

Fort Mill Schools

Strategic Plan Update

2018-19



Notes

- Performance Goals Areas (required by the SC SDE)
- Benchmarks for performance goals were set with 2016 assessment data.
- New assessment data are added each year as part of update.
- Monitor columns were added to each action step.
- Yellow Highlights: AdvancEd Improvement Priorities
- Green Highlights: New Action Steps
- Read to Succeed components are aligned to district plan.
- Read to Succeed Annual Update is attached.
- GT Plan components are embedded and aligned to district plan.

April 2019

Fort Mill Schools Strategic Plan 2016-2021

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, 45% 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 2019, 42% 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%	40%	42%	43.50%	45%
<i>*Represents projections of improvement</i>		Actual	38.5%*	52.10%			

*There was a 6% increase in the number of disabled students from 2015-16 to 2016-17.

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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 1.2: (Statement of desired progress or result over 5 years)	No longer applicable.						
Interim Performance Goal: (One year goal)	In 2018, this assessment will not be administered to students. Therefore, this goal is no longer active on our plan. New goals 1.2b and 1.2c using the MAP assessment have been added.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	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	81.8%	N/A*	N/A*	N/A*	N/A*
*In 2017-18, KRA will replace DRA2.							

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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 1.2b:
(Statement of desired progress or result over 5 years) By 2021, the achievement of students in K-2 will continue to improve by 2% each year.

Interim Performance Goal:
 (One year goal) By 2019, the percentage of students in grades K-2 meeting the Measures of Academic Progress (MAP) growth targets (fall to spring) will increase by 2% each year.

Data Source(s):
 (List types of data that will be collected or examined to measure progress) Measures of Academic Progress (MAP) Reading

Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: MAP - Grade K	71.9%*	Projected	N/A	74.0%	76.0%	78.0%	80.0%
<i>*Represents projections of improvement</i>		Actual	71.9%	74.2%			
Source: MAP - Grade 1	55.%*	Projected	N/A	57.0%	59.0%	61.0%	63.0%
<i>*Represents projections of improvement</i>		Actual	55.0%	50.7%			
Source: MAP - Grade 2	53%*	Projected	N/A	55.0%	57.0%	59.0%	61.0%
<i>*Represents projections of improvement</i>		Actual	53.0%	50.3%			

*Baseline year is 2016-17 because this is a new goal.

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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 1.2c: (Statement of desired progress or result over 5 years)	By 2021, the achievement of students in K-2 will continue to improve by 2% each year.						
Interim Performance Goal: (One year goal)	By 2019, the percentage of students in grades K-2 meeting the Measures of Academic Progress (MAP) growth targets (fall to spring) will increase by 2% each year.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Measures of Academic Progress (MAP) Math						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: MAP - Grade K	74.4%*	Projected	N/A	76.0%	78.0%	80.0%	82.0%
<i>*Represents projections of improvement</i>		Actual	74.4%	83.3%			
Source: MAP - Grade 1	55.8%*	Projected	N/A	58.0%	60.0%	62.0%	64.0%
<i>*Represents projections of improvement</i>		Actual	55.8%	62.3%			
Source: MAP - Grade 2	42.9%*	Projected	N/A	45.0%	47.0%	49.0%	51.0%
<i>*Represents projections of improvement</i>		Actual	42.9%	40.9%			
*Baseline year is 2016-17 because this is a new goal.							

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Performance Goal Area:	X	Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
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		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 1.3: (Statement of desired progress or result over 5 years)	By 2021, 90.0% of students in grades K-5 will score at the specific grade benchmark.						
Interim Performance Goal: (One year goal)	By 2019, 86.0% of students in grades K-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 and Pinnell						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source:	83.3%	Projected	86.0%	84.0%	86.0%	88.0%	90.0%
<i>*Represents projections of improvement</i>		Actual	81.9%	85.4%			
*2017-18 is the first year with F&P data in Enrich. Prior year data taken from SLOs.							

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		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 1.4: (Statement of desired progress or result over 5 years)	By 2021, 76% of students in grades 3-5 will meet standards on the SC Ready Assessment for ELA. By 2021, 85% of students in grades 3-5 will meet standard on the SC Ready Assessment for Math.							
Interim Performance Goal: (One year goal)	By 2019, 70.0% of students in grades 3-5 will meet standard on the SC Ready Assessment for English Language Arts. By 2019, 79.0% 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%	67.3%	70.0%	73.0%	76.0%	
<i>*Represents projections of improvement</i>		Actual	64.3%*	67.6%				
Source: Math	74.4%	Projected	77.5%	75.5%	79.0%	82.0%	85.0%	
<i>*Represents projections of improvement</i>		Actual	72.5%*	74.2%				
*Scale scores for SC Ready were realigned to the trajectory to be 4-year college ready by graduation.								

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		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, 83% of students grade 4 will meet standards on the PASS Science Assessment.						
Interim Performance Goal: (One year goal)	By 2019, 79.0% of students in grade 4 will meet standards on PASS Science Assessment. (Grade 5 is no longer tested in Science).						
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%	76.2%	79.0%	81.0%	83.0%
<i>*Represents projections of improvement</i>	87.2% (2016)	Actual	74.2%*	75.7%			
*Scale scores were realigned to 4 levels instead of 3.							

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		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, 75.0% of students in grades 6-8 will meet standard on the SC Ready Assessment for ELA. By 2021, 78.0% of students in grades 6-8 will meet standard on the SC Ready Assessment for Math.						
Interim Performance Goal: (One year goal)	By 2019, 69.0% of students in grades 6-8 will meet standard on the SC Ready Assessment for English Language Arts. By 2019, 72.0% 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%	66.0%	69.0%	72.0%	75.0%
<i>*Represents projections of improvement</i>		Actual	62.7%*	64.1%			
Source: Math	67.2%	Projected	73.0%	69.0%	72.0%	75.0%	78.0%
<i>*Represents projections of improvement</i>		Actual	65.6%*	69.4%			
*Scale scores for SC Ready were realigned to the trajectory to be 4-year college ready by graduation.							

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		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 1.7: (Statement of desired progress or result over 5 years)	By 2021, 89% of students grades 6 and 8 will meet standard on the PASS Science Assessment.						
Interim Performance Goal: (One year goal)	By 2019, 83% of students grades 6 and 8 will meet standard on the PASS Science Assessment. (Grade 7 no longer tested in Science.)						
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%	80%	83%	86%	89%
<i>*Represents projections of improvement</i>	90.3% (2016)	Actual	77.2%*	76.8%			

*Scale scores were realigned to 4 levels instead of 3.

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		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 1.8: (Statement of desired progress or result over 5 years)		By 2021, 96% of students will pass the EOCEP English 1 exam. By 2021, 99% of students will pass the EOCEP Algebra 1 exam. By 2021, 97.5% of students will pass the EOCEP Biology 1 exam. By 2021, 92.5% of students will pass the EOCEP US History exam.					
Interim Performance Goal: (One year goal)		By 2019, 95.0% of students will pass the EOCEP English 1 exam. By 2019, 98.5% of students will pass the EOCEP Algebra 1 exam. By 2019, 96.5% of students will pass the EOCEP Biology 1 exam. By 2019, 91.5% 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%	94.5%	95.0%	95.5%	96.0%
<i>*Represents projections of improvement</i>	94.7% (2016)	Actual	94.0%	90.0%			
Source: Algebra 1	98.7% (2015)	Projected	99.0%	98.0%	98.5%	99.0%	99.0%
<i>*Represents projections of improvement</i>	98.0% (2016)	Actual	96.0%	91.2%			
Source: Biology 1	96.1% (2015)	Projected	96.5%	96.0%	96.5%	97.0%	97.5%
<i>*Represents projections of improvement</i>	96.6% (2016)	Actual	93.6%	91.6%			
Source: US History	87.4% (2015)	Projected	91.0%	91.0%	91.5%	92.0%	92.5%
<i>*Represents projections of improvement</i>	90.9% (2016)	Actual	89.0%	89.6%			
Change in scores from 2015-16 to 2016-17:							
-Scale scores for Algebra I and English EOCEPs were realigned to the trajectory to be 4-year college ready by graduation.							
-All four EOCEPs were adjusted to align to the Uniform Grading Policy.							

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		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: (Statement of desired progress or result over 5 years)	No longer applicable.						
Interim Performance Goal: (One year goal)	<p>By 2018, 68% of 11th grade students will meet the ACT Benchmark for English. By 2018, 55% of 11th grade students will meet the ACT Benchmark for Reading. By 2018, students in grade 11 will have an average score of 7.5 on the ACT Writing assessment. By 2018, 51% of 11th grade students will meet the ACT Benchmark for Math. By 2018, 45% of 11th grade students will meet the ACT Benchmark for Science.</p> <p>As of the 2017-18 school year, all juniors have the opportunity to take either the SAT or ACT. We modified our Strategic Plan goals to reflect this new requirement. Thus, this performance goal will no longer be included in our plan. Starting in 2018, this performance goal will be replaced with goal 1.9c which is focused on the SAT.</p>						
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	59.0%	N/A	N/A	N/A	N/A
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	44.3%	N/A	N/A	N/A	N/A
Source: Writing	17.2 (2015)	Projected	score = 7	7.50	8	8.5	9
<i>*Average writing score</i>	19.6 (2016) 7 (2016 converted to 2017 scale)	Actual	7	N/A	N/A	N/A	N/A
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	45.7%	N/A	N/A	N/A	N/A

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	35.7%	N/A	N/A	N/A	N/A
In September 2016, ACT writing scale changed to a 12 point scale that is an average of the 4 domains.							
Previous writing scale was a total of the 4 domains (48 points) converted to a 36 point scale.							

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		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 1.9b: (Statement of desired progress or result over 5 years)	By 2021, graduating seniors will maintain the mean ACT score to be at or above the benchmark for English, Reading, Math, and Science.						
Interim Performance Goal: <small>(One year goal)</small>	As of the 2017-18 school year, all juniors have the opportunity to take either the SAT or ACT. We modified our Strategic Plan goals to reflect this new requirement. Thus, this performance goal will no longer be included in our plan. Starting in 2018, this performance goal will be replaced with goal 1.9c which is focused on the SAT. By 2019, graduating seniors will maintain the mean ACT score to be at or above the benchmark for English, Reading, Math, and Science.						
Data Source(s): <small>(List types of data that will be collected or examined to measure progress)</small>	Graduating Seniors - ACT College Readiness Assessment (most recent test taken)						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: English	20.8 <small>(2016)</small>	Projected	18	18	18 21.3	18 21.8	18 22.3
		Actual	21	20.8			
Source: Reading	22.0 <small>(2016)</small>	Projected	22	22	22 22.6	22 23.1	22 23.6
		Actual	23	22.1			
Source: Math	21.7 <small>(2016)</small>	Projected	22	22	22 22.2	22 22.7	22 23.2
		Actual	22	21.7			
Source: Science	21.7 <small>(2016)</small>	Projected	23	23	23 22.3	23 22.8	23 23.3
		Actual	22	21.8			
*Baseline year is 2017-18 because this is a new goal.							

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		3. Read to Succeed: Professional Learning					
		4. Read to Succeed: Assessment Plan					
		5. Read to Succeed: Instructional Plan					
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		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.9c: (Statement of desired progress or result over 5 years)	By 2021, graduating seniors will maintain the mean SAT score to be at or above the benchmark for Evidence Based Reading and Writing and Math.						
Interim Performance Goal: (One year goal)	By 2019, graduating seniors will maintain the mean SAT score to be at or above the benchmark for Evidence Based Reading and Writing and Math.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Graduating Seniors - SAT Assessment (most recent test taken)						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Evidence Based Reading and Writing	578*	Projected	N/A	N/A	480 583	480 588	480 593
		Actual	N/A	578			
Source: Math	565*	Projected	N/A	N/A	530 570	530 575	530 580
		Actual	N/A	565			

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		6. Read to Succeed: Parent and Family Involvement					
		7. Read to Succeed: District Community Partnerships					
Performance Goal 1.10: (Statement of desired progress or result over 5 years)	No longer applicable						
Interim Performance Goal: (One year goal)	Due to changes made by the State Department of Education, our students will no longer take the Workkeys assessment. This will be replaced with goal 1.10b which is focused on the new statewide career readiness assessment.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	11th Grade- Workkeys Career Readiness Assessment						
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	85.0%	N/A	N/A	N/A	N/A
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	95.5%	N/A	N/A	N/A	N/A

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		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 1.10b: (Statement of desired progress or result over 5 years)	By 2021, 94% of 11th grade students will receive a Platinum, Gold, or Silver National Career Readiness Certificate (NCRC).						
Interim Performance Goal: (One year goal)	By 2019, 84% of 11th grade students will receive a Platinum, Gold, or Silver National Career Readiness Certificate (NCRC).						
Data Source(s): (List types of data that will be collected or examined to measure progress)	11th Grade - WIN Ready to Work Career Assessment						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: % Silver and Above	79%*	Projected	N/A	TBD	84%	89%	94%
<i>*Represents projections of improvement</i>		Actual	N/A	79%			
*Baseline is from 2017-18 because this is the first year of the WIN Ready to Work Assessment.							

Fort Mill Schools Strategic Plan 2016-2021

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 1.11 ELE: (Statement of desired progress or result over 5 years)	By 2021, reduce the Achievement Gap between Students in Poverty and Students Not in Poverty by 4% 2%.						
Interim Performance Goal: (One year goal)	By 2019, reduce the Achievement Gap between Students in Poverty and Students Not in Poverty by 4% 2%.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Ready Math Grades 3, 4, 5 and SC PASS Science Grade 4. Gap is defined as the difference in the percentage of students scoring at the meets or exceeds level on the identified assessments.						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: SC Ready Math	30.5%	Projected	N/A	TBD	28.5	26.5	24.5
<i>*Represents projections of improvement</i>		Actual	N/A	30.5%			
Source: Pass Science	27.1%	Projected	N/A	TBD	25.1	23.1	21.1
<i>*Represents projections of improvement</i>		Actual	N/A	27.1%			

Fort Mill Schools Strategic Plan 2016-2021

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 1.11 MS: (Statement of desired progress or result over 5 years)	By 2021, reduce the Achievement Gap between Students in Poverty and Students Not in Poverty by 4% 2%.						
Interim Performance Goal: (One year goal)	By 2019, reduce the Achievement Gap between Students in Poverty and Students Not in Poverty by 4% 2%.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Ready Math Grades 6, 7, 8 and SC PASS Science Grade 6, 8. Gap is defined as the difference in the percentage of students scoring at the meets or exceeds level on the identified assessments						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: SC Ready Math	30.3%	Projected	N/A	TBD	28.30%	26.30%	24.30%
<i>*Represents projections of improvement</i>		Actual	N/A	30.3%			
Source: Pass Science	26.9%	Projected	N/A	TBD	24.90%	22.90%	20.90%
<i>*Represents projections of improvement</i>		Actual	N/A	26.9%			

Fort Mill Schools Strategic Plan 2016-2021

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 1.11 HS: (Statement of desired progress or result over 5 years)	By 2021, reduce the Achievement Gap between Students in Poverty and Students Not in Poverty by 1%.						
Interim Performance Goal: (One year goal)	By 2019, reduce the Achievement Gap between EOC Mean Scores for Students in Poverty and Students Not in Poverty by 1%.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	EOCEP Algebra I and Biology I Mean Scores. The gap is defined as the difference of the mean score on the identified assessments.						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: SC Ready Math Algebra 1 EOC	10.80%	Projected	N/A	TBD	9.80%	8.80%	7.80%
		Actual	N/A	10.8%			
Source: Pass Science Biology 1 EOC	11.40%	Projected	N/A	TBD	10.40%	9.4%	8.40%
		Actual	N/A	11.4%			
<i>*Represents projections of improvement</i>							

Fort Mill Schools Strategic Plan 2016-2021

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 1.11b: (Statement of desired progress or result over 5 years)	By 2021, 98% of STEAM Teacher Leaders will be satisfied with STEAM professional development.						
Interim Performance Goal: (One year goal)	By 2019, 92% of STEAM Teacher Leaders will be satisfied with STEAM professional development.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Discovery Education Surveys						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Discovery Education Survey	86%*	Projected	N/A	90%	92.0%	95%	98.0%
<i>*Represents projections of improvement</i>		Actual	86.0%	99% (Jan 2018 survey)			
*Baseline based on November 2017 teacher survey.							

Fort Mill Schools Strategic Plan 2016-2021

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 1.11c: (Statement of desired progress or result over 5 years)	By 2021, 70% of students will score "Committed" on the Student Engagement Survey						
Interim Performance Goal: (One year goal)	By 2019, 64% of students will score "Committed" on the Student Engagement Survey						
Data Source(s): (List types of data that will be collected or examined to measure progress)	AdvancEd Student Engagement Survey						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: STEAM Continuum	60.9%*	Projected	N/A	N/A	64%	67%	70%
<i>*Represents projections of improvement</i>		Actual	N/A	60.9%			

*Baseline based on November 2018 survey results on District Report Card.

**Fort Mill Schools Strategic Plan 2016-2021
(Gifted and Talented Plan)**

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				
	X	Gifted and Talented: Academic					
		Gifted and Talented: Artistic					
		Gifted and Talented: Social and Emotional					
		Gifted and Talented: Other					
Performance Goal 1.12a: (Statement of desired progress or result over 5 years)	By 2021, the percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on ELA on SCReady will increase by 2% each year.						
Interim Performance Goal: (One year goal)	By 2019, the percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on ELA on SCReady will increase by 2% each year.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Ready ELA						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: ELA - 3rd Grade	78.4%	Projected	N/A	80.4%	82.4%	84.4%	86.4%
<i>*Represents projections of improvement</i>		Actual	78.4%	67.1%			
Source: ELA - 4th Grade	68.7%	Projected	N/A	70.7%	72.7%	74.7%	76.7%
<i>*Represents projections of improvement</i>		Actual	68.7%	76.3%			
Source: ELA - 5th Grade	46.7%	Projected	N/A	48.7%	50.7%	52.7%	54.7%
<i>*Represents projections of improvement</i>		Actual	46.7%	58.8%			
Source: ELA - 6th Grade	52.9%	Projected	N/A	54.9%	56.9%	58.9%	60.9%
<i>*Represents projections of improvement</i>		Actual	52.9%	60.3%			
Source: ELA - 7th Grade	50.8%	Projected	N/A	52.8%	54.8%	56.8%	58.8%
<i>*Represents projections of improvement</i>		Actual	50.8%	58.3%			
Source: ELA - 8th Grade	57.0%	Projected	N/A	59.0%	61.0%	63.0%	65.0%
<i>*Represents projections of improvement</i>		Actual	57.0%	59.7%			

**Fort Mill Schools Strategic Plan 2016-2021
(Gifted and Talented Plan)**

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

Performance Goal 1.12b: By 2021, the percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on Math on SCReady (Statement of desired progress or result over 5 years) will increase by 2% each year.

Interim Performance Goal: By 2019, the percentage of students identified as Gifted and Talented in grades 3-8 scoring Exceeds on Math on SCReady (One year goal) will increase by 2% each year.

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

Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Math - 3rd Grade	85.6%	Projected	N/A	87.6%	89.6%	91.6%	93.6%
<i>*Represents projections of improvement</i>		Actual	85.6%	85.6%			
Source: Math - 4th Grade	85.3%	Projected	N/A	87.3%	89.3%	91.3%	93.3%
<i>*Represents projections of improvement</i>		Actual	85.3%	91.2%			
Source: Math - 5th Grade	72.6%	Projected	N/A	74.6%	76.6%	78.6%	80.6%
<i>*Represents projections of improvement</i>		Actual	72.6%	79.4%			
Source: Math - 6th Grade	78.7%	Projected	N/A	80.7%	82.7%	84.7%	86.7%
<i>*Represents projections of improvement</i>		Actual	78.7%	83.2%			
Source: Math - 7th Grade	69.5%	Projected	N/A	71.5%	73.5%	75.5%	77.5%
<i>*Represents projections of improvement</i>		Actual	69.5%	73.9%			
Source: Math - 8th Grade	69.7%	Projected	N/A	71.7%	73.7%	75.7%	77.7%
<i>*Represents projections of improvement</i>		Actual	69.7%	67.9%			

**Fort Mill Schools Strategic Plan 2016-2021
(Gifted and Talented Plan)**

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				
	X	Gifted and Talented: Academic					
		Gifted and Talented: Artistic					
		Gifted and Talented: Social and Emotional					
		Gifted and Talented: Other					
Performance Goal 1.13: (Statement of desired progress or result over 5 years)	By 2021, the percentage of students scoring 3-5 on Advanced Placement Exams will increase by 1% each year.						
Interim Performance Goal: (One year goal)	By 2019, the percentage of students scoring 3-5 on Advanced Placement Exams will increase by 1% each year.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Advanced Placement Scores						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: AP Scores	84.0%	Projected	N/A	85.0%	86.0%	87.0%	88.0%
<i>*Represents projections of improvement</i>		Actual	84%	85.0%			

Fort Mill Schools Strategic Plan 2016-2021

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 1.1:	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 to include a standard based "curriculum bank" .	2016	2019 2020	Marty McGinn, Ann Bogan, Mike Waiksnis and Principals	\$5,000	General Fund	Modified	Research summary
Establish vertical articulation Professional Learning Communities Pre-K through post-secondary and district transition plan .	2016	2021	Marty McGinn, Ann Bogan, Mike Waiksnis	\$10,000	General Fund	Modified	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, Mike Waiksnis, Principals	\$3000 \$20,000	General Fund	Modified	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, Mike Waiksnis, Victoria Brioc , Principals	None \$10,000	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	\$2000 \$10,000	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, Mike Waiksnis, Victoria Brioc , 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 2019	Marty McGinn, Ann Bogan, Mike Waiksnis, 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, CATE, Math, and Science.	2016	2021	Dr. Epps, School Board	\$400,000	Annual District Budget	Continued	Staffing at the District Office
Update the district and school level Read to Succeed Plans. Read to Succeed courses are being offered at all schools.	2016	2018 2019	Ann Bogan and the Read to Succeed Team	\$10,000	General Fund	Continued	Updated Read to Succeed Plans

Fort Mill Schools Strategic Plan 2016-2021

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 South Carolina Teaching Standards.	2016	2018 2021	Principals, Gina Jenkins, Rinice Sauls	None	N/A	Continued	Evaluation Summary Reports
Provide professional development and on-going support through coaching, peer observations, collaboration etc... on responsive teaching, PBL, STEAM, student engagement and differentiated instruction.	2016	2021	District and School Leadership including Lead Teachers, Instructional Specialists and Coaches, STEAM Leaders	Unknown	General Fund	Continued	Professional Learning Participation and Evaluation. Lucy Clakins reading and writing , professional learning communities at all schools, STEAM Lab classroom
Provide challenging STEAM 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	Victoria Brioc	Unknown	General Fund	Continued	Lesson Plans/Observations
Administer SLO Performance Tasks in grades 6 - 12 that mirror STEAM principles.	2018	2021	Rinice Sauls, Ann Bogan, Gina Jenkins, Mike Waiksnsis	\$5,000	General Fund	Continued	Completed SLO Assessments

Fort Mill Schools Strategic Plan 2016-2021

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, Mike Waiksnis, Principals	Unknown	N/A	Completed	List of Criteria; PLC or Training Agendas, Minutes
Develop a timeline and plan of action for creating and implementing uniform grading policy for grade levels 6 - 8	2018	2019	Mike Waiksnis, Principals	N/A	N/A	Continued	List of Criteria, Minutes
Develop a timeline and plan of action for creating and implementing uniform grading policy for grade levels 9-12	2018	2019	Mike Waiksnis, Principals	N/A	N/A	Continued	List of Criteria, Minutes
Employ continued review and refinement of SLO common assessments district-wide to generate data for student growth.	2016	2021	Ann Bogan, Mike Waiksnis, 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, Tools to Promote Discussion
Provide training and support on interpreting data and ensure student data is available early in the school year	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

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, Mike Waiksnis, Principals	\$5,000	General Fund	Continued	Documentation of Activities and Results
Evaluate communication modes used by the district and schools.	2016	2021	Principals, Joe Burke	None	N/A	Continued	Evidence of Evaluation
Provide a comprehensive intervention program and support document for academically struggling and at-risk students based on MTTS (Multi-tiered Systems of Support) principles.	2016	2021	Amy Maziarz, Ann Bogan, Mike Waiksnis, Principals, Karen Monahan, Amber Smith	\$10,000	General Fund	Completed	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, Mike Waiksnis, Principals	None	N/A	Continued	Research Summary
Evaluate and revise the district proficiency based credit plan.	2016	2018	Marty McGinn, Mike Waiksnis	None	N/A	Completed	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 daily instructional day time and staff to provide a more comprehensive alternative school program.	2016	2018 2019	Mike Waiksnis, Amy Maziarz, 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, Mike Waiksnis, 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, Mike Waiksnis, Principals, Amber Smith	None	N/A	Continued	Report of research, recommendations
Evaluate current mentoring and leadership programs for opportunities for expansion across the district.	2016	2021	Marty McGinn, Amy Maziarz, Ann Bogan, Mike Waiksnis, 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, Mike Waiksnis, Principals, Amber Smith	None \$25,000	N/A	Continued	Report of research, recommendations

Fort Mill Schools Strategic Plan 2016-2021

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, Mike Waiksnis, Gina Jenkins, Rinice Sauls, 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, Mike Waiksnis, Gina Jenkins, Rinice Sauls, Principals	None \$25,000	General Fund	Continued	Documentation of Professional Development activities
Research, select, and implement a professional learning model	2016	2021	Marty McGinn, Gina Jenkins, Rinice Sauls	\$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, Rinice Sauls	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, Mike Waiksnis, Gina Jenkins, Rinice Sauls, Principals	None \$25,000	N/A	Continued	Documentation of Professional Development activities
Continue to provide the FM21 Professional Learning initiative	2016	2021	Ann Bogan, Mike Waiksnis, Gina Jenkins, Rinice Sauls, Principals	\$6,000	General Fund	Continued	Documentation of Professional Development activities
Conduct a comprehensive program evaluation of ELL program and address findings where appropriate. MOVED TO STRATEGY 1.4	2016	2021	Amy Maziarz, Ann Bogan, Mike Waiksnis, Principals	None	N/A	Continued	Report of research, recommendations
Increase the amount of professional development offerings focused on content based instruction and pedagogy.	2018	2021	Curriculum Department	\$5,000	General Fund	Continued	Creation of professional development course offerings focused on these areas

Fort Mill Schools Strategic Plan 2016-2021

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 1.6:	Fort Mill Schools will develop and implement a systematic professional development model for the implementation of STEAM.						
Measurable Objective 1:	Teachers and principals will participate in district-wide STEAM professional development.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Indicators of Implementation
Provide open model classrooms for STEAM implementation with a systematic structure that allows teachers to visit classrooms internally and at other schools throughout the district.	2018	2021	Victoria Brioc	None	None	Continued	Lab classrooms
Provide planning and collaboration time for STEAM leaders to develop model, exemplar lessons for STEAM implementation.	2018	2021	Victoria Brioc, Principals	None	STEAM Initiative Fund	Continued	Meeting agendas, Discovery training sign in sheets
Provide a systematic Professional development system in conjunction with Discovery Education to train teachers to be STEAM leaders.	2018	2021	Victoria Brioc	None	STEAM Initiative Fund	Continued	Meeting agendas, Discovery training sign in sheets
Provide off campus site visits to schools in the FMSD and externally in other STEAM districts for district level and school level admin, and classroom teachers.	2018	2021	Victoria Brioc, Mike Waiksnis, Ann Bogan	\$32,000	Title II	Continued	Conference records
Provide additional summer training in STEAM principles to include professional development and graduate level classes, where appropriate.	2018	2021	Victoria Brioc	None	STEAM Initiative Fund	Continued	Sign in sheets, Course logs
Implement a communication system for parents and the community to narrate the STEAM story of the Fort Mill School District.	2018	2021	Victoria Brioc, Joe Burke, Jenny Overman	None	None	Continued	Social media and Communication logs
Develop a system for training and updating new teachers and school administrators in the FMSD STEAM initiative	2018	2021	Victoria Brioc, Mike Waiksnis, Ann Bogan	None	STEAM Initiative Fund	Continued	Sign in sheets
Research, develop, and implement a STEAM continuum to evaluate school and district progression of STEAM implementation. Use State Student Engagement Survey to measure successful STEAM implementation.	2018	2021	Victoria Brioc, Mike Waiksnis, Ann Bogan, Marty McGinn, Principals	None	None	Modified	STEAM Continuum

**Fort Mill Schools Strategic Plan 2016-2021
(Gifted and Talented Plan)**

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

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

Strategy 1.7 Fort Mill Schools will provide differentiated curriculum and instruction for gifted students that spans grades 3-12.

Measurable Objective 1: Create a specific gifted education plan aligned with best practices.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Indicators of Implementation
Base programming on best practices such as: National Association for gifted Children Standards, and current research.	2018	2021	Ann Bogan, Mike Waiksnis	N/A	N/A	Continued	Alignment of all plans to gifted standards
Ensure advanced content is taught through differentiated instructional strategies that are deemed most appropriate for meeting the needs of gifted students.	2018	2021	Principals, Assistant Principals, Ann Bogan, Mike Waiksnis	N/A	N/A	Continued	Gifted Observation Scales, SC Educator Evaluation Results
Increase options for students in general education that may not necessarily test as gifted.	2018	2021	Ann Bogan, Mike Waiksnis, Principals	N/A	Local/State Funding	Continued	Curriculum Offerings, Program of Studies
Provide information about the needs of gifted students to teachers in elementary, middle, and high school general education classrooms including honors and AP teachers.	2018	2021	Ann Bogan, Mike Waiksnis, GT Instructors	\$20,000 for GT Courses	Local/State Funding	Continued	Enrollment in Guaduate GT Courses
Provide information about best instructional practices to teaches in elementary, middle, and high school general education classrooms, such as: extended student learning beyond standards, differentiation, and compacting.	2018	2021	Ann Bogan, Mike Waiksnis, GT Instructors	See Above	Local/State Funding	Continued	Enrollment in Guaduate GT Courses
Provide acceleration options such as: Grade-skipping, self-paced instruction, subject-matter acceleration, curriculum compacting, telescoping curriculum, correspondence courses, concurrent/dual enrollment, credit by examination, early entrance into college.	2018	2021	Ann Bogan, Mike Waiksnis, Counselors, Principals	See Above	Local/State Funding	Continued	IOWA Scale of Accelaration Documentation, Program of Studies, Enrollment

Provide curriculum and activities within the Gifted and Talented Education Program focusing on such topics as: Career development, test taking skills, acceleration, course choices, future college preparation, post high school preparation and career awareness and mentorship.	2018	2021	Ann Bogan, Mike Waiksnis, Counselors, Victoria Brioc, Principals	N/A	N/A	Continued	IGP, Program of Studies, STEAM Data
Continue to offer dual enrollment and seek to enhance and to expand this offering to the greatest extent possible.	2018	2021	Counselors, Principals, Mike Waiksnis	Unknown	Local/State Funding	Continued	Enrollment Data
Continue to increase the number and type of Advanced Placement courses in all of our high schools	2018	2021	Counselors, Principals, Mike Waiksnis	Unknown	Local/State Funding	Continued	Enrollment Data, Program of Studies
Communicate identification process to: counselors, administrators, general classroom teachers, parents and GT staff.	2018	2021	Jan West, Counselors, Assistant Principals	N/A	N/A	Continued	Meeting Schedule, Website
Ensure secondary Gifted Teachers meet annually: staff development opportunities, curriculum development and resource and collaboration sharing.	2018	2021	Mike Waiksnis	Unknown	Local/State Funding	Continued	
Continue to offer Professional Learning for GT curriculum models.	2018	2021	Ann Bogan, Mike Waiksnis, Consultants, Victoria Brioc	Included in GT Graduate Courses and Workshops	Local/State Funding	Continued	Observation Survey
Hire a GT lead teacher and coach.	2018	2021	Ann Bogan, Mike Waiksnis, GT Instructors	\$50,000 salary and benefits	Local	Continued	Job Description, Hire Position

Fort Mill Schools Strategic Plan 2016-2021

Performance Goal Area:		Student Achievement	District Goal 1: Teaching and Learning					
	X	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 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, completed by each school principal, 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 2019, 75% of responses on the Data Integration Survey, completed by each school principal, 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%	67%	83% 75%	100% 90%	100%	
<i>*Represents projections of improvement</i>		Actual	50%	57%				

Fort Mill Schools Strategic Plan 2016-2021

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	Continued	Annually update, using the Data Integration Survey
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	Completed	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, STAR) 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
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	Terminated	Reporting schedule developed and updated

Fort Mill Schools Strategic Plan 2016-2021

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 collect and analyze pertinent data in order 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
Survey district department leaders regarding current data collection practices, uses, and future needs.	2017	2019	Assistant Superintendents, Directors, Supervisors	None	N/A		Quarterly until completed/Survey completed
Investigate options for data collection processes to address needs as revealed by the survey.	2018	2020	Assistant Superintendents, Directors, Supervisors	Undetermined	Undetermined		Quarterly until completed/Options compiled
Select or develop additional data collection processes.	2018	2020	Assistant Superintendents, Directors, Supervisors	Undetermined	Undetermined		Quarterly until completed/Additional data collection processes selected
Provide employee training as needed, and implement additional data collections.	2019	2021	Assistant Superintendents, Directors, Supervisors	Undetermined	Undetermined		Quarterly until completed/Additional data collections implemented
Analyze new data, and respond to revelations, as pertinent to department effectiveness.	2019	2021	Assistant Superintendents, Directors, Supervisors	Undetermined	Undetermined		On-going monitoring
Based on the successful implementation of Strategy 2.1, the action steps above have replaced the original action steps of Strategy 2.2 below.							
Design and conduct a needs analysis for all employee groups.	2017	2019	Assistant Superintendents, Directors, Supervisors	\$5,000	General Fund	Terminated	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	Terminated	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	Terminated	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	Terminated	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	Terminated	Monthly until completed/Training completed and timeline established

Implement the evaluation.	2019	2021	Assistant Superintendents, Directors, Supervisors	None	N/A	Terminated	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	Terminated	On-going monitoring
Add professional development staff in response to needs analysis and growth.	2019	2021	Personnel, School Board	\$75-90000	General Fund	Terminated	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	Terminated	On-going monitoring

Fort Mill Schools Strategic Plan 2016-2021

Performance Goal Area:		Student Achievement	District Goal 1: Teaching and Learning		
		District Priority	District Goal 2: Continuous Improvement		
	X	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 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 2018, 87% of parents indicate they are satisfied with the effort to get information to parents (communication).
 By 2018, 81% of parents indicate they are satisfied with the home school relations (leadership).
 By 2018, 94.5% of teachers indicated they are satisfied with clear goals (communication).
 By 2018, 93% 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 (#50) (formerly #47) on SCDE parent survey.	77.4% (2015) 88.1% (2016)	Projected	83.0%	87.0%	88.0%	89.0%	90.0%
	<i>*Represents projections of improvement</i>	Actual	86.4%	87.3%			
Source: Home school relations question (#16) on SCDE parent survey.	77.8% (2015) 79.7% (2016)	Projected	80.0%	81.0%	82.0%	83.0%	84.0%
	<i>*Represents projections of improvement</i>	Actual	78.0%	82.4%			
Source: Clear goals question (#19) on SCDE teacher survey.	92.9% (2015) 93.5% (2016)	Projected	94.0%	94.5%	95.0%	96.0%	97.0%
	<i>*Represents projections of improvement</i>	Actual	92.8%	93.3%			
Source: Instructional leadership question (#22) on SCDE teacher survey.	91.5% (2015) 92.8% (2016)	Projected	92.0%	93.0%	94.0%	95.0%	96.0%

<i>*Represents projections of improvement</i>		Actual	90.1%	89.6%			
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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 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 external 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	Superintendent, Media and Comm Officer, Administrators	\$1,000	General Fund	Continued	Meeting Minutes, Agendas
Involve community, external stakeholders, and administration in decision-making process by seeking input from all groups regarding appropriate issues.	2016	2021	District/School Administration	None	N/A	Continued	Meeting Minutes, Agendas
Provide growth opportunities and feedback for staff through individualized professional development plans.	2016	2021	District/School Administration	\$15,000	General Fund	Modified	Professional Development Plans and Learning Forward Innovation Continuum, FMS Leadership Academy
Maintain an ongoing process of evaluation of programs, personnel, and operations to ensure the implementation of desired strategies. Research and implement a systematic evaluation model to ensure system effectiveness.	2016	2021	Coordinators of Educator Effectiveness District/School Administration	\$3000-\$20,000	General Fund	Modified	Program evaluation protocols, rubrics, results
Promote a system which provides for development of potential candidates for advancement/leadership positions.	2016	2021	District/School Administration	None \$25,000	N/A	Continued	Grow Your Own Leaders Participation/Success-Data Cohort completion rates, FMS Leadership Academy completion.
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	Completed	STEM Development Strategy (with measurable objectives) to include a Leadership Development Plan, Communication Plan and Curriculum integration Plan

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 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	2019	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	Completed	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	2018	Media and Communications Officer	None	N/A	Completed	Cost analysis Proposal

Evaluate and refine the school district's communication plan to ensure alignment with communication tools, objectives and board policy.	2016	2021	Media and Communications 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 and induction.	2016	2017	Superintendent Media and Communications 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 Communications Officer	Unknown	Grant/ Donations General Fund	Completed	Hall of Fame Location Established
Cost analysis of the addition of a full or part time video production staff position, which would support district media communications and initiatives.	2019	2021	Communications Officer	none	n/a		Cost analysis Proposal
Research steps needed to include other languages in communications to better reach our growing population that speak other languages.	2019	2021	Communications Officer	none	n/a		Recommendation and implementation
Review district brand and image assessment for consistency and acceptable use.	2019	2021	Communications Officer	unknown	n/a		Guidelines published for use by employees

Fort Mill Schools Strategic Plan 2016-2021

Performance Goal Area:		Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
	X	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 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 93%.						
Interim Performance Goal: (One year goal)	By 2018, the positive responses on student surveys indicating satisfaction with social and physical environment will meet or exceed 86%. By 2018, the positive responses on parent surveys indicating satisfaction with the social and physical environment will meet or exceed 90%.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	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 (#36)	84.0% (2015)	Projected	85.0%	86.0%	87.0%	87.0%	87.0%
<i>*Represents projections of improvement</i>	85.0% (2016)	Actual	84.0%	82.6%			
Source: Parent survey (#23)	92.0% (2015)	Projected	93.0%	90.0%	91.0%	92.0%	93.0%
<i>*Represents projections of improvement</i>	92.6% (2016)	Actual	89.8%	92.0%			

Fort Mill Schools Strategic Plan 2016-2021

Performance Goal Area:		Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
	X	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 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 88%. By 2021, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 93%.						
Interim Performance Goal: (One year goal)	By 2018, the positive responses on student surveys indicating satisfaction with the learning environment will meet or exceed 85%. By 2018, the positive responses on parent surveys indicating satisfaction with the learning environment will meet or exceed 93%.						
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 (#18)	86.0% (2015)	Projected	85.0%	85.0%	86.0%	87.0%	88.0%
<i>*Represents projections of improvement</i>	83.1% (2016)	Actual	83.0%	81.8%			
Source: Parent survey (#5)	93.0% (2015)	Projected	94.0%	93.0%	93.0%	93.0%	93.0%
<i>*Represents projections of improvement</i>	93.8% (2016)	Actual	92.5%	93.7%			

Fort Mill Schools Strategic Plan 2016-2021

Performance Goal Area:		Student Achievement	District Goal 1: Teaching and Learning				
		District Priority	District Goal 2: Continuous Improvement				
		Teacher/Administrator Quality	District Goal 3: Leadership and Communication				
	X	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 4.3: (Statement of desired progress or result over 5 years)	By 2021, 73% of elementary and middle school students and 78% of high school students will indicate that they have not been bullied at school during the school day.						
Interim Performance Goal: (One year goal)	By 2018, 70% of elementary and middle school students and 75% of high school students will indicate that they have not been bullied at school during the school day.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Bullying question from the South Carolina State Survey for students.						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Elementary & Middle School Student survey (#46)	66.5%	Projected	N/A	70%	71%	72%	73%
<i>*Represents projections of improvement</i>		Actual	66.5%	64.9%			
Source: High School Student survey (#46)	71.6%	Projected	N/A	75%	76%	77%	78%
<i>*Represents projections of improvement</i>		Actual	71.6%	72.1%			

**Fort Mill Schools Strategic Plan 2016-2021
(Gifted and Talented Plan)**

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"/>	Gifted and Talented: Academic					
	<input type="checkbox"/>	Gifted and Talented: Artistic					
	<input checked="" type="checkbox"/>	Gifted and Talented: Social and Emotional					
	<input type="checkbox"/>	Gifted and Talented: Other					
Performance Goal 4.4: (Statement of desired progress or result over 5 years4.	By 2021, the Fort Mill School District will develop a systemic coordinated approach for addressing the social-emotional and behavioral learning needs of high-ability learners as measured by the <i>Assessing Services to Meet the Social and Emotional Needs of Gifted and Talented Students Assessment Survey</i> . By 2021, each grade band will increase the average assessment index on the Assessing Services to Meet the Social and Emotional Needs of Gifted and Talented Students Assessment Survey by .2 (Elementary and Middle) and .1 (High) each year to reach or maintain a target score of 3.5.						
Interim Performance Goal: (One year goal)	By 2018, the Fort Mill School District will provide support in the implementation of the services measured by the <i>Assessing Services to Meet the Social and Emotional Needs of Gifted and Talented Students Assessment Survey</i> and establishing a baseline measure of current implementation. By 2019, each grade band will increase the average assessment index on the <i>Assessing Services to Meet the Social and Emotional Needs of Gifted and Talented Students Assessment Survey</i> by .2 (Elementary and Middle) and .1 (High) each year to reach or maintain a target score of 3.5.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Assessing Services to Meet the Social and Emotional Needs of Gifted and Talented Students Assessment Survey						
Overall Measures	Average Baseline		2016-17	2017-18	2018-19	2019-20	2020-21
Source: Social and Emotional Survey - Elementary Schools	2.4	Projected	N/A	TBD	2.6	2.8	3.0
<i>*Represents projections of improvement</i>		Actual	N/A	2.4			
Source: Social and Emotional Survey - Middle Schools	2.5	Projected	N/A	TBD	2.7	2.9	3.1
<i>*Represents projections of improvement</i>		Actual	N/A	2.5			
Source: Social and Emotional Survey - High Schools	3.2	Projected	N/A	TBD	3.3	3.4	3.5
<i>*Represents projections of improvement</i>		Actual	N/A	3.2			

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 4.1: 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	2018	Liza McGarity, Tammie Welch, Tom Buckley	Unknown	General Fund, Student Nutrition	Completed	Documentation of Plan
Review and evaluate incentives for Transportation and Student Nutrition employees for retention	2016	2018	Liza McGarity, Tammie Welch, Tom Buckley	Unknown	General Fund, Student Nutrition	Completed	Study and Recommendation Report
Review and evaluate current pay schedule for Transportation and Student Nutrition employees	2016	2018	Liza McGarity, Tammie Welch, Tom Buckley	Unknown	General Fund, Student Nutrition	Completed	Salary Schedule Findings
Explore funding sources for professional development for classified employees	2016	2021	Liza McGarity, Tammie Welch, 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 by expanding our recruiting efforts outside of SC.	2016	2021	Liza McGarity, Marty McGinn, Principals, Supervisors	Unknown	General Fund	Modified	Documentation of recruitment, retention efforts and data monitoring
Improve effectiveness and efficiency of onboarding all professional certified new hires by adding additional HR support.	2019	2021	Marty McGinn, Liza McGarity	Unknown	General Fund		Recommendation to add staff.
Explore opportunities for developing a specific recruitment and retention plan for Special Education certified staff.	2019	2021	Marty McGinn, Liza McGarity	Unknown	General Fund		Propose and implement plan.
Explore funding resources for additional professional development opportunities for certified staff.	2019	2021	Marty McGinn, Liza McGarity	Unknown	General Fund		Propose and implement plan.

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, Board of Trustees	Discuss possible stipends for critical teaching areas	General Fund	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
Lobby the state and local legislative delegation to fully fund EFA student costs.	2019	2021	Board of Trustees, Superintendent and Administrators	None	N/A		Communication Plan Documentation

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 4.3: 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	Vendor Housekeeping Manager, Custodial Support Specialist	None	N/A	Continued	Documented review of custodial log
Provide janitorial specifications to administrators at each site	2016	2017	Custodial Support Specialist	None	N/A	Completed	Specification Document Communication tools
Monitor air quality in buildings on a periodic basis	2016	2021	Maintenance Director	Unknown	General Fund	Continued	Committee review, Monitoring Requirements

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 4.4: 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 Director 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 Director 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 Director	Unknown	General Fund	Completed	Cost Analysis Published Plan

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 4.5: 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 team member 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 Cook, 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 Cook	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 Cook	None	N/A	Continued	Meeting Schedules, Agendas, Minutes
Attend state level SCASL meetings.	2016	2021	Brian Spittle, Kiersten Cook	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 Cook	Unknown	General Fund	Continued	Training calendar, Participation data
Develop or adopt an evaluation model for online resources.	2016	2021	Brian Spittle, Kiersten Cook, Technology Integration Specialist	Unknown	General Fund	Completed	Evaluation Model, Rubrics

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 4.6: 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	2018	Brian Spittle, Kiersten Cook	Unknown	General Fund	Completed	SC Computer Science & Digital Literacy Standards
Review technology skills expectations for all grade level bands.	2016	2017	Brian Spittle, Kiersten Cook	None	N/A	Terminated	Curriculum maps
Support teachers with research-based, high quality materials and technology.	2016	2017	Brian Spittle, Kiersten Cook	Unknown	General Fund	Terminated	Training Schedules, Participation data
Provide professional development for the instructional strategies needed to implement state standards and technology.	2016	2021	Brian Spittle, Kiersten Cook	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 Cook, James Gamble	None	N/A	Continued	Plan Update
Utilize assistive technology for students with universal approach.	2016	2021	Brian Spittle, Kiersten Cook, James Gamble	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 Cook	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 Cook	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 2017-2019	Continued	Monitor and report data annually
Provide exceptional PowerSchool support to school based PowerSchool personnel.	2016	2021	Brian Spittle	Unknown	General Fund	Continued	Survey 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, James Gamble	Unknown	General Fund	Continued	Documentation of procedures

Maintain CIPA, COPPA, FERPA, PCI, and HIPPA compliance and education.	2016	2021	Brian Spittle, Kiersten Cook, James Gamble	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 Cook	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 curricula K-12 on for social emotional learning to promote resiliency/coping strategies for prevention of mental health concerns, substance use, suicide, bullying and violence	2016	2021	Amy Maziarz, Ann Bogan, Mike Waiksnis, Karen Monahan, & Marty McGinn	Unknown	Local/State/Grant	Modified	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) to help with prevention and crisis response.	2016	2018	Amy Maziarz, Marty McGinn & Karen Monahan	\$400,000	Local/State/Grant	Completed	Monitor HR Data
Increase access to behavioral supports by employing additional behavioral interventionists (One per high school, and one per two schools at other levels)	2016	2018	Amy Maziarz, Karen Monahan, & Marty McGinn	\$400,000	Local/State/Grant	Completed	Monitor HR Data
Create behavioral support classrooms at elementary school levels to address the needs of students with significant behavioral/emotional needs. Add 2 behavioral support classrooms (K-2, 3-5)	2016	2021	Amy Maziarz, Julie Warner, & Karen Monahan	140,000 280,000	Local/State/Grant	Continued	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

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	Continued	Monitor HR Data
Expand alterntive program at middle school level to include a second site.	2018	2021	Marty McGinn, Mike Waiksnis, Antwon Sutton, Tommy Schmolze	140,000	Local/State	Modified	Procurement and HR Reports
Increase access to direct family support services and/or community resources by employing three Family Support Specialists (1 per level - Elem, Middle and HS)	2019	2021	Tommy Schmolze & Antown Sutton	\$231,000	Local/State		Monitor HR Data
Increase access to tiered behavioral supports through the employment of a REgistered Behavior Technician (RBT) at each elementary school	2019	2021	Amy Maziarz, Karen Monahan, Ann Bogan, Amber Smith	\$300,000	Local/State		Monitor HR 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 4.8:	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) multi-tiered system of support (MTSS) process	2016	2021	Amy Maziarz, Ann Bogan, Mike Waiksnis, Karen Monahan & Amber Smith	Unknown	Local/State/Grant	Modified	SST Process Document MTSS Process Documents
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, Mike Waiksnis, & 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 at the secondary level.	2016	2021	Amy Maziarz & Karen Monahan	Unknown	Local/State/Grant	Modified	Screening protocols, training, and evaluation
Increase student access to staff, resources and community agencies that assist with post-secondary employment (e.g., Career Development Facilitator , School to Work Coordinator, Vocational Rehabilitation, Department of Disabilities and Special Needs)	2016	2017	Amy Maziarz, Mike Waiksnis, Julie Warner, & Marty McGinn	Unknown	Local/State/Grant	Modified	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. Develop a plan to communicate, both internally and externally, these roles and responsibilities.	2016	2021	Amy Maziarz, Ann Bogan, Mike Waiksnis, 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, Mike Waiksnis, & Marty McGinn	Unknown	Local/State/Grant	Continued	Curriculum Map
Develop a systematic, data driven process to maximize access to career planning supports; including the role of school counselors and career development facilitators	2019	2021	Mike Waiksnis and Antown Sutton	None	N/A		Job, task descriptions; process document
Increase access to instructional/behavioral training and support for staff working with special needs students through the employment of two Program Specialists	2019	2021	Amy Maziarz, Julie Warner Jenn Grant	\$200,000	Local/State/Grant		Monitor HR Data

**Fort Mill Schools Strategic Plan 2016-2021
(Gifted and Talented Plan)**

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"/>	Gifted and Talented: Academic					
	<input type="checkbox"/>	Gifted and Talented: Artistic					
	<input checked="" type="checkbox"/>	Gifted and Talented: Social and Emotional					
	<input type="checkbox"/>	Gifted and Talented: Other					

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

Strategy 4.9: Fort Mill Schools will provide ongoing support to address the social emotional needs specific to high ability learners and their parents/guardians.

Measurable Objective: Implement a plan to meet the social emotional needs unique to high ability learners.

Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Indicators of Implementation
Provide curriculum and activities within the Gifted and Talented Education Program focusing on such topics as: depression, self-image, bullying, perfectionism, dropping out, delinquency, intensity, heightened sensitivity, underachievement, and resiliency.	2018	2021	Antwon Sutton, Mike Waiksnis, Ann Bogan, Karen Monohan, School Counselors, Mental Health Counselors	\$5,000 for curriculum and consultants	Local/State/Funding	Continued	MTSS Documentation
Provide curriculum and activities within the Gifted and Talented Education Program focusing on such topics as: peer relationships, gifted girls, minority issues, values and ethics and isolation.	2018	2021	Antwon Sutton, Mike Waiksnis, Ann Bogan, Karen Monohan, School Counselors, Mental Health Counselors		Local/State/Funding	Continued	Professional Learning Calendar and Sign-In Sheets
Provide information through: Website, handbooks for counselors, teachers and parents, welcome packets, newsletters, activity materials, event announcements, videos, resource materials and books.	2018	2021	Antwon Sutton, Mike Waiksnis, Ann Bogan, Karen Monohan, School Counselors, Mental Health Counselors, Joe Burke	\$2,000 for printing	Local/State/Funding	Continued	Websites, Documents
Provide professional learning about special populations within the gifted education population.	2018	2021	School Counselors, School Psychologists, Consultants	\$3,000 for consultants	Local/State/Funding	Continued	Professional Learning Calendar and Sign-In Sheets
Align and integrate the action steps listed under Strategy 4.8.	2018	2021	See Strategy 4.8	See Strategy 4.8	See Strategy 4.8		See Strategy 4.8

Fort Mill School District
YORK 4

Read to Succeed Plan
Goals for 2019-20

March 28, 2019

Fort Mill Schools
Read to Succeed Plan
Goals for 2018-19

Read to Succeed Plan Update Process:

1. Each school completed the SC State Department of Education school-level *Read to Succeed* Literacy Reflection Tool.
2. Each school then developed one goal to address their results of the School *Read to Succeed* Literacy reflection tool survey.
3. The district team collected, compiled, and used the data in order to complete the district-level *Read to Succeed* Literacy Reflection Tool.
4. The district analyzed the school-level data to inform the development of two major district level goals-each designed to meet the needs of the schools.

Goal 1: (Assurance D)

During the 2019-20 school year, classroom teachers will *routinely* engage in professional learning communities focused on literacy strategies and student engagement as measured by the results of the Literacy Reflection Tool. The district average for school level responses on Assurance D will increase from four indicators out of eight (50%) to five of eight (63%) indicators ranked at level 3- routinely.

Action Steps:

- Offer *Read to Succeed* Courses: Content, Assessment, Instructional Strategies and Foundations.
- Administer and analyze results of state adopted student engagement survey.
- Support student engagement with resources, coaching and opportunities for collaboration.
- Share best practices regarding Professional Learning Communities.

Goal 2: (Assurance A)

During the 2019-20 school year, the district will provide systematic support to improve the use of data to inform instruction related to differentiation and interventions as measured by the results of the Literacy Reflection Tool and the Fort Mill Schools Data Integration Survey as measured by the results of the Literacy Reflection Tool. The district average for school level responses on Assurance A will increase from three indicators out of four (75%) to four of four (100%) indicators ranked at level 3- routinely.

Action Steps:

- Maintain and improve the data collection system (currently Enrich) to identify areas of achievement and need, and to guide resource allocation decisions.
- Provide training and facilitate workshops for school administrators and teachers to assist with interpreting student performance data to determine targeted and effective interventions.

- Offer Read to Succeed Courses: Content, Assessment, Instructional Strategies and Foundations.
- Provide and offer support in the use of *All in Learning* in middle and high schools and STAR in elementary schools.
- Develop a common Multi-tiered Systems of Support process and protocols for middle and high schools.
- Monitor the Multi-tiered Systems of Support process and protocols for elementary schools.

Analysis of Data

Strengths

- The district has provided resources to support literacy rich environments (H7).
- The district has provided training and support focused on utilizing Enrich to target specific student needs (A2, A3, A4).
- The district has offered the four required courses for literacy endorsement (F1).
- Teachers notice, teach, and prompt for use of strategic reading behaviors (B1).
- Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline (D7).
- Teachers use the South Carolina College and Career Ready Standards when planning instruction (D8).
- Teachers establish and directly teach routines and procedures so that students know what to do in order to maximize time (E4).
- Teachers provide students choice in what they read, write, and research (E1).
- Administrators participate in professional learning opportunities within and outside the school (F2).
- Teachers provide large blocks of time for instruction and practice (H3).

Possibilities for Growth

- To improve the use and effectiveness of professional learning communities.
- To improve the teaching of the writing process including shared writing.
- To increase targeted, effective in-class intervention (B3).
- To promote the practice of collaborative goal setting between teachers and students (B2).
- To increase the amount of community partnerships aimed at promoting literacy (G1).