

FORT MILL SCHOOLS

The Fort Mill Four

1. Exceptional Teaching and Learning
2. Data Driven Continuous Improvement
3. Effective Leadership and Communication
4. Safe, Supportive and Inviting Schools

- THE FOLLOWING STRATEGIC PLAN INCLUDES 4 GOALS ALIGNED TO THE ADVANCED STANDARDS, AND INCLUDE THE STRATEGIES AND ACTION STEPS PLANNED TO ACCOMPLISH THE GOALS.
- **HIGHLIGHTED** ARE ACTION STEPS ADDED ON THE 2017 UPDATE.
- **HIGHLIGHTED** ACTION STEPS ADDRESS ONE OF MORE OF THE FOLLOWING IMPROVEMENT PRIORITY AREAS AS IDENTIFIED BY ADVANCED:
 1. USE OF DATA FOR CONTINUOUS IMPROVEMENT
 2. SYSTEM-WIDE SUPERVISION AND EVALUATION PROCESS
 3. CONSISTENT GRADING AND REPORTING PROCESS

Fort Mill Schools Strategic Plan 2016-2021

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|---|---|---|---|----------------|----------------|----------------|----------------|
| Performance Goal Area: | X | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | | District Priority | District Goal 2: Continuous Improvement | | | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| | | 1. Read to Succeed: Leadership | | | | | |
| | X | 2. Read to Succeed: Student Outcomes | | | | | |
| | | 3. Read to Succeed: Professional Learning | | | | | |
| | | 4. Read to Succeed: Assessment Plan | | | | | |
| | | 5. Read to Succeed: Instructional Plan | | | | | |
| | | 6. Read to Succeed: Parent and Family Involvement | | | | | |
| | | 7. Read to Succeed: District Community Partnerships | | | | | |
| Performance Goal 1.1: (Statement of desired progress or result over 5 years) | By 2021, 75% of pre-kindergarten students will be within or above the expected range of all 8 tasks of the Phonological Awareness Literacy Screening (PALS) assessment. | | | | | | |
| Interim Performance Goal: (One year goal) | By 2017, 61% of pre-kindergarten students will be within or above the expected range of all 8 tasks of the Phonological Awareness Literacy Screening (PALS) assessment. | | | | | | |
| Data Source(s): (List types of data that will be collected or examined to measure progress) | PALS Assessment | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Source: | 58.3% | Projected | 61.0% | 64.0% | 67.0% | 71.0% | 75.0% |
| <i>*Represents projections of improvement</i> | | Actual | | | | | |

Fort Mill Schools Strategic Plan 2016-2021

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|--|---|---|---|----------------|----------------|----------------|----------------|
| Performance Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | | District Priority | District Goal 2: Continuous Improvement | | | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| | | 1. Read to Succeed: Leadership | | | | | |
| | <input checked="" type="checkbox"/> | 2. Read to Succeed: Student Outcomes | | | | | |
| | | 3. Read to Succeed: Professional Learning | | | | | |
| | | 4. Read to Succeed: Assessment Plan | | | | | |
| | | 5. Read to Succeed: Instructional Plan | | | | | |
| | | 6. Read to Succeed: Parent and Family Involvement | | | | | |
| | | 7. Read to Succeed: District Community Partnerships | | | | | |
| Performance Goal 1.2: (Statement of desired progress or result over 5 years) | By 2021, 95.0% of kindergarten students will meet state benchmark of level 3 on the Developmental Reading Assessment. | | | | | | |
| Interim Performance Goal: <small>(One year goal)</small> | By 2017, 93.0% of kindergarten students will meet state benchmark of level 3 on the Developmental Reading Assessment. | | | | | | |
| Data Source(s): <small>(List types of data that will be collected or examined to measure progress)</small> | DRA2 | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Source: | 92.0% | Projected | 93.0% | 93.5% | 94.0% | 94.5% | 95.0% |
| <i>*Represents projections of improvement</i> | | Actual | | | | | |

Fort Mill Schools Strategic Plan 2016-2021

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| Performance Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | | |
| | | District Priority | District Goal 2: Continuous Improvement | | | | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | | |
| | | 1. Read to Succeed: Leadership | | | | | | |
| | <input checked="" type="checkbox"/> | 2. Read to Succeed: Student Outcomes | | | | | | |
| | | 3. Read to Succeed: Professional Learning | | | | | | |
| | | 4. Read to Succeed: Assessment Plan | | | | | | |
| | | 5. Read to Succeed: Instructional Plan | | | | | | |
| | | 6. Read to Succeed: Parent and Family Involvement | | | | | | |
| | | 7. Read to Succeed: District Community Partnerships | | | | | | |
| Performance Goal 1.3: (Statement of desired progress or result over 5 years) | By 2021, 94.0% of students in grades 1-5 will score at the specific grade benchmark. | | | | | | | |
| Interim Performance Goal: (One year goal) | By 2017, 86.0% of students in grades 1-5 will score at the specific grade benchmark. | | | | | | | |
| Data Source(s): (List types of data that will be collected or examined to measure progress) | Fountas Pinnell | | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Source: | 83.3% | Projected | 86.0% | 88.0% | 90.0% | 92.0% | 94.0% | |
| <i>*Represents projections of improvement</i> | | Actual | | | | | | |

Fort Mill Schools Strategic Plan 2016-2021

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| Performance Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | |
| | <input type="checkbox"/> | 1. Read to Succeed: Leadership | | | |
| | <input checked="" type="checkbox"/> | 2. Read to Succeed: Student Outcomes | | | |
| | <input type="checkbox"/> | 3. Read to Succeed: Professional Learning | | | |
| <input type="checkbox"/> | 4. Read to Succeed: Assessment Plan | | | | |
| <input type="checkbox"/> | 5. Read to Succeed: Instructional Plan | | | | |
| <input type="checkbox"/> | 6. Read to Succeed: Parent and Family Involvement | | | | |
| <input type="checkbox"/> | 7. Read to Succeed: District Community Partnerships | | | | |

Performance Goal 1.4: (Statement of desired progress or result over 5 years)
 By 2021, 90.% of students in grades 3-5 will meet standards on the SC Ready Assessment for ELA.
 By 2021, 90% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.

Interim Performance Goal: (One year goal)
 By 2017, 75.0% of students in grades 3-5 will meet standard on the SC Ready Assessment for English Language Arts.
 By 2017, 77.5% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.

Data Source(s): (List types of data that will be collected or examined to measure progress)
 SC Ready ELA
 SC Ready Math

| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|------------------|------------------|---------|---------|---------|---------|---------|
| Source: ELA | 71.5% | Projected | 75.0% | 78.5% | 82.0% | 85.5% | 90.0% |
| <i>*Represents projections of improvement</i> | | Actual | | | | | |
| Source: Math | 74.4% | Projected | 77.5% | 80.5% | 84.0% | 87.0% | 90.0% |
| <i>*Represents projections of improvement</i> | | Actual | | | | | |

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| Performance Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | | |
| | | District Priority | District Goal 2: Continuous Improvement | | | | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | | |
| | | 1. Read to Succeed: Leadership | | | | | | |
| | | 2. Read to Succeed: Student Outcomes | | | | | | |
| | | 3. Read to Succeed: Professional Learning | | | | | | |
| | | 4. Read to Succeed: Assessment Plan | | | | | | |
| | | 5. Read to Succeed: Instructional Plan | | | | | | |
| | | 6. Read to Succeed: Parent and Family Involvement | | | | | | |
| | | 7. Read to Succeed: District Community Partnerships | | | | | | |
| Performance Goal 1.5: (Statement of desired progress or result over 5 years) | By 2021, 93% of students grades 4-5 will meet standard on the PASS Science Assessment. | | | | | | | |
| Interim Performance Goal: (One year goal) | By 2017, 89% of students in grades 4-5 will meet standard on PASS Science Assessment. | | | | | | | |
| Data Source(s): (List types of data that will be collected or examined to measure progress) | PASS Science | | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Source: | 88.0% (2015) | Projected | 89.0% | 90.0% | 91.0% | 92.0% | 93.0% | |
| <i>*Represents projections of improvement</i> | 87.2% (2016) | Actual | | | | | | |

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| Performance Goal Area: | X | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | | District Priority | District Goal 2: Continuous Improvement | | | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| | | 1. Read to Succeed: Leadership | | | | | |
| | X | 2. Read to Succeed: Student Outcomes | | | | | |
| | | 3. Read to Succeed: Professional Learning | | | | | |
| | | 4. Read to Succeed: Assessment Plan | | | | | |
| | | 5. Read to Succeed: Instructional Plan | | | | | |
| | | 6. Read to Succeed: Parent and Family Involvement | | | | | |
| | | 7. Read to Succeed: District Community Partnerships | | | | | |
| Performance Goal 1.6: (Statement of desired progress or result over 5 years) | By 2021, 90.0% of students in grades 6-8 will meet standard on the SC Ready Assessment for ELA. By 2021, 90% of students in grades 6-8 will meet standard on the SC Ready Assessment for Math. | | | | | | |
| Interim Performance Goal: (One year goal) | By 2017, 73.0% of students in grades 6-8 will meet standard on the SC Ready Assessment for English Language Arts. By 2017, 73.0% of students in grades 6-8 will meet standard on the SC Ready Assessment for Math. | | | | | | |
| Data Source(s): (List types of data that will be collected or examined to measure progress) | SC Ready ELA SC Ready Math | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Source: ELA | 69.1% | Projected | 73.0% | 77.0% | 82.0% | 87.0% | 90.0% |
| <i>*Represents projections of improvement</i> | | Actual | | | | | |
| Source: Math | 67.2% | Projected | 73.0% | 77.0% | 82.0% | 87.0% | 90.0% |
| <i>*Represents projections of improvement</i> | | Actual | | | | | |

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| Performance Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | | District Priority | District Goal 2: Continuous Improvement | | | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| | | 1. Read to Succeed: Leadership | | | | | |
| | <input checked="" type="checkbox"/> | 2. Read to Succeed: Student Outcomes | | | | | |
| | | 3. Read to Succeed: Professional Learning | | | | | |
| | | 4. Read to Succeed: Assessment Plan | | | | | |
| | | 5. Read to Succeed: Instructional Plan | | | | | |
| | | 6. Read to Succeed: Parent and Family Involvement | | | | | |
| | | 7. Read to Succeed: District Community Partnerships | | | | | |
| Performance Goal 1.7: (Statement of desired progress or result over 5 years) | By 2021, 95% of students grades 6-8 will meet standard on the PASS Science Assessment. | | | | | | |
| Interim Performance Goal: (One year goal) | By 2017, 91% of students grades 6-8 will meet standard on the PASS Science Assessment. | | | | | | |
| Data Source(s): (List types of data that will be collected or examined to measure progress) | PASS Science | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Source: | 89.6% (2015) | Projected | 91% | 92% | 93% | 94% | 95% |
| <i>*Represents projections of improvement</i> | 90.3% (2016) | Actual | | | | | |

Fort Mill Schools Strategic Plan 2016-2021

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|---|-------------------------------------|---|---|----------------|----------------|----------------|----------------|
| Performance Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| | <input type="checkbox"/> | 1. Read to Succeed: Leadership | | | | | |
| | <input checked="" type="checkbox"/> | 2. Read to Succeed: Student Outcomes | | | | | |
| | <input type="checkbox"/> | 3. Read to Succeed: Professional Learning | | | | | |
| | <input type="checkbox"/> | 4. Read to Succeed: Assessment Plan | | | | | |
| | <input type="checkbox"/> | 5. Read to Succeed: Instructional Plan | | | | | |
| | <input type="checkbox"/> | 6. Read to Succeed: Parent and Family Involvement | | | | | |
| | <input type="checkbox"/> | 7. Read to Succeed: District Community Partnerships | | | | | |
| Performance Goal 1.8: (Statement of desired progress or result over 5 years) | | By 2021, 97% of students will pass the EOCEP English 1 exam. By 2021, 99% of students will pass the EOCEP Algebra 1 exam. By 2021, 99% of students will pass the EOCEP Biology 1 exam. By 2021, 95% of students will pass the EOCEP US History exam. | | | | | |
| Interim Performance Goal: (One year goal) | | By 2017, 95% of students will pass the EOCEP English 1 exam. By 2017, 99% of students will pass the EOCEP Algebra 1 exam. By 2017, 96.5% of students will pass the EOCEP Biology 1 exam. By 2017, 91% of students will pass the EOCEP US History exam. | | | | | |
| Data Source(s): (List types of data that will be collected or examined to measure progress) | | EOCEP English 1 EOCEP Algebra 1 EOCEP Biology 1 EOCEP US History | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Source: English 1 | 92.8% (2015) | Projected | 95.0% | 95.5% | 96.0% | 96.5% | 97.0% |
| <i>*Represents projections of improvement</i> | 94.7% (2016) | Actual | | | | | |
| Source: Algebra 1 | 98.7% (2015) | Projected | 99.0% | 99.0% | 99.0% | 99.0% | 99.0% |
| <i>*Represents projections of improvement</i> | 98.0% (2016) | Actual | | | | | |
| Source: Biology 1 | 96.1% (2015) | Projected | 96.5% | 97.0% | 97.5% | 98.0% | 99.0% |
| <i>*Represents projections of improvement</i> | 96.6% (2016) | Actual | | | | | |
| Source: US History | 87.4% (2015) | Projected | 91.0% | 92.0% | 93.0% | 94.0% | 95.0% |
| <i>*Represents projections of improvement</i> | 90.9% (2016) | Actual | | | | | |

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| Performance Goal Area: | X | Student Achievement | District Goal 1: Teaching and Learning | | |
| | | District Priority | District Goal 2: Continuous Improvement | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | |
| | | 1. Read to Succeed: Leadership | | | |
| | X | 2. Read to Succeed: Student Outcomes | | | |
| | | 3. Read to Succeed: Professional Learning | | | |
| | | 4. Read to Succeed: Assessment Plan | | | |
| | | 5. Read to Succeed: Instructional Plan | | | |
| | | 6. Read to Succeed: Parent and Family Involvement | | | |
| | | 7. Read to Succeed: District Community Partnerships | | | |

Performance Goal 1.9: By 2021, 74% of 11th grade students will meet the ACT Benchmark for English.
 (Statement of desired progress or result over 5 years) By 2021, 57% of 11th grade students will meet the ACT Benchmark for Reading.
 By 2021, students in grade 11 will have an average score of 20 on the ACT Writing assessment.
 By 2021, 57% of 11th grade students will meet the ACT Benchmark for Math.
 By 2021 48% of 11th grade students will meet the ACT Benchmark for Science.

Interim Performance Goal: By 2017, 66% of 11th grade students will meet the ACT Benchmark for English.
 (One year goal) By 2017, 55% of 11th grade students will meet the ACT Benchmark for Reading.
 By 2017, students in grade 11 will have an average score of 18 on the ACT Writing assessment.
 By 2017, 49% of 11th grade students will meet the ACT Benchmark for Math.
 By 2017, 44% of 11th grade students will meet the ACT Benchmark for Science.

Data Source(s):
 (List types of data that will be collected or examined to measure progress) 11th Grade - ACT College Readiness Assessment

| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----------------------------------|------------------|------------------|-----------|---------|---------|---------|---------|
| Source: English | 64.8% (2015) | Projected | 66.0% | 68.0% | 70.0% | 72.0% | 74.0% |
| <i>*Percent meeting benchmark</i> | 64.6% (2016) | Actual | | | | | |
| Source: Reading | 44.4% (2015) | Projected | 55.0% | 55.5% | 56.0% | 56.5% | 57.0% |
| <i>*Percent meeting benchmark</i> | 54.6% (2016) | Actual | | | | | |
| Source: Writing | 17.2 (2015) | Projected | score =18 | 18.50 | 19 | 19.5 | 20 |
| <i>*Average writing score</i> | 19.6 (2016) | Actual | | | | | |
| Source: Math | 47.0% (2015) | Projected | 49.0% | 51.0% | 53.0% | 55.0% | 57.0% |
| <i>*Percent meeting benchmark</i> | 48.9% (2016) | Actual | | | | | |
| Source: Science | 38.0% (2015) | Projected | 44.0% | 45.0% | 46.0% | 47.0% | 48.0% |
| <i>*Percent meeting benchmark</i> | 43.8% (2016) | Actual | | | | | |

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| Performance Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | |
| | <input type="checkbox"/> | 1. Read to Succeed: Leadership | | | |
| | <input checked="" type="checkbox"/> | 2. Read to Succeed: Student Outcomes | | | |
| | <input type="checkbox"/> | 3. Read to Succeed: Professional Learning | | | |
| | <input type="checkbox"/> | 4. Read to Succeed: Assessment Plan | | | |
| | <input type="checkbox"/> | 5. Read to Succeed: Instructional Plan | | | |
| | <input type="checkbox"/> | 6. Read to Succeed: Parent and Family Involvement | | | |
| | <input type="checkbox"/> | 7. Read to Succeed: District Community Partnerships | | | |

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| Performance Goal 1.10: (Statement of desired progress or result over 5 years) | By 2021, 99% of students in grade 11 will meet the Platinum, Gold, or Silver Threshold on Workkeys Applied Mathematics assessment. By 2021, 99% of students in grade 11 will meet the Platinum, Gold, or Silver Threshold on Workkeys Reading for Information assessment. |
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| Interim Performance Goal: (One year goal) | By 2017, 91% of students in grade 11 will meet the Platinum, Gold, or Silver Threshold on Workkeys Applied Mathematics assessment. By 2017, 98% of students in grade 11 will meet the Platinum, Gold, or Silver Threshold on Workkeys Reading for Information assessment. |
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| Data Source(s): (List types of data that will be collected or examined to measure progress) | 11th Grade- Workkeys Career Readiness Assessment |
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| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|------------------|------------------|---------|---------|---------|---------|---------|
| Source: Applied Mathematics | 89.7% (2015) | Projected | 91.0% | 93.0% | 95.0% | 97.0% | 99.0% |
| <i>*Represents projections of improvement</i> | 89.3% (2016) | Actual | | | | | |
| Source: Reading for Information | 97.5% (2015) | Projected | 98.0% | 98.5% | 99.0% | 99.0% | 99.0% |
| <i>*Represents projections of improvement</i> | 97.2% (2016) | Actual | | | | | |

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| Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 1: Align the district's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning. | | | | | | | |
| Strategy 1.1: Fort Mill Schools will implement a common curriculum based on standards, current research, and best practices that prepares students for college, careers, and citizenship. | | | | | | | |
| Measurable Objective 1: The district will develop common curriculum units with pacing guides for all content areas and courses. | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Research, identify, and design a common curriculum development model. | 2016 | 2018 | Marty McGinn, Ann Bogan, Chari Young | \$5,000 | General Fund | Continued | Research summary |
| Establish vertical articulation Professional Learning Communities Pre-K through post-secondary | 2016 | 2021 | Marty McGinn, Ann Bogan, Chari Young | \$10,000 | General Fund | Continued | Vertical Teaming Structure, Product/Outline, 5th to 6th transition meeting |
| Facilitate professional learning communities that promote horizontal alignment of curriculum and assessment and develop standards-based common curriculum units/maps. | 2016 | 2021 | Marty McGinn, Ann Bogan, Chari Young, Principals | \$3,000 | General Fund | Continued | Horizontal Teaming Structure Product/Outline/ Curricular units/Pacing guides |
| Infuse interdisciplinary connections: Literacy, STEAM* principles, and 21st Century skills reflected in the Profile of the SC Graduate throughout the curriculum. (*Science, Technology, Engineering, Art, and Math) | 2016 | 2021 | Ann Bogan, Chari Young, Principals | None | N/A | Continued | Lesson Plans/SLO's, Elementary STEM focus for board visits |
| Explore and utilize Problem Based Learning (PBL) models to enhance curriculum and student engagement. | 2016 | 2021 | District and School Leadership | \$2,000 | General Fund | Continued | Curricular Evidence |
| Research, identify, and design CATE programs that meet needs of high demand, highly skilled technical STEM jobs for both the existing and newly planned high schools. | 2016 | 2021 | Marty McGinn, Chari Young, Susan Brackett, CATE Teachers | \$3,000 | CATE Funding | Continued | Reports from visits to other schools/Program of Studies |
| Re-establish the elementary foreign language program | 2016 | 2021 | Ann Bogan, Principals | \$700,000 | Annual District Budget | Continued | Staffing at each elementary school, budget request submitted for K-1 immersion program. |
| Evaluate and revise the Gifted and Talented district plan. | 2016 | 2018 | Marty McGinn, Ann Bogan, Chari Young, ELA Specialists, Principals | None | N/A | Continued | GT Update and annual plan, update submitted to SDE |
| Enhance district support with coordinators in areas of ELA, Social Studies, Early Childhood Education and CATE. | 2016 | 2021 | Dr. Epps, School Board | \$400,000 | Annual District Budget | Continued | Staffing at the District Office |

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| Develop Update the district and school level Read to Succeed Plans. Read to Succeed courses are being offered at all schools. | 2016 | 2018 | Ann Bogan and the Read to Succeed Team | \$10,000 | General Fund | Modified | Updated Read to Succeed Plans |
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| Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 1: Align the district's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning. | | | | | | | |
| Strategy 1.2: Fort Mill Schools will provide and support high quality instruction that prepares students for college, careers, and citizenship. | | | | | | | |
| Measurable Objective 1: All teachers in the district will monitor student progress and growth to inform instruction. | | | | | | | |
| Measurable Objective 2: All teachers in the district will receive differentiated professional development and instructional feedback based on data gleaned from formal and informal observations | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Engage in action research on instructional strategies proven to increase student achievement and narrow achievement gaps. | 2016 | 2021 | District and School Leadership | None | N/A | Continued | Research summary/ Performance Goals established for new assessments |
| Evaluate high quality instruction with monitoring tools including SLOs and the Children First Standards for Accomplished Teaching South Carolina Teaching Standards. | 2016 | 2018 | Principals, Gina Jenkins, Amber Smith | None | N/A | Modified | Evaluation Summary Reports |
| Provide professional development and on-going support through coaching, peer observations, collaboration etc... on responsive teaching, PBL, STEM, student engagement and differentiated instruction. | 2016 | 2021 | District and School Leadership including Lead Teachers, Instructional Specialists and Coaches | Unknown | General Fund | Continued | Professional Learning Participation and Evaluation. Lucy Clakins reading and writing , professional learning communities at each elementary school. |
| Provide challenging STEM lessons and resources to promote student engagement. Discovery Techbook implemented in all elementary schools and will be in all middle schools for 2017-2018. | 2016 | 2021 | Chad Allen | Unknown | General Fund | Continued | Lesson Plans/Observations |

Fort Mill Schools Strategic Plan 2016-2021

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|---|-------------------------------------|-------------------------------|---|--|------------------------|----------------|---|
| Goal Area: | <input checked="" type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 1: Align the district's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning. | | | | | | | |
| Strategy 1.3: Fort Mill Schools will use effective assessment practices to increase student achievement | | | | | | | |
| Measurable Objective 1: All courses will have consistent grading criteria and common assessments, | | | | | | | |
| Measurable Objective 2: All teachers will use clearly defined methods for interpreting student data. | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Establish criteria for grading and reporting that represents the attainment of content knowledge and skills and are consistent across grade levels and courses. | 2016 | 2018 | Ann Bogan, Chari Young, Principals | Unknown | N/A | Continued | List of Criteria; PLC or Training Agendas, Minutes |
| Employ common assessments district-wide to generate data for student growth. | 2016 | 2021 | Ann Bogan, Chari Young, Principals | Unknown | General Fund | Continued | Assessment Bank, Performance Goals, Benchmarks, Growth Target Reports, STAR assessment (K-5) implemented for progress monitoring. |
| Establish procedures for analyzing baseline and trend data from common assessments. | 2016 | 2021 | Renee Beck | Salary for Data Integration Specialist | Annual District Budget | Continued | List of Procedures, Communications |
| Provide training and support on interpreting data | 2016 | 2021 | Renee Beck | Salary for Data Integration Specialist | Annual District Budget | Continued | Evidence of Training and data analysis products, data team meetings. |

Fort Mill Schools Strategic Plan 2016-2021

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| Goal Area: | X | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | | District Priority | District Goal 2: Continuous Improvement | | | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 1: Align the district's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning. | | | | | | | |
| Strategy 1.4: The Fort Mill Schools will provide differentiated support systems to meet the needs of all students and families. | | | | | | | |
| Measurable Objective 1: All schools will engage families using differentiated support systems as measured by an increase in the percent satisfied with home-school relations on the SC State Stakeholder Survey. | | | | | | | |
| Measurable Objective 2: All schools will use differentiated support systems to meet the needs of all students. | | | | | | | |
| Measurable Objective 3: Narrow the achievement gap for underperforming African American, Hispanic students and disabled students. | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Research and implement alternate ways to engage all families in meaningful ways (i. e., going into under-resourced neighborhoods with family activities that center around current curriculum.) | 2016 | 2021 | Ann Bogan, Chari Young, Principals | \$5,000 | General Fund | Continued | Documentation of Activities and Results |
| Evaluate communication modes used by the district and schools. | 2016 | 2021 | Principals, Media and Communications Officer | None | N/A | Continued | Evidence of Evaluation |
| Provide a comprehensive intervention program and support document for academically struggling and at-risk students based on RTI (Response to Intervention) principles. | 2016 | 2021 | Amy Maziarz, Ann Bogan, Chari Young, Principals | \$10,000 | General Fund | Continued | Data- Student Growth Measures, STAR implemented |
| Research ways to challenge students who are meeting or exceeding state standards (AP, GT, Honors and other acceleration opportunities.) | 2016 | 2021 | Ann Bogan, Chari Young, Principals | None | N/A | Continued | Research Summary |
| Evaluate and revise the district proficiency based credit plan. | 2016 | 2021 | Marty McGinn, Chari Young | None | N/A | Continued | Proficiency Based Credit Report |
| Expand 4K program for at-risk students | 2016 | 2021 | Ann Bogan, Dr. Epps, School Board | \$250,000 | Annual District Budget | Modified | Implementation of more 4K programs, an additional program at Fort Mill Elementary School. |
| Increase the instructional day and staff to provide a more comprehensive alternative school program. | 2016 | 2018 | Chari Young, Middle and High School Principals | \$150,000 | Annual District Budget | Continued | Staffing in Alternative Program |
| Research, design and evaluate structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. | 2016 | 2021 | Marty McGinn, Amy Maziarz, Ann Bogan, Chari Young, Principals | \$2,000 | General Fund, High Schools That Work funding | Continued | Evidence of Advisory Program implementation |
| Conduct a comprehensive program evaluation of ELL program and address findings where appropriate. | 2016 | 2021 | Amy Maziarz, Ann Bogan, Chari Young, Principals | None | N/A | Continued | Report of research, recommendations |

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| Evaluate current mentoring and leadership programs for opportunities for expansion across the district. | 2016 | 2021 | Marty McGinn, Amy Maziarz, Ann Bogan, Chari Young, Principals | None | N/A | Continued | Results of evaluation Plan for Expansion |
| Research and implement best practices for closing the achievement gap. | 2016 | 2021 | Marty McGinn, Amy Maziarz, Ann Bogan, Chari Young, Principals | None | N/A | Continued | Report of research, recommendations |

Fort Mill Schools Strategic Plan 2016-2021

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| Goal Area: | X | Student Achievement | District Goal 1: Teaching and Learning | | |
| | | District Priority | District Goal 2: Continuous Improvement | | |
| | | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | |
| | | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | |

Goal 1: Align the district's curriculum, instruction, and assessment system to ensure teacher effectiveness and maximize student learning.

Strategy 1.5: Fort Mill Schools will provide a differentiated system of professional learning to meet the needs of staff in support of student achievement.

Measurable Objective 1: Establish a comprehensive professional development plan that addresses the needs of all employee groups (administration, teachers, and classified staff).

| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
|--|------------|----------|---|----------------|----------------|-----------|--|
| Provide ongoing professional learning opportunities to support reading and writing across curriculum. | 2016 | 2021 | Ann Bogan, Chari Young, Gina Jenkins, Amber Smith, Principals | \$6,000 | General Fund | Continued | Documentation of Professional Development activities, Read to Succeed coursework |
| Provide professional learning sessions on culturally proficient instruction and cultural sensitivity. | 2016 | 2021 | Ann Bogan, Chari Young, Gina Jenkins, Amber Smith, Principals | \$2,000 | General Fund | Continued | Documentation of Professional Development activities |
| Research, select, and implement a professional learning model | 2016 | 2021 | Marty McGinn, Gina Jenkins, Amber Smith | \$4,000 | General Fund | Continued | Documentation of Professional Development activities |
| Weave best practices and interpretation of data into tech-based professional development. | 2016 | 2021 | Marty McGinn, Gina Jenkins, Amber Smith | None | N/A | Continued | Documentation of Professional Development activities |
| Deliver digital, blended, face to face, and job-embedded professional development to meet the varied learning styles of the staff. | 2016 | 2021 | Ann Bogan, Chari Young, Gina Jenkins, Amber Smith, Principals | None | N/A | Continued | Documentation of Professional Development activities |
| Continue to provide the FM21 Professional Learning initiative | 2016 | 2021 | Ann Bogan, Chari Young, Gina Jenkins, Amber Smith, Principals | \$6,000 | General Fund | Continued | Documentation of Professional Development activities |

Fort Mill Schools Strategic Plan 2016-2021

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| Performance Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input checked="" type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| | <input type="checkbox"/> | 1. Read to Succeed: Leadership | | | | | |
| | <input type="checkbox"/> | 2. Read to Succeed: Student Outcomes | | | | | |
| | <input type="checkbox"/> | 3. Read to Succeed: Professional Learning | | | | | |
| | <input type="checkbox"/> | 4. Read to Succeed: Assessment Plan | | | | | |
| | <input type="checkbox"/> | 5. Read to Succeed: Instructional Plan | | | | | |
| | <input type="checkbox"/> | 6. Read to Succeed: Parent and Family Involvement | | | | | |
| | <input type="checkbox"/> | 7. Read to Succeed: District Community Partnerships | | | | | |
| Performance Goal 2.0: (Statement of desired progress or result over 5 years) | By 2021, 100% of schools will use a common student performance data analysis system to monitor student achievement. | | | | | | |
| | By 2021, 100% of responses on the Data Integration Survey will be at the highest level. | | | | | | |
| Interim Performance Goal: (One year goal) | By 2017, the district will select a common student performance data analysis system that features user-friendly reporting capabilities. (currently Enrich) | | | | | | |
| | By 2017, 33% of responses on the Data Integration Survey will be at the highest level. | | | | | | |
| Data Source(s): (List types of data that will be collected or examined to measure progress) | Data Integration Survey | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Source: % Completing Implementation Continuum | N/A | Projected | 33% | 50% | 67% | 83% | 100% |
| <i>*Represents projections of improvement</i> | | Actual | | | | | |

Fort Mill Schools Strategic Plan 2016-2021

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|--|---|-------------------------------|--|-----------------------|-----------------------|----------------|--|
| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input checked="" type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 2: | Fort Mill Schools will implement a comprehensive assessment system that generates a range of data about student learning and system effectiveness and will use results to guide continuous improvement. | | | | | | |
| Strategy 2.1: | Analyze reliable and valid student performance data, using a systematic process, in order to promote improvement in student achievement and to inform decisions. | | | | | | |
| Measurable Objective: | All school district administrators will use a common student performance data analysis system to monitor student achievement. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Research and compile best practices in data analysis currently being used in Fort Mill Schools. | 2016 | 2017 | Jan West, Principals, Assistant Principals, Renee Beck | None | N/A | Completed | Monthly until completed/Current practices compiled; Research Report, Recommendations |
| Annually update best practices in data analysis being used in Fort Mill Schools. | 2017 | 2021 | Jan West, Principals, Assistant Principals, Renee Beck | None | N/A | | Annually update, using the Data Integration Survey |
| Identify exceptional staffing and process models used by similar districts through research, surveys, interviews, and visits. | 2016 | 2017 | Designated Committee | \$3,000 | General Fund | Terminated | Monthly until completed/Advantages and disadvantages of each practice compiled |
| Add district staff in response to research findings to enhance district data processes and data integration.* | 2016 | 2017 | Personnel, School Board | \$80,000 | General Fund | Completed | Annually or as needed/Employee(s) hired |
| Develop an effective and efficient data collection system to identify areas of achievement and need, and to guide resource allocation decisions. | 2016 | 2018 | Renee Beck | None | N/A | Completed | Monthly/Data collection system developed |
| Develop a common template for student performance reporting for use by school and district administrators, to include options for tracking subgroups and longitudinal results. | 2016 | 2018 | Renee Beck | None | N/A | Continued | Monthly/Template developed |
| Provide training and facilitate workshops for school administrators to assist with interpreting student performance data, analyzing recent performance, tracking longitudinal progress, identifying trends, and setting goals. | 2016 | 2021 | Renee Beck | \$4,000 | General Fund | Continued | Documentation of Professional Development activities; Monitoring Reports |
| Utilize existing data analysis tools (examples: Excel, Enrich, All in Learning, MAP) and continue to investigate other tools and applications. | 2016 | 2021 | Renee Beck, Principals, Assistant Principals | None | N/A | Continued | Documentation of Professional Development activities; Monitoring Reports |
| Support data analysis training for all employee groups. | 2016 | 2021 | Renee Beck, Principals, Assistant Principals | \$4,000 | General Fund | Continued | On-going monitoring |

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| Continue to evaluate and revise the student performance template and analysis process.— | 2016 | 2021 | Renee Beck, Principals, Assistant Principals | none | N/A | Terminated | On-going monitoring |
| Develop and annually update a reporting schedule that lists the distribution dates of test results prepared on the district template and the date on which they would be distributed to the school administration. | 2017 | 2021 | Renee Beck | none | N/A | | Reporting schedule developed and updated |

Fort Mill Schools Strategic Plan 2016-2021

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|---|---|-------------------------------|---|---|-----------------------|----------------|---|
| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input checked="" type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 2: | Fort Mill Schools will implement a comprehensive assessment system that generates a range of data about student learning and system effectiveness and will use results to guide continuous improvement. | | | | | | |
| Strategy 2.2: | Analyze and evaluate all support system processes, programs, staffing, and resources for the purpose of continuous improvement. | | | | | | |
| Measurable Objective: | All district departments and support programs will regularly use an effective and efficient evaluation process which reveals areas to improve system effectiveness. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Design and conduct a needs analysis for all employee groups. | 2017 | 2019 | Assistant Superintendents, Directors, Supervisors | \$5,000 | General Fund | Continued | Monthly until completed/Analysis completed |
| Review and analyze evaluation practices being used by department and program leaders currently. | 2017 | 2019 | Assistant Superintendents, Directors, Supervisors | None | N/A | Continued | Monthly until completed/Current evaluation practices compiled |
| Research a variety of internal and external evaluation process models. | 2017 | 2019 | Assistant Superintendents, Directors, Supervisors | \$3,000 | General Fund | Continued | Monthly until completed/Advantages and disadvantages of each model compiled |
| Select or develop an evaluation model that can be effectively and efficiently used by all departments and support programs, and which will provide useful data to improve system effectiveness. | 2017 | 2019 | Assistant Superintendents, Directors, Supervisors | None | N/A | Continued | Monthly until completed/Evaluation model selected |
| Train staff to implement the evaluation model and establish a regular evaluation timeline. | 2019 | 2021 | Assistant Superintendents, Directors, Supervisors | \$10,000 | General Fund | Continued | Monthly until completed/Training completed and timeline established |
| Implement the evaluation. | 2019 | 2021 | Assistant Superintendents, Directors, Supervisors | None | N/A | Continued | Monthly until completed/Evaluation accomplished |
| Respond to results of the evaluation by providing professional development to targeted employee groups. | 2019 | 2021 | Assistant Superintendents, Directors, Supervisors | Dependent upon evaluation model selection and pricing options | General Fund | Continued | On-going monitoring |
| Add professional development staff in response to needs analysis and growth. | 2019 | 2021 | Personnel, School Board | \$75-90000 | General Fund | Continued | Annually or as needed/Employee(s) hired |
| Continue to evaluate the usefulness of the evaluation process model and make adjustments as needed. | 2020 | 2021 | Assistant Superintendents, Directors, Supervisors | None | General Fund | Continued | On-going monitoring |

Fort Mill Schools Strategic Plan 2016-2021

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| Performance Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | |
| | X | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | |
| | <input type="checkbox"/> | 1. Read to Succeed: Leadership | | | |
| | <input type="checkbox"/> | 2. Read to Succeed: Student Outcomes | | | |
| | <input type="checkbox"/> | 3. Read to Succeed: Professional Learning | | | |
| | <input type="checkbox"/> | 4. Read to Succeed: Assessment Plan | | | |
| | <input type="checkbox"/> | 5. Read to Succeed: Instructional Plan | | | |
| | <input type="checkbox"/> | 6. Read to Succeed: Parent and Family Involvement | | | |
| | <input type="checkbox"/> | 7. Read to Succeed: District Community Partnerships | | | |

Performance Goal 3.0:
(Statement of desired progress or result over 5 years)

By 2021, 90% of parents indicate they are satisfied with the effort to get information to parents (communication).
 By 2021, 84% of parents indicate they are satisfied with the home school relations (leadership).
 By 2021, 97% of teachers indicated they are satisfied with clear goals (communication).
 By 2021, 96% of teachers indicate they are satisfied with instructional leadership (leadership).

Interim Performance Goal:
(One year goal)

By 2017, 83% of parents indicate they are satisfied with the effort to get information to parents (communication).
 By 2017, 80% of parents indicate they are satisfied with the home school relations (leadership).
 By 2017, 94% of teachers indicated they are satisfied with clear goals (communication).
 By 2017, 92% of teachers indicate they are satisfied with instructional leadership (leadership).

Data Source(s):
(List types of data that will be collected or examined to measure progress)

Parent and Teacher State Survey Data

| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|------------------------------|------------------|---------|---------|---------|---------|---------|
| Source: Effort to get information to parents question (#47) on SCDE parent survey. <i>*Represents projections of improvement</i> | 77.4% (2015) 88.1% (2016) | Projected | 83% | 85% | 87% | 88% | 90% |
| | | Actual | | | | | |
| Source: Home school relations question (#16) on SCDE parent survey. <i>*Represents projections of improvement</i> | 77.8% (2015) 79.7% (2016) | Projected | 80% | 81% | 82% | 83% | 84% |
| | | Actual | | | | | |
| Source: Clear goals question (#19) on SCDE teacher survey. <i>*Represents projections of improvement</i> | 92.9% (2015) 93.5% (2016) | Projected | 94% | 95% | 95% | 96% | 97% |
| | | Actual | | | | | |
| Source: Instructional leadership question (#22) on SCDE teacher survey. <i>*Represents projections of improvement</i> | 91.5% (2015) 92.8% (2016) | Projected | 92% | 93% | 94% | 95% | 96% |
| | | Actual | | | | | |

Fort Mill Schools Strategic Plan 2016-2021

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|--|-------------------------------------|-------------------------------|---|-----------------------|--|----------------|---|
| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input checked="" type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 3: Fort Mill Schools will provide effective leadership and communication at all levels to promote student performance and school effectiveness. | | | | | | | |
| Strategy 3.1: Implement shared leadership and management strategies to ensure continuous improvement and effective, efficient school and district operations. | | | | | | | |
| Measurable Objective: Increase the satisfaction level of staff and parents as evidenced by leadership questions on the SC State Department Survey and through a district provided annual survey to staff and parents. | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Maintain direct communications with stakeholders through the continuation of positive relationships with liaison committees, PTO/PTA, SIC, Booster clubs, and other support groups through timely public meetings. | 2016 | 2021 | Chuck Epps, Media and Comm Officer, Administrators | \$1,000 | General Fund | Continued | Meeting Minutes, Agendas |
| Involve community, stakeholders, and administration in decision-making process by seeking input from all groups regarding appropriate issues. | 2016 | 2021 | Chuck Epps District administration | None | N/A | Continued | Meeting Minutes, Agendas |
| Provide growth and input for leadership and management skills for staff through individualized and professional development plan. | 2016 | 2021 | District Administration | None | N/A | Continued | Professional Development Plans |
| Maintain an ongoing process of evaluation of programs, personnel, and operations to ensure the implementation of desired strategies. | 2016 | 2021 | Coordinators of Educator Effectiveness | \$3,000 | General Fund | Continued | Program evaluation protocols, rubrics, results |
| Promote a system which provides for development of potential candidates for advancement/leadership positions. | 2016 | 2021 | Chuck Epps Liza McGarity Marty McGinn | None | N/A | Continued | Grow Your Own Leaders Participation/Success Data |
| Develop a new comprehensive strategy to provide clarity and focus for a systemic approach to STEM(21st C. Learning Skills) that enables all students to acquire the life and career skills needed for college and careers. | 2017 | 2018 | District Administration Principals All Stakeholder Groups | TBA | General Fund Grants and all other available sources | NEW | STEM Development Strategy (with measurable objectives) to include a Leadership Development Plan, Communication Plan and Curriculum integration Plan |

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| Goal Area: | <input type="checkbox"/> Student Achievement | District Goal 1: Teaching and Learning | | | | | |
| | <input type="checkbox"/> District Priority | District Goal 2: Continuous Improvement | | | | | |
| | <input checked="" type="checkbox"/> Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | | |
| | <input type="checkbox"/> School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | | |
| Goal 3: Fort Mill Schools will provide effective leadership and communication at all levels to promote student performance and school effectiveness. | | | | | | | |
| Strategy 3.2: Develop and foster effective communication and partnerships among our school, our homes, and our community. | | | | | | | |
| Measurable Objective: Increase the satisfaction level of staff and parents as evidenced by communication questions on the SC State Department Survey. | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Create and conduct an internal (FMSD employees) and external (parents) communications survey to determine the best mix and use of different push/pull communications tools (i.e.: website, SchoolMessenger, Peachjar, Social Media, etc), preferred and expected content, and frequency of communications. | 2016 | 2016 | Media and Communications Officer | None | N/A | Continued | Survey and Data |
| Investigate, recommend, and implement a long-term web site solution. The current eChalk legacy site is being retired by eChalk. All customers on this old platform will need to re-create their sites from scratch. Either a new provider will be selected or eChalk will remain as the provider. | 2016 | 2016 | Media and Communications Officer Brian Spittle | None | N/A | Completed | Recommendation and implementation |
| Develop a user APP that will bring together various information resources for parents and the community (i.e.: Parent Portal, Peachjar, SchoolMessenger, Twitter, Bus Routes, Menus, etc.). | 2016 | 2017 | Media and Communications Officer Brian Spittle | Unknown | N/A | Continued | User ready APP |
| Conduct ongoing professional development for front-line communicators (i.e.: school administrators, school webmasters, receptionists, etc.). | 2016 | 2021 | Media and Communications Officer | \$1,000 | General Fund | Continued | Participation Data Evaluation Data |
| Proactively collaborate with local media to provide story ideas and continue to foster media relationships to ensure fair and equitable coverage. | 2016 | 2021 | Media and Communications Officer Administrators | None | N/A | Continued | Coverage Documentation |
| Investigate and document the need for a part-time or full-time social media communications position, which would support district and individual school social media communications and initiatives as well as monitor and respond when appropriate to do so. | 2016 | 2021 | Media and Communications Officer | None | N/A | Continued | Cost analysis Proposal |

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|---|------|------|--|---------|----------------------------------|-----------|---|
| Evaluate and refine the school district's communication plan to ensure alignment with communication tools, objectives and board policy. | 2016 | 2021 | Media and Communcations Officer Communication committee | none | N/A | Continued | Published Communication Plan |
| Launch district's Hall of Fame project in the Spring 2016, along with finalizing the plans for the announcement, induction, and physical presentation space at the district office. | 2016 | 2017 | Superintendent Media and Communcations Officer | Unknown | Grant/ Donations General Fund | Completed | Hall of Fame Guidelines, Procedures and Recognition |
| Continue to develop the District's Hall of Fame and establish a physical presentation space at the district office. | 2017 | 2018 | Superintendent Media and Communcations Officer | Unknown | Grant/ Donations General Fund | Completed | Hall of Fame Location Established |

Fort Mill Schools Strategic Plan 2016-2021

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| Performance Goal Area: | <input type="checkbox"/> Student Achievement | District Goal 1: Teaching and Learning | | | | | |
| | <input type="checkbox"/> District Priority | District Goal 2: Continuous Improvement | | | | | |
| | <input type="checkbox"/> Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | | |
| | <input checked="" type="checkbox"/> School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | | |
| | <input type="checkbox"/> 1. Read to Succeed: Leadership | | | | | | |
| | <input type="checkbox"/> 2. Read to Succeed: Student Outcomes | | | | | | |
| | <input type="checkbox"/> 3. Read to Succeed: Professional Learning | | | | | | |
| | <input type="checkbox"/> 4. Read to Succeed: Assessment Plan | | | | | | |
| | <input type="checkbox"/> 5. Read to Succeed: Instructional Plan | | | | | | |
| | <input type="checkbox"/> 6. Read to Succeed: Parent and Family Involvement | | | | | | |
| | <input type="checkbox"/> 7. Read to Succeed: District Community Partnerships | | | | | | |
| Performance Goal 4.1: (Statement of desired progress or result over 5 years) | By 2021, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 87%. By 2021, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 95%. | | | | | | |
| Interim Performance Goal: <small>(One year goal)</small> | By 2017, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 85%. By 2017, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 93%. | | | | | | |
| Data Source(s): <small>(List types of data that will be collected or examined to measure progress)</small> | Satisfaction with social and physical environment question from the South Carolina State Survey for students and parents. | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Source: Student survey | 84.0% (2015) | Projected | 85% | 86% | 87% | 87% | 87% |
| <i>*Represents projections of improvement</i> | 85.0% (2016) | Actual | | | | | |
| Source: Parent survey | 92.0% (2015) | Projected | 93% | 94% | 95% | 95% | 95% |
| <i>*Represents projections of improvement</i> | 92.6% (2016) | Actual | | | | | |

Fort Mill Schools Strategic Plan 2016-2021

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|---|---|---|----------------|----------------|----------------|----------------|----------------|
| Performance Goal Area: | <input type="checkbox"/> Student Achievement | District Goal 1: Teaching and Learning | | | | | |
| | <input type="checkbox"/> District Priority | District Goal 2: Continuous Improvement | | | | | |
| | <input type="checkbox"/> Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | | |
| | <input checked="" type="checkbox"/> School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | | |
| | <input type="checkbox"/> 1. Read to Succeed: Leadership | | | | | | |
| | <input type="checkbox"/> 2. Read to Succeed: Student Outcomes | | | | | | |
| | <input type="checkbox"/> 3. Read to Succeed: Professional Learning | | | | | | |
| | <input type="checkbox"/> 4. Read to Succeed: Assessment Plan | | | | | | |
| | <input type="checkbox"/> 5. Read to Succeed: Instructional Plan | | | | | | |
| | <input type="checkbox"/> 6. Read to Succeed: Parent and Family Involvement | | | | | | |
| | <input type="checkbox"/> 7. Read to Succeed: District Community Partnerships | | | | | | |
| Performance Goal 4.2: (Statement of desired progress or result over 5 years) | By 2021, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 90%. By 2021, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 96%. | | | | | | |
| Interim Performance Goal: (One year goal) | By 2017, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 85%. By 2017, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 94%. | | | | | | |
| Data Source(s): (List types of data that will be collected or examined to measure progress) | Learning environment question from the South Carolina State Survey for students and parents. | | | | | | |
| Overall Measures | Average Baseline | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Source: Student survey | 86.0% (2015) | Projected | 85% | 87% | 88% | 89% | 90% |
| <i>*Represents projections of improvement</i> | 83.1% (2016) | Actual | | | | | |
| Source: Parent survey | 93.0% (2015) | Projected | 94% | 95% | 96% | 96% | 96% |
| <i>*Represents projections of improvement</i> | 93.8% (2016) | Actual | | | | | |

Fort Mill Schools Strategic Plan 2016-2021

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|-------------------|-------------------------------------|-------------------------------|---|--|--|
| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | |
| | <input checked="" type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | |

Goal 4: Provide resources and services in all schools that support its purpose and direction to ensure success for all students

Strategy 4.1: The system engages in systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

Measurable Objective: The district will implement appropriate policies to ensure the proper recruitment, employment, and retention of a diverse set of highly qualified professionals.

| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
|--|------------|----------|--|----------------|---------------------------------|-----------|---|
| Review and implement procedures to recruit and retain highly qualified staff for Transportation and Student Nutrition | 2016 | 2021 | Liza McGarity, Roland Cabading, Tom Buckley | Unknown | General Fund, Student Nutrition | Continued | Documentation of Plan |
| Review and evaluate incentives for Transportation and Student Nutrition employees for retention | 2016 | 2021 | Liza McGarity, Roland Cabading, Tom Buckley | Unknown | General Fund, Student Nutrition | Continued | Study and Recommendation Report |
| Review and evaluate current pay schedule for Transportation and Student Nutrition employees | 2016 | 2021 | Liza McGarity, Roland Cabading, Tom Buckley | Unknown | General Fund, Student Nutrition | Continued | Salary Schedule Findings |
| Explore funding sources for professional development for classified employees | 2016 | 2021 | Liza McGarity, Roland Cabading, Tom Buckley | Unknown | General Fund, Student Nutrition | Continued | Classified Professional Development Plan |
| Develop data-driven process for requesting additional staff members at the school level such as assistant principals, guidance counselors, support staff, etc. as growth continues | 2016 | 2021 | Marty McGinn, Liza McGarity | Unknown | General Fund | Continued | Proposal of Staff Allocation Guidelines |
| Continue to make efforts to diversify our applicant and employee pool | 2016 | 2021 | Liza McGarity, Marty McGinn, Principals, Supervisors | Unknown | General Fund | Continued | Documentation of recruitment, retention efforts and data monitoring |

Fort Mill Schools Strategic Plan 2016-2021

Goal Area:

| | | |
|-------------------------------------|-------------------------------|---|
| <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning |
| <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement |
| <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication |
| <input checked="" type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools |

Goal 4: Provide resources and services in all schools that support its purpose and direction to ensure success for all students.

Strategy 4.2: Student learning opportunities will be supported by sufficient resources to ensure the purpose and direction of Fort Mill School District.

Measurable Objective: With the excessive growth, pupil-teacher ratios will not exceed state mandated levels

| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
|---|------------|----------|--|----------------|----------------|-----------|----------------------------------|
| Leverage all millage available | 2016 | 2021 | Board of Trustees | Unknown | General Fund | Continued | Data Monitoring and Reporting |
| Review school staffing needs and priorities | 2016 | 2021 | Principals | None | N/A | Continued | Budget requests, reports |
| Align the annual operating budget with District strategic plan | 2016 | 2021 | Leanne Lordo | None | N/A | Continued | Budget requests, reports |
| Improve stakeholder awareness of education funding | 2016 | 2021 | Administrators | None | N/A | Continued | Communication Plan Documentation |
| Lobby the state and local legislative delegation to enact a comprehensive tax reform plan | 2016 | 2021 | Board of Trustees, Superintendent and Administrators | None | N/A | Continued | Communication Plan Documentation |

Fort Mill Schools Strategic Plan 2016-2021

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|-------------------|-------------------------------------|-------------------------------|---|--|--|
| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | |
| | <input checked="" type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | |

Goal 4: Provide resources and services in all schools that support its purpose and direction to ensure success for all students.

Strategy 4.3: Fort Mill School District maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Measurable Objective: The district will establish a facility management committee to create clear expectations and track conditions in our buildings

| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
|--|------------|----------|------------------------|----------------|----------------|-----------|---|
| Gather feedback from school sites regarding cleaning issues | 2016 | 2021 | Housekeeping Manager | None | N/A | Continued | Documented review of custodial log |
| Provide janitorial specifications to administrators at each site | 2016 | 2017 | Procurement Officer | None | N/A | Completed | Specification Document Communication tools |
| Monitor air quality in buildings on a periodic basis | 2016 | 2021 | Maintenance Supervisor | Unknown | General Fund | Continued | Committee review, Monitoring Requirements |

Fort Mill Schools Strategic Plan 2016-2021

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|--|-------------------------------------|-------------------------------|--|-----------------------|-----------------------|----------------|-------------------------------------|
| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input checked="" type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 4: Provide resources and services in all schools that support its purpose and direction to ensure success for all students. | | | | | | | |
| Strategy 4.4: Fort Mill School District will develop short- and long-range planning for resource management in support of student learning objectives | | | | | | | |
| Measurable Objective: To develop a systematic and ongoing process for assessing district maintenance and facility needs | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Assemble long-range maintenance committee | 2016 | 2021 | Leanne Lordo | None | N/A | Continued | Committee roster, agenda, minutes |
| Establish a 1-, 3- and 5-year facility needs plan utilizing the 10-year needs plan | 2016 | 2021 | Leanne Lordo | None | N/A | Continued | Supplemental Plan |
| Develop a plan for playground maintenance and replacement | 2016 | 2017 | Maintenance Supervisor and District Safety Committee | None | N/A | Completed | Cost Analysis Published Plan |
| Develop a plan for maintaining and replacing emergency notification systems, such as fire alarms, intercom systems, security cameras, etc. | 2016 | 2021 | Maintenance Supervisor and District Safety Committee | None | N/A | Continued | Cost Analysis Published Plan |
| Create a comprehensive preventive maintenance plan for all District facilities utilizing School Dude software | 2016 | 2021 | Maintenance Supervisor | Unknown | General Fund | Continued | Cost Analysis Published Plan |

Fort Mill Schools Strategic Plan 2016-2021

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|--|---|-------------------------------|---|--|------------------------|----------------|--|
| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input checked="" type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 4: | Provide resources and services in all schools that support its purpose and direction to ensure success for all students. | | | | | | |
| Strategy 4.5: | Provide, coordinate, and evaluate the effectiveness of information resources and related personnel to support educational programs throughout the system. | | | | | | |
| Measurable Objective: | By the summer of 2017, increase all media center collections to meet the "At Risk" standard as defined by the state standards. | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Implement district plan to improve all media centers to "At Risk" based on state library standards. | 2016 | 2018 | Brian Spittle | | Surplus General Fund | Continued | Collection data |
| Provide on-going access to online resources for staff development. | 2017 | 2021 | Brian Spittle | \$25 K | Budget Request | Continued | License agreements |
| Provide on-going communication and training to faculty and staff regarding online resources provided by the state. | 2016 | 2021 | Brian Spittle, Instructional Technology Team | 1 Technology Integration Specialist Salary | Budget Request in 2017 | Continued | Training calendar, Participation data |
| Increase utilization of Destiny eBooks in the classroom and outside of school. | 2016 | 2021 | Brian Spittle, Kiersten Cummings, Media Specialist | Unknown | Surplus General Fund | Continued | eBook use data |
| Provide Web 2.0 tools based on state-of-the-art educational resources | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Fee Paid Annually if Applicable | General Fund | Continued | License agreements |
| Coordinate and facilitate information sharing between media specialists through quarterly meetings. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | None | N/A | Continued | Meeting Schedules, Agendas, Minutes |
| Attend state level SCASL meetings. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Travel Cost | General Fund | Continued | Agendas, Information Shared with Media Specialists |
| Provide faculty, staff, and student training on state-of-the-art resources. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Unknown | General Fund | Continued | Training calendar, Participation data |
| Develop or adopt an evaluation model for online resources. | 2016 | 2021 | Brian Spittle, Kiersten Cummings, Technology Integration Specialist | Unknown | General Fund | Continued | Evaluation Model, Rubrics |

Fort Mill Schools Strategic Plan 2016-2021

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|--|-------------------------------------|-------------------------------|---|------------------------|------------------------|----------------|---|
| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input checked="" type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 4: Provide resources and services in all schools that support its purpose and direction to ensure success for all students. | | | | | | | |
| Strategy 4.6: The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs. | | | | | | | |
| Measurable Objective: The data governance committee will create and implement policies and procedures regarding effective control of student data. | | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Establish vertical and horizontal curriculum articulation from pre-kindergarten through postsecondary and enhance collaboration by utilizing technology. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Unknown | General Fund | Continued | Curriculum maps |
| Review technology skills expectations for all grade level bands. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | None | N/A | Continued | Curriculum maps |
| Support teachers with research-based, high quality materials and technology. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Unknown | General Fund | Continued | Training Schedules, Participation data |
| Provide professional development for the instructional strategies needed to implement state standards and technology. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Unknown | General Fund | Continued | Training Schedules, Participation data |
| Review the district technology plan to ensure adequate computer capacity and network technology infrastructure that supports instruction and online testing. | 2016 | 2021 | Brian Spittle, Kiersten Cummings, Chuck Wallace | None | N/A | Continued | Plan Update |
| Utilize assistive technology for students with universal approach. | 2016 | 2021 | Brian Spittle, Kiersten Cummings, Chuck Wallace | Unknown | General Fund | Continued | Procurement records, Monitor usage and Evaluation |
| Provide multiple and continuous staff development opportunities for certified staff to earn and maintain credits under the Credit Renewal Plan and Teacher Technology Proficiency Proviso. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Unknown | General Fund | Continued | Participation, credit data |
| Expand staff development in the area of technology in order to meet the needs of all adult learners in the school district. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Unknown | General Fund | Continued | Participation, credit data |
| Maintain technology support personnel ratios for Technical Support Specialists, Technology Integration Specialists, and Computer Techs. | 2016 | 2021 | Brian Spittle | Technology Integration | Budget Request in 2017 | Continued | Monitor and report data annually |
| Provide exceptional PowerSchool support to school based PowerSchool personnel. | 2016 | 2021 | Brian Spittle | Unknown | General Fund | Continued | Suvey data |
| Develop data governance policies and procedures. | 2016 | 2021 | Brian Spittle | Unknown | General Fund | Continued | Policies approved by Board |
| Implement cyber security best practices and procedures. | 2016 | 2021 | Brian Spittle, Chuck Wallace | Unknown | General Fund | Continued | Documentation of procedures |

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|--|------|------|---|---------|--------------|-----------|---|
| Maintain CIPA, COPPA, FERPA, PCI, and HIPPA compliance and education. | 2016 | 2021 | Brian Spittle, Kiersten Cummings, Chuck Wallace | Unknown | General Fund | Continued | Training Schedules, Participation data; breach data |
| Provide professional development for technology integration specialist in order to keep current and identify new trends. | 2016 | 2021 | Brian Spittle, Kiersten Cummings | Unknown | General Fund | Continued | Training Schedules, Participation data; |

Fort Mill Schools Strategic Plan 2016-2021

| Goal Area: | <input type="checkbox"/> | Student Achievement | District Goal 1: Teaching and Learning | | | | |
|---|---|-------------------------------|--|---------------------------------|-------------------|------------|--|
| | <input type="checkbox"/> | District Priority | District Goal 2: Continuous Improvement | | | | |
| | <input type="checkbox"/> | Teacher/Administrator Quality | District Goal 3: Leadership and Communication | | | | |
| | <input checked="" type="checkbox"/> | School Climate | District Goal 4: Safe, Supportive, Inviting Schools | | | | |
| Goal 4: | Provide resources and services in all schools that support its purpose and direction to ensure success for all students. | | | | | | |
| Strategy 4.7: | Fort Mill Schools provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social and emotional needs for all students. | | | | | | |
| Measurable Objective: | By 2019-2020, the positive responses on student surveys (SC State Report Card) indicating satisfaction with social and physical environment will meet or exceed 87% (Baseline - 84%). The positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 95% (Baseline - 92%). | | | | | | |
| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
| Review and implement research-based curriculum K-12 on resiliency/coping strategies for prevention of mental health concerns, substance use, suicide, bullying and violence | 2016 | 2021 | Amy Maziarz, Ann Bogan, Chari Young, Karen Monahan, & Marty McGinn | Unknown | Local/State/Grant | Continued | Curriculum map |
| Provide training to school staff on positive behavioral interventions and strategies | 2016 | 2021 | Amy Maziarz, Julie Warner, & Karen Monahan | Unknown | Local/State/Grant | Continued | Training schedule and evaluations |
| Increase access to mental health services by employing additional mental health counselors (One per high school, and one per two schools at other levels) | 2016 | 2021 | Amy Maziarz, Marty McGinn & Karen Monahan | \$400,000 | Local/State/Grant | Continued | Monitor HR Data |
| Provide research-based training on behavioral analysis and intervention to pertinent staff working with students with significant behavioral needs | 2016 | 2021 2017 | Amy Maziarz, Julie Warner, & Karen Monahan | Unknown | Grant | Terminated | Training schedule and evaluations |
| Increase access to behavioral supports by employing additional behavioral interventionists (One per high school, and one per two schools at other levels) | 2016 | 2021 | Amy Maziarz, Karen Monahan, & Marty McGinn | \$400,000 | Local/State/Grant | Continued | Monitor HR Data |
| Create behavioral support classrooms at elementary, middle, and high school levels to address the needs of students with significant behavioral/emotional needs | 2016 | 2021 | Amy Maziarz, Julie Warner, & Karen Monahan | 110,000 \$140,000 | Local/State/Grant | Modified | Procurement, HR reports |
| Partner with community agencies to develop a mentoring program for at-risk students | 2016 | 2017 | Amy Maziarz, Karen Monahan, & Antwon Sutton | Unknown | N/A | Completed | Mentoring data |
| Increase home-school collaboration by continuing to offer parent informational sessions (i.e., RAP sessions, school parent nights) as well as the development of a district website focused on physical, social and emotional needs | 2016 | 2017 | Amy Maziarz, Karen Monahan, & Antwon Sutton | None | N/A | Completed | Schedules, Participation and Evaluation Data |

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|--|------|------|--|-----------|-------------------|-----------|---|
| Provide ongoing research based crisis intervention training to relevant staff for the prevention, response and recovery of crises | 2016 | 2017 | Amy Maziarz, Karen Monahan, & Tommy Schmolze | Unknown | Local/State/Grant | Completed | Training schedule and evaluation data |
| Partner with community agencies to further meet the physical, social and emotional needs of the student population (backpack program, after school programs, counseling/substance abuse) | 2016 | 2017 | Amy Maziarz, Karen Monahan, Tommy Schmolze, & Principals | None | N/A | Completed | Monitor and Report program effectiveness and participation data |
| Increased access to psychological services by employing one school psychologist per school | 2017 | 2021 | Amy Maziarz, Karen Monahan, & Marty McGinn | \$680,000 | Local/State/Grant | | Monitor HR Data |

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|-------------------|--|---|--|
| Goal Area: | <input type="checkbox"/> Student Achievement | District Goal 1: Teaching and Learning | |
| | <input type="checkbox"/> District Priority | District Goal 2: Continuous Improvement | |
| | <input type="checkbox"/> Teacher/Administrator Quality | District Goal 3: Leadership and Communication | |
| | <input checked="" type="checkbox"/> School Climate | District Goal 4: Safe, Supportive, Inviting Schools | |

Goal 4: Provide resources and services in all schools that support its purpose and direction to ensure success for all students.

Strategy 4.8: Fort Mill Schools provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Measurable Objective: By 2019-2020, the positive responses on student surveys (SC State Report Card) indicating satisfaction with the learning environment will meet or exceed 89% (Baseline - 86%). The positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 96% (Baseline - 93%).

| Action Steps | Start Date | End Date | Person Responsible | Estimated Cost | Funding Source | Monitor | Indicators of Implementation |
|--|------------|----------|---|----------------|-------------------|-----------|--|
| Develop a district-wide, systematic, data driven student support team (SST) process | 2016 | 2021 | Amy Maziarz, Ann Bogan, Chari Young, & Karen Monahan | Unknown | Local/State/Grant | Continued | SST Process Document |
| Provide additional training to school leadership teams on the intervention process (universal screening, tiered interventions, progress monitoring and treatment integrity) | 2016 | 2021 | Amy Maziarz, Ann Bogan, Chari Young, & Karen Monahan | Unknown | Local/State/Grant | Continued | Training schedules and evaluation , participation data |
| Increase school access and utilization of relevant academic and behavioral data through the employment of a District Data Integration Specialist | 2016 | 2017 | Marty McGinn | Unknown | Local/State/Grant | Completed | Training schedules and evaluation data; survey results on data use |
| Research and implement targeted behavioral screenings in order to identify students at-risk for social, emotional and behavioral issues | 2016 | 2021 | Amy Maziarz & Karen Monahan | Unknown | Local/State/Grant | Continued | Screening protocols, training, and evaluation |
| Increase student access to staff, resources and community agencies that assist with post-secondary employment (e.g., School to Work Coordinator, Vocational Rehabilitation, Department of Disabilities and Special Needs) | 2016 | 2017 | Amy Maziarz, Chari Young, Julie Warner, & Marty McGinn | Unknown | Local/State/Grant | Completed | STW data monitoring, Placement reports |
| Review and clarify the roles and responsibilities of school counselors, school psychologists, mental health counselors, and behavioral interventionists to maximize access to the appropriate level of social/emotional/behavioral supports. | 2016 | 2021 | Amy Maziarz, Ann Bogan, Chari Young, Karen Monahan & Marty McGinn & Liza McGarity | None | N/A | Continued | Job, task descriptions |
| Research and implement a social/emotional curriculum as a required component of the District's alternative school programs. | 2017 | 2021 | Amy Maziarz, Antwon Sutton, Karen Monahan & Marty McGinn | Unknown | Local/State/Grant | | Curriculum Map |