

DISTRICT STRATEGIC PLAN COVER PAGE

GREENVILLE COUNTY SCHOOL DISTRICT

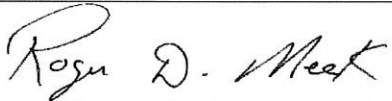
DISTRICT STRATEGIC PLAN FOR YEARS 2018-19 through 2022-2023 (*five years*)

DISTRICT STRATEGIC ANNUAL UPDATE FOR 2022-2023 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

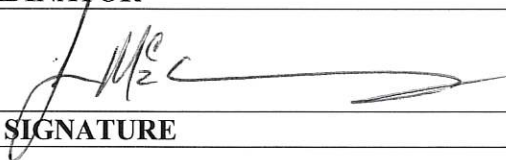
SUPERINTENDENT

Dr. W. Burke Royster		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

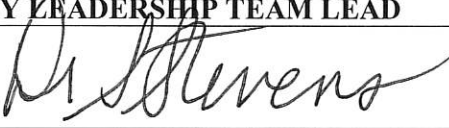
TITLE II COORDINATOR

Ms. Patty Fox		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

DISTRICT STRATEGIC PLANNING COORDINATOR

Dr. Jason McCreary		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

DISTRICT READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Susan Stevens		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

DISTRICT: GREENVILLE COUNTY SCHOOLS

ADDRESS: 301 Camperdown Way, PO Box 2848, Greenville, South Carolina 29602-2848

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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 Services Specialist
Jamie Benton	Director of School Facilities and Planning
Jondia D. Berry	Director of Payroll and Insurance Services
Bill Brown	Executive Director of Education Technology Services
Brenda Byrd	Assistant Superintendent for School Leadership – Elementary Schools
Erin Cann	Coordinator for Budget Services
Scott Carlin	Executive Director of Facilities
Susan Clarke	Communications Coordinator
Morgan Clements	Executive Director of Human Resources
Phillip Davie	Associate Superintendent for Operations
Tara Dean	Director of Special Academic Projects
Patty Fox	Manager of Employee Evaluation Systems Support
Whitney Hanna	Executive Director of Strategic Communications & Engagement
Traci Hogan	Assistant Superintendent for Special Education Services
Todd Holliday	Logistics Coordinator for Warehouse
Adam James	Director of Transportation
Karen Kapp	Director of Staff and Leadership Development
Jeff Knotts	Director of Procurement Services
Nerissa Lewis	Assistant Superintendent for School Leadership – Elementary Schools
Skip Limbaker	Principal Planner for Planning and Demographics
Jeff McCoy	Associate Superintendent for Academics
Dr. Charlotte McDavid	Executive Director for Academic Innovation and Technology
Dr. David McDonald	Assistant Superintendent for School Leadership – Middle Schools
Terese McSharry	Director of Business Services
Dr. Megan Mitchell-Hoefer	Assistant Superintendent School Leadership – Elementary Schools
Myra Morant	Manager of HR Systems and Processes
Valerie Muller	Academic Specialist 6-12 Math
Kent Owens	Executive Director of Student Personnel Services
David Poag	Coordinator of Transportation
Shayla Read	Academic Specialist 6-12 English Language Arts
Rob Rhodes	Director of School Counseling and Serrine Scholarship
Scott Rhymer	Assistant Superintendent for School Leadership – High Schools
Betsy Shouse	PTA Support Specialist
Michael Simmons	Webmaster
Chris Spellman	Program Coordinator (FANS)
Margaret Spivey	Director of Professional Employment
Robin Stack	Chief Finance Officer
Dr. Susan Stevens	Director of Early Intervention and Student Support
Bain Stewart	Coordinator of Building Services
Allyson Stout	Data and Quality Specialist
Christine Thomas	Academic Specialist, Career and Technology Education
Stephanie Thomas	Director of Budget Services
Joe Urban	Director of Food and Nutrition Services
Tim Waller	Director of Media Relations
Dr. George Ward	Employee Relations Representative

Eric Williams	Executive Director of Career and Technology Education
Levette Duckett-Williams	Manager of HR Operations
Shane Windham	Coordinator of Athletic Fields
Bradley Wingate	Director of Visual and Performing Arts
Rich Wofford	Accounting Analyst for Payroll Insurances Services

Principals

Mary Leslie Anderson, League Academy
Daniel Bruce, Travelers Rest High
Wallace Cobbs, Welcome Elementary
Debra Johnson, Cherrydale Elementary
Mark Loach, Monarch Elementary
Justin Ludley, Greer High
Charlie Mayfield, J.L. Mann High
Jennifer Meisten, Beck Academy
Katrina Miller, Woodland Elementary
Suzanne Shouse, Stone Academy
Michael Weeks, Roper Mountain Science Center

Teachers

Suzanne Billings, Instructional Coach at Augusta Circle Elementary
Scott Buhr, Hillcrest High
Will McCorkle, Substitute Teacher
Debbie Sanders, Instructional Coach at Beck Academy Middle
Katie Saunders, Bethel Elementary
Adam Scheuch, Mauldin High
Shiree Turner Fowler, Alexander Elementary
Kevin Washington, Behavior Intervention Specialist

Parents

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

Students

Sarah Paden Mobley, Greenville High

Community Members

Dr. Edward Anderson, United Way OnTrack
Santora Bowling, Michelin North America, Inc.
Dennis Braasch, Industrial Project Innovation
Zachary Brewster, The Change 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
Brendan Kelly, University of South Carolina Upstate
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
Catherine Schmacher, Public Education Partners
David Stafford, Michelin North America
Matt Tebbetts, Greenville Federal Credit Union
Andrea Turner, Greenville Chamber
Dr. Phillip Wilder, Clemson University

Resource Staff

Nancy Fitzer	GCS Board Liaison
Leroy Hamilton	GCS Retired
Whitney Hanna	GCS Executive Director of Strategic Communications & Engagement
Ray Jorgensen	Jorgensen Learning Center
Dr. Jason McCreary	GCS Director of Accountability and Quality Assurance
Betsy Perigo	Jorgensen Learning Center
Dr. W. Burke Royster	GCS Superintendent
Dr. Scott Turner	GCS Deputy Superintendent

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

GOAL AREA 1 – STUDENT SUCCESS

On March 26, 2021, the U.S. Department of Education approved the South Carolina Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2020-2021 school year due to widespread school closures related to COVID-19. Due to the continued impact of the COVID-19 pandemic, the EOC formally voted on October 12, 2020 to suspend accountability ratings for the 2020-2021 school year (see related news release). USDE also approved SCDE's request to waive some accountability, school identification, and reporting requirements for the 2020-2021 school year.

Figure 1.1 Federal Accountability Rating

Greenville County Schools (All Schools)

School Year	Excellent	Good	Average	Below Average	Unsatisfactory	Total
11-12	42	28	4	4	5	83
12-13	36	34	3	2	9	84
13-14	38	29	10	4	3	84
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	18 (21%)	25 (29%)	30 (35%)	7 (8%)	5 (6%)	85
18-19	38 (44%)	24 (28%)	19 (22%)	4 (5%)	1 (1%)	86
19-20	38 (44%)	24 (28%)	19 (22%)	4 (5%)	1 (1%)	86
20-21	38 (44%)	24 (28%)	19 (22%)	4 (5%)	1 (1%)	86

Greenville County Schools (Elementary)

School Year	Excellent	Good	Average	Below Average	Unsatisfactory	Total
11-12	30	18	0	1	0	49
12-13	28	20	0	0	2	50
13-14	31	13	5	1	0	50
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	15	18	14	2	2	51
18-19	28	16	7	1	0	52
19-20	28	16	7	1	0	52
20-21	28	16	7	1	0	52

Greenville County Schools (Middle)

School Year	Excellent	Good	Average	Below Average	Unsatisfactory	Total
11-12	8	7	1	0	2	18
12-13	5	10	1	1	1	18
13-14	2	10	3	1	2	18
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	1	3	11	3	2	20
18-19	6	5	8	2	0	21
19-20	6	5	8	2	0	21
20-21	0	5	8	2	0	21

Greenville County Schools (High)

School Year	Excellent	Good	Average	Below Average	Unsatisfactory	Total
11-12	3	3	2	3	3	14
12-13	1	4	2	1	6	14
13-14	4	6	2	2	0	14
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
16-17	PAUSE YEAR					
17-18	3	3	5	2	1	14
18-19	5	3	4	1	1	14
19-20	5	3	4	1	1	14
20-21	5	3	4	1	1	14

- SY12-SY14 rating schools on an A-F scale. The new Excellent to Unsatisfactory scale began in SY18.
- The All Schools data includes 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.
- In SY18 across South Carolina, 15% of schools earned Excellent, while 21% of GCS schools achieved the top rating. Likewise, 27% of all state schools were rated as Below Average or Unsatisfactory, while 14% of schools in GCS fell into these two categories.
- SY19-SY21 school ratings remain static due to the COVID-19 pandemic waiver granted by the US Department of Education (USDE) to the South Carolina Department of Education (SCDE) on March 27, 2020 and March 21, 2021.

SC READY

Since 2016, 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, Data Recognition Center, and are aligned to the standards for each subject and grade level. SC READY test results are used for state and federal accountability purposes.

Background

- SC READY tests by law are administered electronically, online. However, the district has received a waiver each year since 2016 to test reading and writing in grades 3-5 using the paper/pencil form.
- The testing window spanned from April 16, 2021 through June 4, 2021. Online testing spanned from April 16, 2021 through June 4, 2021. Paper testing spanned from April 16, 2021 through May 20, 2021.
- The ELA test was administered in two sessions over the course of two days. Session 1 of the ELA test included a text-dependent analysis (TDA) item where students read a passage and wrote an extended response, using information from the passage to support their answer. Session 1 also included selected response items and multi-select items. Session 2 of the ELA test included evidence-based selected response items based upon text. Beginning with the 2019 administration, the number of writing items has been reduced for grades three through five and the number of reading and writing items has been reduced for grades six through eight.
- In 2019, the weighting of the writing response items and text-dependent analysis (TDA) was adjusted and now comprises a smaller percentage of the overall ELA score. In grades 3-5, the text-dependent analysis (TDA) now comprises 12% of the overall ELA score compared to 19% for the previous three years. In grades 6-8, the text dependent analysis (TDA) now comprises 12% of the overall ELA score compared to 17% for the previous three years.
- The math test was administered during a one-day test session. The math test for students in grades 6-8 contained calculator and no-calculator sections.
- Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests.
 - Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards.
 - Meets Expectations – The student meets expectations as defined by the grade-level content standards.

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

Estimated Times for the SC READY Assessments

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

*The SC READY assessments are untimed.

2021 GCS English Language Arts Percentages by Grade

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
3	27	22	25	26	51
4	26	18	21	35	56
5	22	28	27	22	49
6	25	29	25	21	45
7	26	26	22	25	47
8	26	25	29	20	48

2021 GCS Writing - Text Dependent Analysis (TDA) Percent within Each Score by Grade Level

Grade	Range							
	0	2	3	4	5	6	7	8
3	28	43	13	12	2	1	0	0
4	23	45	8	20	2	1	0	0
5	13	51	13	17	3	2	0	0
6	15	48	9	18	4	5	1	1
7	9	35	10	29	6	9	2	2
8	8	36	11	26	7	10	2	1
Total	16	43	11	20	4	5	1	1

2021 GCS Writing - Text Dependent Analysis (TDA) Count within Each Score by Grade Level

Grade	Range							
	0	2	3	4	5	6	7	8
3	1492	2320	704	660	110	56	1	0
4	1254	2451	435	1084	134	74	7	0
5	696	2740	698	945	173	134	12	4
6	858	2705	488	1001	236	264	48	41
7	494	2014	562	1649	330	523	112	96
8	448	2072	640	1497	408	560	97	67
Total	5242	14302	3527	6836	1391	1611	277	208

2021 GCS Writing - Mean Text Dependent Analysis (TDA) Average Score by Grade Level

Grade	Mean Text Dependent Analysis (TDA) Scores
3	1.92
4	2.15
5	2.43
6	2.54
7	3.23
8	3.22
Grades 3-8	2.60

2021 GCS Mathematics Percentages by Grade

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
3	24	19	28	29	57
4	25	23	24	29	52
5	25	25	21	28	50
6	36	28	18	18	36
7	35	33	17	16	33
8	37	28	17	18	35

SC READY English Language Arts Percentages Trends (Grades 3-8)

Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	19	33	31	18	49
2017	22	32	30	16	46 
2018	22	29	27	21	48 
2019	22	25	27	26	53 
2021	25	25	25	25	50 

SC READY English Language Arts Percentages Trends (Grades 3-5)

Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	19	31	32	18	50
2017	21	30	32	17	49 
2018	20	28	29	22	51 
2019	19	22	27	31	58 
2021	25	22	24	28	52 

SC READY English Language Arts Trends (Grades 6-8)

Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	19	34	29	17	46
2017	24	33	28	15	43 
2018	25	31	25	19	44 
2019	24	27	28	21	49 
2021	26	27	25	22	47 

SC READY Mathematics Trends (Grades 3-8)

Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	20	31	26	23	49
2017	22	31	24	23	47 
2018	22	26	24	28	52 
2019	21	25	24	30	54 
2021	31	26	21	23	44 

SC READY Mathematics Trends (Grades 3-5)

Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	17	27	30	26	56
2017	19	27	28	26	54 
2018	17	23	27	33	60 
2019	16	22	27	36	63 
2021	25	22	24	29	53 

SC READY Mathematics Trends (Grades 6-8)

Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	24	35	22	18	40
2017	25	34	21	20	41 
2018	27	30	19	24	43 
2019	27	29	20	24	44 
2021	36	29	17	17	35 

SC READY English Language Arts Percentages by Grade

Year	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	3	18	32	31	19	50
2017	3	20	29	31	20	51
2018	3	18	28	32	23	55
2019	3	19	21	28	32	60
2021	3	27	22	25	26	51 
2016	4	19	30	32	19	51
2017	4	22	29	32	17	49
2018	4	22	25	27	26	53
2019	4	20	18	24	39	63
2021	4	26	18	21	35	56 
2016	5	19	32	31	17	48
2017	5	22	32	32	14	46
2018	5	21	32	30	17	47
2019	5	20	27	30	23	53
2021	5	22	28	27	22	49 
2016	6	19	37	27	16	43
2017	6	22	35	27	16	43
2018	6	22	33	25	20	45
2019	6	24	29	26	21	47
2021	6	25	29	25	21	45 
2016	7	20	35	29	17	46
2017	7	26	34	26	14	40
2018	7	26	29	26	20	46
2019	7	23	26	27	23	50
2021	7	26	26	22	25	47 

Year	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	8	19	31	33	17	50
2017	8	24	30	29	17	46
2018	8	27	30	24	19	43
2019	8	25	26	30	20	50
2021	8	26	25	29	20	48 ↓

- According to the South Carolina State Department of Education (SC SDE), the trend over time indicates that fewer students are losing points on the text dependent analysis (TDA) due to copying too much of the text in their responses.
- The SC SDE has provided training to districts to assist with teaching students how to respond to the text dependent analysis (TDA) item based upon the prompt and scoring rubric.
- As of July 2019, the SC SDE has not stated whether the 2018 and 2019 ELA scores are comparable due to the changes with the ELA blueprints for grades 3-5 and grades 6-8, along with two different types of writing prompts for the TDA. Additionally, the SC SDE has not yet determined if the increase in the overall ELA scores for 2019 is due to student growth or changes in the score weightings of the reading and writing sections of the assessment.

SC READY Mathematics Percentages by Grade

Year	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	3	16	23	35	26	61
2017	3	17	23	32	28	60
2018	3	16	20	32	33	65
2019	3	14	17	32	37	69
2021	3	24	19	28	29	57 ↓
2016	4	16	28	27	29	56
2017	4	17	28	28	27	55
2018	4	17	24	24	36	60
2019	4	16	20	26	37	63
2021	4	25	23	24	29	52 ↓
2016	5	18	30	27	25	52
2017	5	22	31	23	24	47
2018	5	19	25	27	29	56
2019	5	16	27	24	33	57
2021	5	25	25	21	28	50 ↓
2016	6	22	33	24	21	45
2017	6	22	31	23	24	47
2018	6	24	29	21	26	47
2019	6	24	27	23	26	49
2021	6	36	28	18	18	36 ↓
2016	7	23	37	22	18	40
2017	7	27	37	19	17	36
2018	7	28	32	18	22	40
2019	7	28	31	19	21	40
2021	7	35	33	17	16	33 ↓

Year	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
2016	8	27	36	21	16	37
2017	8	27	34	20	18	38
2018	8	29	29	19	23	42
2019	8	29	30	18	24	42
2021	8	37	28	17	18	35 

- District data includes charter schools.
- Percentages have been rounded. Differences calculated based upon actual decimal numbers.

GCS vs. SC ELA Performance (All Students) – Meets and Exceeds Expectations

Grade	2016		2017		2018		2019		2021	
	GCS	SC	GCS	SC	GCS	SC	GCS	SC	GCS	SC
3	51	44	51	42	55	45	60	50	51	43
4	51	43	49	41	53	44	63	51	56	46
5	48	41	46	38	47	39	53	41	49	39
6	43	41	43	40	45	40	47	41	45	42
7	45	41	40	36	45	40	51	44	47	43
8	50	45	46	40	43	39	49	45	48	42

GCS vs. SC Math Performance (All Students) – Meets and Exceeds Expectations

Grade	2016		2017		2018		2019		2021	
	GCS	SC	GCS	SC	GCS	SC	GCS	SC	GCS	SC
3	61	54	60	53	65	56	69	58	56	47
4	56	47	54	46	60	48	64	51	52	42
5	52	44	47	40	56	45	57	45	50	38
6	45	40	47	42	47	43	49	44	36	34
7	40	35	36	33	40	35	41	35	33	30
8	38	32	38	35	42	37	42	37	35	31

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.

SC READY English Language Arts Percentage Meets / Exceeds by Elementary School

School	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Difference 2019 to 2021
Augusta Circle Elementary	73	78	79	85	86	1
Oakview Elementary	77	76	75	80	78	-2
Monarch Elementary	76	80	76	81	75	-6
Pelham Road Elementary	73	73	75	79	75	-4
Buena Vista Elementary	79	76	74	75	74	-1
Stone Academy	64	63	74	76	73	-3
Tigerville Elementary	55	64	72	84	72	-12
Sterling School	68	66	68	72	70	-2
Rudolph Gordon Elementary	64	63	66	65	67	2
Mountain View Elementary	52	52	60	68	66	-2
Bells Crossing Elementary	68	69	71	73	64	-9

School	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Difference 2019 to 2021
Brushy Creek Elementary	65	60	66	69	63	-6
Plain Elementary	64	60	61	67	63	-4
Skyland Elementary	63	61	62	68	62	-6
Paris Elementary	66	59	63	68	61	-7
Woodland Elementary	61	60	66	72	61	-11
Blythe Academy	50	50	56	61	60	-1
Summit Drive Elementary	55	56	56	64	60	-4
Bethel Elementary	55	50	49	61	59	-2
A.J. Whittenberg Elementary	54	49	51	62	57	-5
Gateway Elementary	44	49	51	61	56	-5
Mitchell Road Elementary	49	48	56	66	56	-10
Sara Collins Elementary	58	59	61	60	55	-5
Greenbrier Elementary	41	43	47	54	53	-1
Bryson Elementary	49	50	48	57	52	-5
Fork Shoals Elementary	52	49	51	63	52	-11
Mauldin Elementary	41	44	49	57	52	-5
Simpsonville Elementary	54	51	49	58	52	-6
Greenville County Schools (3-5 only)	50	49	51	58	52	-6
Taylors Elementary	48	44	47	55	48	-7
Fountain Inn Elementary	43	36	39	54	47	-7
Heritage Elementary	39	43	34	46	47	1
Ellen Woodside Elementary	42	37	44	52	46	-6
Crestview Elementary	36	39	37	47	44	-3
Lake Forest Elementary	45	42	46	46	43	-3
Slater Marietta Elementary	34	37	38	48	41	-7
Welcome Elementary	24	27	33	45	41	-4
East North Street Academy	44	38	40	45	39	-6
Berea Elementary	40	38	40	44	37	-7
Brook Glenn Elementary	46	44	52	57	37	-20
Robert E. Cashion Elementary	36	34	40	49	37	-12
Chandler Creek Elementary	40	38	44	47	34	-13
Armstrong Elementary	38	29	28	38	33	-5
Thomas E. Kerns Elementary	25	25	24	31	28	-3
Duncan Chapel Elementary	38	37	40	46	27	-19
Sue Cleveland Elementary	34	26	25	34	27	-7
Grove Elementary	18	17	24	31	26	-5
Monaview Elementary	30	20	23	32	24	-8
Westcliffe Elementary	51	45	40	39	24	-15
Hollis Academy	29	30	35	37	21	-16
Cherrydale Elementary	25	26	26	35	19	-16
Alexander Elementary	18	21	31	39	17	-22
South Carolina (3-5 only)	43	40	43	47	43	-4

SC READY English Language Arts Percentage Meets / Exceeds by Middle School

School	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Difference 2019 to 2021
Sterling School	98	99	98	99	100	1
Riverside Middle	68	59	56	64	65	1
Greenville Middle Academy	67	60	56	61	59	-2
League Academy	56	54	56	59	58	-1
Northwood Middle	49	40	47	53	54	1
Rudolph G. Gordon School at Jones Mill	--	--	--	69	53	-16
Dr. Phinnize J. Fisher Middle	59	54	49	59	52	-7
Ralph Chandler Middle	48	46	46	49	52	3
Beck Academy	54	53	52	55	51	-4
Hillcrest Middle	46	43	50	51	51	0
Mauldin Middle	48	48	48	54	50	-4
Blue Ridge Middle	49	47	49	51	48	-3
Sevier Middle	44	44	47	51	47	-4
Greenville County Schools (6-8 only)	46	43	44	49	47	-2
Hughes Academy of Science and Tech	40	40	39	46	46	0
Woodmont Middle	33	23	26	36	38	2
Greer Middle	31	30	36	40	37	-3
Northwest Middle	30	33	37	42	37	-5
Bryson Middle	44	34	34	42	36	-6
Berea Middle	28	24	23	27	28	1
Tanglewood Middle	16	15	21	22	21	-1
Lakeview Middle	10	14	17	19	16	-3
South Carolina (6-8 only)	42	39	40	43	42	-1

SC READY Mathematics Percentage Meets / Exceeds by Elementary School

School	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Difference 2019 to 2021
Augusta Circle Elementary	76	79	86	87	87	0
Monarch Elementary	81	76	85	83	77	-6
Oakview Elementary	75	79	82	81	76	-5
Pelham Road Elementary	74	78	79	83	76	-7
Buena Vista Elementary	78	79	79	79	74	-5
Tigerville Elementary	67	81	81	87	74	-13
Stone Academy	68	63	79	77	73	-4
Sterling School	72	70	72	75	69	-6
Bells Crossing Elementary	71	75	77	75	66	-9
Brushy Creek Elementary	70	67	72	75	66	-9
Woodland Elementary	70	67	72	69	64	-5
Mountain View Elementary	61	58	64	67	63	-4
Bethel Elementary	64	60	59	66	61	-5
Plain Elementary	72	65	69	66	60	-6
Rudolph Gordon Elementary	68	60	69	65	60	-5
Paris Elementary	64	64	67	70	59	-11

School	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Difference 2019 to 2021
Skyland Elementary	72	71	66	72	59	-13
Summit Drive Elementary	66	70	65	71	58	-13
Gateway Elementary	58	59	62	70	57	-13
Blythe Academy	53	50	65	65	55	-10
A.J. Whittenberg Elementary	62	58	59	64	54	-10
Mitchell Road Elementary	61	61	70	72	54	-18
Sara Collins Elementary	64	58	64	60	54	-6
Greenville County Schools (3-5 only)	56	54	60	63	53	-10
Bryson Elementary	54	54	53	59	52	-7
Heritage Elementary	47	47	43	56	52	-4
Simpsonville Elementary	55	52	54	57	52	-5
Ellen Woodside Elementary	50	44	55	63	51	-12
Mauldin Elementary	47	52	56	61	50	-11
Greenbrier Elementary	48	45	58	59	48	-11
Taylor's Elementary	55	48	55	58	48	-10
Fork Shoals Elementary	55	48	50	56	47	-9
Fountain Inn Elementary	44	38	53	62	47	-15
East North Street Academy	53	49	52	58	45	-13
Lake Forest Elementary	50	51	53	45	45	0
Slater Marietta Elementary	41	40	49	58	43	-15
Berea Elementary	49	45	56	59	42	-17
Crestview Elementary	42	51	45	55	42	-13
Monaview Elementary	39	29	43	55	41	-14
Chandler Creek Elementary	53	41	59	58	39	-19
Robert E. Cashion Elementary	45	35	45	50	39	-11
Welcome Elementary	30	36	47	53	39	-14
Brook Glenn Elementary	57	42	54	57	37	-20
Armstrong Elementary	41	36	42	44	35	-9
Thomas E. Kerns Elementary	30	34	36	38	34	-4
Duncan Chapel Elementary	52	50	54	55	33	-22
Westcliffe Elementary	56	58	57	57	32	-25
Sue Cleveland Elementary	38	26	36	40	29	-11
Hollis Academy	41	42	46	49	28	-21
Cherrydale Elementary	33	27	37	44	27	-17
Grove Elementary	28	20	33	34	27	-7
Alexander Elementary	35	34	44	51	17	-34
South Carolina (3-5 only)	48	46	50	51	42	-9

SC READY Mathematics Percentage Meets / Exceeds by Middle School

School	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Difference 2019 to 2021
Sterling School	99	100	99	100	97	-3
Riverside Middle	67	66	68	69	56	-13
League Academy	49	44	48	44	45	1

School	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Difference 2019 to 2021
Greenville Middle Academy	49	43	43	50	44	-6
Northwood Middle	47	44	53	58	43	-15
Rudolph G. Gordon School at Jones Mill	--	--	--	69	43	-26
Hillcrest Middle	42	40	47	42	41	-1
Beck Academy	45	53	51	52	40	-12
Blue Ridge Middle	44	47	51	59	40	-19
Mauldin Middle	42	45	44	44	37	-7
Ralph Chandler Middle	43	46	46	44	37	-7
Sevier Middle	41	42	47	50	37	-13
Hughes Academy of Science and Tech	37	36	35	38	35	-3
Greenville County Schools (6-8 only)	40	41	43	44	35	-9
Dr. Phinnize J. Fisher Middle	57	50	45	45	33	-12
Northwest Middle	29	33	36	38	24	-14
Greer Middle	27	29	32	34	22	-12
Woodmont Middle	25	21	24	20	20	0
Bryson Middle	35	32	33	32	19	-13
Berea Middle	21	18	24	22	13	-9
Tanglewood Middle	11	13	17	18	10	-8
Lakeview Middle	8	13	17	15	8	-7
South Carolina (6-8 only)	36	36	38	39	32	-7

Subgroup Analysis

2021 SC READY English Language Arts Percentages by Gender

Gender	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
Female	21	25	26	28	54
Male	30	25	23	22	45

2021 SC READY Mathematics Percentages by Gender

Gender	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
Female	29	28	22	22	44
Male	32	24	20	24	44

2021 SC READY English Language Arts Percentages by Race / Ethnicity

Race / Ethnicity	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
Asian	8	16	27	48	75
African American	43	31	18	8	26
Hispanic	38	29	21	12	33
American Indian	41	20	22	16	38
Two or more races	24	25	26	24	50
Pacific Islander	44	29	17	10	27
White	14	21	29	36	65

2021 SC READY Mathematics Percentages by Race / Ethnicity

Race / Ethnicity	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
Asian	7	16	24	53	67
African American	55	28	12	6	18
Hispanic	39	31	18	12	30
American Indian	34	34	19	13	32
Two or more races	31	28	21	21	42
Pacific Islander	49	21	19	11	30
White	18	24	25	33	58

2021 SC READY English Language Arts Percentages by Students with Disabilities

Designation	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
Not Disabled	18	25	28	29	57
Disabled	66	22	8	4	12

2021 SC READY Mathematics Percentages by Students with Disabilities

Designation	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
Not Disabled	24	27	23	26	49
Disabled	67	19	8	5	13

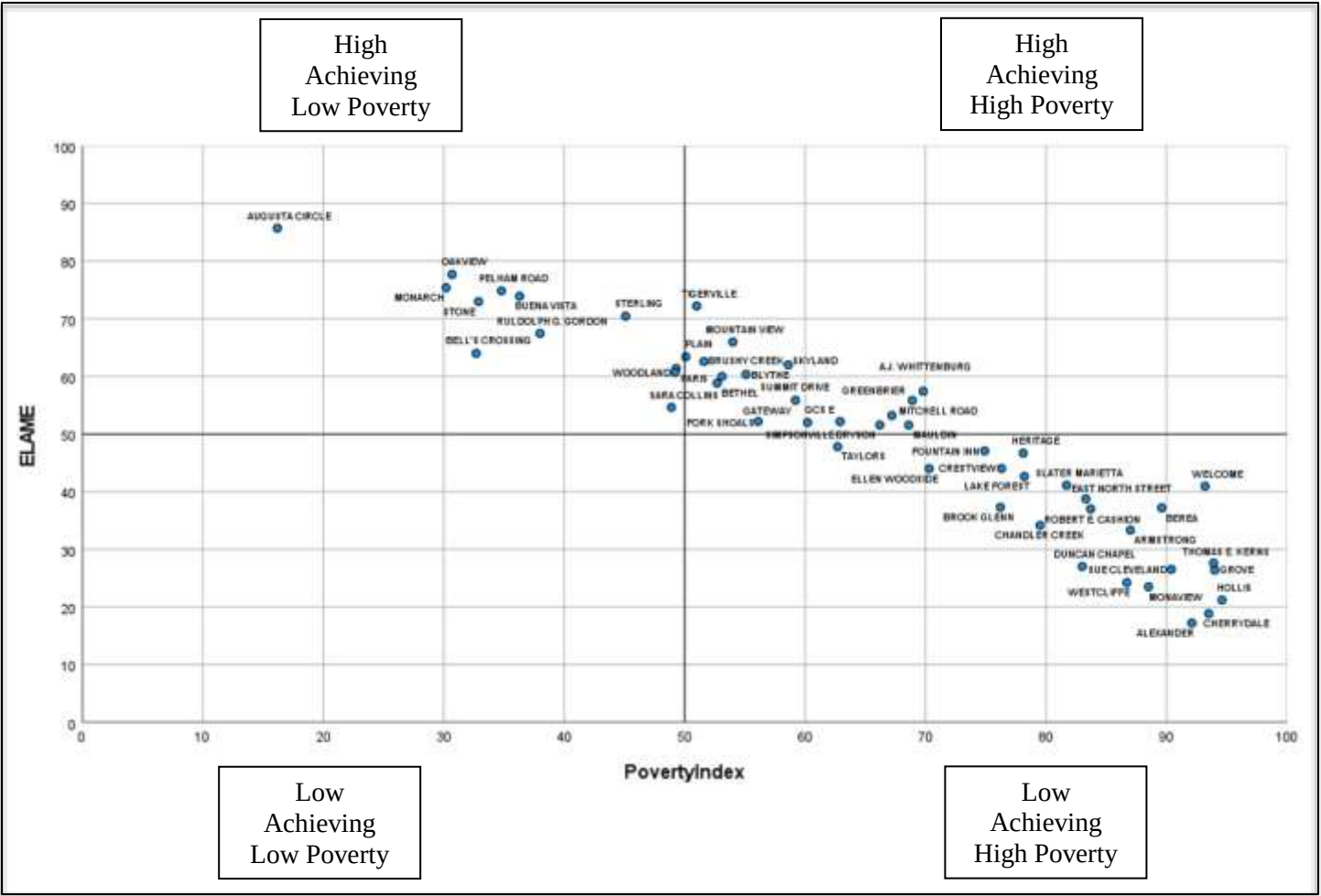
2021 SC READY English Language Arts Percentages by Limited English Proficiency (LEP)

Designation	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
Non-LEP	23	24	26	27	53
LEP	40	29	19	12	31

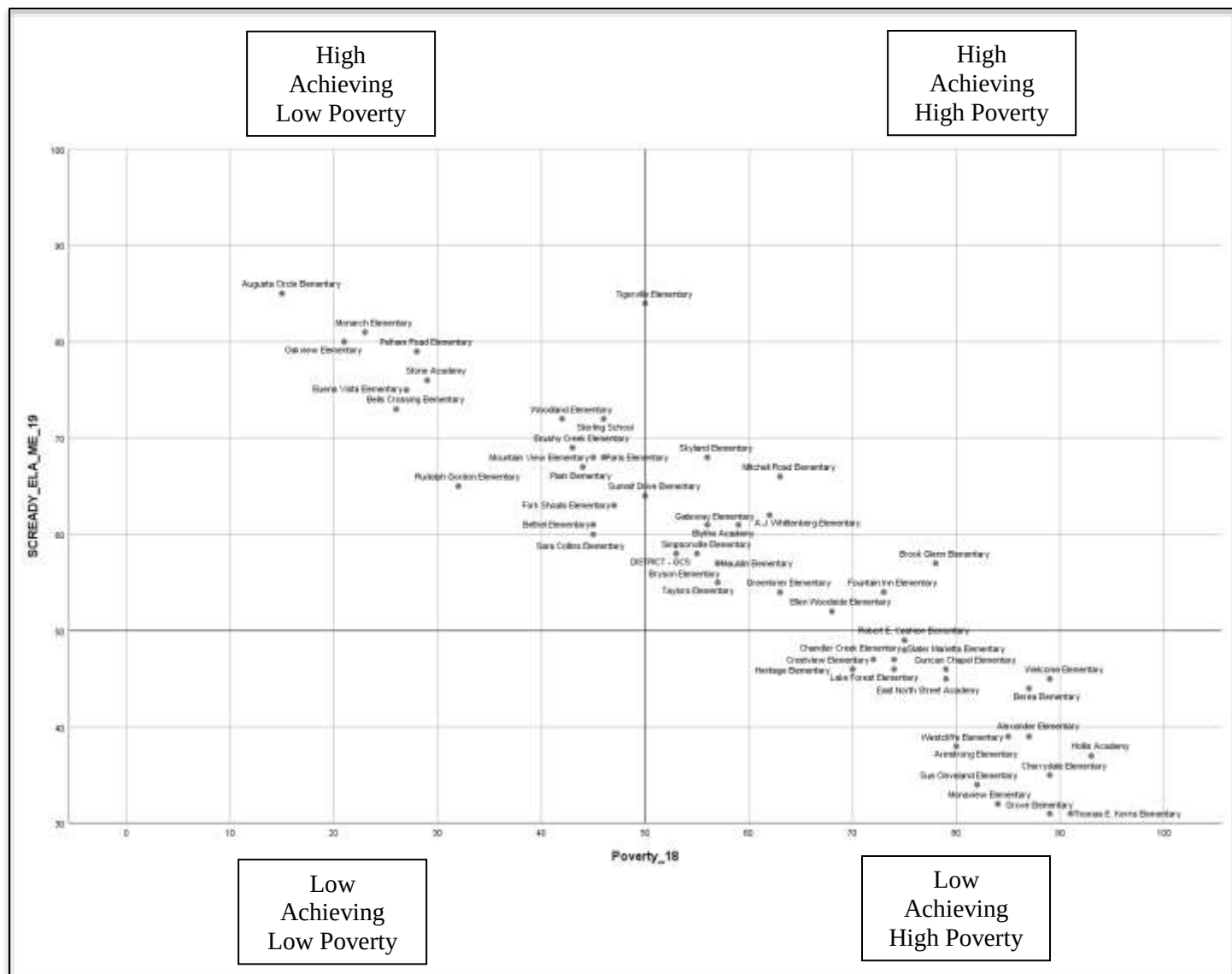
2021 SC READY Mathematics Percentages by Limited English Proficiency (LEP)

Designation	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds
Non-LEP	29	25	21	25	46
LEP	39	30	18	13	31

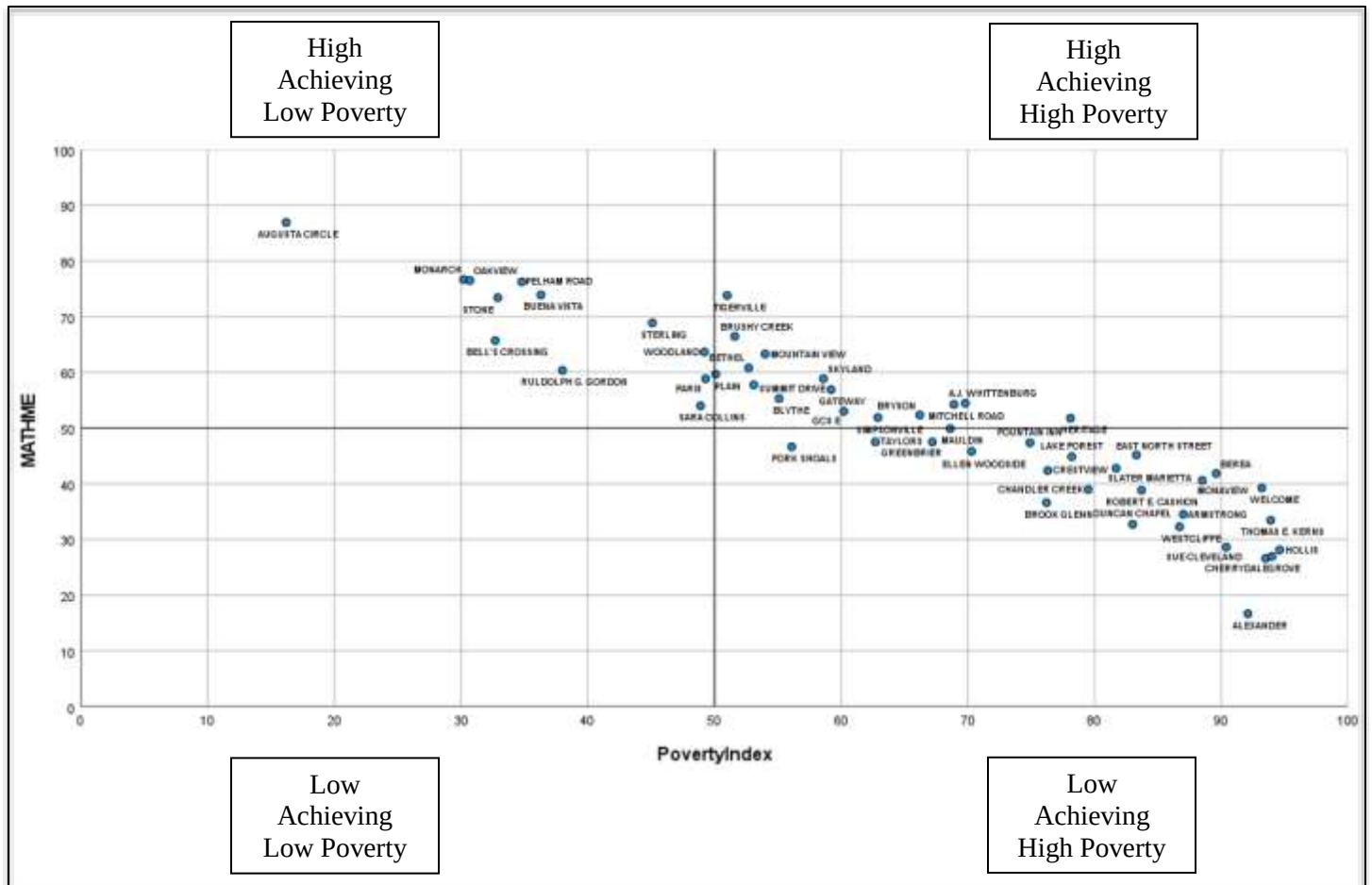
2021 Elementary SC READY ELA % Meets & Exceeds



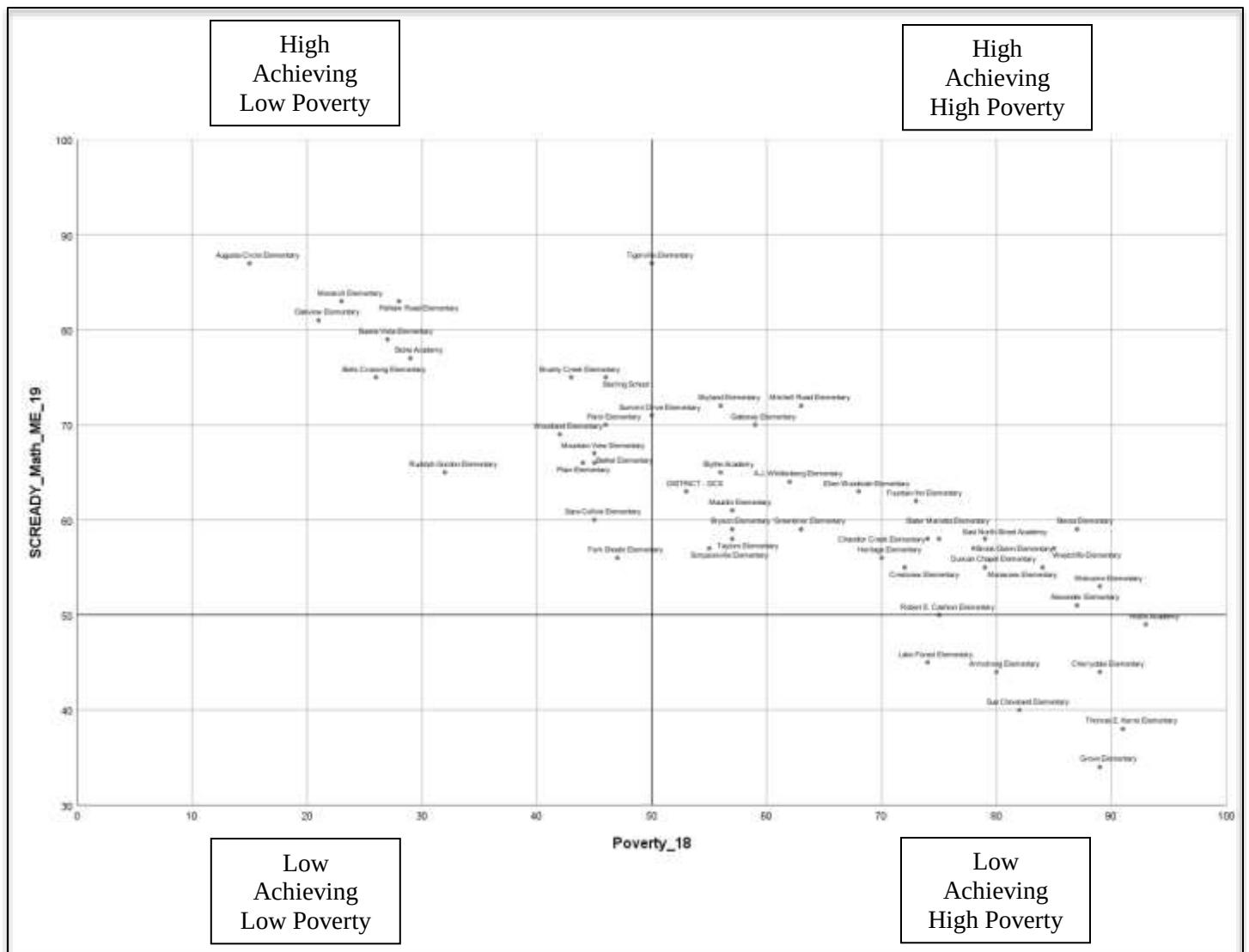
2019 Elementary SC READY ELA % Meets & Exceeds



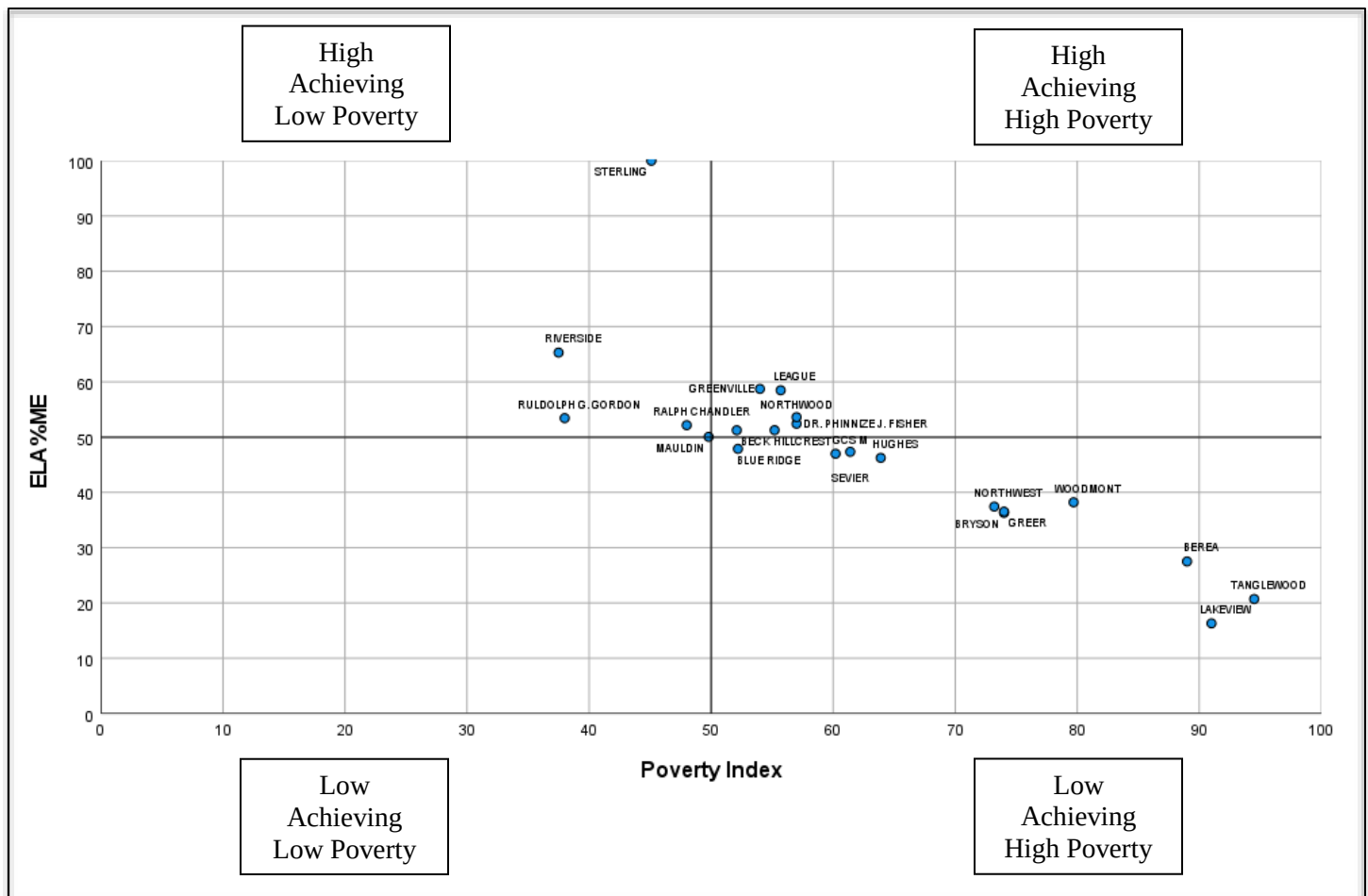
2021 Elementary SC READY Mathematics % Meets & Exceeds



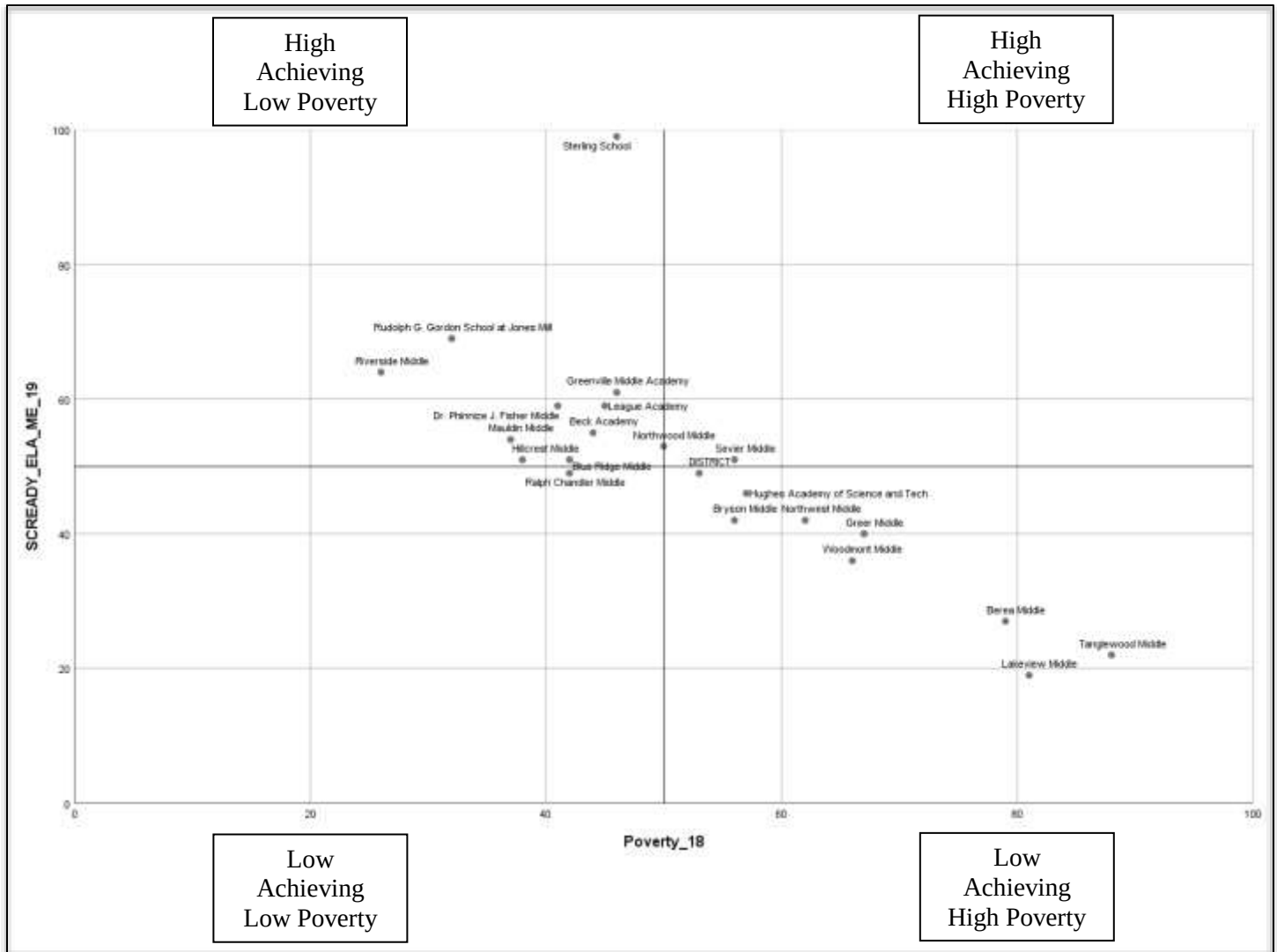
2019 Elementary SC READY Mathematics % Meets & Exceeds



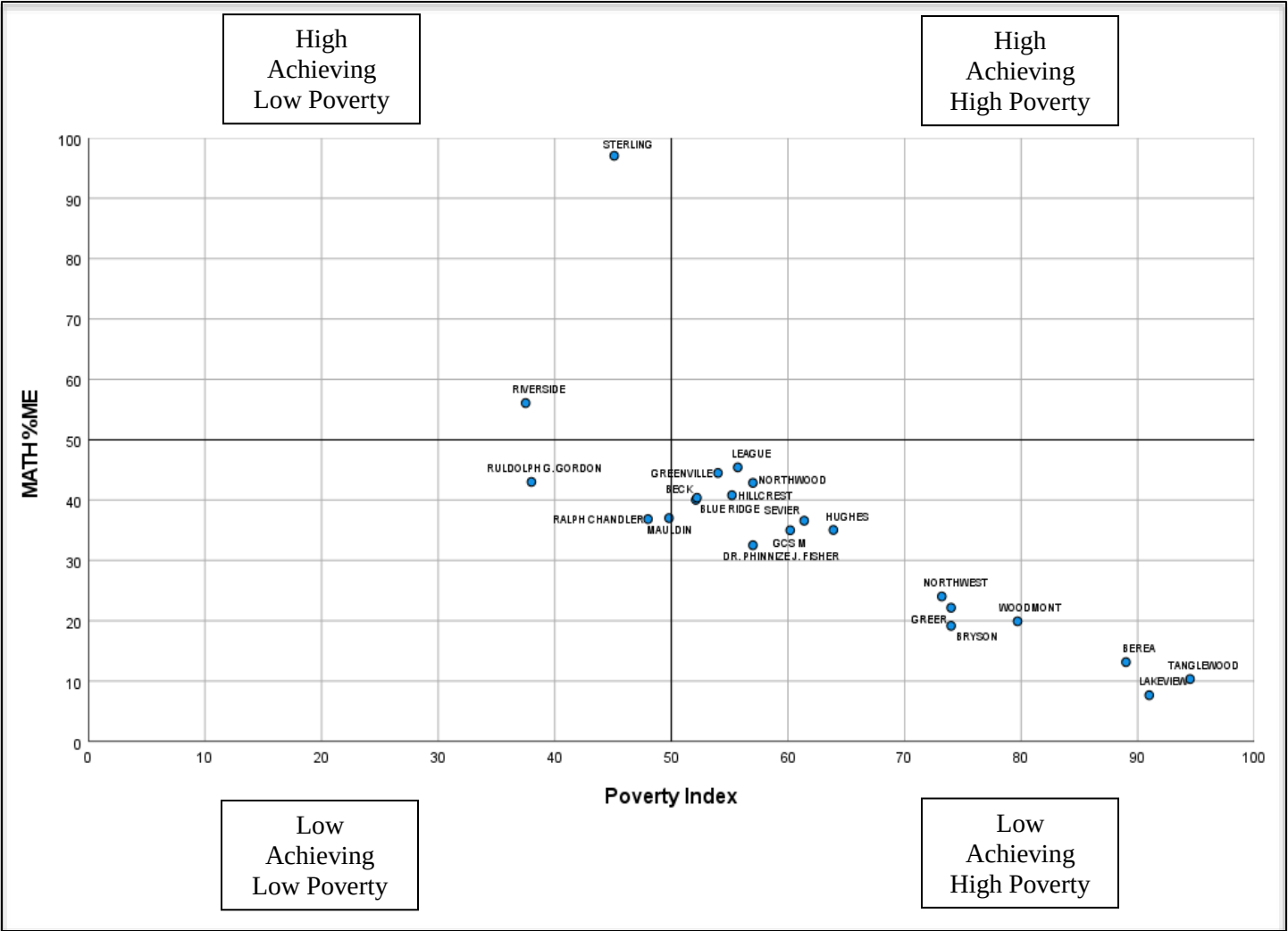
2021 Middle SC SCREADY ELA % Meets & Exceeds



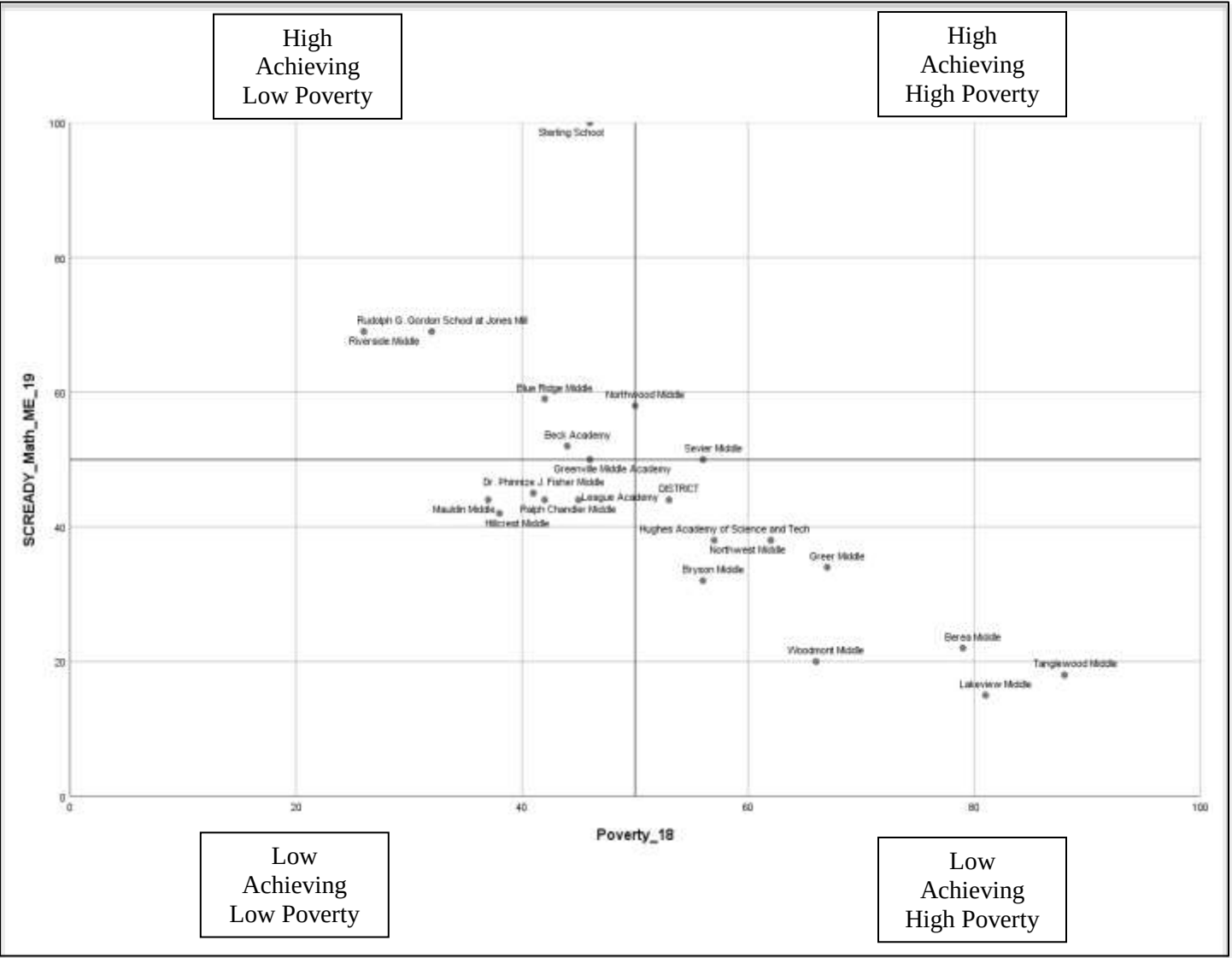
2019 Middle SC SCREADY ELA % Meets & Exceeds



2021 Middle SC READY Mathematics % Meets & Exceeds



2019 SC READY Middle Mathematics % Meets & Exceeds



SCPASS

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment that measures student performance on the South Carolina Academic Standards in science and social studies. SCPASS test items are aligned to the standards for each subject and grade level. In 2017-2018, for the first time, science tests were only administered to students in grades 4, 6, and 8 and social studies tests were only administered to students in grades 5 and 7. In 2020-2021, science tests were only administered to students in grades 4 and 6 and social studies tests were not administered.

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.

Test Format and Item Types

- SCPASS tests are administered in a computer-based format.
- The testing window spanned from April 16, 2021 through June 4, 2021.
- The Science test was administered during a one-day test session.

Estimated Times for the SCPASS Assessments

Grades	Science	Social Studies
4-8	2 hours	2 hours

*The SCPASS assessments are untimed.

SCPASS Science Results (Grades 4, 6, and 8)

Level	SP18 %	SP19 %
Does Not Meet Expectations	23	24
Approaches Expectations	22	20
Meets Expectations	27	26
Exceeds Expectations	28	30

SCPASS Science Results (Grades 4 and 6)

Level	SP19 %	SP21 %
Does Not Meet Expectations	23	29
Approaches Expectations	19	20
Meets Expectations	27	24
Exceeds Expectations	31	27

2021 SCPASS Science Percentages by Grade

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
4	23	21	27	29
6	35	19	21	25

SCPASS Science Percentages by Grade Trends

Year	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2018	4	16	24	32	28
2019	4	17	19	30	34
2021	4	23	21	27	29
2018	6	28	20	22	31
2019	6	28	19	24	28
2021	6	35	19	21	25

In 2018 and 2019, students in grades 4, 6, and 8 participated in SCPASS Science. In 2021, students in grades 4 and 6 participated in SCPASS Science.

- 4th grade had the highest percentage of students scoring Meets and Exceeds Expectations – 56%.
- 6th grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 46%.

SCPASS Science GCS vs. SC Performance Percent Meets and Exceeds Expectations (All Students)

Grade	2018 Science		2019 Science		2021 Science	
	GCS	SC	GCS	SC	GCS	SC
4	60	50	64	52	56	44
6	53	48	52	47	46	42
8	52	49	53	47		

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

SCPASS Science Grade 4 Percentage Meets / Exceeds by Elementary School

School	2018 %	2019 %	2021 %
Augusta Circle Elementary	87	88	86
Monarch Elementary	84	83	83
Stone Academy	77	80	79
Sterling School	73	74	77
Oakview Elementary	79	80	75
Pelham Road Elementary	73	73	75
Tigerville Elementary	87	90	74
Mountain View Elementary	61	66	73
Woodland Elementary	72	80	73
Paris Elementary	72	79	72
Bells Crossing Elementary	82	78	71
Rudolph Gordon Elementary	68	71	71
Buena Vista Elementary	82	76	70
A.J. Whittenberg Elementary	49	71	69
Skyland Elementary	70	74	69
Plain Elementary	67	70	68
Brushy Creek Elementary	76	69	67
Blythe Academy	54	68	64
Gateway Elementary	65	66	63
Bethel Elementary	58	67	61
Simpsonville Elementary	57	59	60
Greenbrier Elementary	54	70	57
Taylors Elementary	64	78	56
Greenville County Schools	60	64	56
Mitchell Road Elementary	67	66	55
Summit Drive Elementary	62	68	55
Bryson Elementary	55	64	54
Fork Shoals Elementary	55	69	54
Ellen Woodside Elementary	54	65	53
Lake Forest Elementary	65	59	53
Sara Collins Elementary	67	74	53
Mauldin Elementary	58	54	49

School	2018 %	2019 %	2021 %
Fountain Inn Elementary	53	55	48
Chandler Creek Elementary	55	54	46
Crestview Elementary	43	57	45
Heritage Elementary	47	59	45
Robert E. Cashion Elementary	55	60	45
South Carolina	50	52	44
Brook Glenn Elementary	59	59	42
East North Street Academy	53	62	42
Duncan Chapel Elementary	46	47	41
Welcome Elementary	41	40	38
Berea Elementary	42	50	36
Sue Cleveland Elementary	39	42	35
Slater Marietta Elementary	52	45	33
Monaview Elementary	34	45	32
Westcliffe Elementary	51	37	32
Grove Elementary	33	34	30
Hollis Academy	46	53	30
Armstrong Elementary	36	46	29
Cherrydale Elementary	27	36	29
Thomas E. Kerns Elementary	24	37	29
Alexander Elementary	43	51	24

SCPASS Science Grade 6 Percentage Meets / Exceeds by Middle School

School	2018 %	2019 %	2021 %
Sterling School	99	99	100
Riverside Middle	68	66	61
League Academy	59	59	56
Mauldin Middle	58	59	56
Beck Academy	56	64	54
Northwood Middle	54	59	53
Blue Ridge Middle	64	55	51
Ralph Chandler Middle	64	61	51
Sevier Middle	61	63	51
Hughes Academy of Science and Technology	46	48	50
Hillcrest Middle	60	50	49
Rudolph G. Gordon School at Jones Mill	--	71	49
Dr. Phinnize J. Fisher Middle	60	58	48
Greenville Middle Academy	52	61	48
Greenville County Schools	53	53	46
Greer Middle	44	45	42
South Carolina	48	47	42
Bryson Middle	41	40	35
Woodmont Middle	36	41	35
Northwest Middle	47	48	29
Berea Middle	33	34	27
Tanglewood Middle	26	21	25
Lakeview Middle	22	22	22

End-of-Course Exam Program (EOCEP)

- In 2020-2021, End-of-Course exams were administered in Algebra I (middle and high school), English I (high school), English II (high school), Biology I (high school), and U.S. History and the Constitution (high school).
- End-of-Course exam scores count 20% of a student's final grade in the course and are administered within the last 15 instructional days of the semester or school year. In 2020-2021, End-of Course exam scores counted 10% of a student's final grade in the course due to a one year only waiver from the South Carolina State Department of Education. All students are expected to take the Algebra I, English II, and Biology I EOCEP assessments prior to the end of their third year in high school.
- The South Carolina Uniform Grading Policy was revised and became effective for the 2016-2017 school year. Letter grades now reflect the following scale score ranges.
 - A = 90-100
 - B = 80-89
 - C = 70-79
 - D = 60-69
 - F = 0-59
- For the 2016-2017 administrations of the Algebra I and English I End of Course exams, the achievement standards were re-set and re-scaled by the South Carolina Department of Education. The achievement standards were re-set for the following reasons: 1) South Carolina has moved to College-and-Career-ready Standards, 2) revisions to Algebra and English content standards, 3) changes in federal accountability requirements, and 4) changes in the South Carolina Uniform Grading Policy. The Algebra I and English I exams are now more difficult as a result of the achievement standards re-setting process.
- The Biology I and US History and the Constitution tests were re-scaled in order for the achievement levels which previously received a score of 70 now receive a score of 60. All other scale scores were adjusted accordingly to reflect the changes in the South Carolina Uniform Grading Policy.
- Beginning with the 2017-2018 administration of the English I assessment, the test now includes a student produced writing component in addition to multiple choice writing text items. A text dependent analysis (TDA) includes a reading passage and writing prompt. Students are required to analyze the passage and produce an essay that cites evidence from the reading passage.
- **Note: For 2021, these districts tested between 29 and 85 percent of students on all accountability tests.**

Orangeburg County School District	Clarendon School District Two	Charter Institute At Erskine	South Carolina Department Of Juvenile Justice	Lee County School District	Calhoun County Schools
Richland School District One	Berkeley County School District	Sumter Schools	Richland School District Two	Dillon School District Three	Lexington School District Four
Clarendon 1	Clover School District (York 2)	Fairfield County School District	Spartanburg School District Seven	Colleton County School District	

EOCEP Results – Greenville County Schools (All Schools)

- In 2020, the South Carolina State Department of Education granted all school districts a testing waiver for Spring 2020 testing and students were not required to participate in End of Course examinations.
- Beginning with the 2020-2021, high school students will be participating in the English II End of Course examination instead of the English I End of Course exam.
- From 2019 to 2021, GCS EOCEP passage rates (students scoring A, B, C, or D) decreased in all three subject areas. English II was first administered during the 2020-2021 school year, therefore it is a baseline year for the assessment.
- Results include Fall, Spring, and Summer 2020-2021 scores.

2017, 2018, 2019, and 2021 Greenville County Schools Mean and Percent EOCEP

Test	Number	Mean	% A	% B	% C	% D	% F
Algebra I 2017	6054	72	14	16	21	28	22
Algebra I 2018	5949	70	11	17	21	22	30
Algebra I 2019	6403	69	14	14	18	22	32
Algebra I 2021	5734	68	11	13	16	25	35 
English I 2017	5858	73	14	25	22	18	21
English I 2018	5523	77	24	23	22	15	16
English I 2019	5954	76	23	20	21	16	19
English II 2021	5209	79	29	24	18	14	15
Biology I 2017	5973	77	36	13	15	14	23
Biology I 2018	5617	71	19	18	16	18	30
Biology I 2019	5747	70	17	15	18	19	31
Biology I 2021	5578	66	15	11	15	17	42 
U.S. History 2017	5059	73	20	18	20	18	24
U.S. History 2018	4796	73	17	19	23	19	22
U.S. History 2019	4749	73	20	18	19	18	25
U.S. History 2021	4715	67	11	14	18	22	35 

2017, 2018, 2019, and 2021 South Carolina Mean and Percent EOCEP

Test	Number	Mean	% A	% B	% C	% D	% F
Algebra I 2017	62655	69	9	13	22	30	25
Algebra I 2018	60489	68	9	14	21	24	32
Algebra I 2019	61278	68	10	13	20	25	31
Algebra I 2021	52610	66	9	10	15	27	39
English I 2017	59931	71	11	21	24	21	23
English I 2018	58645	74	19	20	23	19	19
English I 2019	59365	74	18	19	22	20	21
English II 2021	49711	77	22	24	21	16	17
Biology I 2017	59384	75	32	13	14	14	26
Biology I 2018	56738	70	16	16	17	18	33
Biology I 2019	57521	69	16	13	18	20	33
Biology I 2021	51529	63	14	10	15	18	43
U.S. History 2017	52545	69	14	15	19	20	32
U.S. History 2018	51730	70	13	16	21	21	29
U.S. History 2019	52211	69	14	15	18	20	33
U.S. History 2021	45253	65	8	12	17	21	42

EOCEP Algebra I Passage Rates (High Schools)

School	2017	2018	2019	2021
Wade Hampton High School	89	72	80	73
Mauldin High School	76	67	59	68
Greenville High School	73	63	68	61
South Carolina (HS only)	75	68	69	61
Eastside High School	85	70	51	57
Riverside High School	90	79	69	57
Greer High School	60	57	55	54
Blue Ridge High School	75	65	70	53

School	2017	2018	2019	2021
Hillcrest High School **	65	55	63	53
Greenville County Schools (HS only)	78	70	68	53
J L Mann High School	70	63	48	52
Woodmont High School **	68	57	43	47
Carolina High School	32	22	30	44
Travelers Rest High School **	59	53	51	44
Berea High School	72	58	48	39
Southside High School	52	27	32	25

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

District and State scores represent high school students only

School	Poverty Index	Algebra I % ABC	Algebra I % A	Algebra I % B	Algebra I % C	Algebra I % D	Algebra I % F
Mauldin High School	38	43	9	14	20	25	32
Wade Hampton High School	50	41	8	15	18	31	27
South Carolina (HS only)	62	35	9	10	15	27	39
Greenville High School	57	33	6	14	13	28	39
Eastside High School	44	28	4	6	18	29	43
J. L. Mann High School	42	26	3	7	16	25	48
Greenville County Schools (HS only)	60	24	3	7	14	29	47
Blue Ridge High School	49	23	2	6	15	31	47
Hillcrest High School	52	22	2	7	13	30	47
Riverside High School	31	22	3	7	12	35	43
Greer High School	71	20	1	5	14	34	46
Travelers Rest High School	64	19	1	3	15	25	56
Carolina High School	90	17	0	4	13	26	56
Woodmont High School	57	14	0	4	10	34	53
Berea High School	86	10	0	1	9	29	61
Southside High School	82	8	0	1	7	18	75

EOCEP English II Passage Rates (High Schools)

School	2021
Riverside High School	96
Eastside High School	90
Mauldin High School	90
J L Mann High School	89
Hillcrest High School**	88
Wade Hampton High School	88
Greenville High School	87
Greenville County Schools	86
Travelers Rest High School**	85
Blue Ridge High School	84
Woodmont High School**	84
South Carolina	83
Greer High School	82
Carolina High School	73
Berea High School	70
Southside High School	64

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

District and State scores represent high school students only

School	Poverty Index	English II % ABC	English II % A	English II % B	English II % C	English II % D	English II % F
Riverside High School	31	89	43	31	15	7	4
Eastside High School	44	81	37	26	18	9	10
J. L. Mann High School	42	79	43	23	13	10	11
Mauldin High School	38	79	36	28	15	11	10
Wade Hampton High School	50	76	33	26	17	12	12
Greenville High School	57	74	37	23	14	13	13
Hillcrest High School	52	73	31	24	18	15	12
Greenville County Schools	60	71	29	24	18	14	15
Travelers Rest High School	64	67	17	27	23	19	15
South Carolina	62	67	22	24	21	16	17
Greer High School	71	66	15	24	27	16	18
Woodmont High School	57	66	22	23	21	17	16
Blue Ridge High School	49	62	21	21	20	22	16
Berea High School	86	46	7	16	23	28	30
Southside High School	82	44	13	15	16	20	36
Carolina High School	90	42	8	19	24	22	27

EOCEP Biology I Passage Rates (High Schools)

School	2017	2018	2019	2021
Riverside High School	88	83	85	74
Wade Hampton High School	86	81	79	70
Mauldin High School	83	83	84	67
Travelers Rest High School**	74	61	58	64
Eastside High School	86	77	75	63
J L Mann High School	86	77	67	63
Blue Ridge High School	77	59	77	60
Greenville High School	79	74	72	59
Greenville County Schools	77	70	69	58
South Carolina	74	67	67	57
Woodmont High School**	75	69	71	55
Hillcrest High School**	77	73	71	52
Greer High School	70	60	61	50
Berea High School	55	55	65	49
Carolina High School	43	31	34	31
Southside High School	51	38	39	29

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

School	Poverty Index	Biology I % ABC	Biology I % A	Biology I % B	Biology I % C	Biology I % D	Biology I % F
Riverside High School	31	58	26	12	20	16	26
Wade Hampton High School	50	54	24	12	18	17	30
Mauldin High School	38	52	22	16	14	15	33
J. L. Mann High School	42	46	19	13	14	16	38
Eastside High School	44	45	15	13	17	19	37
Greenville High School	57	45	23	11	11	13	41
Greenville County Schools	60	41	15	11	15	17	42

School	Poverty Index	Biology I % ABC	Biology I % A	Biology I % B	Biology I % C	Biology I % D	Biology I % F
Travelers Rest High School	64	40	12	11	17	24	36
Woodmont High School	57	39	12	10	17	16	45
South Carolina	62	39	14	10	15	18	43
Blue Ridge High School	49	38	9	8	21	23	40
Hillcrest High School	52	36	11	9	16	17	48
Greer High School	71	32	13	9	10	18	50
Berea High School	86	29	4	10	15	20	51
Carolina High School	90	21	4	6	11	11	69
Southside High School	82	16	2	4	10	13	71

EOCEP US History Passage Rates (High Schools)

School	2017	2018	2019	2021
Riverside High School	86	90	85	83
Mauldin High School	87	86	80	75
Eastside High School	81	87	87	73
Wade Hampton High School	88	88	85	73
J L Mann High School	78	81	82	68
Travelers Rest High School**	73	83	79	67
Greenville High School	73	73	71	65
Greenville County Schools	76	78	75	65
Blue Ridge High School	83	85	81	64
Greer High School	66	79	69	60
Hillcrest High School**	78	77	78	59
South Carolina	68	71	67	58
Woodmont High School**	74	73	68	56
Berea High School	56	61	60	46
Carolina High School	33	36	28	46
Southside High School	48	57	37	37

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

School Name	Poverty Index	US History % ABC	US History % A	US History % B	US History % C	US History % D	US History % F
Riverside High School	31	63	24	20	19	20	17
Eastside High School	44	56	16	21	19	17	27
Wade Hampton High School	50	54	16	18	20	19	27
Mauldin High School	38	53	16	18	19	22	25
J. L. Mann High School	42	52	17	18	17	16	32
Travelers Rest High School	64	45	8	14	23	22	33
Greenville High School	57	44	14	12	18	21	35
Greenville County Schools	60	43	11	14	18	22	35
Blue Ridge High School	49	42	7	12	23	22	36
South Carolina	62	38	9	12	17	21	42
Greer High School	71	33	4	10	19	27	40
Woodmont High School	57	33	4	10	19	23	44
Hillcrest High School	52	31	4	10	17	28	41
Berea High School	86	21	3	6	12	25	54
Carolina High School	90	20	2	6	12	25	54
Southside High School	82	18	4	3	11	18	63

EOCEP Algebra I Passage Rates (Middle Schools)

School	2017	2018	2019	2021
Greer Middle School	100	89	99	100
Hughes Academy	93	98	96	100
Sterling School	100	100	100	100
Blue Ridge Middle School	100	100	100	99
Riverside Middle School	100	99	100	99
Hillcrest Middle School	99	100	98	98
League Academy	100	99	98	98
Ralph Chandler Middle School	97	97	96	98
Beck Academy	98	97	99	97
Phinnize J. Fisher Middle School	99	96	97	96
Mauldin Middle School	100	100	100	96
Northwood Middle School	100	98	99	96
Sevier Middle School	100	100	100	96
Bryson Middle School	97	96	98	95
Rudolph Gordon School	n/a	n/a	n/a	95
Greenville Academy	100	99	97	94
Berea Middle School	100	100	100	93
Northwest Middle School	100	100	100	92
Tanglewood Middle School	97	74	85	88
Lakeview Middle School	100	*	100	81
Woodmont Middle School	88	90	93	79

*Less than 20 students tested

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

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

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

SAT Graduating Class of 2021

- SAT results are based upon the most recent test scores for students that indicated they would be graduating seniors in the 2020-2021 school year.
- The first redesigned SAT was administered by the College Board in March 2016. Results are based upon senior test takers who took the SAT in March 2017 or later.
- Scores represent a combination of two student groups.
 - Group 1 – public school students that elected to take the test on a Saturday
 - Group 2 – public school students that participated in state testing in 2019, 2020, and 2021

Number of Test Takers in Greenville County

- 2,386 of the 2021 seniors took the new SAT
- 3,130 of the 2020 seniors took the new SAT
- 3,271 of the 2019 seniors took the new SAT

Total Score

- The 2021 average total score for all Greenville seniors was 1059 on the SAT's 1600 point scale.
- The 2020 average total score for all Greenville seniors was 1038 on the SAT's 1600 point scale.
- The 2019 average total score for all Greenville seniors was 1031 on the SAT's 1600 point scale.

Test Sections (scores for each section range from 200-800)

- Average Evidence-Based Reading and Writing (EWR) score – 538
- Average Math score – 521

2021 GCS High School Performance

School	Test Takers	Evidence Based Reading and Writing	Math	Total
Riverside High School	284	576	572	1148
Wade Hampton High School	221	556	540	1096
Mauldin High School	335	551	541	1093
JL Mann High School	333	551	532	1082
Greenville Senior High School	162	537	524	1061
Nation	1,509,133	533	528	1060
Greenville County Schools	2,386	538	521	1059
Eastside High School	228	533	521	1055
Hillcrest High School	222	528	500	1028
South Carolina	22,562	524	504	1028
Greer High School	73	515	497	1013
Woodmont High School	158	513	498	1011
Travelers Rest High School	118	508	490	999
Blue Ridge High School	97	512	478	990
Southside High School	64	489	461	951
Berea High School	39	471	450	921
Carolina High School	51	468	433	901

- Five GCS high schools scored above the national SAT average of 1060: Riverside (1148), Wade Hampton (1096), Mauldin (1093), James L Mann (1082), and Greenville (1061).
- Seven GCS schools scored at or above the state average of 1028: Riverside (1148), Wade Hampton (1096), Mauldin (1093), James L Mann (1082), Greenville (1061), Eastside (1055) and Hillcrest (1028).
- The average total score for Greenville County Schools (1059) is 1 point lower than the national average total score (1060). The national average total score increased from 1030 in 2020 to 1060 in 2021.
- The average total score for Greenville County Schools (1059) is 31 points higher than the state average total score (1028). The state average total score increased from 1019 in 2020 to 1028 in 2021.
- Greenville County Schools average total score increased from 1038 in 2020 to 1059 in 2021.

ACT Graduating Class of 2021

- In the graduating class of 2021, 2,004 seniors took the ACT. Students may now elect to participate in ACT testing during the school day as part of state testing, in addition to the option of taking the test on a Saturday.
- Scores represent a combination of two student groups
 - Group 1 – students that elected to take the test on a Saturday
 - Group 2 – students that elected participate in state testing
- Baseline established in SY16 comprised of graduates who took the ACT under timed or extended time conditions in 16-17, 17-18, 18-19, 19-20, or 20-21 and earned a college reportable composite score
- For students taking more than one administration of ACT, the most recent set of test scores are included in the reported results.

Number of Test Takers

- The number of seniors taking the ACT in GCS decreased from **2020 (2,545) to 2021 (2,004)**. The decrease in test takers was the result of student choice on the college entrance exam. Beginning in spring 2018, 11th grade students were given the opportunity by the South Carolina State Department of Education to participate in one no-cost school day test administration of either the ACT or SAT.

Composite Score

- In 2021, the average composite score for all Greenville seniors was 19.9 on the ACT's 36-point scale.

Subject Tests

- The ACT subject test with the highest average score was Reading (20.5), followed by Science (20.2), Math (19.7), and English (18.6).

Institute	Year	# Tested	English	Mathematics	Reading	Science	Composite
Greenville County Schools	2016	4,909	18.1	19.1	19.7	19.3	19.2
Greenville County Schools	2017	4,891	18.2	19.4	20.0	19.5	19.4
Greenville County Schools	2018	4,867	17.7	18.6	19.3	18.9	18.7
Greenville County Schools*	2019	2,727	19.1	19.8	20.5	20.0	20.0
Greenville County Schools	2020	2,545	18.7	19.6	20.5	19.9	19.8
Greenville County Schools	2021	2,004	18.6	19.7	20.5	20.2	19.9
South Carolina	2016	51,098	17.3	18.5	19.0	18.6	18.5
South Carolina	2017	50,936	17.5	18.6	19.1	18.9	18.7
South Carolina	2018	53,743	17.3	18.2	18.6	18.5	18.3
South Carolina	2019	33,834	17.5	18.5	19.0	18.7	18.6
South Carolina	2020	32,330	16.9	18.0	18.7	18.4	18.1
South Carolina	2021	24,315	17.0	18.2	18.8	18.7	18.3
Nation	2016	2,090,342	20.1	20.6	21.3	20.8	20.8
Nation	2017	2,030,038	20.3	20.7	21.4	21.0	21.0
Nation	2018	1,914,817	20.2	20.5	21.3	20.7	20.8
Nation	2019	1,782,820	20.1	20.4	21.2	20.6	20.7
Nation	2020	1,670,497	19.9	20.2	21.2	20.6	20.6
Nation	2021	1,295,349	19.6	19.9	20.9	20.4	20.3

*2019 represents a new baseline and the subject scores and composite scores should not be compared to previous years. In 2018, a change in SC SDE testing policy gave 11th students the opportunity to elect to participate in one no-cost school day test administration of the ACT, SAT, or neither exam. In previous years (2015-2017), all 11th grade students participated in state wide ACT testing. Therefore, the number of test takers and scores from the graduating class of 2016, 2017, and 2018 reflect required testing compared to the graduating class of 2019, 2020 and 2021 which reflect elective testing.

GCS Performance

- Greenville County's average ACT composite score of 19.9 in 2021 was higher than the state (18.3 – public school students only) and lower than the national average of 20.3 (both public and private school students combined).
- The national ACT performance decreased from 20.6 in 2020 to 20.3 in 2021.
- GCS, SC, and the nation testing approximately 52% of seniors. Nationally, the ACT saw a drop in the percent of the graduating class taking the test (55% to 52%), mainly due to changes in statewide testing.

2021 Average ACT Scores and Rank by Subject and School

School	Test Takers	English	Rank	Math	Rank	Reading	Rank	Science	Rank	Composite	Rank
Riverside High School	182	22.9	8	23.4	4	25.0	8	23.6	7	23.9	7
J. L. Mann High School	301	20.6	23	21.0	18	21.9	26	21.6	22	21.4	22
Mauldin High School	236	20.2	30	20.7	25	22.2	22	21.3	24	21.2	25
Eastside High School	183	19.9	32	20.5	29	21.3	35	20.7	36	20.7	34
Greenville High School	147	19.5	39	20.8	20	20.9	43	21.2	25	20.7	34
Wade Hampton High	181	19.4	41	20.5	29	21.6	30	20.9	32	20.7	34
Nation	1,295,349	19.6		19.9		20.9		20.4		20.3	
Greenville County Schools	2,004	18.6		19.7		20.5		20.2		19.9	
Hillcrest High School	181	17.0	82	18.8	61	19.5	68	19.2	64	18.8	67
Blue Ridge High School	69	17.2	73	17.7	92	19.2	74	19.1	67	18.5	72
Woodmont High School	156	17.1	77	18.1	79	19.0	79	18.6	87	18.3	77
South Carolina	24,315	17.0		18.2		18.8		18.7		18.3	
Greer High School	43	16.6	93	17.4	108	18.0	106	18.8	77	17.8	96
Travelers Rest High School	90	15.6	129	17.2	115	18.3	100	18.2	99	17.5	110
Southside High School	63	14.7	159	17.7	92	16.4	161	17.1	148	16.6	145
Berea High School	76	14.0	178	16.0	174	16.2	170	16.4	171	15.8	173
Carolina High School	96	12.4	219	14.6	224	14.3	217	15.3	207	14.2	216

Rank order of schools based on the 2021 ACT Composite Rank. Rank based upon 236 reporting South Carolina high schools. National data includes both public and private schools combined.

2021 Average ACT Scores and Rank by Subject and District

District	Test Takers	English	Rank	Math	Rank	Reading	Rank	Science	Rank	Composite	Rank
Governor's Schools	183	27.1	1	25.1	1	27.7	1	25.8	2	26.6	1
York 4	384	22.0	2	22.5	2	24.0	2	23.2	3	23.1	2
York 2	85	21.4	3	20.8	3	23.0	3	22.9	4	22.1	3
Lexington 5	673	19.8	5	20.4	4	21.4	4	21.0	5	20.8	4
Anderson 3	64	20.8	4	19.9	9	20.8	9	20.2	11	20.6	5
Pickens	489	19.5	6	19.8	11	20.9	8	20.8	6	20.4	6
Spartanburg 6	220	19.4	8	20.0	8	21.0	6	20.5	7	20.4	6
Nation	1,295,349	19.6		19.9		20.9		20.4		20.3	
Charleston	1422	19.5	6	19.9	9	21.1	5	20.3	9	20.3	8
Oconee	236	19.2	9	20.1	6	20.5	12	20.5	7	20.2	9
Anderson 1	194	18.8	11	20.1	6	20.7	10	19.9	13	20.0	10
Lexington 1	856	18.8	11	19.5	13	20.7	10	20.3	9	20.0	10
Greenville	2,004	18.6	14	19.7	12	20.5	12	20.2	11	19.9	12
South Carolina	24,315	17.0		18.2		18.8		18.7		18.3	

Greenville County Schools ranked 12th out of 84 districts on the 2021 ACT Composite score for graduating seniors.

2021 Average ACT Scores by Race

Race	English	Mathematics	Reading	Science	Composite	STEM
All Students						
Greenville	18.6	19.7	20.5	20.2	19.9	20.2
South Carolina	17.4	18.4	19.2	18.9	18.6	18.9
Nation	19.6	19.9	20.9	20.4	20.3	20.4
Black / African-American						
Greenville	13.8	16.0	15.5	16.1	15.5	16.3
South Carolina	13.3	15.5	15.1	15.7	15.0	15.9
Nation	15.2	16.3	16.6	16.7	16.3	16.8
American Indian / Alaskan						
Greenville	13.3	17.5	16.5	18.0	16.3	17.8
South Carolina	14.4	16.2	15.8	16.3	15.8	16.5
Nation	15.4	16.8	17.3	17.3	16.9	17.3
White						
Greenville	21.1	21.4	22.9	22.2	22.0	22.0
South Carolina	19.9	20.1	21.6	20.8	20.7	20.7
Nation	21.1	21.0	22.4	21.7	21.7	21.6
Hispanic / Latino						
Greenville	15.3	17.4	17.6	17.5	17.1	17.7
South Carolina	15.7	17.4	17.8	17.8	17.3	17.8
Nation	17.1	18.2	18.7	18.6	18.3	18.6
Asian						
Greenville	25.4	25.1	26.7	25.0	25.7	25.2
South Carolina	22.7	23.4	23.6	23.0	23.3	23.5
Nation	24.5	25.1	24.9	24.5	24.9	25.0
Native Hawaiian / Pacific						
Greenville	18.3	18.8	20.0	17.8	19.0	18.3
South Carolina	16.4	17.3	17.6	17.1	17.3	17.4
Nation	16.0	17.4	17.3	17.5	17.2	17.7
Two or More Races						
Greenville	17.2	18.9	19.7	19.6	19.0	19.5
South Carolina	17.7	18.5	19.7	19.3	18.9	19.1
Nation	19.8	20.0	21.4	20.7	20.6	20.6
No Response						
Greenville	14.6	17.1	16.2	16.9	16.3	17.3
South Carolina	15.6	17.2	17.4	17.4	17.0	17.6
Nation	18.2	19.0	19.6	19.4	19.2	19.4

Advanced Placement Exams (AP)

- GCS students experienced AP courses across 30 different subjects in 2021.
- The number of AP exams administered in Greenville County Schools slightly decreased from 7,471 in 2020 to 7,460 in 2021.
- The number of students taking the AP test slightly decreased from 4,427 in 2020 to 4,396 in 2021.

- For Greenville County Schools, the 2021 passage rate (score of 3 or higher) was 59.0% - lower than the passage rate of 64.0% in 2020.
- Riverside HS had the highest AP exam passage rate in 2021 (75%), followed by Wade Hampton HS at 72%.
- James L Mann HS had the largest number of students taking AP exams (727) and the largest number of AP exams administered (1,343).

2021 Advanced Placement Examinations

School	Number of Students	Number of Exams	Number of 3 to 5 Scores	Percentage of 3 to 5 Scores
Riverside High School	459	811	608	75%
Wade Hampton High School	482	833	603	72%
Mauldin High School	538	1,029	684	66%
JL Mann High School	727	1,343	833	62%
Travelers Rest High School	115	139	82	59%
Greenville County Schools	4,396	7,460	4,386	59%
Eastside High School	471	989	572	58%
South Carolina	30,037	48,364	27,954	58%
Nation	2,192,139	3,881,282	2,085,461	54%
Southside High School	66	117	62	53%
Greer High School	129	154	78	51%
Greenville High School	538	929	446	48%
Woodmont High School	263	382	159	42%
Blue Ridge High School	61	85	35	41%
Hillcrest High School	420	518	177	34%
Berea High School	79	88	16	18%
Carolina High School	12	13	1	8%

*Data updated on 10/20/21 per SC SDE website.

2020 Advanced Placement Examinations

School	Number of Students	Number of Exams	Number of 3 to 5 Scores	Percentage of 3 to 5 Scores
Riverside High School	458	819	645	79%
Mauldin High School	575	1,022	763	75%
JL Mann High School	578	1,080	789	73%
Greenville County Schools	4,427	7,471	4,780	64%
Nation	2,564,090	4,592,820	2,932,042	64%
Wade Hampton High School	588	953	603	63%
Eastside High School	524	950	590	62%
Travelers Rest High School	108	145	90	62%
South Carolina	30,816	50,531	31,414	62%
Woodmont High School	202	296	172	58%
Southside High School	97	197	106	54%
Greenville High School	577	1,068	571	53%
Greer High School	144	187	93	50%
Blue Ridge High School	108	157	78	50%
Hillcrest High School	324	422	201	48%
Carolina High School	28	33	15	45%
Berea High	73	97	32	33%

2019 Advanced Placement Examinations

School	Number of Students	Number of Exams	Number of 3 to 5 Scores	Percentage of 3 to 5 Scores
Riverside High School	419	713	540	76%
Mauldin High School	605	1048	738	70%
Wade Hampton High School	642	958	662	69%
JL Mann High School	669	1250	796	64%
Eastside High School	491	966	590	61%
Hillcrest High School	295	439	269	61%
Greenville County Schools	4,466	7,456	4,558	61%
Travelers Rest High School	109	150	89	59%
South Carolina	32,761	53,615	31,281	58%
Nation	2,463,893	4,396,503	2,543,788	58%
Blue Ridge High School	92	126	64	51%
Greenville High School	536	909	468	51%
Woodmont High School	213	326	146	45%
Southside High School	110	204	83	41%
Greer High School	173	228	83	36%
Berea High School	71	85	24	28%
Carolina High School	41	54	6	11%

2018 Advanced Placement Examinations

School	Number of Students	Number of Exams	Number of 3 to 5 Scores	Percentage of 3 to 5 Scores
Riverside High School	462	812	593	73%
JL Mann High School	621	1134	762	67%
Travelers Rest High School	100	128	85	66%
Eastside High School	510	872	567	65%
Mauldin High School	676	1169	724	62%
Wade Hampton High School	654	1005	620	62%
Greenville County Schools	4,675	7,682	4,553	59%
South Carolina	32,772	52,372	30,554	58%
Hillcrest High School	354	536	308	57%
Nation	2,371,773	4,354,784	2,490,937	57%
Blue Ridge High School	98	144	70	49%
Greenville High School	537	888	435	49%
Southside High School	101	192	88	46%
Berea High School	59	69	27	39%
Woodmont High School	291	472	184	39%
Greer High School	158	190	68	36%
Carolina High School	54	71	22	31%

2020 - 2021 Advanced Placement Examinations

Institution	# Students	# Exams	# 3 to 5 Scores	% 3 to 5 Scores
2021 Greenville County Schools	4,396	7,460	4,386	59%
2020 Greenville County Schools	4,427	7,471	4,780	64%
2019 Greenville County Schools	4,466	7,456	4,558	61%
2018 Greenville County Schools	4,675	7,682	4,553	59%

Institution	# Students	# Exams	# 3 to 5 Scores	% 3 to 5 Scores
2021 South Carolina	30,037	48,364	27,954	58%
2020 South Carolina	30,816	50,531	31,414	62%
2019 South Carolina	32,761	53,615	31,281	58%
2018 South Carolina	32,772	52,372	30,554	58%
2021 Nation	2,548,228	4,578,302		
2020 Nation	2,564,090	4,592,820	2,932,042	64%
2019 Nation	2,463,893	4,396,503	2,543,788	58%
2018 Nation	2,371,773	4,354,784	2,490,937	57%

2021 Greenville County Schools Passage Rate by Subject

Exam / Subject	Number of Exams	Number of 3 to 5 Scores	Percentage of 3 to 5 Scores
3-D Art and Design	4	4	100%
Seminar	82	77	94%
Spanish Language and Culture	64	58	91%
Drawing	10	9	90%
2-D Art and Design	28	25	89%
Music Theory	41	34	83%
Research	24	19	79%
Calculus BC	179	132	74%
Computer Science Principles	335	239	71%
English Language and Composition	690	458	66%
United States Government and Politics	274	179	65%
Macroeconomics	241	153	63%
Biology	485	306	63%
Calculus AB	512	318	62%
French Language and Culture	13	8	62%
Statistics	458	274	60%
Psychology	432	257	59%
Computer Science A	105	60	57%
Spanish Literature and Culture	14	8	57%
United States History	673	367	55%
Human Geography	741	394	53%
Environmental Science	450	238	53%
Physics C: Mechanics	38	20	53%
European History	352	183	52%
English Literature and Composition	365	184	50%
World History: Modern	428	214	50%
Chemistry	204	93	46%
Physics 1	107	38	36%
Art History	84	26	31%
Physics C: Electricity and Magnetism	7	2	29%

Worldwide Interactive Network (WIN) Ready 2 Work (R2W) – Career Readiness Assessment

In spring 2021, all South Carolina students in grade 11 participated in Worldwide Interactive Network (WIN) Ready 2 Work (R2W) Career Readiness Assessment. WIN Ready to Work is a career readiness assessment designed to measure essential workforce skills. The assessment contained four parts: Applied Mathematics, Locating Information, Reading for Information, and Essential Soft Skills. The assessment was administered via a paper/pencil format and total testing time was approximately four hours.

Part	# Items	Total Testing Time
Applied Mathematics	34	55 min.
Reading for Information	21	55 min.
Locating Information	34	55 min.
Essential Soft Skills	40	60 min.

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

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

The percentage of students who scored Level 3 or higher on Applied Mathematics was 90% in 2021. The percentage of students who scored Level 3 or higher on Locating Information was 95% in 2021. The percentage of students who scored Level 3 or higher on Reading for Information was 90% in 2021. The percentage of students that passed the Essential Soft Skills assessment was 75% in 2021.

2021 Essential Soft Skills Subtest Student Score Percentages

Subtest	< Level 3	Level 3	Level 4	Level 5	Level 6	Level 7
Applied Mathematics	10%	18%	17%	20%	25%	10%
Locating Information	5%	20%	60%	13%	2%	*
Reading for Information	10%	3%	38%	33%	13%	3%

*Maximum score for Locating Information is Level 6.

2021 Essential Soft Skills Subtest

Institution	# Tested	% Pass	% Fail
Greenville County Schools	3,987	75%	25%
South Carolina	42,661	70%	30%
Nation		70%	30%

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

Students who qualify can earn a WIN Ready to Work Credential. A WIN Ready to Work Credential is awarded at four levels, based on the scores achieved on three component assessments: Reading for Information, Locating Information and Applied Mathematics. A WIN Ready to Work Credential can assist students with finding part-time or summer jobs, internships and employment. In South Carolina, over 1,400 employers recognize the credential.

- Bronze: Scores of Level 3 or higher on all three exams
- Silver: Scores of Level 4 or higher on all three exams

- Gold: Scores of level 5 or higher on all three exams
- Platinum: Scores of level 6 or higher on all three exams

2021 WIN Ready to Work Credentials

School	# Tested	% Ready to Work Credential	% Bronze	% Silver	% Gold	% Platinum	% Silver +
Riverside High School	407	93%	12%	57%	22%	2%	81%
Greenville Senior High Academy	334	89%	16%	55%	16%	2%	73%
James L Mann High Academy	425	87%	16%	48%	20%	3%	71%
Wade Hampton High School	356	86%	12%	55%	17%	2%	74%
Hillcrest High School	475	85%	22%	54%	8%	1%	63%
Travelers Rest High School	228	84%	14%	58%	11%	1%	70%
Greenville County Schools	4177	84%	17%	53%	13%	1%	67%
Mauldin High School	475	83%	13%	61%	16%	3%	80%
Blue Ridge High School	209	83%	18%	56%	8%	1%	65%
Eastside High School	140	83%	21%	51%	10%	1%	62%
Woodmont High School	388	82%	17%	53%	11%	1%	65%
Greer High School	239	82%	21%	52%	8%	1%	61%
South Carolina	44518	82%	19%	51%	11%	1%	63%
Southside High School	114	78%	30%	43%	4%	1%	48%
Berea High School	193	67%	23%	38%	6%	0%	44%
Carolina Academy	194	64%	27%	33%	4%	0%	37%

Pre-Kindergarten Readiness

Thirty-one (31) Elementary Schools and the district's six (6) Child Development Centers have 4-year old Pre-Kindergarten classes.

School / Location	# 4K Classes
A. J. Whittenberg Elementary School	2
Alexander Elementary School	1
Armstrong Elementary School	1
Blythe Academy	2
Brook Glenn Elementary School	1
Brushy Creek Elementary School	1
Chandler Creek Elementary School	1
Cherrydale Elementary School	2
Crestview Elementary School	2
Duncan Chapel Elementary School	1
East North Street Academy School	2
Ellen Woodside Elementary School	1
Fountain Inn Elementary School	2
Gateway Elementary School	2
Greenbrier Elementary School	2
Heritage Elementary School	1
Hollis Academy	2
Lake Forest Elementary School	2
Mauldin Elementary School	1

School / Location	# 4K Classes
Mitchell Road Elementary School	1
Monarch Elementary School	1
Monaview Elementary School	1
Mountain View Elementary School	2
Robert E. Cashion Elementary School	1
Simpsonville Elementary School	1
Skyland Elementary School	2
Slater-Marietta Elementary School	1
Sterling School	2
Thomas E. Kerns School	1
Tigerville Elementary School	1
Westcliffe Elementary School	1
Elementary School Sub-Total	44
Dunbar Child Development Center	8
Golden Strip Child Development	7
Greenview Child Development Center	7
Northwest Crescent Child	5
Overbrook Child Development Center	3
Riley Child Development Center	6
Child Development Center Sub-Total	36
Total	80

Students in 4-year old Kindergarten are administered The Phonological Awareness Literacy Screening (PALS). The assessment measures young children's knowledge of fundamental aspects of phonological awareness and print knowledge including: name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. PALS assesses the two best predictors of early reading achievement – awareness of sound units within spoken words and accurate recognition of the letters of the alphabet. The assessment is given three times a year – fall, winter, and spring to identify specific areas for which students may need additional reading instruction. The classroom teacher administers the PALS tasks individually to each student and the tasks are untimed.

In 2019-20, all subtests were administered in the Fall and three out of the eight subtests were administered in the Winter. All eight subtests were scheduled to be administered in the Spring, however no testing occurred due to COVID 19. For the 2020-21 school year, all eight subtests were administered in the Fall, Winter, and Spring. All eight subtests will be administered in the Fall & Spring during the 2021-22 school year. Three out of the eight subtests were administered during the Winter of the 2021-22 school year.

2019-2020 PALS Administration Required Subtests:

- Fall - All subtests
- Winter - Alphabet Knowledge domain only (uppercase, lowercase, & letter sounds)
- Spring - All subtests (no testing due to COVID 19)

2020-2021 PALS Administration Required Subtests:

- Fall - All subtests
- Winter - All subtests
- Spring - All subtests

2021-22 PALS Administration Required Subtests:

- Fall - All subtests
- Winter - Alphabet Knowledge domain only (uppercase, lowercase, & letter sounds)
- Spring - All subtests

Assessment Area	Fall	Winter	Spring
<i>Total Number of Student Assessed</i>	1332	1291	1299
Name Writing within the Developmental Range	274 / 21%	1009 / 78%	1179 / 91%
Name Writing not within the Developmental Range	1058 / 79%	282 / 22%	120 / 9%
Uppercase Letters within the Developmental Range	304 / 23%	831 / 64%	1116 / 86%
Uppercase Letters not within the Developmental Range	1028 / 77%	460 / 36%	183 / 14%
Lowercase Letters within the Developmental Range	268 / 20%	844 / 65%	1130 / 87%
Lowercase Letters not within the Developmental Range	1064 / 80%	447 / 35%	169 / 13%
Letter Sounds within the Developmental Range	167 / 13%	868 / 67%	1110 / 85%
Letter Sounds not within the Developmental Range	1165 / 87%	423 / 33%	189 / 15%
Beginning Sounds within the Developmental Range	276 / 21%	867 / 67%	1064 / 82%
Beginning Sounds not with the Developmental Range	1056 / 79%	424 / 33%	235 / 18%
Print / Word Awareness within the Developmental Range	164 / 12%	722 / 56%	1049 / 81%
Print / Word Awareness not within the Developmental Range	1168 / 88%	569 / 44%	250 / 19%
Rhyme Awareness within the Developmental Range	273 / 20%	678 / 53%	979 / 75%
Rhyme Awareness not within the Developmental Range	1059 / 80%	613 / 47%	320 / 25%
Nursery Rhyme Awareness within the Developmental Range	239 / 18%	667 / 52%	987 / 76%
Nursery Rhyme Awareness not within the Developmental Range	1093 / 82%	624 / 48%	312 / 24%

Based upon the 2020-2021 administration of the PALS assessment, the count of Pre-Kindergarten students that were within the developmental range increased from Fall to Spring for three all subtests. For Uppercase Letters, 77% of Pre-Kindergarten students were not within the Developmental Range in the Fall compared to 14% in the Spring. For Lowercase Letters, 80% of Pre-Kindergarten students were not within the Developmental Range in the Fall compared to 13% in the Spring. For Letter Sounds, 87% of Pre-Kindergarten students were not within the Developmental Range in the Fall compared to 15% in the Spring. These results of these three subtests demonstrate a need for Pre-Kindergarten literacy and language growth and development. In addition, the results of these three subtests illustrate the large numbers of students positively impacted by the district Pre-Kindergarten program.

For Name Writing, 79% of Pre-Kindergarten students were not within the Developmental Range in the Fall compared to 9% in the Spring.

For Beginning Sounds, 79% of Pre-Kindergarten students were not within the Developmental Range in the Fall compared to 18% in the Spring.

For Print and Word Awareness, 88% of Pre-Kindergarten students were not within the Developmental Range in the Fall compared to 19% in the Spring.

For Rhyme Awareness, 80% of Pre-Kindergarten students were not within the Developmental Range in the Fall compared to 25% in the Spring.

For Nursery Rhyme Awareness, 82% of Pre-Kindergarten students were not within the Developmental Range in the Fall compared to 24% in the Spring.

The 4K waiver allows for 23 students to be served in each 4K classroom. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SC SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.

GOAL AREA 2 – PREMIER WORKFORCE

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

The district's curriculum is grounded in the South Carolina academic standards for kindergarten through grade 12, the South Carolina State Standards, and the South Carolina Good Start, Grow Smart early learning standards for pre-kindergarten. The standards define expectations for student learning, including essential knowledge and skills. South Carolina State Standards, support documents, and curricular units are posted on the district's electronic portal in the e-Curriculum Connection and in GCS Curriculum, 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.

Data Point	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Percentage of Teachers with Advanced Degrees	61.7%	61.5%	60.6%	61.3%	61.5%	67.5%	68.2%
Percentage of Teachers Returning from Previous Year	91.7%	91.7%	90.9%	87.7%	89.0%	93.0%	90.2%
Continuing Contract Teachers	80.8%	79.0%	78.8%	80.2%	78.2%	80.7%	80.8%
Percentage of Teachers Emergency / Provisional Contracts	15.0%	14.5%	15.1%	15.8%	17.0%	15.6%	15.3%
Number of National Board Teachers	484	452	455	429	416	403	332
Number of PACE Teachers	48	53	51	63	82	74	43

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

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

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

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

GOAL AREA 3 – CARING CULTURE AND ENVIRONMENT

Data Point	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Student Attendance Rate	95.6	95.7	95.2	95.2	95.0	96.4%	91.5%
Out of School Suspension or Expulsion Rate for Violent and / or Criminal Offenses	0.7	0.9	0.8	NA	NA	NA	NA
Percent of Parents Satisfied with the Learning Environment	89.8	90.1	89.5	89.1	88.3	<i>waiver</i>	83.3
Percent of ES / MS Students Satisfied with the Learning Environment	83.9	83.8	84.5	81.2	83.2	<i>waiver</i>	86.2
Percent of HS Students Satisfied with the Learning Environment	83.9	83.8	80.6	79.0	76.0	<i>waiver</i>	86.2
Percent of Teachers Satisfied with the Learning Environment	93.3	91.7	91.0	86.6	87.1	<i>waiver</i>	92.5
Percent of Parents Who Feel the School is Safe	91.7	91.7	91.0	87.6	89.0	<i>waiver</i>	88.3
Percent of ES and MS Students Who Feel Safe at School	91.3	91.1	91.9	85.5	89.0	<i>waiver</i>	93.2
Percent of HS Students Who Feel Safe at School	91.3	90.9	91.7	84.2	86.4	<i>waiver</i>	93.2
Percent of Teachers Who Feel Safe at School During the School Day	98.3	98.4	98.1	96.6	97.2	<i>waiver</i>	98.4
Percent of Teachers Who Indicate that There is Sufficient Space for Instructional Programs at Their School	93.6	92.5	92.2	91.5	90.0	<i>waiver</i>	93.3

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

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

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

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

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

Ongoing focus:

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

- Continue to address student needs through innovative programs and non-traditional curricular structures/choices.
- Continue to provide comprehensive support services for students and their families.
- Continue to leverage varied media in support of staff and students.

Need for improvement in the following areas:

- Infrastructure and support have not kept up with the district's demands for technology.
- Additional technology and other support personnel are needed to support instruction and meet the needs of the whole child.
- General education teachers need enhanced support as they work with students with unique needs/challenges. The recently allocated special education academic specialist should be helpful in bridging the work of the special education and general education teachers.
- There is need for sustained fiscal resources to support the district and its programs.

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

MISSION, VISION, VALUES, AND BELIEFS

Purpose

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

Vision

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

We believe...

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

Mission

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

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

FIVE GOAL AREAS

Goal 1: Student Success

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

Goal 2: Premier Workforce

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

Goal 3: Caring Culture and Environment

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

Goal 4: Resource Stewardship

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

Goal 5: Community Engagement and Communications

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

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

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

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

In the 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.

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GOAL 1 – Performance Goal 1

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

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, 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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
District			ES Projected	≤ 10th	≤ 10th	≤ 10th	≤ 10th	≤ 10th
	11th	10th	ES Actual	4th	waiver	8th		
District			MS Projected	≤ 10th	≤ 10th	≤ 10th	≤ 10th	≤ 10th
	11th	15th	MS Actual	13th	waiver	17th		
District			HS Projected	≤ 10th	≤ 10th	≤ 10th	≤ 10th	≤ 10th
	11th	14th	HS Actual	18th	9th	10th		
District			Overall Projected		≤ 10th	≤ 10th	≤ 10th	≤ 10th
	11th	14th	Overall Actual	14th	9th	8th		
SC READY ELA test data file			ES Projected	52	55	58	61	64
	49% Meets / Exceeds	52%	ES Actual	58	waiver	52		
SC READY ELA test data file			MS Projected	46	49	52	55	58
	43% Meets / Exceeds	44%	MS Actual	49	waiver	47		

Data Source(s)	SY17 Average Baseline	SY18 Average Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math test data file			ES Projected	62	64	66	68	69
	54% Meets / Exceeds	60%	ES Actual	63	<i>waiver</i>	53		
SC READY Math test data file			MS Projected	43 45	47	49	52	55
	40% Meets / Exceeds	43%	MS Actual	44	<i>waiver</i>	35		
SCPASS Science test data file			ES Projected	63	66	69	72	75
		Grade 4 = 60% Meets / Exceeds	ES Actual	64	<i>waiver</i>	56		
SCPASS Science test data file			MS Projected	56	59	62	65	68
		Grade 6 = 53% Meets / Exceeds	MS Actual	53	<i>waiver</i>	46		
SCPASS Science test data file			MS Projected	56	59	62	65	68
		Grade 8 = 53 % Meets / Exceeds	MS Actual	53	<i>waiver</i>	N/A		
SCPASS Social Studies test data file			ES Projected	81	84	87	90	93
		Grade 5 = 78% Met / Exemplary	ES Actual	80	<i>waiver</i>	discontinued		
SCPASS Social Studies test data file			MS Projected	74	77	80	83	86
		Grade 7 = 71% Met / Exemplary	MS Actual	72	<i>waiver</i>	discontinued		
EOCEP English I HS test data file			HS Projected	60	61	62	63	64
	49% A, B, and C	58% A, B, and C	HS Actual	65	<i>waiver</i>	Accountability has transitioned from English I to English II		
EOCEP English II HS test data file			HS Projected				72	73
	71% A, B, and C (2020-21)	71% A, B, and C	HS Actual			71		

Data Source(s)	SY17 Average Baseline	SY18 Average Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP Algebra I HS test data file			HS Projected	39	42	45	48	51
	36% A, B, and C	33% A, B, and C	HS Actual	46	<i>waiver</i>	24		
EOCEP Biology I HS test data file	64% A, B, and C	53% A, B, and C	HS Projected	67	70	73	76	79
			HS Actual	50	<i>waiver</i>	41		
EOCEP U.S. History & Constitution HS test data file	58% A, B, and C	60% A, B, and C	HS Projected	61	64	67	70	73
			HS Actual	58	<i>waiver</i>	43		
SAT Graduating Class report	SAT Composite Score = 1089	SAT Composite Score = 1089	HS Projected	1098	1107	1116	1125	1134
			HS Actual	1031	<i>waiver</i>	1059		
ACT Graduating Class report	ACT Composite Score = 19.4	ACT Composite Score = 18.7	HS Projected	21.0	22.0	22.2	22.4	22.8
			HS Actual	20.0	<i>waiver</i>	19.9		

Baseline data based upon South Carolina ESSA state data projections

- The SCDE cautions against comparing the EOCEP results from the 2019-20 school year to other years' data due to the federal testing waiver for Spring 2020 testing.
- Beginning in 2020-2021, English II EOCEP scores will replace English I EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.
- More students take the EOCEP during spring than in any other testing window, and comparisons of complete to systematically incomplete data are statistically inappropriate.
- Elementary and middle school SCREADY & SCPASS data for 2020 is not available to be included in this ranking.

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	· Associate Superintendent for Academics	\$120,000 annually	General Fund	C - MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	· Associate Superintendent for Academics · Academic Specialists	\$100,000 annually	General Fund	C - School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	· Associate Superintendent for Academics	\$25,000 annually	General Fund	C - Attendance reports from district professional development offerings including summer courses.

Action Plan for Strategy #2: Increase rigor and expectations in both instruction and assessment across content areas PK-12 to improve student achievement.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	· Associate Superintendent for Academics · Academic Specialists · School Principals	\$0	N/A	C - Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Implement coaching cycles to improve common planning and instruction	2018-2020	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists · School Principals	\$0	N/A	C - Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - MasteryConnect Reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	· Associate Superintendent for Academics · Academic Specialists · School Principals	\$0	N/A	C- Mastery Connect/TE21 Coaching Cycles
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - Mastery Connect/TE21 Coaching Cycles
6. Education Accountability Act and proviso in General Appropriations Bill 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).	2020-2023				Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
7. R43-232 Greenville County Schools requests a waiver to allow specifically approved students who participate and are successful in an academically accelerated pathway to enroll in high school credit courses prior to grade seven.	2020-2023				Waiver
8. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-2023	· Director of Early Intervention and Student Support			Waiver
9. R43-261 Greenville County Schools requests a waiver to submit both the district and school plans by April 30, 2024 as opposed to April 30, 2023. This allows the district to incorporate Cognia's feedback into the 2024-2029 Strategic Plan prior to implementation.	2023	· Superintendent · Executive Staff · Board of Trustees · School Principals			Waiver

Action Plan for Strategy #3: Increase opportunities for students to engage in preparation for the SAT/ACT.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>

1. Provide school-based opportunities for test-prep courses.	2019-2023	· Associate Superintendent for Academics · Assistant Superintendent for High School · School Principals	\$0	N/A	C - Increased offerings in test prep courses for students
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Ensure schools offer content review sessions for students planning to take the SAT/ACT.	2019-2023	· Associate Superintendent for Academics · Assistant Superintendent for High School · School Principals	\$0	N/A	C - Evidence of courses being offered at school for all students who are planning to take the SAT/ACT
3. School counselors will provide students and parents with resources from SchoolLinks.	2018-2020	· Associate Superintendent for Academics · Assistant Superintendent for High School · Director of School Counseling · School Principals	\$0	N/A	C - Increased usage as indicated by yearly reports from SchoolLinks
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	· Associate Superintendent for Academics · Director of School Counseling · Academic Specialists	\$0	N/A	C - Evidence of Professional Development offerings to teachers across all impacted areas of the SAT/ACT

Action Plan for Strategy #4: Ensure rigorous instruction and supports are provided for all students across all grade levels.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	· Associate Superintendent for Academics · Academic Specialists	\$50,000	Professional Development Funds	C - Increased student performance Evidence of rigorous instruction
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Coordinator of AP / IB	\$0	\$0	C - Increased alignment of course grades and results of AP / IB exams
3. Increase the number of students taking college course (AP, IB, and/or dual credit) in high school.	2018-2023	· Associate Superintendent for Academics · Assistant Superintendent for High School	TBD	TBD	C - Increase students taking high level courses as indicated on yearly reports

Action Plan for Strategy #5: Provide appropriate technology for student learning					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>

1. Replace interactive white boards in all classrooms with either interaction projectors or touch-based TV systems	2019-2023	· Associate Superintendent for Academics · Executive Director of ETS	\$2 million / year for 10 years to replace 500 boards / yr	LRFP / Capital Projects	C - Boards replaced, multi-year project.
2. Upgrade the district's Wi-Fi to the latest 5K standard when adopted and supported by vendors	2020-2023	· Associate Superintendent for Academics · Executive Director of ETS	\$9.0 million (possible multi-year deployment) state and federal funding may cover 100% of costs	LRFP / Capital Projects / State and Federal Funding	C - Upgraded Wi-Fi in place (funding availability 21-22 school year) project to be completed 22-23

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Support and maintain 70,000 computer systems found in classrooms, schools, offices, and other district locations. Provide additional support personnel to reduce the time to repair and to implement preventive maintenance programs.	2019-2023	· Associate Superintendent for Academics · Executive Director of ETS	\$160,000 / year for 2 techs total of 8 to deploy 3rd support group	General Fund	C - Additional support personnel
4. Maintain and expand core data center and school servers to implement new learning systems and reduce downtime issues with aging services.	2019-2023	· Associate Superintendent for Academics · Executive Director of ETS	\$700,000 every 3 years when the warranty runs out	LRFP / Capital Projects	C - Data center expanded/system downtime decreased

Action Plan for Strategy #6: Provide consistent targeted core mathematics instruction to meet identified student needs.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement tasks that promote reasoning and problem solving	2018-2023	· Associate Superintendent for Academics · Academic Specialists (Math) · Assistant Superintendents for School Leadership · School Principals	\$20,000	General Fund	C - Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	· Associate Superintendent for Academics · Academic Specialists (Math) · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	· Associate Superintendent for Academics · Academic Specialists (Math) · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - Evidence of collaborative planning, evidence documented from the Instructional Walkthrough tool created in August 2018, specific feedback given to teachers for instructional improvement, sustainability
4. Implement the MTSS framework intervention guidelines with fidelity.	2018-2023	· Associate Superintendent for Academics · Academic Specialists (Math) · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention Intervention logs

5. Provide professional learning opportunities to build content knowledge and pedagogy	2018-2023	· Associate Superintendent for Academics · Academic Specialists (Math)	\$0	N/A	C - Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO; increase the use of the GCS Curriculum for consistent knowledge and pedagogy.
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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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers.	2018-2023	· Associate Superintendent for Academics · Academic Specialists (Math)	\$0	N/A	C - 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	· Associate Superintendent for Academics · Academic Specialists (Math) · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - Rigorous, aligned formative assessment Evidence of students independently persevering through problem solving. Effective and strategic use of mathematical tools.

					Evidence of contextual and conceptual reasoning.
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GOAL 1 – Performance Goal 2

Performance Goal Area: ☒ Student Achievement* ☐ Teacher / Administrator Quality* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* ☐ District Priority ☐ Gifted & Talented: Academic ☐ Gifted & Talented: Artistic ☐ Gifted & Talented: Social and Emotional ☐ Gifted & Talented: Other <i>Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal</i>
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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA test data file	33% Meets / Exceeds		Hispanic Projected	36	39	42	45	48
SC READY ELA test data file	33% Meets / Exceeds	34 (grades 3-8)	Hispanic Actual	40	waiver	36		
SC READY ELA test data file	22% Meets / Exceeds		AA Projected	25	28	31	34	37
SC READY ELA test data file	22% Meets / Exceeds	25 (grades 3-8)	AA Actual	31	waiver	28		
SC READY ELA test data file	11% Meets / Exceeds		SWD Projected	14	17	20	23	26

SC READY ELA test data file	11% Meets / Exceeds	12 (grades 3-8)	SWD Actual	21	<i>waiver</i>	19		
SC READY ELA test data file	32% Meets / Exceeds		LEP Projected	35	38	41	44	47
SC READY ELA test data file	32% Meets / Exceeds	33 (grades 3-8)	LEP Actual	44	<i>waiver</i>	32		
SC READY ELA test data file	35% Meets / Exceeds		PIP Projected	38	41	44	47	50
SC READY ELA test data file	35% Meets / Exceeds	33 (grades 3-8)	PIP Actual	45	<i>waiver</i>	37		
SC READY Math test data file	36% Meets / Exceeds		Hispanic Projected	39	42	45	48	51
SC READY Math test data file	36% Meets / Exceeds	42 (grades 3-8)	Hispanic Actual	43	<i>waiver</i>	41		
Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math test data file	24% Meets / Exceeds		AA Projected	27	30	33	36	39
SC READY Math test data file	24% Meets / Exceeds	28 (grades 3-8)	AA Actual	30	<i>waiver</i>	25		
SC READY Math test data file	15% Meets / Exceeds		SWD Projected	18	21	24	27	30
SC READY Math test data file	15% Meets / Exceeds	16 (grades 3-8)	SWD Actual	20	<i>waiver</i>	24		
SC READY Math test data file	37% Meets / Exceeds		LEP Projected	40	43	46	49	52
SC READY Math test data file	37% Meets / Exceeds	42 (grades 3-8)	LEP Actual	46	<i>waiver</i>	40		
SC READY Math test data file	33% Meets / Exceeds		PIP Projected	36	39	42	45	48
SC READY Math test data file	33% Meets / Exceeds	38 (grades 3-8)	PIP Actual	43	<i>waiver</i>	38		
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-21	42% Meets / Exceeds	Hispanic Projected	45	48	51	54	57
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-21	42% Meets / Exceeds	Hispanic Actual	42	<i>waiver</i>	35		

SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-21	29% Meets / Exceeds	AA Projected	32	35	38	41	44
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-21	29% Meets / Exceeds	AA Actual	31	<i>waiver</i>	26		
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-21	17% Meets / Exceeds	SWD Projected	20	23	26	29	32
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-21	17% Meets / Exceeds	SWD Actual	19	<i>waiver</i>	21		
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-21	41% Meets / Exceeds	LEP Projected	44	47	50	53	56
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-21	41% Meets / Exceeds	LEP Actual	46	<i>waiver</i>	38		
Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-	40% Meets / Exceeds	PIP Projected	43	46	49	52	55
SCPASS Science test data file	Grades 4, 6, 8 prior to 20-21 Grades 4, 6 in 20-	40% Meets / Exceeds	PIP Actual	42	<i>waiver</i>	37		
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	66% Met and Exemplary	Hispanic Projected	69	72	75	78	81
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	66% Met and Exemplary	Hispanic Actual	69	<i>Proviso 1.94</i>	discontinued	discontinued	discontinued
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	57% Met and Exemplary	AA Projected	60	63	66	69	72
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	57% Met and Exemplary	AA Actual	61	<i>Proviso 1.94</i>	discontinued	discontinued	discontinued
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	38% Met and Exemplary	SWD Projected	41	44	47	50	53

SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	38% Met and Exemplary	SWD Actual	42	<i>Proviso 1.94</i>	<i>discontinued</i>	<i>discontinued</i>	<i>discontinued</i>
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	66% Met and Exemplary	LEP Projected	69	72	75	78	81
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	66% Met and Exemplary	LEP Actual	70	<i>Proviso 1.94</i>	<i>discontinued</i>	<i>discontinued</i>	<i>discontinued</i>
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	64% Met and Exemplary	PIP Projected	67	70	73	76	79
SCPASS Social Studies test data file	Baseline will be established in 17-18 Grades 5 and 7 only	64% Met and Exemplary	PIP Actual	66	<i>Proviso 1.94</i>	<i>discontinued</i>	<i>discontinued</i>	<i>discontinued</i>
EOCEP English 1	45% A, B, and C	53% A, B, and C	Hispanic Projected	48	51	54	57	60
EOCEP English 1	45% A, B, and C	53% A, B, and C	Hispanic Actual	51	<i>waiver</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>
Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1	38% A, B, and C	50% A, B, and C	AA Projected	41	44	47	50	53
EOCEP English 1	38% A, B, and C	50% A, B, and C	AA Actual	40	<i>waiver</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>
EOCEP English 1	14% A, B, and C	20% A, B, and C	SWD Projected	19	24	29	34	39
EOCEP English 1	14% A, B, and C	20% A, B, and C	SWD Actual	18	<i>waiver</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>
EOCEP English 1	37% A, B, and C	48% A, B, and C	LEP Projected	40	43	46	49	52
EOCEP English 1	37% A, B, and C	48% A, B, and C	LEP Actual	34	<i>waiver</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>
EOCEP English 1	45% A, B, and C	56% A, B, and C	PIP Projected	48	51	54	57	60
EOCEP English 1	45% A, B, and C	56% A, B, and C	PIP Actual	50	<i>waiver</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>	<i>Accountability transitioned from English I to English II</i>
EOCEP English 2		Baseline established in 2020-2021	Hispanic Projected				61	62
EOCEP English 2		Baseline established in 2020-2021	Hispanic Actual			60		

EOCEP English 2		Baseline established in 2020-2021	AA Projected				55	56
EOCEP English 2		Baseline established in 2020-2021	AA Actual			54		
EOCEP English 2		Baseline established in 2020-2021	SWD Projected				27	28
EOCEP English 2		Baseline established in 2020-2021	SWD Actual			26		
EOCEP English 2		Baseline established in 2020-2021	LEP Projected				38	39
EOCEP English 2		Baseline established in 2020-2021	LEP Actual			37		
EOCEP English 2		Baseline established in 2020-2021	PIP Projected				61	62
EOCEP English 2		Baseline established in 2020-2021	PIP Actual			60		
EOCEP Algebra 1	37% A, B, and C	33% A, B, and C	Hispanic Projected	40	43	46	49	52
EOCEP Algebra 1		33% A, B, and C	Hispanic Actual	35	waiver	31		
Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP Algebra 1	27% A, B, and C	24% A, B, and C	AA Projected	30	33	36	39	42
EOCEP Algebra 1		24% A, B, and C	AA Actual	21	waiver	15		
EOCEP Algebra 1	10% A, B, and C	6% A, B, and C	SWD Projected	15	20	25	30	35
EOCEP Algebra 1		6% A, B, and C	SWD Actual	7	waiver	7		
EOCEP Algebra 1	36% A, B, and C	34% A, B, and C	LEP Projected	39	42	45	48	51
EOCEP Algebra 1		34% A, B, and C	LEP Actual	23	waiver	17		
EOCEP Algebra 1	31% A, B, and C	29% A, B, and C	PIP Projected	34	37	40	43	46
EOCEP Algebra 1		29% A, B, and C	PIP Actual	29	waiver	25		
EOCEP Biology 1	47% A, B, and C	35% A, B, and C	Hispanic Projected	50	53	56	59	62
EOCEP Biology 1		35% A, B, and C	Hispanic Actual	37	waiver	30		
EOCEP Biology 1	40% A, B, and C	27% A, B, and C	AA Projected	43	46	49	52	55

EOCEP Biology 1		27% A, B, and C	AA Actual	24	<i>waiver</i>	18		
EOCEP Biology 1	18% A, B, and C	11% A, B, and C	SWD Projected	21	24	27	30	33
EOCEP Biology 1		11% A, B, and C	SWD Actual	11	<i>waiver</i>	9		
EOCEP Biology 1	40% A, B, and C	31% A, B, and C	LEP Projected	43	46	49	52	55
EOCEP Biology 1		31% A, B, and C	LEP Actual	25	<i>waiver</i>	14		
EOCEP Biology 1	48% A, B, and C	35% A, B, and C	PIP Projected	51	54	57	60	63
EOCEP Biology 1		35% A, B, and C	PIP Actual	34	<i>waiver</i>	28		
EOCEP U.S. History / Constitution	42% A, B, and C	43% A, B, and C	Hispanic Projected	45	48	51	54	57
EOCEP U.S. History / Constitution		43% A, B, and C	Hispanic Actual	38	<i>waiver</i>	28		
EOCEP U.S. History / Constitution	34% A, B, and C	36% A, B, and C	AA Projected	37	40	43	46	49
Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP U.S. History / Constitution		36% A, B, and C	AA Actual	33	<i>waiver</i>	18		
EOCEP U.S. History / Constitution	24% A, B, and C	25% A, B, and C	SWD Projected	27	30	33	36	39
EOCEP U.S. History / Constitution		25% A, B, and C	SWD Actual	19	<i>waiver</i>	11		
EOCEP U.S. History / Constitution	34% A, B, and C	37% A, B, and C	LEP Projected	37	40	43	46	49
EOCEP U.S. History / Constitution		37% A, B, and C	LEP Actual	35	<i>waiver</i>	15		
EOCEP U.S. History / Constitution	42% A, B, and C	44% A, B, and C	PIP Projected	45	48	51	54	57
EOCEP U.S. History / Constitution		44% A, B, and C	PIP Actual	40	<i>waiver</i>	29		
ACT Graduating Class	Baseline will be established in 17-18	17.3	Hispanic Projected	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		17.3	Hispanic Actual	17.8	<i>waiver</i>	17.1		
ACT Graduating Class	Baseline will be established in 17-18	15.7	AA Projected	21.0	22.0	22.2	22.4	22.8

ACT Graduating Class		15.7	AA Actual	16.2	<i>waiver</i>	15.5		
ACT Graduating Class	Baseline will be established in 17-18	14.4	SWD Projected	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		14.4	SWD Actual	14.3	<i>waiver</i>	14.3		
ACT Graduating Class	Baseline will be established in 17-18	15.6	LEP Projected	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		15.6	LEP Actual	15.9	<i>waiver</i>	16.6		
ACT Graduating Class	Baseline will be established in 17-18	Baseline will be established in 18-19	PIP Projected	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		Baseline will be established in 18-19	PIP Actual	17.1	<i>waiver</i>	17.3		
SAT Graduating Class	Baseline will be established in 17-18	1034	Hispanic Projected	1035	1036	1037	1038	1039
SAT Graduating Class		1034	Hispanic Actual	969	<i>waiver</i>	1009		
Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
SAT Graduating Class	Baseline will be established in 17-18	956	AA Projected	957	958	959	960	961
SAT Graduating Class		956	AA Actual	909	<i>waiver</i>	946		
SAT Graduating Class	Baseline will be established in 17-18	919	SWD Projected	920	921	922	923	924
SAT Graduating Class		919	SWD Actual	826	<i>waiver</i>	855		
SAT Graduating Class	Baseline will be established in 17-18	1013	LEP Projected	1014	1015	1016	1017	1018
SAT Graduating Class		1013	LEP Actual	904	<i>waiver</i>	998		
SAT Graduating Class	Baseline will be established in 17-18	Baseline will be established in 18-19	PIP Projected		936	937	938	939
SAT Graduating Class		Baseline will be established in 18-19	PIP Actual	935	<i>waiver</i>	989		
WIN Applied Math	Baseline will be established in 17-18	89% Level 3 or higher	Hispanic Projected	90	91	92	93	94
WIN Applied Math		89% Level 3 or higher	Hispanic Actual	89	<i>waiver</i>	85		

WIN Applied Math	Baseline will be established in 17-18	87% Level 3 or higher	AA Projected	88	89	90	91	92
WIN Applied Math		87% Level 3 or higher	AA Actual	89	<i>waiver</i>	81		
WIN Applied Math	Baseline will be established in 17-18	73% Level 3 or higher	SWD Projected	74	75	76	77	78
WIN Applied Math		73% Level 3 or higher	SWD Actual	75	<i>waiver</i>	66		
WIN Applied Math	Baseline will be established in 17-18	87% Level 3 or higher	LEP Projected	88	89	90	91	92
WIN Applied Math		87% Level 3 or higher	LEP Actual	87	<i>waiver</i>	83		
WIN Applied Math	Baseline will be established in 17-18	90% Level 3 or higher	PIP Projected	91	92	93	94	95
WIN Applied Math		90% Level 3 or higher	PIP Actual	90	<i>waiver</i>	86		
WIN Locating Information	Baseline will be established in 17-18	93% Level 3 or higher	Hispanic Projected	94	95	96	97	98
Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
WIN Locating Information		93% Level 3 or higher	Hispanic Actual	90	<i>waiver</i>	93		
WIN Locating Information	Baseline will be established in 17-18	90% Level 3 or higher	AA Projected	91	92	93	94	95
WIN Locating Information		90% Level 3 or higher	AA Actual	88	<i>waiver</i>	88		
WIN Locating Information	Baseline will be established in 17-18	75% Level 3 or higher	SWD Projected	76	77	78	79	80
WIN Locating Information		75% Level 3 or higher	SWD Actual	76	<i>waiver</i>	76		
WIN Locating Information	Baseline will be established in 17-18	91% Level 3 or higher	LEP Projected	92	93	94	95	96
WIN Locating Information		91% Level 3 or higher	LEP Actual	90	<i>waiver</i>	90		
WIN Locating Information	Baseline will be established in 17-18	92% Level 3 or higher	PIP Projected	93	94	95	96	97
WIN Locating Information		92% Level 3 or higher	PIP Actual	91	<i>waiver</i>	92		
WIN Reading for Information	Baseline will be established in 17-18	81% Level 3 or higher	Hispanic Projected	82	83	84	85	86

WIN Reading for Information		81% Level 3 or higher	Hispanic Actual	81	<i>waiver</i>	81		
WIN Reading for Information	Baseline will be established in 17-18	81% Level 3 or higher	AA Projected	82	83	84	85	86
WIN Reading for Information		81% Level 3 or higher	AA Actual	78	<i>waiver</i>	80		
WIN Reading for Information	Baseline will be established in 17-18	58% Level 3 or higher	SWD Projected	59	60	61	62	63
WIN Reading for Information		58% Level 3 or higher	SWD Actual	59	<i>waiver</i>	64		
WIN Reading for Information	Baseline will be established in 17-18	75% Level 3 or higher	LEP Projected	76	77	78	79	80
WIN Reading for Information		75% Level 3 or higher	LEP Actual	77	<i>waiver</i>	76		
WIN Reading for Information	Baseline will be established in 17-18	84% Level 3 or higher	PIP Projected	85	86	87	88	89
WIN Reading for Information	Baseline will be established in 17-18	84% Level 3 or higher	PIP Actual	82	<i>waiver</i>	84		

Action Plan for Strategy #1: Increase the effectiveness of data-based core instruction.

Evaluation

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	\$0	N/A	C - Evidence of data driven conversations from district and school meetings (Principal meetings, Principal / IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	\$0	N/A	C - Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	· Associate Superintendent for Academics · Academic Specialists	\$0	N/A	C - District and school-based professional development offerings that provide best

					practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	· Associate Superintendent for Academics · Academic Specialists · Assistant Superintendent for Special Education · Coordinator of ELL	\$0	N/A	C - Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

Action Plan for Strategy #2: Improve use of Multi-Tiered Systems of Support (MTSS) in all schools.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	\$0	N/A	C - Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	\$0	\$0	C - Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

GOAL 1 – Performance Goal 3

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	District 87%	84%	District Projected	86	87	88	89	90
		84%	District Actual	85	86	84		
Graduation Rate	Berea High 73%	71%	School Projected	73	75	77	79	80
		71%	School Actual	77	73	73		
Graduation Rate	Southside High 75%	74%	School Projected	75	77	79	80	80

		74%	School Actual	76	71	67		
Employability Credentialing Rate	N/A	N/A	District Projected	N/A	N/A	N/A	Baseline Year	90
	N/A	N/A	District Actual	N/A	N/A	N/A	Baseline Year	

Action Plan for Strategy #1: Enhance and expand graduation and employability pathways and support for all students.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement flexible options for students to recover content and credit by establishing credit/content recovery labs in all high schools.	2018-2020	· Associate Superintendent for Academics · Assistant Superintendent for High Schools	TBD	Local / Flex Funding	C - Credit/Content recovery labs in all high schools More students recovering credit/content each year for failing courses
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide proficiency-based course options for students who transfer from schools with different schedules, are home-bound, require alternative placement, or wish to accelerate graduation.	2019-2021	· Associate Superintendent for Academics · Assistant Superintendent for High Schools	TBD	TBD	C - Fewer students losing credit/getting behind in credits due to circumstances beyond their control more students accelerated toward graduation
3. Fully implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduation at each grade level.	2018-2020	Associate Superintendent for Academics	TBD	TBD	C - School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the EWRS system.

Action Plan for Strategy #2: Support Regular Attendance that Meets Graduation Requirements.	Evaluation
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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Explore a more detailed option for reporting student absences to parents that includes the number of days the students have missed.	2020-2023	· Associate Superintendent for Academics · Executive Director of ETS	TBD	TBD	F – A truancy system has been implemented with emails and calls sent regarding the number of days missed
2. Implement positive behaviors for encouraging students to attend school.	2020-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	TBD	TBD	C - Decrease in absenteeism among all levels.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	TBD	TBD	C - Increased options for students to participate in experiences tailored to their interests.
4. Conduct student surveys to gauge interest in extracurricular and co-curricular activities	2020-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	\$0	\$0	C - Survey and survey results to inform principals of the various opportunities that should be offered to students.

GOAL 1 – Performance Goal 4

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
G+ Report in GCSource	Class of 2019	Class of 2019	Projected		61	70	79	90
			Actual	52	54	59		

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Expand partnerships with Institutions of Higher Education, businesses, non-profits to broaden students' college and career experiences and exposure.	2018-2023	· Associate Superintendent for Academics · Executive Director of CATE	\$0	\$0	C - MOA agreements with local colleges to offer dual credit Increased number of partnerships and student internships
2. Increase teacher, student, and parent awareness of Graduation Plus, focusing on dual credit, AP, IB, career classes, and certification through marketing and communications.	2018-2023	· Associate Superintendent for Academics · Executive Director of Communications · Assistant Superintendents for School Leadership	TBD	TBD	C - Increase of communication to public about G+ and reporting the success of G+ (number of credits earned, number of certifications earned, etc.)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Executive Director of CATE · Director of School Counseling	\$0	\$0	C - Increased satisfaction and understanding as reported by IGP surveys
4. Create formal flow of information to stay informed of employment demands in order to design career courses that meet the existing opportunities. Potential partners include Chambers of Commerce and Ten at the Top.	2018-2023	· Associate Superintendent for Academics · Executive Director of CATE	\$0	\$0	C - Formal partnerships and meetings/reports with organizations such as the Chamber to stay on top of the employment demands in Greenville County
5. Conduct a bi-annual needs assessment with corporations and businesses to identify trends in workforce, current gaps, employer needs, and use the information to critically assess course alignment with workforce needs.	2018-2023	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Assessment results and gap analysis report 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	· Associate Superintendent for Academics · Executive Director of CATE	\$0	\$0	C – Utilization of School Links, and YouScienc to match student aptitude and interest with available programs. Updated all HS Pathways to match completers requirements
7. To determine and follow the number of students completing the prerequisites outlined by the South Carolina Commission of Higher Education each year.	2020-2023	· Director of School Accountability and Quality Assurance	TBD	TBD	C - Graduating students being monitored.

Action Plan for Strategy #2: Raise expectations and implement quality core instruction and interventions to support student success.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Create a student-centered culture of whole child support using MTSS as the framework and OnTrack to monitor	2018-2020	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	\$100,000	General Fund	C - All Schools implement and train on the OnTrack Framework Evidence of the OnTrack framework observed and monitored by Assist. Supts. for School Leadership
2. Implement a district framework for character education to include social/emotional components and growth mindset strategies.	2019-2023	· Associate Superintendent for Academics · Director of School Counseling · Assistant Superintendents for School Leadership	TBD	TBD	C - Evidence of Social/Emotional component in school's character education plan Implementation of social emotional framework and training for teachers.
3. Strengthen the 6-10 th grade core academic preparation and supports to provide opportunities to succeed in college courses.	2019-2023	· Associate Superintendent for Academics · Academic Specialists	TBD	TBD	C - Vertical alignment of curriculum from middle to high school including earlier identification of students on a pre-AP/IB track
4. Ensure every student has a caring adult advocate and mentor.	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	TBD	TBD	C - Students on survey identifying "caring adult in the school that they can trust and go to"
5. Create a formalized approach to share and replicate best practices.	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	\$0	\$0	C - Evidence of sharing of best practices on principal and principal/IC meeting agendas

Action Plan for Strategy #3: Increase school course offerings aligned with the career cluster(s).					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Executive Director of CATE · Executive Director of Communications	TBD	TBD	C - Multiple forms of communication strategies to inform parents of career pathways
2. Develop a district level vision and multi-year plan/process for high school career cluster implementation (e.g., application/selection, student eligibility, space availability, etc.)	2019-2023	· Associate Superintendent for Academics · Executive Director of CATE · Assistant Superintendent for High Schools	\$0	N/A	C - All high schools having at least one career cluster focus
3. Use multiple data points and district established guidelines to identify career clusters and courses within each high school that meet the needs of students and is a logical fit for the school.	2019-2023	· Associate Superintendent for Academics · Executive Director of CATE · Assistant Superintendent for High Schools · Executive Director of Planning and Demographics	\$0	N/A	C – Streamlining course offerings to eliminate stand-alone course in favor of courses that lead to pathway completion
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	· Associate Superintendent for Academics · Executive Director of CATE	\$0	N/A	C - Published Curriculum pathways for each career cluster
5. Publish a career cluster course catalog.	2020-2023	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Published Career Cluster Course Catalog (online and/or print)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Expand choice programs connected to career pathways (e.g., data/digital science, sports management and recreation, leadership, horticulture).	2019-2023	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Additional Innovative courses to support career pathway focus. Additional course offerings or focused course offerings that tie to the school's career clusters focus
7. Expand and improve choice options with a K-12 continuum of learning so that students can achieve at the highest levels (e.g., language immersion, performing arts, STEM).	2020-2023	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Additional school choice options around the district that provide additional "geographic" opportunities for parents and students be able to participate.
8. Offer duplicate choice programs in focus areas shown to be most popular with students and families.	2020-2023	· Associate Superintendent for Academics · Executive Director of CATE · Executive Director of Planning and Demographics	TBD	TBD	C - 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	· Associate Superintendent for Academics · Executive Director of CATE · Assistant Superintendent for School Leadership	TBD	TBD	C - Innovative programs and offerings that support the mission and vision of GCS
10. Expand and strengthen business apprenticeships and internships for students to experience authentic career opportunities while in high school.	2020-2023	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Increased participation in business apprenticeships and internships each year

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Increased opportunities for students to engage in work-based learning opportunities in which they authentically engage with a job within their career cluster
12. Provide professional development to teachers to support classroom instruction and assessment of the world-class skills and life and career characteristics outlined in the Profile of the SC Graduate.	2020-2023	· Associate Superintendent for Academics · Executive Director of CATE · Academic Specialists	\$0	NA	C - Professional Development offerings that embed the profile of the South Carolina Graduate skills and characteristics.

Action Plan for Strategy #4: Increase the number of students who are completing Career and Technical programs providing industry certification.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Executive Director of CATE	Contingent upon number of students	State CTE Certification Funds	C -Increased number of students enrolling in CTE courses and or career centers. Identified certifications for each pathway of study. Allocated funds for student certifications
2. CTE instructors will have access to certification training for available CTE programs that provide industry certifications for completers	2018-2023	· Executive Director of CATE	TBD	TBD	C - Evidence of instructors completing training to support their area of instruction

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Executive Director of CATE	\$0	N/A	C - Results from the student survey
4. District wide communication for all industry certification opportunities available to students	2019-2023	· Executive Director of CATE · Executive Director of Communications	\$0	\$0	C - Evidence of communication (website, videos, etc.) that highlight the opportunities available for students. Developing image videos for all CC, highlighting available opportunities

GOAL 1 – Performance Goal 5

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

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):	Assessment	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell 5K – Grade 5	Criterion Reference Measure	Projected		5K – Grade 5 71% or above	5K – Grade 5 73% or above	5K – Grade 5 75% or above	5K – Grade 5 77% or above
		Actual	5K – Grade 5 69%	<i>Not available due to statewide school closures on March 17, 2020 (COVID-19 pandemic).</i>	5K – Grade 5 57%		
FastBridge 5K – Grade 1	Norm Reference Measure	Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	5K criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	Actual	5K – 50% Grade 1 – 55%	<i>Not available due to statewide school closures on March 17, 2020 (COVID-19 pandemic).</i>	5K – 28% Grade 1 – 46%		
South Carolina MAP and SC READY Linking Studies– February 2018 and July 2020	2018 2 nd grade criteria : RIT = 190 64 th percentile 5 th grade criteria : RIT = 217 68 th percentile 2020 2 nd grade criteria : RIT = 188 72 nd percentile 5 th grade criteria : RIT = 227 65 th percentile	Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above

Data Source(s):	Assessment	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Proviso 1.96	

Note: All students participate in MAP testing except for students with disabilities on an alternate curriculum.

Action Plan for Strategy #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).						Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>	
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	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists	\$25,000	Special Revenue	C - Evidence of school-based trainings and implementation of GCS Frameworks for Literacy	
2. Implement Balanced Literacy with fidelity across all schools.	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists (Literacy)	TBD (Cost of training personnel)	TBD	C - Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 rd grade.	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	· Associate Superintendent for Academics · Academic Specialists (Literacy)	\$20,000-40,000	Special Revenue	C - Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
4. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists	\$0	\$0	C - 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	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists	\$0	\$0	C - Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
6. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	· Associate Superintendent for Academics	\$0	N/A	C - Documentation of ongoing instructional rounds including implications for instructional growth
7. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists · School Principals	\$0	N/A	C - Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
8. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists · School Principals	\$0	N/A	C - Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).
9. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists · School Principals	\$0	N/A	C - Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems. Students articulate and use scaffolds to answer questions and solve problems.

Action Plan for Strategy #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell and FastBridge Assessments).					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	· Associate Superintendent for Academics · Academic Specialists	\$0	N/A	C - Implementation of coaching events with grade level teams and reflective practices. Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Coordinator of MTSS	\$0	N/A	C - Formative and summative assessments to inform about the focus, duration, and effectiveness or the intervention.
3. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership	\$0	N/A	C - Evidence of interventions by students including duration of intervention and specific intervention implemented
4. Provide intensive professional development to reading interventionists to ensure the implementation of best practices across all schools.	2018-2020	· Associate Superintendent for Academics · Coordinator of MTSS	\$0	N/A	C - Agendas of district professional development for reading interventionists.

GOAL 1 – Performance Goal 6

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Read180	N/A	89%	Projected	75	100	100	100	100
			Actual	100	100	100	100	

Action Plan for Strategy #1: Provide consistent targeted core reading instruction to meet identified student needs.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists	\$0	N/A	C - Observations, anecdotal notes, and lesson plans.
2. Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - Documentation of ongoing instructional rounds including implications for instructional growth

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Support intentional unit and lesson planning reflective of responsive to student needs	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - 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	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · School Principals	\$0	NA	C - Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
5. Coach teachers in instructional best practices	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · School Principals	\$0	N/A	C - Documentation of coaching cycles provided by members of school leadership teams and academic specialists

Action Plan for Strategy #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs	2018-2023	· Associate Superintendent for Academics · Coordinator of MTSS · School Principals	\$0	N/A	C - Evidence of students identified for intervention based on results of assessments

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Track students in intervention to determine the most effective strategies for increasing student success	2018-2023	· Associate Superintendent for Academics · Coordinator of MTSS · School Principals	\$0	N/A	C - Intervention strategies documented in GCSOURCE
3. Coach teachers in best practices.	2018-2023	· Associate Superintendent for Academics · Academic Specialists · School Principals	TBD (possible cost to assign ICs by school size)	TBD	C - Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices (Coaching logs)
4. Implement the MTSS framework intervention guidelines with fidelity	2018-2023	· Associate Superintendent for Academics · Academic Specialists · School Principals	\$0	N/A	C - Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention

GOAL 1 – Performance Goal 7

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	74	80	Projected Overall	77	81	84	87	90
		80	Actual Overall	82	89	80		
		76	Projected Hispanic		82	85	88	91
		76	Actual Hispanic	79	87	77		
		66	Projected AA		72	75	78	81
		66	Actual AA	69	83	66		
		38	Projected SWD		57	60	63	66
		38	Actual SWD	54	68	54		
		75	Projected LEP		81	84	87	90
		75	Actual LEP	78	80	74		
	Baseline will be established in 18-19	Baseline will be established in 18-19	Projected SIP		77	80	83	86
	Baseline will be established in 18-19	Baseline will be established in 18-19	Actual SIP	74	86	70		

Action Plan for Strategy #1: Implement freshman-focused, emotional, and academic support systems to help students experience success in the 9 th grade.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Utilize MTSS interventions to support students' social and emotional growth (i.e. Freshman School Counselor, Behavior Interventionist, Freshman Administrator)	2018-2023	· Associate Superintendent for Academics · Assistant Superintendent for High School · Coordinator of MTSS · School Principals	TBD	TBD	C - Evidence of interventions as noted by counselors and other school personnel
2. Provide strategic interventions in math and English to support students to perform at grade level.	2018-2023	· Associate Superintendent for Academics · Academic Specialists · School Principals	\$0	NA	C - Evidence of best practice interventions while conducting observations and Instructional Rounds
3. Ensure core academic freshman classes are scheduled with no more than 25 students per section.	2020-2023	· Assistant Superintendent for High School · School Principals	TBD	General Fund	C - 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 9 th grade.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify at- risk middle school students and provide early intervention supports.	2018-2023	· Associate Superintendent for Academics · Middle School Principals	TBD	TBD	C - GCSource to identify and track students and interventions

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Identify/develop academic and social/emotional support programs for middle school students.	2018-2023	· Associate Superintendent for Academics · Academic Specialists · Middle School Principals	\$0	NA	C - Social/Emotional support programs available and number of students participating
3. Provide strategic interventions in Math and English to support students to perform at grade level.	2018-2023	· Associate Superintendent for Academics · Academic Specialists · School Principals	TBD	TBD	C - Evidence of best practice interventions while conducting observations and Instructional Rounds

Action Plan for Strategy #3: Support high school career clusters by aligning K-8 career focus programs.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Executive Director of CATE · Executive Director of Planning and Demographics	TBD	TBD	C - Increase of innovative models that allow students to interact more authentically with careers.
2. Research and offer a sequence of courses in 6th-8th grades that emphasize how workers in determined careers apply critical thinking and problem-solving in the field	2018-2020	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Additional courses in the course catalog that highlight the career path progressions
3. Develop early interest experience partnerships with high school students and middle and elementary students	2020-2023	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Interest surveys from students

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Associate Superintendent for Academics · Executive Director of CATE · School Principals	TBD	TBD	C - Increased opportunities for students to engage with professionals in careers that students may be interested in pursuing.
5. Integrate projects and other activities which mirror the culture and behaviors of work-related environments.	2020-2023	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Project artifacts and examples where students engage with professionals and real-world application of career-focused skills.
6. Provide professional development to 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	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - 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	· Associate Superintendent for Academics · Executive Director of CATE	TBD	TBD	C - Evidence of vertical articulation between feeder schools.

GOAL 1 – Performance Goal 8

Performance Goal Area: ☒ Student Achievement* ☐ Teacher / Administrator Quality* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* ☐ District Priority ☐ Gifted & Talented: Academic ☐ Gifted & Talented: Artistic ☐ Gifted & Talented: Social and Emotional ☐ Gifted & Talented: Other <i>Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal</i> (* required)								
Performance Goal 8: 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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Count Day Ratios			Projected	19:1	18:1	18:1	17:1	15:1
	19:1	19:1	Actual	19:1	17:1	16:1 Includes Virtual	16:1 Includes Virtual	

Note: Assigned (formula-based) 1st grade class size on 5th day (includes both federal and local RCS teachers) of 17-18 was 18:1 and 18-19 was 17:1.

Action Plan for Strategy #1: Increase funding.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Advocate with legislators for additional State funding to reduce class size in primary grades.	2018-2023	· Board of Trustees	TBD	TBD	C - Increased funding for reduced class size.
2. Identify general fund revenue for the hiring of approximately 80 additional teachers for first grade.	2018-2023	· Executive Director of Finance	\$ 5.5 million (based on 2018 projections)	General Fund	C - Identification of funds for class size reduction.
3. Seek alternative sources of recurring revenue that can be used to fund class size reduction.	2018-2023	· Executive Director of Finance	\$0	N/A	C - Alternative funding sources identified.

GOAL 1 – Performance Goal 9

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

Performance Goal 9: 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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
District report	N/A	47 of 70	Projected	50 / 70	55 / 70	60 / 70	65 / 70	70 / 70
			Actual	50 / 70	50 / 70	50 / 70	52 / 70	

Action Plan for Strategy #1: Explore innovative options for providing services to Gifted and Talented Artistic Students (GTR).					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Research and create an impact study for serving additional GTR students in a variety of ways.	2018-2020	- Associate Superintendent for Academics - Director of Visual and Performing Arts - Coordinator of Gifted and Talented	TBD	TBD	C - Completed impact study
2. Identify students in each school who are eligible for GTR Services.	2020-2023	- Associate Superintendent for Academics - Director of Visual and Performing Arts - Coordinator of Gifted and Talented	TBD	TBD	C - Number of students reported as GTR in PowerSchool
3. Clearly communicate the process and procedures for identifying GTR students to parents, teachers and community members.	2020-2023	- Associate Superintendent for Academics - Director of Visual and Performing Arts - Coordinator of Gifted and Talented	TBD	TBD	C - Communication Plan

GOAL 1 – Performance Goal 10

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

Performance Goal 10: 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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
District report	N/A	59%	Projected	52	55	58	61	65
		59%	Actual	53	58	47		

17-18 and 18-19 data re-calculated to include GTA students, GTR students, and students that are both GTA and GTR.

Action Plan for Strategy #1: Increase the intentionality of course progressions through the IGP process for GTA Students.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide training to counselors on the advisement of AP students through College Board.	2019-2020	· Associate Superintendent for Academics · Coordinator of Gifted and Talented · Coordinator of AP	N/A	N/A	C - Number of participants attending the College Board training
2. Create a communication plan for GTA parents to advise them on Advanced Placement courses to maximize college credit opportunities.	2019-2020	· Associate Superintendent for Academics · Coordinator of Gifted and Talented · Coordinator of AP	\$5,000	State AP Funds	C - Communication plan

GOAL 2 – Performance Goal 1

Performance Goal Area: ☐ Student Achievement* ☒ Teacher / Administrator Quality* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* ☐ District Priority ☐ Gifted & Talented: Academic ☐ Gifted & Talented: Artistic ☐ Gifted & Talented: Social and Emotional ☐ Gifted & Talented: Other <i>Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal (* required)</i>								
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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	N/A		Projected	94%	96%	98%	100%	100%
		92 of 93 have gender diversity; 84 of 93 have ethnic diversity	Actual	89 of 93 have gender diversity; 85 of 93 have ethnic diversity	92 of 93 have gender diversity; 89 of 93 have ethnic diversity	96 of 96 have gender diversity; 93 of 96 have ethnic diversity	93 or 93 have gender diversity; 91 of 93 have ethnic diversity	

Action Plan for Strategy #1: Early identification of diverse candidates.					EVALUATION
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify locations where there is limited or no diversity.	2018-2023	· Executive Director of HR	\$0	N/A	C - Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	· Director of Professional Employment	\$0	N/A	C - Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	· HR Recruiters	\$0	N/A	C - 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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Develop training opportunities for schools to help existing teachers work with diverse students.	2018-2023	· Director of Staff and Leadership Development	TBD	TBD	C - Professional Development opportunities targeting student diversity.

Action Plan for Strategy #3: Promote education as a career option for all demographics.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	· Director of Professional Employment · Directory of School Counseling	\$0	N/A	C - Plan created
2. Build teacher preparation in middle and high schools with Pro Team and Teacher Cadet programs	2018-2023	· Assistant Superintendent for High Schools	TBD	TBD	C - Increased number of classes
3. Determine the availability of external/grant funding to support GCS students who want to enter the teaching profession.	2018-2023	· Director of Professional Employment	\$0	N/A	C - Increase in grant funds received
4. Identify career changers and connect them to alternative forms of certification to teach.	2018-2023	· Director of Professional Employment	\$0	N/A	C - Increased teachers with alternative certificates

GOAL 2 – Performance Goal 2

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Building Services		21.8%	Projected	21.3	20.8	20.3	19.8	19.3
			Actual	18.6	16.7	23.8		
FANS		30.8%	Projected	30.3	29.8	29.3	28.8	28.3
			Actual	27.6	23.6	25.7		
Maintenance		10.0%	Projected	9.5	9.0	8.5	8.0	7.5
			Actual	6.97	5.4	3.3		
Transportation		29.1%	Projected	28.6	28.1	27.6	27.1	26.6
			Actual	21.0	22.4	21.5		

Action Plan for Strategy #1: Improve retention.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Benchmark salaries and evaluate salary structure.	2018-2023	· Executive Director of HR	TBD	TBD	C - Benchmarks created and maintained

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Increase number of sick leave days that may be used for personal reasons from 2 to 4.	2018-2023	· Executive Director of HR	TBD	General Fund	C - Additional personal days allowed.
3. Revise current sick leave policy	2018-2023	· Executive Director of HR	TBD	General Fund	C - Board reviewed policy & changed personal days only
4. Offer part-time jobs in afterschool programs.	2018-2023	· HR Management	\$0	N/A	C - Employees connected to available jobs
5. Offer holiday pay for non-245 day hourly employees (during school year)	2018-2023	· Executive Director of HR · Executive Director of Finance	TBD	General Fund	C - Holiday pay approved.
6. Implement interactive new-hire training	2018-2023	· Director of HR Systems/Processes	\$0	N/A	C - Training in place
7. Develop employee recognition programs with site administrator and promote site-level team inclusiveness	2018-2023	· Executive Director of HR	TBD	TBD	C - Awards programs operational
8. Re-evaluate FANS management pay schedules.	2018-2023	· Manager of HR Operations · Director of FANS	\$0	N/A	C - Evaluation complete.
9. Advertise summer work opportunities for non-245 day hourly employees	2018-2023	· Manager of HR Operations	\$0	N/A	C - Employee groups made aware of summer work opportunities
10. Use an RFP process to determine the availability and cost of an effective measurement tool.	2018-2023	· Executive Director of HR · Assistant Superintendents for School Leadership	\$0	N/A	C - Write and submit RFP (Delayed due to COVID-19 and funding)

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
11. Purchase appropriate survey tool to use with all employee groups.	2018-2023	· Executive Director of HR	TBD	TBD	C - Survey identified and purchased.
12. Budget through 2023 the implementation of the identified measurement tool.	2018-2023	· Executive Director of HR	\$0	N/A	C - Funds identified to purchase survey tool and analysis services. (Delayed due to COVID-19)
13. Determine the cost and methods of improving employee satisfaction.	2018-2023	· Executive Leaders	\$0	N/A	C - Survey results analyzed to determine ways to improve satisfaction

Action Plan for Strategy #2: Recruit from high school student population.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Partner with Special Education to develop “Bridge to Employment with GCS” program	2018-2023	· Manager of HR Operations	TBD	TBD	C - Special Education students participate in Bridge program. Joined CSID, Committee in Serving Individuals with Disabilities. Advertised positions with SPED’s passport to success program.
2. Expand opportunities aligned with industry certification programs or post-high school programming (Career Centers)	2018-2023	· Executive Director of HR	TBD	TBD	C - Career center students identified for possible future employment. (COVID delay)
3. Implement 6-month step increase for new hires.	2018-2023	· Executive Director of HR	TBD	General Fund	C - New hires in these job categories receive raise after six months.

GOAL 2 – Performance Goal 3

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

Performance Goal 3: Reduce teacher turnover in the first five years of employment by 1% annually. (NOTE: This data is total teacher turnover not in first five years of employment.)

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
HR	N/A	11.2%	Projected	10.2%	9.2%	8.2%	7.2%	6.2%
			Actual (All Departures)	553 / 5114 = 10.81%	504 / 5272 = 9.56%	535 / 5430 = 9.85%		

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Director of Professional Employment	\$0	N/A	C - Comparison completed.
2. Mirror our termination reasons to the CERRA Supply and Demand Survey for consistency in responses	2018-2023	· Director of Professional Employment	\$0	N/A	C - Termination protocols revised to use consistent responses.
3. Track data specific to the type of certification programs or teacher preparation programs	2018-2023	· Director of Professional Employment	TBD	TBD	C - Teacher turnover and retention data aligned to preparation programs.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Determine methods of improving teacher satisfaction including: reduced class size, increased pay, planning periods, reduced burdens.	2018-2023	· Director of Professional Employment	\$0	TBD	C - Plan for improving teacher satisfaction developed and costed out
5. Evaluate individual school scheduling and equitable distribution of duties, difficult students, etc.	2018-2023	· Director of Professional Employment	TBD	TBD	C - Evaluation complete
6. Benchmark schools to determine who is demonstrating exemplary behaviors and best practices that maximize teacher satisfaction.	2018-2023	· Director of Professional Employment	\$0	N/A	C- Benchmarking complete.

Action Plan for Strategy #2: Determine and implement improvements to mentoring and induction program.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. From data collected, determine the most common reasons for teachers to leave the profession	2018-2023	· Professional Employment Staff	TBD	TBD	C - Process in place and data analyzed.
2. Review data from First Year Teacher survey (new to GCS or new to teaching) to determine the action items and next steps in mentoring support	2018-2023	· Induction and Mentoring Specialist	\$0	N/A	C - Data reviewed annually and support identified/provided.
3. Establish a set of standard expected practices to support new teachers in our schools	2018-2023	· Induction and Mentoring Specialist	TBD	TBD	C - Standards developed and routinely reviewed. Guidelines specific to GATE teachers established.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Benchmark what other districts do to support new teachers and partner with them to acquire their turnover data	2018-2023	· Induction and Mentoring Specialist	\$0	N/A	C - 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	· Executive Director of HR · Induction and Mentoring Specialist	\$0	N/A	F - Focus group convened and guidelines amended.

GOAL 2 – Performance Goal 4

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
			Projected	90%	90%	90%	90%	90%
Teacher	N/A	N/A	Actual	100%	COVID-19 pandemic	100%	TBD	
Assistant Principal	N/A	N/A	Actual	67%	COVID-19 pandemic	100%	TBD	
Principal	N/A	N/A	Actual	100%	COVID-19 pandemic	90%	TBD	
District Leader	N/A	N/A	Actual	67%	COVID-19 pandemic	90%	TBD	

NOTE: Percentages per employee group indicate the presence of formally developed programming at each of 3 stages of employment - Induct/Equip, Develop Skill, and Build Leadership Capacity.

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure collaboration with a content or role-aligned mentor for every entering teacher and instructional support employee (counselor, instructional coach, others)	2018-2023	· Director of Staff and Leadership Development	TBD	TBD	C - All new teachers, counselors, ICs paired with content or role-aligned mentor.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Implement multi-resource school and district-based supports for all induction and new-to-role certified employees	2018-2023	· Director of Staff and Leadership Development	TBD	TBD	C - Supports in place and further developing.
3. Train and support seasoned administrators to mentor and coach early career principals	2018-2023	· Director of Staff and Leadership Development	FY20 - \$17,200	TBD	C - Appropriate training identified and implemented – serving 10 in FY21

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Refine, build capacity, and use the evaluation process to continuously improve employee effectiveness	2018-2023	· Employee Supervisors	\$0	N/A	C - Employees improve through evaluation and feedback to target professional growth opportunities. All evaluations are housed in Performance Management Online.
2. Implement personalized growth planning and support to ensure knowledge and skills that meet the needs of students	2018-2023	· Employee Supervisors	\$0	N/A	C - Employees participate in professional development aligned to their Student Learning Objectives and areas of interest for professional growth.

Action Plan for Strategy #3: Build the instructional leadership capacity of certified employees.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide enhanced training and experience for teacher leaders to lead professional learning communities, provide 1-on-1 coaching, and improve student performance.	2018-2023	· Director of Staff and Leadership Development	TBD	TBD	C – LEAD Institute established and encouraged for teachers who wish to become ICs or Administrators.
2. Create a school-ready leadership continuum with associated training at each level.	2018-2023	· Director of Staff and Leadership Development	FY20 - \$4,325	TBD	C - Continuum developed; Instructional leaders Academy and Aspiring Principal Institute develop skills.
3. Provide training for principal supervisors to develop coaching skills and leadership of principal professional learning networks.	2018-2023	· Director of Staff and Leadership Development	FY20 - \$27,025	TBD	C –Ongoing development of a coaching and teaching approach to Principal Supervision.
4. Partner with higher education for selected cohorts and practitioner-supported certification in instructional leadership and school leadership.	2018-2023	· Director of Staff and Leadership Development	TBD	TBD	C - Agreements with higher ed in place. Partnered curriculum review and enhancement underway with Clemson University.

GOAL 2 – Performance Goal 5

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
	N/A	1	Projected	2	4	6	8	10
			Projected	90%	90%	90%	90%	90%
Induct/Equip	N/A	N/A	Actual	100%	COVID-19 pandemic	90%	TBD	
Develop Skill	N/A	N/A	Actual	84%	COVID-19 pandemic	90%	TBD	
Build Leadership Capacity	N/A	N/A	Actual	67%	COVID-19 pandemic	70%	TBD	

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Train and support highly-skilled employees to mentor entry-level personnel	2018-2023	· Director of Staff and Leadership Development	TBD	TBD	C - High skill employees will be trained to mentor as part of each department's development continuum.

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Each department will provide training to build employee capacity in a culture of continuous improvement	2018-2023	· Director of Staff and Leadership Development	\$0	N/A	C - Training is ongoing.
2. Use the performance review process to personalize support and growth opportunities	2018-2023	· Manager Employee Evaluation Systems and Support	\$0	N/A	C - Performance Review documented in PMO is 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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide highly-effective employees the opportunity to lead others and manage department initiatives.	2018-2023	· Executive Director of HR · Director of Staff and Leadership Development	\$0	N/A	C - Employees have opportunities to lead
2. Develop leadership training for new managers with cross-functional instructors (Payroll, Safety, Procurement, ETS)	2018-2023	· Executive Director of HR · Director of Staff and Leadership Development	\$0	N/A	C - Leadership Training is available to managers in all departments
3. Develop and/or procure mid-level management leadership curriculum	2018-2023	· Executive Director of HR · Director of Staff and Leadership Development	FY20 - \$27,000	TBD	C - Mid-level leadership training is accessed through Greenville Tech and in-house training is developing beyond that serving hourly supervisors and managers.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Develop and / or procure functional-level basic Supervisor training for high potential employees.	2018-2023	· Executive Director of HR · Director of Staff and Leadership Development	Workforce Pathways Scholarships	TBD	C - Basic Supervisor training is accessed through Greenville Tech.
5. Annually review and enhance the hourly work group's summer training academy	2018-2023	· Executive Director of HR · Director of Staff and Leadership Development	\$0	\$0	C - Annual review of course evaluations to inform improvement is ongoing.

GOAL 2 – Performance Goal 6

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
HR			Projected	100%	100%	100%	100%	100%
	100%	99%	Actual	99%	100%	100%	99.6%	

Action Plan for Strategy #1: Expand alternative certification programs.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify funding to support the expansion of GATE	2018-2023	· Director of Staff and Leadership Development	\$0	N/A	C – Funding requested from GF to off-set costs for increased content areas and participation.
2. Evaluate the effectiveness of resources offered to PACE teachers to the effectiveness of resources offered to GATE teachers	2018-2023	· Director of Staff and Leadership Development	\$0	N/A	C - Comparison and evaluation complete.
3. Establish structures to support all other alternative certification programs.	2018-2023	· Director of Staff and Leadership Development	\$0	N/A	C – Capturing all eligible core academic through GATE. Practices to support others is under development.

Action Plan for Strategy #2: Expand our recruitment for non-traditional programs.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Partner with communications and human resources to broaden the district's reach (i.e. career changers campaign)	2018-2023	· Executive Director of HR · Director of Professional Employment · Executive Director of Communications	\$0	N/A	C - Campaign in design/data collection phase
2. Work with local university(ies) to develop a program for classroom aides to obtain certification	2018-2023	· Executive Director of HR · Director of Professional Employment	\$0	N/A	C – SCCREATE allows aides to add SPED Cert GATE has added SPED area of Certification in addition to Business Ed and is considering addition of Elementary and Early Childhood Greenville partners with Converse for Alt Cert Art Education Candidates PACE and Teachers of Tomorrow are Alt Cert programs which are Greenville partners and lead to certification via a non-traditional route.

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Share a comparison of salaries with potential teacher candidates	2018-2023	· Executive Director of HR	\$0	N/A	C - Comparisons shared.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Advocate with the state to fully fund an annual increase to teacher pay.	2018-2023	· Executive Director of HR	\$0	N/A	C - Evidence of advocacy

Action Plan for Strategy #4: Increase the opportunities for teachers to acquire advanced degrees.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Partner with local colleges and universities to develop cohort programs to offer discount courses	2018-2023	· Director of Staff & Leadership Development	\$0	N/A	C – Partnership discounts are in place advertised on the PD webpage.
2. Establish funding sources to support teachers to take graduate classes: Scholarship opportunities/grants	2018-2023	· Executive Director of HR · Coordinator Community Collaboration	TBD	TBD	C – Specific program availability is shared via the webpage and through ICs. Recent adds include Clemson STEM and Master Teacher coursework.

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Expand the incentives available to new teachers	2018-2023	· Professional Employment Staff	TBD	TBD	C - Incentives added
2. Widely publicize the available incentives to new employees	2018-2023	· Executive Director of Communications	\$0	N/A	C - Teachers notified of incentives. New GCS Rewards site. Special Offers through eBulletin Board.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3.Publish the incentives for loan forgiveness on district and school websites.	2018-2023	· Executive Director of Communications	\$0	N/A	C - Information available on websites

GOAL 2 – Performance Goal 7

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Transportation	100%	94.85%	Projected	100	100	100	100	100
			Actual	88.7	87.4	78.38	79.18	

Action Plan for Strategy #1: Improve retention.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Offer 2 incremental retention bonuses throughout the school year.	2018-2023	· Executive Director of HR · Director of Transportation	TBD	General Fund	C - Retention bonuses in place
2. Prioritize challenging route assignments.	2018-2023	· Director of Transportation	\$0	N/A	C - Routes prioritized
3. Add non-special needs aides for challenging routes.	2018-2023	· Executive Director of HR · Director of Transportation	TBD	General Fund	C - Aides added

Action Plan for Strategy #2: Improve recruiting.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Promote part-time driving options to current employees.	2018-2023	· HR Management · Communications Department	TBD	General Fund	C - Drivers aware of part time options
2. Develop marketing strategies for more exposure.	2018-2023	· HR Management · Communications Department	TBD	General Fund	C - Marketing strategies improved

GOAL 3 – Performance Goal 1

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
SDE Survey File	91%	90%	Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Students	88	waiver	93		
	94%	97%	Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Teachers	97	waiver	98		
	88%	88%	Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Parents	89	waiver	88		

Action Plan for Strategy #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· District Staff · Principals	\$0	N/A	C - Newsletters, Social Media Posts, SIC and PTA Agendas

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	· Executive Director of Communications	\$0	N/A	C - Safety stories on web, social media, etc. Deterrent Tweets / ConnectED
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	· Executive Director of Communications	\$0	N/A	C - Tips received from multiple stakeholder groups

Action Plan for Strategy #2: Continue to update systems and personnel to monitor and control access at each facility.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide front office staff with training in recognizing and de-escalating volatile situations.	2018-2023	· Director of Staff and Leadership Development	TBD	TBD	C - Training provided
2. Continued use of the Level I and Level II background checks.	Ongoing	· Executive Director of HR	Changes annually	General Fund	C - Volunteer checks completed
3. Expand the presence and visibility of law enforcement through the use of School Resource Officers, Zone Patrols, and parked patrol vehicles.	2018-2023	· Executive Director of Student Services	Initially \$990,000	General Fund	C - Patrols expanded
4. Explore utilizing community members, such as retired military and police officers, to serve on our School Community Watch Team.	2018-2023	· Executive Director of Student Services	TBD	TBD	C - Idea explored.
5. Add Safety Specialist positions to coordinate Volunteer applications and provide individualized safety/security support to schools.	2018-2023	· Executive Director of Student Services		General Fund	F - 5 FTE Safety Specialists hired

GOAL 3 – Performance Goal 2

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	0.7%	0.8%	Projected	≤1	≤1	≤1	≤1	≤1
GCS Expulsion Report from Kent Owens			Actual	1.5	0.9	0.3		

Action Plan for Strategy #1: Increased community and student-based education about Level III infractions and the criminal and disciplinary consequences.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.	2018-2023	· Principals · Executive Director of Student Services	\$0	N/A	C - Programs in use
2. After school and school-based programs work in conjunction with law enforcement, mental health and school counselors to identify and assist students who are at risk.	2018-2023	· Principals · Executive Director of Student Services · Director of School Counseling	\$0	N/A	C - Students in need being matched with services
3. Increase awareness of community-based resources that families can reach out to for guidance and support.	2018-2023	· Director of School Counseling	\$0	N/A	C - Information disseminated and utilized

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	· General Counsel · Executive Director of Student Services	\$0	N/A	C - Information disseminated through various formats

Action Plan for Strategy #2: Development and implementation of mental health intervention programs and school-based resources to identify potential issues and intervene in a timely manner.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Enhanced access to trained mental health counselors at every facility.	2018-2023	· Director of School Counseling	Approx. \$60,000 each	General Fund	C - Increased numbers of mental health counselors in schools
2. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-2023	· Executive Director of Student Services · Director of School Counseling · Principals	TBD	TBD	C - Training implemented
3. Develop buddy programs to help elementary students who are struggling to adjust.	2018-2023	· Director of School Counseling · Principals	\$0	N/A	C - Schools have program in place
4. Decrease school counselor to student ratio at all levels	2018-2023	· Director of School Counseling	\$4,000,000	TBD	C - Counselor ratios improved
5. Use of the technology software platform Gaggle to monitor all Google Suite applications for a proactive response to student self-harm threats, threats of violence, and a proactive mental health intervention.	2020-2022	· Executive Director of Student Services · Director of Security	TBD	TBD	C – Program is currently in use

GOAL 3 – Performance Goal 3

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	.04%	.04%	Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report from Kent Owens			Actual	.10	.03	.004		

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Executive Director for Academic Innovation	TBD	General Fund	C - Alternative programs in place
2. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	· School Teams	\$0	N/A	C - GCSource and interventions used throughout district
3. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	· Director of School Counseling · Principals	TBD	General Fund	C - Peer mentoring in schools

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Ensure every student connected with a caring adult.	2018-2023	· Dir. of School Counseling · Principals	TBD	TBD	C - Students connected with adults in school buildings or buses
5. Help schools develop processes for promoting extracurriculars to students in need of connection.	2018-2023	· District Leadership · Principals	\$0	\$0	C - More students participating in extracurricular activities
6. Annually challenge Interhigh Council with developing district-wide student inclusion events.	2018-2023	· Interhigh Director	\$0	N/A	C - Interhigh plans and implements event

GOAL 3 – Performance Goal 4

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

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 Cognia Culture and Climate Survey.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY17 Baseline	SY18 Baseline	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Survey	89%	90%	Elementary Projected	90	90	90	90	90
			Elementary Actual	90	92	Data point not available due to state-wide school closures on March 17, 2020 (COVID-19 pandemic).		
	51%	50%	Secondary Projected	54	58	62	66	70
			Secondary Actual	50	52	Data point not available due to state-wide school closures on March 17, 2020 (COVID-19 pandemic).		

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Expand mentoring program for students.	2018-2023	· Director of School Counseling · School team · School counselors	TBD	Local	C - Students assigned to an adult at the school.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	· School team · Director of Leadership and Staff Development	TBD	Local	C - Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	· School team	\$0	N/A	C - Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	· School team / PTA	\$0	N/A	C - Support staff included in decision making and support of students

GOAL 3 – Performance Goal 5

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Attendance Report from Ken Arnold	95%	95%	Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
GCS Attendance Report from Ken Arnold			Actual	95	96	92		

Action Plan for Strategy #1: Develop system to respond to attendance trends.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Consistently monitor attendance trends	2018-2023	· Attendance Clerk · Admin team · Social Worker	\$0	N/A	C - Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	· Admin team · Teacher · Attendance Clerk	\$0	N/A	C - Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	· OnTrack Coordinator · Social Worker · Attendance Clerk · Admin team	\$0	N/A	C- Students are identified and appropriate supports are assigned

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	N/A	C - Intervention Connection System reports for truant and chronically absent students.

Action Plan for Strategy #2: Implement and maintain a proactive attendance program.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Promote attendance with students and parents as an important component of school success	2018-2023	· School team	\$0	N/A	C - Teacher/school direct contact with parents.
2. Improve school-level interventions related to attendance	2018-2023	· School Social Worker · Attendance Team	TBD	General Fund	C - Parental participation in interventions
3. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-2023	· Associate Superintendent for Academics	\$0	N/A	C - More real-world learning
4. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018-2023	· Director of Counseling	\$0	N/A	C - Students setting goals and plans
5. Hire a Bilingual Attendance Supervisor to help with attendance interventions for Spanish speaking families.	2021-2023	· Director of Attendance	TBD	CARES Act Funds	C - Attendance Supervisor hired and working with Spanish Speaking families.

Action Plan for Strategy #3: Identify underlying causes of behavior and provide appropriate support.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Increase staff awareness and understanding of the community served by the school	2018-2023	· School team	TBD	TBD	C - Visit to community
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	· School team	TBD	TBD	C - Staff aware of student areas of concern
3. Encourage schools to develop “welcome packet” and student ambassadors program to guide students who enter a new school mid-year	2018-2023	· Principals · Assistant Superintendents for School Leadership	\$0	N/A	C - Every school has welcome information and procedure

Action Plan for Strategy #4: Identify consequences other than suspension for inappropriate behavior that is not a danger to others.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Create school task force to develop alternatives to suspensions	2018-2023	· Executive Director of Student Services · School team · PTA / SIC	\$0	N/A	C - Alternatives to suspensions are developed and communicated.
2. Cross train school personnel to support alternatives	2018-2023	· School team	TBD	TBD	C - Non-traditional personnel are assisting with discipline (i.e. social worker, mental health counselor, behavior interventionist)

GOAL 3 – Performance Goal 6

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

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 Cognia 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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Survey	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Elementary Projected	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
			Elementary Actual	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	Not available due to state-wide school closures on March 17, 2020 (COVID-19 pandemic).		
	Afraid – 7% Lonely – 14% Angry 15%	Afraid – 7% Lonely – 16% Angry – 14%	Secondary Projected	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
			Secondary Actual	Afraid – 7% Lonely – 16% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 15%	Not available due to state-wide school closures on March 17, 2020 (COVID-19 pandemic).		

Action Plan for Strategy #1: Improve understanding of students’ social-emotional needs.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Collect data surrounding social-emotional needs through student surveys	State to provide	· Director of Accountability	\$0	N/A	C - Survey data collected and analyzed

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Director of Accountability	\$0	N/A	C - All schools using OnTrack process
3. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and Logic).	2018-2023	· Director of School Counseling · Principals	TBD	TBD	C - Programs implemented with fidelity
4. Develop and maintain a menu of support resources and provide to all school counselors and social workers	2018-2023	· Director of School Counseling	\$0	N/A	C - Menu developed and distributed

Action Plan for Strategy #2: Increase connectivity to health and wellness services.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Decrease the ratio of students to school counselors in elementary schools	2018-2023	· Director of School Counseling	TBD	General Fund	C - More School Counseling personnel in elementary schools
2. Increase the number of schools with a full-time mental health counselor	2018-2023	· Director of School Counseling	Approx. \$60,000 each	General Fund	C - More mental health services in schools
3. Increase the number of RAMP-certified (Recognized ASCA Model Program) schools annually	2018-2023	· Director of School Counseling	TBD	TBD	C - Increase in RAMP certified schools

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Provide an annual community resource fair for school counselors and social workers	2018-2023	· Director of School Counseling	TBD	TBD	C - Fair takes place
5. Provide an annual community resource fair at the school level for staff and parents	2018-2023	· School Teams	TBD	Local	C - Fair takes place
6. Partner with NAMI (National Alliance on Mental Illness) to receive early alerts to trends in teen behavior.	2018-2023	· Director of School Counseling	\$0	N/A	C - Information shared
7. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	TBD	· Associate Superintendent for Academics	\$0	N/A	C - More activity in school day
8. Encourage schools with Extended Day programs to integrate physical activity into their schedule.	2018-2023	· Executive Director of Innovation	\$0	N/A	C - Programs contacted

Action Plan for Strategy #3: Reduce incidents of bullying through awareness training and promotion of healthy relationships.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Train staff and students on the anonymous reporting process	2018-2023	· Principals	\$0	N/A	C - Students and staff aware and able to report

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	· School Teams · Communications Dept.	\$0	N/A	C - Discipline consequences highlighted in materials for distribution ConnectED Revised
3. Each school will ensure its character education program addresses bullying behaviors	2018-2023	· Principals	TBD	TBD	C - Appropriate programs utilized by schools
4. Schools will explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	· Principals · School Teams	TBD	TBD	C - Consequences discussed systematically
5. Engage Interhigh to create student-led messaging on the district and school social media outlets, promoting appropriate behaviors and healthy relationships	2018-2023 (C)	· Inter-high Director	\$0	N/A	C - Campaign occurs
6. Seek opportunities to develop empathy among students	2018-2023	· Principals	TBD	Local	C - School initiatives to end social isolation and build empathy
7. Expand Internet Safety and Cyberbullying outreach program.	2018-2023	· Executive Director of ETS	TBD	TBD	F – Programs in place

Action Plan for Strategy #4: Develop and foster social and emotional skills in students to develop the whole child.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement a strong social/emotional component into existing school character education plans	2019-2023	· Associate Superintendent for Academics · Director of School Counseling	TBD	TBD	C - Increased percentage of student scoring higher on the Social / Emotional portion of the WIN Learning Test

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019-2023	· Associate Superintendent for Academics · Academic Specialists	\$0	N/A	C - Evidence of strategies being used in classrooms during observations

Action Plan for Strategy #5: Establish a classroom environment that promotes social, emotional and intellectual well-being.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Build a positive learning community supportive of all students	2018-2023	· Associate Superintendent for Academics · Assistant Superintendents for School Leadership · Academic Specialists · School Principals	\$0	N/A	C - Evidence of: ● classroom conversations and reflections to support problem solving occur across the school day. ● classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework. ● established classroom norms, expectations, and procedures. ● students exercising autonomy and respect for peers and adults.
2. Reduce the “over defined class size” break from three to two	2019-20	· Superintendent	\$4 million	General Fund	C - Reduction of “over defined class size” from three to two.

GOAL 4 – Performance Goal 1

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Monthly Financial Reports	86%	N/A	Projected	89% of all schools	93% of all schools	96% of all schools	99% of all schools	100% of all schools
			Actual	98% 82 of 84 Schools (thru Jan 2019)	98.8% 83 of 84 Schools (thru March 14, 2020) No data available March 16 –June due to COVID closure	64.3% - 54 of 84 Schools* *COVID impact. Due to students attending Virtual Program, low in person attendance, higher food cost, reduced ala cart revenue & multiple service models	98.8% - 84 of 85 Schools* *Through January - Fountain Inn HS is the only exception. It is fully staffed however they only have 9th grade students this year	

Action Plan for Strategy #1: Utilize sound business practices to ensure operational efficiencies.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Evaluate financial position of each school	Monthly	· FANS Director	None	FANS	C - Implementation of Activity #2
2. Audit inventories, production records, meal prep, and service to determine cause of inflated food and labor cost of schools not meeting goal	Monthly	· FANS Area Manager	None	FANS	C - Discussions among FANS Central Office and school staff
3. Develop and implement training plan to correct cost control issues based on site audit findings	2-3 months	· FANS Area Manager	None	FANS	C - Documented performance trainings

GOAL 4 – Performance Goal 2

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
InSite			Projected			73.52%	74.26%	75.00%
	71.3%	71.69%	Actual	71.54%	73.02%			

Action Plan for Strategy #1: Assess opportunities for continuous improvement efficiencies.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Maintain optimal bond ratings	2018-2023	· Director of Business Services	\$0	N/A	C - Ratings reports
2. Perform annual assessment of competitor teacher salary data	February-March annually	· Director of Budget Services	\$0	N/A	C - Annual assessment schedule
3. Annual review of P&C insurance program to confirm coverage and premium efficiency/competitiveness	April-May annually	· Director of Payroll & Insurance Services	\$0	N/A	C - Assessment reports
4. Investigate procurement consortiums to manage procurement cost	2018-2023	· Director of Procurement Services	\$0	F	C - Quantity of contracts

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. On-going analysis of SC Educator data	2018-2023	· Director of Budget Services	\$0	N/A	C - Corrections of SC Educator data
6. Replace aging VOIP phone system with the goal of reducing telecommunications costs	2019-2023	· Executive Director of ETS · Executive Director of Finance	\$900,000 to replace handsets	Capital Projects / CARES	C - New system in place
7. Enhance network and computer-based security systems along with pro-active monitoring of all student information and financial systems. Obtain ISO 27001 security certification	2018-2023	· Executive Director of ETS · Executive Director of Finance	\$31,000 3-year (\$17,250 1st year, \$6,875 years 2 and 3)	General Fund	F - Certificate obtained (9/1/2020)

Action Plan for Strategy #2: Reduce and avoid non-instructional expenditures.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Monitor market prices for bulk commodities	2018-2023	· Director of Procurement · Services / Logistics Coordinator	\$0	N/A	C - Purchase of bulk commodities at or below market price
2. Utilize P-cards, state contracts, and vendors on district bid list	2018-2023	· Coordinator of Maintenance	\$0	N/A	C - P-Card activity, state contracts
3. Review expenses for functional alignment	2018-2023	· Director of Budget Services	\$0	N/A	C - InSite report
4. Support safety programs to reduce the frequency and severity of work-related injuries / accidents	July-August annually	· Director of Payroll & Insurance Services	\$0	N/A	C - Workers Comp Claim Administrator reports

Action Plan for Strategy #3: Maximize use of Purchasing Cards.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Review invoices submitted for payment to the Accounts Payable Department to capture P-card payment opportunities.	2018-2023	· Director of Business Services	\$0	N/A	C - Increase in P-card transactions.
2. Identify locations under- utilizing the P-card and provide examples of how to capture all eligible P-card expenditures.	2018-2023	· Director of Business Services	\$0	N/A	C - Meeting with schools
3. Explore P-card rebate sharing with schools	2018-2019	· Director of Business Services	\$0	N/A	F – Rebate is not a sufficient amount for an allocation to schools.

Action Plan for Strategy #4: Increase participation in E-Pay program.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify additional merchants who accept E-Pay payments	2019-2023	· Director of Business Services	\$0	N/A	C - List of potential merchants
2. Communicate with merchants who accept E-Pay payments the opportunity to receive payment by this method	2019-2023	· Director of Business Services	\$0	N/A	C - Documentation of communications with merchants
3. Convert payments from these merchants to E-Pay payments	2019-2023	· Director of Business Services	\$0	N/A	C - Increase in E-Pay transactions.

Action Plan for Strategy #5: Expand use of on-line payment program.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify schools that can benefit from using the on-line payment program	2018-2023	· Director of Business Services	\$0	N/A	C - Increase in transactions.
2. Identify other areas that would benefit from the on-line payment program	2019-2023	· Director of Business Services	\$0	N/A	C - Increase in transactions.
3. Provide training and assistance to schools and locations for on-line school store products.	2018-2023	· Director of Business Services	\$0	N/A	C - Increase in transactions.

GOAL 4 – Performance Goal 3

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Transportation	N/A	N/A	Projected	87	89	91	93	95
			Actual	89	88	97		

Action Plan for Strategy #1: The GCS transportation department will use GPS data to minimize late bus arrivals.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Establish the benchmark for “on-time delivery” of students.	2018-19	· Director of Transportation	No Additional	No Additional	C - Report generated every two weeks
2. Have vendor set up Mototrax to report buses that arrive at school after benchmark times.	2018-19	· Director of Transportation	None	N/A	C – reports generated manually every two weeks
3. Critically review school pairings and routing in summers before each school year.	Ongoing	· Director of Transportation	None	N/A	C - Review complete
4. Aggressively analyze trends with managers and supervisors.	Ongoing	· Director of Transportation	None	N/A	C - Study completed.

5. Identify high capacity area elementary schools to open early for receiving certain routes.	2018-19	· Assistant Superintendent for Admin. Support	TBD	TBD	C- Schools identified and plan implemented.
6. Review criteria regarding amount of time a bus waits at a rider's stop.	Ongoing	· Director of Transportation	None	N/A	C - Review completed.

Action Plan for Strategy #2: Increase recruiting and retention efforts within Transportation.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Focus on retention efforts such as an increase in perfect attendance compensation and rewards.	Ongoing	· Director of Transportation	TBD	TBD	C - Retention efforts studied.
2. Expand “uniforms” for transportation personnel. (jackets, dry-fit shirts).	Ongoing	· Director of Transportation	\$100,000	TBD	C - Uniforms purchased
3. Institute a referral bonus.	Ongoing	· Director of Transportation	TBD	TBD	C - Referral bonus funded.
4. Continued dialogue between transportation and school level administration on bus discipline issues.	2018-2023	· Director of Transportation	None	N/A	C - Principals report communications.
5. Customer service training for transportation personnel.	2018-2023	· Assistant Superintendent for Admin. Support	TBD	TBD	C - Personnel receive annual training.
6. Explore possibility of sick days to be used for inclement weather absences.	2018-23	· Assistant Superintendent for Admin. Support	TBD	General Fund	C - Drivers allowed to use personal days for weather closings.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
7. Continue to provide employment opportunities outside regular driving for drivers (field trips, summer work, bus cleaning, second part-time jobs).	2018-23	· Manager of Classified Personnel	None	N/A	C - 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	· Assistant Superintendent for School Administration	TBD	TBD	C - Schools give drivers incentives

GOAL 4 – Performance Goal 4

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Maintenance Operations	1.5%	1.5%	Projected	≤1.5%	≤1.5%	≤1.5%	≤1.5%	≤1.5%
			Actual	0.98%	1.25%	1.14%	1.48% 7/1/21-2/19/22	

Action Plan for Strategy #1: Active work orders are resolved within 2 weeks.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure maintenance work order system is monitored and updated on a weekly basis	2018-2023	· Coordinator of Maintenance	\$0	N/A	C - Weekly work order report
2. Weekly status meetings to discuss and prioritize outstanding work orders	2018-2023	· Coordinator of Maintenance	\$0	N/A	C - Calendar meetings

Action Plan for Strategy #2: Utilize comprehensive preventative maintenance program to reduce the number of work orders.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Perform regularly scheduled preventative maintenance and observed needed repairs	2018-2023	· Coordinator of Maintenance	TBD	General Fund	C - Work order reports

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. School/Facility inspections to include Building Services & Maintenance Supervisors	2018-2023	· Coordinator of Maintenance	\$0	N/A	C - Work order reports

GOAL 5 – Performance Goal 1

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Internal Communications Department Survey - % rating as somewhat or very effective the district’s efforts to strengthen and align understanding	N/A	N/A	Projected	Baseline	90%	91%	92%	93%
			Actual	88%	89.3%	Data Not Measured	Data Not Measured	

Action Plan for Strategy #1: Broaden employee understanding of the district’s vision, goals, policies, and expectations.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	C - Weather closing, DHEC changes, and other announcement emails sent to all employees before announcements; Talking Points for State Report Cards, Communication on Teacher Survey Data; Storytime Feature in eBulletin Board
2. Investigate additional avenues to build dialogue between district leadership and all employees, including the sharing of information such as State of the District	2018	· Executive Director of Communications	TBD	TBD	C - Inspire Newsletter; department personnel to Supt. Breakfast Forums; interactive newsletters; electronic bulletin boards, etc.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Build a document warehouse with resources to help align understanding and close the loop on questions posed at district-wide meetings.	2019	· Executive Director of Communications · Task force of district leadership and communications staff.	\$0	N/A	C - Ongoing compiling of data and resources on Google Drive and employee website.
4. Utilize principal and department head feedback to determine appropriate distribution list for eManagement Memo	Summer 2018	· Executive Director of Communications	\$0	N/A	F - Feedback received
5. Develop and implement protocols for the rollout of new district initiatives with a special emphasis on ensuring teacher understanding.	2019	· Executive Director of Communications · District Staff · Principals	\$0	N/A	C – Ongoing efforts to bring together impacted employees to help plan for communications before major announcements, changes, rollouts, etc.
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	C – Ongoing compiling of resources on Google Drive and the employees website.
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	· Executive Director of Communications	\$0	N/A	F - Updated Crisis Communication Plan Revised crisis communication protocol.

Action Plan for Strategy #2: Ensure all internal stakeholders understand their role in building a better graduate.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Executive Director of Communications	TBD	TBD	C - Hyperdoc, updates to G+ webpages, addition to Career Trees, etc.
2. Utilize employee recognitions, celebrations, and profiles to underscore all employees' role in Building a Better Graduate.	Ongoing	· Director of Media Relations	\$0	N/A	C – Employee Spotlight Program; 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	· Executive Director of Communications	\$0	N/A	C - Provided BluePrint 2023 poster for every classroom Shared BluePrint 2023 ebook with all employees Vehicle for promoting belief statements identified and utilized.

GOAL 5 – Performance Goal 2

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
External Communications Department Survey - % rating as good or great GCS efforts to prepare students for success after high school			Projected	Baseline	69%	72%	75%	78%
			Actual	66%	69%	Data Not Measured	Data Not Measured	

Action Plan for Strategy #1: Increase the reach of positive stories through parent, employee, media and digital touchpoints.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Equip employees to engage their publics by providing them with positive, accurate information about GCS.	Ongoing	· Executive Director of Communications	TBD	TBD	C - More information to and interaction with employees. Additional direct emails; Storytime Feature in eBulletin Board
2. Expand awareness of the opportunities and value of multiple paths to graduation through Graduation Plus.	Ongoing	· Director of Media Relations · Communications staff	\$0	N/A	C - Increased number of students earning certificates and/or college credit; CTE features on social media.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Implement new and innovative methods to use social media to promote GCS success stories.	Ongoing	· Director of Media Relations · Executive Director of Communications · Communications staff	TBD	TBD	C - Greater social media reach. FB posts with 10,000+ view went from 34% to 46% Twitter reach increased 18,076 Twitter followers
4. Expand avenues to connect and communicate with students and parents in non-digital ways.	Ongoing	· Executive Director of Communications	TBD	TBD	C – When possible during the pandemic, resumed having a presence in more forums, social functions, PTA events, etc. Expanded Supt. Breakfasts to 5 - increased invitations; Created new opportunities to engage on virtual platforms during pandemic
5. Diversify digital and print methods that support communication in other languages.	Ongoing	· Director of Media Relations · Webmaster	TBD	TBD	C - Platforms and print that provide access in multiple languages.
6. Increase district coverage of under-promoted schools – researching and producing human interest stories and celebrations.	Ongoing	· Communications staff	\$0	N/A	C – Ongoing 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	· Executive Director of Communications	TBD	TBD	C – Ongoing evaluation of new platforms for information distribution.
8. Explore and implement new video production technology and techniques.	Summer 2018	· Director of Media Relations · Videographers	TBD	TBD	C - 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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure cross-device compatibility to better serve external public	Ongoing	· Webmaster	\$0	N/A	F - Ease of use
2. Evaluate GCS app to determine further development or enhancement of the user experience.	2018-19	· Communications Coordinator · Webmaster	TBD	TBD	C – Transitioned to Backpack portal.
3. Continually develop and enhance GCS website to provide positive stories and information to visitors	Ongoing	· Communications Coordinator	\$0	N/A	C - Website accessibility and clarity improves. Website revised.
4. Investigate digital method of better instant communication with parents in time-sensitive situations.	Summer 2018	· Director of Media Relations · Executive Director of ETS	\$0	N/A	F - Improvement to @gcsalerts system. School Messenger Text Completed.
5. Research current and future social media platforms to ensure GCS is using these tools in the most efficient and effective way.	Ongoing	· Communications staff	\$0	N/A	C - Improved use of social media Analytics reviewed and analyzed.

Action Plan for Strategy #3: Promote and showcase outstanding accomplishments and successes of GCS employees, students, departments (locations/schools), and alumni.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Evaluate existing and implement the most impactful ways to recognize and acknowledge department, school, student, and employee accomplishments and awards.	Ongoing	· Communications Coordinator	TBD	General Fund	C - Evaluation completed and changes made.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Expand community partnerships to further celebrate and acknowledge the contributions and achievements within GCS.	Ongoing	· Coordinator of Community Collaboration	\$0	N/A	C - Expanded partnerships, Partner of the Year, Employee Spotlight, Volunteer Recognitions
3. Recognize individual employee and student community service that reflects or models the profile of a better graduate.	Ongoing	· Director of Media Relations	\$0	N/A	C - Student and employee stories that connect to Profile
4. Work with existing business partners to identify affordable surveying strategies to measure performance goals 1 and 2.	2018-19	· Executive Director of Communications	TBD	TBD	C - Implement measurement. Use of Twitter and Facebook Analytics, Media Monitoring

GOAL 5 – Performance Goal 3

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

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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Media Trac Reports	83%	96%	Projected	90	90	90	90	90
			Actual	81%*	91%	76%**		

*We were at 97% neutral or positive at the end of May. A single story that went viral in June 2019 reduced sentiment to 81%.

**Coverage related to COVID-19 and the pandemic were categorized as negative.

Action Plan for Strategy #1: Communicate positive GCS successes on a scheduled basis.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Improve avenues and timelines for submission of positive stories by external and internal public.	2018	· Director of Media Relations	None	None	C - Increased number of tips received
2. Conduct community meetings to inform and seek feedback from stakeholders.	Ongoing	· Executive Director of Communications	\$1,000	Existing budget	C - Community Meetings; Increased number and reach of Supt. Breakfasts - multiple panels, speaking engagements, etc.; Created new opportunities to engage on virtual platforms during pandemic

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Develop an institute or seminar series to inform at a deeper level influential members of the community.	2018-19 school year	· Executive Director of Communications · Coordinator of Community Collaboration	\$5,000	TBD	C - Ongoing series focused on community influencers. Delayed start due to pandemic.
4. Provide stipends to designated individuals to provide school-based information for coverage	2019-2023	· Director of Media Relations	\$100,000 (\$1,000 / school)	General Fund	C - Incentive program implemented Budget request

Action Plan for Strategy #2: Partner with media outlets to support regular positive media coverage.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Develop opportunities to interact positively and cultivate mutually beneficial relationships with local media outlets.	Ongoing	· Communications Staff	\$0	N/A	C - Ongoing positive coverage of soft news in our schools.
2. Provide effective services to media outlets to provide support for their positive coverage of our schools and the district.	Ongoing	· Director of Media Relations	Minimal	Existing Budget	C - Expanded reach of positive stories such as those currently shared on GCS Facebook page.
3. Boost select Facebook posts in effort to increase reach	2019-2023	· Director of Media Relations	\$1,200	General Fund	C - More Facebook posts reaching 10,000 view threshold Up from 34% to 46%

GOAL 5 – Performance Goal 4

Performance Goal Area: ☐ Student Achievement* ☐ Teacher / Administrator Quality* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* ☒ District Priority – Partnerships & Communication ☐ Gifted & Talented: Academic ☐ Gifted & Talented: Artistic ☐ Gifted & Talented: Social and Emotional ☐ Gifted & Talented: Other <i>Gifted & Talented Requires 1 Academic Goal and 1 Additional Goal</i> (* required)
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	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
SiteImprove	94%	95%	Projected District	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual District	98	98	98	100	
SiteImprove	83%	95%	Projected Schools	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
			Actual Schools	95	98	98	100	

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide upgraded training to school-level webmasters to implement best practices for website accessibility.	Ongoing	· District Webmaster	\$0	N/A	C - Site Improve rating goes up.
2. Use third-party auditor and other accessibility tools to continually monitor and assess district accessibility compliance and progress.	Ongoing	· District Webmaster	\$17,000 / Annually	General Fund	C-Site is evaluated by a third-party company.
3. Provide training for district-level employees to create accessible documents for posting on GCS websites.	Ongoing	· District Webmaster	\$0	N/A	C - Training ongoing.
4. Provide all school webmasters with Adobe Acrobat professional so that PDFs can be ADA accessible.	Ongoing	· District webmaster	\$13,000	General Fund	C - Licenses issued to all schools.

GOAL 5 – Performance Goal 5

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

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)	Data Designation	2018–19	2019–20	2020–21	2021–22	2022–23
Partnership Roster - Number of district partner organizations participating in work-based learning, mentoring, or volunteering	Projected	Baseline	137	144	151	159
	Actual	131	Data Not Measured	Data Not Measured		

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	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Include in developed seminar series information to raise the awareness of partnership and volunteer opportunities.	2018-19	· Executive Director of Communications · Coordinator of Community Collaboration	\$5,000	TBD	C - Seminar series implemented. Initial planning for series begun
2. Establish family forums to communicate district programs, support systems, and resources for families.	Ongoing	· Executive Director of Communications	TBD	TBD	C - Forums occur
3. Develop partnership/mentoring guidelines to distribute in person and share electronically.	2018-19	· Coordinator of Community Collaboration	TBD	TBD	C – Ongoing and working closely with the Greenville Mentoring Collaborative to develop that hub as a resource

Action Plan for Strategy #2: Intentionally identify and pursue partners to support the district’s mission.					Evaluation
Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify and communicate the needs that can be filled with district partnerships.	Ongoing	· Coordinator of Community Collaboration	TBD	TBD	F - Needs assessment completed.
2. Collaborate to ensure efficient use of resources available through partnerships.	Ongoing	· Coordinator of Community Collaboration	\$0	N/A	C - Resources reviewed and aligned.
3. Collaborate with business partners to share GCS initiatives and news through their employee communication channels.	Ongoing	· Communications staff	\$0	N/A	C - Appearance of GCS information external formats. Greenville Journal GCS webpage
4. Leverage marketing resources from business and industry partners to launch a “new-collar” campaign targeting students and families.	Ongoing	· Director of Media Relations · CATE Director	TBD	TBD	C - Use of industry marketing materials to promote CATE.

2022 District Summer School Program Site Identification

District Name: Greenville County Schools

District Summer School Contact: Dr. Charlotte McDavid

Contact's Phone Number: (864) 355-3143

Contact's Email Address: cmcdavid@greenville.k12.sc.us

☐ **NO SUMMER SCHOOL PROGRAM SITES**

- Directions:**
- 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
 - 2) **SBE Regulation 43-240: Summer School Program Criteria**
 - a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
 - **Grade 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
 - **Grade 9–12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO) *Some may be required, others may not	Elementary, Middle or High School
AJ Whittenberg Elementary	Cameron Brice	cbrice@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Alexander Elementary	Patricia Paul	ppaul@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Armstrong Elementary	Tracy Atkins	tsatkins@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Augusta Circle Elementary	Mimi Melehes	mmelehes@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Bell's Crossing Elementary	Christopher Ross	cdross@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Berea Elementary	Thomas Miller	twmiller@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Bethel Elementary	Matthew Critell	mcritell@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary

Blythe Academy	Steven Sokohl	ssokohl@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Brook Glenn Elementary	Jordon O'Toole	jotoole@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Brushy Creek Elementary	Charles Davis	ctdavis@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Bryson Elementary	Andrey Boggs	aboggs@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Buena Vista Elementary	David Burgess	deburgess@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Chandler Creek Elementary	Cassandra Davis		Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Cherrydale Elementary	Debra Johnson	drjohnso@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Crestview Elementary	David Langston	dlangsto@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Duncan Chapel Elementary	Stephanie Lowry	slowry@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
East North Street Elementary	Dawn Hooker	dhooker@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Ellen Woodside Elementary	Shawn McCain	smccain@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Fork Shoals Elementary	Kim Reid	kreid@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Fountain Inn Elementary	Stephanie Reese	sbreese@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Gateway Elementary	Susan Stubley	sstubley@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Greenbrier Elementary	Lekeisha Brown	lbrown@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Grove Elementry	Joseph Stowe	jstowe@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Heritage Elementary	Heather Hester	hhester@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Hollis Elementary	Sofia Tsambounieris	stsambounieris@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Lake Forest Elementary	Julie Cooke	jcooke@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Mauldin Elementary	Jennifer Dodds	jdodds@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Mitchell Road Elementary	Jennifer Holman	jholman@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary

Monarch Elementary	Mark Loach	mloach@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Monaview Elementary	Damon Qualls	dqualls@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Mountain View Elementary	Jennifer Gibson	jgibson@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Oakview Elementary	Phillip Reavis	preavis@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Paris Elementary	David Wise	dwise@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Pelham Road Elementary	Kristy Qualls	kqualls@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Plain Elementary	Debbie Mihalic	dmihalic@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Robert E. Cashion Elementary	Ryan Streetman	rstreetm@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Rudolph Gordon School	Rhonda Rhodes	rhrhodes@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elem & Mdl
Sara Collins Elementary	Melissa Burns	mbburns@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Simpsonville Elementary	Jackie Earle	jearle@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Slyland Elementary	Leah Stafford	lstafford@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Slater-Marietta Elementary	George Champlin	gchampli@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Sterling School	Josh Patterson	jpatterson@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elem & Mdl
Stone Academy	Suzanne Shouse	sshouse@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Sue Cleveland Elementary	Cristy Earley	cearley@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Summit Drive Elementary	Kelly Hellams	khellams@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Taylors Elementary	Heather Dye	hdye@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Thomas E. Kerns Elementary	Ronda Simmons	rrsimmons@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Tigerville Elementary	Diane Jackson	cdjackso@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Welcome Elementary	Wallace Cobbs	wacobbs@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary

Westcliffe Elementary	Beth Farmer	befarmer@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Woodland Elementary	Katrina Miller	kymiller@greenville.k12.sc.us	Promotion in grades 1-8/Read to Succeed	*YES	Elementary
Beck Middle	Jennifer Meisten	jmeisten@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Berea Middle	Corey Collington	ccollington@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Blue Ridge Middle	Karen Bullard	kbullard@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Bryson Middle	Caroline McCuen-Bohnenberger	cbohnenber@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Greenville Academy	Nicky Andrews	yandrews@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Greer Middle	Stephanie Lackey	slackey@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Hillcrest Middle	William Price	wcprice@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Hughes Academy	Jordan Finlay	jfinlay@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
League Academy	Mary Leslie Anderson	makander@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Mauldin Middle	Karen Greene	kgreene@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Northwest Middle	Daniel Greene	dlgreene@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Northwood Middle	Treva Lee	tlee@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Phinnize J. Fisher Middle	Jeremie Smith	jeremiesmith@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Ralph Chandler Middle	Jeffrey Jenkins	jjenkins@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Riverside Middle	Katherine Malone	kamalone@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Sevier Middle	Chad Maguire	cmaguire@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Tanglewood Middle	Graysen Walles	gwalles@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Woodmont Middle	Jennifer Couch	jcouch@greenville.k12.sc.us	Promotion in grades 1-8	*YES	Middle
Berea High	Mike Noel	mnoel@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Blue Ridge High	Reena Watson	rwatson@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Carolina High	jeremy Carrick		Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Eastside High	Tina Bishop	tbishop@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Fountain Inn High	Maureen Tiller	mtiller@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Greenville High	Jason Warren	jwarren@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Greer High	Justin Ludley	jludley@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Hillcrest High	Patrick Jarrett	pjarrett@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High

J.L. Mann High	Shannon Gibson	sgibson@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Riverside High	Darah Huffman	djhuffma@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Mauldin High	Mike Peake	jmpeake@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Southside High	Andre Dukes	adukes@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Travelers Rest High	Dan Bruce	wobruce@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Wade Hampton High	Carlos Grant	ccgrant@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Woodmont High	Joseph Foster	jdfoster@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Satellite Diploma Program	Stephanie Yarbrough	syarbrou@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High
Adult Education/Lifelong Learning	Michael Delaney	mdelaney@greenville.k12.sc.us	Initial HS Credit/Read to Succeed/Credit Recovery	*YES	High

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2022. If you have any questions, contact Karen Cook at 803-734-4040 or by e-mail at kcook@ed.sc.gov.



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Application

(For use with the Initial Five-Year District Strategic Plan)

Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Room 501
Columbia, South Carolina 29201

**SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF FEDERAL AND STATE ACCOUNTABILITY**

DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

State Board of Education (SBE) [Regulation 43-234](#) allows a school to award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system.

SBE Regulation 43-234 II.C. states that:

A school may award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units. Each school district that seeks to implement a proficiency-based system must submit a plan to the SCDE that provides procedures for establishing and developing a proficiency-based system including the method for determining proficiency. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. Districts are accountable for making sure that the academic standards and the individual learning needs of the students are addressed.

1. This plan, upon approval, is valid for one year only. Districts must renew or update the plan annually with the District Strategic Plan.
2. Districts are accountable for making sure the academic standards and the individual learning needs of the students are addressed and that the students receive additional instruction, practice time, and support to help the students achieve proficiency.
3. Teachers of all proficiency-based courses must hold the appropriate South Carolina certification for the content area.
4. If proficiency-based courses include a lab setting, a teacher who is properly certified specific to the content area must communicate regularly with the student and must monitor the student's progress.
5. A properly certified teacher must assign final grades for high school proficiency-based credit.

Please contact Laura McNair for questions at (803)734-8111 or lmcnair@ed.sc.gov

Section I

Date Submitted:	April 4, 2022
District:	Greenville County Schools
APPLICATION PREPARED AND SUBMITTED BY:	
Name:	Dr. Charlotte M. McDavid
Position:	Executive Director of Academic Innovation and Technology
Phone Number:	(864) 355-3143

E-mail address:

cmcdavid@greenville.k12.sc.us

Section 2

This document is uploaded into the District Strategic Plan; therefore, add additional space to properly explain each question.

1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction. To address the need to increase on-time graduation rates and decrease the district's dropout rate, two significant goals were developed around the concept of Graduation Plus***.

GOAL - Expand Graduation Plus | Provide comparable support and equitable opportunities across multiple pathways for students, whether preparing for four-year college or seeking career and technical expertise.

GOAL - Student Success | Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student

***Graduation Plus is Greenville County Schools' context for developing graduates who embody the Profile of the South Carolina graduate and are college- and career-ready. This profile, developed by South Carolina superintendents and endorsed by entities such as the South Carolina Chamber, Transform SC, the Education Oversight Committee, and others describes an ideal South Carolina graduate as having world class skills, knowledge, and characteristics. Graduation Plus provides systemic opportunities for GCS students to graduate with a state diploma PLUS college credit (AP/IB/Dual) and/or industry certification or work-based learning credits, thereby ensuring students are ready for their next step in life. Stakeholders have embraced Graduation Plus and expressed support for increasing opportunities to earn college credit while still in high school, as well as providing comparable and equitable opportunities to pursue career interests. According to the ASCD (Association for Schools Curriculum Development) website (<http://inservice.ascd.org/multiple-pathways-to-success-the-importance-of-career-and-technical-education/>), Career and Technical Education is a necessary component of the "career" in College- and Career-Ready Standards and helps guide students toward their passion. A hallmark of this initiative is increasing opportunities for high school credit at the middle school level so that ample space is available in students' high school schedules to pursue areas of interest and potential Career.

The needs precipitating the decision to use a proficiency-based system for supporting students who need alternative pathways to achieving Graduation Plus were analyzed by the team. Greenville County Schools uses data from PowerSchool to identify several factors that prevent many students from being successful in our traditional approach to schooling. We have identified several different barriers preventing student success, including the following:

- Large number of absences due to family hardships
- Deficits in previous instruction that prevent them from having the foundation necessary for success
- Large learning environments not conducive for some students
- Lack of flexibility in traditional school for students facing life hardships (need to work, teen pregnancy/parenting, etc.)
- Failure rates due to attendance
- Course failures
- Drop-out data

Proficiency-based instruction allows the administrators in Greenville County to design and implement programs for at-risk students that will ultimately give them the opportunity to graduate and earn a diploma. The ability to earn a diploma has been out of reach for many of our students because of special, sometimes difficult circumstances in their lives. Proficiency-based instruction allows students to overcome those obstacles.

2. Which schools within the district are involved?

All middle and high school schools are involved in the proficiency-based system.

3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process?

All students are eligible to participate in proficiency-based coursework, with administrator and parent approval. There is an appeal process.

There are specific innovative programs in which students participate in proficiency-based coursework. These include:

Initial Credit Courses:

- *Initial credit will be awarded to students who are in the Satellite Diploma Program (an Adult Education program)*
- *Initial credit will be awarded to students who complete units in the High School Alternative Program, when appropriate.*
- *Initial credit will be awarded to students who complete Greenville County Virtual School Courses*
- *Initial credit will be awarded to students who complete VirtualSC Courses*
- *Limited initial credit will be awarded to students who meet the established criteria and successfully pass the mastery-based tests for identified courses*

Credit Recovery:

- *Students will recover credit through a system which is offered at GCS high schools with VirtualSC Credit Recovery, Edgenuity Credit Recovery, or a GCS- approved alternative program.*
- *Students will recover credit following the State Department of Education's Uniform Grading Policy on Credit Recovery Programs*

Satellite Diploma Program (SDP)

The Satellite Diploma Program serves students who are at risk of dropping out due to a large number of absences, being significantly behind in credits, and/or being over-age. Students can transfer to this Adult Education Program, funded by the district if they meet the requirements. SDP is located at four Career Centers and transportation is provided to students which is often a barrier to them. Each location is staffed with instructional facilitators who oversee the day to day operations of the class. In addition, full-time, content certified teachers rotate to each site and assist students with instructional requirements. The teachers are available at all times via video and email. Students in this program use Edgenuity for their curriculum. The program also employs social workers, a drop-out prevention coordinator and special education teachers.

- **Eligibility:** (1) Students who are overaged with few credits towards the graduation requirements (2) Students who are unable to graduate due to some circumstance (Home situations, chronic absences, etc.)

Levels Involved: High School—All District High Schools

Delivery of Instruction: Instruction is delivered via Edgenuity with teachers and aides to assist students in face-to-face instruction.

- **System for Awarding Credit:** Students are awarded credit once the class is completed through Edgenuity. LACES, the adult education database, is the student information system. Transcripts are generated and records kept on each student's completion. The home high school files the final transcripts for students.
- **Time Frame:** Rolling Enrollment. Students may enroll in the program as long as the sending school has slots available. Program runs all year long including summer.
- **Implementation of the UGP:** UGP is followed
- **Physical Location of Students:** Students are located on the campus of one of the four career centers
- **PowerSchool Recording:** Since this is an adult education program and students unenroll from their school, this program follows the adult education recording procedures. All final transcripts for students are sent back to their home school.

Middle/High School Alternative Program

The Middle (MSAP) and High School Alternative Programs (HSAP) are for students who have had a major disciplinary infraction at their school. They are assigned to the Alternative Program by the district hearing officer. Students attend this program and stay on pace with their classes by working through the Edgenuity system. There are Instructional Facilitators in each classroom as well as content certified teachers. All teachers rotate through each week and are available in person, via Google Meet, telephone, and email to help students with content and other instructional requirements.

- **Eligibility:** Students who have been put up for expulsion or sent to the alternative program due to disciplinary issues.
- **Levels Involved:** Middle School and High School—All Schools
- **Delivery of Instruction:** Instruction is delivered via Edgenuity with certified teachers and aides to assist students.
- **System for Awarding Credit:** Students are awarded credit once the class is completed via Edgenuity.
- **Time Frame:** Rolling Enrollment. As students are put up for expulsion or students are sent to the centers for disciplinary infractions
- **Implementation of the UGP:** UGP is followed
- **Physical Location of Students:** Students are located at Sullivan Center, Donaldson Career Center or Bonds Career Center
- **PowerSchool Recording:** All grades are recorded into PowerSchool. Students are scheduled into the Alternative programs so that grades can be recorded into PowerTeacher by school counselors

Mastery-Based Tests

For many students, missing more than the required ten day maximum causes them to fail a class due to attendance only. In many cases, students have passing grades in these classes. The Mastery-Based tests were implemented to provide a solution for students missing more than ten days of school. Students take the mastery based tests as long as they meet the requirements of having a 70% in the class. If students pass the exam, they can receive credit for the class. The district will be adding tests each year to continue to provide opportunities for students to demonstrate proficiency. The Board of Trustees will approve the Mastery-Based Test process each year and a district office personnel will be designated to approve students taking these tests.

- **Eligibility:** (1) Any student who has missed more than the state allowed absences, (2) must be earning a 70% or higher in the class.
- **Levels Involved:** High School—All Schools
- **Delivery of Instruction:** Instruction is given through regular classroom.
- **System for Awarding Credit:** Students are awarded credit if they pass the mastery-based test
- **Time Frame:** End of first semester and second semester
- **Implementation of the UGP:** UGP is followed
- **Physical Location of Students:** Students participate at all high schools

- **PowerSchool Recording:** Normal process for recording grades is followed. Teacher of record records the mastery-based test into PowerTeacher by school counselors

Credit Recovery/Content Recovery

Credit Recovery is run through VirtualSC and Edgenuity and any student who has failed a class or is currently failing a class is able to attend. Students who are struggling in a class may enroll in **content** recovery in order to remediate their learning, but they must stay in their current initial credit class.

- **Eligibility:** (1) Must have failed the class OR (2) Must be currently struggling in a class and need additional remediation
- **Levels Involved:** High School
- **Delivery of Instruction:** Instruction is delivered via Edgenuity and VirtualSC
- **System for Awarding Credit:** Students are awarded credit once the class is completed through Edgenuity and VirtualSC
- **Time Frame:** Rolling Enrollment
- **Implementation of the UGP:** UGP is followed
- **Physical Location of Students:** Students are located at all high schools and may also work on their courses at home
- **PowerSchool Recording:** All grades are recorded into PowerSchool by school counselors

Greenville County Virtual School Program

Any eligible student in Greenville County may take a virtual class for high school. These classes are provided through Greenville County Schools Virtual Program with adjunct instructors or through VirtualSC.

- **Eligibility:** Any eligible middle or high school student in Greenville County
- **Levels Involved:** Middle and High School
- **Delivery of Instruction:** Instruction is delivered via Greenville County Schools or VirtualSC
- **System for Awarding Credit:** Students are awarded credit once the class is completed through GCS and/or VirtualSC
- **Time Frame:** Rolling Enrollment
- **Implementation of the UGP:** UGP is followed
- **Physical Location of Students:** Students are located at all high schools and may also work on their courses at home. Most high schools have a lab setting for students, if schedule permits during the day. Labs are staffed with facilitators to assist in proctoring assignments.
- **PowerSchool Recording:** All grades are recorded into PowerSchool by school counselors

4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?

Greenville utilizes three systems for virtual learning: VirtualSC (Initial Credit and Credit Recovery), Edgenuity (Initial Credit, Credit and Content Recovery), and Greenville County Virtual School (Initial Credit)

The academics specialists for each content area reviewed and selected content vendors based on alignment to the South Carolina State Standards and research-based instructional foundation.

5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern?

The proficiency system will be used for advanced coursework, transfer students, scheduling conflict, homebound and students with attendance/truancy issues.

6. Please attach the district's policy on the proficiency-based system plan.

See attached or links:

Credit Recovery- <http://go.boarddocs.com/sc/greenville/Board.nsf/goto?open&id=ANYVZZ6C7309>

Extended Learning Programs-

<http://go.boarddocs.com/sc/greenville/Board.nsf/goto?open&id=AKWR9A6CE0E1>

Extended Learning Programs (Summer)-

<http://www.boarddocs.com/sc/greenville/Board.nsf/goto?open&id=ANYVZZ6C7309>

Non-Traditional Programs -

<http://www.boarddocs.com/sc/greenville/Board.nsf/goto?open&id=ANZ2HQ6F9F35>

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?

In Greenville's proficiency-based systems, coursework and the needs of students are customized to meet the individual situation. Students in many of the programs set goals, both short term instructional goals as well as long term success goals. By using facilities already in existence in Greenville County, such as the Career Centers, our district has the ability to expose students to potential career opportunities even though they may be taking a non-traditional path to earning a diploma. Greenville believes that more exposure to career paths and higher education paths will allow students to make decisions that will impact their future in a positive way.

8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area?

Academic specialists examine the rigor of content and assessments. The team has designed a set of mastery assessments for core content areas and high school courses. These may be used as a pre-assessment for validating student preparation for the next level of coursework in a sequence. Teachers may also use CASE TE21 benchmark assessments for middle school core courses and high school EOCEP courses.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?

Students who currently have an IEP or 504 must have an IEP meeting before change in placement. This ensures that the least restrictive environment requirement is being followed and also helps the parent understand the full implication of moving a student to one of these programs.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?

High schools have credit/content recovery labs to allow flexibility in content recovery and mastery. Greenville County Schools provides Content Recovery opportunities that adhere to GCS Board Policy and processes. The rules, regulations, and processes are available to faculty, students, and parents/guardians.

GCS Content Recovery policy addresses the following areas Admission to and removal from the Content Recovery Program:

Academic Eligibility

Any student enrolled in a high school course, grades 7th through 12th, who is academically struggling in one or more content area units (English, math, science, and social studies) is eligible to participate. Building level administration should be cognizant that the earlier students recover content the less likely they will require enrollment into Credit Recovery. Students must remain actively enrolled in the course with the original teacher of record.

Enrollments

Students shall not be limited by the number of content recovery opportunities available during the course of the school year. The board believes that early intervention with students is key to future success.

Content Recovery options will be available either through an approved system provided by the State Virtual Program or a fee-based vendor. Information, training and support will be provided by GCS to ensure that all faculty, parents, and students are aware of Content Recovery opportunities.

Students are eligible to enroll in content recovery as long as they are actively enrolled in the current course for which they are recovering the content.

Grades

Upon satisfactory completion of all assigned work within the time allowed, the certified teacher shall average the recovered grade with the prior grade to determine the new grade. The teacher of record has the authority to make the final grade change adding the completed score of the recovered content into the grading system, identifying it as such.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?

Each year, program staff review the programs for improvement. In addition, programs are evaluated by the Quality Assurance Department. In most of the programs mentioned above (with exception to alternative programs), surveys are used to gather information from parents and students in order to improve the experience.

12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.

Principals and school staff are given information about the programs so they can communicate it to parents and students who would be eligible for a particular proficiency-based program. Proficiency based policies and procedures are published in the schools' handbooks for parents and students.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?

Yes, the certified teacher or academic specialist is able to manipulate pacing, assignments, and assessments to accommodate for differentiated instruction and/or diverse learning modalities.

14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.

Mr. Jeff McCoy, Associate Superintendent - Academics

15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.

Greenville County Schools hires all the teachers teaching in the proficiency –based courses, with the exception of VirtualSC teachers. All teachers are required to be certified and highly qualified in order to teach the classes and certification and HQ information is verified by our Human Resources department. Teachers in the proficiency-based programs are expected to interact with parents based on the same expectations of classroom teachers (email, phone, school messenger, etc.).

Bamonti, Ann- 191507
Bell, Andrea- 220721
Bentley, Amanda- 213575
Buhr, Ashley Kate- 256605
Byrd, Fannie- 92269
Case, Marcie- 159748
Cellamare, Kady- 288693
Collins, Stephanie- 203649
Cooper, Steve- 164246
Cortes, Heather- 222000
Coy, Steven- 233456
Ear, Jessica- 497339
Ellerbe, Anjosia- 235982
Ford, Andrew- 205739
Fox, Charles- 227094
Garrison, Belinda- 246144
Greive, Marion- 269943
Gustafson, Margie- 171787
Harrington, Judy- 184814
Jarecki, Angela- 212843
Jefferson, Ivan- 140645
Lyda, Melissa- 171537
Maholtz, David- 189990
Martinez, Chris- 164839
Mosley, Keneika- 217397
Neely, Caroline- 292974
Oldfield, Serena- 210105
Perry, Heather- 205784
Prince, Maureen- 122528
Rastatter, Jason- 265890
Regan, Sheri- 267927
Reid, Ashley Kate- 255455
Riddle, Angela- 160569
Robbins, Lori- 251277
Robbins, Richard- 271304
Robinson, Winnical- 218283
Simms, Tricia Ann- 237591

Snoad, Greg- 139235
Southers, Jennifer- 186030
Susie, Leslie- 273346
Teague, Julie- 282029
Turner, Rachel- 110337
Tuttle, Ashley Kate- 274919
Whitmire, Kim- 174019
Wyatt, Tammy- 186641



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Room 501
Columbia, South Carolina 29201

The district has an approved Proficiency-Based Education System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate your current plan each year by completing the evaluation below. Upload it with the District Strategic Plan in either the Member Center or GEMS.

School District: The School District of Greenville County

Name: Dr. Charlotte McDavid

Title/Position: Executive Director, Academic Innovation and Technology

Email Address: cmcdavid@greenville.k12.sc.us

Phone Number: (864) 355-3143

1. Provide the name of the vendor used for online instruction.

The School District of Greenville County Schools utilizes four primary vendors for online instruction, Greenville Virtual, Edgenuity, VirtualSC, and VirtualSC Franchise.

Greenville Virtual

<https://sites.google.com/greenvilleschools.us/gcsvirtual/home>

OdysseyWare

<https://greenville.owschools.com>

VirtualSC/VirtualSC Franchise

<https://virtualsc.org/>

Greenville County Virtual School Program (GCVSP) is a district-sponsored online program serving Greenville County Schools' students in grades 7 through 12 who wish to enroll in an initial credit course.

OdysseyWare is a licensed based subscription curriculum platform used for initial credit courses, as well as for content and credit recovery in the District.

VirtualSC is the state-sponsored online program-serving students across and throughout South Carolina who wish to enroll in either an initial credit or credit recovery course.

VirtualSC Franchise is the state-sponsored online program-serving students in GCS who wish to enroll in either an initial credit or credit recovery course instructed by a GCS teacher.

2. Provide the number of students who attempted a credit recovery course.

During the 2020-2021 school year, 6,380 enrollments were attempted by students through VirtualSC credit recovery courses.

Provide the number of students who successfully completed a credit recovery course.

During the 2020-2021 school year, 2,860 enrollments were completed by students

through VirtualSC credit recovery courses.

3. Are student-athletes aware of the implications that taking a credit recovery course has on NCAA eligibility?

According to the Content and Credit Recovery Guidelines set forth by the District, and shared annually with high school counselors, the following statement is included in reference to NCAA eligibility and Credit Recovery courses.

VirtualSC initial credit courses are approved by the NCAA; however, VirtualSC Credit Recovery courses are NOT approved by the NCAA. Greenville County Virtual courses are NOT approved by the NCAA for initial credit or credit recovery. More information about Nontraditional Courses for NCAA approval can be found at:
<https://www.ncaa.org/student-athletes/future/nontraditional-courses>

4. Provide the number of students who attempted an initial credit course.

During the 2020-2021 school year, the following number of students attempted an initial credit course:

- 3,208 enrollments were attempted by students through Greenville Virtual initial credit courses
- 3,552 enrollments were attempted by students through VirtualSC initial credit courses
- 305 enrollments were attempted by students through VirtualSC Franchise initial credit courses
- 2,213 enrollments were attempted by students through OdysseyWare initial credit courses

Provide the number of students who successfully completed an initial credit course.

During the 2020-2021 school year, the following number of students successfully completed an initial credit course:

- 2,887 enrollments were completed by students through Greenville Virtual initial credit courses
- 2,129 enrollments were completed by students through VirtualSC initial credit courses
- 156 enrollments were completed by students through VirtualSC Franchise initial credit courses
- 220 enrollments were attempted by students through OdysseyWare initial credit courses

5. If students were unsuccessful in these courses, what were some of the reasons?

Unfortunately, students may not always successfully complete their coursework, be it an initial or credit recovery course. There can be a variety of factors, including, but not limited to, lack of involvement, failure to communicate, failure to complete tutorials and/or lessons; however, the most common theme is that the student, for whatever reason, gets behind and is unable to complete the coursework by the deadline provided. All students have a certified teacher as the teacher of record, and many who complete work at

their home-based high school also have a lab facilitator available to provide assistance, as well. The lab facilitator may, or may not, be certified. With the teacher of record, the lab facilitator, and the counselor, all students have the opportunity to be accountable for their progress in the courses. Greenville County Schools has found that our virtual program instructors, including those from VirtualSC, are caring individuals who work tirelessly to support student instruction.

6. What impact did these courses have on the dropout rate? The four-year graduation rate?

The direct impact of virtual courses has not been evaluated in depth, especially since students enroll in high school credit courses for individual reasons. This, along with the fact that our students enroll in the high school credit courses through a program and not specifically in a standalone school. Middle schools students take high school credit courses to work ahead. High school students take additional courses to graduate early, earn college credit, repeat a course, or complete credit recovery. Adult education students participate in high school credit courses and credit recovery. In addition, the pandemic has created dynamic situations with school attendance – in person versus virtual settings.

It is difficult to determine the direct impact that these courses have had on the graduation rate and the dropout rate. As is the case annually, district enrollments, along with the course enrollments have increased over the past three years. The district's graduation rate was increasing prior to the pandemic and we recognize that there was a slight drop last year. Although the dropout rates had been slightly increasing over the past years years, we were pleased to see the dropout rate decrease last year; we were disappointment to see the dropout recovery rate decrease but feel that we are providing ample opportunities for students to return to their high school or adult education to earn credits.

	Graduation Rates	Dropout Rates	Dropout Recovery Rates
2018	84%	1.8%	2.2%
2019	85%	1.9%	4.8%
2020	86%	2.4%	3.6%
2021	84%	2.2%	2.1%

As Greenville County Schools moves towards expanded virtual opportunities for all students in grades Kindergarten through 12 to meet the needs and demands of our population, we will work with our research department to determine measureable goals.

7. Did all students who took an initial or credit recovery course have a properly certified subject-area teacher assigned to them in PowerSchool?

All students who took an initial or credit recovery course had a properly certified subject-area teacher assigned to them in PowerSchool. Coursework completed via VirtualSC for both initial and credit recovery courses are scheduled in PowerSchool as those grades are entered manually upon completion. Coursework completed via Greenville Virtual is scheduled in PowerSchool. Coursework completed by OdysseyWare, specifically those in courses for Adult Education are not scheduled in PowerSchool as these students are no longer in PowerSchool.

8. Did all students have a properly certified subject-area teacher available to

them for tutoring and assistance?

All students who took an initial or credit recovery course had a properly certified subject-area teacher available to them for tutoring and assistance. While lab facilitators may or may not be certified, the students still had access to to certified subject-area teachers for tutoring and assistance.

9. Are all online courses aligned to the South Carolina College- and Career-Ready Standards?

All of the online curriculum programs utilized by Greenville County Schools are aligned to South Carolina College and Career Ready Standards. Greenville Virtual courses are aligned to South Carolina College and Career Ready Standards and are aligned to the Greenville County Schools' Pacing Guides and Curriculum Maps. VirtualSC is a state-sponsored program whose courses are aligned to South Carolina College and Career Ready Standards. OdysseyWare is an outside vendor whose alignment is vetted by the Greenville County Schools Academics Department; additional information about standards alignment is found below.

<https://www.odysseyware.com/state/south-carolina>

10. Are teachers able to individualize courses to provide individualized instruction to students?

Teachers are able to individualize courses to provide individualized instruction to students. Greenville Virtual courses, while aligned to the Pacing Guide and Curriculum Maps for the District can be customized to ensure that the needs of students are being met, so long as the content covered meets the aforementioned guides and maps. VirtualSC teachers have a known history of working with students to ensure understanding is met. OdysseyWare courses can be customized, as well, to ensure students' needs are being met.

11. Provide examples of how content-area recovery was used to assist students who were in danger of failing a course.

Greenville County Schools' Content and Credit Recovery Guidelines approach grading for content-area recovery through averaging the original grades with those grades that were recovered. Schools are encouraged to work directly with students who are enrolled in courses to ensure that the teacher of record is providing support and opportunities to recover content. Content-area recovery is an ongoing process throughout the scheduled term and many students have experienced success by working directly with the teacher of record to complete alternate assignments or resubmit work that has been corrected.

12. Provide the number of students who successfully completed a course due to content-area recovery.

Because of the nature of content-area recovery, specifically that it occurs in the classroom with the teacher of record while the students are completing and recovering

the coursework there is no data available to determine the number of students who successfully completed a course due to content-area recovery.

13. Please provide a link to your current Credit/Content Area Recovery Policy that aligns to the 2019 Uniform Grading Policy.

The following link is to the Greenville County Schools' Credit/Content Area Recovery Policy that aligns to the 2019 Uniform Grading Policy.

<http://go.boarddocs.com/sc/greenville/Board.nsf/goto?open&id=ANYVZZ6C7309>

GIFTED AND TALENTED REQUIRED TABLES

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

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

GIFTED AND TALENTED POLICIES AND PRACTICES**Directions:** Place an X for an affirmative response in columns marked Academic and Artistic.

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

GIFTED AND TALENTED SCOPE AND SEQUENCE

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

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used	Informal				
1		Curriculum Used	Informal				
2		Curriculum Used	Informal				
3		Curriculum Used	X				
4		Curriculum Used	X				
5		Curriculum Used	X				
6		Curriculum Used		X			
7		Curriculum Used		X			
8		Curriculum Used		X			
9		Curriculum Used		X	X		
10		Curriculum Used		X	X		
11		Curriculum Used		X	X		
12		Curriculum Used		X	X		

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Special class

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used	TC, W&M					
4	Curriculum Used	TC, W&M					
5	Curriculum Used	TC, W&M					
6	Curriculum Used						TC-Language Arts
7	Curriculum Used						TC-Language Arts
8	Curriculum Used						TC-Language Arts
9	Curriculum Used						TC-English, Math
10	Curriculum Used						TC-English, Math
11	Curriculum Used						TC-English, Math
12	Curriculum Used						TC-English, Math

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.

Parent letters/permission forms are mailed to notify parents of potential placement of students in Gifted and Talented programs. Letters are mailed with scores for students who take the Performance Task Assessment Testing. Each October, parents are invited to register and bring homeschooled or private school students for aptitude testing.

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



Gifted and Talented Programs

GREENVILLE COUNTY SCHOOLS

March 31, 2022

Dear Parents:

In October and November 2021, all second grade students were tested with the *Iowa Test*, an achievement test, and *Cognitive Abilities Test (CogAt)*, an aptitude test. Results from these tests are used to determine identification for the gifted and talented program within our county and state. Students whose parents allowed them to participate in the January testing were given these tests again. The highest scores from both testing events were used to determine eligibility for our Gifted and Talented programs.

Your child, _____, has met the state criteria to participate in the Gifted and Talented Program called **Challenge** beginning with the 2022-2023 school year. This selection is based upon meeting these two requirements: 1) an aptitude score at or above the ninety-third percentile (composite, verbal, or nonverbal) **and** 2) an achievement score at or above the ninety-four percentile in reading comprehension or total mathematics.

Elementary students are served in a pullout program within their school. Third grade students attend Challenge classes for at least 125 minutes each week. Students will continue to participant in Challenge as long as they are making adequate progress and continue to achieve at an appropriate level. Fourth and fifth grade students are served in Challenge for at least 200 minutes weekly. Students in grades six, seven, and eight receive specialized daily instruction in GT English 6 and 7 and Honors I English classes. High school students not enrolled in Advanced Placement classes are served in Honors classes.

Please return the enclosed permission form to the Challenge teacher, or you may scan and email it to my office. Challenge teachers will host a meeting for parents of newly identified and returning students at the beginning of the next school year. You will receive information about the date and time of that meeting during which you will gain more information about our program. If you need more information before that time, you may communicate quickly with me by e-mail.

Our Challenge Program benefits from the Publix Partners Program. If you would like to participate, please register for supporting The Greenville County Schools Challenge Program at Publix.com.

Congratulations on you child's high level of accomplishment!

Sincerely,

Jane Snyder

School: _____

Jane Snyder, Coordinator

301 Camperdown Way · Greenville, South Carolina 29601
864.355-4821 · Fax 864.355-4884 · jsnyder@greenville.k12.sc.us



Gifted and Talented Programs
GREENVILLE COUNTY SCHOOLS

CHALLENGE PERMISSION FORM
2022-2023

Student's Name: _____

SASI Number: _____

Grade: 2 School: _____

I do / do not give permission for my child,
(Circle one)

_____,
to participate in the Challenge program.

This student will attend _____
Elementary School for the 2022-2023 school year.

Parent's Signature

Date

Mother's Phone Number

Father's Phone Number

Current School: _____ Current Teacher: _____
Grade: 2

Comments:



Gifted and Talented Programs
GREENVILLE COUNTY SCHOOLS

FORMULARIO DE PERMISO PARA CHALLENGE
2022-2023

Nombre del Estudiante: _____

Número de Identificación del Estudiante: _____

Grado: _____ Escuela : _____

Si doy / No doy mi permiso para que mi hijo, _____,

(marque con un círculo)

participe en el programa Challenge.

Firma de los Padres

Fecha

Correo Electrónico de los Padres: _____

Mi hijo sera inscrito en _____ Elementary School para el año
escolar 2016-2017.

Comentarios:

Jane Snyder, Coordinator

301 Camperdown Way · Greenville, South Carolina 29601
864.355-4821 · Fax 864.355.9042 · jsnyder@greenville.k12.sc.us



Charles Townes Center

at Sterling School

Explore | Enrich | Excel

March 1, 2022

Dear Parents:

Congratulations! We would like to extend an invitation to your child, _____, to attend Charles Townes Gifted Center at Sterling School beginning with third grade in the 2022-2023 school year. This invitation is based on second grade test scores that are used to identify students who qualify for gifted and talented programs within our county and state. Your child's scores are significantly above the requirements for the Challenge Gifted and Talented program.

The Charles Townes Center (CTC) was established in 2003, and highly gifted students are served in all academic content areas from grades 3-8. In 2010, the Center became part of the Sterling School, which serves students in grade K-5 in a traditional classroom setting. Each CTC classroom teacher has earned a G/T endorsement to specifically meet the unique needs of gifted students. The CTC curriculum is designed using the SC state standards and is then enriched, accelerated and differentiated for highly gifted learners. Teachers at CTC also work diligently to address the specific social and emotional needs of gifted students. More information about Sterling and CTC can be found on the school's website at <http://www.greenville.k12.sc.us/sterling>.

We would like to invite you to attend a virtual **Informational Meeting** for invited rising third grade students and parents to be held on **Monday, March 28th at 7:00pm**. This meeting will provide an overview of our school and will explain our unique approach to gifted instruction.

We have created a website exclusively for the benefit of our prospective families. Please visit the website here: <https://sites.google.com/greenvilleschools.us/charles-townes-center-info/home> and complete the Google Form so we can contact you with the link for the virtual informational meeting. We will also be offering a limited number of **school tours**, and registration is available via this website.

Please complete and return the enclosed permission form **by 4pm on Thursday, April 7, 2022**. You may email your form to Linda Reynolds at lreynold@greenville.k12.sc.us. We must receive this form in order to confirm your child's placement for the 2022-2023 school year. **Even if you elect for your child to remain at his/her current school, please return the Permission Form.** In that case, this document is your child's Challenge Permission form.

If you have questions about the screening process, please contact Ms. Jane Snyder, Greenville County Gifted Program Coordinator at jsnyder@greenville.k12.sc.us or by phone at 355-4821. For more information about the Charles Townes Center, please contact Linda Reynolds, Sterling School Program Facilitator, at the email address above or by phone at (864) 355-7514.

Sincerely,

Josh Patterson, PhD
Principal
Sterling School and Charles Townes Center



**Charles
Townes
Center**

at Sterling School

Explore | Enrich | Excel

**PERMISSION FORM FOR THE
CHARLES TOWNES CENTER**

2022-2023 School Year

Please return this form regardless of the choice you have made.

☐ **Yes, I do want my child to attend The Charles Townes Center** beginning with third grade. If my child leaves CTC for any reason, I understand that he/she may have to be placed on a Waiting List before being able to return.

☐ Yes, I want my child to attend The Charles Townes Center, but I want to **defer attendance** until ____ grade. I understand that he/she may have to be placed on a Waiting List before being able to attend.

☐ No, I **do not** want my child to attend The Charles Townes Center. I understand that my child will participate in Challenge at their current school beginning with the 2022-2023 school year.

DATE:

Student Name:

Student ID number:

Current School:

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Email address (Parent/Guardian 1): _____

Cell phone # (Parent/Guardian 1): _____

Email address (Parent/Guardian 2): _____

Cell phone # (Parent/Guardian 2): _____

Please complete and return this permission form **by 4pm on Thursday, April 7, 2022.**

Email to: Linda Reynolds, Sterling School/CTC Program Coordinator

lreynold@greenville.k12.sc.us

<https://www.smores.com/qtasn-griffins-connect>

Testing Event for Potential CTC Students

Registration due by noon on Tuesday, 10/12/2021.

CTC Testing Registration Form: [CLICK HERE!](#)

There are many inquiries about how students are chosen to attend the Charles Townes Center for highly gifted students, located within Sterling School. The criteria can be found on our website: (**[CLICK HERE!](#)**)

Many private schools in our area do not administer nationally normed aptitude tests along with an achievement test. For that reason, on Tuesday, October 19, 2021, there will be an opportunity for students who reside in Greenville County and attend home or private schools to take an aptitude test. **If your child has already taken an aptitude test within the past two years, or if his/her school administers this testing it is not necessary for your child to participate.** You may just submit those test results to Jane Snyder via email.

Upon reviewing data from this testing event, we will determine if other testing or information is necessary for your child. These results may not be available until after Winter Break.

Please print the Registration Form and send it to Jane Snyder via scan/email or fax: jsnyder@greenville.k12.sc.us or 864-355-9042 by noon on Tuesday, October 12th. Please return a form for each child that you wish to have tested. Students and parents should check in at the front of Sterling School by 9:00am. Unfortunately, due to current restrictions related to COVID-19, parents are unable to wait inside the building; therefore, tours of the building will not occur.

Students will be tested in small grade level groups to allow appropriate distancing. Please have each child bring 2 pencils for testing. Allow two and one-half hours for your child's testing which includes breaks for them. If you feel that your child needs to have a snack for one of the breaks, please send it in an individually wrapped package. Also, students should bring a water bottle.

For further information, you may contact Jane Snyder by email at jsnyder@greenville.k12.sc.us (best way to communicate!) or by phone at 355-4821.

Testing Event for Potential CTC Students

Registration due by noon on Tuesday, 10/12/2021.