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 2018-2019 ***(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 signature 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

Dr. Crystal Ball O'Connor	Crystal Ball O'Connor	5/8/2018
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	5/8/2018
PRINTED NAME	**SIGNATURE**	**DATE**

TITLE II COORDINATOR

Ms. Patty Fox	Patricia A Fox	8/17/18
PRINTED NAME	**SIGNATURE**	**DATE**

DISTRICT STRATEGIC PLANNING COORDINATOR

Dr. Jason McCreary	J McC	8/20/18
PRINTED NAME	**SIGNATURE**	**DATE**

DISTRICT READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Karen Sparkman	Karen S. Andrews	8/17/2018
PRINTED NAME	**SIGNATURE**	**DATE**

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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 Guidance
Scott Rhymer	Assistant Superintendent for School Leadership – High Schools
Mike Simmons	Webmaster
Eston Skinner	Director of Procurement Services
Brooks Smith	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
Helen McElroy, Fine Arts Center
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

Resource Staff

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

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

GOAL AREA 1 – STUDENT ACHIEVEMENT

ESEA Federal Accountability Rating

- District earned a score of B in 2012, 2013, and 2014 (88.3 in 2012 to 85.8 in 2013 to 89.1 in 2014)
- In 2012 of 83 schools GCS had 42 A's, 28 B's, 4 C's, 4 D's, 5 F's
- In 2013 of 84 schools GCS had 36 A's, 34 B's, 3 C's, 2 D's, 9 F's
- In 2014 of 84 schools GCS had 38 A's, 29 B's, 10 C's, 4 D's, 3 F's
- *For 2015 and 2016, schools and districts were in a PAUSE year for federal accountability ratings due to the reauthorization of the Elementary and Secondary Education Act (ESEA)*

Figure 1.1 ESEA Federal Accountability Rating

GCS All Schools	A	B	C	D	F	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					
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					
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					
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					
Special Centers						
11-12	1	0	1	0	0	2
12-13	2	0	0	0	0	2
13-14	1	0	0	0	1	2

14-15	PAUSE YEAR
15-16	PAUSE YEAR
16-17	PAUSE YEAR

Note: 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.

School and District Report Card Ratings

- *For 2014-2015, 2015-2016, and 2016-2017 schools and districts were in a PAUSE year for federal accountability ratings due to the reauthorization of the Elementary and Secondary Education Act (ESEA)*

Figure 1.2 Absolute and Growth Rating History in GCS

GCS DISTRICT RATINGS	2013-14				2012-13			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	50	56.8%	29	33.0%	43	48.9%	20	22.7%
Total Good	16	18.2%	29	33.0%	20	22.7%	24	27.3%
Total Average	20	22.7%	25	28.4%	22	25.0%	31	35.2%
Total Below Average	2	2.3%	3	3.4%	3	3.4%	11	12.5%
Total At-Risk	0	0.0%	2	2.3%	0	0.0%	2	2.3%
Total	88		88		88		88	

GCS DISTRICT RATINGS	2011-12				2010-11			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	38	43.7%	29	33.7%	26	30.2%	21	24.4%
Total Good	22	25.3%	28	32.6%	22	25.6%	19	22.1%
Total Average	22	25.3%	21	24.4%	32	37.2%	35	40.7%
Total Below Average	3	3.4%	7	8.1%	5	5.8%	7	8.1%
Total At-Risk	2	2.3%	1	1.2%	1	1.2%	4	4.7%
Total	87		86		86		86	

GCS DISTRICT RATINGS	2009-10				2008-09			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	20	23.3%	19	22.1%	18	20.9%	10	11.6%
Total Good	23	26.7%	25	29.1%	15	17.4%	16	18.6%
Total Average	37	43.0%	32	37.2%	46	53.5%	45	52.3%
Total Below Average	5	5.8%	6	7.0%	4	4.7%	11	12.8%
Total At-Risk	1	1.2%	4	4.7%	3	3.5%	4	4.7%
Total	86		86		86		86	

Note: Charter schools are not included.

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.

Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests: Exceeds, Meets, Approaches, and Does Not Meet Expectations.

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.

English Language Arts 2016

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	17.7	31.8	31.5	18.9
4	19.0	30.0	32.3	18.7
5	19.4	32.4	31.1	17.2
6	19.4	37.4	26.9	16.3
7	19.5	35.2	28.7	16.6
8	19.1	30.8	32.6	17.5

In ELA, 4th grade had the highest percentage of students scoring Meets and Exceeds Expectations – 51.0%.
In ELA, 6th grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 43.2%.

English Language Arts 2017

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	20.2	28.8	30.9	20.1
4	21.8	29.2	31.5	17.5
5	21.7	32.2	32.3	13.7
6	21.8	35.3	27.3	15.6
7	25.7	33.9	26.1	14.3
8	24.0	30.2	29.2	16.5

In ELA, 3rd grade had the highest percentage of students scoring Meets and Exceeds Expectations – 51.0%.
In ELA, 7th grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 40.4%

Mathematics 2016

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	16.2	22.9	34.9	26.0
4	16.1	28.1	27.1	28.6
5	17.6	30.3	27.5	24.7
6	22.4	32.8	23.7	21.1
7	23.6	36.9	21.7	17.9
8	26.8	35.7	21.5	16.0

In mathematics, 3rd grade had the highest percentage of students scoring Meets and Exceeds Expectations – 60.9%.
In mathematics, 8th grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 37.5%

Mathematics 2017

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	16.8	23.2	32.0	28.0
4	17.5	28.0	27.5	26.9
5	21.9	30.8	23.5	23.8
6	22.4	31.0	23.0	23.6
7	26.8	37.2	18.5	17.4
8	27.3	34.4	20.4	17.9

In mathematics, 3rd grade had the highest percentage of students scoring Meets and Exceeds Expectations – 60.0%.
In mathematics, 7th grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 35.9%

2016 GCS vs. SC READY Performance (All Students)

	English Language Arts		Mathematics	
	GCS	SC	GCS	SC
Grade 3	50.5	43.7	60.9	53.6
Grade 4	51.0	43.4	55.8	46.7
Grade 5	48.2	41.2	52.1	44.3
Grade 6	43.2	41.0	44.9	39.5
Grade 7	45.3	40.7	39.6	34.7
Grade 8	50.1	44.7	37.5	32.4

2017 GCS vs. SC READY Performance (All Students)

	English Language Arts		Mathematics	
	GCS	SC	GCS	SC
Grade 3	51.0	42.1	60.0	52.5
Grade 4	49.1	40.9	54.4	46.4
Grade 5	46.0	38.3	47.3	40.0
Grade 6	42.9	39.7	46.6	41.5
Grade 7	40.4	36.4	35.9	33.3
Grade 8	45.7	40.1	38.3	34.5

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.

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.

Science 2016

	% Met & Exemplary
Grade 4	71.4
Grade 5	71.7
Grade 6	64.7
Grade 7	74.2
Grade 8	69.4

7th grade had the highest percentage of students scoring Met and Exemplary – 74.2%.
8th grade had the lowest percentage of students scoring Met and Exemplary – 69.4%.

Science 2017

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
4	19.2	28.1	29.5	23.2
5	22.8	23.9	28.0	25.3
6	25.5	21.1	25.2	28.2
7	26.8	23.4	23.3	26.5
8	22.2	24.5	31.7	21.6

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.

Social Studies 2016

	% Met & Exemplary
Grade 4	85.4
Grade 5	77.0
Grade 6	78.7
Grade 7	73.6
Grade 8	74.0

Like 2014 and 2015, in 2016 4th grade had the highest percentage of students scoring Met and Exemplary – 87.5%, 88.6%, and 85.4% respectively.

Like 2014 and 2015, in 2016 7th grade had the lowest percentage of students scoring Met and Exemplary – 71.7%, 73.6%, and 73.6% respectively.

Social Studies 2017

	% Met & Exemplary
Grade 4	85.8
Grade 5	79.1
Grade 6	77.4
Grade 7	67.4
Grade 8	72.4

In 2017, 4th grade had the highest percentage of students scoring Met and Exemplary – 85.8%.

In 2017, 7th grade had the lowest percentage of students scoring Met and Exemplary – 67.4%.

2016 GCS vs. SC PASS Performance (All Students) % Met & Exemplary

	Science		Social Studies	
	GCS	**SC**	**GCS**	**SC**
Grade 4	71.4	65.0	85.4	81.3
Grade 5	71.7	65.7	77.0	71.5
Grade 6	64.7	62.1	78.7	76.3
Grade 7	74.2	70.6	73.6	68.4
Grade 8	69.4	66.2	74.0	69.5

The percentage of GCS students scoring Met and Exemplary was higher than the percentage of SC students scoring Met and Exemplary on Science and Social Studies SCPASS at all grade levels for 2014, 2015, and 2016.

2017 GCS vs. SC PASS Performance (All Students) % Meets Expectations or Exceeds Expectations

	Science	
	GCS	**SC**
Grade 4	52.7	48.4
Grade 5	53.3	46.1
Grade 6	53.4	48.0
Grade 7	49.8	46.5
Grade 8	53.3	49.5

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 on SCPASS Science at all grade levels.

2017 GCS vs. SC PASS Performance (All Students) % Met & Exemplary

	Social Studies	
	GCS	**SC**
Grade 4	85.8	80.8
Grade 5	79.1	70.9
Grade 6	77.4	73.3
Grade 7	67.4	63.5
Grade 8	72.4	67.7

The percentage of GCS students scoring Met and Exemplary was higher than the percentage of SC students scoring Met and Exemplary on SCPASS Social Studies at all grade levels for 2014, 2015, 2016, and 2017.

Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. Currently, this computerized system of testing is administered two to three times a year in every elementary and middle school and in certain high schools in reading and mathematics, and optionally, in language usage. Generally, MAP correlates with national and state curriculum and standards and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike SCPASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences, but not for district level accountability. As MAP testing continues, the results will be used to help assess students' academic achievement and in district planning.

End-of-Course Exam Program (EOCEP)

In 2016-2017, End-of-Course exams were administered to students enrolled in the following high school credit courses:

- Algebra I/Mathematics for the Technologies 2 (middle and high school)
- English I (middle and high school)
- Biology 1/Applied Biology 2 (high school)
- U.S. History and the Constitution (high school).

End-of-Course exam scores count 20% of a student's final grade in the course.

2016-2017 EOCEP Results – Greenville County Schools (All Schools**)**

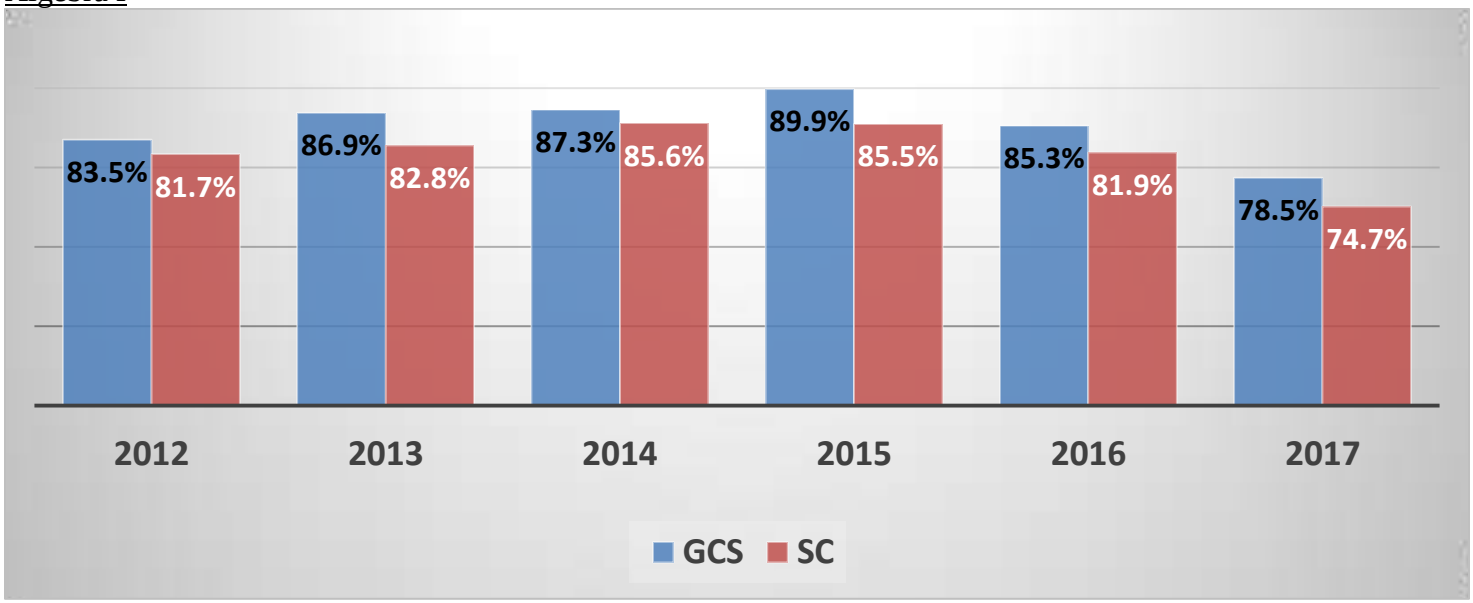
- GCS EOCEP passage rates (students scoring A, B, C, or D) and mean scale scores decreased in all four subject areas from 2016 to 2017. Passage rates and mean scale score decreases in GCS mirror decreases for all South Carolina students.

- GCS EOCEP passage rates and mean scale scores in all subject areas were higher than state in 2017.

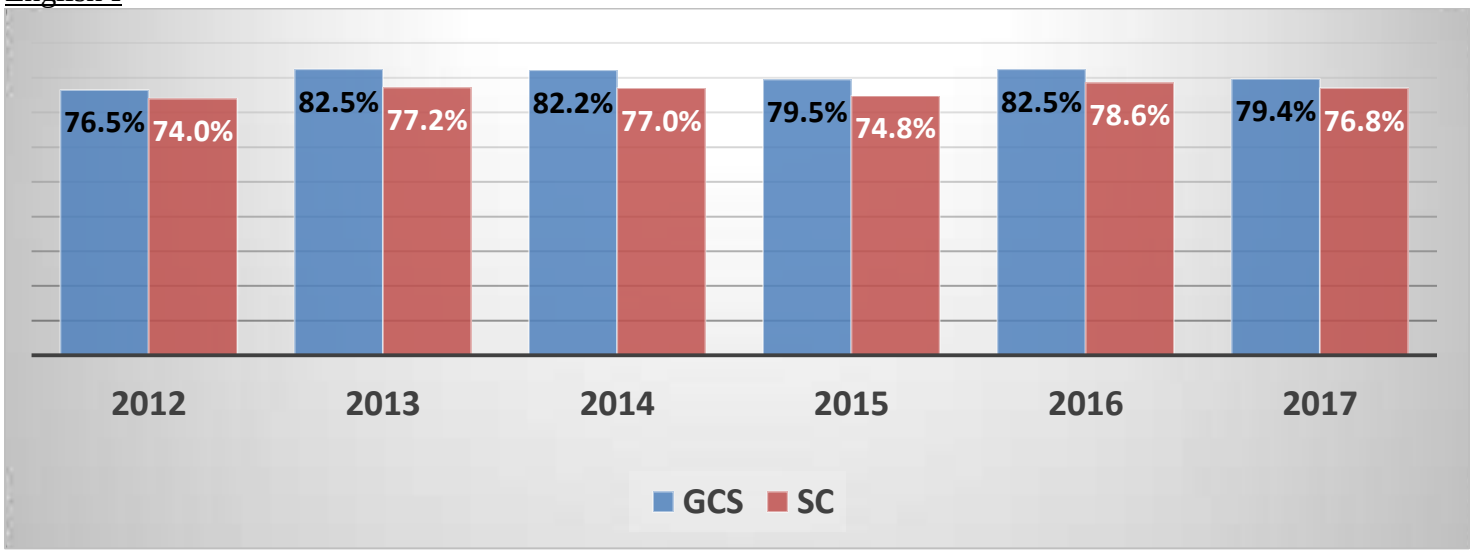
		GCS	SC
Algebra I*	**% Passing**	78.5%	74.7%
	Mean Scale Score	71.8	69.4
English I*	**% Passing**	79.4%	76.8%
	Mean Scale Score	73.2	71.4
Biology I	**% Passing**	77.3%	73.7%
	Mean Scale Score	77.2	75.3
U.S. History	**% Passing**	76.2%	67.8%
	Mean Scale Score	73.3	69.3

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

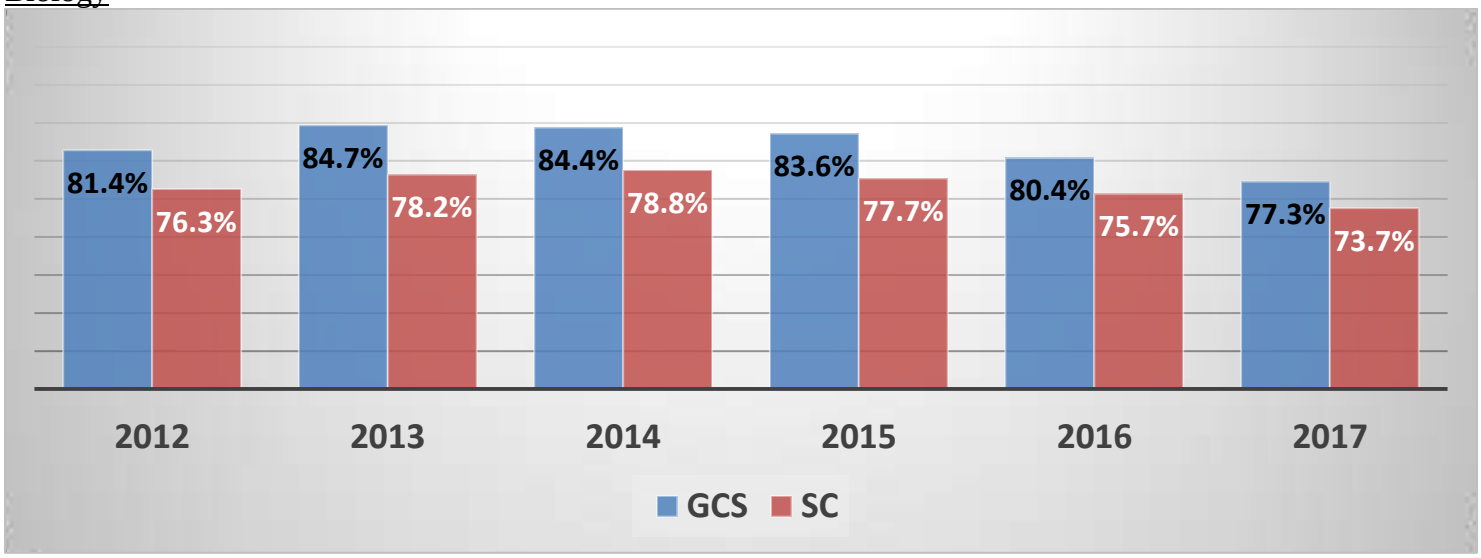
Algebra I



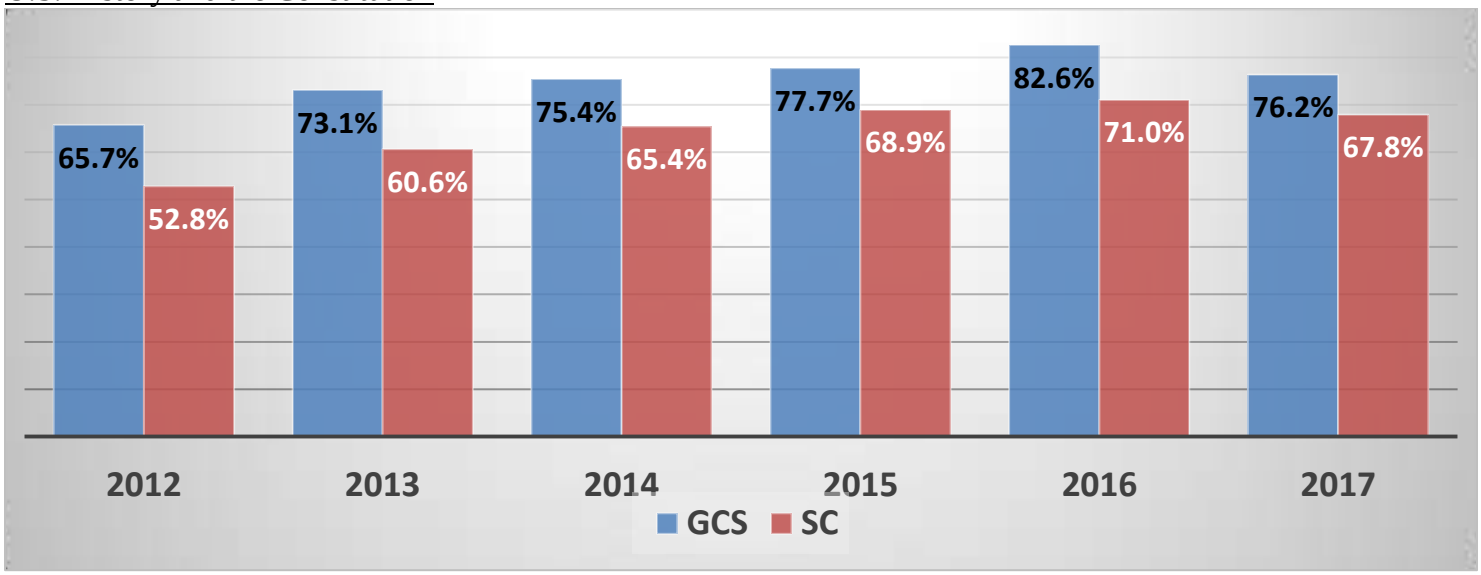
English I



Biology



U.S. History and the Constitution



SAT

The first redesigned SAT was administered by the College Board in March 2016. Although some students in the senior class of 2017 took the old SAT, the majority of seniors nationwide (93%) took the new SAT. Therefore, results are based on the new SAT and serve as a baseline for SAT results moving forward. Results from the new SAT cannot be compared to previous years' data.

The number of graduating seniors taking the new SAT was 2,332 in 2017. The average Evidence-Based Reading and Writing (EWR) score was 555 and the average Math score was 535. The 2017 average total score for all Greenville seniors was 1089 on the SAT's 1600-point scale.

	Number of Test-	2017 Mean Scores

	Takers 2017	Evidence-Based Reading and Writing	Math	Total
GREENVILLE COUNTY SCHOOLS	2,332	555	535	1089
SOUTH CAROLINA (PUBLIC SCHOOL ONLY)	19,605	539	518	1058
NATION (PUBLIC SCHOOL ONLY)	1,426,258	527	517	1044

GCS District Performance

The average total score for Greenville County Schools (1089) is 45 points higher than the national (public school seniors) average total score (1044). The average total score for Greenville County Schools (1089) is 31 points higher than the state (public school seniors) average total score (1058).

ACT

The American College Testing (ACT) test is a state assessment that is designed to assess the general educational development and their ability to succeed at the college level. The ACT measures student performance in English, mathematics, reading, and science.

A new baseline was established with the graduating class of 2016 who took the ACT under timed or extended time conditions in 2013-14, 2014-15, and 2015-16 and earned a college reportable composite score. Scores represent a combination of two student groups:

- Students that elected to take the test on a Saturday
- Students that participated in state testing

For students who have taken more than one administration of the ACT, the most recent set of test scores are included in the reported results.

The number of seniors taking the ACT in GCS decreased from 2016 (**4,909**) to 2017 (**4,891**). The average composite score for all Greenville seniors increased from 19.2 in 2016 to 19.4 in 2017 on the ACT's 36-point scale.

Subject Tests

- The ACT subject test with the highest average score was Reading (20.0), followed by Science (19.6), Math (19.4), and English (18.3).
- The ACT Reading score average increased from 19.7 in 2016 to 20.0 in 2017
- The ACT Science score average increased from 19.3 in 2016 to 19.5 in 2017
- The ACT Math score average increased from 19.1 in 2016 to 19.4 in 2017
- The ACT English score average increased from 18.1 in 2016 to 18.2 in 2017

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
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
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

GCS District Performance

- Greenville County's average ACT composite score of 19.4 in 2017 was higher than the state (18.7 – all students) and lower than the national average of 21.0.
- The national ACT performance increased from 20.8 in 2016 to 21.0 in 2017.

- SC and GCS testing around 100% of seniors; whereas, 60% of national seniors were tested. The ACT saw a drop in the percent of the graduating class taking the test (64% to 60%), mainly due to Illinois and Michigan switching from statewide ACT to statewide SAT testing.

ACT Benchmarks by Subject and Area

ACT Benchmark	Benchmark as a National Percentile	Greenville % Met Benchmark	South Carolina % Met Benchmark	Nation % Met Benchmark	*National Proportion Meeting Benchmark
College English Composition (18)	40th	49%	44%	61%	37%
College Algebra (22)	62nd	31%	25%	41%	25%
College Reading (22)	61st	39%	33%	47%	28%
College Biology (23)	70th	28%	23%	37%	22%
Met all 4 Benchmarks		19%	15%	27%	16%

Proportionally, the nation performs below Greenville across all benchmarks. Greenville tested 100% of seniors; whereas, the nation tested 60% of seniors. The national Proportion Meeting Benchmark is based upon a 60% national testing rate. For example, if 61% of the nation meets the College English Composition Benchmark, and the nation only represents 60% of the entire testing population, proportionally only 39% of the tested population met the benchmark. Thus, proportionally, (.61.64=.39) a lower percentage of students are meeting this benchmark, compared to GCS.

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%

- GCS students experienced AP courses across 27 different subjects in 2017.
- The number of AP exams administered in Greenville County Schools decreased slightly from 7,351 in 2016 to 7,257 in 2017.

- The number of AP students in the district increased from 4,507 in 2016 to 4,521 in 2017..
- The 2017 passage rate (scores of 3 or higher) was 57.7% - higher than the passage rate of 54.2% in 2016.

- The percentage of AP exams scores of 3 to 5 was higher for GCS compared to the state for the following subjects areas:
    - Art History – 70%

- Music Theory – 55%
- Studio Art: 2-D Design Portfolio – 96%
- Studio Art: 3-D Design Portfolio – 100%
- Studio Art: Drawing Portfolio – 100%
- Human Geography – 51%
- Macroeconomics – 70%
- Psychology – 72%
- United States Government and Politics – 58%
- United States History – 54%
- Calculus AB – 60%
- Statistics – 62%
- Biology – 73%
- Chemistry 69%
- Physics 1 – 52%
- Spanish Language and Culture – 95%

ACT – State Testing

Spring 2017 marked the third time that all 11th graders in South Carolina participated in state-wide ACT testing. ACT is a college-readiness assessment that consists of four main tests – English, Mathematics, Reading and Science. These four tests contain multiple choice questions, and results are reported based upon scale scores ranging from 1 to 36. In addition, there is Writing test which contains a prompt. Results of the Writing tests are reported based upon a scale score ranging from 2 to 12. College Readiness Benchmark Scores are the minimum ACT score that corresponds to a 50% chance of earning a B or higher or 75% chance of earning a C or higher on a subject related college course.

College Course	ACT Test	College Readiness Benchmark Scores
English Composition	English	18
College Algebra	Mathematics	22
Social Science	Reading	22
Biology	Science	23
STEM	STEM	26

College Readiness based upon benchmark scores

- The percentage of students that scored *Ready* based upon the College Readiness Benchmark Score for English decreased from 47.6% in 2016 to 42.2% in 2017.
- The percentage of students that scored *Ready* based upon the College Readiness Benchmark Score for Mathematics decreased from 30.9% in 2016 to 26.0% in 2017.
- The percentage of students that scored *Ready* based upon the College Readiness Benchmark Score for Reading decreased from 36.8% in 2016 to 31.8% in 2017.
- The percentage of students that scored *Ready* based upon the College Readiness Benchmark Score for Science decreased from 27.7% in 2016 to 21.0% in 2017.

GCS students out-performed students across the state in 2017 in all areas:

GCS vs. SC ACT College Readiness Benchmark Scores

Ready based upon the College Readiness Benchmark Score	**GCS 2015**	**SC 2015**	**GCS 2016**	**SC 2016**	**GCS 2017**	**SC 2017**
English	46.5%	38.7%	47.6%	39.5%	42.2%	38.2%
Mathematics	27.6%	21.6%	30.9%	23.5%	26.0%	21.6%
Reading	32.4%	25.8%	36.8%	29.5%	31.8%	26.8%
Science	23.2%	17.9%	27.7%	21.2%	21.0%	17.3%

AVERAGE SCALE SCORES

- The average scale score for the English test decreased from 17.9 in 2016 to 17.3 in 2017.
- The average scale score for the Mathematics test decreased from 19.3 in 2016 to 18.5 in 2017.
- The average scale score for the Reading test decreased from 19.7 in 2016 to 18.9 in 2017.
- The average scale score for the Science test decreased from 19.4 in 2016 to 18.7 in 2017.
- The average Composite score, which includes English, Mathematics, Reading, and Science, decreased from 19.2 in 2016 to 18.5 in 2017.
- The average scale score for the Writing tests was 5.9. Since the Writing score range changed in September 2015 and again in September 2016, it is difficult to compare previous Writing scores with a range of 1 to 36 in 2016 to current Writing scores reported with a range of 2 to 12 in 2017.
- GCS students out-performed students across the state in 2017 in English, Mathematics, Reading, and Science. The average scale score for Writing was the same (equal) for the district and the state.

GCS vs. SC ACT Average Scale Scores

	GCS 2015	**SC 2015**	**GCS 2016**	**SC 2016**	**GCS 2017**	**SC 2017**
English – average scale score	17.6	16.5	17.9	16.7	17.3	16.6
Mathematics – average scale score	18.8	18.1	19.3	18.4	18.5	17.8
Reading – average scale score	19.3	18.3	19.7	18.5	18.9	18.0
Science – average scale score	18.9	18.1	19.4	18.5	18.7	18.1
Composite (English, Mathematics, Reading, Science) – average scale score	18.8	17.9	19.2	18.2	18.5	17.7
Writing – average scale score	5.7	5.3	16.7	15.4	5.9	5.9
English Language Arts (ELA) – average scale score			18.2	17.0	16.9	16.6
Science, Technology, Engineering, and Mathematics (STEM)			19.6	18.7	18.8	18.2

ACT WorkKeys

In spring 2017, all South Carolina students in grade 11 participated in the ACT WorkKeys test. ACT WorkKeys is a career readiness assessment designed to measure essential workforce skills. The assessment contained three parts: Applied Mathematics, Locating Information, and Reading for Information. The assessment was administered via a paper/pencil format and total testing time was approximately two and a half hours.

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 percentage of students who scored Level 3 or higher on Applied Mathematics slightly decreased from 91.5% in 2016 to 89.6% in 2017. The percentage of students who scored Level 3 or higher on Locating Information decreased from 95.1% in 2016 to 92.3% in 2017. From 2016 to 2017, the percentage of students

who scored Level 3 or higher on Reading for Information slightly decreased from 97.8% in 2016 to 96.9% in 2017.

District 2017

	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*
Applied Mathematics	10.4	17.9	20.4	24.5	18.4	8.4
Locating Information	7.7	14.9	58.0	19.2	0.1	NA
Reading for Information	3.1	4.2	27.8	38.9	19.1	6.9

*Maximum score for Locating Information is Level 6.

District 2016

	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*
Applied Mathematics	8.5	14.3	18.8	29.1	22.0	7.2
Locating Information	4.9	14.6	56.3	23.9	0.4	NA
Reading for Information	2.2	2.8	25.0	44.0	20.0	6.0

*Maximum score for Locating Information is Level 6.

District Level National Career Readiness Certificates

Students who qualify can earn a National Career Readiness Certificate (NCRC). The NCRC is awarded at four levels, based on the scores achieved on three component assessments: Reading for Information, Locating Information and Applied Mathematics. A National Career Readiness Certificate can assist students with finding part-time or summer jobs, internships and employment. In South Carolina, over 1,400 employers recognize the certificate.

- 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

Certificates	**Level 3** score on all assessments earns Bronze certificate	**Level 4** score on all assessments earns Silver certificate	**Level 5** score on all assessments earns Gold Certificate	**Level 6** score on all assessments earns Platinum certificate
Skill levels show ability	For **35%** of jobs*	For **65%** of jobs*	For **90%** of jobs*	For **99%** of jobs*
Sample occupation correlations	Auto Body Repair Veterinary Assistant Janitorial Supervisor Drywall Installer Pharmacy Aid	Administrative Manager Head Cook Medical Assistant Engineering Tech Machinist	School Counselor Pharmacy Tech Semi-Conductor Processor Business Executive Electrician	Accountant Technical Writer Sales Manager Registered Nurse Manager Elevator Installer

	Number of Students Tested	Percentage of students that received a National Career Readiness Certificate	Percentage of students that received a Bronze National Career Readiness Certificate	Percentage of students that received a Silver National Career Readiness Certificate	Percentage of students that received a Gold National Career Readiness Certificate	Percentage of students that received a Platinum National Career Readiness Certificate
2017 District	5,121	86.1	21.5	46.6	17.8	0.1
2016 District	4,973	89.6	18.8	48.3	22.3	0.3

*Maximum score for Locating Information is Level 6.

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.

GOAL AREA 2 – TEACHER/ADMINISTRATOR QUALITY

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

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.

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.

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 – SCHOOL CLIMATE

	2012-13	2013-14	2014-15	2015-16	2016-17
Student Attendance Rate	95.6	95.0	95.6	95.7	95.2
Out of School Suspension or Expulsion Rate for Violent and/or Criminal Offenses	0.6	0.6	0.7	0.9	0.8
Percent of Parents Satisfied with the Learning Environment	88.1	88.1	89.8	90.1	89.5
Percent of ES/MS Students Satisfied with the Learning Environment	82.7	81.6	83.9	83.8	84.5
Percent of HS Students Satisfied with the Learning Environment	80.7	76.5	83.9	83.8	80.6
Percent of Teachers Satisfied with the Learning Environment	92.6	93.5	93.3	91.7	91.0
Percent of Parents Who Feel the School is Safe	92.8	93.1	91.7	91.7	91.0
Percent of ES and MS Students Who Feel Safe at School	90.2	89.2	91.3	91.1	91.9
Percent of HS Students Who Feel Safe at School	89.6	87.2	91.3	91.1	91.7
Percent of Teachers Who Feel Safe at School During the School Day	98.3	98.2	98.3	98.4	98.1
Percent of Teacher Who Indicate that There is Sufficient Space for Instructional Programs at Their School	94.4	93.8	93.6	92.5	92.2

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), guidance 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. ***A****ccelerate Achievement,* ***B****roaden Support, and* ***C****ultivate 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.

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: 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		**Projected Data Elementary**	**≤ 10th**	**≤ 10th**	**≤ 10th**	**≤ 10th**	**≤ 10th**
			Actual Data Elementary					
	11th		**Projected Data Middle**	**≤ 10th**	**≤ 10th**	**≤ 10th**	**≤ 10th**	**≤ 10th**
			Actual Data Middle					
	11th		**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**
			Actual Data Elementary					
SC READY ELA test data	43% Meets and Exceeds		**Projected Data Middle**	**46**	**49**	**52**	**55**	**58**

file	Expectations							
			Actual Data Middle					
SC READY Math test data file	54% Meets and Exceeds Expectations		**Projected Data Elementary**	**57**	**60**	**63**	**66**	**69**
			Actual Data Elementary					
SC READY Math test data file	40% Meets and Exceeds Expectations		**Projected Data Middle**	**43**	**46**	**49**	**52**	**55**
			Actual Data Middle					
SCPASS Science test data file	Baseline will be established in 2017-18 Grade 4 only		**Projected Data Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data Elementary					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 6 and 8		**Projected Data Middle**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data Middle					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grade 5 only		**Projected Data Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data Elementary					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grade 7 only		**Projected Data Middle**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data Middle					
EOCEP English I HS test data file	61% A, B, and C		**Projected Data High**	**64**	**67**	**70**	**73**	**76**
			Actual Data High					
EOCEP Algebra	51% A, B, and C		**Projected Data**	**54**	**57**	**60**	**63**	**66**

I HS test data file			**High**					
			Actual Data High					
EOCEP Biology I HS test data file	64% A, B, and C		**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		**Projected Data High**	**61**	**64**	**67**	**70**	**73**
			Actual Data High					
SAT Graduating Class report	SAT Composite Score = 1089		**Projected Data High**	**1098**	**1107**	**1116**	**1125**	**1134**
			Actual Data High					
ACT Graduating Class report	ACT Composite Score = 19.4		**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**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Assoc. Supt. for Academics	$120,000 annually	General Fund	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,	2018-2023	Assoc. Supt. for Academics Academic	$100,000 annually	General Fund	School surveys and observations

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**
and life/career characteristics) by incorporating themes into district curriculum.		Specialists			
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	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**
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	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	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	Mastery Connect 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	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	Mastery Connect/TE21 Coaching Cycles

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**
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).					
7. General Appropriations Act, 2017 S.C. Act 97, Proviso 1.77 (Proviso 1.77) Greenville County Schools requests a waiver to allow a 30-day testing window for SC READY and SCPASS for all grade levels.					
8. General Appropriations Act, 2017 S.C. Act 97, Proviso 1.77 (Proviso 1.77). Greenville County Schools requests a waiver for students in grades 3 through 5 to be administered the SC READY ELA test via paper and pencil instead of online.					
9. 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.					

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**
1. Provide school-based opportunities for test-prep courses.	2019-2023	Assoc. Supt. for Academics Assist. Supt. for High School School Principals	$0	NA	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	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	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	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**
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	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	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	Increase students taking high level courses as indicated on yearly reports
4. R43-205 Greenville County Schools requests a waiver of the required maximum student-teacher ratio of 20:1 in prekindergarten to increase to 23.					
5. GCS requests a waiver from submitting the district's and schools' strategic plans to the SDE by April 30, 2018 to submitting the plans by November 1, 2018.					

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**
1. Replace interactive white boards in all classrooms with either interaction projectors or touch-based TV systems	2018-2023	Assoc. Supt. for Academics Exec. Dir. ETS	TBD	TBD	Boards replaced
2. Upgrade the district's wi-fi to the latest 5K standard when adopted and supported by vendors	2018-2023	Assoc. Supt. for Academics Exec. Dir. ETS	TBD	TBD	Upgraded wi-fi in place
3. Support and maintain 70,000 computer systems found in classrooms, schools, ofices, and other district locations. Provide additional support personnel to reduce the time to repair and to implement preventive maintenance programs.	2018-2023	Assoc. Supt. for Academics Exec. Dir. ETS	TBD	General Fund	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	2018-2023	Assoc. Supt. for Academics Exec. Dir. ETS		TBD	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**
1. Implement tasks that promote reasoning and problem solving	2018-2023	Assoc. Supt. for Acad. Acad. Specs. for Math	$20,000	General Fund	Observations of problem solving and reasoning

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**
		Assist. Supts. for School Leadership School Principals			
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	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 Math Assist. Supts. for School Leadership School Principals	$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, 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	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	Evidence of unit and lesson planning, collaborative dialogue, increase the use of Mastery

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**
					Connect for assessment alignment, evidence of content specific PLO

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**
1. Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers.	2018-2023	Assoc. Supt. for Academics Academic Specialists for Math	$0	NA	Intentional collaborative planning based on student data 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	$0	NA	Rigorous, aligned formative assessment Evidence of students independently persevering through problem solving.

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**
		School Leadership School Principals			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 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 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			**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			**Actual AA**					
SC READY ELA SC READY test data file	11% Meets and Exceeds Expectations		**Projected SWD**	**16**	**21**	**26**	**31**	**36**
SC READY ELA test data file			**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			**Actual LEP**					
SC READY ELA test data file	30% Meets and Exceeds Expectations		**Projected SIP**	**33**	**36**	**39**	**42**	**45**
SC READY ELA test data file			**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			**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			**Actual AA**					
SC READY Math test data file	15% Meets and Exceeds Expectations		**Projected SWD**	**20**	**25**	**30**	**35**	**40**
SC READY Math test data file			**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			**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			**Actual SIP**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only		**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science test data file			**Actual Hispanic**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only		**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science test data file			**Actual AA**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only		**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science test data file			**Actual SWD**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only		**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science test data file			**Actual LEP**					
SCPASS Science test data file	Baseline will be established in 2017-18 Grades 4, 6, and 8 only		**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science test data file			**Actual SIP**					

SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only		**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies test data file			**Actual Hispanic**					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only		**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies test data file			**Actual AA**					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only		**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies test data file			**Actual SWD**					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only		**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies test data file			**Actual LEP**					
SCPASS Social Studies test data file	Baseline will be established in 2017-18 Grades 5 and 7 only		**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

SCPASS Social Studies test data file			**Actual SIP**					
EOCEP English 1	45% A, B, and C		**Projected Hispanic**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1			**Actual Hispanic**					
EOCEP English 1	38% A, B, and C		**Projected AA**	**41**	**44**	**47**	**50**	**53**
EOCEP English 1			**Actual AA**					
EOCEP English 1	14% A, B, and C		**Projected SWD**	**19**	**24**	**29**	**34**	**39**
EOCEP English 1			**Actual SWD**					
EOCEP English 1	37% A, B, and C		**Projected LEP**	**40**	**43**	**46**	**49**	**52**
EOCEP English 1			**Actual LEP**					
EOCEP English 1	45% A, B, and C		**Projected SIP**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1			**Actual SIP**					
EOCEP Algebra 1	37% A, B, and C		**Projected Hispanic**	**40**	**43**	**46**	**49**	**52**
EOCEP Algebra 1			**Actual Hispanic**					
EOCEP Algebra 1	27% A, B, and C		**Projected AA**	**30**	**33**	**36**	**39**	**42**
EOCEP Algebra 1			**Actual AA**					
EOCEP Algebra 1	10% A, B, and C		**Projected SWD**	**15**	**20**	**25**	**30**	**35**
EOCEP Algebra 1			**Actual SWD**					
EOCEP Algebra 1	36% A, B, and C		**Projected LEP**	**39**	**42**	**45**	**48**	**51**
EOCEP Algebra 1			**Actual LEP**					

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

EOCEP U.S. Hist/Const.	42% A, B, and C		**Projected SIP**	**45**	**48**	**51**	**54**	**57**
EOCEP U.S. Hist/Const.			**Actual SIP**					
ACT Graduating Class	Baseline will be established in 2017-18		**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class			**Actual Hispanic**					
ACT Graduating Class	Baseline will be established in 2017-18		**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class			**Actual AA**					
ACT Graduating Class	Baseline will be established in 2017-18		**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class			**Actual SWD**					
ACT Graduating Class	Baseline will be established in 2017-18		**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class			**Actual LEP**					
ACT Graduating Class	Baseline will be established in 2017-18		**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class			**Actual SIP**					
SAT Senior Class	Baseline will be established in 2017-18		**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT Senior Class			**Actual Hispanic**					
SAT Senior Class	Baseline will be established in 2017-18		**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT Senior Class			**Actual AA**					

SAT Senior Class	Baseline will be established in 2017-18		**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT Senior Class			**Actual SWD**					
SAT Senior Class	Baseline will be established in 2017-18		**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT Senior Class			**Actual LEP**					
SAT Senior Class	Baseline will be established in 2017-18		**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT Senior Class			**Actual SIP**					
WIN	Baseline will be established in 2017-18		**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN			**Actual Hispanic**					
WIN	Baseline will be established in 2017-18		**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN			**Actual AA**					
WIN	Baseline will be established in 2017-18		**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN			**Actual SWD**					
WIN	Baseline will be established in 2017-18		**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN			**Actual LEP**					
WIN	Baseline will be established in 2017-18		**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN			**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**
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	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	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	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	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**
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	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	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 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 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%		**District Projected**	**86**	**87**	**88**	**89**	**90**
			District Actual					
Graduation Rate	Berea High 73%		**School Projected**	**73**	**75**	**77**	**79**	**80**
			School Actual					
Graduation Rate	Southside High 75%		**School Projected**	**75**	**77**	**79**	**80**	**80**
			School Actual					
Employability Credentialing Rate	TBD	TBD	**District Projected**		**Baseline Year**			**90**
			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**
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	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	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	School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the EWRS system.
4. Greenville County Schools requests a waiver for the minimum 120 hours to award one unit of high school credit for students in New Tech classrooms.					

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**
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	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	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	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	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 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 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		**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
			Actual Data					
College Reports (AP/IB/Dual Credit)	Class of 2018		**Projected Data**	**+3%**	**+3%**	**+3%**	**+3%**	**+3%**
			Actual Data					
PowerSchool (2 career units/1 work-based unit/ industry cert.)	Class of 2018		**Projected Data**	**+3%**	**+3%**	**+3%**	**+3%**	**+3%**
			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**
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	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	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	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	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	2018-2023	Assoc. Supt. for Academics	TBD	TBD	Assessment results and gap analysis report

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**
identify trends in workforce, current gaps, employer needs, and use the information to critically assess course alignment with workforce needs.		Exec. Dir. CATE			outlining currently employment 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	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.	2018-2023	Dir. of School Accountability and Quality Assurance	TBD	TBD	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**
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	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	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	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	Students on survey identifying "caring adult in the school that they can trust and go to"

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**
5. Create a formalized approach to share and replicate best practices.	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership	$0	$0	Evidence of sharing of best practices on principal 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**
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	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	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	Results from the student survey
4. District wide communication for all	2019-2023	Exec. Dir. CATE	$0	$0	Evidence of

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**
industry certification opportunities available to students		Exec. Dir. of Communications			communication (website, videos, etc.) that highlight the opportunities available for 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 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**
			Actual Data					
FastBridge			**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data					
MAP			**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data					

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
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	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy

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**
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	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	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 School Leadership Acad. Specs.	$0	$0	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common 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	$0	$0	Consistent implementation of coaching events during a coaching cycle with

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**
		School Leadership Acad. Specs.			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	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	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	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).

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**
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	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**
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	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	2018-2020	Assoc. Supt. for	$0	NA	Formative and summative

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**
and intervention guidelines with fidelity		Academics Assist. Supts. for School Leadership Coord. of MTSS			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	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	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 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: 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**
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	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	Documentation of ongoing instructional rounds including implications for instructional growth

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**
3. Support intentional unit and lesson planning reflective of responsive to student needs	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Principals	$0	NA	Collaborative planning, data analysis, unit 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	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	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**
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	Evidence of students identified for intervention based on results of assessments

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**
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	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	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	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 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: 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
	74%		**Projected Data**	**77**	**81**	**84**	**87**	**90**
			Actual Data					
			Projected Hispanic	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Hispanic					
			Projected AA	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual AA					
			Projected SWD	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual SWD					
			Projected LEP	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual LEP					
			Projected SIP	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			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**
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	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	Evidence of best practice interventions while conducting observations and Instructional Rounds
3. Ensure core academic freshman classes are scheduled with no more than 25 students per section.	2020-2023	Asst. Supt for High Schools School Principals	TBD	General Fund	Class size reports show no core freshman classes 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	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	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	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 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: 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					

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**
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	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,	2019-2023	Assoc. Supt. for Academics Exec. Dir. CATE Assist. Supt. for	$0	NA	All high schools having at least one career cluster focus

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**
space availability, etc.)		High Schools			
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	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	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	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	Additional Innovative courses to support career pathway focus. Additional course offerings or focused course offerings that tie to the school's career clusters focus

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**
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	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 students and families.	2020-2023	Assoc. Supt. for Academics Exec. Dir. CATE Exec. Dir. Planning and Demographics	TBD	TBD	Additional school choice options around the 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	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	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	Increased opportunities for students to engage in work-based learning opportunities in which they authentically engage with a job within their

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**
					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	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**
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	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	Additional courses in the course catalog that highlight the career path progressions

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**
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	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	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	Project artifacts and examples where students engage with professionals and real-world application of career-focused skills.
6. 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	TBD	TBD	Increased Professional 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	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 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: 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			**Projected Data**	**19:1**	**18:1**	**18:1**	**17:1**	**15:1**
			Actual Data					

ACTION PLAN FOR STRATEGY #1: Increase funding.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Advocate with legislators for additional State funding to reduce class size in primary grades.	2018-2023	Board of Trustees	TBD	TBD	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	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	Alternative funding sources identified.

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: 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**
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	Completed impact study

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**
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	Number of students reported as GTR in PowerSchool
3. Cleary 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	Communication Plan

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: 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	52%	**Projected Data**	**52**	**55**	**58**	**61**	**65**
			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**
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	Number of participants attending the College Board training

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**
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	Communication plan

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 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**	**TBD**	**TBD**	**TBD**	**100%**	**100%**
			Actual Data					

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**
1. Identify locations where there is limited or no diversity.	2018-2023	Exec. Dir. HR	$0	NA	Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	Dir. of Prof. Employment	$0	NA	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	HR Recruiters	$0	NA	Ongoing identification 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**
1. Develop training opportunities for schools to help existing teachers work with diverse students.	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	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**
1. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	Dir. Prof. Employment Dir. of Guidance	$0	NA	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	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	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	Increased teachers with alternative certificates

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: 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
Dept. Data	N/A		**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data					
			Projected Data	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data					
			Projected Data	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data					
			Projected Data	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			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	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	Additional personal days allowed.
3. Revise current sick leave policy	2018-2023	Exec. Dir. of HR	TBD	General Fund	Board approves new policy
4. Offer part-time jobs in afterschool programs.	2018-2023	HR Management	$0	NA	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	Holiday pay approved.
6. Implement interactive new-hire training	2018-2023	Dir HR Systems/Processes	$0	NA	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	Awards programs operational
8. Re-evaluate FANS management pay schedules.	2018-2023	Mg. HR Operations Dir. of FANS	$0	NA	Evaluation complete.
9. Advertise summer work opportunities for non-245 day hourly employees	2018-2023	Mgr. HR Operations	$0	NA	Employee groups made aware of summer work opportunities
10. Use an RFP process to determine the	2018-2023	Exec. Dir. of HR	$0	NA	Write and submit RFP

ACTION PLAN FOR STRATEGY #1: Improve retention					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
availability and cost of an effective measurement tool.		Asst. Supts. for School Leadership			
11. Purchase appropriate survey tool to use with all employee groups.	2018-2023	Exec. Dir. of HR	TBD	TBD	Survey identified and purchased.
12. Budget through 2023 the implementation of the identified measurement tool.	2018-2023	Exec. Dir. of HR	$0	NA	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	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**
1. Partner with Special Education to develop "Bridge to Employment with GCS" program	2018-2023	Mgr. HR Operations	TBD	TBD	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	Career center students identified for possible future employment.
3. Implement 6-month step increase for	2018-2023	Exec. Dir. HR	TBD	General Fund	New hires in these job categories

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**
new hires.					receive raise after six months.

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: 3 Reduce teacher turnover in 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		**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			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**
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	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	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	Teacher turnover and retention data aligned to preparation programs.

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**
4. Determine methods of improving teacher satisfaction including: reduced class size, increased pay, planning periods, reduced burdens.	2018-2023	Dir. Prof. Employment	$0	TBD	Plan for improving teacher satisfaction developed and costed out
5. Evaluate individual school scheduling and equitable distribution of duties, difficult students, etc.	2018-2023	Dir. Prof. Employment	TBD	TBD	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	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**
1. From data collected, determine the most common reasons for teachers to leave the profession	2018-2023	Prof. Employment Staff	TBD	TBD	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	2018-2023	Prof. Employment Staff Mentoring Specialist	$0	NA	Data reviewed and actions identified.

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**
support					
3. Establish a set of standard expected practices to support new teachers in our schools	2018-2023	Exec. Dir. HR	TBD	TBD	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	Benchmark data collected.
5. Establish a focus group of HR staff and principals to revisit the transfer policy to support new teachers who want to leave a school before the three-year mark	2018-2023	Exec. Dir. HR Dir. of Prof. Employment	$0	NA	Focus group convened and policy reviewed.

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: 4 Establish a professional growth and leadership development continuum that by 2023 annually serves 90% of certified employees.

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		**Projected Data**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
			Actual Data					

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**
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	All new employees paired with content or role-aligned mentor
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	Supports in place
3. Train and support seasoned	2018-2023	Dir. of Staff and	TBD	TBD	Appropriate training

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**
administrators to mentor and coach early career principals		Leadership Dvp.			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**
1. Refine, build capacity, and use the evaluation process to continuously improve employee effectiveness	2018-2023	Employee Managers	$0	NA	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	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**
1. Provide enhanced training and experience for teacher leaders to lead professional learning communities,	2018-2023	Dir. Staff and Leadership Dvp.	TBD	TBD	Teachers leading PLCs and providing 1-on-1 coaching.

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**
provide 1-on-1 coaching, and improve student performance.					
2. Create a school-ready leadership continuum with associated training at each level	2018-2023	Dir. Staff and Leadership Dvp.	TBD	TBD	Continuum developed.
3. 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	Agreements with higher ed in place.
4. To provide program continuity and quality, Dr. Penny Rogers will continue as the principal of Washington Center. As a guidance counselor is inappropriate given the profound disabilities among the student population, the district will serve the students' needs in alternative ways. (Note – this waiver was not previously added to the 2018-23 plan.)					

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: 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		**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**
1. Train and support highly-skilled employees to mentor entry-level personnel	2018-2023	Dir. Staff and Leadership Dvp.	TBD	TBD	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
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	Training implemented.
2. Use the performance review process to personalize support and growth opportunities	2018-2023	Manager Emp. Eval Systems & Support	$0	NA	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**
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	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	Leadership Training implemented
3. Develop mid-level management leadership curriculum	2018-2023	Exec. Dir. HR Dir. Staff & Leadership Dvp.	TBD	TBD	Mid-level leadership training developed

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**
4. Develop functional-level basic Supervisor training for high potential employees.	2018-2023	Exec. Dir. HR Dir. Staff & Leadership Dvp.	TBD	TBD	Basic Supervisor training developed
5. Ensure district leadership development staff involvement in the hourly work group's summer training academy	2018-2023	Exec. Dir. HR Dir. Staff & Leadership Dvp.	$0	$0	Leadership development staff participating in preparation for hour summer training academy

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: 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			**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**
1. Identify funding to support the expansion of GATE	2018-2023	Exec. Dir. of HR	$0	NA	Funding identified.
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	Comparison and evaluation complete.
3. Establish structures to support all other alternative certification programs.	2018-2023	Exec. Dir. HR Dir. Prof. Empl.	$0	NA	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**
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	$0	NA	Campaign launched
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	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**
1. Share a comparison of salaries with potential teacher candidates	2018-2023	Exec. Dir. of HR	$0	NA	Comparisons shared.
2. Advocate with the state to fully fund an annual increase to teacher pay	2018-2023	Exec. Dir. HR	$0	NA	Evidence of advocacy

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**
1. Partner with local colleges and	2018-2023	Dir. Staff &	$0	NA	Partnerships in place

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**
universities to develop cohort programs to offer discount courses		Leadership Dvp.			
2. Establish funding sources to support teachers to take graduate classes: Scholarship opportunities/grants	2018-2023	Exec. Dir. HR Coord. Comm. Collaboration	TBD	TBD	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**
1. Expand the incentives available to new teachers	2018-2023	Prof. Employment Staff	TBD	TBD	Incentives added
2. Widely publicize the available incentives to new employees	2018-2023	Exec. Dir. of Comm.	$0	NA	Teachers notified of incentives
3. Publish the incentives for loan forgiveness on district and school websites.	2018-2023	Exec. Dir. of Comm.	$0	NA	Information available on websites

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: 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
			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**
1. Offer 2 incremental retention bonuses throughout the school year.	2018-2023	Exec. Dir. HR Dir. Transportation	TBD	General Fund	Retention bonuses in place
2. Prioritize challenging route assignments.	2018-2023	Dir. Transportation	$0	NA	Routes prioritized
3. Add non-special needs aides for challenging routes.	2018-2023	Exec. Dir. HR Dir. of Transportation	TBD	General Fund	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**
1. Promote part-time driving options to current employees.	2018-2023	HR Management Comm. Dept.	TBD	General Fund	Drivers aware of part time options
2. Develop marketing strategies for more exposure.	2018-2023	HR. Management Comm. Dept.	TBD	General Fund	Marketing strategies 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: 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
	91%		**Projected Data Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
			Actual Data Students					
	94%		**Projected Data Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
			Actual Data Teachers					
	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**
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Dist. Staff Principals	$0	NA	Newsletters, Social Media Posts, SIC and 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	Safety stories on web, social media, etc.
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	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**
1. Provide front office staff with training in recognizing and de-escalating volatile situations.	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	Training provided
2. Continued use of the Level I and	Ongoing	Asst. Supt. for	Changes annually	General Fund	Volunteer checks completed

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**
Level II background checks.		School Admin. Support			
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	Patrols expanded
4. Explore utilizing community members, such as retired military and police officers, to serve on our School Community Watch Team.	2018-2023	Exec. Dir. of Student Services	TBD	TBD	Idea explored.

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: 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
	.7%		Projected Data	≤1	≤1	≤1	≤1	≤1
			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**
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	Programs in use
2. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.		Principals Exec. Dir. of Student Services Dir. of Guidance	$0	NA	Students in need being matched with services

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**
3. Increase awareness of community based resources that families can reach out to for guidance and support.		Dir. of Guidance	$0	NA	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	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**
1. Enhanced access to trained mental health counselors at every facility.	2018-2023	Exec. Dir. of Student Services	Approx. $60,000 each	General Fund	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 Guidance Principals	TBD	TBD	Training implemented
3. Develop buddy programs to help	2018-2023	Dir. of Guidance	$0	NA	Schools have program in place

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**
elementary students who are struggling to adjust.		Principals			
4. Decrease school counselor to student ratio at all levels	2018-2023	Dir. of Guidance	$4,000,000	TBD	Counselor ratios improved

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: 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
	.04%		**Projected Data**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
			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**
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	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	GCSource and interventions used throughout district

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**
3. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	Dir. of Guidance Principals	TBD	General Fund	Peer mentoring in schools
4. Ensure every student connected with a caring adult.	2018-2023	Dir. of Guidance Principals	TBD	TBD	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	More students participating in extracurricular activities
6. Annually challenge Interhigh Council with developing district-wide student inclusion events.	2018-2023	Interhigh Director	$0	NA	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 ☐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 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%**		**Projected Data Elementary**	**90**	**90**	**90**	**90**	**90**
			Actual Data Elementary					
	51%		**Projected Data Secondary**	**54**	**58**	**62**	**66**	**70**
			Actual Data Secondary					

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**
1. Expand mentoring program for students	2018-2023	Dir of Guidance School team School counselors	TBD	Local	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	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	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	Support staff included in decision making and support of students

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: 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
	95%		Projected Data	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
			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**
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	$0	NA	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	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker	$0	NA	Students are identified and appropriate supports are assigned

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**
		Attendance Clerk Admin team			
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	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**
1. Promote attendance with students and parents as an important component of school success	2018-2023	School team	$0	NA	Teacher/school direct contact with parents.
2. Improve school-level interventions related to attendance	2018-2023	School Social Worker Attendance Team	TBD	General Fund	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	More real-world learning
4. More actively involve students in mapping their future education	2018-23	Director of Counseling	$0	NA	Students setting goals and plans

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**
plans and identifying life goals and the steps to attain those goals					

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**
1. Increase staff awareness and understanding of the community served by the school	2018-2023	School team	TBD	TBD	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	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	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**
1. Create school task force to develop alternatives to suspensions	2018-2023	Exec. Dir. of Student Services School team PTA/SIC	$0	NA	Alternatives to suspensions are developed and communicated.
2. Cross train school personnel to support alternatives	2018-2023	School Team	TBD	TBD	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%		**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%		**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**
1. Collect data surrounding social-	State to provide	Dir. of	$0	NA	Survey data collected and analyzed

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**
emotional needs through student surveys		Accountability			
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	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 Guidance Principals	TBD	TBD	Programs implemented with fidelity
4. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Dir. of Guidance	$0	NA	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**
1. Decrease the ratio of students to school counselors in elementary schools	2018-2023	Dir. of Guidance	TBD	General Fund	More Guidance personnel in elementary schools
2. Increase the number of schools with a full-time mental health counselor	2018-2023	Dir. of Student Services	Approx.. $60,000 each	General Fund	More mental health services in schools
3. Increase the number of RAMP-certified (Recognized ASCA Model Program) schools annually	2018-2023	Dir. of Guidance	TBD	TBD	Increase in RAMP certified schools
4. Provide an annual community resource fair for school counselors and social workers	2018-2023	Dir. of Guidance	TBD	TBD	Fair takes place
5. Provide an annual community resource fair at the school level for staff and parents	2018-2023	School Teams	TBD	Local	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 Guidance	$0	NA	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	More activity in school day
8. Encourage schools with Extended Day programs to integrate physical	2018-2023	Exec. Dir. of Innovation	$0	NA	Programs contacted

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**
activity into their schedule.					

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**
1. Train staff and students on the anonymous reporting process	2018-2023	Principals	$0	NA	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	Discipline consequences highlighted in materials for distribution
3. Each school will ensure its character education program addresses bullying behaviors	2018-2023	Principals	TBD	TBD	Appropriate programs utilized by schools
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	Consequences discussed systematically
5. Engage Interhigh to create student-led messaging on the district and school social media outlets, promoting appropriate behaviors	2018-2023	Inter-high Director	$0	NA	Campaign occurs

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**
and healthy relationships					
6. Seek opportunities to develop empathy among students	2018-23	Principals	TBD	Local	School initiatives to end social isolation and build empathy
7. Expand Internet Safety and Cyberbullying outreach program.	2018-2023	Exec. Dir. ETS	TBD	TBD	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**
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	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	Evidence of strategies being used in classrooms during observations

ACTION PLAN FOR STRATEGY #5: Establish a classroom environment that promotes social, emotional and intellectual well-being					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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	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	Reduction of "over defined class size" from three to two.

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 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%**		**Projected Data**	**89% of all schools**	**93% of all schools**	**96% of all schools**	**99% of all schools**	**100% of all schools**
			Actual Data					

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**
1.Evaluate financial position of each school	Monthly	FANS Director	None	FANS	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	Discussions among FANS Central Office and school staff
3. Develop and implement training plan to correct cost control issues	2-3 months	FANS Area Manager	None	FANS	Documented performance trainings

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**
based on site audit findings					

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
	71.3%		Projected Data	72.04	72.78	73.52	74.26	75
			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**
1. Maintain optimal bond ratings	2018-2023	Director Accounting Services	$0	N/A	Ratings reports
2. Perform annual assessment of competitor teacher salary data	February-March annually	Director of Budget Services	$0	N/A	Annual assessment schedule
3. Annual review of P&C insurance program to confirm coverage and premium efficiency/competiveness	April-May annually	Director of Payroll & Insurance Services	$0	N/A	Assessment reports
4. Investigate procurement consortiums to	2018-2023	Director of	$0	N/A	Quantity of contracts

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**
manage procurement cost		Procurement Services			
5. On-going analysis of PCS data	2018-2023	Director of Budget Services	$0	N/A	Corrections of PCS data
6. Replace aging VOIP phone system with goal of reducing telecommunications costs	2018-2023	Exec. Dir ETS Exec. Dir. Finance	TBD	TBD	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	TBD	TBD	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**
1. Monitor market prices for bulk commodities	2018-2023	Director of Procurement Services/ Logistics Coordinator	$0	N/A	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	P-Card activity, state contracts

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**
3. Review expenses for functional alignment	2018-2023	Director of Budget Services	$0	N/A	InSite report
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	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**
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	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	Meeting with schools
3. Explore P-card rebate sharing with schools	2018-2019	Director of Accounting Services	$0	N/A	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**
1. Identify additional merchants who accept E-Pay payments	2018-2023	Director of Accounting Services	$0	N/A	List of potential merchants
2. Communicate with merchants who accept E-Pay payments the opportunity to receive payment by this method	2018-2023	Director of Accounting Services	$0	N/A	Documentation of communications with merchants
3. Convert payments from these merchants to E-Pay payments	2018-2023	Director of Accounting Services	$0	N/A	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**
1. Identify schools that can benefit from using the on-line payment program	2018-2023	Director of Accounting Services	$0	N/A	Increase in transactions.
2. Identify other areas that would benefit from the on-line payment program	2018-2023	Director of Accounting Services	$0	N/A	Increase in 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**
3. Provide training and assistance to schools and locations for on-line school store products.	2018-2023	Director of Accounting Services	$0	N/A	Increase in transactions.

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: 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**
1. Establish the benchmark for "on-time delivery" of students.	2018-19	Dir. of Transportation	No Additional	No Additional	Report generated
2. Have vendor set up Mototrax to report buses that arrive at school after benchmark times.	2018-19	Dir. Transportation	None	N/A	System set up.
3. Critically review school pairings and routing in summers before each school year.	Ongoing	Dir. Transportation	None	N/A	Review complete

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**
4. Aggressively analyze trends with managers and supervisors.	Ongoing	Dir. Transportation	None	N/A	Study completed.
5. Identify high capacity area elementary schools to open early for receiving certain routes.	2018-19	Asst. Supt. For Admin. Support	TBD	TBD	School identified.
6. Review criteria regarding amount of time a bus waits at a rider's stop.	Ongoing	Dir. of Transportation	None	N/A	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**
1. Focus on retention efforts such as an increase in perfect attendance compensation and rewards.	Ongoing	Dir. Transportation	TBD	TBD	Retention efforts studied.
2. Expand "uniforms" for transportation personnel. (jackets, dry-fit shirts).	Ongoing	Dir. Transportation	$100,000	TBD	Uniforms purchased
3. Institute a referral bonus.	Ongoing	Dir. Transportation	TBD	TBD	Referral bonus funded.
4. Continued dialogue between transportation and school level administration on bus discipline	2018-2023	Dir. Transportation	None	N/A	Principals report communications.

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**
issues.					
5. Customer service training for transportation personnel.	2018-2023	Asst. Supt. For Administrative Support	TBD	TBD	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	Drivers allowed to use sick days for weather closings.
7. Continue to provide employment opportunities outside regular driving for drivers (field trips, summer work, bus cleaning, second part-time jobs).	2018-23	Manager Classified Personnel	None	N/A	Bus drivers take more 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	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%		**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**
1. Ensure maintenance work order system is monitored and updated on a weekly basis	2018-2023	Coordinator of Maintenance	$0	N/A	Weekly work order report
2. Weekly status meetings to discuss and prioritize outstanding work orders	2018-2023	Coordinator of Maintenance	$0	N/A	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**
1. Perform regularly scheduled preventative maintenance and observed needed repairs	2018-2023	Coordinator of Maintenance	TBD	General Fund	Work order reports
2. School/Facility inspections to include Building Services & Maintenance Supervisors	2018-2023	Coordinator of Maintenance	$0	N/A	Work order reports

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
	N/A	N/A	**Projected Data**	**Baseline**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data					

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**
1. Seek opportunities to develop internal stakeholder understanding first, before information is disseminated to a wider audience (i.e. Annual Report, budget, key initiatives, impactful decisions)	2018	Executive Staff	$0	N/A	Emails, videos, meetings, etc. targeted to employees, students, etc.
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	Forums, interactive newsletters, electronic bulletin boards, etc.

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**
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	Establishment of warehouse
4. Utilize principal and department head feedback to determine appropriate distribution list for eManagement Memo	Sumer 2018	Exec. Dir of Comm.	$0	N/A	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	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	Successful migration of information into a single, accessible point.
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	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**
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	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	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	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	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
			Actual Data					

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**
1. Equip employees to engage their publics by providing them with positive, accurate information about GCS.	Ongoing	Exec. Dir. of Communications	TBD	TBD	More information to and interaction with employees.
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	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	Greater social media reach.

ACTION PLAN FOR STRATEGY #1: Increase the reach of positive stories through parent, employee, media and digital touchpoints					**EVALUATION**
4. Expand avenues to connect and communicate with students and parents in non-digital ways.	Ongoing	Exec. Dir. of Comm.	TBD	TBD	Presence in more forums, social functions, PTA events, etc.
5. Diversify digital and print methods that support communication in other languages.	Ongoing	Dir. of Comm. Webmaster	TBD	TBD	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	Geographic mapping of featured schools.
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	New platforms for information distribution.
8. Explore and implement new video production technology and techniques.	Summer 2018	Dir. of Comm. Videographers	TBD	TBD	Increased quality of 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**
1.Ensure cross-device compatibility to better serve external public	Ongoing	Webmaster	$0	N/A	Ease of use
2. Evaluate GCS app to determine further development or enhancement of the user experience.	2018-19	Communications Coordinator Webmaster	TBD	TBD	Improved product.
3. Continually develop and enhance GCS website to provide positive stories and information to visitors	Ongoing	Communications Coordinator	$0	N/A	Website accessibility and clarity improves.
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	Improvement to @gcsalerts system.
5. Research current and future social media platforms to ensure GCS is using these tools in the most efficient and effective way.	Ongoing	Communications Staff	$0	N/A	Improved use of social media.

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 Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Evaluate existing and implement the most impactful ways to recognize	Ongoing	Comm. Coordinator	TBD	General Fund	Evaluation completed and changes made.

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 Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
and acknowledge department, school, student, and employee accomplishments and awards.					
2. Expand community partnerships to further celebrate and acknowledge the contributions and achievements within GCS.	Ongoing	Coordinator of Community Collaboration	$0	N/A	Expanded partnerships.
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	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	Implement measurement.

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):	SY17 BASELINE	SY18 BASELINE		2018	2019	2020	2021	2022
Cision Reports	83% SY 2016		**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**
1. Improve avenues and timelines for submission of positive stories by external and internal public.	2018	Dir. of Comm.	None	None	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	Community Meetings
3. Develop an institute or seminar series to inform at a deeper level influential members of the community.	2018-19 school year	Exec. Dir. of Comm. and Coord of Community Collaboration	$5,000	TBD	Ongoing series focused on community influencers.

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**
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	Incentive program implemented

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**
1. Develop opportunities to interact positively and cultivate mutually beneficial relationships with local media outlets.	Ongoing	Comm. Staff	$0	N/A	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	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	More Facebook posts reaching 10,000 view threshold

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		**Projected Data District**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
			Actual Data					
Siteimprove	83		**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
1. Provide upgraded training to school-level webmasters to implement best practices for website accessibility.	Ongoing	District Webmaster	$0	N/A	Site Improve rating goes up.
2. Use third-party auditor and other accessibility tools to continually monitor and assess district	Ongoing	District Webmaster	$17,000/Annually	General Fund	Site is audited by third party company.

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**
accessibility compliance and progress.					
3. Provide training for district-level employees to create accessible documents for posting on GCS websites.	Ongoing	District Webmaster	$0	N/A	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	Licenses issued to all schools.

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

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**
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	Seminar series implemented.
2. Establish family forums to communicate district programs, support systems, and resources for families.	Ongoing	Exec. Dir. of Comm.	TBD	TBD	Forums occur
3. Develop partnership/mentoring	2018-19	Coord. of Comm.	TBD	TBD	Guidelines developed.

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**
guidelines to distribute in person and share electronically.		Collaboration			

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**
1. Identify and communicate the needs that can be filled with district partnerships.	Ongoing	Coord. of Community Collaboration	TBD	TBD	Needs assessment completed.
2. Collaborate to ensure efficient use of resources available through partnerships.	Ongoing	Coord. of Community Collaboration	$0	N/A	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	Appearance of GCS information external formats.
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	Use of industry marketing materials to promote CATE.