District Strategic Plan Signature Page

Strategic Plan for 5 Year Cycle: 2022-2023 to 2026-2027
Upcoming School Year: 2026-2027

District Name:	Spartanburg Five
SIDN:	4205
Plan Submission:	District and all district schools utilize Cognia
Address 1:	100 N Danzler Road
Address 2:	
City, State:	Duncan, SC
Zip Code:	29334
District Plan Contact Person:	Scott M Smith
District Plan Contact Phone:	(864)949-2350
District Plan E-mail Address:	scott.smith@spart5.net

Superintendent

Printed Name	Signature	Date
Dr. Randall Gary		4/29/26

Chairperson, District Board of Trustees

Printed Name	Signature	Date
Mrs. Millie Malone		4/27/26

District Read to Succeed Literacy Leadership Team Lead

Printed Name	Signature	Date
Mrs. Angie Showalter	Angie Showalter	4-13-26

District Gifted and Talented Coordinator

Printed Name	Signature	Date
Mr. Jeff Jenkins		4-2-26

District Strategic Planning Contact Person

Printed Name	Signature	Date
Dr. Scott Smith		April 2, 2026

Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. §59-10-330); Read to Succeed (S.C. Code Ann. §59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent, attest that the district complies with all applicable regulatory and statutory requirements listed.

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
Yes	**Academic Assistance, PreK–3** The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The district encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	**Innovation** The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration**

	The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	**Developmental Screening** The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	**Half-Day Child Development** The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	**Developmentally Appropriate Curriculum for PreK–3** The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

	The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
	Students Health and Fitness Act Assurance (S.C. Code Ann. §59-10-330)
Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60.
	Education and Economic Development Act Assurances for Districts (S.C. Code Ann. §59-59-10 *et seq.*) The superintendent certifies that:
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.

Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
	Read To Succeed Assurances (Act 284) (S.C. Code Ann. §59-155-180 *et seq.*)
Yes	**District Reading Plan** The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	**4K and 5K Readiness Assessment** The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	**Third Grade Retention** The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	**Reading Coaches** The district supports school based reading coaches in every elementary school.
Yes	**Interventions** The district provides interventions based on data for all students identified.
Yes	**Summer Reading Camps** The district offers summer reading camps for those students identified.
	Gifted and Talented Assurances (SBE Regulation 43-220) **Students Served** The district serves:
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
Yes	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

	Academically and Artistically Gifted and Talented Plan The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
	Curriculum, Instruction, and Assessment Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
	Programming Models and Time The district:
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	**Innovative Model (SCDE approved)** Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
	Staffing Requirements The district must:

Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. *(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)*
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
	Communication and Reporting Requirements
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
	Provide comments on why any of the Gifted and Talented assurances above are **not met**:
	District Proficiency-Based System (SBE Regulation 43-234)
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.
Yes	The district's Proficiency-Based System Plan: • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement;

	• Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught; • Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and ○ Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request. • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.
	Assurances and Terms and Conditions for State Awards As the district superintendent of the above-named district, I certify that this applicant:
Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.

Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. §2-17-10 et seq. and §8-13-100 *et seq.* (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2016)) if the amount of this award is $50,000 or more.
	Terms and Conditions
Yes	**Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
Yes	**Non-awards/Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
Yes	**Reduction in Budgets and Negotiations** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
Yes	**Amendments to Grants** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	**Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.

Yes	**Submission of Expenditure Reports** Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).
Yes	**Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.
Yes	**Deobligation of Funds** After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
Yes	**Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.
Yes	**Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed $25 per day for in-state travel and $32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
Yes	**Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
Yes	**Reports** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
Yes	**Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

Yes	**Certification Regarding Suspension and Debarment**
	By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
	• Applicant and/or any of its principals, subgrantees, or subcontractors
	  ○ are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
	  ○ are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
	• Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

Yes	**Audits** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows: • Entities expending $750,000 or more in federal awards: Entities that expend $750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than $750,000 in federal awards: Entities that expend less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	**Records** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.

Stakeholder Involvement for District Strategic Plan

List the name of persons who were involved in the development of the District Strategic Plan. A participant for each numbered position is required.

	Position	Name
1.	**Superintendent**	**Dr. Randall Gary**
2.	**Principal**	**Dr. Glenda Bigby**
3.	**Teacher**	**Jennifer Morrisey**
4.	**Parent/Guardian**	**Cecilia Fair-Stephenson**
5.	**Community Member**	**Halie Finley**
6.	**Private School Representative**	**N/A**
7.	**District Level Administrator**	**Dr. Jeff Rogers**
8.	**Paraprofessional**	**Paulette Dempsey**
9.	**District Read to Succeed Literacy Leadership Team Lead**	**Angie Showalter**
10.	**District Read to Succeed Literacy Leadership Team Member**	**Ashley Jackson**
11.	**School Improvement Council Member**	**Melissa Erwin**
12.	**District Gifted and Talented Coordinator**	**Jeff Jenkins**
13.	**District Federal Programs Coordinator**	**Jeff Jenkins**

OTHERS

(May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the Literacy Leadership Team for Read to Succeed

**Add rows as necessary*

District Requested Strategic Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

All initial waiver requests and evaluations should be submitted via the Formstack link:
https://scde.formstack.com/forms/ofsa_waiver_form

District Wavier Requested and Approved	**Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.**
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	Waiver for seat time, length of school day and awarding of credit to be able to offer virtual program along with the other six Spartanburg Districts. Waiver granted 4/21. The waiver is included with the District Proficiency Plan. State Board Regulation 43-234-II-C.
6. Other (*Include the SBE Regulation number to be waived*)	

Comprehensive Needs Assessment Data

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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.

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.) *Note: A link to the school report card will no longer be accepted.*

READING:

Current Placement Distribution

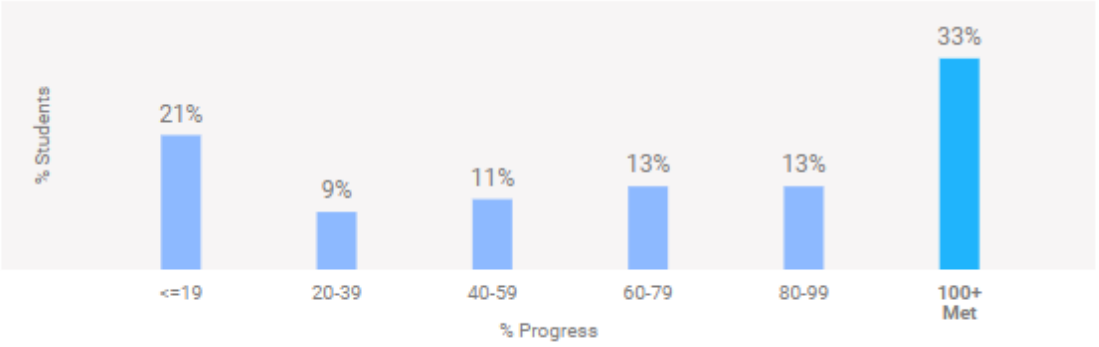


Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 15%)	**(From 17%)**	**(From 40%)**	**(From 13%)**	**(From 15%)**

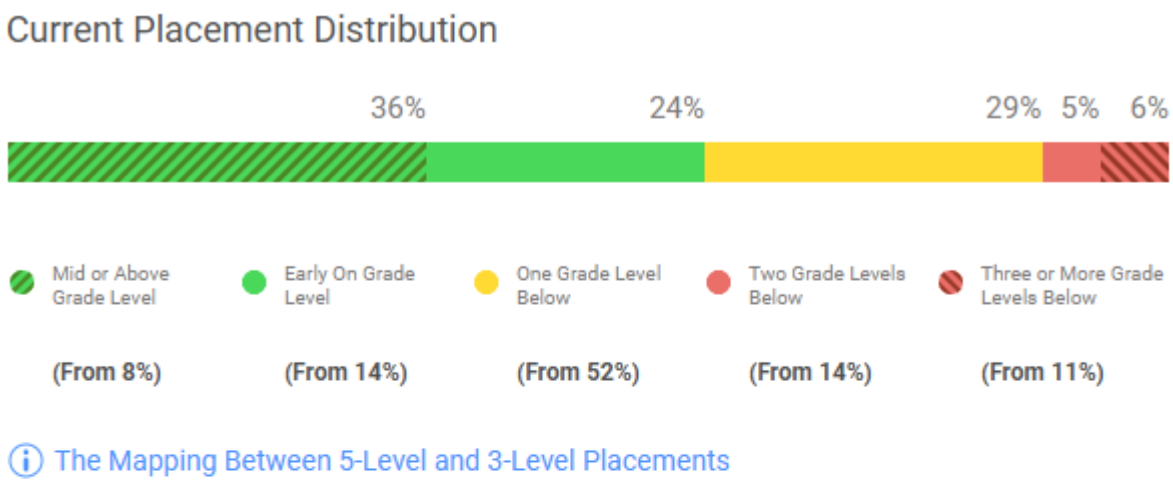
ⓘ The Mapping Between 5-Level and 3-Level Placements

Distribution of Progress to Annual

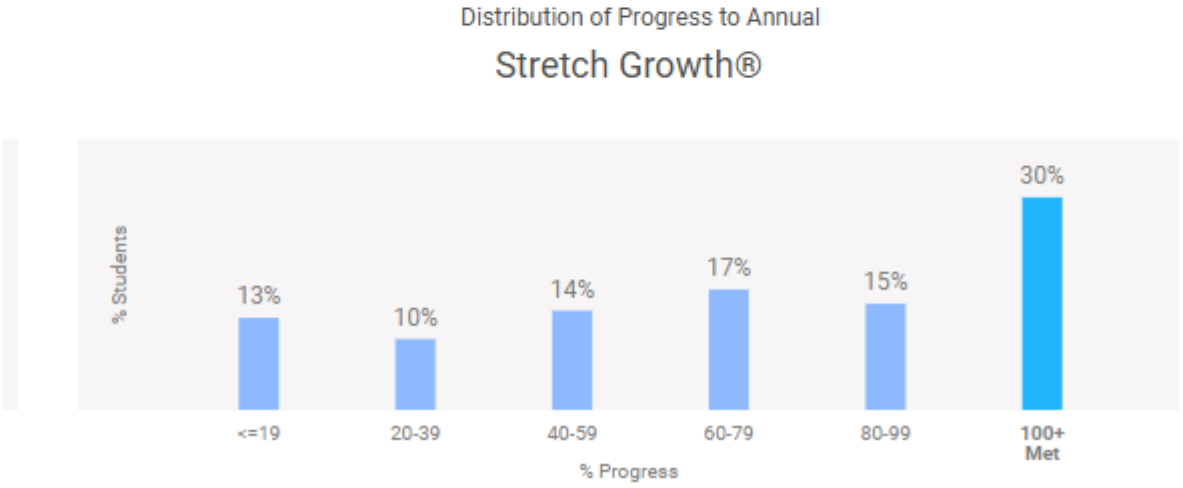
Stretch Growth®



MATH:



The Mapping Between 5-Level and 3-Level Placements



Executive Summary of Needs Assessment Data Findings

Directions: In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

*Since the 5th grade will be moving into the elementary grade span during the life of this plan. The team made efforts in their goal development to make this transition as seamless as possible.

The first task that needed to be accomplished before we could begin setting our goals was to establish what we test would use to measure student achievement. MAP is no longer used,and the SC Ready is a norm-referenced test that does not provide individual diagnostic and growth data. Therefore, we considered using iReady instead.

Through conversations, we gained a collaborative understanding that iReady shows teachers what students know, and it shows how the students are performing on grade-level expectations. In addition, iReady tells us how much growth students need to reach or maintain grade-level proficiency, and then it provides students with differentiated grade-level instruction with their individualized learning path. The team liked that iReady started in the classroom. Both teachers and students set goals using iReady. Teachers use iReady as their SLO measure, and we know that iReady is closely correlated to the SC Ready test, so if our students are growing and meeting grade-level mastery, our SC Ready scores will reflect that as well. Choosing iReady as a measure for student achievement allows the strategic plan to be a document that is used to assist academic needs and decisions, as we have a measure that allows for constant progress monitoring.

After choosing our assessment, the team discussed how we were going to determine our benchmark. The team split into two sections, one section for ELA and one section for Math, with the task of determining our yearly benchmarks, our goals, strategies, activities, and our progress monitoring to support the goals. Initially we thought we would use iReady target goals for each student, allowing the teacher to set the goal based on student needs, thus choosing between using typical growth or stretch growth. However, after further conversation, it was decided that our lower achieving students could meet their typical growth, as determined by their iReady learning pathway, but still not meet their grade-level proficiency. Therefore, we decided that we would use the stretch goal for students at all levels since the stretch growth goal gave the best opportunity for students to reach grade level and above.

In both Reading and Math, the team decided that we will have the same two goals to allow for the consistency and usability of the plan, with only the benchmark data being different. In addition, we also wanted the strategies to be as similar as possible. Strategy One focuses on using data to guide reading and math instruction, progress monitoring, and determine action plans for teacher and student goal setting. Strategy Two provides support to teachers for them to stay current in research-based reading and math practices by receiving support through professional development, collaboration with colleagues, and classroom resources that will benefit students. Activities and progress monitoring were then set to support both the goals and their respective strategies.

In our final meeting, the challenge was to determine the trajectory for each goal that addressed the impact of COVID learning loss without having sufficient prior iReady data as a result of COVID. After much discussion, the team decided to use 1.5% growth per year as the target. In reviewing these targets with the district strategic plan cabinet, and after looking at additional school-level data, we decided to move the trajectory from less ambitious targets to targets that were more in line with the district Academic Recovery Plan. Our Academic Recovery Plan set iReady student growth targets based on the tier levels of learning loss of 50% for students with mild loss meeting their stretch growth target, 75% for students with moderate loss meeting their stretch growth target, and 100% for students with severe loss meeting their stretch growth target. With this in mind, If you multiply the number of students in each tier by the “weight” of each tier in terms of percent meeting stretch, then divide that weighted figure into the total for any given grade level, it works out to about 51%, which we believe is attainable over time. We feel like it would be advantageous to set higher targets and come up a little short of our goal than by setting our targets too low.

2026-27 UPDATE: After consultation with stakeholders, Curriculum Associates (iReady vendor), and teachers, the district has updated its goal structure for the 2026-27 school year. The initial goals chosen were not feasible as the district did not see the initial expected rebound from performance loss due to the pandemic. The district has increased performance in the years of this plan, but not at the level expected by the initial high targets, and the district remains at a criterion-based performance level above both the nation and state on the iReady diagnostic.

Since the 5th grade will be moving into the elementary grade span during the life of this plan. The team made efforts in their goal development to make this transition as seamless as possible.
The first task that needed to be accomplished before we could begin setting our goals was to establish what we test would use to measure student achievement. MAP is no longer used,and the SC Ready is a norm-referenced test that does not provide individual diagnostic and growth data. Therefore, we considered using iReady instead.
Through conversations, we gained a collaborative understanding that iReady shows teachers what students know, and it shows how the students are performing on grade-level expectations. In addition, iReady tells us how much growth students need to reach or maintain grade-level proficiency, and then it provides students with differentiated grade-level instruction with their individualized learning path. The team liked that iReady started in the classroom. Both teachers and students set goals using iReady. Teachers use iReady as their SLO measure, and we know that iReady is closely correlated to the SC Ready test, so if our students are growing and meeting grade-level mastery, our SC Ready scores will reflect that as well. Choosing iReady as a measure for student achievement allows the strategic plan to be a document that is used to assist academic needs and decisions, as we have a measure that allows for constant progress monitoring.
After choosing our assessment, the team discussed how we were going to determine our benchmark. The team split into two sections, one section for ELA and one section for Math, with the task of determining our yearly benchmarks, our goals, strategies, activities, and our progress monitoring to support the goals. Initially we thought we would use iReady target goals for each student, allowing the teacher to set the goal based on student needs, thus choosing between using typical growth or stretch growth. However, after further conversation, it was decided that our lower achieving students could meet their typical growth, as determined by their iReady learning pathway, but still not meet their grade-level proficiency. Therefore, we decided that we would use the stretch goal for students at all levels since the stretch growth goal gave the best opportunity for students to reach grade level and above.
In both Reading and Math, the team decided that we will have the same two goals to allow for the consistency and usability of the plan, with only the benchmark data being different. In addition, we also wanted the strategies to be as similar as possible. Strategy One focuses on using data to guide reading and math instruction, progress monitoring, and determine action plans for teacher and student goal setting. Strategy Two provides support to teachers for them to stay current in research-based reading and math practices by receiving support through professional development, collaboration with colleagues, and classroom resources that will benefit students. Activities and progress monitoring were then set to support both the goals and their respective strategies.
In our final meeting, the challenge was to determine the trajectory for each goal that addressed the impact of COVID learning loss without having sufficient prior iReady data as a result of COVID. After much discussion, the team decided to use 1.5% growth per year as the target. In reviewing these targets with the district strategic plan cabinet, and after looking at additional school-level data, we decided to move the trajectory from less ambitious targets to targets that were more in line with the district Academic Recovery Plan. Our Academic Recovery Plan set iReady student growth targets based on the tier levels of learning loss of 50% for students with mild loss meeting their stretch growth target, 75% for students with moderate loss meeting their stretch growth target, and 100% for students with severe loss meeting their stretch growth target. With this in mind, If you multiply the number of students in each tier by the “weight” of each tier in terms of percent meeting stretch, then divide that weighted figure into the total for any given grade level, it works out to about 51%, which we believe is attainable over time. We feel like it would be advantageous to set higher targets and come up a little short of our goal than by setting our targets too low.

2024-25 Update and Review: The district completed a reclassifaction of grade levels for the 2024-25 school year which resulted in a number of changes. Fifth grade is now a part of our 8 elementary schools. Berry Shoals Elementary School and Tyger River Elementary School are now part of the D5 family. Sixth grade has become a part of our 4 middle schools,

and we welcome Beech Springs Middle School and Abner Creek Middle School to the D5 family. We have said goodbye to our two former Intermediate School campuses as they have made the transformatuion to their new grade comfigurations. Data in the performance goals section has been noted to have included this change beginning this year. The data continue to show growth in reading in terms of students closing gaps in learning, but students are still struggling in math. On a side note, State and National iReady Math data show Spartanbureg Five as having a significant number of students on grade level as compared to the larger populations, which encourages our continued progress in this area.

2026-27 UPDATE: After consultation with stakeholders, Curriculum Associates (iReady vendor), and teachers, the district has updated its goal structure for the 2026-27 school year. The initial goals chosen were not feasible as the district did not see the initial expected rebound from performance loss due to the pandemic. The district has increased performance in the years of this plan, but not at the level expected by the initial high targets, and the district remains at a criterion-based performance level above both the nation and state on the iReady diagnostic.

High School (9-12):

Since the 6th grade will be moving into the middle grade span during the life of this plan. The team made efforts in their goal development to make this transition as seamless as possible.

The Middle and High School team came to the consensus that we would have one clear, concise district goal for Middle/High School Achievement. The agreed upon goal is: By 2027, the percentage of secondary students on target for College and Career Readiness benchmarks will increase. We opted for one goal so that schools could really focus on student growth. We felt that the current middle/high school student achievement section of the strategic plan has too many goals. The thought was that iReady and EOCs were strong indicators of college and career readiness and that implementation of benchmarks for these assessments will result in student readiness and growth. The interim performance goals for improvement in EOC assessment scores in Algebra I and English 2 were set in line with the State of SC 2035 Overarching ESSA Goal of 90% of students at level “2” or higher on the EOC assessment.

The team then set Strategy One, Activity One, Progress Monitoring Plan for this Activity, Activity Two, and Progress Monitoring Plan for this Activity. iReady lends itself beautifully to this goal because the benchmarks are already available and implemented. Currently, there are no benchmarks that are specifically used for the EOCs. However, there are programs that are currently implemented at BHS and BFA that could work or we could explore other options. This is a discussion that would be held with the district tech team, school administration, and teachers (7-12).

The team set Activity Three, Progress Monitoring Plan for this Activity, Activity Four, and Progress Monitoring Plan for this Activity. We then met to determine the yearly targets for five years. The group felt that it was better to be conservative with the incremental growth because COVID has affected students and their academic growth and performance.

Teacher/Administrator Quality

The Teacher/Administrator Quality group began by discussing the areas in the field of education that would fall under this category. We brainstormed all topics associated with teacher and administrator quality and started placing the topics into groups. Our discussions centered around the three large areas of recruitment, development and retention. We felt that these areas communicate the natural progression of our educators. We want to recruit the best educators, develop them once they are in our district and retain them for the future. We felt strongly that these three areas needed to be our focus as we developed goals.

We created a shared document where we listed all of our brainstorming topics and three focus areas. We scheduled a follow-up meeting and asked participants to submit sample goals in these areas. At the next meeting we discussed the goals that were submitted. We knew with recruitment we wanted to build upon our District Recruitment Fair because of the success we have had hiring at this event. We wanted all of our activities to center on attracting more candidates to our own recruitment fair. We felt we needed to showcase who we are as a district. With the current teacher shortage we knew one of our goals needed to focus on retaining the teachers that are already in the district. We looked at report card data and data submitted by personnel from the supply and demand survey to determine our goal..

Finally, if we are to retain our teachers, we felt strongly that we needed to develop and grow them in the area of instruction. We used data from SC Lead reports to determine our current scores in instruction and determined where we wanted to go.

After determining the goals, we took our brainstorming topics and grouped them into activities under each goal. This was done in a shared document and participants were encouraged to comment and make suggestions for activities before we met again. We met and determined the activities that would support each goal. We decided as a group to present the development goal and activities to the curriculum and instruction team for input since they would be the group responsible for most of the activities. Great discussion took place during this meeting where they were able to make suggestions and have input on each activity. Once we finalized the activities, we worked with finance to determine budgets and timelines for each activity.

School Climate

When our committee met in November, we spent a measure of time brainstorming the things that we knew we'd like to focus on in writing our goals. The following words or phrases were discussed:
Resilient schools
Home/school relations and parent involvement
Bullying (olweus refresh)
Resource Officers
Safer environments
Safety Training
Morale
Social-Emotional Learning
Recognition
After compiling that list, we began discussions on an overarching theme or "umbrella goal." After several passes, we settled on:
Spartanburg District Five Schools will provide an environment where every individual is physically safe, emotionally supported, and valued
All committee members were involved in, and approved, this goal. From this point, we had a few key people to meet to craft three goals. We knew we wanted to focus on the social and emotional well being of our staff and students, the safety of our staff and students, and we wanted our community to have more opportunities to be involved in our schools, so this led us to our three goals. We then divided the team among the three goals, and each "sub-committee" worked on the strategies and action steps.
We came back together in late January to fine tune the plan, and the chairperson worked on "cleaning up" the document. The committee then met on zoom in mid-February to finalize the plan before it was presented to the cabinet.

Other (such as district and/or school priorities)

Gifted and Talented

Gifted and talented education is focused on decreasing the disparity between students in the general population and those qualifying for PIP status being identified for GT programming. In addition, in 2025-26, the district began to investigate the potential of adding a GT program in music to bolster the excellent artistic program.

Performance Goals

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.

Performance Goal Area: Gifted and Talented*

*(*required)*

PERFORMANCE GOAL: The gap between the percentage of students who are identified as both Pupils in Poverty and Gifted and Talented and the overall percentage of students who are identified as Gifted and Talented in Grades 3-12 will decrease from 13.0% to 0% by 2027.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
State Pupils in Poverty Data and GT Data (PowerSchool) for Grades 3-12 (Sept.1 of previous year)	13.0%	*Target:12.0%* *Actual: 3.8%*	*Target:11.2%* *Actual: 7.6%*	*Target: 7.5%* *Actual: 7.1%*	*Target: 3.74%* *Actual: 5.4%*	*Target: 0%* *Actual:*

**Add or delete rows as needed.*

GIFTED AND TALENTED STRATEGY #1
We will increase the number of opportunities for students to be identified as GT.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Analyze data to identify needs and trends.	2022-23	Director of GT Programs Director of Accountability, Assessment, and Research Groups made up of Principals, Teachers of GT, and other District Personnel	$0	N/A	Report of Findings from Director of GT Programs to District Administration and Principals by December of 2022. 2022-23 Update: Reports will be available after Performance Task Assessment scores and SC Ready scores are available. Steps for adding GT Report Groups for Grades 3-8 were recently obtained from iReady. These reports will offer needed data. Second-grade students were given an additional opportunity to qualify this year through the addition of the Iowa Achievement Test. 2023-24: Completed
2. Research and explore models that result in more equitable representation in GT programs.	2022-23	Director of GT Programs Group of Administrators and Teachers of GT	$8000	General Funds	students who are artistically gifted. 2023-24: Completed
3. Explore local criteria for GT identification.	2022-23	Director of GT Programs Director of Accountability,Assessment, and Research Group made up of Administrators, Teachers of GT, and district staff members	$5000	General Funds	Proposal from Responsible Party to District Administration for Consideration by May of 2023. 2022-23 Update: This proposal is being finalized. The possibility of using local criteria at the two Title I elementary schools is under consideration. This is a strategy that is being endorsed by the state. 2023-24: Completed

To add a row, go to the last box and press the tab button.

Choose an item. **STRATEGY #2**
We will increase professional opportunities for all teachers to learn more about the characteristics of Gifted and Talented students and recommended strategies for talent development.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Offer related PD to Induction teachers.	2022-27	Coordinator of Teacher Quality and Student Services Director of Instructional Services Director of GT Programs Director of Personnel	$25,000	General Funds	Yearly sign-in sheets and agendas from PD sessions. 2022-23 Update: All induction teachers were offered a PD session on the nature and needs of both identified gifted students and nonidentified gifted students in November of 2022. 2024-25 Update: Two PD sessions were offered. One focused on differentiation in the classroom, and the other focused on the nature and needs of diverse learners.
2. Offer related PD to general ed. teachers	2022-27	Director of Instructional Services	$15,000	General Funds	Yearly sign-in sheets and agendas from PD sessions. 2022-23 Update: Two sessions related to serving gifted students

		Director of GT Programs Principals			and how to recognize and develop talent in students were offered to all teachers at the August PD event in 2022. 2023-2024: Two sessions related to instructional practices for talent development were offered at the August PD event, and two after-school sessions related to recognizing and meeting the needs of gifted and talented students were offered this year. 2024-25 Update: Professional development focusing on the use of Jacob's Ladders with high-achieving learners was offered twice during the year to teachers of both general education students and gifted students in Grades 3-5.

To add a row, go to the last box and press the tab button.

Performance Goal Area: Gifted and Talented*

*(*required)*

PERFORMANCE GOAL: Increase enrollment in GT Artistic programs from 3.1% in 2024-25 to 6% for school year 2026-27. ***NEW GOAL BEGINNING 2025-26***

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	Choose an item.	Choose an item.	2024-2025	2025-2026	2026-2027
District Demographic Data	3.1%	*Target: 0* *Actual: 0*	*Target: 0* *Actual: 0*	*Target: 3.1%(255)* *Actual: 3.1%(255)*	*Target: 5% (425)* *Actual: 2.3%(261)*	*Target: 6% (490)* *Actual:*

**Add or delete rows as needed.*

GIFTED AND TALENTED STRATEGY #2
Analyze and refine current GT programming offerings in Visual Art to increase student identification and participation.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Conduct survey of current K-5 Visual Art teachers to determine if GT Visual Art programming can be offered during the school day to avoid transportation conflicts and the effectiveness of the screening process to accurately identify Artistically gifted students	Fall 2025	District Director of Fine Arts	$0	N/A	Administer survey and analyze results. **2025-2026**: Due to a leadership change, the timeline of this action step has been pushed back a semester to Spring 2026. Survey sent out 3/3/2026
2. Investigate increasing opportunities for Artistic GT programming during the school day at each District Five Elementary School.	2025-26 School Year	Director of Fine Arts and school principals	$6000 for stipends for extra hours of instruction	General Fund	Agenda and meeting notes, Copies of school master schedules, Schedules of GT Artistic offerings at each school **2025-2026:** Due to a leadership change, the timeline of the action step has been pushed back a year.
3. Professional Development will be offered to Elementary and Middle School Visual Art teachers to improve their identification and instruction of Artistic GT Visual Art students.	Fall 2025-Spring 2027	Director of Fine Arts	$2500	General Funds	Maintain copies of Artist-in-Residence contracts, record and analyze meeting agendas and notes. **2025-26:** An artist in residence was scheduled to work with our VA teachers on March 6th. Due to the district using that as a make up snow day, this timeline has been pushed to next school year..

To add a row, go to the last box and press the tab button

GIFTED AND TALENTED STRATEGY #3
Initiate the process of serving Artistic GT students in Music.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Investigate models of Artistic GT Music programming that would best benefit the students of District Five by visiting neighboring districts to observe their programs	2025-26	Director of Fine Arts	$0	N/A	Visit different schools to learn about their offerings and procedures in an effort to begin the process of expanding the D5 program. **2025-26:** Due to leadership change, this action step has been pushed back a year. FAD met with Brad Wingate (GCS) and Jason Walsh (Dorchester 2), gathering information about how their districts implement GT music programming.
2. Conduct survey of current District Five Music (Band, Chorus, Orchestra, and General Music) teachers to determine if GT Artistic Musical programming would be a welcomed addition to the programming of the various content areas, and to gain input on preferred programming models.	Fall 2025	Director of Fine Arts	$0	N/A	Collect and analyze survey results and follow-up with teachers and staff **2025-2026:** Due to a leadership change, the timeline of this action step has been pushed back a semester to Spring 2026. Survey sent out 3/9/2026.
3. Develop identification procedures for Artistic GT Music in line with South Carolina Gifted and Talented regulations	2026-27	Director of Fine Arts	$0	N/A	Prepare and implement program steps to begin the process of identifying and screening music students. **2025-26:** Due to leadership change, this action step has been pushed back a year. Once data is collected, we will determine next steps in proceeding or not.

4. Provide professional development to District Five Music teachers on the identification and instruction of Artistic GT Music students.	2026-27	Director of Fine Arts	$2500	General Funds	Collect and review contracts with artists in residence, survey current needs of music teachers to determine PD opportunities. **2025-26:** Due to leadership change, this action step has been pushed back a year.

To add a row, go to the last box and press the tab button.

Performance Goal Area: School Climate*

*(*required)*

PERFORMANCE GOAL: The percentage of students (3rd-12th) personally responding positively and teachers responding about K - 2nd grade children positively in the area of self-efficacy on the district's social-emotional student competency and well-being survey will increase by 2027 as follows: - Teacher perception for grades K-2 from: 54% to 80% - Students self-reporting in grades 3 - 5: from 56% to 80% - Students self reporting in grades 6-12: from 45% to 70%

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
District SEL Survey (Currently Panorama) Grades K-2	54%	*Target: 60%* *Actual: 60%*	*Target: 65%* *Actual: 61%*	*Target: 70%* *Actual: 61%*	*Target: 75%* *Actual: 61%*	*Target: 80%* *Actual:*
District SEL Survey (Currently Panorama) Grades 3-5	56%	*Target: 60%* *Actual: 57%*	*Target: 65%* *Actual: 63%*	*Target: 70%* *Actual: 61%*	*Target: 75%* *Actual: 62%*	*Target: 80%* *Actual:*
District SEL Survey (Currently Panorama) Grades 6-12	45%	*Target: 50%* *Actual: 49%*	*Target: 55%* *Actual: 49%*	*Target: 60%* *Actual: 51%*	*Target: 65%* *Actual: 53%*	*Target: 70%* *Actual:*

**Add or delete rows as needed.*

SCHOOL CLIMATE STRATEGY #1
We will provide student support to acquire life skills needed for success in life and in work. (The five competency areas identified by the Collaborative for Academic, Social and Emotional Learning -CASEL are Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-making..)

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.We will train faculty and staff in social and emotional support strategies related to: The five CASEL competencies Resilient Schools Olveus AVID	CASEL Competencies-2022-2027 Resilient Schools (Train new teachers, nurses, administrators, counselors, SRO's, and additional staff yearly) Olweus (Train new teachers, nurses, administrators, counselors, SRO's, and additional staff yearly and district-wide training in Fall of 2022 for all employees) AVID (began in Fall of 2021 and will continue	District Personnel Building Administrators School Counselors	$1500	General Funds	Yearly sign-in sheets and agendas from training sessions, as well as a yearly summary report as to how schools and staff are utilizing the strategies, will be analyzed for program effectiveness. 2022-23 Update: School counselors participated in three professional development sessions this year to prepare them to share information about the five CASEL competencies with their faculties and leadership teams. Teachers representing all schools were taught AVID strategies to use in the classroom. Teachers, nurses, paraprofessionals, and administrators, representing many of our schools, participated in Resilient Schools training sessions in partnership with the Spartanburg Academic Movement and the Center for Resilient Schools throughout the year. Two sessions on creating

	based on timeline developed by AVID and District Five.)				trauma-informed classrooms were offered to all employees at the August PD event. School counselors and principals reviewed the expectations for the Olweus Anti-bullying Program for each school this year, and two Olweus sessions were offered to employees at the August PD event. Training sessions were held this year, one in the fall and one in the winter, for administrators and counselors, related to capturing data related to the completion of Behavior Threat Assessments and the Columbia Suicide Screeners. In addition, all teachers and counselors are able to access data from Social-emotional Competencies and Wellness surveys to help meet the needs of our students. 2023-2024: 231 teachers, nurses, paraprofessionals, bus drivers and administrators participated in Resilient Schools training sessions in partnership with the Spartanburg Academic Movement and the Center for Resilient Schools throughout the year with 27 individuals attending Level II sessions. Two sessions on creating trauma-informed classrooms and two Olweus bullying prevention sessions were offered to all employees at the August PD event. A fall training session was also held this year for school counselors related to the completion of Behavior Threat Assessments and the Columbia Suicide Screeners. In addition, all teachers and counselors were trained how to access data from Social-emotional Competencies and Wellness surveys and Playbook interventions to help meet the needs of our students.

					2024-25 Update: Teachers, counselors, administrators, and all 36 induction teachers participated in Resilient Schools training sessions in partnership with the Spartanburg Academic Movement and the Center for Resilient Schools throughout the year. All employees in the district participated in an updated training on our Olweus Bullying Prevention program and the district expectations for implementation. Two days of professional development related to Behavior Threat Assessments, led by Dr. Melissa Reeves, were attended by school counselors and administrators this year. This training focused on tools and insights necessary to enhance our proactive approach to school safety. In addition, all teachers and counselors were given access to data from Social-emotional Competencies and Wellness surveys and Playbook interventions to help meet the needs of our students. District data dives into the Social-emotional screening results were held twice during the year to build capacity for using the data to support our students. 2025-2026 Update: The Panorama survey continues to provide data rich for decision making. School Counselors received Continuous Improvement Science training (101 and 102 coursework) provided by SAM. Counselors used these sessions to develop school goals. Goals were progress monitored and will serve as a foundation for goal setting moving into the 2026-2027 school year. District development of an updated MTSS framework that integrates the role of the school
2. Evaluate and strengthen our student support services • School Counseling • Mental Health Counseling • Student Clubs/Activities • Middle Tyger Community Center	2022-2023 Initial evaluation completed for the following: School Counseling Mental Health Student Clubs/Activities MTCC Support Services 2023-2027: Implementation of recommendations and continued education.	Director of Federal and Gifted Programs and Counseling Director of Special Education District Administration Building Administrators MTCC Director	$0	N/A	A district data report will communicate the initial evaluation of the support services listed above by Spring of 2023. Furthermore, a district yearly report on school counseling, mental health, student clubs/activities and community services will be presented. 2022-23 Update: Two additional Teen Outreach Program (TOP) Clubs were added at our two middle schools this year through a grant with the Spartanburg Regional Foundation. Leadership teams from all twelve schools participated in

(MTCC) Support Services					beginning efforts to update and expand Multi-tiered Systems of Support (MTSS) in the areas of social, emotional, and behavioral competencies. In addition, another full- time mental health counselor was hired by the district. Additional input from counselors and administrators is currently being gathered to help evaluate our support services. 2023-24: Completed
3. To promote and utilize services offered through the Middle Tyger Community Center	2022-27	MTCC Supervisor Building Administrators School Guidance Counselors	$2000	General Fund	health counselor was hired by the district. Additional Meeting notes and agendas from staff meetings will be analyzed and a yearly report of services rendered at the Middle Tyger Community Center will be reviewed. 2022-23 Update: Triple P sessions were offered to District Five parents in partnership with MTCC along with counseling sessions for students. Funding to offer Triple P sessions for the next five years was secured through a grant in partnership with the Spartanburg Regional Foundation. 2023-2024: Triple P sessions were offered to District Five parents in partnership with MTCC along with counseling sessions for students.

To add a row, go to the last box and press the tab button.

Performance Goal Area: School Climate*

*(*required)*

PERFORMANCE GOAL: The percentage of parents, students and teachers positively reporting that they feel safe at school will increase as indicated by the following questions on the South Carolina state opinion survey: Parents - "My child feels safe at school.." - 87.4% in 2021 to 97.0% in 2027 Students - "I feel safe at my school before and after school hours." - 91.4% in 2021 to 96.0% in 2027 Teachers - "I feel safe at school before and after hours." - increase satisfaction to 99.7% in 2027

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
2021 South Carolina State Survey - Parents	87.4%	*Target: 89.4%* *Actual: 87.4%*	*Target: 91.4%* *Actual: 92.6%*	*Target: 93.4%* *Actual: 87.2%*	*Target: 95%* *Actual: 85.3%*	*Target: 97%* *Actual:*
2021 South Carolina State Survey - Students	91.4%	*Target: 92.4%* *Actual: 89.9%*	*Target: 93.4%* *Actual: 95.9%*	*Target: 94.4%* *Actual: 86.5%*	*Target: 95%* *Actual: 87.6%*	*Target: 96%* *Actual:*
2021 South Carolina State Survey - Teachers	99.3%	*Target: 99.4%* *Actual: 98.4%*	*Target: 99.5%* *Actual: 98.5%*	*Target: 99.6%* *Actual: 98.4%*	*Target: 99.7%* *Actual: 99%*	*Target: 99.7%* *Actual:*

**Add or delete rows as needed.*

Choose an item. **STRATEGY #1**
We will provide programs and activities to help our students feel safe during the school day.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will improve school level reporting, documentation, and response to behavioral incidences.	2022/2023 - study of our current systems, along with creating a team to explore consistency 2024 - 2027 - Implementation	Chief Administrative Officer Building-level staff	$2500	General Fund	We will analyze meeting notes, sign in sheets, and a district baseline report along with a compilation of behavioral incident reports documenting consistency over time. 2022-23 Update: BHS implemented the Scholar Chip software for reporting behaviors; other items are being implemented in future years.
2. We will increase use of metal detectors at schools and district activities.	2022/23 - Research and implementation for high school 2023/2024- middle school 2024/2025 research options for other school events	Assistant Superintendent of Operations Chief Administrative Officer Director of Safety and Emergency Services	$25,000	General Fund	A yearly district report of the number of units in place will be presented and reviewed. 2022-23 Update: Evolv weapons' detectors has been added for this year at both middle schools. 2023-24 Update: Systems have been purchased to cover athletic events and at elementary campuses as needed. Data is monitored and discussed as needed by the safety team. 2024-25 Update: Added EVOLV weapons detectors at all elementary campuses to be used daily.

					2025-26 Update: Expedite Beg Sonne5 system implemented at BHS.
3. We will digitize emergency response plans to facilitate revision and distribution to law enforcement agencies.	2022/2023 - exploration of programs 2023 - 2027 implementation	Assistant Superintendent of Operations Director of Safety and Emergency Services	$10,000	General Fund	Emergency plans will be completed, available electronically and reviewed yearly. 2022-23 Update: Navigate 360 has been implemented that includes emergency operations plans for the schools and district. In process of distributing to all first responders. 2023-24 Update: The app is being updated over the summer to increase functionality. Training of staff and first responders will follow to learn to implement the new features. 2024-25 Update: The software update has been pushed out to all users. Staff now have access to flipcharts for each emergency scenario. First responders have access as well. 2025-26 Update: Continued training for new and existing staff and increased monitoring and use of app.
4. We will develop a reunification process for emergencies requiring school evacuation.	2022/2023- develop district and school level teams and research 2022 - 2027 - implementation	Assistant Superintendent of Operations Director of Safety and Emergency Services School Administrators	$1000	General Fund	The completed plan will be submitted and reviewed yearly. 2022-23 Update: Standard reunification Plan developed and implemented. Successful drill practiced districtwide on March17, 2023. Awaiting feedback from stakeholders for continuous improvement. 2023-24 Update: The survey was administered and data analyzed. Data indicated satisfaction with the overall process. The plan is complete and the district hopes to never have to use it. 2024-25 Update: We will continue training and plan for a reunification drill in 2025-26. 2025-26 Update: We will continue training and

					plan to conduct a reunification drill

To add a row, go to the last box and press the tab button.

Performance Goal Area: School Climate*

*(*required)*

PERFORMANCE GOAL: The percentage of parents and teachers positively reporting regarding family engagement will increase as indicated by the following questions on the South Carolina state survey: Parents: "I Feel Welcomed at my Child's School" - 83.3 % - 91.5% Teachers: "Parents attend meetings and other school events." - 84.3% - 92.0% Teachers: "Parents participate as volunteers" - 48.5% - 62.5%

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
South Carolina State opinion survey questions: Parents: "I Feel Welcomed at my Child's School"	83.3%	*Target: 84.9%* *Actual: 84.2%*	*Target: 86.7%* *Actual: 96.4%*	*Target: 88.3%* *Actual: 86.7%*	*Target: 90%* *Actual: 84.1%*	*Target: 91.5%* *Actual:*
Teachers: "Parents attend meetings and other school events."	84.3%	*Target: 85.7%* *Actual: 89.7%*	*Target: 87.2%* *Actual: 86.2%*	*Target: 88.6%* *Actual: 85.4%*	*Target: 90%* *Actual: 88.6%*	*Target: 92%* *Actual:*
Teachers: "Parents participate as volunteers"	48.5%	*Target: 51.4%* *Actual: 65.1%*	*Target: 54.3%* *Actual: 58.7%*	*Target: 57.1%* *Actual: 63.2%*	*Target: 60%* *Actual: 67.8%*	*Target: 62.5%* *Actual:*

**Add or delete rows as needed.*

Choose an item. **STRATEGY #1**
We will provide programs and tools to increase family engagement within our school system.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Issue communications survey for parents (Per School) detailing parents' preferred method of communication	2023-27	Director of Public Relations School Administration	$0	NA	Survey results, and a copy of school communications from each building will be submitted and reviewed yearly. 2022-23 Update: Schools will begin preparing a survey in 2023 for launch as schools are reconfigured for the 2024-25 school year. 23-24 Update: Results from surveys administered by SDE have been analyzed. District Survey for teacher placement for 2024-25 administered and data used to assist in placing teachers for 2024-25 configuration changes. Parents provided option of school choice for 2024-25 in situations where children were rezoned. Communication from schools and district to parents continues to ramp up leading in to 2024-25. 2024-25 Update: The school rezoning plan was successful and provided opportunities for new parental interactions and development. We look to continued success in 2025-26.
2. Return schools to a pre-pandemic level and provide creative opportunities for parent volunteers/involvement	Based upon COVID-19 statistics and guidance from SC DHEC/CDC. In the interim, schools and PTO could create opportunities	Superintendent School Administration School PTOs	$0	N/A	Reports of sign in sheets for in person volunteers, PTO records and annual survey results will be provided. 2022-23 Update: Data continue to be analyzed at the school level for participation in events. The district expects an increase in parental survey participation in 2023-24 based on newly implemented survey distribution method. 2023-24 Update: There is a continued increase in parent participation based on data analysis. Schools have

	for parent volunteers/involvement outside the school building.				recognized the needs and opportunities associated with the grade reconfiguration and are hoping to capitalize on a new audience. 2024-25 Update: The school rezoning plan was successful and provided opportunities for new parental interactions and development. We look to continued growth in 2025-26.
3. Provide job-specific customer service skills training to office staff as part of the onboarding process through HR with opportunities designed for ongoing support.	2022 - 2027	Human Resources	$5000	General Fund	Documentation of training dates, attendance logs, and agendas will be reviewed yearly to determine progress and effectiveness. 2022-23 Update: Training will not begin until the 2023-24 school year. 2023-24 Update: This action step will be implemented in 2024-25 after the reconfiguration. 2024-25 Update: This process is ongoing at the school level.
4. Provide Professional Development For Schools To Best Utilize Websites & Social Media For Communication Purposes	2022 - 2023 - Gathering administrative input and implementation 2023 - 2027 - Ongoing evaluation and support	Director of Public Relations	$10,000	General Fund	Documentation of training dates, agendas, and sign in sheets will be reviewed yearly, and the district website will be updated and reviewed annually. 2022-23 Update: Based on additional data and reflection as part of the Cognia external review visit, the decision ha been approved to solicit bids for a new, streamlined communication tool that will span the internet and social media. Once the procurement is complete, the new software will include thorough training for all users. 2023-24 Update: The district has purchased and implemented Apptegy as its new communication tool. Training has been ongoing throughout the year for district and school staff. The new website is up and running and associated communication tools for social media and telephone are working at this time. 2024-25 Update: The district continues to provide on-demand training for school personnel in the continued development of web-based communications. The district has started using PowerSchool for various data collection

					processes to securely collect data from authorized users.

To add a row, go to the last box and press the tab button.

Performance Goal Area: Student Achievement*

*(*required)*

PERFORMANCE GOAL: The percentage of students meeting their stretch growth on the iReady spring reading diagnostic assessment in grades K-5 will increase from 30.2% in 2022 to 45.0% in 2027.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
iReady Spring Diagnostic Reports	30.2%	*Target: 33%* *Actual: 34%*	*Target: 36%* *Actual: 35%*	*Target: 39%* *Actual: 38%*	*Target: 42%* *Actual: 41%*	*Target: 45%* *Actual:*

**Add or delete rows as needed.*

STUDENT ACHIEVEMENT STRATEGY #1
Current data will be used to guide reading instruction, progress monitoring, and determine action plan for teacher and student goal setting.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development to teachers for the iReady Teacher Toolbox and how to monitor individual learning paths for students	2022-2027	District and school administration, coaches, AVID, and Curriculum and Associates	$5000	General Funds	Review and disseminate individual classes and departmental training logs for using the iReady Teacher Toolbox, monitor and analyze individual student and class instructional summary reports. 2022-23: iReady PD provided at the district and school level by both district and CA staff. Performance data shared with administrators and school staff. 2023/2024: iReady PD provided at the district and school level by both district and Curriculum Associates staff. Performance data shared with school leadership teams. 2024-25 Update: iReady PD provided at the district and school level by both district and Curriculum Associates staff. Performance data shared with school leadership teams. New Curriculum maps were developed for Grades K - 8 to correlate with the new curriculum and the new SC Standards for ELA. The district instructional team continued working on common assessments

					in the area of Math for grades K - 5. 2025-26 Update: Facilitator training on iReady reporting provided to all instructional coaches. Curriculum Maps were update. School teams utilized data walls to track iReady growth.
2. Teachers and administrators will work together in teams to collect and analyze data, establish goals, determine strategies to meet the goals, and create action plans for students. Data will come from assessments that are designed as part of the D5 curriculum that is aligned to the state content standards. Data collected will come from sources on the IES What Works Clearinghouse including, but not limited to, AVID, Reading Recovery, and the Wilson Reading System.	2022-27	District and school administration, coaches, Curriculum and Associates	$0	N/A	Review and disseminate individual teacher SLO goals and interim progress. Review and monitor individual class iReady profiles. Analyze and study Fall, Winter, and Spring benchmarks and running records to determine individual strengths, weaknesses, and class performance trends. 2022-23: Data reviewed by district and school staff at the district and school levels. Teacher analysis of data included in lesson plans and reviewed in PLC sessions at school level. Data from assessments corroborated in many cases between assessments depending on school, level and assessment type. Need moving forward to developcommon assessments/benchmarks for reading/ELA. 2023/2024: Data reviewed by district and school staff at the district and school levels. Teacher analysis of data was reviewed in PLC sessions at the school level. Data from assessments was corroborated in many cases between assessments depending on school, level, and assessment type. 2024-25 Update: Data reviewed by district and school staff at the district and school levels. Teacher analysis of data was reviewed in PLC sessions at the school level. Data from assessments was corroborated in many cases between assessments depending on school, level, and assessment type.

3. District and iReady personnel will provide professional development for teachers on using iReady data to target learning needs. iReady is on the state adopted Formative Assessment list and contains content that is directly aligned to the SC content standards within the software.	2022-2027	District and school administration, coaches, Curriculum and Associates	$25,000	General Funds	Review PLC training logs and minutes, solicit and interpret teacher professional development survey feedback, discuss analysis of teacher data, review and update the PD calendar as needed 2022-23: School admin teams reviewed data from PLC meetings and examined data results. District provided PD survey and results were used to develop sessions for D5Energize and Early Release Day PD. Continue to develop and refine analysis processes moving forward. 2023/2024: School administration teams reviewed data from PLC meetings and examined data results. A district survey was used to develop sessions for our August district-wide "Game on" PD and PD for our early release days. 2024-25 Update: Each school provided professional development to teachers on how to use the iReady Teacher Toolbox and how to monitor individual learning paths for students. Emily Vanderlip with Curriculum Associates met bi-annually with individual school leadership teams to offer support on using the data for improving student performance.

To add a row, go to the last box and press the tab button.

Performance Goal Area: Student Achievement*

*(*required)*

PERFORMANCE GOAL: The percentage of students meeting their stretch growth on the iReady spring math diagnostic assessment in grades K-5 will increase from 31.4% in 2022 to 38% in 2027.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
iReady Spring Math Diagnostic	31.4%	*Target: 32%* *Actual: 32%*	*Target: 34%* *Actual: 32%*	*Target: 36%* *Actual: 32%*	*Target: 37%* *Actual: 38%*	*Target: 38%* *Actual:*

**Add or delete rows as needed.*

Choose an item. **STRATEGY #1**
Current data will be used to guide math instruction, progress monitoring, and determine action plans for teacher and student goal setting.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Teachers and administrators will work together in teams to collect and analyze data, establish goals, determine strategies to meet the goals, and create action plans for students. Data collected for analysis will come from assessments that are developed and implemented as part of the District 5 curriculum that was written based on the indicators in the SC Content Standards.	2022-27	School administration, teachers, coaches, and interventionists	0	N/A	Review and disseminate individual teacher SLO goals and interim progress. Review and monitor individual class iReady profiles. Analyze and study standards mastery checks to determine individual strengths, weaknesses, and class performance trends. 2022-23 Update: iReady PD provided at the district and school level by both district and CA staff. Performance data shared with administrators and school staff. 2023/2024: iReady PD provided at the district and school level by both district and Curriculum Associates staff. Performance data was shared with administrators and school staff. 2024-25 Update: iReady PD provided at the district and school level by both district and Curriculum Associates staff. Performance data was shared with administrators and school staff. 2025-26 Update: School teams utilized data walls to track iReady growth and use in PD sessions within PLCs. Math coaches were added at each elementary school, and they designed, implemented and

					evaluated quarterly benchmarks with classroom teachers.
2. District and iReady personnel will provide professional development for teachers on using iReady data to target learning needs and how to differentiate instruction. iReady is an approved assessment on the SC Formative Assessment list and includes direct links between instructional activities and the SC College and Career Ready Mathematics standards.	2022-27	District and school administration, coaches, Curriculum and Associates	$25,000	General Funds	Review PLC training logs and minutes, solicit and interpret teacher professional development survey feedback, discuss analysis of teacher data, review and update the PD calendar as needed 2022-23: School admin teams reviewed data from PLC meetings and examined data. District provided PD survey and results were used to develop sessions for D5Energize and Early Release Day PD. Continue to develop and refine analysis processes moving forward. Data from Early Release days used to modify future D5Energize and Early Release PD events. 2023/2024: School Administration teams reviewed data in PLC meetings. District survey results were used to develop sessions for the D5 “Game On” professional development day and for our early release PD days. Data from the early release day surveys was used to modify future events. 2024-25 Update: School Administration teams reviewed data from the iReady diagnostice in PLC meetings. District survey results were used to develop sessions for our early release days.
3. Provide professional development to teachers on using the iReady Teacher Toolbox and how to monitor individual learning paths for students.	2022-27	District and school administration, coaches, and Curriculum Associates	$25,000	General Funds	Review and disseminate individual class and departmental training logs for using the iReady Teacher Toolbox, monitor and analyze individual student and class instructional summary reports, to move students to their next level. 2022-23 Update: Data reviewed by district and school staff at the district and school levels. Teacher analysis of data included in lesson plans and reviewed in PLC sessions at school level. Data from assessments corroborated in many cases between assessments depending on school, level and assessment type. Newly implemented math

					benchmarks have provided key additional data where implemented to corroborate with formative assessment data and will continue to be developed alongside revised curriculum for new standards. 2023/2024: Data reviewed by district and school staff at the district and school levels. Teacher analysis of data was reviewed in PLC sessions. Data from assessments was corroborated in many cases. Math benchmarks have provided key additional data to correlate with formative assessment data and will continue to be developed alongside a revised curriculum for new standards in Math. 2024-25 Update: Each school provided professional development to teachers on how to use the iReady Teacher Toolbox and how to monitor individual learning paths for students. Emily Vanderlip with Curriculum Associates met bi-annually with individual school leadership teams to offer support on using the data for improving student performance. 2025-26: PD was provided for all district instructional coaches by Curriculum Associates. Coaches used this to conduct PD at the school level.
4. Teachers will work in PLCs to analyze data and discuss best practices; math coaches will analyze data from standards mastery checks. Data used in the analysis will come from IES What Works Clearinghouse resources including Dreambox Learning. Standards Mastery assessments will also be created and analyzed using the tools found in the SC and	2022-27	School administration, coaches, interventionists and teachers	0	N/A	Review departmental and team meeting logs with minutes, review and analyze lesson plan samples in teams, to reflect adjustments needed based on student work, review mastery checks results, and monitor iReady engagement time and passing rates 2022-23 Update: Schools have utilized departmental, grade level and PLC settings to review assessment results. Some schools utilized inter-school observations to improve practice and noted growth. iReady engagement time at all grade levels is within CA recommendations.

District Five adopted SAAVAS Math textbook and associated software.					2023/2024: Schools have utilized departmental, grade level and PLC settings to review assessment results. Some schools implemented inter-school observations to improve practice and note growth. iReady engagement time at all grade levels is monitored and graphed within each school. 2024-25 Update: Within each school's PLC meetings, assessment results were reviewed, and instructional coaches offered guidance on improving instructional practices. iReady engagement time is monitored and documented at each site, and grade level, along with individual students, are celebrated for meeting the of minimum time limits for working within the iReady pathways. 2025-2026: District wide observation by AVID Implementation Strategist to monitor implementation. Staff members attended Showcase visits from other districts. Two secondary teachers completed the AVID Certified Educator. One has been chosen by AVID to lead this Path training.
5. Students identified for RTI and Special Education services will have progress monitoring data entered into ENRICH as indicated on the students plan.	2022-27	School Administration, Coaches, interventionists, teachers	0	N/A	Teachers and administrators will monitor and review RTI and Special Education team meeting schedules, review Enrich reports for RTI, and review progress monitoring. 2022-23 Update: A thorough review of RtI process has been conducted by district staff. There are areas for growth that will be addressed moving forward, particularly at the secondary levels. The district feels like these improvements will have a direct impact on the achievement of overall growth targets. Secondary level campuses are also reviewing current Special Education models to determine effective practices and refine moving forward.

					2023/2024: A thorough review of MTSS/RTI processes has been conducted by district staff. Areas for growth were addressed at the secondary levels. 2024-25 Update: All schools conducted RTI meetings with staff members, either quarterly or once per semester, to identify children who need additional support and use the data to determine progress and growth within the RTI tiers. 2025-26 Update: District Directors met with schools to align MTSS practices. A new platform for data collection was introduced.
6. Teachers will monitor and analyze progress weekly, through formative assessments.	2022-27	School administration, coaches, teachers, interventionists	0	N/A	Teachers and teams will review iReady progress reports, teacher logs/notes, and small group/individual lesson plans. Teachers will monitor progress weekly through individual math conferences, anecdotal records, and student work. Results will also lead department meetings. 2022-23 Update: Several schools have refocused department meetings to focus on data analysis and reflection. The district is working to systematically implement this level of conversation across all buildings and grade levels. 2023/2024: The District Data Coordinator led data meetings at each school site. PLC meetings were held at each site to review assessment practices. 2024-25 Update: The District Data Coordinator led data meetings at each school site. PLC meetings were held at each site to review assessment practices.
7. Teachers will integrate AVID strategies into the math curriculum for District Five, based on the SC College and Career Ready Standards for Mathematics.	2022-27	District and school administration, coaches, teachers	$100,000	General Funds	Teachers, coaches and administrators will observe AVID classrooms to monitor student and teacher progress. 2022-23 Update: AVID implementation continues across the district and schools. As of spring over 95% of staff have been initially trained in the AVID

					framework. AVID strategies have been implemented at district and school level meetings in an effort to model effective use. 2023/2024: AVID implementation continues across the district. More than 95% of staff have been initially trained. AVID strategies have been implemented at the district and school levels in an effort to model effective use. 2024-25 Update: AVID implementation continues across the district. More than 98% of staff have been initially trained. AVID strategies have been implemented at the district and school levels in an effort to model effective use. Middle Schools have begun the process of becoming exemplary sites using the AVID model. Schools organized visits to other districts and to schools within the district to observe AVID strategies. 2025-2026 Update: District wide observation by AVID Implementation Strategist to monitor implementation. Staff members attended Showcase visits from other districts. Two secondary teachers completed the AVID Certified Educator. One has been chosen by AVID to lead this Path training.

To add a row, go to the last box and press the tab button.

STUDENT ACHIEVEMENT STRATEGY #2
Teachers will stay current in research-based math practices by receiving support through professional development, collaboration with colleagues, and classroom resources that will benefit students.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Teachers will receive professional development monthly in current best practices for implementation of the SC Career Ready Mathematics Standards.	2022-27	School administration and coaches	0	N/A	Review meeting logs and update the professional development calendar as necessary. 2022-23 Update: The district is developing a plan for curriculum develop-ment based on the release of new math standards during the 2023-24 school year. 2023/2024: Math coaches have been provided for Kindergarten through 8th grade teachers and have met in PLC groups at each site on a bi-weekly basis. 2024-25 Update: An additional Math coach was provided so that every 2 elementary schools have a coach that works with teachers weekly on best practices to implement the SC Standards for Mathematics. The Math coaches lead teachers in creating assessments, analyzing data, and making instructional decisions. 2025-26 Update: A math coach was added at each elementary school. PD sessions were held for the coaches to align practices, and coaches communicated goals through school PLC meetings.
2. Professional development will be provided during professional learning communities (PLC) by instructional leaders. PLCs have	2022-27	School administration, coaches, teachers, interventionists	$5000	General Funds	Review meeting logs, update the professional development calendar as needed, provide and review teacher professional development needs survey results

been documented by DuFour as an effective strategy in improving classroom practice.					2022-23 Update: School leaders have implemented PLC strategies as noted in Action Step updates. Time continues to be a factor in maximizing the effectiveness of PLCs. 2023/2024: School leaders have implemented PLC strategies as noted in Action Step updates. 2024-25 Update: School leaders have implemented PLC strategies as noted in Action Step updates. School Administrators have been charged with attending PLC meetings to offer support alongside the school's instructional coach. 2025-26 Update: Math coaches were added at each elementary school. Those coaches let PD sessions biweekly in PLC meetings at each school..
3. Provide opportunities for peer observations and collaborative feedback to increase instructional pedagogy.	2022-27	School administration, coaches, teachers, interventionists	0	N/A	Review of observation schedules, observation teacher feedback notes. 2022-23 Update: Schools have implemented a variety of practices to increase teacher peer observation. The district looks to increase this practice moving forward. 2023/2024: Schools have implemented a variety of practices to increase teacher to peer observations. The district looks to increase this practice moving forward. 2024-25 Update: Schools have implemented a variety of practices to increase teacher-to-peer observations. Schools also organized visits to schools within the district, as well as other districts, to observe PLCs and AVID strategies.
4. Instructional and technology coaches will support best instructional practices by teaching model lessons	2022-27	Math and technology coaches	0	2022-27	Review observation schedules, feedback notes, teacher technology survey results 2022-23 Update: Analysis of records indicates and increase in classroom model lessons, but the increase has been hampered somewhat by staffing issues in the coaching roles. The district plans to

					re-staff the coaching positions for 2023-24 and looks to increase the opportunities afforded in the classroom. 2023/2024: Instructional coaches at each site have documented model lessons during the school year. 2024-25 Update: Instructional coaches at each site have documented model lessons during the school year. 2025-2026 Update: District wide observation by AVID Implementation Strategist to monitor implementation. Staff members attended Showcase visits from other districts. Two secondary teachers completed the AVID Certified Educator. One has been chosen by AVID to lead this Path training.
5. Provide professional development in AVID instructional strategies. AVID has been shown to increase student performance by the IES What Works Clearinghouse.	2022-27	District and school administration, coaches, teachers, interventionists	$100,000	General Funds	Review copies of meeting logs, the professional development calendar, provide and review teacher professional development needs survey results to enhance teacher learning. Monitor and discuss the shift to AVID practices 2022-23 Update: AVID implementation continues across the district and schools. As of spring over 95% of staff have been initially trained in the AVID framework. AVID strategies have been implemented at district and school level meetings in an effort to model effective use. 2023/2024: AVID implementation continues across the district as we now have over 95% of staff who have been initially trained in the AVID framework. Avid strategies have been implemented and monitored at each site. 2024-25 Update: AVID implementation continues across the district as we now have over 97% of staff who have been initially trained in the AVID framework. Avid strategies have been implemented and monitored at each site. Schools

					also organized visits to schools within the district, as well as other districts, to observe PLCs and AVID strategies. 2025-2026 Update: District wide observation by AVID Implementation Strategist to monitor implementation. Staff members attended Showcase visits from other districts. Two secondary teachers completed the AVID Certified Educator. One has been chosen by AVID to lead this Path training.
6. Study the effectiveness of current math coaches through analysis to determine the feasibility of additional coaches.	2022-27	District administration	$400,000	General Funds	Work towards funding additional coaching positions, based on evaluation of data collected from surveys of math coach activities and impact on achievement. 2022-23 Update: District vacancies in the math coach positions prevented an effective analysis, but the district expects to fill these positions in 2023-24 and will analyze the effectiveness of the coaching positions moving forward. It is expected that the additional data provided by Benchmark assessments will provide a foundation for staffing needs as the program is fully implemented. 2023/2024: Two additional Math coaches were hired. The three district Math coaches created and assessed district benchmarks three times this year. We will continue to assess progress in order to hopefully add more Math coaches in the future. 2024-25 Update: An additional Math coach was hired. The four district Math coaches created and assessed district benchmarks three times this year. We will continue to assess progress in order to hopefully add more Math coaches in the future.

To add a row, go to the last box and press the tab button.

Performance Goal Area: Student Achievement*

*(*required)*

PERFORMANCE GOAL: By 2027, the percentage of secondary students on target for College and Career Readiness based on benchmarks will increase as indicated by the interim performance targets below.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
iReady Math (6-8) % on or above grade level	47.3%	*Target: 49.8%* *Actual: 45.7%*	*Target: 52.4%* *Actual: 46%*	*Target: 54.9%* *Actual: 45.7%*	*Target: 57.5%* *Actual: 49.2%*	*Target: 60%* *Actual:*
iReady Reading (6-8) % on or above grade level	47%	*Target: 49.6%* *Actual: 50.7%*	*Target: 52.2%* *Actual: 51.5%*	*Target: 54.8%* *Actual: 49.3%*	*Target: 57.4%* *Actual: 49.5%*	*Target: 60%* *Actual:*
Alg. 1 EOC (7-12) % scoring D or better	61.9%	*Target: 67.5%* *Actual: 66.8%*	*Target: 73.1%* *Actual: 71.7%*	*Target: 78.8%* *Actual: 70.1%*	*Target: 84.4%* *Actual: 75.3%*	*Target: 90%* *Actual:*
Eng 2 EOC (7-12) % scoring D or better	80.8%	*Target: 82.6%* *Actual: 88.2%*	*Target: 84.5%* *Actual: 84%*	*Target: 86.3%* *Actual: 87.6%*	*Target: 88.2%* *Actual: 86.8%*	*Target: 90%* *Actual:*

**Add or delete rows as needed.*

STUDENT ACHIEVEMENT STRATEGY #1
Use benchmark assessment data to direct instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Data will guide teachers' instruction. Data will be analyzed at the school and district level as well as teachers, and the data will be used to guide study into best practices as well as refinement of the District 5 curriculum.	2022-27	School Administration, School English/Math Departments	0	N/A	Teachers will analyze their data in teams/departments to plan instruction. 2022-23 Update: Schools have utilized departmental, grade level and PLC settings to review assessment results. Some schools utilized inter-school observations to improve practice and noted growth. iReady engagement time at all grade levels is within CA recommendations. The HS campuses are revisiting the math course sequence for 2023-24 based on data analysis. 2023-24: District leadership met with CA three times to analyze data from diagnostics. Math and reading coaches and/or admins from each school met to discuss. CA provided professional development for each school three times this year. 2024-25 Update: District leadership met with CA three times (once after each diagnostic) to review and analyze data. PD was provided to each school in PLCs to review and analyze data to guide classroom instruction.

2. Students will complete iReady Pathways weekly in math and reading. (middle school). iReady is included on the SC Formative Assessment list and aligns directly to the SC College and Career Ready Standards for English Language arts and Mathematics.	2022-27	School Administration, ELA and math teachers	$250,000/year	General Fund	Students will complete the weekly individualized lessons in iReady Pathways. Students will receive participation grades and incentives for lesson completion and/or meeting target growth. Teachers and administration will monitor students progress and growth. 2022-23 Update: Students are within recommended CA instructional minutes in the instructional pathways. iReady data continue to indicate that students meeting the recommended minutes are enjoying a corresponding increase in performance level. 2023-24: Schools and district have monitored time on task, completion, and progress of students. 2024-25 Update: Schools and the district continue to monitor student progress in learning pathways. Teachers make instructional adjustments to school pathways as needed.
3. Gain knowledge of and implement AVID at the middle level with a focus on increasing iReady achievement. AVID introduction will begin with an elective course in 2022-23 and progress into a whole school model. AVID is included as a recommended resource by the IES What Works Clearinghouse.	2022-27	District Administration, School Administration, Teachers	$100,000	General Fund	Participate in professional development and training. Add AVID elective(s) into the master schedule. Implement AVID strategies in classroom instruction. Identify students to participate in the AVID program. 2022-23 Update: AVID implementation continues across the district and schools. As of spring over 95% of staff have been initially trained in the AVID framework. AVID strategies have been implemented at district and school level meetings in an effort to model effective use. 2023-24: 99% of core middle level teachers have been trained in content pathway. 98% related arts middle level teachers were trained in AVID lol. AVID Elective teacher and one administrator attended AVID Summer Institute. Continue to train/onboard new staff as necessary. 2024-25 Update. Data analysis continues to show improved outcomes for students across all subgroups participating in the AVID program, with some subgroups of HS students

					showing as much as a .5 GPA point overall improvement compared to their peers who are not participating in AVID. 2025-2026 Update. All new staff members K- 12 in content areas were trained in AVID Path training. Visits by the District Director to monitor the implementation of AVID was held
4. Implement AVID as a schoolwide model for increasing student achievement through development of study skills, learning strategies, etc. In 2022-23 AVID will be introduced to a cohort of students and teachers, and over the five-year span of the strategic plan, will be expanded to future cohorts and across subject areas.	2022-27	District Instructional Staff, School-level administration, teachers, students	$400,000 over 5 years	General Funds	Continuous improvement strategies will be implemented to assess the implementation and effectiveness of the AVID program. Data will be analyzed throughout each year to assess the impact that AVID is having to student achievement and program implementation and make adjustments as necessary. 2022-23 Update: AVID implementation continues across the district and schools. As of spring over 95% of staff have been initially trained in the AVID framework. AVID strategies have been implemented at district and school level meetings in an effort to model effective use. 2023-24: AVID Elective classes increased enrollment and course variety. For 2024-25, elective classes will be added for grade 6 students and additional sections will be added at secondary campuses. 2024-25 Update: With the realignment of grades to the middle school, a new group of 6th grade students are now able to participate in the AVID program. The data from item (3) above also supports the analysis of this action step. 2025-2026 Enrollment in the AVID cohort classes increased at the secondary levels.
5. Purchase/develop and administer benchmarks that measure students' progress. The benchmarks will be implemented based on strategic analysis of the SC College and Career Ready standards for	2022-27	District Administration, School Administration, School English/Math Departments	$35,000	General Funds	A benchmark will be purchased or developed by schools that will be administered to students between 2-3 times per course. This data will be monitored by school administration and teachers. 2022-23 Update: The district is evaluating tools for benchmark development and will implement the benchmark process from the lower grades up. The new standards introduction will provide an opportunity for benchmark revision and refinement alongside and in conjunction with

English/Language Arts and Mathematics.					curriculum writing. 2023-24: With new ELA standards implementation in 2024-25, curriculum maps are being written with scope and sequence for each ELA course. A tool has been chosen for implementation. Teachers and School Admin will receive PD on interpreting data from benchmark tool. 2024-25 Update: English 2 teachers are currently creating and implementing common benchmarks utilizing the Progress Learning software. ELA 6-8 will begin working on benchmarks in the summer of 2025 after new curriculum maps were implemented in 2024-25. Due to math implementing new state standards in 2025-26, the benchmarks for math courses will begin development in summer 2026.

Performance Goal Area: Teacher/Administrator Quality*

*(*required)*

PERFORMANCE GOAL: Spartanburg District Five will increase the number of contracts offered from our District Recruitment Fair from 18 to 28 from 2022-2027.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Board Notes and Recruitment Fair Spreadsheets	18	*Target: 20* *Actual: 20*	*Target: 22* *Actual: 25*	*Target: 24* *Actual: 42*	*Target: 26* *Actual: Alternative Process due to Weather*	*Target: 28* *Actual:*

**Add or delete rows as needed.*

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1
Recruit the highest quality certified staff for Spartanburg District Five.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide funding for travel to district administrators for recruiting	2022-27	Personnel District and School Administration	$6000 increase to $10,000 for 2025-26.	General Funds	Analyze yearly budget requests, statements and travel request forms gather data about attendance at recruitment events and personnel involved. Evaluate effectiveness of recruitment events based on the number of candidates hired. 2022-23 Update: After evaluation of budgets, statements, and travel requests, we have seen a decrease in the candidates hired from outside recruitment events. 2023-24: No change. 2024-25 Update: While few candidates have been hired from external recruitment events, we recognize the importance of increasing district visibility and name recognition. 2025-26 Update: The external recruiting events have yielded new hires in certification areas that have been difficult in finding quality candidates in the past, specifically Secondary English and Middle Level Science. The recruiting events have also increased the applicant pool for many of the posted positions.
2. Create a Spartanburg District Five Recruitment Video	2022-23	Public Relation	$4000	General Funds	Analyze surveys from recruitment fair and newly hired employees on where candidates learned about sources drawing them to the district. 2022-23 Update: 65% of candidates learned of the recruitment fair from our website; 20% from colleges; 10% from staff and 5% from other

					resources. The data will be used to continuously improve the recruitment fair and related promotional activities. 2023-24 Update: 55% of candidates learned of the recruitment fair from our website; 99% from colleges; 23.9% from staff and 13% from other resources. The data will be used to continuously improve the recruitment fair and related promotional activities. 2024-25 Update: Approximately 42% of Recruitment Fair participants learned of the event through the district website and social media platforms. This highlights the importance of providing up-to-date and accurate information about the district and its events. We will continue to collaborate with our Public Relations team to ensure content effectively reaches the Public. 2025-26 Update: The District Five Teacher recruitment Fair had 133 registered applicants prior to the cancellation of the event due to weather. The data on where they learned about the recruitment fair was not able to be gained, but a focus on increasing registrations by encouraging college students to apply appeared to yield a high registration rate.
3. Pursue diversity in hiring by recruiting at Historically Black College and Universities (HBCUs)	2022-27	Personnel District and School Administration	$6000	General Funds	Analyze surveys from recruitment fair and newly hired employees on where candidates learned about sources drawing them to the district. 2022-23 Update: 65% of candidates learned of the recruitment fair from our website; 20% from colleges; 10% from staff and 5% from other resources. The data will be used to continuously improve the recruitment fair and related promotional activities. 2023-24 Update: 65% of candidates learned of the recruitment fair from our website; 9% from colleges; 23% from staff and 13% from other resources. The data will be used to

					continuously improve the recruitment fair and related promotional activities. 2024-25 Update: Interview questions are designed to target the specific needs of our district and schools, helping ensure we hire the highest quality candidates. 2025-26 Update: The district did not participate in South Carolina HBCU recruitment fairs in 2025-2026. Candidates from all backgrounds were recruited at the external recruitment events the district participated in, with a focus on recruiting the highest quality candidates.
4. Create a plan to encourage teaching as a profession within our counseling programs	2022-27	Middle and Secondary School Counselors Middle and Secondary Administrators Teacher Cadet Teachers	$0	N/A	IGP data and Teacher Cadet enrollment data will be monitored for increases. 2022-23 Update CLNA data indicates that there has been a slight increase in the number of students choosing education and training as a Career Cluster. More investigation and research will be conducted in this area. 2023-24 Update: No change in data. 2024-25 Update: No change. 2025-26 Update: No change
5. Increase the number of participants in the District Recruitment Fair each spring	2022-27	Personnel Public Relations	$5000	General Fund	Data will be kept from each recruitment fair to compare enrollment in the events and number of contracts offered to participants. 2022-23 Update: Data analysis indicates an overall decrease in the number of participants from previous years, attributed to the factors related to the teacher shortage across the state/nation. 2023-24 Update: Data analysis indicates an overall increase in the number of participants from 2022-23, attributed to an earlier date for the event. 2024-25 Update: Attendance increased compared to last year, including a rise in the number of candidates hired for the 2025–26 school year.

					2025-26 Update: Registration numbers increased from previous years, but the event was cancelled due to winter weather.
6. Identify career changers through substitute training and paraprofessional conferences and connect them to alternative forms of certification to teach	2022-27	Personnel Special Services School Administrators	$0	N/A	Alternative certification data will be kept and monitored through the personnel office to determine yearly enrollment in the program and the increases. 2022-23 Update: Spreadsheets have been created to track each program and where candidates were hired prior to coming to D5. 2023-24 Update: No change. 2024-25 Update: We partnered with organizations such as TeachSC and Spartanburg One's Re:Degree program to connect career changers, substitutes, and paraprofessionals to alternative certification pathways. One informational meeting was held in the spring to share details of the Re:Degree program with interested employees. 2025-26 Update: We continued to strengthen our partnerships with Re:Degree with a spring program for interested employees. Our new substitute services vendor, ESS, also notifies Human Resources of any substitute that expresses interest in pursuing certification. We entered into a partnership with Teachers of Tomorrow to gain access to their database of potential teachers. Teachers of Tomorrow was also scheduled to have a presence at the District Five Teacher Recruitment Fair as a viable pathway to certification for non-certified participants.
7. Partner with local colleges and universities to place practicum and student	2022-27	Personnel School Administrators	$0	N/A	Spreadsheets will be monitored for the number of practicum/student teachers placed by building.

teachers including the use internship certificates					2022-23 Update: Spreadsheets have been created and are being monitored. Numbers of placements have increased in D5 since 2021-22. 2023-24 Update: No change. 2024-25 Update: The district hosted approximately 70 practicum students, student teachers, and Teaching Fellows. We aim to expand these numbers through strengthened university partnerships. 2025-26 Update: 2025-2026 The district hosted 145 student teachers, practicum teachers, and Teaching Fellows. Human Resources personnel made personalized contacts with university partners to request additional placements in District Five Schools.

Performance Goal Area: Teacher/Administrator Quality*

*(*required)*

PERFORMANCE GOAL: The percentage of teachers returning to Spartanburg District Five each year will increase from 91% to 93.5% by 2027 (Three-year average).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Report Card Data	91%	*Target: 91.5%* *Actual: 90.8%*	*Target: 92%* *Actual: 90.3%*	*Target: 92.5%* *Actual: 89%*	*Target: 93%* *Actual: 90%*	*Target: 93.5%* *Actual:*

**Add or delete rows as needed.*

TEACHER/ADMINISTRATOR QUALITY STRATEGY #2
Provide support to improve the retention of all certified staff

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide competitive teacher salaries	2022-27	District Board Superintendent Finance	$600,000-$700,000 per 1% increase	Variety of funding sources	Evaluate data from the Spartanburg County Equalization Fund. Compare and analyze other district salary scales. 2022-23 Update: Awaiting final budget data for evaluation. 2023-24 Update: The district increased each cell of the salary scale by $2650 and adjusted the BA to $1000 above the state minimum. 2024-25 Update: No change. 2025-26 Update: 2025-2026 Teacher salaries will be in the final approved budget
2. Provide district-wide recognition for teachers' service	2022-27	Public Relations Personnel	$5000	General Funds	Analyze programs and data from recognition ceremonies. 2022-23 Update: This action step is planned to begin during the 2023-24 school year. 2023-24 Update: Feedback analysis from the teacher forum indicates a positive response. 2024-25 Update: No Change. 2025–2026 Update: Maintained current performance levels to ensure consistency
3. Develop employee recognition programs with site administrators	2022-27	Building Administrators	Include in school budget - See SRP for details	General Funds	Administrators will include plans for employee recognition in their yearly evaluations with the superintendent. Data from yearly evaluations and school report card surveys will be used to determine effectiveness of programs. 2022-23 Update: Schools have begun the process of evaluating current recognition programs. School report card surveys have been administered (as well as Cognia

					surveys in fall 2022) and will be evaluated when data is returned to the district. 2023-24 Update: Staff were recognized for continuous years of service with a pin for the first time in Spartanburg Five. The program is planned to continue. 2024-25 Update: Introduced the Shining Star Recognition Award to honor the outstanding contributions of our district custodial staff. 2025–2026 Update: Sustained implementation of effective practices
4. Provide additional support for new teachers in our schools	2022-27	Director of Teacher Quality Personnel Building Administrators	$5000	General Funds	District Induction Program information will be submitted to the state department each year in the District ADEPT plan. Building Administrators will submit plans for orientation of new teachers to their buildings. These plans will be evaluated to determine the increased support for new teachers 2022-23 Update: Induction plan has been created and submitted to the SDE. Plans are in development for submission to the district for school-level activities. The district recognized the state Induction Teacher of the Year in 2022. 2024-25 Update: No Change. 2025–2026 Update: Continued progress with stable outcomes
5. Ensure collaboration with a content or role-aligned mentor for every entering certified employee	2022-27	Building Administrators Director of Teacher Quality Personnel	$0	N/A	Building Administrators will submit plans for orientation of new teachers to their buildings. New teacher surveys will be analyzed to determine the effectiveness of the mentor programs. 2022-23 Update: Induction plan has been created and submitted to the SDE. Plans are in development for submission to the district for school-level activities. District level data has been collected through state opinion, Cognia, and district professional development surveys. Mentors are in place for all Induction teachers; data will be collected to refine the mentoring process.

					2024-25 Update: Continued the Mentor Buddy Program, with a particular focus on supporting alternatively certified teachers undergoing formal evaluations. 2025–2026 Update: Maintained focus on established priorities and results
6. Train and support seasoned administrators to mentor and coach early administrators	2022-27	Personnel	$0	N/A	Evaluate survey data from mentees and mentors. 2022-23 Update: New APs participated in a two-day 4.0 Rubric Evaluation training. 2024-25 Update: Continued implementation of the district AP Cohort. Principals provided mentorship to new administrators within their schools. 2025–2026 Update: Preserved current performance while monitoring for growth opportunities
7. Establish structures to support all alternative route certification programs	2022-27	Personnel Director of Teacher Quality	$9000 - see action step 4	General Funds	District Induction Program information will be submitted to the state department each year in the District ADEPT plan. Retention of alternative route teachers will be kept by the Director of Personnel. Surveys will also be sent to alternative route teachers to evaluate the effectiveness of the program. 2022-23 Update: Data is being collected to be included in the District ADEPT Plan. Preliminary anecdotal data indicate that retention rates for this group tend to fall in line with overall retention rates of teachers as a whole. For 2023-24, additional pull-out sessions are planned for Alternative Certification Pathway teachers. 2024-25 Update: Provided training and cross-training within schools. Identified staff ready to pursue certification and supported their transition to classroom teaching roles. 2025-2026 Update: 240 Tutoring services provided to all alternative certification teachers needing to pass Praxis exams to complete their pathways.

Performance Goal Area: Teacher/Administrator Quality*

*(*required)*

PERFORMANCE GOAL: The average score of teachers on the South Carolina Teaching Standards Rubric-Instruction Domain will increase from 3.1 to 3.6.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
SC LEAD Evaluation Data	3.1	*Target: 3.2* *Actual: 3.26*	*Target: 3.3* *Actual: 3.31*	*Target: 3.4* *Actual: 3.33*	*Target: 3.5* *Actual: NYA*	*Target: 3.6* *Actual:*

**Add or delete rows as needed.*

TEACHER/ADMINISTRATOR QUALITY STRATEGY #3
Provide effective support, evaluation, and recognition of exemplary teaching practices.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide resources to support effective classroom instruction	2022-27	Curriculum and Instruction Team Personnel Principals Instructional Coaches	$100,000	General Funds	Analyze student performance data. Analyze survey data from teachers related to the use of classroom resources. Analyze software usage and effectiveness data. 2022-23 Update: Student achievement data indicates that gaps are closing among students who are reaching beyond their typical growth. Continued emphasis needs to be placed on teaching strategies that encourage growth beyond one year. 2023-24 Update: Analysis of student data continues to be increased at the school level. The iReady formative assessment now includes streamlined instruction for the most at-risk students leading to a focus on essential skills needed to move forward. 2024-25 Update: No Change. 2025–2026 Update: Maintained consistent support and evaluation practices to reinforce high-quality instruction
2. Promote professional learning communities	2022-27	Curriculum and Instruction Team Personnel Principals Teacher Leaders	$12,000	General Funds	Review meeting minutes and agendas. Analyze school report card data regarding teacher support. 2022-23 Updates: Anecdotal data indicate that PLC meetings have been held at the school levels, but a stronger data collection method for recording what is discussed needs to be implemented district-wide.

					2023-24 Update: Administrative changes at multiple schools has led to increased and more efficient use of PLC time, as well as additional assistance and data analysis from coaches. 2024-25 Update: No change. 2025–2026 Update: Sustained systems for recognizing and supporting exemplary teaching practices
3. Provide differentiated staff development opportunities to personalize growth	2022-27	Curriculum and Instruction Team Personnel Principals Instructional Coaches	$15,000	General Funds	Survey participants to determine effectiveness of staff development opportunities. Analyze data from SC Lead to determine instructional growth. 2022-23 Update: The district conducted a follow-up survey for the 2022 PD opportunities as well as those held thus far in 2023. Data indicate that most staff generally feel like PD presented met their needs and generally helped them as a classroom teacher. 2023-24 Update: Data from teacher surveys following professional development opportunities continues to reinforce that provided topics are needed and beneficial. The district continues to explore methods to analyze the actual effects of these opportunities in the classroom. 2024-25 Update: No change. 2025–2026 Update: Continued implementation of effective evaluation and recognition processes for instructional excellence
4. Provide opportunities for certified staff to build capacity in instruction and leadership.	2022-27	District and School Administration	$10,000	General Funds	Survey participants to determine effectiveness of staff development opportunities. Analyze school report card data regarding teacher support. 2022-23 Update: The district conducted a follow-up survey for the 2022 PD opportunities as well as those held thus far in 2023. Data indicate that most staff generally feel like PD presented met their needs and generally helped them as a classroom teacher.

					The district is exploring opportunities to encourage teachers to look at career paths towards administration. The Spartanburg County Administrator's Academy will be relaunched for the 2023-24 school year. 2023-24 Update: The administrator's academy has reopened with D5 representation. Teachers have also been given many opportunities to provide leadership through the school grade reconfiguration project as well as the rollout and implementation of new standards in ELA and math over 2025 and 2026. 2024-25 Update: No change. 2025-26 Update: Renewal credits now awarded for certified staff that present training or professional development to district personnel.
5. Use SC Lead and the ADEPT evaluation process to personalize support and growth opportunities	2022-27	Personnel School Administration	$0	N/A	Evaluate SCLead data to determine strengths and weakness. 2022-23 Update; SCLEAD data will be reviewed once collected. Anecdotal and survey data indicate that PD provided met teachers' needs. Growth in student placement on iReady indicates that students who are meeting their stretch growth targets are closing the achievement gap, meaning teachers are able to help some students. Training for Induction teachers on the SDE Professional Learning Library will be provided in the 2023-24 school year. 2023-24 Update: While student stretch growth data fell below targets for the 2023-24 school year, it should be noted that the final 7 weeks of school will allow for students to reach their stretch growth targets, even if not met in March. 2024-25 Update: Continued leveraging SCLead tools, along with student performance data, to identify strengths and areas for growth. These insights guide training and professional development opportunities.

					2025-26 Update: SCLEAD individualized teacher training has been implemented as an intervention for teachers needing extra support in the 4.0 Rubric Domains.
6. Provide professional development to administrators on effective observations and conferencing (common vocabulary of 'exemplary' descriptors and practices)	2022-27	Curriculum and Instruction Team Personnel Principals Instructional Coaches Teacher Leaders AVID	$0	N/A	Evaluate SC Lead data to determine the effectiveness of observations and conferences. Analyze data from observations to determine inter-rater reliability. 2022-23 Update; Walk through observation data has been collected and survey data indicate that PD provided has been implemented in some classrooms. Growth in student placement on iReady indicates that students who are meeting their stretch growth targets are closing the achievement gap, meaning teachers are able to provide what is needed. New curriculum development tied to new standards being introduced in the 2023-24 school year will provide an opportunity to create a 'teaching vocabulary.' for the district. 2023-24 Update: ELA Standards unpacking has begun and curriculum maps are being developed under district and school leadership. Standards will be implemented in 2024-25. A significant number of staff are currently being trained in LETRS and this training has provided new opportunities for discussion and professional growth among staff. 2024-25 Update: Continued strengthening professional networking opportunities through the AP Cohort, with an emphasis on improving the quality of feedback assistant principals provide to teachers and staff.

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	ARTISTIC
The district utilizes state identification of gifted and talented students for:	**grades 1–2** **grades 3–5** **grades 6–8** **grades 9–12**	☐ ☒ ☒ ☒	☐ ☒ ☒ ☒
The district utilizes trial placement (1 year conditional placement) for:	**grades 1–2** **grades 3–5** **grades 6–8** **grades 9–12**	☐ ☒ ☐ ☐	☐ ☐ ☐ ☐
The district utilizes a local identification process (local criteria rubric) for:	**grades 1–2** **grades 3–5** **grades 6–8** **grades 9–12**	☐ ☐ ☐ ☐	☐ ☒ ☒ ☐
The district utilizes a formal withdrawal policy for:	**grades 1–2** **grades 3–5** **grades 6–8** **grades 9–12**	☐ ☒ ☒ ☐	☐ ☒ ☒ ☒

DISTRICT: ___Spartanburg School District Five_____ **INFORMATION FOR SCHOOL YEAR:** 2026-2027

GIFTED AND TALENTED SCOPE AND SEQUENCE

Directions: Place an X for an affirmative response in columns marked Academic and Artistic.

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	☐	☐	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Artistic	☐	☐	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
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	☐	☐	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
Artistic	☐	☐	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒

DISTRICT: ___Spartanburg School District Five_____ **INFORMATION FOR SCHOOL YEAR:** 2026-2027

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	*Use approved abbreviations for curriculum.*	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pullout/Special Class	Ment Math Minds First Lego Jacob's Ladder – ELA Teacher-designed Units HMH Textbook	X				
4	Pullout/Special Class	Ment Math Minds First Lego Jacob's Ladder – ELA Teacher-designed Units HMH Textbook	X				
5	Pullout/Special Class	Ment Math Minds Jacob's Ladder – ELA Teacher-designed Units HMH Textbook	X				
6	Pullout/Special Class	Teacher-designed Units	X				
7	Pullout/Special Class	Teacher-designed Units		X	X		
8	Special Class	Teacher-designed Units		X	X		
9	Special Class	Teacher-designed Units		X	X	X	X
10	Special Class	Teacher-designed Units		X	X	X	X
11	Special Class	Teacher-designed Units		X	X	X	X
12	Special Class	Teacher-designed Units		X	X	X	X

DISTRICT: ___Spartanburg School District Five_____ **INFORMATION FOR SCHOOL YEAR:** 2026-2027

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: _____

GRADE	*(Use approved abbreviations for curriculum.)*	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Teacher-Designed Units					X	
4	Teacher-Designed Units					X	
5	Teacher-Designed Units					X	
6	Teacher-Designed Units					X	
7	Teacher-Designed Units					X	
8	Teacher-Designed Units					X	
9	Teacher-Designed Units					X	
10	Teacher-Designed Units					X	
11	Teacher-Designed Units					X	
12	Teacher-Designed Units					X	

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Parents and others are notified numerous times each year as opportunities for academic and artistic screenings arise through the district and school websites, letters sent home, and school newsletters. The district also communicates screening results to parents as they are received. As GT rosters are updated for the next year, the schools maintain contact with parents regarding their placement and services provided.

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.

SPARTANBURG DISTRICT Five
EVERY CHILD, EVERY DAY.

P.O. Box 307
100 N. Danzler Rd
Duncan, SC 29334

Phone (864)949.2350
Fax (864)439.0051
www.spart5.net

January 30, 2024

Name and Address

Dear Parent or Guardian:

I am writing to notify you of your child's current status concerning the Gifted and Talented (GT) Academic Program. Placement in the GT program is determined by meeting rigorous state-mandated criteria in at least **two out of three** dimensions that assess a student's reasoning abilities and academic achievement. District Five students are initially screened in Grade 2 with a group-administered aptitude test (Dimension A - CogAT) and a group-administered achievement test (Dimension B). District Five students have additional opportunities to qualify with repeated CogAT, iReady, SC Ready, and possibly the Performance Task Assessment, which is Dimension C. In some grade levels, a student's grade point average (GPA) is also allowed to serve as Dimension C.

Based on his/her recent test scores, your child has now met the criteria for G/T services. Depending on your school's model of service and class sizes for academically gifted and talented students, this may or may not mean that your child's homeroom teacher will change. If you have not recently been contacted by someone from your school, please contact your school's administration to discuss whether services will begin now or in the fall.

If you have questions about your child's performance on any of these assessments or our programs, please do not hesitate to contact your school or me.

We wish to congratulate your child on this exceptional accomplishment and look forward to many more in the future!

Sincerely,

Karen D. McMakin

District Summer School Program Sites Identification

District Name: ___Spartanburg School District Five___ District Summer School Contact: Angie Showalter and Heather Gordon
Contact's Phone Number: _(864)949-2350__Contact's Email Address: angie.showalter@spart5.net/heather .gordon@spart5.net

SUMMER SCHOOL PROGRAM SITES: YES

Directions: 1) If you answered "YES" to having a summer school program site, complete the information below.
2) Upload this completed form as a PDF document to the District Strategic Renewal Application.

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Abner Creek MS	JoLane Hall	✓Gr. 1-8 Promotion ☐Read to Succeed ☐Initial HS Credit ☐Credit Recovery ☐Other: _____	Middle School
Florence Chapel MS	Ingrid Anderson	✓Gr. 1-8 Promotion ☐Read to Succeed ☐Initial HS Credit ☐Credit Recovery ☐Other: _____	Middle School
DR Hill MS	Allison Hepfner	✓Gr. 1-8 Promotion ☐Read to Succeed ☐Initial HS Credit ☐Credit Recovery ☐Other: _____	Middle School

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
Beech Springs MS	Joshua Greene	✓Gr. 1-8 Promotion ☐Read to Succeed ☐Initial HS Credit ☐Credit Recovery ☐Other: _____	Middle School
Byrnes Freshman Academy	Michael Maus	☐Gr. 1-8 Promotion ☐Read to Succeed ☐Initial HS Credit ✓Credit Recovery ☐Other: _____	High School
Byrnes HS	Ben Enloe	☐Gr. 1-8 Promotion ☐Read to Succeed ☐Initial HS Credit ✓Credit Recovery ☐Other: _____	High School
Duncan Elementary	Caroline Davis	✓Gr. 1-8 Promotion ✓Read to Succeed ☐Initial HS Credit ☐Credit Recovery ☐Other: _____	Elementary School
Lyman Elementary	Bill Neyman	✓Gr. 1-8 Promotion ✓Read to Succeed ☐Initial HS Credit ☐Credit Recovery ☐Other: _____	Elementary School

Name of Site(s) for Summer School Program	Name of Site Administrator	Purpose of Summer School Program (check all that apply)	Elementary, Middle, or High School
River Ridge Elementary	Shauna Bartel Katie Farr	✓Gr. 1-8 Promotion ✓Read to Succeed ☐Initial HS Credit ☐Credit Recovery ☐Other: _____	Elementary School
Reidville Elementary	Sharon Laye	✓Gr. 1-8 Promotion ✓Read to Succeed ☐Initial HS Credit ☐Credit Recovery ☐Other: _____	Elementary School

For questions, contact dssr@ed.sc.gov

District Renewal Plan Checklist

Are the following complete?

√	District Strategic Plan Signature Page
√	Assurances for Plan
√	Stakeholder Involvement for Plan
√	Proficiency-based Initial Plan or Evaluation submitted via Formstack
√	Comprehensive Needs Assessment Data
√	Executive Summary of Needs Assessment Data Findings
√	Performance Goal and Action Plan: Area – Student Achievement
√	Performance Goal and Action Plan: Area – School Climate
√	Performance Goal and Action Plan: Area – Teacher/Administrator Quality
√	Performance Goal and Action Plan: Area – Gifted and Talented
√	Gifted and Talented Table/Plan
√	Summer School Information

Once all boxes are checked, the plan can be submitted.