$0	NA	C - Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$0	$0	C - Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	District 87%	84%	District Projected	86	87	88	89	90
		84%	District Actual					
Graduation Rate	Berea High 73%	71%	School Projected	73	75	77	79	80
		71%	School Actual					
Graduation Rate	Southside High 75%	74%	School Projected	75	77	79	80	80
		74%	School Actual					
Graduation Rate	Carolina High 84%	74%	School Projected	75	77	79	80	80
		74%	School Actual					
Employability Credentialing Rate	N/A	N/A	District Projected	N/A	Baseline Year			90
	N/A	N/A	District Actual					

ACTION PLAN FOR STRATEGY #1: Enhance and expand graduation and employability pathways and support for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Implement flexible options for students to recover content and credit by establishing credit/content recovery labs in all high schools.	2018-2020	Associate Superintendent for Academics Assistant Superintendent for High Schools	TBD	Local/Flex Funding	C - Credit/Content recovery labs in all high schools More students recovering credit/content each year for failing courses
2. Provide proficiency-based course options for students who transfer from schools with different schedules, are home-bound, require alternative placement, or wish to accelerate graduation.	2019-2021	Associate Superintendent for Academics Assistant Superintendent for High Schools	TBD	TBD	C - Fewer students losing credit/getting behind in credits due to circumstances beyond their control more students accelerated toward graduation
3. Fully implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduation at each grade level.	2018-2020	Associate Superintendent for Academics	TBD	TBD	C - School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the EWRS system.

ACTION PLAN FOR STRATEGY #2: Support Regular Attendance that Meets Graduation Requirements					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Explore a more detailed option for reporting student absences to parents that includes the number of days the students has missed.	2020-2023	Assoc. Supt. for Academics Exec. Dir. of ETS	TBD	TBD	C - Calling system that indicates to parents the number of days a child has currently missed in school.
2. Implement positive behaviors for encouraging students to attend school.	2020-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	TBD	TBD	C - Decrease in absenteeism among all levels.
3. Engage, support and expand student interests that motivate attendance, improve extracurricular and co-curricular activities (sports, clubs, arts, academic teams, etc.) that help develop skills and characteristics identified by the Profile of a South Carolina Graduate.	2020-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	TBD	TBD	C - Increased options for students to participate in experiences tailored to their interests.
4. Conduct student surveys to gauge interest in extracurricular and co-curricular activities	2020-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$0	$0	C - Survey and survey results to inform principals of the various opportunities that should be offered to students.

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as indicated by:
- 90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool & College Reports	Class of 2018	TBD	Projected Data	TBD	TBD	TBD	TBD	90%
		TBD	Actual Data					
College Reports (AP/IB/Dual Credit)	Class of 2018	TBD	Projected Data	+3%	+3%	+3%	+3%	+3%
		TBD	Actual Data					

ACTION PLAN FOR STRATEGY #1: Market and broaden awareness, recruitment, enrollment, opportunities, and supports to staff, students, parents, and the community for G+ course offerings.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Expand partnerships with Institutions of Higher Education, businesses, non-profits to broaden students' college and career experiences and exposure.	2018-2023	Assoc. Supt. for Academics Exec. Dir. CATE	$0	$0	C - MOA agreements with local colleges to offer dual credit Increased number of partnerships and student internships
2. Increase teacher, student, and parent awareness of Graduation Plus, focusing on dual credit, AP, IB, career classes, and certification through marketing and communications.	2018-2023	Assoc. Supt. for Academics Exec. Dir. of Communications Assist. Supts. for School Leadership	TBD	TBD	C - Increase of communication to public about G+ and reporting the success of G+ (number of credits earned, number of certifications earned, etc.)
3. Inform student perception and understanding of the value of AP, IB, Dual credit, and Career Classes and Certification during IGP conferences and other orientations and workshops	2018-2020	Assoc. Supt. for Academics Exec. Dir. CATE Dir. of School Counseling	$0	$0	C - Increased satisfaction and understanding as reported by IGP surveys
4. Create formal flow of information to stay informed of employment demands in order to design career courses that meet the existing opportunities. Potential partners include Chambers of Commerce and Ten at the Top.	2018-2023	Assoc. Supt. for Academics Exec. Dir. CATE	$0	$0	C - Formal partnerships and meetings/reports with organizations such as the Chamber to stay on top of the employment demands in Greenville County
5. Conduct a bi-annual needs assessment with corporations and businesses to identify trends in workforce, current gaps, employer needs, and use the information	2018-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Assessment results and gap analysis report outlining currently employment needs

to critically assess course alignment with workforce needs.					
6. Match students' interests with the upstate's economic needs and employment opportunities (flexibility, pivot points for students to be able to move across career spectrums).	2018-2023	Assoc. Supt. for Academics Exec. Dir. CATE	$0	$0	C - Course Guidebook for students including on and off ramps to various careers
7. To determine and follow the number of students completing the prerequisites outline by the South Carolina Commission of Higher Education each year.	2020-2023	Dir. of School Accountability and Quality Assurance	TBD	TBD	C - Graduating students being monitored.

ACTION PLAN FOR STRATEGY #2: Raise expectations and implement quality core instruction and interventions to support student success.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Create a student-centered culture of whole child support using MTSS as the framework and OnTrack to monitor	2018-2020	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$100,000	General Fund	C - All Schools implement and train on the OnTrack Framework Evidence of the OnTrack framework observed and monitored by Assist. Supts. for School Leadership
2. Implement a district framework for character education to include social/emotional components and growth mindset strategies.	2019-2023	Assoc. Supt. for Academics Director of School Counseling Assist. Supts. for School Leadership	TBD	TBD	C - Evidence of Social/Emotional component in school's character education plan Implementation of social emotional framework and training for teachers.
3. Strengthen the 6-10th grade core academic preparation and supports to provide opportunities to succeed in college courses.	2019-2023	Assoc. Supt. for Academics Academic Specialists	TBD	TBD	C - Vertical alignment of curriculum from middle to high school including earlier identification of students on a pre-AP/IB track
4. Ensure every student has a caring adult advocate and mentor.	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	TBD	TBD	C - Students on survey identifying "caring adult in the school that they can trust and go to"
5. Create a formalized approach to share and replicate best practices.	2018-2023	Assoc. Supt. for Academics	$0	$0	C - Evidence of sharing of best practices on principal

| | | Assist. Supts. for School Leadership | | | and principal/IC meeting agendas |

ACTION PLAN FOR STRATEGY #3: Increase the number of students who are completing Career and Technical programs providing industry certification.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Students will enroll in CTE programs offering certifications at an earlier grade level when applicable as program permits (9th or 10th grade)	2018-2023	Exec. Dir. CATE	Contingent upon number of students	State CTE Certification Funds	C -Increased number of students enrolling in CTE courses and or career centers
2. CTE instructors will have access to certification training for available CTE programs that provide industry certifications for completers	2018-2023	Exec. Dir. CATE	TBD	TBD	C - Evidence of instructors completing training to support their area of instruction
3. Survey students who chose not to complete a program leading to an industry certification and put measures in place to remedy any programmatic issues.	2019-2023	Exec. Dir. CATE	$0	N/A	C - Results from the student survey
4. District wide communication for all industry certification opportunities available to students	2019-2023	Exec. Dir. CATE Exec. Dir. of Communications	$0	$0	C - Evidence of communication (website, videos, etc.) that highlight the opportunities available for students. Developing image videos for all CC, highlighting available opportunities

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

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

(required)*   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐Gifted and Talented: Artistic   ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

---

PERFORMANCE GOAL: 5 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other district measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas & Pinnell			**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		Baseline will be established in Spring 2019	**Actual Data**					
FastBridge			**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		Baseline will be established in Spring 2019	**Actual Data**					
*MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA		**District Projected**	**Grade 2 – 38% or above Grade 5 – 34% or above**	**Grade 2 – 38% or above Grade 5 – 34% or above**	**Grade 2 – 38% or above Grade 5 – 34% or above**	**Grade 2 – 38% or above Grade 5 – 34% or above**	**Grade 2 – 38% or above Grade 5 – 34% or above**
South Carolina MAP Linking Study – December 2016			**District Actual**	**Grade 2 – 40% Grade 5 – 42%**				

*2nd grade criteria RIT = 189 (62nd percentile), 5th grade criteria RIT = 216 (66th percentile)

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Implementation of a professional learning plan to support school leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership Academic Specialists	$25,000	Special Revenue	C - Evidence of school-based trainings and implementation of GCS Frameworks for Literacy
2. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership Academic Specialists for Literacy	TBD (Cost of training personnel)	TBD	C - Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Assoc. Supt. for Academics Academic Specialists for Literacy	$20,000-40,000	Special Revenue	C - Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
4. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership Asst. Supts. for	$0	$0	C - Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common

		School Leadership Acad. Specs.			Planning reflected in school schedule Evidence of common planning through instructional rounds and classroom observations
5. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Assist. Supts. for School Leadership Asst. Supts. for School Leadership Acad. Specs.	$0	$0	C - Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
6. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Assoc. Supt. for Academics	$0	NA	C - Documentation of ongoing instructional rounds including implications for instructional growth
7. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Assoc. Supt. for Academics Asst. Supts. for School Leadership Acad. Specs. School Principals	$0	NA	C - Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
8. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Assoc. Supt. for Academics Asst. Supts. for School Leadership Acad. Specs. School Principals	$0	NA	C - Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress

					toward their reading goal(s).
9. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Assoc. Supt. for Acad. Assist. Supt. for School Leadership Acad. Specs. School Principals	$0	NA	C - Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell and FastBridge Assessments).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Assoc. Supt. for Academics Acad. Specs.	$0	NA	C - Implementation of coaching events with grade level teams and reflective practices. Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds
2. Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	Assoc. Supt. for Academics Assist. Supts. for School Leadership Coord. of MTSS	$0	NA	C - Formative and summative assessments to inform about the focus, duration, and effectiveness or the intervention.

3. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$0	NA	C - Evidence of interventions by students including duration of intervention and specific intervention implemented
4. Provide intensive professional development to reading interventionists to ensure the implementation of best practices across all schools.	2018-2020	Assoc. Supt. for Academics Coord. of MTSS	$0	NA	C - Agendas of district professional development for reading interventionists.

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 100% of middle school will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fastbridge	N/A	89%	**Projected Data**	75	100	100	100	100
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core reading instruction to meet identified student needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Implement a professional learning plan to support school leadership teams (administrators and instructional coaches) in building capacity for consistent implementation of the GCS Secondary Literacy Framework.	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership Acad. Specs.	$0	NA	C - Observations, anecdotal notes, and lesson plans.
2. Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Principals	$0	NA	C - Documentation of ongoing instructional rounds including implications for instructional growth
3. Support intentional unit and lesson planning reflective of responsive to student	2018-2023	Assoc. Supt. for Academics	$0	NA	C - Collaborative planning, data analysis, unit

		Assist. Supts. for School Leadership School Principals			planning, protected daily planning times
4. Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018-23	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Principals	$0	NA	C - Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
5. Coach teachers in instructional best practices	2018-2023	Assoc. Supt. for Academics Asst. Supts. for Leadership Principals	$0	N/A	C - Documentation of coaching cycles provided by members of school leadership teams and academic specialists

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs	2018-2023	Assoc. Supt. for Academics Coord. of MTSS School Principals	$0	NA	C - Evidence of students identified for intervention based on results of assessments
2. Track students in intervention to determine the most effective strategies for increasing student success	2018-2023	Assoc. Supt. for Academics Coord. of MTSS School Principals	$0	NA	C - Intervention strategies documented in GCSOURCE

3. Coach teachers in best practices.	2018-2023	Assoc. Supt. for Academics Acad. Specs. School Principals	TBD (possible cost to assign ICs by school size)	TBD	C - Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices (Coaching logs)
4. Implement the MTSS framework intervention guidelines with fidelity	2018-2023	Assoc. Supt. for Academics Acad. Specs. School Principals	$0	NA	C - Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention

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

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐Gifted and Talented: Artistic   ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 7 Annually increase the percentage of 9th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9th-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	74%	80%	Projected Data	77	81	84	87	90
		80%	Actual Data					
		76%	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
		76%	Actual Hispanic					
		66%	Projected AA	TBD	TBD	TBD	TBD	TBD
		66%	Actual AA					

		38%	**Projected SWD**	TBD	TBD	TBD	TBD	TBD
		38%	**Actual SWD**					
		75%	**Projected LEP**	TBD	TBD	TBD	TBD	TBD
		75%	**Actual LEP**					
	Baseline will be established in 2018-19	Baseline will be established in 2018-19	**Projected SIP**	TBD	TBD	TBD	TBD	TBD
	Baseline will be established in 2018-19	Baseline will be established in 2018-19	**Actual SIP**					

ACTION PLAN FOR STRATEGY #1: Implement freshman-focused, emotional, and academic support systems to help students experience success in the 9th grade.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Utilize MTSS interventions to support students' social and emotional growth (i.e. Freshman School Counselor, Behavior Interventionist, Freshman Administrator)	2018-2023	Assoc. Supt. for Academics Assist. Supt. for High School Coordinator of MTSS School Principals	TBD	TBD	C - Evidence of interventions as noted by counselors and other school personnel
2. Provide strategic interventions in math and English to support students to perform at grade level.	2018-2023	Assoc. Supt. for Academics Academic Specialists School Principals	$0	NA	C - Evidence of best practice interventions while conducting observations and Instructional Rounds
3. Ensure core academic freshman classes are scheduled with no more than 25	2020-2023	Asst. Supt for High Schools	TBD	General Fund	C - Class size reports show no core freshman classes

students per section.		School Principals			larger than 28.

ACTION PLAN FOR STRATEGY #2: Implement middle school-focused, emotional, and academic support systems to help students be successful in the 9th grade					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify at- risk middle school students and provide early intervention supports.	2018-2023	Assoc. Supt. of Academics Middle School Principals	TBD	TBD	C - GCSource to identify and track students and interventions
2. Identify/develop academic and social/emotional support programs for middle school students.	2018-2023	Assoc. Supt. of Academics Academic Specialists Middle School Principals	$0	NA	C - Social/Emotional support programs available and number of students participating
3. Provide strategic interventions in Math and English to support students to perform at grade level.	2018-2023	Assoc. Supt. of Academics Academic Specialists School Principals	TBD	TBD	C - Evidence of best practice interventions while conducting observations and Instructional Rounds

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 8 Increase school choice program options across the district as evidenced by an increase in the number of choice applications to under-enrolled schools.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Planning and Demographics			**Projected Data**	TBD	TBD	TBD	TBD	TBD
			Actual Data	TBD				

ACTION PLAN FOR STRATEGY #1: Increase school course offerings aligned with the career cluster(s).					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Develop a comprehensive communication strategy from the start of planning so that stakeholders understand the concept of choice programs connected to career pathways and its benefits to the community.	2019-2023	Assoc. Supt. for Academics Exec. Dir. CATE Executive Director of Communications	TBD	TBD	C - Multiple forms of communication strategies to inform parents of career pathways
2. Develop a district level vision and multi-year plan/process for high school career cluster implementation (e.g., application/selection, student eligibility, space availability, etc.)	2019-2023	Assoc. Supt. for Academics Exec. Dir. CATE Assist. Supt. for High Schools	$0	NA	C - All high schools having at least one career cluster focus

3. Use multiple data points and district established guidelines to identify career clusters and courses within each high school that meet the needs of students and is a logical fit for the school.	2019-2023	Assoc. Supt. for Academics Exec. Dir. CATE Assist. Supt. for High Schools Exec. Dir. Planning and Demographics	$0	NA	C - All high schools having at least one career cluster focus Multi-Year data to inform high school decision around what career cluster(s) should be the focus for their school
4. Establish curriculum pathways for each career cluster using resources from the SC SDE at: https://ed.sc.gov/instruction/career-and-technology-education/programs-and-courses/career-clusters/	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE	$0	NA	C - Published Curriculum pathways for each career cluster
5. Publish a career cluster course catalog.	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Published Career Cluster Course Catalog (online and/or print)
6. Expand choice programs connected to career pathways (e.g., data/digital science, sports management and recreation, leadership, horticulture).	2019-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Additional Innovative courses to support career pathway focus. Additional course offerings or focused course offerings that tie to the school's career clusters focus
7. Expand and improve choice options with a K-12 continuum of learning so that students can achieve at the highest levels (e.g., language immersion, performing arts, STEM).	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Additional school choice options around the district that provide additional "geographic" opportunities for parents and students be able to participate.
8. Offer duplicate choice programs in focus areas shown to be most popular with	2020-2023	Assoc. Supt. for Academics	TBD	TBD	C - Additional school choice options around the

students and families.		Exec. Dir. CATE Exec. Dir. Planning and Demographics			district that provide additional "geographic" opportunities for parents and students be able to participate.
9. Research and offer a variety of choice models such as learning pathways, unique approaches (e.g., lengthening school day) and special innovative programs, among others.	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE Assist. Supt. for School Leadership	TBD	TBD	C - Innovative programs and offerings that support the mission and vision of GCS
10. Expand and strengthen business apprenticeships and internships for students to experience authentic career opportunities while in high school.	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Increased participation in business apprenticeships and internships each year
11. Research and offer virtual work-based learning opportunities in which students interact with companies in a variety of ways (e.g., interviews, workplace tours, discussion boards, volunteer career coaches).	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Increased opportunities for students to engage in work-based learning opportunities in which they authentically engage with a job within their career cluster
12. Provide professional development to teachers to support classroom instruction and assessment of the world-class skills and life and career characteristics outlined in the Profile of the SC Graduate.	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE Academic Specialists	$0	NA	C - Professional Development offerings that embed the profile of the South Carolina Graduate skills and characteristics.

ACTION PLAN FOR STRATEGY #2: Support high school career clusters by aligning K-8 career focus programs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Research and offer a variety of models that introduce students to one or more broad career areas that lead to the feeder high schools' career cluster(s) (e.g., virtual learning, sequence of introductory courses around a career cluster, etc.)	2018-2020	Assoc. Supt. for Academics Exec. Dir. CATE Exec. Dir. Planning and Demographics	TBD	TBD	C - Increase of innovative models that allow students to interact more authentically with careers.
2. Research and offer a sequence of courses in 6th-8th grades that emphasize how workers in determined careers apply critical thinking and problem-solving in the field	2018-2020	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Additional courses in the course catalog that highlight the career path progressions
3. Develop early interest experience partnerships with high school students and middle and elementary students	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Interest surveys from students
4. Introduce students to careers and the demands of the workplace through short-term interactions with employers via guest speakers, site visits and job shadowing	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE School Principals	TBD	TBD	C - Increased opportunities for students to engage with professionals in careers that students may be interested in pursuing.
5. Integrate projects and other activities which mirror the culture and behaviors of work-related environments.	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Project artifacts and examples where students engage with professionals and real-world application of career-focused skills.
6. Provide professional development to	2020-2023	Assoc. Supt. for	TBD	TBD	C - Increased Professional

teachers to support classroom instruction and assessment of the world-class skills and life and career characteristics outlined in the Profile of the SC Graduate		Academics Exec. Dir. CATE		Development around the Profile of the South Carolina Graduate and the skills needed to be successful
7. Create vertical articulation between elementary, middle, and high school leadership to provide data on focus and course implications.	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE	TBD	TBD	C - Evidence of vertical articulation between feeder schools.

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 9 Reduce class sizes in first grade to 15:1 by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
1st grade class size on 5th day (includes both federal and local RCS teachers)	18:1	18:1	**Projected Data**	19:1	18:1	18:1	17:1	15:1
			Actual Data	17:1				

ACTION PLAN FOR STRATEGY #1: Increase funding.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Advocate with legislators for additional State funding to reduce class size in primary grades.	2018-2023	Board of Trustees	TBD	TBD	C - Increased funding for reduced class size.
2. Identify general fund revenue for the hiring of approximately 80 additional teachers for first grade.	2018-2023	Exec. Dir. of Finance	$ 5.5 million (based on 2018 projections)	General Fund	C - Identification of funds for class size reduction.
3. Seek alternative sources of recurring revenue that can be used to fund class size reduction.	2018-2023	Exec. Dir. of Finance	$0	NA	C - Alternative funding sources identified.

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

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☒Gifted and Talented: Artistic   ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 10 Increase the number of elementary and middle schools with students participating in the ARMES program for artistically talented students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
District report	N/A	47 of 70	**Projected Data**	TBD	TBD	TBD	TBD	TBD
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Explore innovative options for providing services to Gifted and Talented Artistic Students (GTR)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Research and create an impact study for serving additional GTR students in a variety of ways	2018-2020	Assoc, Supt. for Academics Dir. of Visual and Perf. Arts Coord. of Gifted and Talented	TBD	TBD	C - Completed impact study
2. Identify students in each school who are eligible for GTR Services	2020-2023	Assoc, Supt. for Academics Dir. of Visual and Perf. Arts Coord. of Gifted and Talented	TBD	TBD	C - Number of students reported as GTR in PowerSchool
3. Clearly communicate the process and procedures for identifying GTR students to parents, teachers and community members	2020-2023	Assoc, Supt. for Academics Dir. of Visual and Perf. Arts Coord. of Gifted and Talented	TBD	TBD	C - Communication Plan

Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(required)*	☐District Priority
Gifted and Talented Requires *1 Academic Goal and 1 Additional Goal*	☒Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 11 Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
District report	N/A	51%	Projected Data	52	55	58	61	65
		51%	Actual Data					

ACTION PLAN FOR STRATEGY #1: Increase the intentionality of course progressions through the IGP process for GTA Students					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Provide training to counselors on the advisement of AP students through College Board	2019-2020	Associate Superintendent for Academics Coordinator of Gifted and Talented Coordinator of AP	N/A	N/A	C - Number of participants attending the College Board training
2. Create a communication plan for GTA parents to advise them on Advanced Placement courses to maximize college credit opportunities	2019-2020	Associate Superintendent for Academics Coordinator of Gifted and Talented Coordinator of AP	$5,000	State AP Funds	C - Communication plan

This Page Left Intentionally Blank

GOAL 2

Performance Goal Area:	☐Student Achievement*	☒Teacher/Administrator Quality*	☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(required)*	☐District Priority		
Gifted and Talented Requires	☐Gifted and Talented: Academic	☐Gifted and Talented: Artistic	☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Other		

PERFORMANCE GOAL: 1 All locations should have qualified diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	N/A		Projected Data	94%	96%	98%	100%	100%
		92 of 93 have gender diversity; 84 of 93 have ethnic diversity	Actual Data	89 of 93 have gender diversity; 85 of 93 have ethnic diversity				

ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Identify locations where there is limited or no diversity.	2018-2023	Exec. Dir. HR	$0	NA	C - Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	Dir. of Prof. Employment	$0	NA	C - Plans in place for schools
3. Identify for schools quality candidates	2018-2023	HR Recruiters	$0	NA	C - Ongoing identification

who are diverse.					of candidates

ACTION PLAN FOR STRATEGY #2: Recognizing the limited availability of diverse candidates, create a plan to support schools in equipping teachers to work with diverse student populations.

					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Develop training opportunities for schools to help existing teachers work with diverse students.	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	C - Professional Development opportunities targeting student diversity.

ACTION PLAN FOR STRATEGY #3: Promote education as a career option for all demographics.

					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	Dir. Prof. Employment Dir. of School Counseling	$0	NA	C - Plan created
2. Build teacher preparation in middle and high schools with Pro Team and Teacher Cadet programs	2018-2023	Asst. Supt. for HS Leadership	TBD	TBD	C - Increased number of classes
3. Determine the availability of external/grant funding to support GCS students who want to enter the teaching profession.	2018-2023	Dir. Prof. Employment	$0	NA	C - Increase in grant funds received
4. Identify career changers and connect them to alternative forms of certification to teach.	2018-2023	Dir. Prof. Employment	$0	NA	C - Increased teachers with alternative certificates

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

Gifted and Talented Requires	☐Gifted and Talented: Academic	☐Gifted and Talented: Artistic	☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Other		

PERFORMANCE GOAL: 2 Create a baseline for turnover in the Building Services, FANS, Maintenance, and Transportation from 2017-2018 data and reduce turnover by .5% on an annual basis. (Excluded are retirements, terminations for cause, and deaths).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Building Services		21.8%	Projected Data	21.3	20.8	20.3	19.8	19.3
			Actual Data					
FANS		30.8%	Projected Data	30.3	29.8	29.3	28.8	28.3
			Actual Data					
Maintenance		10.0%	Projected Data	9.5	9.0	8.5	8.0	7.5
			Actual Data					
Transportation		29.1%	Projected Data	28.6	28.1	27.6	27.1	26.6
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Improve retention					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Benchmark salaries and evaluate salary structure.	2018-2023	Exec. Dir. of HR	TBD	TBD	C - Benchmarks created and maintained
2. Increase number of sick leave days that may be used for personal reasons from 2 to 4.	2018-2023	Exec. Dir. of HR	TBD	General Fund	C - Additional personal days allowed.
3. Revise current sick leave policy	2018-2023	Exec. Dir. of HR	TBD	General Fund	C - Board approves new

					policy
4. Offer part-time jobs in afterschool programs.	2018-2023	HR Management	$0	NA	C - Employees connected to available jobs
5. Offer holiday pay for non-245 day hourly employees (during school year)	2018-2023	Exec. Dir. of HR Exec. Dir. Finance	TBD	General Fund	C - Holiday pay approved.
6. Implement interactive new-hire training	2018-2023	Dir HR Systems/Processes	$0	NA	C - Training in place
7. Develop employee recognition programs with site administrator and promote site-level team inclusiveness	2018-2023	Exec. Dir of HR	TBD	TBD	C - Awards programs operational
8. Re-evaluate FANS management pay schedules.	2018-2023	Mgr. HR Operations Dir. of FANS	$0	NA	C - Evaluation complete.
9. Advertise summer work opportunities for non-245 day hourly employees	2018-2023	Mgr. HR Operations	$0	NA	C - Employee groups made aware of summer work opportunities
10. Use an RFP process to determine the availability and cost of an effective measurement tool.	2018-2023	Exec. Dir. of HR Asst. Supts. for School Leadership	$0	NA	C - Write and submit RFP
11. Purchase appropriate survey tool to use with all employee groups.	2018-2023	Exec. Dir. of HR	TBD	TBD	C - Survey identified and purchased.
12. Budget through 2023 the implementation of the identified measurement tool.	2018-2023	Exec. Dir. of HR	$0	NA	C - Funds identified to purchase survey tool and analysis services.
13. Determine the cost and methods of improving employee satisfaction.	2018-2023	Exec. Leaders	$0	NA	C - Survey results analyzed to determine ways to improve satisfaction

ACTION PLAN FOR STRATEGY #2: Recruit from high school student population.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Partner with Special Education to develop "Bridge to Employment with GCS" program	2018-2023	Mgr. HR Operations	TBD	TBD	C - Special Education students participate in Bridge program.
2. Expand opportunities aligned with industry certification programs or post-high school programming (Career Centers)	2018-2023	Exec. Dir. of HR	TBD	TBD	C - Career center students identified for possible future employment.
3. Implement 6-month step increase for new hires.	2018-2023	Exec. Dir. HR	TBD	General Fund	C - New hires in these job categories receive raise after six months.

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

Gifted and Talented Requires	☐Gifted and Talented: Academic	☐Gifted and Talented: Artistic	☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Other		

PERFORMANCE GOAL: 3 Reduce teacher turnover in the first five years of employment by 1% annually.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
HR	N/A	11.2%	Projected Data	10.2%	9.2%	8.2%	7.2%	6.2%
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Collect baseline data to identify the level of support new teachers receive and their reasons for leaving GCS.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Compare our new teacher support and retention data to the CERRA Supply and Demand Survey and survey results of other large SC districts	2018-2023	Dir. Prof. Employment	$0	NA	C - Comparison completed.
2. Mirror our termination reasons to the CERRA Supply and Demand Survey for consistency in responses	2018-2023	Dir. Prof. Employment	$0	NA	C - Termination protocols revised to use consistent responses.
3. Track data specific to the type of certification programs or teacher preparation programs	2018-2023	Dir. Prof. Employment	TBD	TBD	C - Teacher turnover and retention data aligned to preparation programs.
4. Determine methods of improving teacher satisfaction including: reduced	2018-2023	Dir. Prof. Employment	$0	TBD	C - Plan for improving teacher satisfaction

class size, increased pay, planning periods, reduced burdens.					developed and costed out
5. Evaluate individual school scheduling and equitable distribution of duties, difficult students, etc.	2018-2023	Dir. Prof. Employment	TBD	TBD	C - Evaluation complete
6. Benchmark schools to determine who is demonstrating exemplary behaviors and best practices that maximize teacher satisfaction.	2018-2023	Dir. Prof. Employment	$0	NA	C- Benchmarking complete.

ACTION PLAN FOR STRATEGY #2: Determine and implement improvements to mentoring and induction program.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. From data collected, determine the most common reasons for teachers to leave the profession	2018-2023	Prof. Employment Staff	TBD	TBD	C - Process in place and data analyzed.
2. Review data from First Year Teacher survey (new to GCS or new to teaching) to determine the action items and next steps in mentoring support	2018-2023	Prof. Employment Staff Mentoring Specialist	$0	NA	C - Data reviewed and actions identified.
3. Establish a set of standard expected practices to support new teachers in our schools	2018-2023	Exec. Dir. HR	TBD	TBD	C - Standards developed and routinely reviewed.
4. Benchmark what other districts do to support new teachers and partner with them to acquire their turnover data	2018-2023	Prof. Employment Staff	$0	NA	C - Benchmark data collected.
5. Establish a focus group of HR staff and principals to revisit the transfer	2018-2023	Exec. Dir. HR	$0	NA	C - Focus group convened and policy reviewed.

policy to support new teachers who want to leave a school before the three-year mark		Dir. of Prof. Employment		

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 Establish professional growth and leadership development continuum that by 2023 annually serves 90% of certified employees. opportunities aligned to district goals and stages of employment that by 2023 targets 90% of certified employee groups.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
HR	N/A	N/A	**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
Teacher	N/A	N/A	**Actual Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
Teacher Leader	N/A	N/A	**Actual Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
Asst. Principal	N/A	N/A	**Actual Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
Principal	N/A	N/A	**Actual Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
Dept. Lead	N/A	N/A	**Actual Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
District Lead	N/A	N/A	**Actual Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**

ACTION PLAN FOR STRATEGY #1: Enhance mentoring and support for entry level teachers, administrators, and instructional support staff to aid understanding of expectations and implementation of core skills.	EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Ensure collaboration with a content or role-aligned mentor for every entering teacher and instructional support employee (counselor, instructional coach, others)	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	C - All new employees paired with content or role-aligned mentor

	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	C - Supports in place
2. Implement multi-resource school and district-based supports for all induction and new-to-role certified employees	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	C - Supports in place
3. Train and support seasoned administrators to mentor and coach early career principals	2018-2023	Dir. of Staff and Leadership Dvp.	FY20 - $17,200	TBD	C - Appropriate training identified and implemented.

ACTION PLAN FOR STRATEGY #2: Ensure that certified staff engage in professional development that advances the core knowledge and skills to meet performance expectations and district goals.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Refine, build capacity, and use the evaluation process to continuously improve employee effectiveness	2018-2023	Employee Managers	$0	NA	C - Employees improve through evaluation process.
2. Implement personalized growth planning and support to ensure knowledge and skills that meet the needs of students	2018-2023	Dir. Staff and Leadership Dvp.	TBD	TBD	C - Employees participate in professional development that is targeted and individualized

ACTION PLAN FOR STRATEGY #3: Build the instructional leadership capacity of certified employees.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Provide enhanced training and experience for teacher leaders to lead professional learning communities, provide 1-on-1 coaching, and improve student performance.	2018-2023	Dir. Staff and Leadership Dvp.	TBD	TBD	C - Teachers and Instructional Coaches leading PLCs and providing 1-on-1 coaching.
2. Create a school-ready leadership continuum with associated training at each level.	2018-2023	Dir. Staff and Leadership Dvp.	FY20 - $4,325	TBD	C - Continuum developed, training implemented.
3. Provide training for principal supervisors to develop coaching skills and leadership of principal professional learning networks.	2018-2023	Dir. Staff and Leadership Dvp.	FY20 - $27,025	TBD	C -Principal Supervisors coaching and leading principals under new model.
4. Partner with higher education for selected cohorts and practitioner-supported certification in instructional leadership and school leadership.	2018-2023	Dir. Staff and Leadership Dvp.	TBD	TBD	C - Agreements with higher ed in place.
5. To provide program continuity and quality, Dr. Penny Rogers will continue as the principal of Washington Center. As a school counselor is inappropriate given the profound disabilities among the student population, the district will serve the students' needs in alternative ways.					Waiver

Performance Goal Area:	☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)	☐District Priority
Gifted and Talented Requires	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Establish a progression of professional growth and leadership development tailored to 10 non-instructional employee groups by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	N/A	1	Projected Data	2	4	6	8	10
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Provide mentoring and support for entry level employees to effect consistent understanding and implementation of the knowledge and skills required for success.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Train and support highly-skilled employees to mentor entry-level personnel	2018-2023	Dir. Staff and Leadership Dvp.	TBD	TBD	C - High skill employees trained to mentor

ACTION PLAN FOR STRATEGY #2: Provide opportunities for non-instructional staff to advance the core knowledge and skills for continuing success in their jobs.

					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Each department will provide training to build employee capacity in a culture of continuous improvement	2018-2023	Dir. of Staff and Leadership Dvp.	$0	NA	C - Training implemented.
2. Use the performance review process to personalize support and growth opportunities	2018-2023	Manager Emp. Eval Systems & Support	$0	NA	C - Performance Review used to identify training for growth

ACTION PLAN FOR STRATEGY #3: Build the leadership capacity of non-instructional employees in a continuum of opportunity that prepares them for advancement.

					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Provide highly-effective employees the opportunity to lead others and manage department initiatives.	2018-2023	Exec. Dir. HR Dir. Staff & Leadership Dvp.	$0	NA	C - Employees have opportunities to lead
2. Develop leadership training for new managers with cross-functional instructors (Payroll, Safety, Procurement, ETS)	2018-2023	Exec. Dir. HR Dir. Staff & Leadership Dvp.	$0	NA	C - Leadership Training implemented
3. Develop and/or procure mid-level	2018-2023	Exec. Dir. HR	FY20 - $27,000	TBD	C - Mid-level leadership training

management leadership curriculum		Dir. Staff & Leadership Dvp.			developed
4. Develop and/or procure functional-level basic Supervisor training for high potential employees.	2018-2023	Exec. Dir. HR Dir. Staff & Leadership Dvp.	Workforce Pathways Scholarships	TBD	C - Basic Supervisor training developed
5. Annually review and enhance the hourly work group's summer training academy	2018-2023	Exec. Dir. HR Dir. Staff & Leadership Dvp.	$0	$0	C - Annual review of course evaluations to inform improvement

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required) ☐District Priority
Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 100% of classrooms will be filled with a certified teacher on the first day of school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
HR	100%	99%	Projected Data	100%	100%	100%	100%	100%
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Expand alternative certification programs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Identify funding to support the expansion of GATE	2018-2023	Exec. Dir. of HR	$0	NA	C - Funding identified.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
2. Evaluate the effectiveness of resources offered to PACE teachers to the effectiveness of resources offered to GATE teachers	2018-2023	Exec. Dir. HR Dir. Prof. Employment	$0	NA	C - Comparison and evaluation complete.
3. Establish structures to support all other alternative certification programs.	2018-2023	Exec. Dir. HR Dir. Prof. Empl.	$0	NA	C - Structures identified

ACTION PLAN FOR STRATEGY #2: Expand our recruitment for non-traditional programs					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Partner with communications and human resources to broaden the district's reach (i.e. career changers campaign)	2018-2023	Exec. Dir. HR Dir. Prof. Employment Exec. Dir. of Comm.	$0	NA	C - Campaign launched Campaign in design/data collection phase
2. Work with local university(ies) to develop a program for classroom aides to obtain certification	2018-2023	Exec. Dir. HR Dir. Prof. Employment	$0	NA	C - Program developed

ACTION PLAN FOR STRATEGY #3: Maintain our position in the top 10 of all salary measurements for teachers in the state of South Carolina.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Share a comparison of salaries with potential teacher candidates	2018-2023	Exec. Dir. of HR	$0	NA	C - Comparisons shared.
2. Advocate with the state to fully fund an	2018-2023	Exec. Dir. HR	$0	NA	C - Evidence of advocacy

annual increase to teacher pay					

ACTION PLAN FOR STRATEGY #4: Increase the opportunities for teachers to acquire advanced degrees.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Partner with local colleges and universities to develop cohort programs to offer discount courses	2018-2023	Dir. Staff & Leadership Dvp.	$0	NA	C - Partnerships in place
2. Establish funding sources to support teachers to take graduate classes: Scholarship opportunities/grants	2018-2023	Exec. Dir. HR Coord. Comm. Collaboration	TBD	TBD	C - Scholarships available

ACTION PLAN FOR STRATEGY #5: In cooperation with communications, improve the branding and promotion of Greenville County Schools as a premier employment destination.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Expand the incentives available to new teachers	2018-2023	Prof. Employment Staff	TBD	TBD	C - Incentives added
2. Widely publicize the available incentives to new employees	2018-2023	Exec. Dir. of Comm.	$0	NA	C - Teachers notified of incentives New GCS Rewards site Special Offers through eBulletin Board
3. Publish the incentives for loan forgiveness on district and school websites.	2018-2023	Exec. Dir. of Comm.	$0	NA	C - Information available on websites

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

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

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐Gifted and Talented: Artistic   ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 7 100% of bus driver positions filled with qualified drivers on the first day of school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	100%	94.85%	Projected Data	100%	100%	100%	100%	100%
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Improve retention					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Offer 2 incremental retention bonuses throughout the school year.	2018-2023	Exec. Dir. HR Dir. Transportation	TBD	General Fund	C - Retention bonuses in place
2. Prioritize challenging route assignments.	2018-2023	Dir. Transportation	$0	NA	C - Routes prioritized
3. Add non-special needs aides for challenging routes.	2018-2023	Exec. Dir. HR Dir. of Transportation	TBD	General Fund	C - Aides added

ACTION PLAN FOR STRATEGY #2: Improve recruiting					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Promote part-time driving options to current employees.	2018-2023	HR Management Comm. Dept.	TBD	General Fund	C - Drivers aware of part time options
2. Develop marketing strategies for more exposure.	2018-2023	HR. Management Comm. Dept.	TBD	General Fund	C - Marketing strategies improved

GOAL 3

Performance Goal Area: *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐District Priority
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE Survey File	91%	90%	Projected Data Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Data Students					
	94%	97%	Projected Data Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Data Teachers					
	88%	88%	Projected Data Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Data Parents					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Communicate clearly and effectively with all stakeholders that district-wide emergency	2018-2023	Dist. Staff Principals	$0	NA	C - Newsletters, Social Media Posts, SIC and

response plans are in place and include explanations of the training and drills that take place at each location					PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Exec. Dir. of Comm.	$0	NA	C - Safety stories on web, social media, etc. Deterrent Tweets/ConnectED
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Assoc. Supt. for School Admin. Support	$0	NA	C - Tips received from multiple stakeholder groups

ACTION PLAN FOR STRATEGY #2: Continue to update systems and personnel to monitor and control access at each facility.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Provide front office staff with training in recognizing and de-escalating volatile situations.	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	C - Training provided
2. Continued use of the Level I and Level II background checks.	Ongoing	Asst. Supt. for School Admin. Support	Changes annually	General Fund	C - Volunteer checks completed
3. Expand the presence and visibility of law enforcement through the use of School Resource Officers, Zone Patrols, and parked patrol vehicles.	2018-2023	Exec. Dir. of Student Services	Initially $990,000	General Fund	C - Patrols expanded
4. Explore utilizing community members, such as retired military and police officers, to serve on our School	2018-2023	Exec. Dir. of Student Services	TBD	TBD	C - Idea explored.

Community Watch Team.					
5. Add Safety Specialist positions to coordinate Volunteer applications and provide individualized safety/security support to schools.	2018-2023	Exec. Dir. of Student Services		General Fund	F - 5 FTE Safety Specialists hired

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(required)*	☐District Priority
Gifted and Talented Requires	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 GCS will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	0.7%	0.8%	Projected Data	≤1	≤1	≤1	≤1	≤1
GCS Expulsion Report from Kent Owens			Actual Data					

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.		Principals Exec. Dir. of Student Services	$0	NA	C - Programs in use
2. After school and school-based programs work in conjunction with law enforcement, mental		Principals Exec. Dir. of	$0	NA	C - Students in need being matched with services

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
health and school counselors to identify and assist students who are at risk.		Student Services Dir. of School Counseling			
3. Increase awareness of community based resources that families can reach out to for guidance and support.		Dir. of School Counseling	$0	NA	C - Information disseminated and utilized
4. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.		General Counsel Exec. Dir. of Student Services Asst. Supt. for School Admin. Support	$0	NA	C - Information disseminated through various formats

ACTION PLAN FOR STRATEGY #2: Development and implementation of mental health intervention programs and school based resources to identify potential issues and intervene in a timely manner.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Enhanced access to trained mental health counselors at every facility.	2018-2023	Dir. of School Counseling	Approx. $60,000 each	General Fund	C - Increased numbers of mental health counselors in schools
2. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-2023	Exec. Dir. of Student Services Dir. of School Counseling Principals	TBD	TBD	C - Training implemented
3. Develop buddy programs to help elementary students who are struggling to adjust.	2018-2023	Dir. of School Counseling Principals	$0	NA	C - Schools have program in place

4. Decrease school counselor to student ratio at all levels	2018-2023	Dir. of School Counseling	$4,000,000	TBD	C - Counselor ratios improved

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 GCS will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	.04%	.04%	Projected Data	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report from Kent Owens			Actual Data					

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Continue to provide and improve programs such as alternative placement within school, alternative schools, satellite diploma programs, and virtual school to assist students who struggle in a traditional school environment.	2018-2023	Exec. Dir. of Aca. Innov.	TBD	General Fund	C - Alternative programs in place
2. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	School Teams	$0	NA	C - GCSource and interventions used throughout district
3. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	Dir. of School Counseling Principals	TBD	General Fund	C - Peer mentoring in schools
4. Ensure every student connected with a caring adult.	2018-2023	Dir. of School Counseling Principals	TBD	TBD	C - Students connected with adults in school buildings or buses
5. Help schools develop processes for promoting extracurriculars to students in need of connection.	2018-2023	District Leadership Principals	$0	$0	C - More students participating in extracurricular activities
6. Annually challenge Interhigh Council with developing district-wide student inclusion events.	2018-2023	Interhigh Director	$0	NA	C - Interhigh plans and implements event

Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)	☐District Priority
Gifted and Talented Requires *1 Academic Goal and 1 Additional Goal*	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 GCS will demonstrate a caring environment as indicated by an increase in the percent of elementary and secondary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Survey	89%	90%	**Projected Data Elementary**	90	90	90	90	90
			Actual Data Elementary					
	51%	50%	**Projected Data Secondary**	54	58	62	66	70
			Actual Data Secondary					

122

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Expand mentoring program for students	2018-2023	Dir of School Counseling School team School counselors	TBD	Local	C - Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team Dir. of Leadership and Staff Dvp.	TBD	Local	C - Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	School team	$0	NA	C - Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	$0	NA	C - Support staff included in decision making and support of students

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)	☐District Priority
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 GCS will achieve and maintain a student attendance rate of at least 95%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
GCS Attendance Report from Ken Arnold	95%	95%	**Projected Data**	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
GCS Attendance Report from Ken Arnold			**Actual Data**					

ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	$0	NA	C - Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	$0	NA	C - Documented contacts
3. Use data from GC Source, teacher/staff, and	2018-2023	OnTrack	$0	NA	C- Students are identified

parent referrals to identify at-risk students		Coordinator Social Worker Attendance Clerk Admin team			and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	$0	NA	C - Intervention Connection System reports for truant and chronically absent students.

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Promote attendance with students and parents as an important component of school success	2018-2023	School team	$0	NA	C - Teacher/school direct contact with parents.
2. Improve school-level interventions related to attendance	2018-2023	School Social Worker Attendance Team	TBD	General Fund	C - Parental participation in interventions
3. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-2023	Associate Superintendent for Academics	$0	NA	C - More real-world learning
4. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018-23	Director of Counseling	$0	NA	C - Students setting goals and plans

ACTION PLAN FOR STRATEGY #3: Identify underlying causes of behavior and provide appropriate support.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Increase staff awareness and understanding of the community served by the school	2018-2023	School team	TBD	TBD	C - Visit to community
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	School team	TBD	TBD	C - Staff aware of student areas of concern
3. Encourage schools to develop "welcome packet" and student ambassadors program to guide students who enter a new school mid-year	2018-2023	Principals Asst. Supts. for School Leadership	$0	NA	C - Every school has welcome information and procedure

ACTION PLAN FOR STRATEGY #4: Identify consequences other than suspension for inappropriate behavior that is not a danger to others.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Create school task force to develop alternatives to suspensions	2018-2023	Exec. Dir. of Student Services School team PTA/SIC	$0	NA	C - Alternatives to suspensions are developed and communicated.
2. Cross train school personnel to support alternatives	2018-2023	School Team	TBD	TBD	C - Non-traditional personnel are assisting with discipline (i.e. social worker, mental health counselor, behavior interventionist)

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)	☐District Priority
Gifted and Talented Requires	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 GCS will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary and secondary students who, on the AdvanceED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Survey	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	**Projected Data Elementary**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
			Actual Data Elementary					
	Afraid – 7% Lonely – 14% Angry 15%	Afraid – 7% Lonely – 16% Angry – 14%	**Projected Data Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
			Actual Data Secondary					

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Dir. of Accountability	$0	NA	C - Survey data collected and analyzed

ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Dir. of Accountability	$0	NA	C - All schools using OnTrack process
3. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and Logic).	2018-2023	Dir. of School Counseling Principals	TBD	TBD	C - Programs implemented with fidelity
4. Develop and maintain a menu of support resources and provide to all school counselors and social workers	2018-2023	Dir. of School Counseling	$0	NA	C - Menu developed and distributed

ACTION PLAN FOR STRATEGY #2: Increase connectivity to health and wellness services.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Decrease the ratio of students to school counselors in elementary schools	2018-2023	Dir. of School Counseling	TBD	General Fund	C - More School Counseling personnel in elementary schools
2. Increase the number of schools with a full-time mental health counselor	2018-2023	Dir. of School Counseling	Approx.. $60,000 each	General Fund	C - More mental health services in schools
3. Increase the number of RAMP-certified (Recognized ASCA Model Program) schools annually	2018-2023	Dir. of School Counseling	TBD	TBD	C - Increase in RAMP certified schools
4. Provide an annual community resource fair for school counselors and	2018-2023	Dir. of School Counseling	TBD	TBD	C - Fair takes place

social workers					
5. Provide an annual community resource fair at the school level for staff and parents	2018-2023	School Teams	TBD	Local	C - Fair takes place
6. Partner with NAMI (National Alliance on Mental Illness) to receive early alerts to trends in teen behavior.	2018-2023	Dir. of School Counseling	$0	NA	C - Information shared
7. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	TBD	Assoc. Supt. for Academics	$0	NA	C - More activity in school day
8. Encourage schools with Extended Day programs to integrate physical activity into their schedule.	2018-2023	Exec. Dir. of Innovation	$0	NA	C - Programs contacted

ACTION PLAN FOR STRATEGY #3: Reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Train staff and students on the anonymous reporting process	2018-2023	Principals	$0	NA	C - Students and staff aware and able to report
2. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	School Teams Communications Dept.	$0	NA	C - Discipline consequences highlighted in materials for distribution ConnectED Revised
3. Each school will ensure its character education program addresses bullying behaviors	2018-2023	Principals	TBD	TBD	C - Appropriate programs utilized by schools

ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Schools will explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Principals School Teams	TBD	TBD	C - Consequences discussed systematically
5. Engage Interhigh to create student-led messaging on the district and school social media outlets, promoting appropriate behaviors and healthy relationships	2018-2023 (C)	Inter-high Director	$0	NA	C - Campaign occurs
6. Seek opportunities to develop empathy among students	2018-23	Principals	TBD	Local	C - School initiatives to end social isolation and build empathy
7. Expand Internet Safety and Cyberbullying outreach program.	2018-2023	Exec. Dir. ETS	TBD	TBD	C - Additional programs offered

ACTION PLAN FOR STRATEGY #4: Develop and foster social and emotional skills in students to develop the whole child.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Implement a strong social/emotional component into existing school character education plans	2019-2023	Assoc. Supt. for Academics Dir. of School Counseling	TBD	TBD	C - Increased percentage of student scoring higher on the Social/Emotional portion of the WIN Learning Test
2. Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019-2023	Assoc. Supt. for Academics Academic Specialists	$0	NA	C - Evidence of strategies being used in classrooms during observations

ACTION PLAN FOR STRATEGY #5: Establish a classroom environment that promotes social, emotional and intellectual	EVALUATION

well-being					
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Build a positive learning community supportive of all students	2018-2023	Assoc. Supt. for Academics Asst. Supts. for School Leadership Academic Specialists School Principals	$0	NA	C - Evidence of: ● classroom conversations and reflections to support problem solving occur across the school day. ● classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework. ● established classroom norms, expectations, and procedures. ● students exercising autonomy and respect for peers and adults.
2. Reduce the "over defined class size" break from three to two	2019-20	Superintendent	$4 million	General Fund	C - Reduction of "over defined class size" from three to two.

GOAL 4

Performance Goal Area:
(* required)

☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
☒District Priority – Resource Stewardship

Gifted and Talented Requires
1 Academic Goal and 1 Additional Goal

☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 To maintain Food and Nutrition Services operational efficiency, 100% of GCS schools will maintain their labor and food cost expenses at 85% or less of its operational expenses (excluding CDC's, West Greenville, Washington Center).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Monthly Financial Reports	86%	N/A	Projected Data	89% of all schools	93% of all schools	96% of all schools	99% of all schools	100% of all schools
			Actual Data	98% 82 of 84 Schools (Through Jan 2019)				

ACTION PLAN FOR STRATEGY #1: Utilize sound business practices to ensure operational efficiencies					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Evaluate financial position of each school	Monthly	FANS Director	None	FANS	C - Implementation of Activity #2
2. Audit inventories, production records, meal prep, and service to determine cause of inflated food and labor cost of schools not meeting goal	Monthly	FANS Area Manager	None	FANS	C - Discussions among FANS Central Office and school staff
3. Develop and implement training plan	2-3 months	FANS Area	None	FANS	C - Documented

to correct cost control issues based on site audit findings		Manager			performance trainings

Performance Goal Area: *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☒District Priority – Resource Stewardship
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 Increase percentage of budget spent on Instruction and Instructional Support to 75% of total expenditures by 2022-23, per the South Carolina Department of Education's InSite financial reporting system.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
InSite	71.3%	Data will be available in Sept 2019	**Projected Data**	72.04%	72.78%	73.52%	74.26%	75.00%
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Assess opportunities for continuous improvement efficiencies					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Maintain optimal bond ratings	2018-2023	Director Accounting Services	$0	N/A	C - Ratings reports
2. Perform annual assessment of competitor teacher salary data	February-March annually	Director of Budget Services	$0	N/A	C - Annual assessment schedule

Activity	Timeline	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation
3. Annual review of P&C insurance program to confirm coverage and premium efficiency/competitiveness	April-May annually	Director of Payroll & Insurance Services	$0	N/A	C - Assessment reports
4. Investigate procurement consortiums to manage procurement cost	2018-2023	Director of Procurement Services	$0	F	C - Quantity of contracts
5. On-going analysis of PCS data	2018-2023	Director of Budget Services	$0	N/A	C - Corrections of PCS data
6. Replace aging VOIP phone system with goal of reducing telecommunications costs	2019-2023	Exec. Dir ETS Exec. Dir. Finance	$900,000 to replace handsets	Capital Projects	C - New system in place
7. Enhance network and computer based security systems along with pro-active monitoring of all student information and financial systems. Obtain ISO 27001 security certification	2018-2023	Exec. Dir ETS Exec. Dir. Finance	$31,000 3-year ($17,250 1st yr, $6,875 years 2 and 3)	General Fund	C - Certificate obtained

ACTION PLAN FOR STRATEGY #2: Reduce and avoid non-instructional expenditures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Monitor market prices for bulk commodities	2018-2023	Director of Procurement Services/ Logistics Coordinator	$0	N/A	C - Purchase of bulk commodities at or below market price
2. Utilize P-cards, state contracts, and vendors on district bid list	2018-2023	Coordinator of Maintenance	$0	N/A	C - P-Card activity, state contracts
3. Review expenses for functional alignment	2018-2023	Director of Budget Services	$0	N/A	C - InSite report

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Support safety programs to reduce the frequency and severity of work related injuries/accidents	July-August annually	Director of Payroll & Insurance Services	$0	N/A	C - Workers Comp Claim Administrator reports

ACTION PLAN FOR STRATEGY #3: Maximize use of Purchasing Cards					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Review invoices submitted for payment to the Accounts Payable Department to capture P-card payment opportunities.	2018-2023	Director of Accounting Services	$0	N/A	C - Increase in P-card transactions.
2. Identify locations under- utilizing the P-card and provide examples of how to capture all eligible P-card expenditures.	2018-2023	Director of Accounting Services	$0	N/A	C - Meeting with schools
3. Explore P-card rebate sharing with schools	2018-2019	Director of Accounting Services	$0	N/A	C - Meeting with District administration

ACTION PLAN FOR STRATEGY #4: Increase participation in E-Pay program					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Identify additional merchants who accept E-Pay payments	2019-2023	Director of Accounting Services	$0	N/A	C - List of potential merchants
2. Communicate with merchants who accept E-Pay payments the opportunity to receive payment by this method	2019-2023	Director of Accounting Services	$0	N/A	C - Documentation of communications with merchants

3. Convert payments from these merchants to E-Pay payments	2019-2023	Director of Accounting Services	$0	N/A	C - Increase in E-Pay transactions.

ACTION PLAN FOR STRATEGY #5: Expand use of on-line payment program.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Identify schools that can benefit from using the on-line payment program	2018-2023	Director of Accounting Services	$0	N/A	C - Increase in transactions.
2. Identify other areas that would benefit from the on-line payment program	2019-2023	Director of Accounting Services	$0	N/A	C - Increase in transactions.
3. Provide training and assistance to schools and locations for on-line school store products.	2018-2023	Director of Accounting Services	$0	N/A	C - Increase in transactions.

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(required)*	☒District Priority – Resource Stewardship
Gifted and Talented Requires	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 The Transportation Department for Greenville County Schools will work together with the SDE to improve the annual percentage of buses arriving on-time for instruction as measured by geo-fence time stamps using the program Mototrax to 95% by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	N/A	N/A	Projected Data	Baseline Year	TBD	TBD	TBD	95%
			Actual Data					

ACTION PLAN FOR STRATEGY #1: The GCS transportation department will use GPS data to minimize late bus arrivals.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Establish the benchmark for "on-time delivery" of students.	2018-19	Dir. of Transportation	No Additional	No Additional	C - Report generated every two weeks
2. Have vendor set up Mototrax to report buses that arrive at school after benchmark times.	2018-19	Dir. Transportation	None	N/A	M - Still working with vendor.
3. Critically review school pairings and routing in summers before each school year.	Ongoing	Dir. Transportation	None	N/A	C - Review complete
4. Aggressively analyze trends with managers and supervisors.	Ongoing	Dir. Transportation	None	N/A	C - Study completed.

	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION
5. Identify high capacity area elementary schools to open early for receiving certain routes.	2018-19	Asst. Supt. For Admin. Support	TBD	TBD	C - School identified.
6. Review criteria regarding amount of time a bus waits at a rider's stop.	Ongoing	Dir. of Transportation	None	N/A	C - Review completed.

ACTION PLAN FOR STRATEGY #2: Increase recruiting and retention efforts within Transportation.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Focus on retention efforts such as an increase in perfect attendance compensation and rewards.	Ongoing	Dir. Transportation	TBD	TBD	C - Retention efforts studied.
2. Expand "uniforms" for transportation personnel. (jackets, dry-fit shirts).	Ongoing	Dir. Transportation	$100,000	TBD	C - Uniforms purchased
3. Institute a referral bonus.	Ongoing	Dir. Transportation	TBD	TBD	C - Referral bonus funded.
4. Continued dialogue between transportation and school level administration on bus discipline issues.	2018-2023	Dir. Transportation	None	N/A	C - Principals report communications.
5. Customer service training for transportation personnel.	2018-2023	Asst. Supt. For Administrative Support	TBD	TBD	C - Personnel receive annual training.
6. Explore possibility of sick days to be used for inclement weather absences.	2018-23	Asst. Supt. For Administrative Support	TBD	General Fund	C - Drivers allowed to use sick days for weather closings.
7. Continue to provide employment	2018-23	Manager	None	N/A	C - Bus drivers take more

opportunities outside regular driving for drivers (field trips, summer work, bus cleaning, second part-time jobs).		Classified Personnel			positions in district
8. Encourage schools to provide incentives for drivers (availability of facilities, appreciation week) to provide an inviting relationship.	2018-23	Asst. Supt. For School Administration	TBD	TBD	C - Schools give drivers incentives

Performance Goal Area: *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☒District Priority – Resource Stewardship
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The annual carryover rate of maintenance work orders will be maintained at 1.5% or less.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	1.5%	<mark>1.5%</mark>	**Projected Data**	≤1.5%	≤1.5%	≤1.5%	≤1.5%	≤1.5%
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Active work orders are resolved within 2 weeks					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Ensure maintenance work order system is monitored and updated on a weekly basis	2018-2023	Coordinator of Maintenance	$0	N/A	C - Weekly work order report
2. Weekly status meetings to discuss and prioritize outstanding work orders	2018-2023	Coordinator of Maintenance	$0	N/A	C - Calendar meetings

ACTION PLAN FOR STRATEGY #2: Utilize comprehensive preventative maintenance program to reduce the number of work orders					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Perform regularly scheduled preventative maintenance and observed needed repairs	2018-2023	Coordinator of Maintenance	TBD	General Fund	C - Work order reports
2. School/Facility inspections to include Building Services & Maintenance Supervisors	2018-2023	Coordinator of Maintenance	$0	N/A	C - Work order reports

GOAL 5

Performance Goal Area: *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☒District Priority – Partnerships and Communication
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Strengthen internal communication to align understanding and action to the district's vision, goals, policies, and expectations. This will be measured through employee surveys and other to be determined metrics.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Internal Communications Department Survey - % rating as somewhat or very effective the district's efforts to strengthen and align understanding	N/A	N/A	Projected Data	Baseline	90%	91%	92%	93%
			Actual Data	88%				

ACTION PLAN FOR STRATEGY #1: Broaden employee understanding of the district's vision, goals, policies, and expectations.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Seek opportunities to develop internal	2018	Executive Staff	$0	N/A	C - Weather closing emails

stakeholder understanding first, before information is disseminated to a wider audience (i.e. Annual Report, budget, key initiatives, impactful decisions)					sent to all employee before announcement; Talking Points for State Report Cards, Communication on Teacher Survey Data New Storytime Feature in eBulletin Board
2. Investigate additional avenues to build dialogue between district leadership and all employees, including the sharing of information such as State of the District	2018	Exec. Director of Comm.	TBD	TBD	C - Rebranded Inspire Newsletter; Invited department personnel to Supt. Breakfasts Forums, interactive newsletters, electronic bulletin boards, etc.
3. Build a document warehouse with resources to help align understanding and close the loop on questions posed at district-wide meetings.	2019	Exec. Dir. of Comm. Task force of district leadership and communications staff.	$0	N/A	C - Began compiling data and redesigned employee website. Establishment of warehouse
4. Utilize principal and department head feedback to determine appropriate distribution list for eManagement Memo	Summer 2018	Exec. Dir of Comm.	$0	N/A	F - Feedback received
5. Develop and implement protocols for the rollout of new district initiatives with a special emphasis on ensuring teacher understanding.	2019	Executive Director of Communications/ District Staff Principals	$0	N/A	C - More Talking Points/ Academic Advisory Committee Enrich Pilot Dissemination and regular use of protocols at both the school and district levels.
6. Establish a single point of access for principals in need of district forms, flow charts, guidance, and other information (consolidate infoweb, google docs, etc.)	Ongoing	Task force of principals, district leadership, and communications staff.	$0	N/A	Began compiling data Successful migration of information into a single, accessible point.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Review and revise protocols for communication on early closings, severe weather, and other mid-day events to ensure all appropriate personnel are notified in a timely manner.	Summer 2018	Exec. Dir. of Communications	$0	N/A	F - Updated Crisis Communication Plan Revised crisis communication protocol.

ACTION PLAN FOR STRATEGY #2: Ensure all internal stakeholders understand their role in building a better graduate.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Develop, distribute, and update annually the comprehensive overview of the initiatives used in GCS to Build a Better Graduate (i.e. G-Plus, MTSS, Inclusion, Opportunities to develop Profile)	Ongoing	Exec. Director of Communications	TBD	TBD	C - Hyperdoc, Powerpoint or other digital platform completed, regularly updated, and distributed.
2. Utilize employee recognitions, celebrations, and profiles to underscore all employees' role in Building a Better Graduate.	Ongoing	Director of Communications	$0	N/A	C - Profiles of employees, when appropriate, include impact on students and school culture.
3. Share and promote the Board's belief statements to all employees.	Ongoing	Exec. Director of Communications	$0	N/A	C - Provided BluePrint 2023 poster for every classroom Shared BluePrint 2023 ebook with all employees Vehicle for promoting belief statements identified and utilized.

Performance Goal Area: *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☒District Priority – Partnerships and Communication.
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 Strengthen external communication to align understanding and support of the district's vision, services, and accomplishments. This will be measured by surveys of external stakeholders, and to be determined metrics.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
			Projected Data	Baseline	69%	72%	75%	78%
External Communications Department Survey - % rating as good or great GCS efforts to prepare students for success after high school			Actual Data	66%				

ACTION PLAN FOR STRATEGY #1: Increase the reach of positive stories through parent, employee, media and digital touchpoints					EVALUATION
ACTIVITY	**TIMELINE (Start and End Dates)**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Equip employees to engage their publics by providing them with positive, accurate information about GCS.	Ongoing	Exec. Dir. of Communications	TBD	TBD	C - More information to and interaction with employees. Additional direct emails; Storytime Feature in

					eBulletin Board; Invited Dept. Staff to Supt. Breakfast
2. Expand awareness of the opportunities and value of multiple paths to graduation through Graduation Plus.	Ongoing	Dir. of Comm. Comm. Staff	$0	N/A	C - Increased number of students earning certificates and/or college credit.
3. Implement new and innovative methods to use social media to promote GCS success stories.	Ongoing	Dir. of Comm. Comm. Staff	TBD	TBD	C - Greater social media reach. FB posts with 10,000+ view went from 34% to 46% Twitter reach increased 18,076 Twitter followers
4. Expand avenues to connect and communicate with students and parents in non-digital ways.	Ongoing	Exec. Dir. of Comm.	TBD	TBD	C - Presence in more forums, social functions, PTA events, etc. Expanded Supt. Breakfasts to 5 - increased invitations
5. Diversify digital and print methods that support communication in other languages.	Ongoing	Dir. of Comm. Webmaster	TBD	TBD	C - Platforms and print that provide access in multiple languages.
6. Increase district coverage of under-promoted schools – researching and producing human interest stories and celebrations.	Ongoing	Comm. Staff	$0	N/A	C - Geographic mapping of featured schools. Started mapping
7. Explore new methods and venues to reach and engage the 75% of the public without a direct connection to the schools.	Ongoing	Exec. Dir. of Comm.	TBD	TBD	C - New platforms for information distribution. GVLToday Greenville Journal GCS website
8. Explore and implement new video	Summer 2018	Dir. of Comm.	TBD	TBD	C - Increased quality of

| production technology and techniques. | | Videographers | | | sound and video productions. |

ACTION PLAN FOR STRATEGY #2: Simplify, enhance, and update communication across websites and designated digital platforms.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1.Ensure cross-device compatibility to better serve external public	Ongoing	Webmaster	$0	N/A	F - Ease of use
2. Evaluate GCS app to determine further development or enhancement of the user experience.	2018-19	Comm. Coordinator Webmaster	TBD	TBD	C - Improved product.
3. Continually develop and enhance GCS website to provide positive stories and information to visitors	Ongoing	Comm Coordinator	$0	N/A	C - Website accessibility and clarity improves. Website revised.
4. Investigate digital method of better instant communication with parents in time-sensitive situations.	Summer 2018	Dir. of Comm. Exec. Dir. ETS	$0	N/A	F - Improvement to @gcsalerts system. School Messenger Text Completed
5. Research current and future social media platforms to ensure GCS is using these tools in the most efficient and effective way.	Ongoing	Comm. Staff	$0	N/A	C - Improved use of social media Analytics reviewed and analyzed.

ACTION PLAN FOR STRATEGY #3: Promote and showcase outstanding accomplishments and successes of GCS employees, students, departments (locations/schools), and alumni.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

	Dates)				C=Continue, M=Modify, F=Finish
1. Evaluate existing and implement the most impactful ways to recognize and acknowledge department, school, student, and employee accomplishments and awards.	Ongoing	Comm. Coordinator	TBD	General Fund	C - Evaluation completed and changes made.
2. Expand community partnerships to further celebrate and acknowledge the contributions and achievements within GCS.	Ongoing	Coordinator of Community Collaboration	$0	N/A	C - Expanded partnerships. Partner of the Year Volunteer Recognitions
3. Recognize individual employee and student community service that reflects or models the profile of a better graduate.	Ongoing	Dir. of Comm.	$0	N/A	C - Student and employee stories that connect to Profile
4. Work with existing business partners to identify affordable surveying strategies to measure performance goals 1 and 2.	2018-19	Exec. Dir. of Comm.	TBD	TBD	C - Implement measurement. Use of Twitter and Facebook Analytics, Media Monitoring

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)	☒District Priority – Partnerships and Communication
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
	☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 Achieve annually a minimum of 90% positive or neutral coverage of GCS in Upstate media across platforms measured by Cision or similar media tracking third party.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY16 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Media TracReports	83%	==96%==	**Projected Data**	90	90	90	90	90
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Communicate positive GCS successes on a scheduled basis.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Improve avenues and timelines for submission of positive stories by external and internal public.	2018	Dir. of Comm.	None	None	C - Increased number of tips received
2. Conduct community meetings to inform and seek feedback from stakeholders.	Ongoing	Exec. Dir. of Comm.	$1,000	Existing budget	C - Community Meetings Increased number and reach of Supt. Breakfasts - multiple panels, speaking engagements, etc.
3. Develop an institute or seminar series to	2018-19 school	Exec. Dir. of	$5,000	TBD	C - Ongoing series focused

inform at a deeper level influential members of the community.	year	Comm. and Coord of Community Collaboration			on community influencers. In planning stage
4. Provide stipends to designated individuals to provide school-based information for coverage	2019-2023	Dir. of Comms	$100,000 ($1,000/school)	General Fund	C - Incentive program implemented Budget request

ACTION PLAN FOR STRATEGY #2: Partner with media outlets to support regular positive media coverage.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Develop opportunities to interact positively and cultivate mutually beneficial relationships with local media outlets.	Ongoing	Comm. Staff	$0	N/A	C - Ongoing positive coverage of soft news in our schools.
2. Provide effective services to media outlets to provide support for their positive coverage of our schools and the district.	Ongoing	Dir. of Comm.	Minimal	Existing Budget	C - Expanded reach of positive stories such as those currently shared on GCS Facebook page.
3. Boost select Facebook posts in effort to increase reach	2019-	Dir. of Comm.	$1,200	General Fund	C - More Facebook posts reaching 10,000 view threshold Up from 34% to 46%

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality*	☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)	☒District Priority – Partnerships and Communications	
Gifted and Talented Requires	☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional	
1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Other	

PERFORMANCE GOAL: 4 Increase our district and school websites' overall ADA accessibility by achieving and maintaining a composite score of 90 on SiteImprove.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Siteimprove	94	95	Projected Data District	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Data					
Siteimprove	83	95	Projected Data Schools	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Utilize external and internal resources to ensure GCS website is accessible to all users and sustains or advances an overall ADA Accessibility Score of 88.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION** C=Continue, M=Modify, F=Finish
1. Provide upgraded training to school-level webmasters to implement best practices for website accessibility.	Ongoing	District Webmaster	$0	N/A	C - Site Improve rating goes up.
2. Use third-party auditor and other accessibility tools to continually monitor and assess district accessibility compliance and progress.	Ongoing	District Webmaster	$17,000/Annually	General Fund	C - Site is audited by third party company.

3. Provide training for district-level employees to create accessible documents for posting on GCS websites.	Ongoing	District Webmaster	$0	N/A	C - Training complete.
4. Provide all school webmasters with Adobe Acrobat professional so that PDFs can be ADA accessible.	Ongoing	District webmaster	$13,000	General Fund	C - Licenses issued to all schools.

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

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐Gifted and Talented: Artistic   ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

---

PERFORMANCE GOAL: 5 Grow and strengthen partnerships with parents, business, and community aligned with our vision and mission for students. This goal will be measured through an annual self-assessment.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	SY17 BASELINE	SY18 BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
			Projected Data	**Baseline**	**137**	**144**	**151**	**159**
Partnership Roster - Number of district partner organizations participating in work-based learning, mentoring, or volunteering			**Actual Data**	**131**				

ACTION PLAN FOR STRATEGY #1: Create awareness of and communicate partnership and volunteer opportunities for stakeholder involvement at the district and school level.	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Include in developed seminar series information to raise the awareness of partnership and volunteer opportunities.	2018-19	Exec. Dir. of Comm. Coord. of Comm. Coll.	$5,000	TBD	C - Seminar series implemented. Initial planning for series begun
2. Establish family forums to communicate district programs, support systems, and resources for families.	Ongoing	Exec. Dir. of Comm.	TBD	TBD	C - Forums occur
3. Develop partnership/mentoring guidelines to distribute in person and share electronically.	2018-19	Coord. of Comm. Collaboration	TBD	TBD	C - Guidelines developed. In process

ACTION PLAN FOR STRATEGY #2: Intentionally identify and pursue partners to support the district's mission.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION C=Continue, M=Modify, F=Finish
1. Identify and communicate the needs that can be filled with district partnerships.	Ongoing	Coord. of Community Collaboration	TBD	TBD	C - Needs assessment completed.
2. Collaborate to ensure efficient use of resources available through partnerships.	Ongoing	Coord. of Community Collaboration	$0	N/A	C - Resources reviewed and aligned.
3. Collaborate with business partners to share GCS initiatives and news through their employee communication channels.	Ongoing	Comm. Staff	$0	N/A	C - Appearance of GCS information external formats. Greenville Journal GCS webpage

4. Leverage marketing resources from business and industry partners to launch a "new-collar" campaign targeting students and families.	Ongoing	Dir of Comm/ CATE Director	TBD	TBD	C - Use of industry marketing materials to promote CATE.