

## DISTRICT STRATEGIC PLAN FOR 2013-14 through 2017-18

### GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

**Raise the academic challenge and performance of each student.**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE 1:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE District Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in English each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE 2:** Annually meet or exceed the standard in English as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE District Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in reading each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE 3:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE District Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 76.3% in 2012 to 81.3% in 2018.

**ANNUAL OBJECTIVE 4:** Increase by 1.0 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

**DATA SOURCE(S):** District Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			77.3	78.3	79.3	80.3	81.3
Actual Performance	76.3	82.4	82.1				

\*Information in the above table is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**ANNUAL OBJECTIVE 5:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE District Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 83.6% in 2012 to 88.6% in 2018.

**ANNUAL OBJECTIVE 6:** Increase by 1.0 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

**DATA SOURCE(S):** SDE District Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			84.6	85.6	86.6	87.6	88.6
Actual Performance	83.6	87.4	88.2				

\*Information in the above table is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE 7:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE District Report Card

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 6-8</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*



<b>% Tested Math – District – Grades 6-8</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE 8:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE District Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 80.7% in 2012 to 85.7% in 2018.

**ANNUAL OBJECTIVE 9:** Increase by 1.0 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

**DATA SOURCE(S):** SDE District Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			81.7	82.7	83.7	84.7	85.7
Actual Performance	80.7	84.3	84.0				

\*Information in the above table is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE 10:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 65.6% in 2012 to 70.6% in 2018.

**ANNUAL OBJECTIVE 11:** Increase by 1.0 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

**DATA SOURCE(S):** SDE District Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			66.6	67.6	68.6	69.6	70.6
Actual Performance	65.6	73.9	75.1				

\*Information in the above table is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS), Advanced Placement (AP) exams, and the Scholastic Aptitude Tests (SAT).

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE 12:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall ITBS/CogAT report produced by Riverside Publishing

Reading Comprehension	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
Actual Performance	67 <sup>th</sup> percentile	66 <sup>th</sup> percentile	67 <sup>th</sup> percentile	*	*	*	*

\*Fall 2014 students began taking a new form of the ITBS\*

Mathematics Concepts	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
Actual Performance	52 <sup>nd</sup> percentile	50 <sup>th</sup> percentile	49 <sup>th</sup> percentile	*	*	*	*

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics Problems</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
Actual Performance	58 <sup>th</sup> percentile	55 <sup>th</sup> percentile	57 <sup>th</sup> percentile	*	*	*	*

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
Actual Performance	60 <sup>th</sup> percentile			

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
Actual Performance	52 <sup>nd</sup> percentile			

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of exams with a score of 3 or above (out of a possible 5) on all AP examinations from 56% in 2011 to 61% by 2018.

**ANNUAL OBJECTIVE 13:** Increase by 1.0 percentage point annually exams with a score of 3 or above (out of a possible 5) on all AP examinations.

**DATA SOURCE(S):** AP Report produced by the College Board

	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance				57	58	59	60	61
Actual Performance	56	53	55	54				



Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Annually increase by 2 points each, the mean scores on respective subtests and the mean composite score on the SAT.

**ANNUAL OBJECTIVE 14:** Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 2 points.

**DATA SOURCE(S):** SAT report produced by The College Board and District Report Card

<b>Critical Reading</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			493	495	497	499	501
Actual Performance	491	496	499				

<b>Math</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			496	498	500	502	504
Actual Performance	494	492	496				

<b>Writing</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			472	474	476	478	480
Actual Performance	470	474	472				

<b>Composite</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			1461	1467	1473	1479	1485
Actual Performance	1455	1462	1467				

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard as measured by the ACT.

**ANNUAL OBJECTIVE 15:** Annually meet or exceed the standard as measured by the ACT.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE District Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE 16:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE District Report Card

<b>ELA – District - HS</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>Math – District - HS</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**PERFORMANCE STATEMENT:** Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**ANNUAL OBJECTIVE 17:** Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**DATA SOURCE(S):** WorkKeys report produced by ACT

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**PERFORMANCE STATEMENT:** Increase the on-time student graduation rate from 72.4% in 2012 to 80.0% by 2018.

**FIVE YEAR PERFORMANCE GOAL:** Increase the on-time (4 year cohort) student graduation rate from 72.4% in 2012 to 87.7% in 2018.

**ANNUAL OBJECTIVE 18:** Beginning in 2013-14, increase the on-time student graduation rate by 1.52 percentage points annually.

**DATA SOURCE(S):** SDE District Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			73.9	83.2	84.7	86.2	87.7
Actual Performance	72.4	76.9	81.7				

\*New goal established for 2015.

**Greenville County Schools**  
**Strategic Education Plan**  
**2013-2018**

**ACTION PLAN: Goal 1**

*Goal 1: Raise the academic challenge and performance of each child.*

**Strategy 1:** Implement and refine, as appropriate, a process for the continuous development and updating of 21<sup>st</sup> Century curriculum that is innovative and rigorous for all students.

**Overall Leadership:** Division of Academics (Associate Superintendent)

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
1.1.1 Create a clearly defined, standards-based, articulated curriculum for all students, grades PreK-12  a. Integrate current SC College and Career Ready Standards b. Align career center and special center curriculum with state and national standards c. Include 21 <sup>st</sup> Century skills across all content areas d. Continue to develop integrated curriculum across all core content and related arts areas e. Provide innovative technology support for curriculum f. Provide curriculum that utilizes	2013-18	Associate Superintendent for Academics  Director of Academic Support Services  Executive Director of Academic Innovation and Technology  Assistant Superintendent for Special Academic Programs				X	



<p>multiple delivery models</p> <p>g. Integrate literacy skills across content areas</p> <p>h. Ensure standards-based curriculum is implemented in all special education and alternative models</p>							
<p>1.1.2 Improve the curriculum portal/connection with curriculum maps to provide for more effective articulation and pacing, to include strategies for differentiation, accommodations, and modifications to meet the needs of all students including those with language barriers and disabilities.</p> <p>a. Provide curriculum alignment resources in Rubicon Atlas for classroom teachers</p>	<p>2013-18</p>	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support Services</p> <p>Director of Specialized Instruction</p> <p>Executive Director of Academic Innovation and Technology</p>	<p>\$80,000 per year</p>	<p>Professional Development</p> <p>Title III</p>		<p>X</p>	
<p>1.1.3 Focus on the intentional and ongoing alignment of standards-based curricula to meet the needs of all students, including students with disabilities</p> <p>a. Provide curriculum alignment resources in Rubicon Atlas for all teachers</p> <p>b. Ensure standards-based curriculum is implemented in all instructional models, including resource, self-contained (occupational diploma), and alternative</p>	<p>2013-18</p>	<p>Director of Academic Support Services</p> <p>Assistant Superintendent for Special Education Services</p> <p>Director of Specialized Instruction</p> <p>Director of Early Intervention and Student Support</p> <p>Coordinator of Gifted and Talented Program</p>	<p>\$100,000 Per year</p>	<p>PD, IDEA</p>		<p>X</p>	

<p>1.1.4 Focus on the implementation of Response to Intervention in Tier 2, with fidelity</p> <p>a. Continue to develop curriculum resources in elementary schools</p> <p>b. Continue to monitor and track student progress to determine the following:</p> <ul style="list-style-type: none"> <li>• Intervention eligibility</li> <li>• Retention implications</li> <li>• Number of students reading on grade level by the end of 2<sup>nd</sup> grade</li> </ul> <p>c. Identify and implement Tier 2 reading interventions in middle and high schools, including a system of monitoring fidelity</p>	2013-18	<p>Director of Academic Support Services</p> <p>Academic Specialists for English Language Arts (Elem./Secondary)</p> <p>Academic Specialists for Mathematics (Elem./Secondary)</p> <p>Director of Early Intervention and Student Support</p> <p>Director of Accountability and Quality Assurance</p>			X	
<p>1.1.5 Continue to improve the Gifted and Talented curriculum to ensure alignment to and extension of grade level curriculum and standards</p>	2013-18	<p>Director of Academic Support Services</p> <p>Coordinator of Gifted and Talented Program</p> <p>Academic Specialists for English Language Arts (Elem./Secondary)</p> <p>Academic Specialist for Math (Elem./Secondary)</p> <p>Academic Specialist for Visual Performing Arts</p> <p>Academic Specialist for AP, IB, and World Languages</p>			X	
<p>1.1.6 Continue to develop and create course offerings to model explicit career specialties and career clusters for the 21<sup>st</sup> Century (STEM, STEAM, career centers, magnet</p>	2013-18	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support</p>	\$150,000	Perkins General Funds	X	

schools, etc.)		<p style="text-align: center;">Services</p> <p style="text-align: center;">Director of Academic Innovation and Technology</p> <p style="text-align: center;">Executive Director for Career and Technical Education</p>					
<p>1.1.7 Ensure that students with Limited English Proficiency (LEP) demonstrate proficiency in English and develop higher levels of academic achievement in all subject areas through rigorous, research-based curriculum and resources.</p> <p>a. Implement specific curriculum to meet the needs of LEP students with a focus on reading, writing and comprehension</p> <p>b. Focus on explicit vocabulary instruction across all content areas</p>	2013-18	<p style="text-align: center;">Executive Director of Academic Innovation and Technology</p> <p style="text-align: center;">Coordinator of ESOL Program</p>	\$30,000	Title III		X	
<p>1.1.8 Ensure enhanced opportunities for visual/performing arts for all students</p> <p>a. Provide expanded time for elementary students</p> <p>b. Provide equitable opportunities for middle/high school students</p>	2013-18	<p style="text-align: center;">Director of Academic Support Services</p> <p style="text-align: center;">Academic Specialist for Visual and Performing Arts</p>	TBD	General Fund		X	
<p>1.1.9 Improve the overall health and academic performance of all students through the implementation of a coordinated school health system.</p> <p>a. Implement with fidelity a physical education curriculum that is evidence- and standards-based</p> <p>b. Increase the time students are engaged in moderate to vigorous physical activity</p> <p>c. Implement the Coordinated Approach To Child Health</p>	2013-18	<p style="text-align: center;">Director of Academic Support Services</p> <p style="text-align: center;">Academic Specialist for Health and PE</p>	\$30,000	Community Transformation Grant			X

program (CATCH) for grades pre K-8 d. Implement Spark PE curriculum for grades 9-12							
1.1.10 Develop curriculum to support the implementation of the state-adopted internet safety standards in all schools	2013	Executive Director of Academic Innovation and Technology			X		

\* *F.....Finished; C....Continued; M....Modified*

**Strategy 2: Develop and implement innovative, research-based instructional delivery models that meet the needs of all students.**

**Overall Leadership: Division of Academics (Associate Superintendent of Academics)**

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
<p>1.2.1 Continue to implement research-based instructional delivery models</p> <ul style="list-style-type: none"> <li>a. Learning Focused</li> <li>b. Balanced Literacy</li> <li>c. New Tech</li> <li>d. STEM</li> <li>e. STEAM</li> <li>f. Inquiry-Based Learning</li> <li>g. Project-Based Learning</li> <li>h. Arts Integration</li> </ul>	2013-18	<p>Director of Academic Support Services</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of Specialized Instruction</p>	<p>\$50,000 per year</p>	<p>State PD</p> <p>State Reading</p>		X	
<p>1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including the following:</p> <ul style="list-style-type: none"> <li>a. Student-driven technology</li> <li>b. One-to-one and personal electronic student devices</li> <li>c. 21<sup>st</sup> Century learning environments</li> <li>d. Inquiry-based learning</li> <li>e. Project-based learning/New Tech</li> <li>f. Project Lead the Way</li> <li>g. Flipped classroom</li> <li>h. Virtual learning</li> <li>i. Hybrid models (virtual/face to face)</li> <li>j. Flexible grouping structures (multi-age)</li> <li>k. Mastery learning</li> <li>l. Seat-time flexibility</li> </ul>	2013-18	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support Services</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Executive Director for Career &amp; Technical Education</p> <p>Assistant Superintendent for Special Education Services</p> <p>Director of Specialized Instruction</p>	<p>\$10,000 per year</p> <p>\$80,000</p>	<p>State PD</p> <p>IDEA</p>		X	

<ul style="list-style-type: none"> <li>m. Career clusters</li> <li>n. Single gender</li> <li>o. Coordinated Approach To Child Health (C.A.T.C.H)</li> <li>p. STEM/STEAM</li> <li>q. Fitness Gram</li> <li>r. Smart Arts Integration program</li> <li>s. Academic vocabulary</li> <li>t. Rigorous, language-based and vocabulary building strategies for Limited English Proficient (LEP) students.</li> <li>u. Creative and targeted classroom accommodations and modifications for diverse learners</li> </ul>							
<p>1.2.3 Implement a comprehensive, balanced literacy model in grades PreK-12</p> <ul style="list-style-type: none"> <li>a. Monitor standards-based, rigorous instructional strategies in PreK-2<sup>nd</sup> grade</li> <li>b. Implement the District's balanced literacy framework in all elementary schools</li> <li>c. Begin investigating and evaluating appropriate models for secondary schools</li> <li>d. Develop a plan for implementing the balanced literacy framework in all Pre-K classrooms</li> </ul>	2013-18	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support Services</p> <p>Director of Early Intervention and Support Services</p> <p>Academic Specialist for Elementary/Secondary ELA</p> <p>Academic Specialist for Balanced Literacy</p>	\$1,300,000	<p>PEP Grant</p> <p>State Reading</p>		X	
<p>1.2.4 Continue to develop and implement a comprehensive world language program</p> <ul style="list-style-type: none"> <li>a. Continue elementary immersion programs</li> <li>b. Research elementary and middle school immersion models used in other districts across the state, region, and nation, and adept successful models to meet the</li> </ul>	2014-18	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support Services</p> <p>Academic Specialist for AP, IB, and World Languages</p>	\$55,000	General Fund		X	

<p>needs of GCS students.</p> <ul style="list-style-type: none"> <li>c. Design an immersion program in middle school based on research</li> <li>d. Explore opportunities for partnership with the business community and higher education to deliver the program.</li> <li>e. Investigate innovative delivery systems to support traditional world language programs at all levels</li> <li>f. Expand the scope of the world language program to include additional languages/schools.</li> </ul>							
<p>1.2.5 Provide increased opportunities for students to participate in rigorous courses that award high school and/or college credit through partnerships with higher education and other institutions</p> <ul style="list-style-type: none"> <li>a. Clemson University</li> <li>b. Greenville Technical College</li> <li>c. South Carolina Governor’s School for Math and Science</li> <li>d. University of South Carolina</li> </ul>	2013-18	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support Services</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of School Counseling Services and Sistine Scholarship</p> <p>Executive Director for Career and Technical Education</p>	\$150,000	Capital Funding		X	
<p>1.2.6 Challenge and accelerate student learning at all levels and through various innovative learning opportunities</p> <ul style="list-style-type: none"> <li>a. Continue to offer high school credit in middle school</li> <li>b. Continue to provide AP course offerings through multiple delivery models</li> <li>c. Ensure an appropriate number of</li> </ul>	2013-18	<p>Associate Superintendent for Academics</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of Academic Support Services</p> <p>Coordinator of Gifted and</p>	TBD	<p>General Fund</p> <p>Flex State Funds</p>		X	

<p>teaching positions for the Challenge program.</p> <p>d. Develop school-based technology plans to expand access to technology for all students</p> <p>e. Refine and replicate opportunities for students to explore career options.</p> <p>f. Improve use of Roper Mountain Science Center to enhance instructional experiences in all content areas</p> <p>g. Increase opportunities for students to participate in Project Lead the Way and Gateway to Technology, as well as provide high school credit for IED at the middle school</p> <p>h. Provide support for inquiry-based strategies for teaching science in elementary classrooms</p>	<p>2014-18</p>	<p>Talented Programs</p> <p>Director of Roper Mountain Science Center</p> <p>Executive Director of Career and Technical Education</p> <p>Director of School Counseling Services and Serrine Scholarship</p>					
<p>1.2.7 Design, implement and evaluate innovative, research-based, non-traditional delivery models to close achievement gaps, raise achievement, and increase the graduation rate</p> <p>a. Virtual School</p> <p>b. Satellite Diploma Program</p> <p>c. New Tech Schools</p> <p>d. Twilight School</p> <p>e. STAR Academies</p> <p>f. Middle School Alternative Program</p> <p>g. High School Alternative Program</p> <p>h. Group Homes</p> <p>i. Home Bound</p> <p>j. Residential Treatment Facilities</p> <p>k. Early College</p> <p>l. Freshman Academies</p> <p>m. High Schools that Work</p>	<p>2013-18</p>	<p>Associate Superintendent for Academics</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of Accountability and Quality Assurance</p> <p>Executive Director of Career and Technical Education</p> <p>Director of School Counseling Services and Serrine Scholarship</p>	<p>\$10,000 per school</p>	<p>Flex State Funds</p> <p>Perkins</p>		<p>X</p>	



<ul style="list-style-type: none"> <li>n. Making Middle Grades Work</li> <li>o. Project Lead the Way</li> <li>p. Gateway to Technology</li> <li>q. Single gender options</li> <li>r. Strategies to impact “summer slide”</li> <li>s. Flexible scheduling options</li> <li>t. Research-based models for increased learning time (longer school day or year)</li> </ul> <p>Focus on the gap between a student’s capability and what he/she is expected to do.</p>							
1.2.8 Develop and implement a protocol for interdisciplinary teaching in support of SC College and Career Ready Standards	2014-18	Director of Academic Support Services				X	
1.2.9 Accelerate the intentional use of technology to meet the performance standards as defined by SC State Standards	2013–18	Executive Director of Academic Innovation and Technology  Coordinator of Instructional Technology  Director of Academic Support Services				X	
1.2.10 Improve the overall health and academic performance of students by implementing a coordinated school health system and increasing instructional time for elementary students to engage in physical activity	2014-18	Director of Academic Support Services  Academic Specialist for Health/PE				X	
1.2.11 Integrate instructional strategies to support the implementation of SC College and Career Ready Standards to prepare students for critical thinking required for all high stakes testing  <ul style="list-style-type: none"> <li>a. technology enhanced</li> <li>b. constructed response</li> <li>c. selected response</li> <li>d. performance tasks</li> </ul>	2013-18	Director of Academic Support Services  Executive Director of Academic Innovation and Technology  Director of Specialized Instruction				X	

<p>1.2.12 Develop a comprehensive, multi-tiered Response to Intervention program for PreK-12 in the areas of reading, mathematics, and social/emotional development.</p> <p>a. Develop and implement system and school level benchmarks, protocols, and problem-solving approaches to address academic and social-emotional needs in Tiers 1, 2, and 3.</p>	2013-18	<p>Director of Academic Support Services</p> <p>Director of Special Education</p> <p>Response to Intervention Specialist</p> <p>Academic Specialists for English Language Arts</p> <p>Academic Specialist for Math</p> <p>Director of Psychological Services</p> <p>Director of Early Intervention and Student Support</p> <p>Behavior Specialists</p>	TBD	IDEA		X	
<p>1.2.13 Develop a framework for inclusive school practices which includes the following:</p> <p>a. Core characteristics of an inclusive school</p> <p>b. Differentiated instructional methods that address the needs of diverse learners</p> <p>c. Organized systems of support designed to meet the needs of all types of diverse learners</p> <p>d. Shared ownership between regular educators and special educators for all students</p> <p>e. Blended general and special education environments for improved outcomes for all students</p>	2013-18	<p>Associate Superintendent for Academics</p> <p>Assistant Superintendent for Special Education Services</p> <p>Director of Academic Support Services</p> <p>Director of Specialized Instruction</p>			X		
<p>1.2.14 Implement the New Tech Schools Framework with fidelity including:</p>	2015-2018	<p>Executive Director of Academic Innovation and Technology</p>					X

<p>Innovative scheduling that includes the basic values of New Tech  Combining high school classes so they are more relevant to students  Create time in the day to build a culture of respect and responsibilities</p>							
<p>1.2.15 Create and maintain a non-traditional program for over-age, low credit high school students to earn a South Carolina Diploma</p> <p>a. Create a proficiency based system to support at risk students  b. Create a rigorous college and career awareness focus  c. Provide opportunities for students to earn certifications and job experiences</p>	<p>2015-2018</p>	<p>Executive Director of Academic Innovation and Technology</p>					<p>X</p>

**Strategy 3:** Develop and implement innovative assessments across all grade levels and content areas that are aligned to Common Core and measure 21<sup>st</sup> Century critical thinking skills.

**Overall Leadership:** Division of Academics (Associate Superintendent of Academics)

Activities	Timeline	Implementation Team	Estimated <b>Additional</b> Cost	Funding Sources	Status*		
					F	C	M
<p>1.3.1 Provide a data warehouse and reporting tool to enhance continuous improvement efforts across the district.</p> <ul style="list-style-type: none"> <li>a. Track student progress by demographic group and develop appropriate intervention plans</li> <li>b. Develop and implement guidelines for determining appropriate instructional strategies, interventions, and accommodations for diverse learner profiles</li> <li>c. Continue to develop systems for data analysis, including progress monitoring, benchmarks and classroom-based assessments</li> </ul>	2015-18	<p>Director of Accountability and Quality Assurance</p> <p>Executive Director of Educational Technology Services</p> <p>Director of School Counseling Services and Sistine Scholarship</p>	\$700,000	General Fund		X	
<p>1.3.2 Monitor and evaluate the use of individualized assessment models, tools, and batteries utilized for all high-stakes decisions regarding student identification, placement, and service delivery for specialized programs</p> <ul style="list-style-type: none"> <li>a. IDEA programs</li> <li>b. Title III programs</li> <li>c. G/T programs</li> </ul>	2013-18	<p>Assistant Superintendent of Special Education Services</p> <p>Director of Specialized Instruction</p> <p>Director of Psychological Services</p> <p>Director of Academic Support Services</p> <p>Coordinator of ESOL</p>				X	

		<p>Program</p> <p>Coordinator of Gifted and Talented Program</p> <p>Director of Accountability and Quality Assurance</p>					
<p>1.3.3 Develop and implement research-based formative and summative assessment protocols in all grade levels and content areas across the district to support student achievement and data-driven decision making in the classroom in grades PreK-12</p> <p>a. Define and develop guidelines for implementation of interim and formative assessments</p> <p>b. Define and develop guidelines for implementation of performance-based summative assessments</p> <p>c. Provide exemplar assessments with technology enhancements in Rubicon Atlas</p> <p>d. Provide structured guidance and training on multiple assessment models to include curriculum-based, performance-based and product-based</p>	2013-18	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support Services</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of Accountability and Quality Assurance</p> <p>Director of Early Intervention and Student Support</p>				X	
<p>1.3.4 Develop and implement consistent use of rubrics to assess informational, argument and narrative writing in all content areas.</p>	2013-18	<p>Director of Academic Support Services</p>				X	
<p>1.3.5 Continue to use the data from a variety of tools and assessments to evaluate students' college and career readiness and to guide students in course selections, including the following:</p> <p>a. South Carolina Occupational Information System (SCOIS)</p>	2013-18	<p>Director of School Counseling Services and Sistine Scholarship</p> <p>Executive Director of Career and Technical Education</p>				X	

<ul style="list-style-type: none"> <li>b. PSAT</li> <li>c. ACT Testing System (EXPLORE and PLAN)</li> <li>d. Work Keys</li> <li>e. Career Ready 101</li> <li>f. Naviance College &amp; Career Readiness Platform</li> </ul>							
1.3.6 Expand student participation in Career and Technical Student Organizations (CTSOs)	2013-18	Executive Director of Career and Technical Education	\$3,000	Perkins		X	
1.3.7 Develop systems of progress monitoring and benchmarking to accompany the District's comprehensive PreK-12 MTSS/RTI plan in the areas of reading, math, and social/emotional development.	2013-14	Director of Early Intervention and Student Support	TBD	IDEA		X	
<ul style="list-style-type: none"> <li>a. Utilize data gathered during progress monitoring as required for Response to Intervention to ensure that appropriate levels of student support are provided across domains of instruction and tiers of intervention.</li> </ul>	2014-18	Director of Specialized Instruction Director of Accountability and Quality Assurance Director of Psychological Services					
1.3.8 Continue to improve and implement systems, including software and other technology, to monitor adherence to state and federal accountability requirements, including the following:	2013-18	Associate Superintendent for Academics Director of Accountability and Quality Assurance Assistant Superintendent for Special Education Services Executive Director of Human Resources Executive Director of Academic Innovation and Technology				X	

\* F.....Finished; C....Continued; M....Modified

**Strategy 4:** Provide innovative, ongoing professional development for administrators, instructional coaches, school counselors and teachers to ensure 21<sup>st</sup> Century learning in every classroom.

**Overall Leadership:** Division of Academics (Associate Superintendent of Academics)

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
<p>1.4.1 Utilize effective and innovative professional development models, including the following:</p> <ul style="list-style-type: none"> <li>a. Mentoring/coaching</li> <li>b. Online learning</li> <li>c. Distance learning</li> <li>d. Learning-on-Demand</li> <li>e. Authentic professional learning communities</li> <li>f. Teacher-leader models</li> </ul>	2013-18	Associate Superintendent for Academics  Executive Director of Academic Innovation and Technology  Director of Academic Support Services  Coordinator of Evaluation and Professional Development  Director of Specialized Instruction				X	
<p>1.4.2 Continue and expand professional expertise and techniques for teaching and assessing</p> <ul style="list-style-type: none"> <li>a. English Language Learners (ELLs)</li> <li>b. Students with disabilities</li> <li>c. Students with gifts and talents (GT)</li> </ul>	2013-18	Director of Academic Support Services  Executive Director of Academic Innovation and Technology  Coordinator of ESOL Programs  Director of Special Education Services  Coordinator of Gifted/Talented Program				X	
<p>1.4.3 Provide ongoing training to school counselors and support staff to</p>	2013-18	Director of School Counseling Services and Serrine				X	

increase the quality of services to families and students.		Scholarship				
1.4.4 Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2013-18	Executive Director of Academic Innovation and Technology Director of Academic Support Services				X
1.4.5 Create a 21 <sup>st</sup> Century professional development library to help teachers in the classroom  a. Teacher resources b. Professional development videos c. Assessment exemplars d. Online training	2014-18	Associate Superintendent for Academics  Executive Director of Academic Innovation and Technology  Director of Academic Support Services				X
1.4.6 Provide ongoing training to teachers for the implementation of SC State Standards	2013-18	Director of Academic Support Services  Academic Specialists  Program Coordinators				X
1.4.7 Provide ongoing training to enhance efforts in support of a Coordinated School Health system  a. Monitor and train school wellness teams b. Train teachers and school administrators on school health index	2013-18	Director of Academic Support Services  Academic Specialist for Health and PE	\$223,338	Community Transformation Grant		X
1.4.8 Strengthen physical education programs in Greenville County Schools  a. Provide training to PE teachers on the Spark PE curriculum b. Provide training to teachers on C.A.T.C.H	2013-18	Director of Academic Support Services  Academic Specialist for Health and PE	\$30,000	Community Transformation Grant		X
1.4.9 Support the Learning Focused initiative in all schools and centers	2013-18	Director of Academic Support Services	TBD	Professional Development		X



<ul style="list-style-type: none"> <li>a. Develop and implement a schedule for renewing current trainers' certification and training new district trainers</li> <li>b. Develop and implement a schedule for training new school- based instructional staff</li> <li>c. Provide specific training to schools based on need and request</li> </ul>		<p>Executive Director for Career and Technical Education</p> <p>Assistant Superintendent of Special Education Services</p>					
<p>1.4.10 Provide training and ongoing monitoring for Balanced Literacy initiatives in all schools.</p>	<p>2013-18</p>	<p>Director of Academic Support Services</p> <p>Director of Early Intervention and Student Support</p> <p>Academic Specialists for Elementary/Secondary ELA</p> <p>Academic Specialist for Balanced Literacy</p> <p>Assistant Superintendent for Special Education Services</p>				<p>X</p>	
<p>1.4.11 Continue and expand professional expertise and techniques for teaching and assessing in the 21<sup>st</sup> Century classroom</p>	<p>2013-18</p>	<p>Executive Director of Academic Innovation and Technology</p> <p>Director of Academic Support Services</p> <p>Assistant Superintendent for Special Education Services</p> <p>Assistant Superintendent for Career and Technical Education</p>	<p>\$100,000</p> <p>\$20,000 per year</p>	<p>Perkins</p> <p>IDEA</p>		<p>X</p>	
<p>1.4.12 Develop a comprehensive training initiative to equip teachers to disaggregate formative and summative assessment data to inform instructional decision making</p>	<p>2013-18</p>	<p>Director of Accountability and Quality Assurance</p> <p>Director of Academic Support Services</p>				<p>X</p>	

<p>1.4.13 Expand the role of Roper Mountain Science Center in providing innovative, standards-based professional development in math, science, social studies and technology</p> <ul style="list-style-type: none"> <li>a. Expand participation of teachers in Science P.L.U.S (Participating, Learning, Understanding, Sharing) Institute</li> <li>b. Develop a plan to improve standards-based instruction for students and teachers</li> </ul>	2014-18	<p>Executive Director of Academic Innovation and Technology</p> <p>Director of Academic Support</p> <p>Academic Specialist for Science</p> <p>Academic Specialist for Social Studies</p>	TBD	<p>RMSC Board</p> <p>Private Funds</p>		X	
<p>1.4.14 Support school and district staff through targeted professional development, technical assistance, and mandated reporting on timely topics (e.g., data analysis and coaching, accountability, and grant writing)</p>	2013-18	<p>Director of Accountability and Quality Assurance</p>				X	
<p>1.4.15 Support the ongoing evaluation of educational programs within the district to provide decision-makers with valid, usable information</p>	2013-18	<p>Director of Accountability and Quality Assurance</p>	\$60,200	General Fund		X	
<p>1.4.16 Provide training for all school counselors to improve services</p> <ul style="list-style-type: none"> <li>a. Grief counseling (partnership with Thomas McAfee Funeral Home)</li> <li>b. GCS Aftercare Team</li> <li>c. Homebound Services</li> <li>d. Serrine Scholarship (HS)</li> <li>e. College and Career Readiness (incl. Naviance)</li> <li>f. Graduation Plus</li> </ul>	2013-18	<p>Director of School Counseling Services and Serrine Scholarship</p>					X
<p>1.4.17 Provide ongoing training for district staff on evidence-based practices for diverse learners, Universal Designs of Instruction, and content area knowledge/concepts.</p>	2014-18	<p>Director of Academic Support Services</p> <p>Coordinator of ESOL Program</p>				X	

		Director of Specialized Instruction				
1.4.18 Provide training and ongoing guidance for curriculum, intervention, and support recommended for all tiers of the Response to Intervention model.  a. Fidelity checks b. Intervention data analysis c. Outcomes-oriented feedback and support d. Soar to Success e. Early Reading Intervention f. Number Worlds g. Positive Behavioral Intervention Supports h. Class-wide Positive Behavior Intervention Supports (CHAMPS: Conversation, Help, Activity, Movement, and Participation) i. SRA Corrective Reading j. Reading Mastery Signature Series k. Wilson Reading l. Just Words m. Touch Math n. Edmark	2013-18	Director of Early Intervention and Student Support  Director of Academic Support Services  Director of Specialized Instruction  Director of Psychological Services  Director of Accountability and Quality Assurance				X
1.4.19 Provide ongoing support and training to specialized teachers in the areas of reading and math skill acquisition strategies.  a. Special education teachers b. Limited English Proficiency teachers c. Alternative education teachers	2013-18	Assistant Superintendent of Special Academic Programs  Director of Academic Support Services  Director of Specialized Instruction  Coordinator of ESOL Program				X
1.4.20 Provide ongoing training and support on inclusive practices, inclusive models for service delivery, and shared	2013-15	Director of Specialized Instruction				X

ownership between regular educators and special educators for outcomes of all students.		Director of Academic Support Services					
---	--	---------------------------------------	--	--	--	--	--

**Strategy 5: Ensure all students are prepared for the challenges of higher education and careers in the 21<sup>st</sup> Century.**

**Overall Leadership: Division of Academics (Associate Superintendent of Academics)**

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
<p>1.5.1 Re-design career technology centers' core mission and course offerings to better model explicit career specialties and career clusters (see Long Range Facilities Plan)</p> <ul style="list-style-type: none"> <li>a. Increase participation of students in career center programs</li> <li>b. Expand program opportunities to meet the needs and interests of students and the workforce</li> <li>c. Increase CTE opportunities for students at their high schools</li> <li>d. Create more Work Based Learning opportunities in-district and in the workforce community.</li> </ul>	2013-18	Executive Director for Career and Technical Education	TBD	Perkins Advance SC State Equipment Flex State WBL Funds		X	
<p>1.5.2 Continue to develop and implement software accountability solutions related to the progress of students with disabilities including the following:</p> <ul style="list-style-type: none"> <li>a. Initial placements</li> <li>b. Re-evaluations</li> <li>c. Discipline referrals</li> </ul>	2013-18	Assistant Superintendent for Special Education Services  Director of Specialized Instruction  Director of Student Support Services				X	
<p>1.5.3 Create and implement a district plan to increase student achievement for all Limited English Proficiency students in grades PreK-12.</p>	2013-18	Executive Director of Academic Innovation and Technology  Coordinator of ESOL	\$20,000	Title III		X	

<p>1.5.4 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.</p> <ul style="list-style-type: none"> <li>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</li> <li>b. Promote school readiness activities with parents and community through GCCS web-based resources</li> <li>c. Increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than</li> </ul>	<p>2013 - 2018</p>	<p>Director of Academic Support Services</p> <p>Director of Early Intervention and Student Support</p>	<p>TBD</p>	<p>General Fund</p> <p>Capital Early Childhood</p>		<p>X</p>	
---	--------------------	--	------------	--	--	----------	--

the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.							
1.5.5 Replicate and implement successful programs in schools showing the greatest gaps in achievement.  a. Identify subgroups by gaps b. Offer research-based training in differentiated instruction and innovative strategies c. Identify and replicate successful programs	2013-18	Associate Superintendent for Academics  Director of Quality Assurance and Accountability  Director of Academic Support Services  Executive Director of Academic Innovation and Technology				X	
1.5.6 Offer more inclusion programming options for students transitioning from preschool special education to 5K	2013-18	Assistant Superintendent for Special Education Services  Director of Specialized Instruction  Director of Academic Support Services  Director of Early Intervention and Student Support				X	
1.5.7 Continue to provide innovative delivery strategies and blended learning environments for students residing in group homes and residential treatment centers	2013-18	Executive Director for Career and Technical Education  Assistant Superintendent for Special Education  Principal for Residential Treatment Facilities and Group Homes				X	
1.5.8 Provide necessary resources to support the individual career focus areas	2013-18	Executive Director for Career and Technical Education				X	

<p>of high schools, career centers and special centers.</p> <ul style="list-style-type: none"> <li>a. Partnerships and work-based experiences</li> <li>b. On-the-job training</li> <li>c. Real-world experiences</li> <li>d. In-district internships</li> </ul>		<p>Director of School Counseling Services and Serrine Scholarship</p>					
<p>1.5.9 Ensure that all students are reading on grade level by the end of 2nd grade by implementing the following strategies:</p> <ul style="list-style-type: none"> <li>a. Fully implement balanced literacy framework in grades 5K-2<sup>nd</sup></li> <li>b. Align balanced literacy and current State Standards with the PreK curriculum.</li> <li>c. Implement and monitor Response to Intervention for identified students and ensure full implementation with fidelity of research-based, district-endorsed instructional strategies.</li> <li>d. Investigate assessment systems to identify struggling readers</li> </ul>	<p>2014-18</p>	<p>Director of Early Intervention and Student Support</p> <p>Director of Academic Support Services</p> <p>Director of Specialized Instruction</p>				<p>X</p>	
<p>1.5.10 Continue to provide support for students in preparation for college and/or career</p> <p>IGPs (Individualized Graduation Plans) created for all 8<sup>th</sup> graders</p> <ul style="list-style-type: none"> <li>a. IGPs monitored and adjusted throughout high school years, based on student need</li> <li>b. Annual college fair for juniors and seniors</li> <li>c. Annual career fair for seniors</li> <li>d. Annual college application days</li> </ul>	<p>2013-18</p>	<p>Director of School Counseling Services and Serrine Scholarship</p> <p>Executive Director for Career and Technical Education</p> <p>Assistant Superintendent for Special Education</p>				<p>X</p>	



<ul style="list-style-type: none"> <li>e. ACT and SAT preparation</li> <li>f. Scholarship and financial aid workshops</li> <li>g. Student Success Planning (Naviance)</li> <li>h. Career Ready 101 support for WorkKeys</li> </ul>							
1.5.11 Coordinate the transition of the Serrine Scholarship application and notification process to a web-based model	2013	<p>Director of School Counseling Services and Serrine Scholarship</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Executive Director of Educational Technology Services</p>			X		
1.5.12 Ensure inclusive practices by developing targeted academic and career programs that meet the needs of diverse learners	2013-18	<p>Executive Director for Career and Technical Education</p> <p>Assistant Superintendent for Special Education Services</p>				X	
<p>1.5.13 Offer special programming options and alternatives for all students, as appropriate</p> <ul style="list-style-type: none"> <li>a. Career center/cluster activities</li> <li>b. Job shadowing and coaching</li> <li>c. Work experiences</li> <li>d. Challenge programs</li> <li>e. Fine arts programs</li> <li>f. Satellite/Therapy supports</li> </ul>	2013-18	<p>Executive Director for Career and Technical Education</p> <p>Assistant Superintendent for Special Education</p> <p>Director of Student Support Services</p>				X	

\* F.....Finished; C....Continued; M....Modified

Strategy 6: Actively engage community members and other stakeholders in the development of the whole child

Overall Leadership: Division of Academics (Associate Superintendent of Academics)

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
1.6.1 Assist schools with developing and communicating their individual themes ("brands")	2013-18	Associate Superintendent for Academics  Director for Communications  Executive Director for Planning and Demographics				X	
1.6.2 Increase communication with all parents and students to make them aware of educational opportunities (Gifted and Talented, Advanced Placement, IB, Magnet, Fine Arts, Dual Credit)  a. Develop strategies to effectively include historically underrepresented populations b. Develop workshops for parents on various topics (reading in the home, behavior management, post-secondary options) c. Increase availability of web-based resources (online tutorials for parents and students) d. Increase the number of credentialed interpreters (multiple languages)	2013-18	Executive Director of Academic Innovation and Technology  Director of Academic Support Services  Director of Accountability and Quality Assurance  Director of Communications  Director of School Counseling Services and Serrine Scholarship				X	
1.6.3 Create and implement a district plan for the involvement of parents of students with limited English proficiency in the education of their children	2013-18	Executive Director of Academic Innovation and Technology  Coordinator of ESOL				X	

1.6.4 Develop a plan to communicate requirements of current state Standards and the current state Assessment System to parents and community stakeholders	2013-18	Director of Academic Support Services Director of Communications				X	
1.6.5 Provide comprehensive developmental guidance and counseling services to meet the needs of all students	2013-18	Director of School Counseling and Serrine Scholarship				X	
1.6.6 Continue to provide support to parents during college and career preparation  a. Increase parental participation during the annual college fair provided for juniors and seniors b. Increase parental participation in the annual financial aid workshops	2013-18	Director of School Counseling and Serrine Scholarship				X	
1.6.7 Develop and support a plan for seamless transition across grade levels (5th to 6th and 8th to 9 <sup>th</sup> ) for parents and students, with consideration to the following aspects:  a. Academic b. Emotional c. Social	2013-18	Director of School Counseling and Serrine Scholarship Director of Academic Support Executive Director of Academic Innovation and Technology Director of Student Support Services				X	
1.6.8 Seek community partnerships with foundations and businesses that support academics	2014-18	Associate Superintendent of Academics				X	
1.6.9 Communicate academic expectations to all stakeholders	2013-18	Associate Superintendent of Academics Director of Communications				X	

<p>1.6.10 Improve the overall health and academic performance of students through the implementation of a coordinated school health system</p> <ul style="list-style-type: none"> <li>a. Provide communication and training with parents</li> <li>b. Implement a health curriculum at the high school level</li> <li>c. Form Wellness Committees</li> <li>d. Conduct School Health Index</li> <li>e. Follow Health Action Plan</li> <li>f. Utilize multi-disciplinary teams</li> </ul>	2013-2018	<p>Director of Academic Support Services</p> <p>Academic Specialist for Health and PE</p> <p>Director of School Counseling Services and Serrine Scholarship</p> <p>Director of Communications</p>	\$10,000	Community Improvement Grant	X		
<p>1.6.11 Implement comprehensive bullying prevention program in all schools</p>	2013-18	<p>Director of School Counseling Services and Serrine Scholarship</p>	\$30,000	Grant Funds		X	
<p>1.6.12 Continue to support the social and emotional development of all students</p> <ul style="list-style-type: none"> <li>a. Encourage participation in extra-curricular activities</li> <li>b. Continue sponsorship of Youth Leadership Greenville.</li> <li>c. Continue promoting character education programs in all schools (Character Counts, Schools of Character, Overcoming Obstacles, Coaches 4 Character)</li> </ul>	2013-18	<p>Director of School Counseling Services and Serrine Scholarship</p>				X	
<p>1.6.13 Utilize all available resources to monitor discipline issues to increase student achievement</p> <ul style="list-style-type: none"> <li>a. Train supervisors and administrators on effective use of discipline data</li> <li>b. Decrease incidences of discipline-related absences</li> <li>c. Increase engagement and participation</li> <li>d. Minimize use of seclusion/restraint</li> </ul>	2013-18	<p>Director of Specialized Instruction</p> <p>Director of Accountability and Quality Assurance</p> <p>Director of Student Support Services</p>				X	

<p>1.6.14 Increase knowledge of protections and rights afforded to individuals through Section 504 of the Rehabilitation Act, the Individuals Disabilities Education Act (IDEA), and the Office of Civil Rights.</p> <p>a. Identify students meeting criteria for federal and state programs (i.e. Section 504, IDEA, Title III, NSLP, McKinney-Vento. etc.)</p> <p>b. Identify and eliminate any discriminatory practices or procedures.</p>	<p>2013-18</p>	<p>Assistant Superintendent for Special Education Services</p> <p>Directors of Special Ed Services</p> <p>Section 504 Coordinator</p> <p>Director of Accountability and Quality Assurance</p> <p>Director of Student Support Services</p>			<p>X</p>	
<p>1.6.15 Continue building relationships with community, businesses and post-secondary training/educational agencies.</p> <p>Vocational Rehabilitation</p> <p>Continuum of Care</p> <p>Local Business / Job training locations</p> <p>Community and vocational colleges and institutions</p> <p>Universities</p> <p>Civic organizations</p> <p>Department of Social Services</p> <p>Mental Health</p>	<p>2013-18</p>	<p>Associate Superintendent for Academics</p> <p>Assistant Superintendent for Special Education Services</p> <p>Executive Director for Career and Technical Education</p> <p>Director of Specialized Instruction</p> <p>Director of Accountability and Quality Assurance</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of School Counseling and Serrine Scholarship</p> <p>Director of Student Support Services</p>			<p>X</p>	

\* F.....Finished; C....Continued; M....Modified

## **GOAL AREA 2 – QUALITY PERSONNEL**

### **Ensure quality personnel in all positions.**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Train 100% of managers and employees on the new online/recruiting applicant system by June 30, 2014.

**ANNUAL OBJECTIVE 1:** Annually train newly hired managers and employees on the new online/recruiting applicant system.

**DATA SOURCE(S):** Professional Development Portal

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		75%	100%	100%	100%	100%	100%
Actual Performance		0%	100%	100%			

\*Implementation of the new online/recruiting applicant system began in 2012-13.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Train 100% of managers and employees on the new Performance Management/Professional Development tool by June 30, 2017.

**ANNUAL OBJECTIVE 2:** Annually train newly hired managers and employees on the new Performance Management/Professional Development tool.

**DATA SOURCE(S):** Professional Development Portal

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance						100%	100%
Actual Performance				Software approval	Implementation		

\*Implementation of the new Performance Management/Professional Development tool scheduled to begin in 2016-17.\*

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Recruit contracted teachers so that 98% are highly qualified by June 30, 2014, and 100% are highly qualified by June 30, 2015.

**ANNUAL OBJECTIVE 3:** Annually recruit contracted teachers that are highly qualified.

**DATA SOURCE(S):** Human Resources Department

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			100%	100%	100%	100%	100%
Actual Performance	90%	94%	98%	TBD			



Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** From 2014-15 to 2017-18, 100% of schools will utilize a screening selection tool for teacher employment.

**ANNUAL OBJECTIVE 4:** Beginning in 2014-15, 100% of schools will annually use a screening selection tool for teacher employment.

**DATA SOURCE(S):** List of participating schools from HR department

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance					100%	100%	100%
Actual Performance				93 (100%)			

\*Implementation of the screening selection tool for teacher employment scheduled to begin in 2015-16.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Demonstrate that 100% of employee groups participate in an electronic survey by June 30, 2015.

**ANNUAL OBJECTIVE 5:** Beginning in 2014-15, demonstrate that 100% of employee groups participate in an electronic survey annually.

**DATA SOURCE(S):** Survey results from HR department

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance				100%	100%	100%	100%
Actual Performance				Teachers, Transportation			

\*Implementation of the electronic survey scheduled to begin in 2014-15.\*

**Greenville County Schools**  
**Strategic Education Plan**  
**2013-2018**

**ACTION PLAN: Goal 2**

*Ensure quality personnel in all positions*

Strategy 1: Increase efficiency and effectiveness by utilizing technology to manage Human Resource functions.

Overall Leadership: Executive Director of Human Resources

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
2.1.1 Train users (employees and managers) on the on-line recruiting system, Lawson Talent Acquisition Management System (LTM); deploy in January 2013.	2013-14	Human Resource Leadership Team (Executive Director of Human Resources, Director Professional Employment, Director of Evaluation and Development, Manager of HR Systems and Processing, Employee Relations Representative, Manager of Personnel – Operations) Senior Analyst for Human Resources Systems				X	
2.1.2 Research and procure software for Performance Management that includes a Professional Development module and can be linked to Human Resource	2014-15	Director of Evaluation and Development Coordinator of Instructional Technology	Estimate \$500,000	Capital Fund Project	X		

Information system (HRIS) for all work groups.		Human Resource Leadership Team Senior Analyst, HR Systems					
2.1.3 Fully implement Performance Management and Professional Development Software.	2015-16	Human Resource Team ETS	No cost			X	
2.1.4 Evaluate the effectiveness of the current substitute system and investigate alternatives if the current system is not adequate.	2013-14	Manager of HR Systems and Processes Principal Committee	No cost for evaluation Alternative costs TBD			X	
2.1.5 Utilize the current Lawson system to develop a tool to analyze employment data for turnover, transfers and trends	2014-15	Executive Director of Human Resources Manager of HR Systems and Processes Senior Analyst for Human Resources Systems	\$5,000	General Fund		X	

\* *F.....Finished; C....Continued; M....Modified*

Strategy 2: Create customized hiring and recruitment plans and processes for all positions.

Overall Leadership: Executive Director of Human Resources

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
2.2.1 Achieve and maintain 100% Highly Qualified status for all contracted teachers.	2013-14	Teacher Quality Specialist/Mentoring Coordinator Recruitment Specialist				X	
2.2.2 Research and procure the best screening and selection tool for teachers that enhance our ability to hire the candidate with the best fit for a specific school location.	2014-15	Executive Director of HR Director of Professional Employment Recruitment Specialist Principal Committee	General Fund RFP Complete Award Made Utilizing Spring 2014 for all teachers	Investigate use of grant funding		X	
2.2.3 Implement a behavior-based interview approach for the hourly work groups.	2014-15	Manager of Personnel-Operations Employee Relations Representative	\$1,000	General Fund		X	
2.2.4 Investigate the potential of partnerships with Career Centers and Greenville Technical College to provide internships in operational positions	2014-15	Manager of Personnel-Operations Leadership in FANS and Operations				X	
2.2.5 If investigation is positive, implement internships with the Career Centers and Greenville Technical College.	2015-16	Manager of Personnel-Op Leadership in FANS and Operations				X	
2.2.6 Establish baseline data benchmarks on recruiting and hiring process. Examples: Time to fill position, Cost to fill position Effectiveness of on-campus recruiting.	2014-15	Human Resource Leadership Team Recruitment Specialist Senior Analyst HR Systems				X	
2.2.7 Develop and implement strategies to increase diversity of candidates, while maintaining quality for applicants in all	2016-17	Human Resource Leadership Team				X	

work groups.							
2.2.8 Expand marketing of teacher employment opportunities using a wide array of venues, including global recruiting	2016-17	Director of Professional Employment Recruitment Specialists	TBD	Title II		X	
2.2.9 With the use of on-line application, redesign format of job fairs for hourly work group using multi-media in order to reach applicants in new venues and to target specific work groups.	2013-14	Manager of Personnel-Operations Communications Department Leadership of FANS, Operations and Transportation	\$2,000	General Fund	X		
2.2.10 To provide program continuity and quality, Dr. Penny Rogers will continue as the principal of Washington Center. As a guidance counselor is inappropriate given the profound disabilities among the student population, the district will serve the students' needs in alternative ways.							

\* *F.....Finished; C....Continued; M....Modified*

**Strategy 3** Implement retention practices to ensure the availability of highly skilled employees.

**Overall Leadership:** Executive Director of Human Resources

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
2.3.1 Benchmark our teacher induction program, including the mentoring component, to similar districts to determine the most effective program to improve retention in the first five years of employment	2014-15	Teacher Quality Specialist/Mentoring Coordinator Director of Evaluation and Development				X	
2.3.2 Implement an improved induction program, including the mentoring component	2015-16	Teacher Quality Specialist/Mentoring Coordinator Director of Evaluation and Development	TBD	Title II		X	
2.3.3 Increase partnerships with colleges and universities to support teacher retention, recertification, and succession planning through advanced education opportunities. Investigate additional offerings through Clemson, and potential offers with USC Upstate, Anderson University, Furman University, and schools represented at the University Center.	2016-17	Director of Evaluation and Development Director of Professional Employment				X	
2.3.4 Research and procure software to improve the first-contact experience for new hires and efficiency within Human Resources.	2017-18	Executive Director of Human Resources Director of Professional Employment	No cost for research Software cost TBD			X	
2.3.5 Develop electronic surveys for all employees in each department to capture feedback in order to improve	2014-15	Employee Relations Representative Manager of				X	

retention		Personnel-Operations Director of Evaluation and Development					
2.3.6 Implement as appropriate and as budget allows strategies to improve job satisfaction and promote longevity.	2015-18	Executive Director of Human Resources Employee Relations Representative	TBD			X	
2.3.7 Conduct a salary study for all work groups (compensation analysis)	2013-18	Human Resource Leadership Team	No Cost			X	

\* *F.....Finished; C....Continued; M....Modified*



**Strategy 4** Provide innovative, ongoing professional development for administrators, instructional coaches, school counselors and teachers to ensure 21<sup>st</sup> Century learning in every classroom.

**Overall Leadership:** Division of Academics (Associate Superintendent)

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
2.4.1 Utilize effective and innovative professional development models, including the following: <ul style="list-style-type: none"> <li>a. Mentoring/coaching</li> <li>b. Online learning</li> <li>c. Distance learning</li> <li>d. Learning-on-Demand</li> <li>e. Authentic professional learning communities</li> <li>f. Teacher-leader models</li> </ul>	2013-18	Associate Superintendent for Academics  Executive Director of Academic Innovation and Technology  Director of Academic Support Services  Coordinator of Evaluation and Professional Development  Assistant Superintendent of Special Education Services				X	
2.4.2 Continue and expand professional expertise and techniques for teaching and assessing <ul style="list-style-type: none"> <li>a. Limited English Proficient students (LEP)</li> <li>b. Students with disabilities</li> <li>c. Students with gifts and talents (GT)</li> </ul>	2013-18	Executive Director of Academic Innovation and Technology  Coordinator of ESOL Programs  Assistant Superintendent of Special Education Services  Coordinator of Gifted/Talented Program				X	
2.4.3 Provide ongoing training to school counselors and support staff to increase the quality of services to families and students.	2013-18	Director of School Counseling Services and Serrine Scholarship				X	
2.4.4 Provide training and resources to	2013-18	Executive Director of Academic				X	

teachers in order to help them integrate technology into curriculum, instruction, and assessment.		Innovation and Technology Director of Academic Support Services					
2.4.5 Create a 21 <sup>st</sup> Century professional development library to help teachers in the classroom  a. Teacher resources b. Professional development videos c. Assessment exemplars d. Online training	2014-18	Associate Superintendent for Academics  Executive Director of Academic Innovation and Technology  Director of Academic Support Services				X	
2.4.6 Provide ongoing training to teachers for the implementation of Current state Standards	2013-18	Director of Academic Support Services				X	
2.4.7 Provide ongoing training to enhance efforts in support of a Coordinated School Health system  a. Monitor and train school wellness teams b. Train teachers and school administrators on school health index	2013-18	Director of Academic Support Services  Academic Specialist for Health and PE	\$223,338	Community Transformation Grant		X	
2.4.8 Strengthen physical education programs in Greenville County Schools  a. Provide training to PE teachers on the Spark PE curriculum b. Provide training to teachers on C.A.T.C.H	2013-18	Director of Academic Support Services  Academic Specialist for Health and PE	\$30,000	Community Transformation Grant		X	

<p>2.4.9 Support the Learning Focused initiative in all schools and centers</p> <ul style="list-style-type: none"> <li>a. Develop and implement a schedule for renewing current trainers' certification and training new district trainers</li> <li>b. Develop and implement a schedule for training new school- based instructional staff</li> <li>c. Provide specific training to schools based on need and request</li> </ul>	2013-18	<p>Director of Academic Support Services</p> <p>Executive Director for Career and Technical Education</p> <p>Assistant Superintendent of Special Education Services</p>	TBD	Professional Development		X	
<p>2.4.10 Provide training and ongoing monitoring for Balanced Literacy initiatives in all schools.</p>	2013-18	<p>Director of Academic Support Services</p> <p>Director of Early Intervention and Student Support</p> <p>Academic Specialists, Elementary/Secondary, ELA</p> <p>Academic Specialist, Balanced Literacy</p> <p>Assistant Superintendent for Special Education Services</p>				X	
<p>2.4.11 Continue and expand professional expertise and techniques for teaching and assessing in the 21<sup>st</sup> Century classroom</p>	2013-18	<p>Executive Director of Academic Innovation and Technology</p> <p>Director of Academic Support Services</p> <p>Assistant Superintendent for Special Education Services</p> <p>Executive Director for Career and Technical Education</p>	<p>\$100,000</p> <p>\$20,000 per year</p>	<p>Perkins</p> <p>IDEA</p>		X	
<p>2.4.12 Develop a comprehensive training initiative to equip teachers to disaggregate formative and summative assessment</p>	2013-18	<p>Director of Accountability and Quality Assurance</p>				X	

data to inform instructional decision making		Director of Academic Support Services					
2.4.13 Expand the role of Roper Mountain Science Center in providing innovative, standards-based professional development in math, science, social studies and technology  a. Expand participation of teachers in Science P.L.U.S (Participating, Learning, Understanding, Sharing) Institute b. Develop a plan to improve standards-based instruction for students and teachers	2014-18	Executive Director of Academic Innovation and Technology  Director of Academic Support  Academic Specialist for K-12 Science	TBD	RMSC Board  Private Funds		X	
2.4.14 Support school and district staff through targeted professional development, technical assistance, and mandated reporting on timely topics (e.g., data analysis and coaching, accountability, and grant writing)	2013-18	Director of Accountability and Quality Assurance				X	
2.4.15 Support the ongoing evaluation of educational programs within the district to provide decision-makers with valid, usable information	2013-18	Director of Accountability and Quality Assurance	\$60,200	General Fund		X	
2.4.16 Provide training for all school counselors to improve services  a. Recognized American School Counseling Model Program (RAMP) b. Grief counseling (partnership with Thomas McAfee Funeral Home) c. GCS Aftercare Team d. Homebound Services e. Serrine Scholarship (HS) f. College and Career Readiness (incl. Naviance) g. Graduation Plus	2013-18	Director of School Counseling Services and Serrine Scholarship					X

<p>2.4.17 Provide ongoing training for district staff on evidence-based practices for diverse learners, Universal Designs of Instruction, and content area knowledge/concepts.</p>	<p>2014-18</p>	<p>Director of Academic Support Services Coordinator of ESOL Program Assistant Superintendent of Special Education Services</p>			<p>X</p>	
<p>2.4.18 Provide training and ongoing guidance for curriculum, intervention, and support recommended for all tiers of the Response to Intervention model.</p> <ul style="list-style-type: none"> <li>a. Fidelity checks</li> <li>b. Intervention data analysis</li> <li>c. Outcomes-oriented feedback and support</li> <li>d. Soar to Success</li> <li>e. Early Reading Intervention</li> <li>f. Number Worlds</li> <li>g. Positive Behavioral Intervention Supports</li> <li>h. Class-wide Positive Behavior Intervention Supports (CHAMPS: Conversation, Help, Activity, Movement, and Participation)</li> <li>i. SRA Corrective Reading</li> <li>j. Reading Mastery Signature Series</li> <li>k. Wilson Reading</li> <li>l. Just Words</li> <li>m. Touch Math</li> <li>n. Edmark</li> </ul>	<p>2013-18</p>	<p>Director of Early Intervention and Student Support Director of Academic Support Services Assistant Superintendent of Special Education Services Director of Psychological Services Director of Accountability and Quality Assurance</p>			<p>X</p>	
<p>2.4.19 Provide ongoing support and training to specialized teachers in the areas of reading and math skill acquisition strategies.</p> <ul style="list-style-type: none"> <li>a. Special education teachers</li> <li>b. Limited English Proficiency teachers</li> <li>c. Alternative education teachers</li> </ul>	<p>2013-18</p>	<p>Director of Academic Support Services Assistant Superintendent of Special Education Services Coordinator of ESOL Program</p>			<p>X</p>	

2.4.20 Provide ongoing training and support on inclusive practices, inclusive models for service delivery, and shared ownership between regular educators and special educators for outcomes of all students.	2013-15	Assistant Superintendent for Special Education  Director of Specialized Instruction  Director of Academic Support Services				X	
---	---------	--	--	--	--	---	--

\* *F.....Finished; C....Continued; M....Modified*

**Strategy 5** Develop and deploy a comprehensive professional development plan to meet the needs of all non-instructional employees and support the goals of the district.

**Overall Leadership:** Executive Director of Human Resources

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
2.5.1 Design and implement a manager training series for all supervisors:		Human Resource Leadership Team	\$5,000 Annually	General Fund		X	
Hourly Supervisors ~ 4 sessions a year	2013-18						
Department Supervisors ~ 4 sessions a year	2013-14						
Principals – 1 session per year centered on Human Resources management topic	2013-14						
2.5.2 Create and deploy training for all new district supervisors; to be held monthly for all new employees or current employees that move into a management role.	2013-14	Human Resource Leadership Team Finance Leadership Team			X		

\* F.....Finished; C....Continued; M....Modified

**GOAL AREA 3 – SCHOOL ENVIRONMENT**

**Provide a school environment supportive of learning.**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE 1:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE District Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			95.0%	95.0%	95.0%	95.0%	95.0%
Actual Performance	95.9%	95.6%	95.0%				



Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain a student out of school suspension/expulsion rate for violent and/or criminal offenses below 0.5% of the total school district population.

**ANNUAL OBJECTIVE 2:** Maintain an annual student expulsion rate below 0.5%.

**DATA SOURCE(S):** SDE District Report Card and GCS Incident Management System (IMS)

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
Actual Performance	0.5%	0.6%	0.6%				

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Improve school bus discipline, as evidenced by a decrease of 1% per year in bus referrals.

**ANNUAL OBJECTIVE 3:** Annually decrease bus referrals by 1% each year.

**DATA SOURCE(S):** GCS Incident Management System (IMS)

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			4,356	4,312	4,269	4,226	4,184
Actual Performance	4,400	4,484	N/A				

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students/parents taking advantage of choice options from 15% to 16% by 2018.

**ANNUAL OBJECTIVE 4:** Annually increase the percentage of students/parents taking advantage of choice options by 0.2% each year.

**DATA SOURCE(S):** Planning and Demographics and Title I

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			15.2%	15.4%	15.6%	15.8%	16.0%
Actual Performance	15.0%	15.0%	15.0%				

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Annually meet the targets specified in the Long-Range Facilities Plan and Capital Improvement Program, as measured by completion of projects and initiatives outlined in the plan.

**ANNUAL OBJECTIVE 5:** Annual completion of projects and initiatives outlined in the Long-Range Facilities Plan and Capital Improvement Program

**DATA SOURCE(S):** Long-Range Facilities Plan and Capital Improvement Program – timeline on page 6

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		Met	Met	Met	Met	Met	Met
Actual Performance		Met	Met				

\*Baseline will be established in 2012-13. Data will be measured according to the timeline on page 6 of the Long-Range Facilities Plan and Capital Improvement Program. Data will reflect updates made to the plan.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Based on factors under the control of Greenville County Schools, minimize late bus arrival rates, as measured by the Transportation Call Center late bus report.

**ANNUAL OBJECTIVE 6:** Late bus runs will be 0.5% or less (late bus runs/total bus runs) each year

**DATA SOURCE(S):** GCS Transportation Call Center late bus report

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			late/total < 0.5%	late/total < 0.5%	late/total < 0.5%	late/total < 0.5%	late/total < 0.5%
Actual Performance	1165/247000 = 0.47%	1486/247320 = 0.60%	1882/247320 =0.76%				

Late Bus Run = 15 minutes past the scheduled bus arrival time

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain an annual carry-over rate of 5.5% or lower on all health and safety work orders and maintain an annual carry-over rate of 10% or lower on all other work order requests.

**ANNUAL OBJECTIVE 7:** Annually maintain a carry-over rate of 5.5% or less on all health and safety work orders and annually maintain a carry-over rate of 10% or less on all other work order requests.

**DATA SOURCE(S):** School DUDE

<b>Health and Safety Work Order Requests</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Work Order Requests	17,924	19,232	22,014				
Work Orders Completed	16,970	19,101	21,688				
Actual Carry-overs	954	131	N/A				
Carry-over Percentage	5.3%	.68%	5.5% or less	5.5% or less	5.5% or less	5.5% or less	5.5% or less

<b>Other Work Orders</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Work Order Requests	14,037	17,155	19,684				
Work Orders Completed	12,615	16,229	19,431				
Actual Carry-overs	1,422	9*26	253				
Carry-over Percentage	10.1%	5.39%	10% or less	10% or less	10% or less	10% or less	10% or less

\*Projections based on 12-13 facilities with 12-13 staff.\*

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 88.0% to 91.0% by 2018.

**ANNUAL OBJECTIVE 8:** Beginning in 2012-13, increase the percent of parents who are satisfied with the learning environment by 0.5 percentage point each year.

**DATA SOURCE(S):** SDE School Report Card Survey results

	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			88.5	89.0	89.5	90.0	90.5	91.0
Actual Performance	88.0	**	88.1	88.1				

\*\*Note: SDE did not provide GCS with the District's Parent Survey results for 2011-12

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of elementary, middle, and high school students who are satisfied with the learning environment from 84.2% for ES/MS and 81.2% for HS to 85.5% by 2018.

**ANNUAL OBJECTIVE 9:** Beginning in 2013-14, increase the percent of elementary, middle, and high school students who are satisfied with the learning environment by 0.5 percentage point each year.

**DATA SOURCE(S):** SDE School Report Card Survey results

<b>ES and MS</b>	<b>Baseline 2009-10</b>	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance					83.5	84.0	84.5	85.0	85.5
Actual Performance	84.2	**	83.8	82.7	81.6				

\*\*Note: SDE did not provide GCS with the District's Student Survey results for 2010-11

<b>HS</b>	<b>Baseline 2009-10</b>	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance					83.5	84.0	84.5	85.0	85.5
Actual Performance	81.2	**	79.7	80.7	76.5				



Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 91.6% to 94.5% by 2018.

**ANNUAL OBJECTIVE 10:** Beginning in 2013-14, increase the percent of teachers who are satisfied with the learning environment by 0.5 percentage point each year.

**DATA SOURCE(S):** SDE School Report Card Survey results

	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance				92.5	93.0	93.5	94.0	94.5
Actual Performance	91.6	98.0	92.6	93.5				

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who feel the school is safe from 93.5% to 95.5% by 2018.

**ANNUAL OBJECTIVE 11:** Beginning in 2013-14, increase the percent of parents who feel the school is safe by 0.4 percentage point each year.

**DATA SOURCE(S):** SDE School Report Card Survey results

	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance				93.9	94.3	94.7	95.1	95.5
Actual Performance	93.5	**	92.8	93.1				

\*\*Note: SDE did not provide GCS with the District's Parent Survey results for 2011-12

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of elementary and middle school students who feel safe at school during the school day from 91.5% to 93.5% by 2018.

**ANNUAL OBJECTIVE 12:** Beginning in 2013-14, increase elementary and middle school students who feel safe at school during the school day by 0.4 percentage point each year.

**DATA SOURCE(S):** SDE School Report Card Survey results

	<b>Baseline 2009-10</b>	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance					91.9	92.3	92.7	93.1	93.5
Actual Performance	91.5	**	90.9	90.2	89.2				

\*\*Note: SDE did not provide GCS with the District's Student Survey results for 2010-11

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of high school students who feel safe at school during the school day from 90.3% to 93.0% by 2018.

**ANNUAL OBJECTIVE 13:** Beginning in 2013-14, increase the percent of high school students who feel safe at school during the school day by 0.5 percentage point each year.

**DATA SOURCE(S):** SDE School Report Card Survey results

	<b>Baseline 2009-10</b>	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance					91.0	91.5	92.0	92.5	93.0
Actual Performance	90.3	**	90.0	89.6	87.2				

\*\*SDE did not provide GCS with the District's Student Survey results for 2010-11\*\*

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day at 98.9% from 2012 through 2018.

**ANNUAL OBJECTIVE 14:** Maintain the percent of teachers who feel safe at school during the school day at 98.9%.

**DATA SOURCE(S):** SDE School Report Card Survey results

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			98.9	98.9	98.9	98.9	98.9
Actual Performance	98.9	98.3	98.2				

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of teachers who indicate that there is sufficient space for instructional programs at their school at a minimum level of 95%.

**ANNUAL OBJECTIVE 15:** Beginning in 2013-14, maintain the percentage of teachers who indicate that there is sufficient space for instructional programs at their school at a minimum level of 95% each year.

**DATA SOURCE(S):** SDE School Report Card Survey results

	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance				95.0	95.0	95.0	95.0	95.0
Actual Performance	95.3	90.6	94.4	93.8				

**Greenville County Schools  
Strategic Education Plan  
2013-2018**

**ACTION PLAN: Goal 3**

***Goal 3: Provide a school environment supportive of learning***

Strategy 1: Increase school attendance across all school levels.

Overall Leadership: Director Student Personnel Services

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.1.1 Research and identify successful strategies to improve attendance, including decreasing student tardies, at each school level (such as attendance rewards, school attendance competitions at each level, etc.)  a. Pilot new strategies b. Implement successful pilot strategies		Director of Student Personnel Services Director of Attendance and Social Work Services Director of School Guidance School Principals	\$ 5,000	General Fund		X	
3.1.2 Improve early detection programs for potential dropouts to increase GCS's graduation rate  a. Convene a committee of school administrators and school counselors to determine improved identification methods b. Continue to use the Attendance	2013-14 & Ongoing          2012-13 & Ongoing	Director of Student Personnel Services Director of Attendance/Social Work Services Social Workers				X	

<p>Intervention Module (AIM) to intervene with students and families that are experiencing attendance problems to prevent having to resort to court intervention</p> <p>c. Continue to meet with parents and students teaching the consequences of not finishing high school and advantages of having skill levels for the workplace</p>	<p>2012-13 &amp; Ongoing</p>	<p>Director of Guidance Dropout Prevention Specialist Attendance Supervisors School Administrators and Guidance Counselors</p>					
<p>3.1.3 Expand training of school clerks and guidance clerks, along with school administrators, to increase their abilities to identify and report potential student attendance problems and/or potential dropouts for earlier intervention.</p>	<p>2013-14 &amp; Ongoing</p>	<p>Director of Student Personnel Services Director of Attendance and Social Work Services Dir. of School Guidance Exec. Director of Technology Services Asst. Super. For Principal Supervision</p>				<p>X</p>	
<p>3.1.4 Monitor the first year of the Pregnant and Parenting Students Program (PPS) to continue to improve these students' attendance and high school completion</p> <p>a. Coordinate with school counselors to ensure students are identified as early as possible to offer guidance and services</p> <p>b. Coordinate with local service agencies to provide resources to help students stay in school (day care, equipment, clothing, diapers, etc.)</p> <p>c. Evaluate the PPS program's first year success</p> <p>d. Continue to seek and implement activities to improve high school completion of these students</p>	<p>2012-13</p> <p>2012-13</p> <p>2013-14</p> <p>2015-16</p>	<p>Director of Student Personnel Services Director of Attendance/Social Work Services Pregnant &amp; Parenting Specialist Social Workers Dropout Prevention Specialist</p>			<p>X</p>		

\* F.....Finished; C....Continued; M....Modified



Strategy 2: Decrease the student expulsion rate.

Overall Leadership: Executive Director Student Personnel Services

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.2.1 Maintain and enhance the Incident Management System (IMS) to provide accurate tracking of all discipline incidents. Update IMS as necessary to support new versions of software systems such as PowerSchool or Enrich  a. Warranty and Support b. Software Enhancements	2013-18	ETS Special Education Principal Designee Director of Attendance and Social Work	\$50,000/yr. \$30,000/yr.	General Fund Federal Funds		X	
3.2.2 Analyze the disposition of student expulsion cases to determine strategies to address major areas of concern.	2013-18	Director of Student Services Director of Alternative Programs				X	
3.2.3 Increase the percentage of students placed in alternative settings in lieu of expulsions. Research alternative school programs in other districts for students who have been recommended for expulsion.		Director of Alternative Programs Director of Student Services	\$5,000	General Fund		X	
3.2.4 Analyze current alternative school programs and additional options based on previously listed research to determine need for program expansion or restructuring.	2014-16	Assistant Superintendent of Academics Assistant Superintendent of Special Academic Programs Director of Student Services Director of Alternative Programs	TBD			X	
3.2.5 Develop and conduct training sessions for all school administrators to assist them in dealing with disciplinary issues, interpreting policies, and interpreting laws.	2013-18	Director of Student Services Staff Attorney				X	
3.2.6 Continue to communicate school district behavior code to parents, students	2013-18	Director of Communications Webmaster				X	

and school personnel through district website, parent newsletters and student handbooks.		Principals Director of Student Services					
3.2.7 Reduce student incidents of being bullied as measured by reports of bullying.	2013-18	Director of Student Services Staff Attorney Assistant Superintendents for Principal Supervision Principals				X	

\* *F.....Finished; C.....Continued; M.....Modified*

Strategy 3: Develop and implement a comprehensive initiative to improve student bus behavior

Overall Leadership: Exec. Director of Planning, Demographics & Transportation

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.3.1 Replace camera systems in buses to better monitor student behavior  a. Review new camera technology available b. Develop and Issue RFP c. Purchase and install new system	2012-13 2013-14 2014-15	Director of Transportation Coord. Of Routing and Scheduling ETS Designee Purchasing Agent	\$1,000,000	Capital		X	
3.3.2 To improve school bus management, train bus drivers and school staffs in PBIS (Positive Behavior Interventions & Supports) or other behavior programs  a. Pilot PBIS in four schools b. Evaluate Pilot Program and present findings c. If PBIS pilot is successful, develop plan to implement across GCS schools or pursue other programs and begin implementation d. Complete implementation 1)After pilot, system was modified to include strategies that were most beneficial 2)Implemented system wide for 2014-15	2012-13 2013-14  2014-15  2016-18	Executive Director of Planning, Demographics & Transportation Coord. Of Comp & Monitor Director of Transportation Pilot School Principals and other Principals Asst. Super. For Prin Supervision (Designee)			X		
3.3.3 Improve retention of bus drivers  a. Survey bus drivers to determine their level of satisfaction of their role b. Perform a market and salary	2014-15  2013-14	Executive Director of Planning, Demographics & Transportation Director of Acct. & Quality Assurance Director of Transportation		General Fund			X



**Strategy 4: Monitor facilities, personnel, programs and equipment that provide for a safe and secure environment.**

**Overall Leadership: Executive Director of Student Services**

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.4.1 Develop and implement a plan to install card reader locks at all schools.	2014-15 2015-16 2016-17 2017-18	Executive Director of Facilities Director of Maintenance	\$375,000 \$375,000 \$375,000 \$375,000	Capital Fund		X	
3.4.2 Provide ID's for all middle and high school students.	2014-15 2015-16	Exec. Director of ETS Director of Student Services Middle & High Principals	\$36,000 one time \$3,500 year	Capital Fund General Fund		X	
3.4.3 Coordinate the shared efforts of the Sheriff's Department and all municipalities within the county in providing School Resource Officers for current and future student populations.	2013-18	Director of Student Services				X	
3.4.4 Review and update yearly all aspects of the district's emergency response plan. Provide training for district and school level response teams with respect to the implementation of those plans.	2013-18	Director of Student Services Asst Supt for Middle Schools Coordinator of School Safety				X	
3.4.5 Evaluate the existing facility security camera systems, upgrade as needed, and provide central monitoring capability.	2013-18	Executive Director of Facilities Director of Maintenance	\$208,000	Capital Fund		X	
3.4.6 Maintain and enhance the existing Motorola Digital radio system utilized by Transportation, Schools and District Staff. Adjust capacity if the system goes over 70% utilization.	2013-18	Executive Director of Technology Director of Maintenance Director of Transportation	\$40,000	General Fund		X	

\* F.....Finished; C.....Continued; M.....Modified

**Strategy 5:** Provide magnet and school choice options for students and families that promote opportunities to learn and support the abilities of all students.

**Overall Leadership:** Exec. Director of Planning, Demographics & Transportation

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
<p>3.5.1 Review and evaluate the curricular components, student assignment impact and the effectiveness of each district magnet school to determine if changes are to be implemented.</p> <p>a. Finalize changes and provide professional development</p> <p>b. Implementation</p>	<p>2016-17</p> <p>2017-18</p> <p>2018-19</p>	<p>Executive Director of Planning, Demographics &amp; Transportation</p> <p>Assistant Superintendent For Academics</p> <p>Academic Specialist- AP, IB, Magnet, etc.</p> <p>Magnet Principals</p> <p>Assistant Superintendent For Principal Supervision</p>		<p>Grants if available.</p> <p>General Fund</p>		X	
<p>3.5.2 Survey a sample of parents to determine options about choice programs. Hold focus group meetings with parents about GCS school choice programs.</p> <p>a. Evaluate survey</p> <p>b. Begin implementation</p>	<p>2013-16</p>	<p>Executive Director of Planning, Demographics &amp; Transportation</p> <p>Academic Specialist- AP, IB, Magnet, etc.</p> <p>Dir.</p> <p>Accountability/Quality Assurance</p> <p>ETS Designee</p> <p>Coord. Of Student Assignment</p>	<p>\$1,500</p>	<p>General Fund</p>		X	
<p>3.5.3 Explore opportunities for new choice and magnet options. (Space options, transportation, programs, staff, cost, replication of program/curricular successes, parent surveys)</p> <p>a. Complete evaluation and determine new choices</p>	<p>2014-16</p> <p>2015-16</p> <p>2016-17</p>	<p>Executive Director of Planning, Demographics &amp; Transportation</p> <p>Academic Specialist- AP, IB, Magnet, Etc.</p> <p>ETS Designee</p> <p>Coord. Of Student Assignment</p>	<p>\$50,000</p>	<p>General Fund</p> <p>Grants</p>		X	

b. Begin implementation		Transportation Designee Dir. Acad Inn. & Tech. Principal Designees Communication Designee					
3.5.4 Evaluate the requirements of an expanded choice program (programs, training, faculty, curriculum resources, instructional resources, implement new programs, such as career centers, theme schools, etc.)  a. Evaluate b. Develop Plan c. Begin Implementation	2014-15 2015-16 2016-17	Executive Director of Planning, Demographics & Transportation Dir. Accountability/Quality Assurance Academic Specialist- AP, IB, Magnet, Etc. ETS Designee Coord. Of Student Assignment Transportation Designee Dir. Acad Inn. & Tech. Principal Designees Communication Designee				X	
3.5.5. Increase public awareness of GCS's choice options and benefits of participating in the options  a. Review the district's marketing and school marketing plans b. Explore additional outreach opportunities	2014-18  2016-17	Executive Director of Planning, Demographics & Transportation Academic Specialist- AP, IB, Magnet, Etc. Asst. Supt. For Principal Supervision Designee Principal Designee	\$5,000	General Fund		X	
3.5.6 Review and evaluate the operational processes related to school choice.  a. Research best practices of other large school district's choice programs. b. Leverage technology to maximize choice efficiency. c. Begin programming	2014-16	Executive Director of Planning, Demographics & Transportation Academic Specialist- AP, IB, Magnet, Etc. Dir Academic Inn. & Tech. ETS Development Coord. Of Student Assignment	\$100,000	General Fund		X	

d. Finalize technology purchase, programming e. Implement for 2014-15 school year				Capital Fund			
3.5.7 Explore possible options for decreasing ride time for magnet school students.	2015-16	Executive Director of Planning, Demographics & Transportation				X	

\* *F.....Finished; C.....Continued; M.....Modified*



Strategy 6: Maintain the accuracy of short and long-term student projections.

Overall Leadership: Exec. Director of Planning, Demographics & Transportation

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.6.1 Review current demographic data sources; search and identify additional demographic data sources to further enhance student projections.	2013-16	Executive Director of Planning, Demographics & Transportation Demo. Analyst Coord. Of Student Assignment Planning Specialist				X	
3.6.2 Increase use of mapping capabilities to review demographic data to more visually and promptly track trend changes.	2013-16	Demo. Analyst Coord. Of Student Assignment Planning Specialist				X	
3.6.3 Develop a method to track county building permits on a monthly basis to promote faster reaction to population changes.	2014-16	Demo. Analyst Coord. Of Student Assignment Planning Specialist				X	
3.6.4 Seek and use property transfer data to contact residents to determine school age population in the home.	2014-16	Demo. Analyst Coord. Of Student Assignment Planning Specialist	\$5,000	General Fund		X	
3.6.5 Provide information to people new to the community about district programs and options	2016-17	Executive Director of Planning, Demographics & Transportation Director of Communications				X	

\* F.....Finished; C....Continued; M....Modified

**Strategy 7: Update the Long Range Facilities Plan and Capital Improvement Program Yearly (LRFP/CIP)**

**Overall Leadership: Exec. Director of Planning, Demographics & Transportation**

Activities	Timeline	Implementation Team	Estimated <b>Additional Cost</b>	Funding Sources	Status*		
					F	C	M
3.7.1 Review academic program initiatives prior to implementation to determine the potential impact on school facilities.	2013-18	Executive Director of Planning, Demographics & Transportation Associate Superintendent for Academics Exec. Dir. of Construction		I		X	
3.7.2 Annually adjust the LRFP/CIP to support instructional initiatives and to ensure appropriate facilities are available for student academic success for the 21 <sup>st</sup> Century.	2013-18	Executive Director of Planning, Demographics & Transportation Executive Dir. of Construction Executive Dir. of Finance Associate Superintendent for Academics	TBD	Capital		X	
3.7.3 Based on annual review of school capacities, develop plans to maximize efficient use of current school facilities and actively respond to changing demographics which result in additional capacity needs.	2013-18	Executive Director of Planning, Demographics & Transportation Executive Director of Construction Coordinator of Student Assignment Demographic Analyst	TBD	Capital		X	

\* F.....Finished; C....Continued; M....Modified

**Strategy 8:** Monitor the effectiveness of the District Preventive Maintenance Program to assure safe, inviting facilities that support quality learning experiences for 21<sup>st</sup> Century students.

**Overall Leadership:** Director of Operations

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.8.1 Provide appropriate personnel as new buildings progress into the ten (10) year life cycle in order to maintain an acceptable level of maintenance work orders. Personnel will include HVAC, maintenance and Preventative Maintenance technicians	2013-14 2014-15 2015-16 2016-17 2017-18	Director of Operations & Maintenance Coordinator of Maintenance	\$180,000 \$270,000 \$360,000 \$270,000 \$540,000	General Fund		X	
3.8.2 Continue to train and educate employees on current equipment and manufacturers' recommendations	On-going	Director of Operations				X	
3.8.3 Maintain a state-of-the-art work order system:  a. Introduce new technology to monitor work orders b. Add craftsmen, carpenters, electricians, plumbers, to enable prompt responses to work orders	2013-14 2014-15 2015-16 2016-17	Director of Operations Coordinator of Maintenance ETS Designee	\$50,000 \$200,000 \$200,000 \$200,000	Capital General Fund	X	X	
3.8.4 Evaluate new or improved equipment coming on the market to determine cost efficiency	2015-16	Director of Operations Coordinator of Maintenance				X	
3.8.5 Purchase new or improved robotic equipment which will result in efficiency improvements within maintenance	2016-17 2017-18	Director of Operations Coordinator of Maintenance	\$100,000 \$100,000	Capital Capital		X	

\* F.....Finished; C....Continued; M....Modified

**Strategy 9:** Continue to review practices and procedures within the maintenance, operations and facilities departments to enhance the efficiency and effectiveness of service delivery

**Overall Leadership:** Director of Operations

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.9.1 Provide continuous management training for department managers/supervisors	2013-18	Executive Director of Facilities Director of Operations				X	
3.9.2 Continue to provide professional development for staff in areas such as air quality, HVAC & technology, etc.	2013-18	Executive Director of Construction Director of Operations				X	
3.9.3 Develop and implement new management strategies to conserve energy costs and utility consumption and decrease usage.	2013-18	Executive Director of Construction Director of Operations Director of Energy Management				X	

\* F.....Finished; C....Continued; M....Modified

Strategy 10: Support schools and district offices through high quality custodial service.

Overall Leadership: Director of Operations

Activities	Timeline	Implementation Team	Estimated <b>Additional Cost</b>	Funding Sources	Status*		
					F	C	M
3.10.1 Evaluate current level of cleaning quality per industry standards	2013-18	Director of Operations Coordinator of Building Services				X	
3.10.2 Provide training of custodial staff in new methods and products.	2013-18	Director of Operations Coordinator of Building Services				X	
3.10.3 Continue to use the Quality Detail Report prepared by the Custodial Specialist	2013-18	Director of Operations Coordinator of Building Services Principals Assistant Superintendent for Principal Supervision				X	

\* F.....Finished; C....Continued; M....Modified

Strategy 11: Continue replacement plan for all Greenville County Schools vehicles, equipment and district-owned buses.

Overall Leadership: Director of Operations

Activities	Timeline	Implementation Team	Estimated <b>Additional Cost</b>	Funding Sources	Status*		
					F	C	M
3.11.1 Continue to implement replacement cycle for all district-owned vehicles	2013-18	Director of Operations Coordinator of Maintenance				X	
3.11.2 Continue to implement a replacement cycle for maintenance and custodial equipment	2013-18	Director of Operations Coordinator of Maintenance Coordinator of Building Services				X	
3.11.3 Continue to explore the cost-effectiveness of alternative fuel vehicles.	2013-18	Director of Operations				X	

\* F.....Finished; C....Continued; M....Modified

**Strategy 12: Continue replacement plan for all Greenville County Schools vehicles, equipment and district-owned buses.**

**Overall Leadership: Executive Director of Planning, Demographics & Transportation**

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.12.1 Improve P.M. bus arrival times at middle and high schools	2013-14	Executive Director of Planning, Demographics & Transportation Director of Transportation Elem Principal Middle Principal High Principal Assistant Super. For Principal Supervision Bus Manager Designee	\$15,000	General Fund		X	
a. Convene a committee to review the current process of tagging young children	2013-14						
b. Develop recommendations to improve the tagging procedures to ensure on-time arrival at middle and high schools	2013						
c. Implement and approve recommended changes	2014-15						
d. Monitor and report on tagging process to ensure compliance with established procedures and to update procedures if required							
3.12.2 Develop steps and methods to encourage bus drivers and aides to be on time and to have a high percentage of attendance	2013-14	Director of Transportation Bus Managers HR Designee	\$20,000.  \$120,000	General Fund		X	
a. Study and review attendance and on-time arrival of bus drivers and bus aides	2013-14						
b. Determine if a monthly or quarterly positive reward might be effective	2014-15						
c. Pilot a reward system	2015-16						
d. Evaluate the pilot reward system	2016-17						
e. If reward system is effective in improving attendance and on-time arrival, implement full system							

3.12.3 Encourage SC State Department of Education Transportation Division to update fueling technology, eliminating fueling personnel, replacing with mechanics; improving efficiency of bus fueling	2013-14	Executive Director of Planning, Demographics & Transportation Director of Transportation Coord. Of Government Relations				X	
--	---------	---	--	--	--	---	--

\* *F.....Finished; C....Continued; M....Modified*



**Strategy 13:** Maintain and support classroom technologies required to provide an environment for learning 21<sup>st</sup> Century skills

**Overall Leadership:** Executive Director of Educational Technology Services

Activities	Timeline	Implementation Team	Estimated <b>Additional</b> Cost	Funding Sources	Status*		
					F	C	M
3.13.1 Complete the installation of Interactive White Boards (IWB) in all 5700 instructional rooms, 750 will remain to be installed at the completion of 2012 refresh	2013-2014	ETS Instructional Technology	\$3,375,000	Refresh Fund	X		
3.13.2 Upgrade IWB projectors in older systems to maintain hardware warranties and to replace failing projectors. Replace 1,000 IWB's yearly beginning in 2014-15	2014-15	ETS	\$600,000/yr.	Refresh Fund		X	
3.13.3.Support and Maintain IWB systems and improve the time-to-repair which directly impacts classroom instruction time, hire two additional technicians (current time to repair is 15 days, decrease to 3 days)	2013-14	ETS	\$112,500	General Fund		X	
3.13.4 Support and Maintain the 40,000 computer systems found in classrooms and school labs. Provide additional support personnel to handle on-line assessment systems (e.g. Smarter Balanced), reduce the time-to-repair, and to implement preventive maintenance programs (reduce to 3000:1, 2000:1, 1000:1)	2013-15	ETS	2013: \$187,500 2014: \$562,500 2015: \$1,687,500 (annual additions to baseline)	General Fund		X	

\* F.....Finished; C....Continued; M....Modified

**Strategy 14:** Provide the necessary technological infrastructure to support an interdisciplinary, integrated, project-based curriculum

**Overall Leadership:** Executive Director of Educational Technology Services

Activities	Timeline	Implementation Team	Estimated <b>Additional</b> Cost	Funding Sources	Status*		
					F	C	M
3.14.1 Implement a high-density Wi-Fi (802.11a/g/n/ac) overlay at all school locations and a high-coverage overlay at district offices using current standards and best practices for the implementation of wireless networks	2013-15 Projected 2013-15 Actual	ETS	\$22,500,000 10,200,000	Capital Fund (LRFP)	X		
3.14.2 Encourage the state to increase Internet bandwidth and provide redundancy to support online assessments and cloud based learning. This would include state funding for increased bandwidth between the schools and the central hub (e.g. Cloud and Service services)	Yearly	Executive Director of Education Technology Services Coordinator of Government Relations	\$3,000,000 Estimate  Additional \$2,400,000 received	SCDOE K12 Funds  Lottery Funds		X	
3.14.3 Maintain and expand core data center servers to implement new learning systems and reduce downtime issues with aging servers	2013-18	ETS	\$100,000/yr.	Department Refresh		X	
3.14.4 Enhance network and computer based security systems along with proactive monitoring of all student information and financial systems, obtain ISO 27001 security certification	2014-15	ETS	\$250,000 one-time \$150,000/yr.	General Fund Capital Fund (LRFP)		X	
3.14.5 Upgrade existing switching network components to higher speed devices to support the high-density and network bandwidth needs of all users	2013-18	ETS	\$180,000/yr.	Capital Fund (LRFP)		X	

\* F.....Finished; C....Continued; M....Modified

\*\* Depending on funding, a portion of this initiative may need to be carried over to the next strategic planning cycle.

**GOAL AREA 4 – FINANCIAL RESOURCES**

**Effectively manage/further develop necessary financial resources.**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase utilization of the Purchasing Card (P-Card) annually by 5,000 users through 2017-18.

**ANNUAL OBJECTIVE 1:** Beginning in 2013-14, increase utilization of the Purchasing Card (P-Card) by 10% each year.

**DATA SOURCE(S):** number of locations using the P-card; monthly report from Bank of America stating transaction volume activity

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	20,000	22,000	24,200	41,730	45,903	50,493	55,543
Actual Performance	21,736	31,008	37,936				

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain financial independence of Food Service Operations.

**ANNUAL OBJECTIVE 2:** Annual, audited Financial Statement will show that no local funds were used to finance the FANS operation

**DATA SOURCE(S):** Annual, audited Financial Statement will show that no local funds were used to finance the FANS operation

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			Achieve per Financial Report	Achieve per Financial Report	Achieve per Financial Report	Achieve per Financial Report	Achieve per Financial Report
Actual Performance	Achieved per Financial Report	Achieved per Financial Report	Achieved per Financial Report				

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Promote on-line W2 access to achieve 50% employee participation by 2017-18.

**ANNUAL OBJECTIVE 3:** Increase employee participation in receiving online W-2s by 10% each year.

**DATA SOURCE(S):** Annual report listing employees receiving W-2 online as of January of each calendar year.

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		10%	20%	30%	40%	50%	50%
Actual Performance	0%	6%	29%	37%			

Student Achievement  
 Teacher/Administrator Quality  
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Reduce Workers Compensation claims by school staff (Teachers/Aides) by 10% annually through 2017-18.

**ANNUAL OBJECTIVE 4:** Reduce Workers Compensation claims by school staff (Teachers/Aides) by 10% each year from 2013-14 through 2017-18.

**DATA SOURCE(S):** Annual Workers Compensation claims report

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		177 claims or fewer	160 claims or fewer	144 claims or fewer	130 claims or fewer	117 claims or fewer	106 claims or fewer
Actual Performance	197 claims	173 claims	187 claims				

Student Achievement  
 Teacher/Administrator Quality  
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Reduce Workers Compensation lost work time claims by 5% from 2012-13 through 2017-18.

**ANNUAL OBJECTIVE 5:** Reduce Workers Compensation lost work time claims by 5% each year from 2013-14 through 2017-18.

**DATA SOURCE(S):** Annual calendar year OSHA report

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		29 or fewer claims	27 or fewer claims	25 or fewer claims	23 or fewer claims	22 or fewer claims	21 or fewer claims
Actual Performance	31 claims	23 claims	29 claims	23 claims			

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase Benefit Department’s current customer satisfaction rating of 85% to 95% by 2013-14.

**ANNUAL OBJECTIVE 6:** Beginning in 2013-14, achieve and maintain Benefit Department’s customer satisfaction at 95% each year.

**DATA SOURCE(S):** Benefits Department’s survey completed by District employees who received service from the Benefits Department

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		90%	95%	95%	95%	95%	95%
Actual Performance	85%	93%	97%	98%			



Student Achievement  
 Teacher/Administrator Quality  
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Present a balanced General Fund Budget for Board review by June 1 of each year.

**ANNUAL OBJECTIVE 7:** Present a balanced General Fund Budget for Board review by June 1 of each year.

**DATA SOURCE(S):** Annual General Fund Budget Package submitted to the Board of Trustees

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		Achieve per Budget Document	Achieve per Budget Document	Achieve per Budget Document	Achieve per Budget Document	Achieve per Budget Document	Achieve per Budget Document
Actual Performance	Achieved per Budget Document	Achieved per Budget Document	Achieved per Budget Document	Achieved per Budget Document			

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain Bond Credit Ratings of AA+ by S&P and Aa1 by Moody’s credit rating agencies from 2013-14 through 2017-18.

**ANNUAL OBJECTIVE 8:** Maintain Bond Credit Ratings of AA+ by S&P and Aa1 by Moody’s credit rating agencies each year from 2013-14 through 2017-18.

**DATA SOURCE(S):** Credit rating reports issued by Standards and Poors and Moody’s in September of each year

<b>Bond Credit Rating by S&amp;P</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			AA+	AA+	AA+	AA+	AA+
Actual Performance	AA+	AA+	AA+	AA+			

<b>Moody’s Credit Rating</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			Aa1	Aa1	Aa1	Aa1	Aa1
Actual Performance	Aa1	Aa1	Aa1	Aa1			

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Receive an “Unmodified Audit Opinion” on the annual external audit of the annual financial reports.

**ANNUAL OBJECTIVE 9:** Receive an “Unmodified Audit Opinion” on the annual External Audit of the annual financial report.

**DATA SOURCE(S):** Comprehensive Annual Financial Report

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		Achieved per CAFR	Achieved per CAFR	Achieved per CAFR	Achieved per CAFR	Achieved per CAFR	Achieved per CAFR
Actual Performance	Achieved per CAFR	Achieved per CAFR	Achieved per CAFR				

**Greenville County Schools**  
**Strategic Education Plan**  
**2013-2018**

**ACTION PLAN: Goal 4**

***Goal 4: Effectively manage and further develop necessary financial resources***

Strategy 1: Continue to enhance the Nutrition Services Program to assure its effectiveness and fiscal independence.

Overall Leadership: Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.1.1 Increase student participation and quality of nutritional services and products							
a. Continue implementation of Culinary Creations meals initiative at remaining 23 elementary schools.	2013-14	Culinary Specialist Area Managers	\$140,000	Grants	X		
b. Begin implementation of modified Culinary Creations meals initiative at all 19 Middle Schools.	2014-15	Culinary Specialist Area Managers	\$150,000	FANS/Grants	X		
c. Begin implementation of modified Culinary Creations meals initiative at all 14 High Schools.	2014-16	Culinary Specialist Area Managers	\$140,000	FANS/Grants		X	
d. Increase USDA reimbursable meal participation at schools not meeting district averages. Elem 70% Middle 60% High 50% Training will be implemented in food quality, presentation, and customer service.	2014-16	Culinary Specialist Area Managers Marketing/Training Specialist	\$1,000 per school utilizing salaried employees	FANS		X	

4.1.2 Increase full-paid student meal prices to meet USDA regulations							
a. Annually increase the price of full-paid student meals by 10 cents (per USDA not required)		Director of Food Service				X	
4.1.3 Implement procedures to ensure that all schools meet existing food and labor cost standards							
a. Identify schools that exceed the departmental food cost standard of 50%. Audit inventories, production records, and meal prep to determine the causes of inflated costs. Develop an individual plan based on investigation and train staff on proper procedures to control costs.	Waiver received for FY16 2013-2018	Culinary Specialist Area Managers Marketing/Training Specialist Training Managers				X	
b. Identify schools that exceed the departmental labor cost standard of 32%. Audit meal prep and meal service to determine the causes of inflated costs. Develop an individual plan based on investigation and train staff on proper procedures to control costs.	Ongoing 3-5 months to correct each site	Culinary Specialist Area Managers Marketing/Training Specialist Training Managers				X	
4.1.4 Increase current online meal payments by 20% per year							
a. Coordinate with schools to incorporate a My School Bucks link on each website.	2013-18	IT Specialist Marketing/Training Specialist				X	
b. Coordinate with schools to include instructions in their newsletters on procedures to make online payments.	2013-18	Marketing/Training Specialist				X	
4.1.5 Develop new concepts to increase Food Service revenue							
a. Develop four new school store						X	

concepts to sell reimbursable meals, special sales food items, and school supplies.	2013-15	Area Managers Marketing/Training Specialist	\$29,000 per year new labor costs	FANS			
---	---------	---	--------------------------------------	------	--	--	--

\* *F.....Finished; C....Continued; M....Modified*

**Strategy 2:** Expand utilization of the Purchasing Card (P-Card) program and initiate online services to streamline revenue generation process and decrease expenses pertaining to document storage

**Overall Leadership:** Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.2.1 Expand Purchasing Card (P-Card) program							
a. Identify eligible schools by reviewing SAF audit reports	2013-18	Director of Accounting Services				X	
b. Review department requests and justifications to use P-card	2013-18	Director of Accounting Services				X	
c. Review invoices submitted for payment to accounts payable to capture P-card payment opportunities	2013-18	Director of Accounting Services				X	
4.2.2 Implement an online payment program to provide the option of using credits cards to pay school fees							
a. Identify advantages of implementing a system	2014-15	Director of Accounting Services				X	
b. Identify security/concerns to be addressed	2014-15	Director of Accounting Services/ETS				X	
c. Expand existing program (used by FANS) to provide software program/service to meet the needs identified	2014-15	Director of Accounting Services				X	
d. Implement program	2014-16	Business Services/ETS	\$2,500	GF		X	
4.2.3 Implement document imaging system to improve online access to critical documents and decrease copying needs							
a. Form a working group of employees to identify benefits of implementing a document imaging system	2014-16	Director of Accounting Services				X	
b. Identify hardware needed to effectively use a document imaging system	2014-16	Working Group/ETS				X	
c. Identify company to provide software program/service to meet the needs	2016-17	Working Group/Procurement				X	

identified							
d. Implement program	2015-16	Accounting Services/ETS	\$250,000	GF			X

**Strategy 3:** Develop processes to allow online access to W2 information, employee donations to United Way, and employment verification process

**Overall Leadership:** Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.3.1. Establish online data base of current and historical W2 records, through MHC Document Self-Service.							
a. Identity and solve data security concerns	2013-14	Coordinator, Payroll & ETS Staff			X		
b. Load historical and current W2 information to data base	2013-14	Coordinator, Payroll & ETS Staff			X		
c. Test W2 information and security protocols	2013-14	Coordinator, Payroll & ETS Staff			X		
d. Allow employee access to information	2014-15	Coordinator, Payroll & ETS Staff			X		
4.3.2. Communicate to employees their option to access W2 information online							
a. Place information about online access to W2s on/in: <ul style="list-style-type: none"> <li>• Management Memo</li> <li>• E-Bulletin</li> <li>• Pay stub web page</li> <li>• District web page</li> </ul>	2014-15	Coordinator, Payroll			X		
b. Establish online process to allow employees to opt-out of receiving printed annual W2	2015-16	Coordinator, Payroll & ETS Staff			X		
c. Allow employees to opt-out of receiving printed annual W2 by online process.	2015-16	Coordinator, Payroll & ETS Staff			X		



4.3.3 Outsource employment verification process							
a. Issue RFP to identify vendor that can provide employment verification services.	2013-14	Dir./Coor., Payroll			X		
b. Implement process of having employment verification services performed by vendor.	2014-15	Coordinator, Payroll & ETS Staff			X		
4.3.4 Establish online United Way enrollment process							
a. Create and test online enrollment process	2013-15	Director, Payroll & ETS Staff			X		
b. Create and test data file and process to load United Way payroll deductions	2013-15	Coordinator, Payroll & ETS Staff			X		
c. Communicate online enrollment process to District Staff through Management Memo and E-Bulletin	2015-16	Director, Payroll & Communications Dept.				X	
d. Provide employee access to online enrollment process	2015-16	Director, Payroll & ETS Staff				X	
4.3.5 Improve Benefit Department's customer satisfaction rating:							
a. Gather information on customer satisfaction using: <ul style="list-style-type: none"> <li>• Customer survey results</li> <li>• Call center statistics</li> </ul>	2013-16	Director, Payroll & Insurance Services				X	
b. Use results of survey and call center statistics to: <ul style="list-style-type: none"> <li>• Realign responsibilities</li> <li>• Identify training need</li> </ul>	2013-14	Director, Payroll & Insurance Services			X		
c. Expand Flex Hours Program <ul style="list-style-type: none"> <li>• Two days a week Benefits Department will stay open to 6pm to provide additional service time to District employees</li> <li>• Monitor program to determine employee utilization of program</li> </ul>	2013-16	Director, Payroll & Insurance Services				X	
d. Increase Benefit Department customer satisfaction rating to 95%	2014-16	Director, Payroll & Insurance Services				X	

**Strategy 4: Continue District’s strong financial ratings by maintaining high bond credit rating and receiving “Unqualified Audit Opinion” on the Comprehensive Annual Financial Report**

**Overall Leadership: Executive Director of Finance**

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.4.1 Maintain Bond Credit Ratings							
a. Implement procedures and policies necessary to move the District’s “stable/good financial outlook” as assigned by S&P and Moody’s to “strong financial outlook” and “strong financial management practices.	2013-16	Executive Director of Finance and Director of Accounting Services				X	
b. Have District’s financial outlook and financial management practices receive an assignment of “strong” by S&P and Moody’s	2015-16	Executive Director of Finance and Director of Accounting Services				X	
4.4.2 Continue to receive an “Unmodified Audit Opinion” on the Annual Financial Report							
a. Review and monitor internal controls every quarter	2013-18	Finance Department Directors				X	
b. Cross train Finance staff on critical tasks	2013-18	Finance Department Directors				X	
c. Encourage Finance staff to earn certification through the Government Finance Office program	2013-18	Finance Department Directors				X	
d. Implement Government Accounting Standards Board (GASB) pronouncements in required time frame	2013-18	Finance Department Directors				X	
e. Update Enterprise Resource Planning (ERP) system with new releases within a prudent time frame	2013-18	Finance Department Directors				X	

**Strategy 5: Continue to enhance and effectively manage warehouse inventory, handling of surplus furniture and U.S. Mail process**

**Overall Leadership: Executive Director of Finance**

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.5.1 Analyze the cost of current auction format vs. online auction costs							
a. Reduce amount of employee time and district expense to conduct auctions	2014-15	Logistics Coordinator, foreman			X		
b. Implement online auction	2014-16	Logistics Coordinator				X	
4.5.2 Reduce cost of processing US Mail							
a. Research cost of presort mail services by vendor vs. actual mailing costs of first class mail	2014-16	Logistics Coordinator,				X	
b. Investigate use of bulk mail rate for comprehensive health education materials needing to be mailed	2014-16	Logistics Coordinator,				X	
c. Consult with presort service concerning time of day pick up options	2013-14	Logistics Coordinator			X		
d. Investigate cost and feasibility of copying comprehensive health materials by the print shop vs. copier	2014-15	Logistics Coordinator, mail clerk				X	
4.5.3 Effectively Manage Warehouse Inventory							
a. Reduce inventory by discontinuing outdated products and survey bookkeepers & secretaries for desired products to purchase in bulk	2013-18	Logistics Coordinator, Inventory and Ordering Specialists				X	
b. Identify slow turnover vs. fast turnover items for timely, favorable pricing	2013-18	Logistics Coordinator				X	
c. Explore online auction of surplus furniture and equipment	2013-16	Logistics Coordinator				X	
d. Automate inventory planning order requisition flow via Lawson	2014-16	Logistic Coordinator, ETS				X	

**Strategy 6:** Streamline budget development and reporting processes and develop processes to improve budget monitoring practices

**Overall Leadership:** Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.6.1 Streamline budget process and procedures							
a. Implement on-line budget process for departments.	2015-16	Budget Team					X
b. Implement electronic budget transfer with on-line approval routing.	Meet with ETS to determine feasibility and timeline	ETS/Budget Team			X		
c. Improve efficiencies by utilizing a shared drive for budget documents.	2013-18	Budget Team				X	
4.6.2 Develop and implement additional services and budget reports							
a. Implement a procedure/process that would create a purchase order database where an image of a purchase order can be retrieved.	Meet with ETS to determine feasibility and timeline	ETS/Budget Team				X	
b. Implement a procedure/process that would notify original requester when a requisition or purchase order commits funds but does not become a purchase order in Lawson.	Meet with ETS to determine feasibility and timeline	ETS/Budget Team			X		
c. Maintain and expand a Budget Services website within the School District web address.	2013-18	Director for Budget Services				X	
d. Prepare a comprehensive graphic report to the Board each quarter that summarizes the primary revenue / expenses indicators of the district's overall financial condition and provides a	2014-15	Director for Budget Services Director for Accounting Services				X	

comparison to appropriate state, regional, and / or national benchmarks							
---	--	--	--	--	--	--	--

**Strategy 7:** Formalize current process of comparing national and District per square foot and acreage cost for maintenance, building services and grounds

**Overall Leadership:** Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.7.1 Ensure national and District comparisons include same cost factors	2013 -16	Director of Maintenance Director of Budget Services				X	
4.7.2 Develop schedule for presentation of information to the Administration and Board	2014-16	Director of Maintenance Director of Budget Services				X	

Strategy 8: Expand the financial portions of staff development training for District employees

Overall Leadership: Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.8.1 Provide / continue staff development training for District employees							
a. Develop online training videos / sessions concerning student activity funds accounting.	2015-16	Director of Accounting Services				X	
b. Provide focused safety training sessions for employee groups with high Workers Compensation activity	2013-18	Director, Payroll & Insurance Services, Coordinator of Workers Compensation				X	
c. Provide annual staff development for school and department personnel on financial policies and procedures related to Lawson software.	2013-18	Finance Team				X	

**Strategy 9:** Aggressively pursue strategies so that by the end of this Strategic Planning period the District will not depend on using the unassigned general fund – fund balance to fund the General Fund

**Overall Leadership:** Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.9.1 Continue to inform District employees of the District's financial position	2013-18	Executive Director of Finance				X	
4.9.2 Develop online process for District employees to submit cost savings or new revenue ideas	2014-16	Director of Budget Services, ETS				X	
4.9.3 Review current programs for operational efficiency and effectiveness	2013-18	Director of Budget Services				X	

**GOAL AREA 5 – COMMUNICATIONS AND COMMUNITY ENGAGEMENT**

**Improve public understanding and support of public schools.**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of parents rating their school as Very Good or Good (two highest ratings) for communications with parents by 1.0 percentage point from the baseline year.

**ANNUAL OBJECTIVE 1:** Beginning in 2014-15, increase the percentage of parents rating their school as Very Good or Good (two highest ratings) for “communications with parents” as measured by the State Report Card survey by 1.0 percentage point each year.

**DATA SOURCE(S):** Report Card Survey results

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance				78.7%	79.7%	80.7%	81.7%
Actual Performance			77.7%				



Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of parents rating their school as Very Good or Good (two highest ratings) for “soliciting information/input from parents” by 1.0 percentage point from the baseline year.

**ANNUAL OBJECTIVE 2:** Beginning in 2014-15, increase the percentage of parents rating their school as Very Good or Good for soliciting information/input from parents as measured by the State Report Card survey by 1.0 percentage point each year.

**DATA SOURCE(S):** Report Card Survey results

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance				81.2%	82.2%	83.2%	84.2%
Actual Performance			80.2%				

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Document hours of mentoring, shadowing, and career exploration contributed by businesses, civic clubs, and other organizations in 2013-14; increase by 2% annually.

**ANNUAL OBJECTIVE 3:** From 2014-15 through 2017-18, increase the number of documented hours of mentoring, shadowing, and career exploration contributed by businesses, civic clubs, and other organizations by 2% each year.

**DATA SOURCE(S):** District volunteer reporting system to be purchased

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			500 hours	7,898 hours	8,055 hours	8,216 hours	8,380 hours
Actual Performance			7,744 hours				

\*Baseline will be established in 2013-14.\*

Student Achievement  
 Teacher/Administrator Quality  
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase district-wide volunteer support of schools by 5,000 hours annually from 685,045 in 2011-12 to 908,042 in 2017-18.

**ANNUAL OBJECTIVE 4:** Increase district-wide volunteer support of schools by 5,000 hours annually from 2011-12 through 2017-18.

**DATA SOURCE(S):** District volunteer hour report

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		690,045	695,045	893,042	898,042	903,042	908,042
Actual Performance	685,045	795,042 Final Report	888,042 hours				

\*Data in number of hours

Student Achievement  
 Teacher/Administrator Quality  
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase volunteer hours for the ten schools with the lowest volunteer hours on a per-student calculation by 10% each year.

**ANNUAL OBJECTIVE 5:** From 2014-15 through 2017-18, increase volunteer hours for the ten schools with the lowest volunteer hour on a per student calculation by 10% annually.

**DATA SOURCE(S):** Communications Department report

School 1	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			1,187 Hours/ 1.17 Per Student				

School 2	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			842 Hours/ 1.22 Per Student				

<b>School 3</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance							
Actual Performance			2,557 Hours/ 1.26 Per Student				

<b>School 4</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance							
Actual Performance			750 Hours/ 1.34 Per Student				

<b>School 5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance							
Actual Performance			752 Hours/ 1.50 Per Student				

<b>School 6</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance							
Actual Performance			1,377 Hours/ 2.10 Per Student				

<b>School 7</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance							
Actual Performance			3,560 Hours/ 2.71 Per Student				

<b>School 8</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance							
Actual Performance			3,185 Hours/ 2.81 Per Student				

<b>School 9</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance							
Actual Performance			2,713 Hours/ 2.82 Per Student				

<b>School 10</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance							
Actual Performance			2,241 Hours/ 3.15 Per Student				

\*Baseline will be established in 2014-15.\*

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Initiate a minimum of three new presentations/speeches/exhibits promoting GCS each year.

**ANNUAL OBJECTIVE 6:** Beginning in 2013-14, the District Administration will initiate a minimum of three new presentations, speeches, and/or exhibits annually.

**DATA SOURCE(S):** Record of new presentations, speeches, and exhibits given annually promoting GCS

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			3	3	3	3	3
Actual Performance			24				



Student Achievement  
 Teacher/Administrator Quality  
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase “Likes” (electronic subscriptions) of the Greenville County School Facebook page by 10% each year.

**ANNUAL OBJECTIVE 7:** Increase “Likes” (electronic subscriptions) of the Greenville County School Facebook page by 10% each year.

**DATA SOURCE(S):** Facebook report

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance		4,200	4,620	5,082	5,590	6,149	6,764
Actual Performance	3,100	5,516	10,633 (92.8 % Increase)				

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Release an average of ten positive news stories monthly.

**ANNUAL OBJECTIVE 8:** Beginning in 2013-14, release an average of ten positive news stories monthly – 120 positive news stories annually.

**DATA SOURCE(S):** Communications Department report, Media Tip Sheet, and News Releases

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			120	120	120	120	120
Actual Performance			274				

\*Baseline will be established in 2013-14.\*

Student Achievement  
 Teacher/Administrator Quality  
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Achieve annually a minimum of 90% positive or neutral Upstate news media coverage.

**ANNUAL OBJECTIVE 9:** Annually achieve a minimum of 90% positive or neutral Upstate news media coverage.

**DATA SOURCE(S):** Monthly Department report and Media Coverage report

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			90%	90%	90%	90%	90%
Actual Performance	93.9%	96.3%	97.9%				

Student Achievement  
 Teacher/Administrator Quality  
 School Climate  
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Publish a minimum of six Op-Eds and/or Letters to the Editor, including third party endorsements, through Upstate media outlets annually.

**ANNUAL OBJECTIVE 10:** From 2013-14 through 2017-18, publish a minimum of six Op-Eds and/or Letters to the Editor, including third party endorsements, through Upstate media outlets each year.

**DATA SOURCE(S):** Published Opinion Editorials

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			6	6	6	6	6
Actual Performance			7				

\*Baseline will be established in 2013-14.\*

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Beginning in 14-15, provide marketing and media relations in-service to 25% of principals and district leaders by end of 2017-18.

**ANNUAL OBJECTIVE 11:** Provide marketing and media relations in-service annually.

**DATA SOURCE(S):** Workshop Participation sign-in sheets; Professional Development Portal

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance				25%	25%	25%	25%
Actual Performance				29.8%			

**PERFORMANCE GOAL AREA**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Publish and distribute position papers and/or Legislative Alerts annually on issues impacting the school system.

**ANNUAL OBJECTIVE 12:** From 2013-14 through 2017-18, publish and distribute a minimum of six position papers and/or Legislative Alerts annually on issues impacting the school system.

**DATA SOURCE(S):** Position Papers and/or Legislative Alerts

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Actual Performance	3	4	4				

**PERFORMANCE GOAL AREA**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Document that 100% of parents have opportunities each year to participate in a minimum of one conference with school personnel to discuss their child’s academic achievement.

**ANNUAL OBJECTIVE 13:** From 2013-14 through 2017-18, document that 100% of parents have opportunities each year to participate in a minimum of one conference with school personnel to discuss their child’s academic achievement.

**DATA SOURCE(S):** Conference Opportunities as documented by each school

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			100%	100%	100%	100%	100%
Actual Performance	100%	100%	100%				

\*Baseline will be established in 2013-14 from school report card\*

**PERFORMANCE GOAL AREA**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the number of parents using the Parent Portal by at least 5 percent each year.

**ANNUAL OBJECTIVE 14:** From 2013-14 through 2017-18, increase the number of parents using the Parent Portal by at least 5 percent each year.

**DATA SOURCE(S):** Parent Portal active user accounts

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance			30,432	32,823	34,464	36,187	37,996
Actual Performance	28,983	29,950	31,260 accounts				

Numbers reflect user accounts



**Greenville County Schools  
Strategic Education Plan  
2013-2018**

**ACTION PLAN: Goal 5**

***Improve public understanding and support of public schools.***

**Strategy 1:** Survey both internal and external publics to determine perceptions of the school district and schools and reasons/sources for those perceptions

Overall Leadership: Director of Communications

Activities	Initial Year of Implementation	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
5.1.1 Develop a survey(s) for parents and general public	2013-14	Dir. of Quality Assurance, Dir. of Communications	0	GF	X		
5.1.2 Investigate options and costs to administer survey(s)	2013-14	Dir. of Quality Assurance, Dir. of Communications	0	N/A	X		
5.1.3 Conduct focus groups.	2014-15	Dir. of Quality Assurance, Dir. of Communications	TBD	GF			X
5.1.4 Utilize findings to develop messages and communications plan	2015-16	Dir. of Communications	TBD	GF			X

\* F.....Finished; C....Continued; M....Modified

Strategy 2: Expand opportunities for involvement and community support.

Overall Leadership: Director of Communications

Activities	Initial Year of Implementation	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
5.2.1 Increase interactions with business, religious, and community leaders to share information and to solicit involvement/support	2013-16	District Leadership	0	GF		X	
5.2.2 Provide staff support for GCS Education Foundation	2013-16	Superintendent	TBD	GF		X	
5.2.3 Review policies regarding community/business involvement to ensure clear, defined process	2013-14	Dir. of Communications, General Counsel	0	GF	X		
5.2.4 Evaluate current volunteer sign-in system to determine reliability and ability to categorize type of support (classroom, mentoring, shadowing, career exploration, etc.); Provide sign-in system to meet needs	2013-16	PTA Support Sp., Exec. Dir. of Technology	TBD	GF		X	
5.2.5 Identify each year the ten schools with the lowest number of volunteer hours on a per-student calculation and set volunteer hour goals for following year	2013-16	PTA Support Sp.	0	GF		X	
5.2.6. Provide assistance each year to expand involvement to the ten schools with the lowest number of volunteer hours	2014-16	PTA Support Sp.	TBD	GF		X	
5.2.7 Establish a GCS Development Office to expand business and community involvement and support	2017-18	Superintendent, Dir. of Comms, Coord. of Govt. Relations, Exec. Asst. to Supt.	TBD	GF		X	

\* F.....Finished; C....Continued; M....Modified

**Strategy 3: Expand marketing/communications efforts using both traditional and “new” media and other venues.**

**Overall Leadership: Director of Communications**

Activities	Initial Year of Implementation	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
5.3.1 Schedule events and speaking engagements each year to showcase students, staff, schools, and district	2013-16	Dir. Of Comms., Coord. Of Comms., Coord. Of Govt. Relations	0	GF		X	
5.3.2 Increase media coverage and postings of positive news stories from schools and departments	2013-16	Coord. of Comms.	0	GF		X	
5.3.3 Identify issues and write/solicit writing of Op-Eds and/or Letters to the Editor	2013-16	Dir. of Comms., Exec. Asst. to Supt.	0	GF		X	
5.3.4 Conduct media relations and marketing in-service each year for principals and district leadership	2013-16	Dir. of Comms., Coord. of Comms.	0	GF		X	
5.3.5 Develop an information/feedback kiosk to be displayed at events/locations	2014-16	Dir. of Comms, Coord. of Comms.	\$5,000	GF		X	
5.3.6 Expand GCS’s national exposure by contracting with a national media release distribution company	2014-16	Dir. of Comms.	TBD	GF		X	

\* F.....Finished; C....Continued; M....Modified

Strategy 4: Advocate for GCS by proposing legislative priorities that ensure successful public education experiences.

Overall Leadership: Coordinator of Government Relations

Activities	Initial Year of Implementation	Implementation Team	Estimated <b>Additional</b> Cost	Funding Sources	Status*		
					F	C	M
5.4.1 Identify issues impacting GCS	2013-16	Coord. of Govt. Relations	0	GF		X	
5.4.2 Research and write position papers and legislative alerts for Board approval	2013-16	Coord. of Govt. Relations	0	GF		X	
5.4.3 Implement plan to broaden employees' knowledge of issues that impact them	2013-16	Dir. of Comms., Coord. of Govt. Relations	0	GF		X	

\* F.....Finished; C....Continued; M....Modified

Strategy 5: Increase parents' involvement in their children's education.

Overall Leadership: Executive Director of Technology

Activities	Initial Year of Implementation	Implementation Team	Estimated <b>Additional</b> Cost	Funding Sources	Status*		
					F	C	M
5.5.1 Review process for parent registration for Parent Portal and improve convenience	2013-16	Exec. Dir. of Technology	TBD	GF		X	
5.5.2 Investigate and implement use of various technologies (Facetime, Skype, etc.) to conduct parent conferences	2014-16	Exec. Dir. of Technology	TBD	GF		X	

\* F.....Finished; C....Continued; M....Modified