GREENVILLE COUNTY SCHOOLS

Technology Plan

2015–2020

GREENVILLE COUNTY
SCHOOLS

Where Enlightening Strikes!

W. Burke Royster, Superintendent
William Brown, Director, Education Technology Services
301 E. Camperdown Way • Greenville, SC 29601
864.355.3100 • www.greenville.k12.sc.us

Notice

The development of Greenville County Schools Technology Plan: 2015-2020, based on Greenville County Schools Strategic Education Plan: 2013-2018, is a result of the contributions of the Greenville County School's District Technology Committee. The committee is comprised of a variety of stakeholders. The strategic and technology plans are updated annually to ensure the plans remain relevant and current. The plans are posted on the Greenville County Schools' web site.

Approvals

This Technology Plan has been reviewed and submitted on behalf of the Greenville County School District.

Signatures:

School District Superintendent: _W Burke Royster_____

Date: _8 JANUARY 2015_____

Executive Director of Technology: _~signature~_____

Date: _14 JANUARY 2015_____

FOR USE BY THE SOUTH CAROLINA STATE SCHOOL DISTRICT OR LIBRARY

This plan has been reviewed and certified by the South Carolina State School District or Library. This certification will be effective for the term of this plan, but not to exceed three years.

Approved by the SC State School District or Library:

_____

      Date: _____

This certification expires: _____

Table of Contents

THIS PAGE INTENTIONALLY LEFT BLANK

45ᵗʰ largest school district in the nation

Largest district in South Carolina

Student Population
71,639 students

School Sites:
102 School Locations

6 Child Development Centers
1 Life Long Learning Center
7 Special Centers
51 Elementary Schools
19 Middle Schools
14 High Schools
4 Career Centers

GCS Five Essential Goals

1. Raise the Academic Challenge and Performance of Each Student

2. Ensure Quality Personnel in all Positions

3. Provide a School Environment Supportive of Learning

4. Effectively Manage and Further Develop Financial Resources

5. Improve Public Understanding and Support of Public Schools.

DISTRICT PROFILE

Long recognized as a leader in public education, Greenville County Schools is the largest school district in South Carolina and the 45th largest in the nation, according to the latest publication from the National Center of Education Statistics. Located in the northwestern part of the state, the district encompasses a geographic area of approximately 800 square miles and serves over 71,639 students at 102 locations. (See figure 1.1 for breakdowns)

According to the U. S. Census Bureau, the population of Greenville County is approximately 451,219 (2010). Of this group, approximately 77.1% are white; 18.5% are African-American; and 8.5% are Hispanic. Eighty five point three (85.3) percent are high school graduates (2012) and 30.9% have a Bachelor's Degree or higher (2012). Median household income is $48,438 (2012); 15.2% live below the poverty level (2012). Last year, 49.51% of our students qualified for free and reduced lunch. Greenville also serves 9.70% of ESOL students. The populations of students whose primary language is not English increases each year.

Good instructional practice has always been a focus for Greenville County. Sound pedagogy and the integration of technology throughout the curriculum are showing results

Greenville County is committed to technology innovation in education. In 2004, the Board of Trustees approved money to refresh fifteen schools. This refresh plan has been developed and implemented over the last several years and is now a permanent line item in the Long Range Facilities Plan. Each year fifteen of Greenville County's schools are refreshed with the latest technology. To protect the investment of the district, all teachers must undergo technology training in compliance with the Teacher Technology proviso.

Technology is a vital part of the instructional and operational processes in Greenville County Schools. Teachers in Greenville

County are required to maintain and update websites in order to communicate effectively with parents in the digital age. The district webpage is updated daily with content to inform parents about activities and events taking place in the district. The operations department relies on technology to accomplish a number of administrative tasks. Over the last few years, more and more paper process has moved to electronic process in order to increase efficiency and productivity. Greenville County is committed to staying on the cutting edge of technology in order to provide our student's skills necessary to compete in a global, technology-oriented society.

Personnel

Ensure quality personnel in all positions.

99% of teachers **Highly Qualified**

100% fully certified

9,580 employees

14th out of **14,000** districts nationwide for number of **National Board Certified Teachers**

EXECUTIVE SUMMARY

In addressing the technological needs of our students, staff, and community, Greenville County Schools (GCS) has established a Technology Advisory Committee (TAC) to review, revise and/or update the District's technology plan. This committee will seek to promote and provide equity in educational opportunities for all students and to improve student achievement.

This document, which is aligned to state and national standards, as well as the GCS Strategic Plan, is defined to outline our understanding of how technology can assist GCS in achieving the following vision:

To participate in the ever-changing global community, Greenville County Schools will give students, educators, parents and stakeholders' access to information, which allows for the effective integration of technology into the learning process.

We envision a community, which promotes the transition of information into knowledge and the development of questioning learners.

While technology is a means of providing assistance, it is of value only to the extent to which student achievement and student support services are enhanced. To that end, this Technology Plan identifies certain benefits and outcomes such as:

- Administrators can expect to be better informed about school operations and district decision making.
- Educators can expect greater support in the development and implementation of instructional technology strategies.
- Parents and stakeholders can expect increased opportunities to participate in the educational process

along with a more efficient and equitable use of financial and human resources.

The GCS Technology Plan 2015-2020 presents five GCS core technology dimensions derived from the guidance of *Technology in American Schools: Seven Dimensions for Gauging Progress – a Policymaker's guide*, published by the Milken Exchange on Education Technology. These core technology dimensions must be addressed in order to improve student achievement through the use of technology as an integrated tool. All of the dimensions are designed to increase student achievement through the effective integration of technology into the core curriculum. Measurable goals, objectives and strategies, action steps, funding considerations and evaluation of objectives/benchmarks are given for each core technology dimension.

The five core technology dimensions and the goals set forth for these areas are as follows:

Learners and Their Environment: The district and schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technology literacy by the end of the eighth grade and to raise the overall level of academic achievement.

Professional Capacity: The district and schools will develop ongoing and sustained professional development programs for all educators – teachers, principals, administrators, and school library media personnel.

Instructional Capacity: The district and schools will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Community Connections: The district and schools will enhance academic achievement and teacher technology proficiency through the use of technology, including assistive technology, by establishing and maximizing community involvement and community partnerships.

Support Capacity: The district and schools will develop strategies to provide the necessary physical infrastructure and supporting resources such as services, software and other electronically delivered learning materials, and print resources in order to ensure efficient and effective uses of technology.

These five technology dimensions are regarded as synergistic parts of a single system. Each of the goals is followed by recommended implementation strategies and considerations that reflect aspects of the particular core dimension. Provided in this document is a cumulative list of benchmarks that were designed to enable the Technical Advisory Committee to validate progress on an annual basis.

THIS PAGE INTENTIONALLY LEFT BLANK

Provide a school environment supportive of learning.

100
schools & centers

88.1%
parents satisfied with school learning environment

92.6%
believe their school has high expectations

12.2 million square feet & **3,000 acres**

School Facilities

The Long Range Facilities Plan projects future school construction needs. A computerized system develops optimal maintenance schedules.

DISTRICT NEEDS ASSESSMENT

The District's Technology Needs Assessment is based on the Strategic Education Plan.

Current Technology Needs

- Increase wide-area network (WAN) bandwidth
- Increase Internet bandwidth
- Increase instructional equipment (e.g. promethean boards, laptops, desktops, tablets, etc.)
- Continue school refresh program
- Expand wireless overlay to all schools and outside venues

Current Technology Inventory

- Over 36,641 laptop and desktop systems
- Over 5,941 tablet systems
- Over 800 Microsoft Windows Servers
- 5,600 Interactive White Boards
- 10,000 voice over IP (VOIP) Telephones
- Redundant data center for mission critical applications
- Over 7,000 printers and multi-function print devices
- Over 5,000 teacher and school websites
- Wireless overlay at all locations
- Videoconference infrastructure, including an MCU with IP and ISDN capabilities, as well as portable endpoints

Current Technology Support Strategies

- Centralized Help Desk
- One computer technician for every five schools (1:3500)
- Network and data center support staff centrally located (1:40)
- Distance learning coordinator
- Instructional technology facilitators
- Technical Assistance Coordinators
- Virtual Learning Centers

THIS PAGE INTENTIONALLY LEFT BLANK

Resources

Effectively manage and further develop necessary financial resources.

LOW Administrative Cost of Just Over **1 cent** per dollar

$485.5 Million General Fund **Expenditures**

65.2% Classroom Instruction | **16.8%** Operations & Maintenance | **7.5%** Admin./Schools

6.5% Auxiliary Support | **3.5%** Other | **0.5%** Admin./District

AA+ Aa1 highest credit ratings possible for SC school districts: AA+ by Standard & Poor's and Aa1 by Moody's

DISTRICT VISION AND MISSION STATEMENTS

Greenville County Schools is dedicated to providing educational experiences for children that are standards-based, challenging, and rigorous; that reflect a commitment to equity; that demonstrate an appreciation of diversity; that convey high expectations for students and staff; and that promote continuous improvement in student achievement at all levels.

The district defines its commitment to quality educational experiences for all students through the District's Strategic Education Plan. The plan defines overall district direction, guides district and school priorities, and serves as the basis of human, financial, and operational decisions. The plan was originally developed in 1999 by a group of 60 individuals, including elected officials, corporate leaders, parents, principals, teachers, district staff, and other community members, under the direction of the Superintendent. The most recent plan update was conducted in the spring of 2012.

The District Strategic Education Plan articulates a clear mission, vision, and set of beliefs that serve as the plan's foundation.

Mission
We collaborate with the home and community to provide educational experiences which prepare students for life-long learning and for ethical, productive participation in a democratic society and the global community

Vision
To be an exemplary, continuously improving educational organization in which all students achieve their maximum potential through a rigorous, engaging curriculum and support systems that cultivate and promote their well-being.

Beliefs

We believe…

- All students can learn.

- Students are the center of the educational process.

- Students learn best in a safe, inviting environment where they are engaged in learning.

- Students have the responsibility to be active learners.

- Students must have highly competent and caring teachers, principals, and support personnel.

- Students should have equitable access to educational opportunities.

- Educational experiences empower students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.

- Effective learning environments nurture the total well-being, independence, creativity, interests, and talents of students, preparing them for post-high school success.

- Our educational organization prepares students to value learning and to contribute to society.

- Our educational organization prepares students to be financially responsible and economically viable citizens.

- Curriculum and instruction should meet the needs of all students.

- Parent involvement and volunteer services support/enhance the teaching/learning process.

- Education is the shared responsibility of home, school, business and community.

- A comprehensive, fully funded public education is a right.

The strategic education plan outlines five performance goals; goal 1 is intended as the priority goal, with goals 2-5 intended to support goal 1.

- Goal l: Raise the academic challenge and performance of each student.

- Goal 2: Ensure quality personnel in all positions.

- Goal 3: Provide a school environment supportive of learning.

- Goal 4: Effectively manage and further develop necessary financial resources.

- Goal 5: Improve public understanding and support of public schools.

Each goal is supported by a series of objectives, strategies and benchmarks through which progress can be measured.

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

Directly related to the strategic planning process is the district's comprehensive, data-based performance assessment system for the superintendent and for principals (PAS-A), teachers (PAS-T) and Instructional Coaches (PAS-IC). Each system has been designed to reflect the strategic education plan goals and is based on a series of performance standards proven through research to define effective school leadership.

The analysis of assessment and other data is a key component of the planning process and guides plan development at all levels. The district maintains a comprehensive profile of the system, the students, and the community. Data are maintained electronically and are available at both the district and school levels. Student data are maintained through the state-required Student Information System and include individual and group demographics; a summary of achievement outcomes derived from various assessments, and non-achievement data related to attendance, discipline, and drop-outs. A comprehensive student locator system enables effective management of students' school assignments, the district's school-choice program, and the bus transportation system.

The Strategic Education Plan guides the allocation of all financial resources and the direction and development of the district's long-term and short-range general fund budget plans.

Eighty percent (80%) of the items included in the general fund budget have direct impact at the school level in the form of funding for salaries, utilities, supplies, and maintenance. Except for salary increases for existing district-level staff, all additions to the annual budget have been for services directly located in schools or in direct service to schools. The South Carolina Department of Education, through its In$ite system, found that the district spends a significantly lower percentage of its budget on program management than do other districts across the state.

Engagement

Improve public understanding and support of public schools.

85.2% parents satisfied with home/school relations

690,608 Volunteer Hours

10,000+ Likes on our Facebook Page

300% increase in **2.5 Years**

6,700 Twitter followers

GCS website visited by **1.7 million**

PLANS FOR THE FIVE INDIVIDUAL TECHNOLOGY DIMENSIONS

Greenville County Schools will use research-proven strategies to provide home, school and community environments conducive to our student's achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement.

The five technology dimensions were derived from the guidance of *Technology in American Schools: Seven Dimensions for Gauging Progress – a Policymaker's Guide*, published by the Milken Exchange on Education Technology (Lemke and Coughlin 1998). These dimensions of technology progress – which consists of:

Learners and Their Environment: This dimension emphasizes helping students use technology in ways that advance their understanding of the content in the state curriculum standards while improving their real-life problem-solving and inquiry skills. The environment should be one of shared learning and should be designed to enhance student academic achievement through scientifically based learning practices and modern technologies.

Professional Capacity: This dimension emphasizes strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, and school library media personnel. Utilizing a broad definition for the term professional capacity, this dimension is also aligned with the EOC action area called "Leadership and Coalition Building."

Instructional Capacity: This dimension is the Executive Writing Committee's further refinement of the Milken dimension "Professional Competency." South Carolina's "Instructional Capacity" dimension specifically targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based

on solid and relevant scientific research. This dimension also aligns with the EOC action area "Teacher Quality."

Community Connections: This dimension emphasizes strategies for the development of partnerships and collaborative efforts to support technology-related activities and to maximize community involvement in education. This dimension promotes school and district partnerships with such entities as private schools, higher education institutions, public libraries, museums, nonprofit organizations, adult literacy providers, and business and industry in ways that will increase student achievement and teacher technology proficiency. This dimension aligns with the EOC action areas "Education for Economic Development" and "Community and Parental Support and Involvement."

Support Capacity: This dimension seeks to combine the Milken progress dimensions "Technology Capacity" and "System Capacity." South Carolina's "Support Capacity" dimension emphasizes the development of strategies to provide the necessary physical infrastructure and supporting resources such as services, software and other electronically delivered learning materials, and print resources in order to ensure efficient and effective uses of technology. This dimension aligns with the EOC action areas "The Governance and Structure of the System" and "Efficient Use of Resources and Accountability."

These five technology dimensions are regarded as synergistic parts of a single system. The framework they create emphasizes a combination of critical elements that are necessary for Greenville County Schools to effectively use technology to accelerate student achievement and learning.

Technology Dimension 1: Learners and their Environment

Greenville County Schools focuses on putting technology in the hands of students in order to provide a learning experience that is hands-on, relevant, and appropriate for a 21st Century Learning Environment.

What will the technology landscape look like in a preK-12 learning environment?

At a minimum, all students will have access to a personal electronic device (PED), either their own PED from home they bring, a device they check out, or a device shared with another student, in every learning environment throughout their preK-12 education experience.

Mobile laptop labs are just one of the technologies students have access to in all the district schools. Each school has up to twelve laptop carts available for classroom checkout, depending on the size of the school. Laptop labs can be used for anything from independent study to group projects and classroom work. The mobile labs give teachers the flexibility of taking the students anywhere on or off school grounds in order to provide them with a rich and relevant learning environment.

Interactive Whiteboards are another standard that observers will notice when walking into Greenville County Schools. The engaged learner is a successful learner. Students interact with the whiteboards on a daily basis and quickly become active learners instead of passive learners. Students in many schools also have access to student response systems. These systems, which work in connection with the Interactive Whiteboards, make students a part of the learning process and give teachers necessary feedback to customize learning for individual students as needed. The Interactive Whiteboards provide teachers with the tools to teach and assess with one system, making it easy to use. The ability to teach and assess as you teach can have a profound effect on student learning. Bob Marzano, one of the authorities in classroom assessment, recently completed a study to determine the impact of using the Interactive White Board and voting systems can have in the classroom. The ultimate conclusion was that good teachers can excel further by utilizing these tools and building on the best practices they are already incorporating into their everyday teaching.

Students have access to a variety of software for remediation around the district. Greenville County Schools subscribes to Compass Learning which is aligned with MAP scores. Scores are compared at the end of the year to measure gains on the state assessment test. MAP, a partner of Compass is able to prescribe students lessons based on their MAP scores.

Students have access to a variety of new and emerging technologies to complete projects and problem based lessons. Through a structured process using video cameras, podcasting, and other

technologies, students complete projects that incorporate real world skills such as interviewing, researching, writing, and public speaking. These technologies in the classroom foster creativity, team building, and 21st Century Skills. Learning how to utilize these technologies when students get out into the business world will be vital to their success. Students unable to appropriately use 21st century tools to reach consumers and audiences will be at a huge disadvantage over those who can.

Technology Dimension 2: Professional Capacity

Greenville County Schools is committed to ensuring that all teachers are technology proficient by providing sustained and on-going professional development. In order to integrate technology into the classroom, teachers must understand technology integration as well as be able to perform the steps necessary to use the technology required. Teachers are required to be technology proficient through the Intel Teach to the Future Program. This program is a rigorous 60 hour, graduate level course focusing on technology integration using tools readily accessible to teachers. Once teachers receive initial certification, they must continue to keep up with their proficiency by taking 30 hours of courses every five years. Teachers have the option as to what courses they take based on their experience level with technology. The goal of this initiative is that teachers will grow in their knowledge of technology integration in the classroom. Instructional Technology is committed to releasing courses every three years in order to provide teachers with the latest best practice when it comes to integrating technology into the instructional process. Teachers will be provided the opportunity to try, adjust, perfect technology integration.

Instructional Technology with assistance from Education Technology Services hosts the Upstate Technology Conference each June. This conference is provided for teachers and focuses on classroom integration. Many of the workshops are conducted by current classroom teachers so that attendees can get a real world perspective on classroom integration. The two day conference offers many sessions for teachers in different strands. Teachers can focus on the technology they want to improve in and focus on for the following year. This conference fosters collaboration among teachers from other schools and district around the state to meet student's needs in the 21st Century. The ability to collaborate with teachers outside the district provides teachers with ideas and experiences they may not be able to receive otherwise. Many of these connections form lasting collaboration and many classroom do projects with other teachers across the state and country.

Summer Academy is put on by Greenville County Schools during the months of June and July. Similar to the technology conference, Summer Academy offers teachers the opportunity to participate in technology integration workshops using technology available to teachers at their schools. Over the last few years, many of the sessions utilize technology as the vehicle for instructional delivery. Effective the 2013-2014 school year, Summer Academy and the Upstate Technology Conference have been combined as the Summer Institute.

Throughout the year, teachers have access to workshops and professional development days using the Professional Development Registration System. Many schools host technology Tuesdays and Thursdays to foster technology integration in their school. Teachers' workdays are

often used for technology workshops and hands-on learning for teachers on various technology software and tools.

Transforming schools into 21st century digital learning environments requires leadership from people who can accept new challenges and embrace new opportunities. Now more than ever, the success of technology integration depends on leaders who can implement systemic reform through vision, strategic planning, allocation of resources, and monitoring. The leadership must be able to effectively and accurately evaluate effective technology integration and evaluate current technology trends.

Technology Dimension 3: Instructional Capacity

Teachers' instructional capacity is increased and sustained through skill-building professional development for blending technology integration with instructional practice. Teachers are able to facilitate student engagement within multiple learning platforms by implementing the SAMR model as a tool for technology integration. The SAMR framework consists of the following objectives:

- Redefinition – Technology allows for the creation of new tasks, previously inconceivable

- Modification – Technology allows for significant task redesign

- Augmentation – Technology acts as a direct tool substitute, with functional improvement

- Substitution – Technology acts as a direct tool substitute, with no functional change

All teachers have access to Interactive White Boards. These boards allow teachers and students to engage in lessons that facilitate active learning with the curriculum being taught. When used appropriately, the student's role changes from passive learner to actively engaged learner. Consequently, the teacher's role shifts to a model of facilitation for instructional best practice. Engaged students are more likely to be able to retain and apply concepts, information, and skills than students who are passively participating in classroom instruction.

Additionally, teachers have access to Student Response Systems. These devices allow students to give teachers immediate feedback on student understanding of material being taught. Student responses can be downloaded and utilized to help teachers plan accordingly for instruction that will address gaps in student understanding and provide differentiation to meet the needs of all of their students. Student Response Systems also engage students in the process of concept acquisition and holds them accountable for their learning.

In an effort to bring the real world into the classroom and promote the global learning experience, Greenville County employs a full time Distance Learning Coordinator to promote and execute distance learning programs. These programs take the form of virtual field trips and guest speakers from around the world. Students in Greenville County regularly visit speakers and guests from all over the world using distance learning. International Baccalaureate schools have specifically used Distance Learning in order to bring global experiences into the classroom. Through these programs, students can connect with other students around the world and interact with other cultures and societies.

Extending the school day is important in the age of accountability. To assist teachers in reaching every student's needs beyond the traditional school day, Greenville County provides access to Moodle, Edmodo, and Echo as Learning Management Systems (LMS). Teachers have the ability to put their classes on a LMS so that students can access the content anywhere, anytime, anyplace. More teachers, each year, are realizing the benefits of putting classroom content on an LMS so students can access it in the same place every time. Student organization and study skills can be strengthen having instructional content in a centralized location to reference and aid in continual learning.

Teachers utilize the SAMR model which provides a framework that serves as a guide to help teachers integrate technology into their existing lessons. The SAMR framework consists of the following objectives:

- Redefinition – Tech allows for the creation of new tasks, previously inconceivable
- Modification – Tech allows for significant task redesign
- Augmentation – Tech acts as a direct tool substitute, with functional improvement
- Substitution – Tech acts as a direct tool substitute, with no functional change

Technology Dimension 4: Community Connections

Frequent communication must happen between the multiple stakeholders in our individual school communities in order for students to be successful in utilizing technology effectively in the classroom. Our community includes the following:

- All members of the school staff
- Students
- Parents, guardians, and extended family
- Business and industry partners
- Community partners
- Post-secondary partners

Each school will develop a campaign to educate the local school community. It is recommended that local school campaigns include the following modules:

- Develop site-based handbook "Engaging the Local Community as Educational Partners"
- Explain the role of technology in the 21st century learning environment
- Provide templates for engaging new community partners and developing sustainable partnerships
- Partnering with Your Local School

All teachers are currently required to maintain an up-to-date teacher website. Aside from teacher websites, teachers communicate with parents through email as well as blogs and wikis. Many teachers post projects and deadlines on wikis and blogs for students and parents to have access to throughout the year. Parents and students can participate on blogs and wikis through the comments section and be an active participant in the learning process.

Parents also have access to grades online using the district's Parent Portal. Grades are available each progress and report card term. Many teachers also send home progress reports electronically to parents on a weekly basis. PowerSchool provides parents the ability to see daily grades thus increasing communication between the classroom teacher and parents.

School websites also help keep parents informed about events and activities at the school. These websites often have video introductions by students as well as information about the school including report card data, special programs, faculty lists, and school statistics.

All schools in the district also have access to SchoolMessenger which is a telephone, email and SMS notification system. This system is utilized by schools to send out important information to parents about parent conferences, PTA Meetings, etc.

Technology Dimension 5: Support Capacity
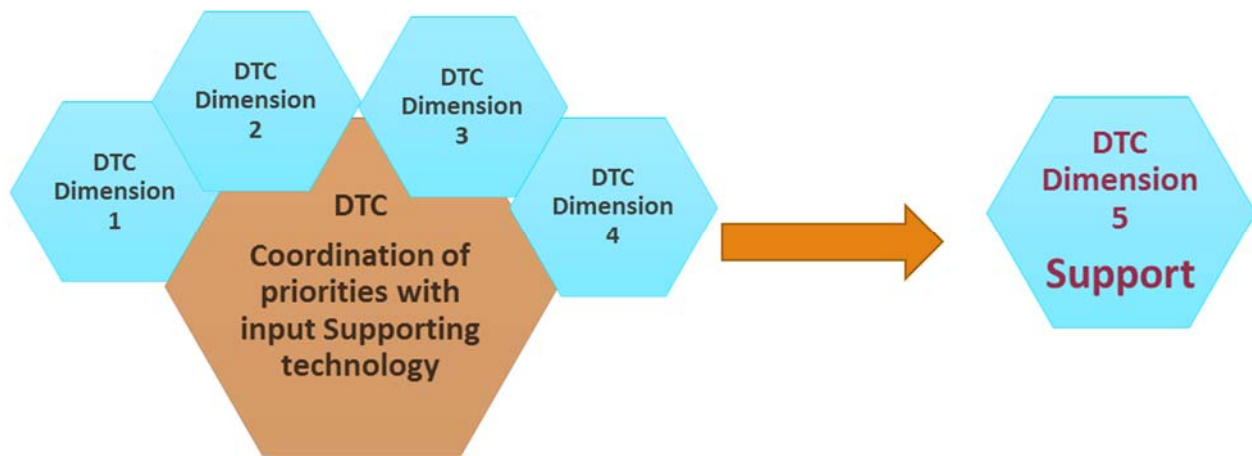
Greenville County Schools will provide information and technology systems and services that empower our clients to focus on student learning/achievement and supporting business functions.

Promethean Project – by the beginning of 2014 all instructional classrooms contained an Interactive Whiteboard (Promethean). For 2015-2020 the goal is to maintain and support the existing boards and to enhance the technology to support non-traditional devices and Bring Your Own Technology.

Wireless Infrastructure – prior to 2014 only 25% of Greenville County Schools had any wireless capacity and this capacity was limited to a few or low-density of devices. During the calendar year 2014 the district started an aggressive plan to implement high-density wireless in all schools. By the end of 2014 100% of all Greenville County Schools will have the capacity to support not only district-owned but Bring Your Own Technology as well. The implementation guidelines call for 2 times the enrollment for the number of devices supported.

Broadband Expansion – With the proliferation of web based applications, VOIP, distance learning, and other web based resources the demand for increased bandwidth continues to push the district infrastructure to its limits. The District continues to require additional broadband capacity with a projected 2017 capacity of 1Gigabit for every 1,000 students. Historically the district has had a single connection to the Internet which presents itself as a single point of failure. The new network design calls for individual connections at each high school to the Internet with a centralized backup connection. Schools geographically located near a high school will utilize the high school's connection as their primary Internet connection.
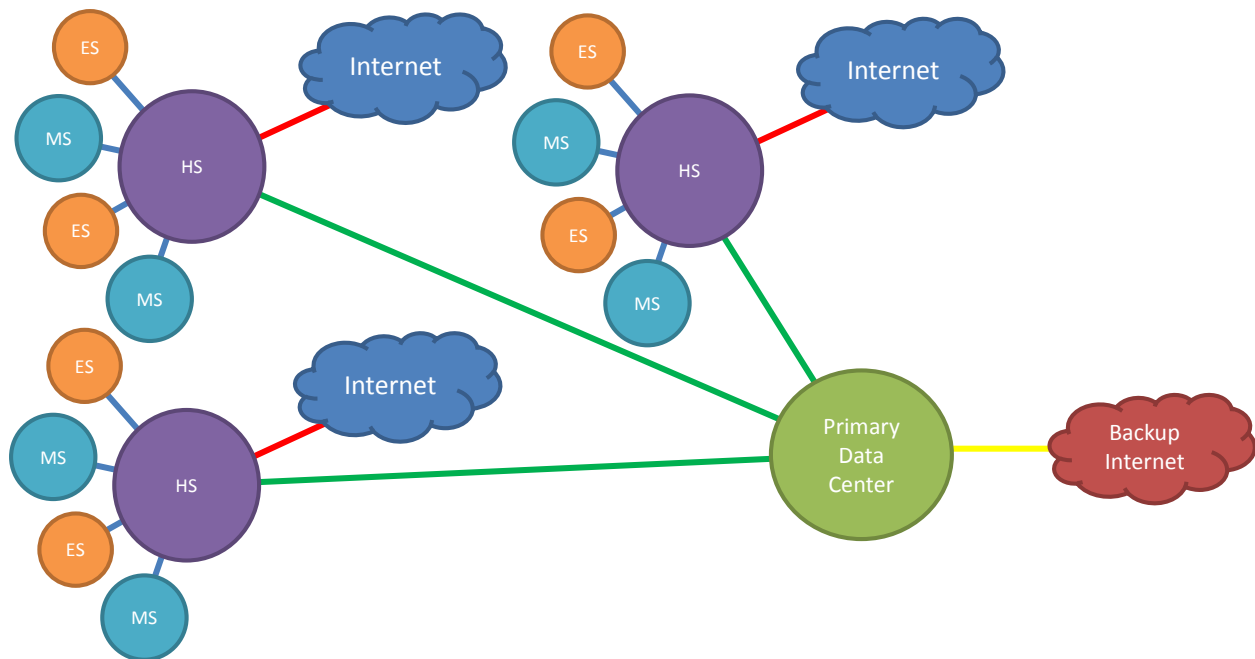
Expansion of Approved Devices – Technology of the devices in today's world advances at incredible speed. Today's student must keep up with the evolving landscape and GCS is creating an atmosphere where our students can evolve with device technology. Switching between platforms of device type and Operating System (OS) is becoming second nature. GCS ongoing expansion of approved devices ensures students will not be limited in options. Which, will evolve their knowledge and confidence.

Support for Schools in Device Selection – A program to assist schools in determining device option prior to purchase is in place. Schools can, based on their curriculum, get assistance in finding suitable devices that uniquely fit their individual needs.

Budget constraints – All State Agencies have recently been hit hard with budget reduction and Greenville County Schools has not been immune from the effects of these reductions. With this in mind it is the goal of the technology department to leverage technology to reduce operating costs wherever possible.

"Technology itself is not the curriculum. Technology is a key that opens opportunities for students to learn in the classroom. It is a way in which we can bridge what in the past have been large gorges that have separated students from opportunity."

John Dossey, Illinois State University

INFORMATION TECHNOLOGY GOVERNANCE

The properly governed use of information technology is essential to achieve the objectives and mission of GCS. Information systems are used to directly support instruction in such areas as:

- Student learning, instruction and Cyber Safety

- Grade, attendance, and discipline

- Testing

Information systems also support all activities that indirectly support instruction such as:

- Student health

- Finance

- Employee benefits

- Human resources

- Maintenance and operations

- Transportation

- Research

- Communications to parents and the community

- Crisis planning and response

- Business continuity

The term "Information Technology Governance" rather than "security" best describes the objective of this five year plan. Calder and Watkins clearly define IT governance:

> *We define IT governance as "the framework for the leadership, organizational structures and business processes, standards, and compliance to these standards, which ensures that the organization's information systems support and enable the achievement of its strategies and objectives."*

This is a broader scope than the typical and often mistaken assumption that an organization can buy security with products and services. The internationally known organization IT Governance Ltd. states in its IT governance literature:

> *Information security is not just about anti-virus software, implementing the latest firewall or locking down your laptops or web servers. The overall approach to Information Security should be strategic as well as operational, and different security initiatives should be prioritized, integrated, and cross-referenced to ensure overall effectiveness.*

Information security is not just about the latest anti-malware, next generation firewall or applying the latest security features to your mobile devices, cloud, or web servers.

This section outlines a continued five year plan for increased IT governance that is essential for GCS to achieve its mission. GCS can accomplish the GCS Information Technology Governance Five Year Plan by continuing to implement an Information Security Management System (ISMS) based on international standards. This management system puts technology, processes, and procedures in place to make information security part of the fabric of all activities at GCS. Though implementing an ISMS is a finite project, it institutes ongoing practices that are essential for the confidentiality, integrity, and availability of information at GCS. Information security is not a destination, it is a process. Technology advances in education have introduced challenges to implementing the ISMS. The evolution of the standard itself, now known as ISO 27001:2013 has also presented new challenges. It is important for GCS to stay the course with ISO 27001, as it is becoming more relevant in the current and evolving technology era.

ISO 27001:2013 and the ISMS

The GCS Information Technology Governance Five Year Plan incorporates the International Standards Organization standard 27001 for 2013. This standard is accomplished by implementing the ISMS. ISO 27001:2013 is an international vendor neutral standard of information technology governance that accomplishes the well-known triad of information security: confidentiality, integrity, and availability. As it is technology neutral, GCS can apply it to existing and future GCS information technologies. ISO defines an ISMS as "that part of the overall management system, based on a business risk approach, to establish, implement, operate, monitor, review, maintain, and improve information security."

Why is ISO 27001 needed?

The world is changing quickly; once paper based, information is now largely stored digitally. The advent of 'cloud computing' has meant data is now being securely uploaded and backed up offsite. Or is it? The reality is that assurances must be in place to ensure data is truly protected.

Information is an asset, and like any other, needs to be protected. Information security and ISO 27001 goes beyond digital devices and computers however, it covers:

- Confidentiality - Protecting information from unauthorized access

- Integrity - Ensuring information is accurate and protected by unauthorized modifications, damage or accidents

- Availability - Allowing levels of access to information to appropriate people

Whether through ecommerce payment, employee access, or the potential for device theft containing protected information, the public relies on knowing that their personal information is reasonably protected. Google recognized this with their cloud-based apps, aiming to improve consumer confidence by implementing ISO 27001.

Embarrassing stories related to information security have been in the press for some time now. Unauthorized access to information by a rogue employees or lack of acceptable controls could have significant impact. With bad news spreading quickly, this could affect GCS reputation permanently or trigger a regulatory audit with significant costs attached.

Benefits of Risk Management

Using ISO 27001:2013 for IT governance implements security based on risk to information assets. Using ISO 27001 also allows GCS to more easily acquire insurance in order to transfer risk and to reduce liability. It also addresses proper protocol to maintain regulatory compliance.

Consider the Problem

Today, more than ever, information security has moved to the forefront in all operations aspects to protected information handling. A recent article in CSO online stated:

> *Conventional third party controls are no longer sufficient to cover the ever-expanding attack surface presented by web and mobile applications developed by service vendors and/or commercial software providers.*

The problem has become so prolific in the finance industry's Financial Services Information Sharing and Analysis Center (FS-ISAC) is beginning a program to provide guidance for the rest of

the industry on additive controls to address software security. It cannot be understated how quickly the issues of information security continue to grow and affect the daily operations of all enterprise environments, especially in the highly-regulated education sector. South Carolina recently ranked in the top 20 for Identity Theft complaints according to the Federal Trade Commission's February 2014 Consumer Sentinel Network Data Book.

It's a just a technical issue, right?

Most mistakenly perceive information security as a technical problem that can be solved with technology. Since the ETS Information Security group has been tracking security incidents at GCS, it has found that GCS user, personnel errors and omissions, along with complacency to secure processes have attributed to most incidents. This is known industry wide as the "insider threat", and it is this 'threat' that many consider the biggest concern to information security and the Internet for the foreseeable future. This is of particularly great concern to the flexibility of any Bring your Own Device (BYOD) and one to one initiatives.

Along with traditional methods, today's hackers are using more advanced malware and phishing techniques seemingly without end. Keep in mind, users are not always protected behind their corporation's network "castle walls". When users venture out of the proverbial castle walls they are at the mercy of rogue nation-states, hackers, cybercriminals, and identity thieves. These modern-day 'bandits of the internet' threaten to leverage network users' personal mobile devices, mobile applications (apps), and vulnerable "off the shelf" software to create these insider-threats. Threats which have the potential to follow the user and\or device back to the corporate network and enterprise 'castle'. Today these findings are consistent with all enterprise computing environments. ISO standards address not only technical security controls, but GCS processes and user awareness of these issues. In today's threat environment, everyone in the enterprise becomes responsible for their awareness of information security.

If it was vulnerable, would they be able to sell it?

Regulatory over-watch of commercial and general software development have been around for a relatively short period in comparison to other industries. A software developer or corporation must make a claim about their software-product before the Federal Trade Commission (FTC) can act under the commission's 'deception authority' and this directly affects the business side of education, when dealing with such things as financial oriented software.

 However, the FTC has more authority of fines and censure under the Children's Online Privacy Protection Act (COPPA) which affects student educational software services and providers of student online services. The Family Educational Rights and Privacy Act (FERPA) also impacts educational technology in this sphere- when it comes to privacy of any 'FERPA defined' education records, with which the company may be considered 'FERPA defined' as maintaining.

What is vulnerable?

The recent 2014 Cenzic Application Vulnerability report found that 96% of tested applications have vulnerabilities; this percentage appears to remain in line with previous reporting of vulnerabilities in tested applications. One must consider 'first to market' and many other causal effects, as reasons for this percentage.

In the FTC's statement before the Committee on Homeland Security and Governmental Affairs on "Data Breach on the Rise: Protecting Personal Information From Harm" The FTC described its metric for how it determines what constitutes reasonable steps to product safeguards, commonly referred to as a "reasonableness" standard:

> *FTC's approach to reasonableness looks to see whether companies have implemented basic, fundamental safeguards that are reasonable and appropriate in light of the sensitivity and volume of the data it holds, the size and complexity of its data operations, and the cost of available tools*

The FTC also described its *pro*scription for data security, which is in line with other educational regulatory guidance regarding 'secure practices' in protected information compliance. This is also relative to ISO 27001 compliance:

- First, companies should know what consumer information they have and what personnel or third parties have, or could have, access to it. Understanding how information moves into, through, and out of a business is essential to assessing its security vulnerabilities.

- Second, companies should limit the information they collect and retain based on their legitimate business needs, so that needless storage of data does not create unnecessary risks of unauthorized access to the data.

- Third, businesses should protect the information they maintain by assessing risks and implementing protections in certain key areas – physical security, electronic security, employee training, and oversight of service providers.

- Fourth, companies should properly dispose of information that they no longer need.

- Finally, companies should have a plan in place to respond to security incidents, should they occur

Pick any Two

Security must be balanced with cost and usability. Often the most secure method of securing a system makes it difficult to use. This is a challenging proposition with our student and many non-technical staff computer users. Security and usability can often only be accomplished at greater cost. This tension is shown in the graphic below. One can only attain two of the three attributes in meeting the information security challenge:
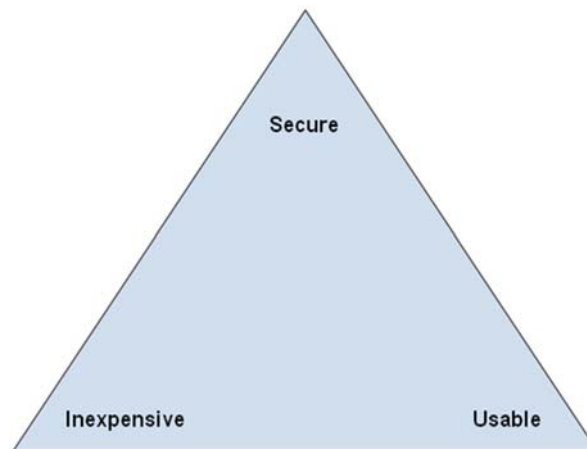
Unify and Improve Existing Security Efforts

GCS has already implemented security policies and processes as well as programs of increased user awareness. Implementing ISO 27001: will unify these efforts, improve them, and create new policies and procedures where needed. In some cases there is no need to "reinvent the wheel". David Ramirez writes of streamlining an ISO 27001 implementation in an Information Systems Audit and Control Association (ISACA) article:

> *ISO 27001 presents a new opportunity to articulate the policy to all the business areas and define a companywide framework. The main concept of a streamlined implementation relies on existing efforts and frameworks to connect and improve security. If a business area has already implemented controls, regardless of their compliance level, it is usually easier to improve existing models than to deploy a new one.*

Overview of Objectives

The GCS Information Technology Governance Five Year Plan continues to encompass several broad categories of objectives. GCS cannot meet these objectives by only purchasing technology, but by sufficient and necessary manpower to implement and maintain the ISO 27001: ISMS.

Unify GCS IT Governance Efforts

Implementing ISO 27001: will bring various departments together in order to secure information. Information security is not an ETS only issue, but it takes increased awareness and "buy in" from all GCS departments. The Information Security Group already has a good working relationship with various departments. This relationship will strengthen under this plan. A proper plan with secure process is a confidence builder and business enabler.

Increased Prevention

Risk assessments along with assessing new information systems and software projects, to include security upfront, is essential to establish security in the fabric of a system. Another part of prevention- is professional development and increased user security awareness training. Training which is essential to the establishment and success of quantified controls. These preventative measures are necessary to have in-place. Improvement of staffing considerations which are in-line with other organizations of the same size in the education sector, are also necessary for ISO 27001 compliance, which requires resource-focus on governance processes.

Increased Detection

GCS must continue to expand vulnerability assessments and penetration tests to detect security issues before they are exploited. Security monitoring has increased exponentially, but must continue to expand, in order to meet an increased and evolving threat. This requires additional resources, manpower, professional development, and technology.

Increased Remediation

When there is a security incident, responding to an incident is an unplanned project, consisting of a task to be accomplished in limited time with limited resources. The GCS Incident response plan involves detecting and correcting policies, procedures, and technical weaknesses which may have led to the incident.

Security Controls Based on Risk

Information security fiscal resources to date have been shared and its human resources are limited. Therefore, GCS must apply advice and recommendations based on risk, so the greatest reduction of risk occurs with the wisest use of resources. Driving change only occurs by implementing risk management as part of all IT governance at GCS. This involves a culture shift, which implementing the ISO 27001 ISMS will continue to facilitate, as well as bring visibility to the necessity of increased resource allocation.

Managing Information as an Asset

GCS must maintain a centralized inventory of information systems assets in order to assess, reduce, and manage the risk to GCS information. In today's environment this becomes a challenging task with various acquisitions of technology, mobile applications (apps), and software which may often be acquired on the commercial market, outside of ETS. GCS must continue to improve its implementation of an information system asset management as part of the ISMS.

Security up Front

Attempting to secure commercially purchased or online educational services, developed information systems, or mobile applications *after* they are implemented, is highly ineffective and a waste of human resources. This also contributes to loss of resources in addressing possible legal and regulatory compliance issues in a post-purchase environment. In parallel with asset management, the procurement processes at GCS must continue to improve these processes which include security up-front, not after the fact. Not only will this increase security, but will economize and conserve precious education resources for return to the classroom.

New Security Technology

New evolving technology is continually available to significantly meet the evolving threats. In order to reduce risk to GCS information and continue to support the GCS mission, this plan foresees the addition or continuation of the following:

- Continue to expand security awareness

- In defense of evolving threats- continue to research, adopt, implement, and monitor evolving technology and systems to protect the GCS network

- Secure wireless overlay with higher density coverage at all GCS locations

- Mobile device encryption that effectively encrypts information on all GCS personal computing devices and portable storage. An enterprise wide centrally managed system provides the best protection of information and productivity of users, while allowing economy through centralized management

- Increase Web application security and Database encryption of protected information through evolving defensive technology systems and endpoint solutions, with additional resources to aid in expanded application vulnerability testing.

- Windows Server 2012 to maintain security and bring new security features to the GCS network. Among improved features is the ability to set different password policies for different groups of users and increased resource efficiency and improved economy.

- Formal adoption a Computing platform assurance program that ensures infrastructure integrity with purchases or upgrades of the latest OS versions of Windows and other operating systems for all device platforms- including mobile, server and desktop. A documented assurance program will best maintain security and bring new security features to the GCS network in a well-balanced and GCS-specific process.

- Centralized event monitoring is essential for real-time security event detection and incident response as well as increased resources for system maintenance. This may involve the purchase of specialized technology and will definitively involve dedicated additional manpower.

Additional Personnel

Improvement of staffing considerations which are in-line with other organizations of the same size within the education sector is of concern. Since its inception in 2006 the Security Group's current-level personnel demands have grown exponentially as global events have made it necessary. GCS has maintained the current number of Security Support staff with no increase for the past 8 years. Today, all GCS staff are more aware of the need for increased security. Users and managers have increasingly called upon the Security Group to help perform tasks and implement systems securely. The Security Group has increasingly performed risk assessments on new systems, responded to more security incidents, and performed increasingly complex investigations. To implement the ISMS and meet the growing demand more personnel are needed. To put it succinctly, job responsibilities continue to grow with advances in technological capabilities. It is critical that staffing levels, with the personnel to handle those increases, remain in step. According to a recent survey of Information Security (IS) personnel in the education field, GCS is understaffed by a considerable percentage. Along with dedicated funding, IS personnel understaffing has direct consequences to the ISO 27001 compliance process as well as the auditing process, both of which reflect ISMS commitment level, which is taken into account by outside accrediting agencies and auditors. GCS must not sacrifice the long term vital task of implementing the ISMS and controlling for increasing technology risks, in order to respond to short term urgent tasks such as incident response.

Security consolidation

Worldwide, the Information Security role has evolved in the last five years from one of IT security administration to high-level risk management. This is not a bad thing. The security group is led, and staffed, by former members of the defense, and law enforcement sectors. Their unique knowledge with widening application of awareness programs, broad continuity of secure practices, and the application of secure protocols, are essential. These performance factors are in line with this evolving industry role in security. The Information Security lead's responsibility has shifted to the big picture and designing a security program that balances acceptable risks, against those which are not-acceptable, and takes into account the growing needs of regulatory compliance.. An article on the expanding role of information security officers, in CSOonline, quoted Eric Cowperthwait, CSO of Seattle based Providence Health and Services as stating:

> *Security is growing in scope to cover things like business continuity, disaster recovery, information security (as opposed to IT security, focused very narrowly on technology controls within the scope of the IT organization), compliance training and awareness, and so forth. So, things that security practitioners long said were part of security, our organizations are now looking for us to accomplish also. Essentially, the CSO/CISO has become a permanent part of the group sitting at the table deciding how the company does business. The CSO leads the security function within the business and that function is now viewed as a necessary function within the business, rather than something to be given lip service to keep the regulators away but otherwise ignored. This is a significant and powerful change*

This new role is reflected in the application of ISO 27001:2013 and the five year plan includes more resources for security consolidation as well as broader interdepartmental assistance.

Increased Awareness and Staff User Awareness

In concluding the Governance section it is critical to note the most important aspect of any security programs is: Awareness. People are most valuable organizational asset and continue to be the weakest link in information security. As regulatory requirements evolve and as various threats increase to take advantage of this weakness, it is necessary for GCS to match this in response. The five year plan includes more resources for security awareness training. Awareness programs for staff are in step with the Increased Student Awareness programs.

Increased Student User Awareness

The Protecting Children in the 21st Century Act includes teaching children about Internet safety. GCS has developed several Internet and cyber-safety programs for GCS students using content from trusted sources like: The SC Attorney General's Internet Crimes Against Children (ICAC) Task

Force, the National Institute of Standards and Technology (NIST), stopbullying.gov, NetSmartz and many others.

The Security Group has taken the lead at GCS and in the state in developing Cyber-Safe programs. With increasing frequency and on a "by request-only basis" the Security Group has spoken at over 100 presentation events in the 2013-2014 school year. All total, over 300 presentations to students, staff, and community groups since the program's inception in late 2011.

In recognition of the ground-breaking program in Cyber Safety the Information Security Group recently formed a partnership with the SC Attorney General's Internet Crimes Against Children (ICAC) Task Force as education coordinators. The security group continuously coordinates with local, federal, and state law enforcement agencies in regards to its cyber safety programs.

The security group also maintains outreach and coordination efforts with the community such as local news media and several groups such as The SC Victims Assistance Network, Safe Kids Upstate, The Centers For Missing and Exploited Children, and numerous other community based groups in a continued commitment to increased cyber safety awareness and safe technology use.

Plan Implementation Overview

Year 1

- Continue the board mandate to implement ISO 27001 and officially procure updated ISO 27001:2013 standard.

- Update the board on the recent ISO 27001 latest 2013 standard and changes occurring with the broader state of security developments in-general, updating on regulatory compliance, and IT current events.

- Continue to add to the existing security policies and procedures in the now forming ISMS

- Continue steps toward implementing an information asset inventory system *(while no longer specifically required for ISO 27001, this remains industry best practice for an operation of GCS' scope)*

- Establish procurement documentation as key point in an effort to bring purchases into a program of inventory and maintaining critical assets

- Implement resources for broader risk assessment beyond development and new purchases and wider evolving technology in categories such as 'zero-day systems'

- Produce statement of applicability and state objectives within the information security policy

- Obtain dedicated budget approval for ISO standard's prescribed professional development, additional technology and personnel- to provide new controls which determine commitment within ISO 27001 auditing standards

- Hire and train additional personnel to assume existing tasks

- Perform ISO 27001 self-assessment

- Perform an ISO 27001:2013 Gap Analysis by the certifying body for confirmation of self-assessment applicability findings

Year 2

- Continue ISMS implementation with the new update in the standard

- Design new controls based on the certifying bodies Gap-Analysis and identified-risk within the new standard

- Continue to garner support to formalize new and existing controls into ISMS

- Continue to document and implement ISMS with policies, standards, and procedures that meet the updated standard

Year 3-5

- Obtain the latest ISO 27001:2013 certification with external audit. (While this item may appear sparse in contrast to other items, this period takes into consideration the complex scope and enormous timetable of an ISO 27001 implementation. All of which, must coincide with and parallel day-to-day operational duties, as well as other information security improvements areas.)

Information Technology Governance Objectives

The table below shows the IT governance objectives for GCS Information Technology Governance Five Year Plan based on ISO 27001. The ISO 27001 standard notation is listed with each objective as the reference number.

Objective: GCS management shall provide direction and support for information security in accordance with business requirements and relevant laws and regulations.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.5.1	A. An information security policy document shall be approved by management, and published and communicated to all users and relevant external parties. B. The information security policy shall be reviewed at planned intervals or if significant changes occur, to ensure its continuing suitability, adequacy, and effectiveness.	Continue to build on existing executive management support. Obtain formal Board of Trustee support for ISO 27001 plan. Begin implementing ISMS. Roll existing processes and policies into ISMS. Continue to evaluate and improve existing security policies.	No additional funding required	Creation of the policy document and approval by management and the Board

Objective: Manage information security within GCS.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.6.1	A. Management shall actively support security within GCS through clear direction, demonstrated commitment, and explicit assignment and acknowledgement of	Roll existing processes and policies into ISMS. Use ISMS to further define security responsibilities and create district wide information	No additional funding required	Controls implemented

information security responsibilities. B. Information security activities shall be coordinated by representatives from different parts of GCS with relevant roles and job functions. C. All information security responsibilities shall be clearly defined, D. A management authorization process for new information processing facilities shall be defined and implemented. E. Requirements for confidentiality and non-disclosure agreements that reflect GCS requirements for the handling of information shall be identified and regularly reviewed. F. Appropriate contacts with relevant authorities shall be maintained. G. GCS' approach to managing information security and its implementation (i.e. control objectives, controls, policies, rules, processes and procedures for information security) shall be reviewed independently and at	security committee.		

planned intervals, or when significant changes to the security implementation occur.	

Objective: Maintain the security of GCS information processing facilities and information assets accessed, processed, communicated to or managed by external parties.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.6.2	A. The risks to the GCS information assets and information processing facilities from business processes involving external parties shall be identified and appropriate controls implemented before granting access. B. All identified security requirements shall be addressed before giving external parties access to GCS information assets. C. Agreements with third parties involving accessing, processing, communicating or managing GCS information or information processing facilities, or adding products or services to information processing facilities, shall cover all relative security requirements.	Audit existing access of external organizations to GCS information facilities. Implement controls where needed.	No additional funding required	Agreements executed with all 3rd parties

Objective: Maintain and achieve appropriate protection of information assets.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.7.1	A. All assets shall clearly be identified and an inventory of all important assets drawn up and maintained. B. All information and assets associated with information processing facilities shall be 'owned' by a designated part of GCS. C. Rules for the acceptable use of information and assets associated with information systems or services shall be identified, documented and implemented.	Implement information asset system and assess risk. Determine controls to manage risk. Document existing controls and determine priorities for new controls.	No additional funding required	Assets identified and documented

Objective: Ensure that information receives an appropriate level of protection.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.7.2	A. Information shall be classified in terms of its value and legal requirements, sensitivity, and criticality to GCS. B. An appropriate set of procedures for information labeling and handling shall be developed in accordance with the classification scheme adopted by GCS.	Implement information asset system and assess risk. Determine controls to manage risk. Document existing controls and determine priorities for new controls.	No additional funding required	Procedures developed

Objective: Ensure that employees, contractors, and third party users understand their responsibilities and are suitable for the roles they are considered for to reduce the risk of theft, fraud, or misuse of facilities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.8.1	A. Security roles and responsibilities of employees, students, contractors, and third party users shall be defined and documented in accordance with the GCS information security policy. B. Employees, contractors, and third party users shall agree to the terms and conditions of their employment contract which states their responsibility for information security.	Implement standards in HR. Implement standards in student Internet safety and security training.	No additional funding required	Standards implemented

Objective: Ensure that all employees, contractors, and third party users are aware of information security threats and concerns, their responsibilities, and liabilities in order to support GCS information security policy.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.8.2	A. GCS management shall require employees, students, contractors, and third party users to apply security in accordance with established GCS policies and procedures.	Implement standards in HR. Implement standards in student Internet safety and security training.	No additional funding required, training provided by internal staff	Review awareness training material and track training sessions

B. GCS users shall receive appropriate security awareness training and regular updates to GCS policies and procedures relevant for their job function. C. There shall be a formal disciplinary process for employees who have committed a security breach.	

Objective: Ensure that employees, contractors, and third party users exit GCS or change employment in an orderly manner.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.8.3	A. Responsibilities for performing employment termination or change shall be clearly defined and assigned. B. Employees, contractors, and third party users shall return all GCS assets upon termination of their employment or contract. C. The access rights of users to information and information systems upon termination of employment, or contract, or student enrollment shall be removed upon termination of their employment, contract, or student enrollment,	Implement standards in HR. Roll existing network account termination process into ISMS.	No additional funding required	Develop and implement processes

or adjusted upon change.	

Objective: Physical security to prevent unauthorized physical access, damage, and interference to GCS premises and information.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.9.1	A. Security perimeters shall be used to protect information and information system facilities. B. Secure areas shall be protected by appropriate entry controls so that only authorized personnel are allowed access. C. Physical security for offices, rooms and facilities shall be designed and applied. D. Physical protection against damage from fire, flood, earthquake, explosion, civil unrest, and against other forms of natural or man-made disaster shall be designed and applied. E. Physical protection and guidelines for working in secure areas shall be designed and applied. F. Access points such as delivery and loading areas and other points where unauthorized persons	Audit existing physical security for information facilities. Identify and implement needed controls based on risk.	No additional funding required	Prepare and submit audit documentation and recommendations

	may enter the premises shall be controlled and, where possible, isolated from processing facilities to avoid unauthorized access.			

Objective: Implement equipment security to prevent loss, damage, theft, or compromise of assets and interruption to GCS activities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.9.2	A. Equipment shall be sited or protected to reduce the risks from environmental threats and hazards and opportunities for unauthorized access. B. Equipment shall be protected from power failures and other disruptions caused by failures in supporting utilities. C. Power and telecommunication cabling carrying data and supporting information services shall be protected from interception and damage. D. Equipment shall be correctly maintained to ensure its continued availability and integrity. E. All items of equipment containing storage media shall be checked to ensure sensitive data and licensed software has been removed or securely overwritten prior to disposal. F. Equipment or information shall not be taken off site	Audit information facilities. Identify needed controls. Implement physical security into ISMS.	Funding may be required based on outcome of audit	Prepare and review audit documentation and recommendations

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
	without prior authorization.			

Objective: Implement operational procedures and responsibilities to ensure correct and secure operation of information processing facilities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.1	A. Operating procedures shall be documented, maintained, and made available to all users who need them. B. Changes to information processing facilities and systems shall be controlled. C. Duties shall be segregated to reduce the risks of unauthorized access or changes to systems. D. Development, test, and operational facilities shall be separated to reduce the risk of unauthorized access or changes to the operational system.	Additional manpower to document procedures. Additional network equipment to segregate development and test environments.	No additional funding required, equipment funding to be provided by projects	Documented procedures and test environments setup

Objective: Implement and maintain appropriate level of information security and service delivery in line with third party service delivery agreements.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.2	A. It shall be ensured that security controls, service definitions, and	Audit existing vendor agreements that	No additional funding required	Audit reports

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
	delivery levels included in third party service delivery agreements are implemented, operated, and maintained by the third party. B. Changes to the provision of services shall be managed, taking into account the criticality of the business systems involved and the re-assessment of risks.	provide services to GCS, particularly hosted applications. Ensure security is included in the agreements.		

Objective: Implement system planning and acceptance to reduce the risk of systems failures.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.3	A. The use of resources shall be monitored, tuned, and projections made of future capacity requirements to ensure required system performance. B. Acceptance criteria for new information systems, upgrades, and new versions shall be established and suitable tests carried out during development and prior to acceptance.	Roll existing processes and procedures into ISMS. Formally document current processes.	No additional funding required, additional staff may be required as the number of resources increases	Develop acceptance criteria, monitor resources

Objective: Implement protection against malicious and mobile code to protect the integrity of software and information.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.4	A. Detection, prevention, and recovery controls to protect against malicious code and appropriate user awareness shall be implemented. B. Where mobile code is authorized, the configuration shall ensure that it operates according to a clearly defined security policy.	Implement next generation firewall and content filter to reduce malware and unauthorized software. Implement next generation of endpoint security.	General Fund	Upgrade detection, prevention and recovery controls as needed and as technology changes

Objective: Implement backup to maintain the integrity and availability of information and information processing facilities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.5	A. Backup copies of information and software shall be taken and tested regularly in accordance with the agreed backup policy.	Audit and continue current backup plan, roll procedures into ISMS. Implement periodic tests of backups. Investigate short term backup to disk for business continuity.	No additional funding required	Testing completed

Objective: Ensure the protection of information in networks and the protection of the supporting infrastructure.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.6	A. Networks shall be adequately managed and controlled in order	Define controls needed based on risk assessment	No additional funding required	Networks monitored and service

				levels established
to be protected from threats, and to maintain security for the systems and the applications using the network, including information in transit. B. Security features, service levels, and management requirements of all network services shall be identified and included in any network services agreement whether these are provided in-house or outsourced.	and asset inventory. Document roles and responsibilities in ISMS. Procure log management system.			

Objective: Prevent unauthorized disclosure, modification, removal, or destruction of assets, and interruption to business activities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.7	A. Procedures shall be in place for the management of removable media. B. Media no longer needed is properly and securely disposed of, using formal procedures. C. Procedures for the handling and storage of information shall be established to protect this information from unauthorized disclosure. D. System documentation shall be	Role existing procedures into ISMS.	No additional funding required	Develop procedures and standards

	protected from unauthorized access			

Objective: Maintain the security of information and software exchanged within GCS and any external entity.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.8	A. Formal exchange policies, procedures, and controls shall be in place to protect the exchange of information through the use of all types of communications facilities. B. Agreements shall be established for the exchange of information and software between GCS and external parties. C. Media containing information shall be protected against unauthorized access, misuse, or corruption during transportation beyond GCS physical boundaries. D. Information involved in electronic messaging shall be appropriately protected. E. Policies and procedures shall be developed and implemented to protect information associated with the	Audit existing exchange of information between GCS and external entities. Implement controls and procedures to meet standard. Roll current procedures into ISMS.	No additional funding required	Develop formal procedures or enhance existing procedures

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
	interconnection of GCS information systems.			

Objective: Ensure the security of electronic commerce services and their secure use.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.9	A. Information involved in electronic commerce passing over public networks shall be protected from fraudulent activity, contract dispute, and unauthorized disclosure or modification. B. Information involved in online transactions shall be protected to prevent incomplete transmission, misrouting, unauthorized message alteration, unauthorized disclosure, and unauthorized message duplication or replay. C. The integrity of information being made available on a publicly available system shall be protected to prevent unauthorized modification.	Roll existing application security process into ISMS.	No additional funding required	Security process rolled into ISMS

Objective: Implement monitoring to detect unauthorized information processing activities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.10.10	A. Audit logs recording user activities,	Determine systems to log.	General Fund	Implementation of log

exceptions and information security events shall be produced and kept for an agreed period to assist in future investigations and access control monitoring. B. Procedures for monitoring use of information processing facilities shall be established and the results of the monitoring activities are reviewed regularly. C. Logging facilities and log information shall be protected against tampering and unauthorized access. D. System administrator and system operator activities are logged. E. Faults shall be logged, analyzed, and appropriate action taken. F. The clocks of all relevant information processing systems within GCS shall be synchronized with an agreed accurate time source.	Procure or develop log management system.		management systems and procedures

Objective: Control access to information.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives

| A.11.1 | A. An access control policy shall be established, documented, and reviewed based on business need and security requirements for access. | Formalize existing access control procedures into ISMS. Include access control for hosted systems. | No additional funding required | New policy developed |

Objective: Implement user access management to ensure authorized user access and to prevent unauthorized access to information systems.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.11.2	A. There shall be a formal user registration and de-registration procedure for granting and revoking access to all information systems and services. B. The allocation and use of privileges shall be restricted and controlled. C. The allocation of passwords shall be controlled through a formal management process. D. Management shall review users' access rights at regular intervals using a formal process.	Formalize user commissioning into ISMS. Implement user self-service password management and password requirements. Formalize user access to application such as Lawson, PowerSchools, and hosted web applications.	No additional funding required	Automation of this process into current HR system

Objective: Prevent unauthorized user access and compromise or theft of information and information processing facilities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.11.3	A. Users shall be required to follow good security practices in the selection and use of passwords. B. Users shall ensure that unattended equipment has appropriate protection. C. A clear desk policy for papers and removable storage media and a clear screen policy for information processing facilities shall be adopted.	Continue to expand user security awareness. Include security training for new application such as Lawson and PowerSchools. Implement user self-service password management and password requirements.	No additional funding require	Security awareness material developed and new self-service password management implemented

Objective: Implement network access control to prevent unauthorized access to networked services.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.11.4	A. Users shall only be provided with access to the services that they have been specifically authorized to use. B. Appropriate authentication methods shall be used to control access by remote users. C. Automatic equipment identification shall be considered as a means to authenticate connections from specific locations and equipment.	Implement next generation of firewall and network access control technology for internal network to segregate network and services. Reduce exposure of core critical assets to school users.	No additional funding required	Appropriate controls implemented

D. Physical and logical access to diagnostic and configuration ports shall be controlled. E. Groups of information services, users and information systems shall be segregated on networks. F. For shared networks, especially those extending across organizational boundaries, the capability of users to connect to the network shall be restricted, in line with the access control policy and requirements of the business applications. G. Routing controls shall be implemented for networks and to ensure that computer connections and information flows do not breach the access controls policy of the GCS applications.				

Objective: Implement operating system access controls to prevent unauthorized access to operating systems.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.11.5	A. Access to information systems shall be controlled by a	Implement in ISMS. Audit operating system	No additional funding required	Audits completed

secure log-on procedure. B. All users have a unique identifier (user ID) for their personal and sole use, and a suitable authentication technique shall be chosen to substantiate the claimed identity of a user. C. Password management systems shall provide an effective, interactive facility, which ensures quality passwords. D. The use of utility programs that might be capable of overriding system and application controls shall be restricted and tightly controlled. E. Inactive sessions shall shut down after a defined period of inactivity. F. Restrictions on connection times shall be used to provide additional security for high-risk applications.	access with logging system. Implement user self-service password management and password requirements.		

Objective: Implement application and information access control to prevent unauthorized access to information held in application systems.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.11.6	A. Access to information and application system functions by users and support personnel shall be restricted in accordance with the defined access control policy. B. Sensitive systems shall have a dedicated (isolated) computing environment.	Assess access controls for applications. Formalize user commissioning into ISMS. Implement user self-service password management and password requirements. Formalize user access to application such as Lawson, PowerSchools, and hosted web applications.	No additional funding required	Access restricted by established access control policy

Objective: Ensure information security when using mobile computing and teleworking facilities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.11.7	A. A formal policy shall be in place and appropriate security measures shall be adopted to protect against the risks of using mobile computing and communication facilities. B. A policy, operational plans and procedures	Implement specific policy and controls on mobile devices and VPN and remote access.	No additional funding required	Mobile computing risk assessment completed

shall be developed for teleworking activities.	

Objective: Ensure that security is an integral part of information systems.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.12.1	A. Statements of business requirements for new information systems, or enhancements to existing information systems shall specify the requirements for security controls.	Implement security requirements into all development and procurement for all systems and applications.	No additional funding required	New business requirements defined

Objective: Ensure correct processing in applications to prevent errors, los, unauthorized modification or misuse of information in applications.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.12.2	A. Data input to applications shall be validated to ensure that this data is correct and appropriate. B. Validation checks shall be incorporated into applications to detect any corruption of information through processing errors or deliberate acts. C. Requirements for ensuring authenticity and protecting message integrity in applications shall be identified, and	Q/A existing and new applications	No additional funding required	Q/A procedures developed and implemented

	appropriate controls shall be identified and implemented. D. Data output from an application shall be validated to ensure that the processing of stored information is correct and appropriate to the circumstances.			

Objective: Implement cryptographic controls to protect the confidentiality, authenticity, or integrity of information.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.12.3	A. GCS shall develop a policy on its use of cryptographic controls for protection of its information. B. Key management shall be in place to support the GCS use of cryptographic techniques.	Implement encryption based on risk assessment and information labeling. All sensitive data at rest or in transit on the internal or public networks must be encrypted.	General Fund	Policy developed and cryptographic controls implemented

Objective: Ensure the security of system files.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.12.4	A. There shall be procedures in place to control the installation of software on operational systems. B. Test data shall be selected carefully, and	Role current processes and procedures into ISMS.	No additional funding required	Procedures and controls developed

shall be protected and controlled. C. Access to program source code shall be restricted.	

Objective: Implement security in the development and support processes to maintain security of application system software and information.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.12.5	A. The implementation of changes shall be controlled by the use of formal change control procedures. B. When operating systems are changed, businesses critical applications shall be reviewed and tested to ensure there is no adverse impact on organizational operations or security. C. Modifications to software packages shall be discouraged, limited to necessary changes and all changes shall be strictly controlled. D. Opportunities for information leakage shall be prevented. E. Outsourced software development shall be supervised and monitored.	Implement change control process in ETS and auditing of changes	No additional funding required	Controls implemented

Objective: Implement technical vulnerability management to reduce risks resulting from exploitation of published technical vulnerabilities.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.12.6	A. Timely information about technical vulnerabilities of information systems being used shall be obtained, the organization's exposure to such vulnerabilities evaluated, and the appropriate measures taken to address the associated risk.	Formalize existing process into ISMS.	No additional funding required	Subscribe to sources that provide timely information regarding vulnerabilities

Objective: Ensure information security events and weaknesses associate with information systems are communicated in a manner allowing timely corrective action to be taken.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.13.1	A. Information security events shall be reported through appropriate management channels as quickly as possible. B. All employees, contractors and third party users of information systems and services shall be required to note and report any observed or suspected weaknesses in systems or services.	Continue existing process and fold into ISMS.	No additional funding required	Develop appropriate escalation procedures and implement

Objective: Ensure a consistent and effective approach is applied to the management of information security incidents.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.13.2	A. Management responsibilities and procedures shall be established to ensure a quick, effective and orderly response to information security incidents. B. Mechanisms shall be in place to enable the types, volumes and costs of information security incidents to be quantified and monitored. C. Where a follow-up action against a person or organization after an information security incident involves legal action (either civil or criminal), evidence shall be collected, retained and presented to conform to the rules for evidence laid down in the relevant jurisdictions.	Continue existing process and fold into ISMS.	No additional funding required	Continue to enhance existing incident procedures

Objective: Ensure information security aspects of business continuity management to counteract interruptions to business activities and to protect critical business processes from the effects of major failures of information systems or disasters and to ensure their timely resumption.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives

A.14.1	A. A managed process shall be developed and maintained for business continuity throughout GCS that addresses the information security requirements needed for the business continuity of GCS. B. Information security events that can cause interruptions to business processes shall be identified, along with the probability and impact of such interruptions and their consequences for information security. C. Plans shall be developed to maintain or restore operations and ensure availability of information at the required level and in the required time scales following interruption to, of failure of, critical business processes. D. A single framework of business continuity plans shall be maintained to ensure all plans are consistent, to consistently address information security requirements, and to identify priorities for testing and maintenance. E. Business continuity plans shall be tested and updated regularly to ensure that they are	Update business continuity plan. Assign .5 persons to maintain BCP plan. Audit BCP for security issues.	No additional funding required	Business continuity plan updated

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
	up to date and effective.			

Objective: Ensure compliance with legal requirements to avoid breaches of any law, statutory, regulatory, or contractual obligations, and of any security requirements.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.15.1	A. All relevant statutory, regulatory and contractual requirements and the GCS approach to meet these requirements shall be explicitly defined and documented and kept up to date for each information system and the organization. B. Appropriate procedures shall be implemented to ensure compliance with legislative, regulatory and contractual requirements on the use of material in respect of which there may be intellectual property rights and on the use of proprietary software products. C. Important records shall be protected from loss, destruction and falsification, in accordance with statutory, regulatory, contractual and business requirements.	Determine all privacy and other legislation requirements for GCS information. Ensure security controls support compliance.	No additional funding required	Documents created and reviewed for compliance with regulatory and contractual requirements

	D. Data protection and privacy shall be ensured as required in relevant legislation, regulations and (where applicable) contractual clauses. E. Users shall be deterred from using information processing facilities for unauthorized purposes. F. Cryptographic controls shall be used in compliance with all relevant agreements, laws and regulations.			

Objective: Ensure compliance of systems with GCS security policies and standards.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.15.2	A. Managers shall ensure that all security procedures within their area of responsibility are carried out correctly and achieve compliance with security policies and standards. B. Information systems shall be regularly checked for compliance with security implementation standards.	Implement in ISMS. Continue GCS security awareness.	No additional funding required	ISMS implemented

Objective: Maximize the effectiveness of and minimize interference to/from the information systems audit process.

Ref. Number	Strategy/Action	Action Steps	Funding Considerations	Evaluation of Objectives
A.15.3	A. Audit requirements and activities involving checks on operational systems shall be carefully planned and agreed to minimize the risk of disruptions to business processes. B. Access to information systems audit tools shall be protected to prevent any possible misuse or compromise.	Restrict access to audit tools, create risk assessment	No additional funding required	Risk assessment completed and access to audit tools restricted

ACKNOWLEDGEMENTS

District Technology Committee

Elementary Schools

Tom Chambers
Chris Phillips
Nerissa Lewis
Tom Miller
Stephanie Lowry
Vaughan Overman
Brenda Byrd
Kimberly Grant

Middle Schools

Karen Kapp
Eric Williams
Avis Canty

High Schools/Career Centers

Scott Rhymer
Renee Watson
Darryl Imperati
Charlie Mayfield
Mike Parris
Jennifer Southers

District Staff

Kenyetta Smith
Bill Brown
Spencer Benham
Jeff McCoy
Chris Burras
Karen Sparkman
Susan Griffin
Phillip Davie
Dee Dee Washington

"You must be the change you want to see in the world"

Gandhi

THIS PAGE INTENTIONALLY LEFT BLANK

"Television didn't transform education. Neither will the Internet. But it will be another tool for teachers to use in their effort to reach students in the classroom. It will also be a means by which students learn outside of the classroom."

John Palfrey

BIBLIOGRAPHY

EOC. 2001. Don't Fail Your Children: Long-Range Plan. Columbia: South Carolina Education Oversight Committee.

ETS. 1997. Computers and Classrooms: The Status of Technology in U.S. Schools. Princeton, NJ: Educational Testing Service.

KPMG Consulting. 2000. State of South Carolina Education Technology Evaluation Project.

Lemke, Cheryl, and Edward C. Coughlin. 1998. Technology in American Schools: Seven Dimensions for Gauging Progress—A policy. Santa Monica, CA: Milken Exchange on Education Technology.

Sun, Jeff, et al. 2000. Planning into Practice: Resources for Planning, Implementation, and Integrating Instructional Technology. Durham, NC: SEIR*TEC.

International IT Governance: An Executive Guide to ISO 17799/ISO 27001, Alan Calder and Steve Watkins, 3.

Information Systems Audit and Control Association, Streamline ISO 27001 Implementation: Reducing the Time and Effort Required for Compliance, David Ramirez.

"We will continue to have brick and mortar schools, but the limits of the walls will and are dissolving through digital connectivity."

Michelle Rhee

REQUIRED APPENDIXES

Appendix 1: District Strategic Plan

Appendix 2: Acceptable Use Policy

Appendix 3: COPPA Internet Permission Form

Appendix 4: Erate Matching Funds Budget

Appendix 1 – District Strategic Plan

THIS PAGE INTENTIONALLY LEFT BLANK

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 and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in writing as measured by the Palmetto Assessment of State Standards (PASS) from 77.8% in 2012 to 82.8% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students meeting standard in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			78.8	79.8	80.8	81.8	82.8
Actual Performance	77.8						

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

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: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 78.0% in 2012 to 83.0% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*79.0*	*80.0*	*81.0*	*82.0*	*83.0*
Actual Performance	78.0						

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary/middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

Elementary	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	**640**	**645**	**650**	**655**	**660**
Actual Performance							
All Students	671.1						
Male	665.7						
Female	676.8						
White	685.1						
African-American	644.4						
Asian/Pacific Islander	696.1						
Hispanic	650.8						
American Indian/Alaskan	688.2						
Disabled	614.9						
Limited English Proficient	654.9						
Subsidized Meals	649.2						

Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	*632*	*636*	*640*	*644*	*648*
Actual Performance							
All Students	651.7						
Male	646.7						
Female	656.8						
White	664.5						
African-American	624.6						
Asian/Pacific Islander	679.6						
Hispanic	650.8						
American Indian/Alaskan	631.2						
Disabled	589.7						
Limited English Proficient	632.5						
Subsidized Meals	630.0						

Information in the above tables 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: Increase the percentage of students meeting standard in English Language Arts on the High School Assessment Program (HSAP) from 85.5% in 2012 to 90.5% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*86.5*	*87.5*	*88.5*	*89.5*	*90.5*
Actual Performance	85.5						

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: 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: 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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*77.3*	*78.3*	*79.3*	*80.3*	*81.3*
Actual Performance	76.3						

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: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 77.4% in 2012 to 82.4% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			78.4	79.4	80.4	81.4	82.4
Actual Performance	77.4						

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: By grade band (elementary/middle), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Elementary	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	**640**	**645**	**650**	**655**	**660**
Actual Performance							
All Students	664.8						
Male	665.3						
Female	664.3						
White	677.8						
African-American	636.8						
Asian/Pacific Islander	703.1						
Hispanic	649.0						
American Indian/Alaskan	668.4						
Disabled	607.9						
Limited English Proficient	656.1						
Subsidized Meals	643.6						

Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	*632*	*636*	*640*	*644*	*648*
Actual Performance							
All Students	649.6						
Male	649.6						
Female	649.6						
White	661.4						
African-American	622.1						
Asian/Pacific Islander	694.9						
Hispanic	649.0						
American Indian/Alaskan	628.8						
Disabled	594.4						
Limited English Proficient	637.1						
Subsidized Meals	628.5						

Information in the above tables 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: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) from 81.4% in 2012 to 86.4% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*82.4*	*83.4*	*84.4*	*85.4*	*86.4*
Actual Performance	81.4						

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: 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: 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): District Report Card

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

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% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: 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 District Report Card

ELA - Elementary	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	99.9						
Male	99.9						
Female	99.9						
White	99.9						
African-American	99.8						
Asian/Pacific Islander	99.8						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.2						
Limited English Proficient	99.8						
Subsidized Meals	99.8						

ELA - Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	99.9						
Male	99.9						
Female	99.9						
White	99.9						
African-American	99.8						
Asian/Pacific Islander	99.8						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.2						
Limited English Proficient	99.8						
Subsidized Meals	99.8						

ELA - High	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	99.0						
Male	98.8						
Female	99.3						
White	99.0						
African-American	99.0						
Asian/Pacific Islander	99.3						

Hispanic	98.9						
American Indian/Alaskan	100.0						
Disabled	97.5						
Limited English Proficient	98.6						
Subsidized Meals	98.3						

Math - Elementary	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	100.0						
Male	99.9						
Female	100.0						
White	100.0						
African-American	99.9						
Asian/Pacific Islander	100.0						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.8						
Limited English Proficient	99.9						
Subsidized Meals	99.9						

Math - Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	100.0						
Male	99.9						
Female	100.0						
White	100.0						
African-American	99.9						
Asian/Pacific Islander	100.0						

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.8						
Limited English Proficient	99.9						
Subsidized Meals	99.9						

Math - High	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance							
All Students	98.9						
Male	98.6						
Female	99.2						
White	98.8						
African-American	99.0						
Asian/Pacific Islander	99.3						
Hispanic	99.1						
American Indian/Alaskan	100.0						
Disabled	96.7						
Limited English Proficient	98.6						
Subsidized Meals	98.1						

Information in the above tables 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 science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 75.9% in 2012 to 80.9% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*76.9*	*77.9*	*78.9*	*79.9*	*80.9*
Actual Performance	75.9						

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: By grade band (elementary/middle), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Elementary	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	*640*	*645*	*650*	*655*	*660*
Actual Performance							
All Students	632.8						
Male	633.7						
Female	631.8						
White	645.2						
African-American	607.3						
Asian/Pacific Islander	655.9						
Hispanic	617.0						
American Indian/Alaskan	640.3						
Disabled	585.9						
Limited English Proficient	620.7						
Subsidized Meals	614.1						

Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	*632*	*636*	*640*	*644*	*648*
Actual Performance							
All Students	637.3						
Male	638.4						
Female	636.1						
White	649.9						
African-American	609.5						
Asian/Pacific Islander	670.1						
Hispanic	617.0						
American Indian/Alaskan	627.4						
Disabled	581.0						
Limited English Proficient	618.2						
Subsidized Meals	615.8						

Information in the above tables 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: 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: 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): District Report Card

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*81.7*	*82.7*	*83.7*	*84.7*	*85.7*
Actual Performance	80.7						

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: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 78.9% in 2012 to 83.9% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			79.9	80.9	81.9	82.9	83.9
Actual Performance	78.9						

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: By grade band (elementary/middle), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Elementary	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	**640**	**645**	**650**	**655**	**660**
Actual Performance							
All Students	649.2						
Male	651.8						
Female	646.6						
White	661.3						
African-American	626.1						
Asian/Pacific Islander	676.9						
Hispanic	632.8						
American Indian/Alaskan	655.8						
Disabled	605.3						
Limited English Proficient	637.7						
Subsidized Meals	629.0						

Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	**632**	**636**	**640**	**644**	**648**
Actual Performance							
All Students	641.9						
Male	646.1						
Female	637.5						
White	653.5						
African-American	615.7						
Asian/Pacific Islander	680.3						
Hispanic	632.8						
American Indian/Alaskan	622.9						
Disabled	589.9						
Limited English Proficient	626.6						
Subsidized Meals	620.5						

Information in the above tables 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: 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: 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): District Report Card

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*66.6*	*67.6*	*68.6*	*69.6*	*70.6*
Actual Performance	65.6						

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, the Scholastic Aptitude Tests (SAT), and the ACT.

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

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

DATA SOURCE(S): Fall 2011 and Fall 2012 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			**50th percentile**	**50th percentile**	**50th percentile**	**50th percentile**	**50th percentile**
Actual Performance	67th percentile	66th percentile					

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

Mathematics Problems	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

Projected Performance			*50th percentile*	*50th percentile*	*50th percentile*	*50th percentile*	*50th percentile*
Actual Performance	58th percentile	55th percentile					

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

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

ANNUAL OBJECTIVE: Increase by 1.0 percentage point annually students scoring 3 or above (out of a possible 5) on all AP examinations.

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

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

☒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: 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

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

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

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

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

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by 0.1 point each, the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English, Math, Reading and Science subtests by 0.1 point each.

DATA SOURCE(S): ACT report produced by ACT and District Report Card

English	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			**21.3**	**21.4**	**21.5**	**21.6**	**21.7**
Actual Performance	21.2						

Math	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			**21.7**	**21.8**	**21.9**	**22.0**	**22.1**
Actual Performance	21.6						

Reading	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			**22.2**	**22.3**	**22.4**	**22.5**	**22.6**
Actual Performance	22.1						

Science	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			***21.7***	***21.8***	***21.9***	***22.0***	***22.1***
Actual Performance	21.6						

Composite	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			***21.8***	***21.9***	***22.0***	***22.1***	***22.2***
Actual Performance	21.7						

☒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 80.0% in 2018.

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

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*73.9*	*75.4*	*77.0*	*78.5*	*80.0*
Actual Performance	72.4						

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 21st 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 Common Core State Standards
   b. Align career center and special center curriculum with state and national standards
   c. Include 21st 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
	2013 - 2018	Associate Superintendent for Academics
		
		Director of Academic Support Services
		
		Director of Academic Innovation and Technology
		
		Assistant Superintendent for Special Academic Programs					

f. Provide curriculum that utilizes multiple delivery models g. Integrate literacy skills across content areas h. Ensure standards-based curriculum is implemented in resource, self-contained (occupational diploma) and alternative models							
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. a. Provide curriculum alignment resources on the portal for classroom teachers	2013 - 2018	Associate Superintendent for Academics Director of Academic Support Services Director of Special Education Services Director of Academic Innovation and Technology Special Education Curriculum Specialist	$80,000 per year	Professional Development Title III			
1.1.3 Focus on the intentional and ongoing alignment of a standards-based curriculum to meet the needs of students with disabilities a. Provide curriculum alignment resources on the portal for all teachers b. Ensure standards-based curriculum is implemented in all models: Resource, self-contained (occupational diploma), and alternative.	2013 - 2018	Director of Academic Support Services Special Education Curriculum Specialist Assistant Superintendent for Special Education Services Director of Special Education Services Response to Intervention Specialist	$15,000 Per year	IDEA			

		Coordinator of Gifted and Talented Program Coordinator of ESOL Program					

1.1.4 Focus on the implementation of Response to Intervention in Tier 2, with fidelity
  a. Continue to develop curriculum resources in elementary schools
  b. Continue to monitor and track student progress to determine the following:
     • Annual intervention eligibility
     • Retention implications
     • Number of students reading on grade level by the end of 2nd grade
  c. Implement Response to Intervention in middle and high schools, with fidelity
	2013 - 2018	Director of Academic Support Services
		
		Coordinator of Response to Intervention
		
		Academic Specialists for English Language Arts (Elem./Secondary)
		
		Academic Specialist for Mathematics
		
		Director of Early Childhood Education
		
		Director of Accountability and Quality Assurance					

1.1.5 Continue to improve the Gifted and Talented curriculum to ensure alignment to and extension of grade level curriculum and standards	2013 - 2018	Director of Academic Support Services Coordinator of Gifted and Talented Program Academic Specialists for English Language Arts (Elem./Secondary) Academic Specialist for Math (Elem./Secondary) Academic Specialist for Visual Performing Arts					

		Academic Specialist for AP, IB, and World Languages					
1.1.6 Continue to develop and create course offerings to model explicit career specialties and career clusters for the 21st Century (STEM, STEAM, career centers, magnet schools, etc.)	2013 - 2018	Associate Superintendent for Academics Director of Academic Support Services Director of Academic Innovation and Technology Assistant Superintendent for Special Academic Programs	$150,000	Perkins General Funds			
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. a. Implement specific curriculum to meet the needs of LEP students with a focus on reading, writing and comprehension. b. Focus on explicit vocabulary instruction across all content areas	2013 - 2018	Director of Academic Support Services Coordinator of ESOL Program	$30,000	Title III			
1.1.8 Ensure enhanced opportunities for visual/performing arts for all students a. Provide expanded time for elementary students b. Provide equitable opportunities for middle/high school students	2013 - 2018	Director of Academic Support Services Academic Specialist for Visual and Performing Arts	TBD	General Fund			
1.1.9 Improve the overall health and academic performance of all students through the implementation of a coordinated school health system. a. Implement with fidelity a physical education curriculum	2013 - 2018	Director of Academic Support Services Academic Specialist for Health and PE	$30,000	Community Transformation Grant			

that is evidence- and standards-based b. Increase the time students are engaged in moderate to vigorous physical activity c. Implement the Coordinated Approach To Child Health 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	Director of Academic Innovation and Technology					

* 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
1.2.1 Continue to implement research-based instructional delivery models a. Learning Focused b. Balanced Literacy c. STEM d. STEAM e. Inquiry-Based Learning f. Project-Based Learning g. Arts Integration	2013 - 2018	Director of Academic Support Services Director of Academic Innovation and Technology Director of Special Education Services	$50,000 per year	State PD State Reading			
1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including the following: a. Student-driven technology b. One-to-one and personal electronic student devices c. 21st Century learning environments d. Inquiry-based learning e. Project-based learning f. Project Lead the Way g. Flipped classroom h. Virtual learning i. Hybrid models (virtual/face to face) j. Flexible grouping structures (multi-age) k. Mastery learning	2013 - 2018	Associate Superintendent for Academics Director of Academic Support Services Director of Academic Innovation and Technology Assistant Superintendent for Special Academic Programs Assistant Superintendent for Special Education Services Director of Special Education Services	$10,000 per year $80,000	State PD IDEA			

l. Seat-time flexibility
m. Career clusters
n. Single gender
o. Coordinated Approach To Child Health (C.A.T.C.H)
p. STEM/STEAM
q. Fitness Gram
r. Smart Arts Integration program
s. Design Thinking
t. Academic vocabulary
u. Rigorous, language-based and vocabulary building strategies for Limited English Proficient (LEP) students.
v. Creative and targeted classroom accommodations and modifications for diverse learners

1.2.3 Implement a comprehensive, balanced literacy model in grades PreK-12
  a. Monitor standards-based, rigorous instructional strategies in PreK-2nd grade
  b. Implement the Fountas and Pinnell framework in all elementary schools
  c. Begin investigating and evaluating appropriate models for secondary schools
	2013 - 2018	Associate Superintendent for Academics
		
		Director of Academic Support Services
			$1,300,000	PEP Grant
				
				State Reading			

1.2.4 Continue to develop and implement a comprehensive world language program
  a. Continue elementary immersion programs
  b. Research immersion programs around the nation
  c. Design an immersion program in middle school based on research
  d. Explore opportunities for partnership with the business
	2014 - 2018	Associate Superintendent for Academics
		
		Director of Academic Support Services
		
		Academic Specialist for AP, IB, and World Languages
			$55,000	General Fund			

community and higher education to deliver the program. e. Investigate innovative delivery systems to overcome current obstacles to implementing world language immersion programs at all grade levels f. Investigate innovative delivery systems to support traditional world language programs at all levels g. Expand the scope of the world language program to include additional languages/schools.							
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 a. Clemson University b. Greenville Technical College c. South Carolina Governor's School for Math and Science	2013- 2018	Associate Superintendent for Academics Director of Academic Support Services Director of Academic Innovation and Technology Director of School Counseling Services and Sirrine Scholarship Assistant Superintendent Special Academic Programs	$150,000	Capital Funding			
1.2.6 Challenge and accelerate student learning at all levels and through various innovative learning opportunities a. Continue to offer high school credit in middle school	2013 – 2018	Associate Superintendent for Academics Director of Academic Innovation and Technology	TBD	General Fund Flex State Funds			

b. Continue to provide AP course offerings through multiple delivery models c. Ensure an appropriate number of teaching positions for the Challenge program. d. Develop school-based technology plans to expand access to technology for all students e. Refine and replicate opportunities for students to explore career options. f. Improve use of Roper Mountain Science Center to enhance instructional experiences in all content areas g. Increase opportunities for students to participate in Project Lead the Way and Gateway to Technology h. Provide support for inquiry-based strategies for teaching science in elementary classrooms	2014 - 2018	Director of Academic Support Services Coordinator of Gifted and Talented Programs Director of Roper Mountain Science Center Assistant Superintendent for Special Academic Programs Director of School Counseling Services and Sirrine Scholarship					
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 a. Virtual School b. Twilight School c. STAR Academies d. Middle School Alternative Program e. High School Alternative Program f. Group Homes g. Home Bound h. Residential Treatment Facilities i. Early College j. Freshman Academies k. High Schools that Work l. Making Middle Grades Work	2013 - 2018	Associate Superintendent for Academics Director of Academic Innovation and Technology Director of Accountability and Quality Assurance Assistant Superintendent for Special Academic Programs Director of School Counseling Services and Sirrine Scholarship	$10,000 per school	Flex State Funds Perkins			

m. Project Lead the Way n. Gateway to Technology o. Single gender options p. Strategies to impact "summer slide" q. Flexible scheduling options r. Research-based models for increased learning time (longer school day or year) Focus on the gap between a student's capability and what he/she is expected to do.							
1.2.8 Develop and implement a protocol for interdisciplinary teaching in support of Common Core State Standards	2014-2018	Director of Academic Support Services					
1.2.9 Accelerate the intentional use of technology to meet the performance standards as defined by Common Core	2013 – 2018	Director of Academic Innovation and Technology Coordinator of Instructional Technology Director of Academic Support Services					
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 - 2018	Director of Academic Support Services Academic Specialist for Health/PE					
1.2.11 Integrate instructional strategies to support the implementation of the Common Core State Standards to prepare students for critical thinking required for the Smarter Balanced Assessment System a. technology enhanced b. constructed response	2013 - 2018	Director of Academic Support Services Director of Academic Innovation and Technology Director of Special Education					

c. selected response d. performance tasks		Special Education Curriculum Specialist					
1.2.12 Integrate instructional strategies to support critical thinking required for all high stakes testing	2013-2018	Director of Academic Support Director of Academic Innovation and Technology Director of Special Education Special Education Curriculum Specialist					
1.2.13 Develop a comprehensive, multi-tiered Response to Intervention program for PreK-12 in the areas of reading, mathematics, and social/emotional development.	2013-2018	Director of Academic Support Services Director of Special Education Response to Intervention Specialist Academic Specialists for English Language Arts Academic Specialist for Math Director of Psychological Services Director of Early Childhood Behavior Specialists	TBD	IDEA			
1.2.14 Develop a framework for inclusive school practices which includes the following: a. Core characteristics of an inclusive school b. Differentiated instructional methods that address the needs of diverse learners	2013-2018	Associate Superintendent for Academics Assistant Superintendent for Special Education Services Director of Academic Support Services					

c. Organized systems of support designed to meet the needs of all types of diverse learners d. Shared ownership between regular educators and special educators for all students e. Blended general and special education environments for improved outcomes for all students		Director of Special Education Services Special Education Curriculum Specialist					

Strategy 3 Develop and implement innovative assessments across all grade levels and content areas that are aligned to Common Core and measure 21st Century critical thinking skills

Overall Leadership Division of Academics (Associate Superintendent for Academics)

Activities	Timeline	Implementation Team	Estimated **Additional** Cost	Funding Sources	Status*		
					F	C	M
1.3.1 Provide a data warehouse and reporting tool to enhance continuous improvement efforts across the district. a. Track student progress by demographic group and develop appropriate intervention plans b. Develop and implement guidelines for determining appropriate instructional strategies, interventions, and accommodations for diverse learner profiles c. Continue to develop systems for data analysis, including progress monitoring, benchmarks and classroom-based assessments	2015-2018	Director of Accountability and Quality Assurance Executive Director of ETS Director of School Counseling Services and Sirrine Scholarship	1.3 million ***Note***: *If the SDE provides the data base being planned for use state-wide, the district's cost will be less*	General Fund			
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 a. IDEA programs b. Title III programs c. G/T programs	2013-2018	Assistant Superintendent of Special Education Services Director of Special Education Services Director of Psychological Services					

		Director of Academic Support Services Coordinator of ESOL Program Coordinator of Gifted and Talented Program Director of Accountability and Quality Assurance					

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
  a. Define and develop guidelines for implementation of interim and formative assessments, including Common Core assessments and Smarter Balanced exemplars in grades PreK-12
  b. Define and develop guidelines for implementation of performance-based summative assessments, including Common Core assessments and Smarter Balanced exemplars in grades PreK-12
  c. Provide exemplar assessments with technology enhancements on the portal
  d. Provide structured guidance and training on multiple assessment models to include curriculum-based, performance-based and product-based
	2013 - 2018	Associate Superintendent for Academics
		
		Director of Academic Support Services
		
		Director of Academic Innovation and Technology
		
		Director of Accountability and Quality Assurance					

1.3.4 Develop and implement consistent use of Common Core-aligned rubrics to assess informational, argument and narrative writing in all content areas.	2013 - 2018	Director of Academic Support Services					
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: a. South Carolina Occupational Information System (SCOIS) b. PSAT c. ACT Testing System (EXPLORE and PLAN) d. Work Keys	2013-2018	Director of School Counseling Services and Sirrine Scholarship Assistant Superintendent for Special Academic Programs					
1.3.6 Expand student participation in Skills USA National Career and Technology Competition	2013-2018	Assistant Superintendent for Special Academic Programs	$3,000	Perkins			
1.3.7 Develop systems of progress monitoring and benchmarking to accompany the District's comprehensive PreK-12 RTI plan in the areas of English language arts, math, and social/emotional development. 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.	2013-2014 2014-2018	Director of Academic Support Services Director of Special Education Services Director of Accountability and Quality Assurance Director of Psychological Services Response to Intervention Specialist	TBD	IDEA			

| 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:
  a. IDEA reporting indicators
  b. Elementary and Secondary Education Act (ESEA) requirements
    • Title I
    • Title III | 2013-2018 | Associate Superintendent for Academics

Director of Accountability and Quality Assurance

Assistant Superintendent for Special Education Services

Executive Director of Human Resources

Director of Student Support Services

Director of Academic Innovation and Technology | | | | | |

| Strategy 4 | Provide innovative, ongoing professional development for administrators, instructional coaches, school counselors and teachers to ensure 21st 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
1.4.1 Utilize effective and innovative professional development models, including the following: a. Mentoring/coaching b. Online learning c. Distance learning d. Learning-on-Demand e. Authentic professional learning communities f. Teacher-leader models	2013 - 2018	Associate Superintendent for Academics Director of Academic Innovation and Technology Director of Academic Support Services Coordinator of Evaluation and Professional Development Director of Special Education					
1.4.2 Continue and expand professional expertise and techniques for teaching and assessing a. Limited English Proficient students (LEP) b. Students with disabilities c. Students with gifts and talents (GT)	2013 - 2018	Director of Academic Support Services Coordinator of ESOL Programs Director of Special Education Services					

		Coordinator of Gifted/Talented Program					
1.4.3 Provide ongoing training to school counselors and support staff to increase the quality of services to families and students.	2013 - 2018	Director of School Counseling Services and Sirrine Scholarship					
1.4.4 Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2013 - 2018	Director of Academic Innovation and Technology Director of Academic Support Services					

1.4.5 Create a 21st Century professional development library to help teachers in the classroom
   a. Teacher resources
   b. Professional development videos
   c. Assessment exemplars
   d. Online training
	2014 - 2018	Associate Superintendent for Academics Director of Academic Innovation and Technology Director of Academic Support Services					

1.4.6 Provide ongoing training to teachers for the implementation of Common Core State Standards
   a. Unpack Common Core State Standards
   b. Provide training for cross-curricular integration
   c. Provide training on the cognitive rigor matrices and their implications for instruction and assessment (Smarter Balanced Assessment system)
	2013 - 2018	Director of Academic Support Services					

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 - 2018	Director of Academic Support Services
		
		Academic Specialist for Health and PE
			$223,338	Community Transformation Grant			

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 - 2018	Director of Academic Support Services
		
		Academic Specialist for Health and PE
			$30,000	Community Transformation Grant			

1.4.9 Support the Learning Focused initiative in all schools and centers
   a. Develop and implement a schedule for renewing current trainers' certification and training new district trainers
   b. Develop and implement a schedule for training new school-based instructional staff
   c. Provide specific training to schools based on need and request
	2013 - 2018	Director of Academic Support Services
		
		Assistant Superintendent of Special Academic Programs
		
		Assistant Superintendent of Special Education Services
			TBD	Professional Development			

1.4.10 Provide training and ongoing monitoring for Balanced Literacy initiatives in all schools.	2013 - 2018	Director of Academic Support Services Assistant Superintendent for Special Education Services					
1.4.11 Continue and expand professional expertise and techniques for teaching and assessing in the 21st Century classroom	2013-2018	Director of Academic Innovation and Technology Director of Academic Support Services	$100,000 $20,000 per year	Perkins IDEA			

		Assistant Superintendent for Special Education Services Assistant Superintendent for Special Academic Programs					
1.4.12 Develop a comprehensive training initiative to equip teachers to disaggregate formative and summative assessment data to inform instructional decision making	2013 - 2018	Director of Accountability and Quality Assurance Director of Academic Support Services					

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
  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 - 2018	Director of Academic Innovation and Technology
		
		Director of Academic Support
		
		Academic Specialist for Science
		
		Academic Specialist for Social Studies
			TBD	RMSC Board
				
				Private Funds			

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)	2013-2018	Director of Accountability and Quality Assurance					
1.4.15 Support the ongoing evaluation of educational programs within the district to provide decision-makers with valid, usable information	2013-2018	Director of Accountability and Quality Assurance	$60,200	General Fund			

1.4.16 Provide training for all school counselors to improve services
  a. Grief counseling (partnership with Thomas McAfee Funeral Home)
  b. GCS Aftercare Team
	2013-2018	Director of School Counseling Services and Sirrine Scholarship					

c. Homebound							
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.	2014-2018	Director of Academic Support Services Coordinator of ESOL Program Director of Special Education Services					

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 - 2018	Response to Intervention Specialist
		
		Special Education Curriculum Specialist
		
		Director of Academic Support Services
		
		Director of Special Education Services
		
		Director of Psychological Services
		
		Director of Accountability and Quality Assurance					

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 - 2018	Assistant Superintendent of Special Academic Programs
		
		Director of Academic Support Services
		
		Director of Special Education Services					

		Special Education Curriculum Coordinator

Coordinator of ESOL Program | | | | | |
| 1.4.20 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. | 2013-2015 | Director of Special Education

Director of Academic Support Services | | | | | |

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

Overall Leadership Division of Academics (Associate Superintendent for Academics)

Activities	Timeline	Implementation Team	Estimated **Additional** Cost	Funding Sources	Status*		
					F	C	M
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) 　a. Increase participation of students in career center programs 　b. Expand program opportunities to meet the needs and interests of students	2013 - 2018	Assistant Superintendent for Special Academic Programs	TBD	Perkins Advance SC State Equipment Flex			
1.5.2 Continue to develop and implement software accountability solutions related to the progress of students with disabilities including the following: 　a. Initial placements 　b. Re-evaluations 　c. Discipline referrals	2013 - 2018	Assistant Superintendent for Special Education Services Director of Special Education Services Director of Student Support Services					
1.5.3 Create and implement a district plan to increase student achievement for all Limited English Proficiency students in grades PreK-12.	2013 - 2018	Director of Academic Support Services Coordinator of ESOL	$20,000	Title III			
1.5.4 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.	2013 - 2014	Director of Academic Support Services Director of Early Childhood Education	TBD	General Fund Capital Early Childhood			

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 - 2018	Associate Superintendent for Academics
		
		Director of Quality Assurance and Accountability
		
		Director of Academic Support Services					

1.5.6 Offer more inclusion programming options for students transitioning from preschool special education to 5K	2013 - 2018	Assistant Superintendent for Special Education Services Director of Special Education Services Director of Academic Support Services Director of Early Childhood Education					
1.5.7 Continue to provide innovative delivery strategies and blended learning environments for students residing in group homes and residential treatment centers	2013 - 2018	Assistant Superintendent for Special Academic Programs Assistant Superintendent for Special Education Principal for Residential Treatment Facilities and Group Homes					

1.5.8 Provide necessary resources to support the individual career focus areas of high schools, career centers and special centers.
    a. Partnerships and work-based experiences
    b. On-the-job training
	2013 - 2018	Assistant Superintendent for Special Academic Programs
		
		Director of School Counseling Services and Sirrine Scholarship					

c. Real-world experiences							
1.5.9 Ensure that all students are reading on grade level by the end of 2nd grade by implementing the following strategies: a. Fully implement balanced literacy framework in grades 5K-2nd b. Align balanced literacy and Common Core State Standards with the PreK curriculum. c. Implement and monitor Response to Intervention for identified students and ensure full implementation with fidelity of research-based, district-endorsed instructional strategies. d. Investigate assessment systems to identify struggling readers	2014-2018	Director of Academic Support Services Director of Special Education					
1.5.10 Continue to provide support for students in preparation for college and/or career a. IGPs (Individualized Graduation Plans) created for all 8th graders b. IGPs monitored and adjusted throughout high school years, based on student need c. Annual college fair for juniors and seniors d. Annual career fair for seniors e. Annual college application days f. ACT and SAT preparation g. Scholarship and financial aid workshops	2013-2018	Director of School Counseling Services and Sirrine Scholarship Assistant Superintendent for Special Academic Programs Assistant Superintendent for Special Education					
1.5.11 Coordinate the transition of the Sirrine Scholarship application and notification process to a web-based model	2013	Director of School Counseling Services and Sirrine Scholarship Director of Academic Innovation and Technology					

		Executive Director of Educational Technology Services					
1.5.12 Ensure inclusive practices by developing targeted academic and career programs that meet the needs of diverse learners	2013 - 2018	Associate Superintendent for Academics Assistant Superintendent for Special Academic Programs Assistant Superintendent for Special Education Services					

1.5.13 Offer special programming options and alternatives for all students, as appropriate
  a. Career center/cluster activities
  b. Job shadowing and coaching
  c. Work experiences
  d. Challenge programs
  e. Fine arts programs
  f. Satellite/Therapy supports
	2013 - 2018	Assistant Superintendent for Special Academic Programs
		
		Assistant Superintendent for Special Education
		
		Director of Student Support Services					

* *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 for 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 - 2018	Associate Superintendent for Academics Director for Communications Executive Director for Planning and Demographics					
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 - 2018	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 Sirrine Scholarship					
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 - 2018	Director of Academic Support Services Coordinator of ESOL					

1.6.4 Develop a plan to communicate requirements of Common Core State Standards and the Smarter Balanced Assessment System to parents and community stakeholders	2013 - 2018	Director of Academic Support Services Director of Communications					
1.6.5 Provide comprehensive developmental guidance and counseling services to meet the needs of all students	2013 - 2018	Director of School Counseling and Sirrine Scholarship					
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 - 2018	Director of School Counseling and Sirrine Scholarship					
1.6.7 Develop and support a plan for seamless transition across grade levels (5th to 6th and 8th to 9th) for parents and students, with consideration to the following aspects: 　a.　Academic 　b.　Emotional 　c.　Social	2013 - 2018	Director of School Counseling and Sirrine Scholarship Director of Academic Support Director of Academic Innovation and Technology Director of Student Support Services					
1.6.8 Seek community partnerships with foundations and businesses that support academics	2014 - 2018	Associate Superintendent of Academics					
1.6.9 Communicate academic expectations to all stakeholders	2013 – 2018	Associate Superintendent of Academics Director of Communications					

1.6.10 Improve the overall health and academic performance of students through the implementation of a coordinated school health system
   a. Provide communication and training with parents
   b. Implement a health curriculum at the high school level
   c. Form Wellness Committees
   d. Conduct School Health Index
   e. Follow Health Action Plan
   f. Utilize multi-disciplinary teams
	2013 - 2018	Director of Academic Support Services
		
		Academic Specialist for Health and PE
		
		Director of School Counseling Services and Sirrine Scholarship
		
		Director of Communications
			$10,000	Community Improvement Grant			

1.6.11 Implement comprehensive bullying prevention program in all schools	2013-2018	Director of School Counseling Services and Sirrine Scholarship	$30,000	Grant Funds			

1.6.12 Continue to support the social and emotional development of all students
   a. Encourage participation in extra-curricular activities
   b. Continue sponsorship of Youth Leadership Greenville.
   c. Continue promoting character education programs in all schools (Character Counts, Schools of Character, Overcoming Obstacles, Coaches 4 Character)
	2013 - 2018	Director of School Counseling Services and Sirrine Scholarship					

1.6.13 Utilize all available resources to monitor discipline issues to increase student achievement
   a. Train supervisors and administrators on effective use of discipline data
   b. Decrease incidences of discipline-related absences
	2013-2018	Director of Special Education Services
		
		Director of Accountability and Quality Assurance
		
		Director of Student Support Services					

c. Increase engagement and participation d. Minimize use of seclusion/restraint							
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. a. Identify students meeting criteria for federal and state programs (i.e. Section 504, IDEA, Title III, NSLP, McKinney-Vento. etc.) b. Identify and eliminate any discriminatory practices or procedures.	2013-2018	Director of Special Education Services Director of Accountability and Quality Assurance Director of Student Support Services					
1.6.15 Continue building relationships with community, businesses and post-secondary training/educational agencies. Vocational Rehabilitation Continuum of Care Local Business / Job training locations Community and vocational colleges and institutions Universities Civic organizations Department of Social Services Mental Health	2013-2018	Associate Superintendent for Academics Assistant Superintendent for Special Education Services Assistant Superintendent for Special Academic Programs Director of Special Education Services Director of Accountability and Quality Assurance Director of Academic Innovation and Technology Director of School Counseling and Sirrine Scholarship					

		Director of Student Support Services					

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

DATA SOURCE(S): Professional Development Portal

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

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

DATA SOURCE(S): Professional Development Portal

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

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: Annually recruit contracted teachers that are highly qualified.

DATA SOURCE(S): Verify with the Human Resources Department annually

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*100%*	*100%*	*100%*	*100%*	*100%*
Actual Performance	90%	94%					

☐Student Achievement ☒Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Assure that 10 schools will be utilizing a screening selection tool for teacher employment by June 30 2016; 20 schools by June 30, 2017; 30 schools by June 30, 2018.

ANNUAL OBJECTIVE: Annually increase the number of schools that will utilize a screening selection tool for teacher employment.

DATA SOURCE(S): List of participating schools

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*	*	10	20	30
Actual Performance	*						

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

DATA SOURCE(S): Survey results

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

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

Greenville County Schools
Strategic Education Plan
2013-2018

ACTION PLAN: Goal Two

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.	2013-2014	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					

Action	Timeline	Responsibility	Cost	Funding Source	F*	C*	M*
2.1.2 Research and procure software for Performance Management that includes a Professional Development module and can be linked to Human Resource Information system (HRIS) for all work groups.	2014-2015	Director of Evaluation and Development Coordinator of Instructional Technology Human Resource Leadership Team Senior Analyst, HR Systems	Estimate $500,000	Capital Fund Project			
2.1.3 Fully implement Performance Management and Professional Development Software.	2015-2016	Human Resource Team ETS	No cost				
2.1.4 Evaluate the effectiveness of the current substitute system and investigate alternatives if the current system is not adequate.	2013-2014	Manager of HR Systems and Processes Principal Committee	No cost for evaluation Alternative costs TBD				
2.1.5 Utilize the current Lawson system to develop a tool to analyze employment data for turnover, transfers and trends	2014-2015	Executive Director of Human Resources Manager of HR Systems and Processes Senior Analyst for Human Resources Systems	$5,000	General Fund			

* 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.	2013-2014	Teacher Quality Specialist/Mentoring Coordinator Recruitment Specialist					
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.	2014-2015	Executive Director of HR Director of Professional Employment Recruitment Specialist Principal Committee	No cost for research Selection Tool cost TBD	Investigate use of grant funding			
2.2.3 Implement a behavior-based interview approach for the hourly work groups.	2014-2015	Manager of Personnel-Operations Employee Relations Representative	$1,000	General Fund			
2.2.4 Investigate the potential of partnerships with Career Centers and Greenville Technical College to provide internships in operational positions	2014-2015	Manager of Personnel-Operations Leadership in FANS and Operations					
2.2.5 If investigation is positive, implement internships with the Career Centers and Greenville Technical College.	2015-2016	Manager of Personnel-Op Leadership in FANS and Operations					
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.	2014-2015	Human Resource Leadership Team Recruitment Specialist Senior Analyst HR Systems					
2.2.7 Develop and implement strategies to increase diversity of candidates, while	2016-2017	Human Resource Leadership Team					

maintaining quality for applicants in all work groups.							
2.2.8 Expand marketing of teacher employment opportunities using a wide array of venues, including global recruiting	2016-2017	Director of Professional Employment Recruitment Specialists	TBD	Title II			
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.	2013-2014	Manager of Personnel- Operations Communications Department Leadership of FANS, Operations and Transportation	$2,000	General Fund			
2.2.10 To provide program continuity and quality, Mr. McMahon will draw upon his years of successful teaching and expertise while continuing to teach AU – Architectural and Mechanical Design (Drafting) courses.	2013-2018	Director – Golden Strip Career Center					

* 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	2014-2015	Teacher Quality Specialist/Mentoring Coordinator Director of Evaluation and Development					
2.3.2 Implement an improved induction program, including the mentoring component	2015-2016	Teacher Quality Specialist/Mentoring Coordinator Director of Evaluation and Development	TBD	Title II			
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.	2016-2017	Director of Evaluation and Development Director of Professional Employment					
2.3.4 Research and procure software to improve the first-contact experience for new hires and efficiency within Human Resources.	2017-2018	Executive Director of Human Resources Director of Professional Employment	No cost for research Software cost TBD				

2.3.5 Develop electronic surveys for all employees in each department to capture feedback in order to improve retention	2014-2015	Employee Relations Representative Manager of 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 - 2018	Executive Director of Human Resources Employee Relations Representative	TBD				
2.3.7 Conduct a salary study for all work groups (compensation analysis)	2013-2014	Human Resource Leadership Team	No Cost				

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

Strategy 4 Provide innovative, ongoing professional development for administrators, instructional coaches, school counselors and teachers to ensure 21st 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: g. Mentoring/coaching h. Online learning i. Distance learning j. Learning-on-Demand k. Authentic professional learning communities l. Teacher-leader models	2013 - 2018	Associate Superintendent for Academics Director of Academic Innovation and Technology Director of Academic Support Services Coordinator of Evaluation and Professional Development Director of Special Education					
2.4.2 Continue and expand professional expertise and techniques for teaching and assessing d. Limited English Proficient students (LEP) e. Students with disabilities f. Students with gifts and talents (GT)	2013 - 2018	Director of Academic Support Services Coordinator of ESOL Programs Director of Special Education Services					

		Coordinator of Gifted/Talented Program					
2.4.3 Provide ongoing training to school counselors and support staff to increase the quality of services to families and students.	2013 - 2018	Director of School Counseling Services and Sirrine Scholarship					
2.4.4 Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2013 - 2018	Director of Academic Innovation and Technology Director of Academic Support Services					

2.4.5 Create a 21st Century professional development library to help teachers in the classroom
   e. Teacher resources
   f. Professional development videos
   g. Assessment exemplars
   h. Online training
	2014 - 2018	Associate Superintendent for Academics
		
		Director of Academic Innovation and Technology
		
		Director of Academic Support Services					

2.4.6 Provide ongoing training to teachers for the implementation of Common Core State Standards
   d. Unpack Common Core State Standards
   e. Provide training for cross-curricular integration
   f. Provide training on the cognitive rigor matrices and their implications for instruction and assessment (Smarter Balanced Assessment system)
	2013 - 2018	Director of Academic Support Services					

2.4.7 Provide ongoing training to enhance efforts in support of a Coordinated School Health system
   c. Monitor and train school wellness teams
   d. Train teachers and school administrators on school health index
	2013 - 2018	Director of Academic Support Services
		
		Academic Specialist for Health and PE
			$223,338	Community Transformation Grant			

2.4.8 Strengthen physical education programs in Greenville County Schools
   c. Provide training to PE teachers on the Spark PE curriculum
   d. Provide training to teachers on C.A.T.C.H
	2013 - 2018	Director of Academic Support Services
		
		Academic Specialist for Health and PE
			$30,000	Community Transformation Grant			

2.4.9 Support the Learning Focused initiative in all schools and centers
   d. Develop and implement a schedule for renewing current trainers' certification and training new district trainers
   e. Develop and implement a schedule for training new school-based instructional staff
   f. Provide specific training to schools based on need and request
	2013 - 2018	Director of Academic Support Services
		
		Assistant Superintendent of Special Academic Programs
		
		Assistant Superintendent of Special Education Services
			TBD	Professional Development			

2.4.10 Provide training and ongoing monitoring for Balanced Literacy initiatives in all schools.	2013 - 2018	Director of Academic Support Services Assistant Superintendent for Special Education Services					
2.4.11 Continue and expand professional expertise and techniques for teaching and assessing in the 21st Century classroom	2013-2018	Director of Academic Innovation and Technology Director of Academic Support Services	$100,000 $20,000 per year	Perkins IDEA			

		Assistant Superintendent for Special Education Services Assistant Superintendent for Special Academic Programs					
2.4.12 Develop a comprehensive training initiative to equip teachers to disaggregate formative and summative assessment data to inform instructional decision making	2013 - 2018	Director of Accountability and Quality Assurance 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
   c. Expand participation of teachers in Science P.L.U.S (Participating, Learning, Understanding, Sharing) Institute
   d. Develop a plan to improve standards-based instruction for students and teachers
	2014 - 2018	Director of Academic Innovation and Technology
		
		Director of Academic Support
		
		Academic Specialist for Science
		
		Academic Specialist for Social Studies
			TBD	RMSC Board
				
				Private Funds			

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)	2013-2018	Director of Accountability and Quality Assurance					
2.4.15 Support the ongoing evaluation of educational programs within the district to provide decision-makers with valid, usable information	2013-2018	Director of Accountability and Quality Assurance	$60,200	General Fund			
2.4.16 Provide training for all school counselors to improve services	2013-2018	Director of School Counseling Services and Sirrine Scholarship					

d. Recognized American School Counseling Model Program (RAMP) e. Grief counseling (partnership with Thomas McAfee Funeral Home) f. GCS Aftercare Team g. Homebound						
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.	2014-2018	Director of Academic Support Services Coordinator of ESOL Program Director of Special Education Services				
2.4.18 Provide training and ongoing guidance for curriculum, intervention, and support recommended for all tiers of the Response to Intervention model. o. Fidelity checks p. Intervention data analysis q. Outcomes-oriented feedback and support r. Soar to Success s. Early Reading Intervention t. Number Worlds u. Positive Behavioral Intervention Supports v. Class-wide Positive Behavior Intervention Supports (CHAMPS: Conversation, Help, Activity, Movement, and Participation) w. SRA Corrective Reading x. Reading Mastery Signature Series y. Wilson Reading z. Just Words aa. Touch Math bb. Edmark	2013 - 2018	Response to Intervention Specialist Special Education Curriculum Specialist Director of Academic Support Services Director of Special Education Services Director of Psychological Services Director of Accountability and Quality Assurance				

2.4.19 Provide ongoing support and training to specialized teachers in the areas of reading and math skill acquisition strategies. 　　d. Special education teachers 　　e. Limited English Proficiency teachers 　　f. Alternative education teachers	2013 - 2018	Assistant Superintendent of Special Academic Programs Director of Academic Support Services Director of Special Education Services Special Education Curriculum Coordinator Coordinator of ESOL Program					
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.	2013-2015	Director of Special Education Director of Academic Support Services					

*　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: Hourly Supervisors ~ 4 sessions a year Department Supervisors ~ 4 sessions a year Principals – 1 session per year centered on Human Resources management topic	Ongoing 2013-2014 2013-2014	Human Resource Leadership Team	$5,000 Annually	General Fund			
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.	2013-2014	Human Resource Leadership Team Finance Leadership Team					

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

DATA SOURCE(S): District Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			**95.0**	**95.0**	**95.0**	**95.0**	**95.0**
Actual Performance	95.9						

☐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: Maintain an annual student expulsion rate below 0.5%.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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%						

☐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: Annually decrease bus referrals by 1% each year.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*4,356*	*4,312*	*4,269*	*4,226*	*4,184*
Actual Performance	4,400						

☐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: 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

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

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually meet the targets and goals 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: 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance		*					

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: 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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
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%						

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: 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

Health and Safety Work Order Requests	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Work Order Requests	17,924						
Work Orders Completed	16,970						
Actual Carry-overs	954						
Carry-over Percentage	5.3%		*5.5% or less*	*5.5% or less*	*5.5% or less*	*5.5% or less*	*5.5% or less*

Other Work Orders	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

Work Order Requests	14,037						
Work Orders Completed	12,615						
Actual Carry-overs	1,422						
Carry-over Percentage	10.1%		*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: 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

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

SDE has not yet provided 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 83.3% to 85.5% by 2018.

ANNUAL OBJECTIVE: 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

	Baseline 2009-10	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance					*83.5*	*84.0*	*84.5*	*85.0*	*85.5*
Actual Performance	83.3	**	82.7						

SDE has not yet provided 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 teachers who are satisfied with the learning environment from 91.6% to 94.5% by 2018.

ANNUAL OBJECTIVE: 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

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

☐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: 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

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

 SDE has not yet provided 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: 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

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

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: 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

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

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: 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*98.9*	*98.9*	*98.9*	*98.9*	*98.9*
Actual Performance	98.9						

☐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: 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

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

Greenville County Schools
Strategic Education Plan
2013-2018

ACTION PLAN: 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			

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	2013-14 & Ongoing 2012-13 & Ongoing	Director of Student Personnel Services Director of Attendance/Social Work Services Social Workers					

b. Continue to use the Attendance Intervention Module (AIM) to intervene with students and families that are experiencing attendance problems to prevent having to resort to court intervention 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	2012-13 & Ongoing	Director of Guidance Dropout Prevention Specialist Attendance Supervisors School Administrators and Guidance Counselors					
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.	2013-14 & Ongoing	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					
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 a. Coordinate with school counselors to ensure students are identified as early as possible to offer guidance and services b. Coordinate with local service agencies to provide resources to help students stay in school (day care, equipment, clothing, diapers, etc.) c. Evaluate the PPS program's first year success	2012-13 2012-13/Ongoing 2012-13/Ongoing 2013-14 2015-16 Ongoing	Director of Student Personnel Services Director of Attendance/Social Work Services Pregnant & Parenting Specialist Social Workers Dropout Prevention Specialist					

d. Continue to seek and implement activities to improve high school completion of these students						

Strategy 2   <u>Decrease the student expulsion rate.</u>

Overall Leadership   <u>Director of Student Services</u>

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
	Ongoing	ETS
		Special Education
		Principal Designee
		Director of Attendance and Social Work
			$50,000/yr.
			$30,000/yr.
				General Fund
				Federal Funds			

3.2.2 Analyze the disposition of student expulsion cases to determine strategies to address major areas of concern.	Ongoing	Director of Student Services Director of Alternative Programs					
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			
3.2.4 Analyze current alternative school programs and additional options based on previously listed research to determine need for program expansion or restructuring.	2014-15	Assistant Superintendent of Academics Assistant Superintendent of Special Academic Programs Director of Student Services Director of Alternative Programs	TBD				
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.	Ongoing	Director of Student Services Staff Attorney					
3.2.6 Continue to communicate school district behavior code to parents, students	Ongoing	Director of Communications Webmaster					

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.	Ongoing	Director of Student Services Staff Attorney Assistant Superintendents for Principal Supervision Principals					

* 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
	2012-2013
	2013-2014
	2014-2015
		Director of Transportation
		Coord. Of Routing and Scheduling
		ETS Designee
		Purchasing Agent
			$1,000,000	Capital			

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
	2012-2013
	2013
	
	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)					

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 study of local job competition, to include bus driver wages of surrounding districts
	2013
	
	2013-14
	
	2014-15
		Executive Director of Planning, Demographics & Transportation
		Director of Acct. & Quality Assurance
		Director of Transportation
		Manager-Personnel Operations
				General Fund			

c. Recommend salary enhancements based on bus driver survey, internal comparisons and market/salary study and develop implementation plan d. Review bus driver/aide salary steps along with the market/salary study and formulate salary adjustment plan for implementation e. Review and evaluate further possibilities to annualize bus driver/bus aide pay	2014-2018 2015-2016	Executive Director of Human Resources	$1,500,000				
3.3.4 Develop an enhanced relationship between bus drivers and school administrators to promote the best interest of students a. Establish a committee to promote greater teamwork among transportation, schools and bus drivers b. Implement committee recommendations	2013-2014 2014-15	Asst. Super. For Prin. Supervision Principals Asst. Principal with Bus Duty Transportation Management Staff					

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

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

Overall Leadership 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			
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			
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.	Ongoing	Director of Student Services					
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.	Ongoing	Director of Student Services Asst Supt for Middle Schools Coordinator of School Safety					
3.4.5 Evaluate the existing facility security camera systems, upgrade as needed, and provide central monitoring capability.	Ongoing	Executive Director of Facilities Director of Maintenance	$208,000	Capital Fund			
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.	Ongoing	Executive Director of Technology Director of Maintenance Director of Transportation	$40,000	General Fund			

* *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 Executive Director Planning, Demographics & Transportation

Activities	Timeline	Implementation Team	Estimated **Additional** Cost	Funding Sources	Status*		
					F	C	M
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. a. Finalize changes and provide professional development b. Implementation	2014-15 2015-17 2017-18	Executive Director of Planning, Demographics & Transportation Assistant Superintendent For Academics Academic Specialist- AP, IB, Magnet, etc. Magnet Principals Assistant Superintendent For Principal Supervision		Grants if available. General Fund			
3.5.2 Survey a sample of parents to determine reasons they do or do not participate in the choice programs. a. Evaluate survey b. Begin implementation	2013 2013 2013-14	Executive Director of Planning, Demographics & Transportation Academic Specialist- AP, IB, Magnet, etc. Dir. Accountability/Quality Assurance ETS Designee Coord. Of Student Assignment	$1,500	General Fund			
3.5.3 Explore opportunities for new choice and magnet options. (Space options, transportation, programs, staff, cost, replication of program/curricular successes, parent surveys)	2014-15 2015-16	Executive Director of Planning, Demographics & Transportation Academic Specialist- AP, IB, Magnet, Etc. ETS Designee	$50,000	General Fund Grants			

a. Complete evaluation and determine new choices b. Begin implementation	2016-17	Coord. Of Student Assignment 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					
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	2014-15 2016-17/Ongoing	Executive Director of Planning, Demographics & Transportation Academic Specialist-AP, IB, Magnet, Etc. Asst. Supt. For Principal Supervision Designee Principal Designee	$5,000	General Fund			
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.		Executive Director of Planning, Demographics & Transportation Academic Specialist-AP, IB, Magnet, Etc. Dir Academic Inn. & Tech. ETS Development					

c. Begin programming d. Finalize technology purchase, programming e. Implement for 2016-17 school year		Coord. Of Student Assignment	$100,000	General Fund Capital Fund			
3.5.7 Explore possible options for decreasing ride time for magnet school students.	2013-14	Executive Director of Planning, Demographics & Transportation					

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

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

Overall Leadership   Executive Director 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.	2013-14	Executive Director of Planning, Demographics & Transportation Demo. Analyst Coord. Of Student Assignment Planning Specialist					
3.6.2 Increase use of mapping capabilities to review demographic data to more visually and promptly track trend changes.	2013-15	Demo. Analyst Coord. Of Student Assignment Planning Specialist					
3.6.3 Develop a method to track county building permits on a monthly basis to promote faster reaction to population changes.	2014-15	Demo. Analyst Coord. Of Student Assignment Planning Specialist					
3.6.4 Seek and use property transfer data to contact residents to determine school age population in the home.	2014-15	Demo. Analyst Coord. Of Student Assignment Planning Specialist	$5,000	General Fund			
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					

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

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

Overall Leadership   Executive Director of Planning, Demographics and Transportation

Activities	Timeline	Implementation Team	Estimated **Additional** Cost	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/Ongoing	Executive Director of Planning, Demographics & Transportation Associate Superintendent for Academics Exec. Dir. of Construction		I			
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 21st Century.	2013/Ongoing	Executive Director of Planning, Demographics & Transportation Executive Dir. of Construction Executive Dir. of Finance Associate Superintendent for Academics	TBD	Capital			
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/Ongoing	Executive Director of Planning, Demographics & Transportation Executive Director of Construction Coordinator of Student Assignment Demographic Analyst	TBD	Capital			

* *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 21st 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			
3.8.2 Continue to train and educate employees on current equipment and manufacturers' recommendations	On-going	Director of Operations					
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			
3.8.4 Evaluate new or improved equipment coming on the market to determine cost efficiency	2015-16	Director of Operations Coordinator of Maintenance					
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			

* *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	Ongoing	Executive Director of Facilities Director of Operations					
3.9.2 Continue to provide professional development for staff in areas such as air quality, HVAC & technology, etc.	Ongoing	Executive Director of Construction Director of Operations					
3.9.3 Develop and implement new management strategies to conserve energy costs and utility consumption and decrease usage.	Ongoing	Executive Director of Construction Director of Operations Director of Energy Management					

* 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 **Additional** Cost	Funding Sources	Status*		
					F	C	M
3.10.1 Evaluate current level of cleaning quality per industry standards	Ongoing	Director of Operations Coordinator of Building Services					
3.10.2 Provide training of custodial staff in new methods and products.	Ongoing	Director of Operations Coordinator of Building Services					
3.10.3 Continue to use the Quality Detail Report prepared by the Custodial Specialist	Ongoing	Director of Operations Coordinator of Building Services Principals Assistant Superintendent for Principal Supervision					

* 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 **Additional** Cost	Funding Sources	Status*		
					F	C	M
3.11.1 Continue to implement replacement cycle for all district-owned vehicles	Ongoing	Director of Operations Coordinator of Maintenance					
3.11.2 Continue to implement a replacement cycle for maintenance and custodial equipment	Ongoing	Director of Operations Coordinator of Maintenance Coordinator of Building Services					
3.11.3 Continue to explore the cost-effectiveness of alternative fuel vehicles.	Ongoing	Director of Operations					

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

| Strategy 12 | Improve the effectiveness and efficiency of the bus transportation system to assure optimal learning opportunities for all students. |

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 a. Convene a committee to review the current process of tagging young children b. Develop recommendations to improve the tagging procedures to ensure on-time arrival at middle and high schools c. Implement and approve recommended changes d. Monitor and report on tagging process to ensure compliance with established procedures and to update procedures if required	2013 -2013 2013 2014-15/Ongoing	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			
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 a. Study and review attendance and on-time arrival of bus drivers and bus aides b. Determine if a monthly or quarterly positive reward might be effective c. Pilot a reward system d. Evaluate the pilot reward system	2013-14 2013-2014 2014-15 2015-16 2016-17	Director of Transportation Bus Managers HR Designee	$20,000. $120,000	General Fund			

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	2013-2014	Executive Director of Planning, Demographics & Transportation Director of Transportation Coord. Of Government Relations				

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

Overall Leadership   Educational Technology Services (ETS)

Activities	Timeline	Implementation Team	Estimated **Additional** 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			
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 Ongoing	ETS	$600,000/yr.	Refresh Fund			
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)	2013-2014	ETS	$112,500	General Fund			
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)	2013-2015	ETS	2013: $187,500 2014: $562,500 2015: $1,687,500 (annual additions to baseline)	General Fund			

* 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 **Additional** 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	2013-2020**	ETS	$22,500,000	Capital Fund (LRFP)			
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	SCDOE K12 Funds			
3.14.3 Maintain and expand core data center servers to implement new learning systems and reduce downtime issues with aging servers	2013-2018 Ongoing	ETS	$100,000/yr.	Department Refresh			
3.14.4 Enhance network and computer based security systems along with pro-active monitoring of all student information and financial systems, obtain ISO 27001 security certification	2014-2015	ETS	$250,000 one-time $150,000/yr.	General Fund Capital Fund (LRFP)			
3.14.5 Upgrade existing switching network components to higher speed devices to support the high-density and network bandwidth needs of all users	2013-2018	ETS	$180,000/yr.	Capital Fund (LRFP)			

*   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) by 10% each year through 2017-18.

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

DATA SOURCE(S): listing of schools using the P-card; monthly report from Bank of America stating dollar volume activity will show a monthly increase

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			72.6%	79.9%	87.8%	96.6%	100%
Actual Performance	66.0%						

☐Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☒Other Priority

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

ANNUAL OBJECTIVE: 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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						

☐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: Increase employee participation in receiving online W-2s by 10% each year.

DATA SOURCE(S): Annual report listing employees receiving W-2 online

	Baseline 2011-12	**Planning Year 2012-13**	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance		10%	*20%*	*30%*	*40%*	*50%*	*50%*
Actual Performance	0%						

☐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: 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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						

☐Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☒Other Priority

FIVE YEAR PERFORMANCE GOAL: Reduce Workers Compensation lost work time claims by 10% annually through 2017-18.

ANNUAL OBJECTIVE: Reduce Workers Compensation lost work time claims by 10% each year from 2013-14 through 2017-18.

DATA SOURCE(S): Annual Workers Compensation claims report

	Baseline 2011-12	**Planning Year 2012-13**	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance		21 or fewer claims	**19 or fewer claims**	**17 or fewer claims**	**15 or fewer claims**	**13 or fewer claims**	**12 or fewer claims**
Actual Performance	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: 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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance		90%	**95%**	**95%**	**95%**	**95%**	**95%**
Actual Performance	85%						

☐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: 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

	Baseline 2011-12	**Planning Year 2012-13**	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
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						

☐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: 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

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

Moody's Credit Rating	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			**Aa1**	**Aa1**	**Aa1**	**Aa1**	**Aa1**
Actual Performance	Aa1						

☐Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☒Other Priority

FIVE YEAR PERFORMANCE GOAL: Receive an "Unqualified Audit Opinion" on the annual External Audit of the Comprehensive Annual Financial Report.

ANNUAL OBJECTIVE: Receive an "Unqualified Audit Opinion" on the annual External Audit of the Comprehensive Annual Financial Report.

DATA SOURCE(S): Audited Comprehensive Annual Financial Report

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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						

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.	2013-2014	Culinary Specialist Area Managers	$140,000	Grants			
b. Begin implementation of modified Culinary Creations meals initiative at all 19 Middle Schools.	2014-2015	Culinary Specialist Area Managers	$150,000	FANS/Grants			
c. Begin implementation of modified Culinary Creations meals initiative at all 14 High Schools.	2015-2016	Culinary Specialist Area Managers	$140,000	FANS/Grants			
d. Increase USDA reimbursable meal participation at schools not meeting district averages. Elem 70% Middle 60% High 50% Training will be implemented in food	Ongoing 3-5 months to correct each site	Culinary Specialist Area Managers Marketing/Training Specialist	$1,000 per school utilizing salaried employees	FANS			

quality, presentation, and customer service.							

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		Director of Food Service					
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.	Ongoing 3-5 months to correct each site	Culinary Specialist Area Managers Marketing/Training Specialist Training Managers					
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					
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.	2013-2018	IT Specialist Marketing/Training Specialist					
b. Coordinate with schools to include instructions in their newsletters on	2013-2018	Marketing/Training Specialist					

procedures to make online payments.							
4.1.5 Develop new concepts to increase Food Service revenue							
a. Develop four new school store concepts to sell reimbursable meals, special sales food items, and school supplies.	2013-2015	Area Managers Marketing/Training Specialist	$29,000 per year new labor costs	FANS			

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

4.2.1 Expand Purchasing Card (P-Card) Program							
a. Identify eligible schools by reviewing SAF audit reports	2013-2015	Director of Accounting Services					
b. Review department requests and justifications to use P-card	2013-2015	Director of Accounting Services					
c. Review invoices submitted for payment to accounts payable to capture P-card payment opportunities	Ongoing	Director of Accounting Services					
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	2013	Director of Accounting Services					
b. Identify security/concerns to be addressed	2013	Director of Accounting Services/ETS					
c. Issue RFP to identify vendor to provide software program/service to meet the needs identified	2013	Directors of Accounting Services and Procurement					
d. Implement program	2013-2014	Business Services/ETS	$2,500	GF			
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		Director of Accounting Services					

b. Identify hardware needed to effectively use a document imaging system	2013-2014	Working Group/ETS				

c. Identify company to provide software program/service to meet the needs identified		Working Group/ Procurement				
d. Implement program		Accounting Services/ETS	$250,000	GF		

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

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	2013-2014	Coordinator, Payroll & ETS Staff					
b. Load historical and current W2 information to data base	2013-2014	Coordinator, Payroll & ETS Staff					
c. Test W2 information and security protocols	2013-2014	Coordinator, Payroll & ETS Staff					
d. Allow employee access to information	2014-2015	Coordinator, Payroll & ETS Staff					
4.3.2. Communicate to employees their option to access W2 information online							
a. Place information about online access to W2s on/in: • Management Memo • E-Bulletin • Pay stub web page • District web page	2014-2015 ongoing	Coordinator, Payroll					
b. Establish online process to allow employees to opt-out of receiving printed annual W2	2015-2016	Coordinator, Payroll & ETS Staff					
c. Allow employees to opt-out of receiving printed annual W2 by online process.	2015-2016	Coordinator, Payroll & ETS Staff					
4.3.3 Outsource employment verification process							
a. Issue RFP to identify vendor that can provide employment verification services.	2013-2014	Dir./Coor., Payroll					
b. Implement process of having employment verification services performed by vendor.	2014-2015	Coordinator, Payroll & ETS Staff					

4.3.4 Establish online United Way enrollment process							
a. Create and test online enrollment process	2013-2015	Director, Payroll & ETS Staff					
b. Create and test data file and process to load United Way payroll deductions	2013-2015	Coordinator, Payroll & ETS Staff					
c. Communicate online enrollment process to District Staff through Management Memo and E-Bulletin	2015-2016	Director, Payroll & Communications Dept.					
d. Provide employee access to online enrollment process	2015-2016	Director, Payroll & ETS Staff					
4.3.5 Improve Benefit Department's customer satisfaction rating:							
a. Gather information on customer satisfaction using: • Customer survey results • Call center statistics	2013-2014	Director, Payroll & Insurance Services					
b. Use results of survey and call center statistics to: • Realign responsibilities • Identify training need	2013-2014	Director, Payroll & Insurance Services					
c. Expand Flex Hours Program • Two days a week Benefits Department will stay open to 6pm to provide additional service time to District employees • Monitor program to determine employee utilization of program	2013-2014	Director, Payroll & Insurance Services					
d. Increase Benefit Department customer satisfaction rating to 95%	2014-2015	Director, Payroll & Insurance Services					

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

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.	2013-2015	Executive Director of Finance and Director of Accounting Services					
b. Have District's financial outlook and financial management practices receive an assignment of "strong" by S&P and Moody's	2015-2016	Executive Director of Finance and Director of Accounting Services					
4.4.2 Continue to receive an "Unqualified Audit Opinion" on the Comprehensive Annual Financial Report							
a. Review and monitor internal controls every quarter b. Cross train Finance staff on critical tasks c. Encourage Finance staff to earn certification through the Government Finance Office program d. Implement Government Accounting Standards Board (GASB) pronouncements in required time frame e. Update Enterprise Resource Planning (ERP) system with new releases within two months of release	Ongoing	Finance Department Directors					

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

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	2013-2014	Logistics Coordinator, foreman					
b. Implement online auction	2013-2014	Logistics Coordinator					
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	2013-2014	Logistics Coordinator,					
b. Investigate use of bulk mail rate for comprehensive health education materials needing to be mailed	2013-2014	Logistics Coordinator,					
c. Consult with presort service concerning time of day pick up options	Ongoing	Logistics Coordinator					
d. Investigate cost and feasibility of copying comprehensive health materials by the print shop vs. copier	2013-2014	Logistics Coordinator, mail clerk					
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	Ongoing	Logistics Coordinator, Inventory and Ordering Specialists					
b. Identify slow turnover vs. fast turnover items for timely, favorable pricing	Ongoing	Logistics Coordinator					
c. Explore online auction of surplus furniture and equipment	2013-2014	Logistics Coordinator					

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

4.6.1 Streamline budget process and procedures							
a. Implement on-line budget process for departments.	2013-2014	Budget Team					
b. Implement electronic budget transfer with on-line approval routing.	Meet with ETS to determine feasibility and timeline	ETS/Budget Team					
c. Improve efficiencies by utilizing a shared drive for budget documents.	Ongoing	Budget Team					
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					
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					
c. Maintain and expand a Budget Services website within the School District web address.	Ongoing	Director for Budget Services					
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 comparison to appropriate state, regional, and / or national benchmarks	2014-2015	Director for Budget Services Director for Accounting Services					

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

4.7.1 Ensure national and District comparisons include same cost factors	2013 -2014	Director of Maintenance Director of Budget Services					
4.7.2 Develop schedule for presentation of information to the Administration and Board	2013 -2014	Director of Maintenance Director of Budget Services					

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

4.8.1 Provide / continue staff development training for District employees							
a. Develop online training videos / sessions concerning student activity funds accounting.	2013-2014	Director of Accounting Services					
b. Provide focused safety training sessions for employee groups with high Workers Compensation activity	Ongoing	Director, Payroll & Insurance Services, Coordinator of Workers Compensation					
c. Provide annual staff development for school and department personnel on financial policies and procedures related to Lawson software.	Ongoing	Finance Team					

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

4.9.1 Continue to inform District employees of the District's financial position	Ongoing	Executive Director of Finance					
4.9.2 Develop online process for District employees to submit cost savings or new revenue ideas	2013 – 2014	Director of Budget Services					
4.9.3 Review current programs for operational efficiency and effectiveness	2013 - 2018	Director of Budget Services					

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 the district and schools as Excellent or Good as measured by a district survey, by 1.0 percentage point each year from the baseline year.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase the percentage of parents rating the district and schools as Excellent or Good as measured by a district survey, by 1.0 percentage point each year.

DATA SOURCE(S): District Survey results

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*	*	*	*	*
Actual Performance	*						

Baseline will be established in 2014-15.

☐Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☒Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of the general public rating the district and school as Excellent or Good, as measured by a district survey, by 1.0 percentage point each year from the baseline year.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase the percentage of the general public rating the district and school as Excellent or Good, as measured by a district survey, by 1.0 percentage point each year.

DATA SOURCE(S): District Survey results

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*	*	*	*	*
Actual Performance	*						

Baseline will be established in 2014-15.

☐Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☒Other Priority

FIVE YEAR PERFORMANCE GOAL: Document a minimum of 500 hours of mentoring, shadowing, and career exploration contributed by businesses, civic clubs, and other organizations in 2013-14; increase by 10% annually.

ANNUAL OBJECTIVE: 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 10% each year.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*500 hours*	*550 hours*	*605 hours*	*665.5 hours*	*732 hours*
Actual Performance	*						

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 715,045 in 2017-18.

ANNUAL OBJECTIVE: 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		690,045 hours	**695,045 hours**	**700,045 hours**	**705,045 hours**	**710,045 hours**	**715,045 hours**
Actual Performance	685,045 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: 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			*				

School 2	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			*				

School 3	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

Projected Performance							
Actual Performance			*				

School 4	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			*				

School 5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			*				

School 6	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			*				

School 7	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

Projected Performance							
Actual Performance			*				

School 8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			*				

School 9	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			*				

School 10	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			*				

Baseline will be established in 2013-14.

☐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: Beginning in 2013-14, the Communications Department 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*3*	*3*	*3*	*3*	*3*
Actual Performance	*						

Baseline will be established in 2013-14.

☐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: Increase "Likes" (electronic subscriptions) of the Greenville County School Facebook page by 10% each year.

DATA SOURCE(S): Facebook report

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance		4,200	*4,620*	*5,082*	*5,590*	*6,149*	*6,764*
Actual Performance	3,100						

☐Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☒Other Priority

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

ANNUAL OBJECTIVE: 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*120*	*120*	*120*	*120*	*120*
Actual Performance	*						

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

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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			**90%**	**90%**	**90%**	**90%**	**90%**
Actual Performance	93.9%						

☐Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☒Other Priority

FIVE YEAR PERFORMANCE GOAL: Publish a minimum of six Op-Eds, including third party endorsements, through Upstate media outlets annually.

ANNUAL OBJECTIVE: From 2013-14 through 2017-18, publish a minimum of six Op-Eds, including third party endorsements, through Upstate media outlets each year.

DATA SOURCE(S): Published Opinion Editorials

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			*6*	*6*	*6*	*6*	*6*
Actual Performance	*						

Baseline will be established in 2013-14.

☐Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☒Other Priority

FIVE YEAR PERFORMANCE GOAL: Provide marketing and media relations in-service to 100% of principals and district leaders 2017-18.

ANNUAL OBJECTIVE: Provide marketing and media relations in-service to 100% of principals annually.

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

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

PERFORMANCE GOAL AREA

☐Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☒Other Priority

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

ANNUAL OBJECTIVE: 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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*6*	*6*	*6*	*6*	*6*
Actual Performance							

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: 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

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

Baseline will be established in 2013-14.

PERFORMANCE GOAL AREA

☐Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☒Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of parents using the Parent Portal by at least 5 percentage points each year.

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

DATA SOURCE(S): Parent Portal active user accounts

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Projected Performance			*30,432 accounts*	*31,954 accounts*	*33,552 accounts*	*35,230 accounts*	*36,991 accounts*
Actual Performance	28,983 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			
5.1.2 Investigate options and costs to administer survey(s)	2013-14	Dir. of Quality Assurance, Dir. of Communications	0	N/A			
5.1.3 Administer the survey(s) and compile results	2014-15	Dir. of Quality Assurance, Dir. of Communications	TBD	GF			
5.1.4 Utilize findings to develop messages and communications plan	2014-15	Dir. of Communications	TBD	GF			

* 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	2013-14	District Leadership	0	GF			
5.2.2 Provide staff support for GCS Education Foundation	2013-14	Superintendent	TBD	GF			
5.2.3 Review policies regarding community/business involvement to ensure clear, defined process	2013-14	Dir. of Communications, General Counsel	0	GF			
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	2013-14	PTA Support Sp., Exec. Dir. of Technology	TBD	GF			
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	2013-14	PTA Support Sp.	0	GF			
5.2.6.Provide assistance each year to expand involvement to the ten schools with the lowest number of volunteer hours	2014-15	PTA Support Sp.	TBD	GF			
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			

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	2013-14	Dir. Of Comms., Coord. Of Comms., Coord. Of Govt. Relations	0	GF			
5.3.2 Increase media coverage and postings of positive news stories from schools and departments	2013-14	Coord. of Comms.	0	GF			
5.3.3 Identify issues and write/solicit writing of Op-Eds	2013-14	Dir. of Comms., Exec. Asst. to Supt.	0	GF			
5.3.4 Conduct media relations and marketing in-service each year for principals and district leadership	2013-14	Dir. of Comms., Coord. of Comms.	0	GF			
5.3.5 Develop an information/feedback kiosk to be displayed at events	2014-15	Dir. of Comms, Coord. of Comms.	$5,000	GF			
5.3.6 Expand GCS's national exposure by contracting with a national media release distribution company	2014-15	Dir. of Comms.	TBD	GF			

* 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 **Additional** Cost	Funding Sources	Status*		
					F	C	M
5.4.1 Identify issues impacting GCS	2013-14	Coord. of Govt. Relations	0	GF			
5.4.2 Research and write position papers and legislative alerts for Board approval	2013-14	Coord. of Govt. Relations	0	GF			
5.4.3 Implement plan to broaden employees' knowledge of issues that impact them	2013-14	Dir. of Comms., Coord. of Govt. Relations	0	GF			

* 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 **Additional** Cost	Funding Sources	Status*		
					F	C	M
5.5.1 Review process for parent registration for Parent Portal and improve convenience	2013-14	Exec. Dir. of Technology	TBD	GF			
5.5.2 Investigate and implement use of various technologies (Facetime, Skype, etc.) to conduct parent conferences	2014-15	Exec. Dir. of Technology	TBD	GF			

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

Appendix 2 – Acceptable Use Policy

Book	Policies
Section	E - Business Management
Title	Data Management: Data and Internet Security
Number	EFE
Status	Active
Legal	Children Internet Protection Act, 47 C.F.R. § 54.520
Adopted	November 11, 1986
Last Revised	May 22, 2012

The District is committed to using technology and the internet as important resources in the education of students. The District is also committed to making the use of technology and the internet as safe as possible for students while at school. Accordingly, the District strives to prevent access of inappropriate material on the internet. This inappropriate material includes depictions that are obscene, pornographic, or otherwise harmful to minors. The District will also monitor the safety and security of students when using other forms of electronic communication including, but not limited to, electronic mail. The District will implement measures designed to prevent internet security breaches, such as hacking, as well as other unlawful activities by students and staff. The District will also implement measures designed to prevent unauthorized disclosure, use, and dissemination of personal information of students and staff through the use of the internet, computer hardware and software, and other related materials and technology.

The District will provide for the education of students about appropriate online behavior, including interacting with other individuals on social networking and in chat rooms. This education will also include cyber bullying awareness and the appropriate response by students and staff to cyber bullying.

The superintendent may promulgate rules and procedures for implementing this policy.

Book	Rules
Section	E - Business Management
Title	Data Security and Use of Technology
Number	EFE
Status	Active
Legal	
Adopted	November 11, 1996
Last Revised	March 19, 2014

I. Introduction
Each employee, student or non-student user of Greenville County Schools (GCS) information system is expected to be familiar with and follow the expectations and requirements of this administrative rule. The purpose of this rule is to ensure that individuals are aware of their responsibilities regarding the Internet and related technology and equipment. This rule also helps ensure the safety and privacy of current and former employees and students.

A. Legal Requirements
GCS is committed to complying with applicable information security requirements and relevant information security standards and protocols. These requirements include, but are not limited to the following:

1. The Family Educational Rights and Privacy Act (FERPA)
2. Children's Internet Protection Act (CIPA)
3. Individuals with Disabilities Education Act (IDEA)
4. Children's Online Privacy Protection Act (COPPA)
5. Health Insurance Portability and Accountability Act (HIPAA)

Users of GCS's network are required to adhere to state and federal law as well as board policy. Any attempt to break those laws or policies through the use of GCS networks may result in discipline or litigation against the offender(s) by the proper authority. GCS will provide any information necessary in order to fully cooperate with the appropriate authorities in the civil and/or criminal process.

B. Acceptable Use
GCS provides computer, network, e-mail, and Internet access to individuals as part of the learning environment. The use of these resources is a privilege and not a right. While these systems have the power to deliver a vast number of resources to classrooms and enhance education, their effectiveness depends on the responsible and ethical use by every individual. Violation of this administrative rule will result in the loss of this privilege and may result in discipline or litigation in accordance with board policy and state and federal law.

II. Employee Acceptable Use
This section is dedicated to provide GCS employees with guidance of acceptable use of the District's information technology resources, including but not limited to:

1. The internet, intranet, e-mail, portal

2. District assigned computing devices such as personal electronic devices, laptops and desktops and
3. The District's network and supporting systems and data transmitted by and stored on the GCS systems.

A. Annual Responsibilities and Information Security Awareness
Staff members will review the Information Security Awareness materials presented on the GCS Portal website annually.

B. Prohibited Use of GCS Resources
The following uses of GCS computer resources by staff members are prohibited at all times:

1. Unauthorized or excessive personal use. Any personal use should not interfere with or impair an employee's job performance.
2. Infringing upon the intellectual property rights of others or violating copyright laws.
3. Advancing personal profit.
4. Furthering political causes in violation of board policy or the State Ethics Act.
5. Uploading or transferring out of the District's direct control any software licensed to the District or data owned by the District without explicit written authorization. Failure to observe copyright or license agreements can result in disciplinary action from GCS or legal action by the copyright owner.
6. Unauthorized use of resources (including but not limited to servers, networks, computers and printed output) to reveal confidential or sensitive information, student data, or any other information covered by existing state or federal privacy or confidentiality laws, regulations, rules, policies, procedures, or contract terms.
7. Downloading software unless it is required to complete their job responsibilities and approved and implemented by Education Technology Services (ETS).
8. Bypassing or attempting to bypass any of the District's security or content filtering safeguards.
9. Accessing or attempting to access resources for which an employee does not have explicit authorization by means of assigned user accounts, valid passwords, file permissions or other legitimate access and authentication methods.
10. Granting another individual access to any District accounts that have been authorized to you or using another individual's District authorized accounts, user-id's and/or passwords. Specific exceptions are allowed for ETS personnel for authorized system operations and maintenance.
11. Allowing another person to use a District system under his or her login.
12. Adding, modifying, repairing, removing, reconfiguring, or tampering with any device on the network infrastructure.
13. Allowing non-district persons permission to use District assigned information systems on District equipment taken off-site.
14. Sharing the password of their unique GCS user ID or using this password to access other 3rd party web sites or applications.
15. The use of any "hacking tools" that can be used for "computer hacking", as defined in the South Carolina Computer Crime Act, may not be possessed on school property, on any District premise, or run or loaded on any District system.
16. Violating any state or federal law or regulation, board policy or administrative rule.

C. Sensitive Information

GCS employees who have or may have access to personally identifiable student records shall adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Children's Online Privacy Protection Act (COPPA), and other applicable laws and regulations, as they relate to the release of student information.

1. Employees may not disclose sensitive or personally identifiable information regarding students to individuals and/or parties not authorized to receive it. Authorization to disclose information of a student to individuals and/or parties must strictly adhere to regulations set forth in the FERPA - *See Board Policy and Administrative Rule JR.*
2. Information contained in these records must be securely handled and stored according to GCS directives, rules and policies and if necessary destroyed in accordance with state information retention standards and archival policy.

D. Granting Access to Secure Locations

Staff members may only grant access to sensitive and secure areas, including but not limited to, server rooms and wire closets, after verification with ETS of the credentials and need for access of the person requesting access.

E. Limited Personal Use

GCS does not grant any ownership, privacy or an expectation of privacy in the contents of any message, including email, or other Internet activities involving GCS resources or equipment. Personal use is prohibited if:

1. It interferes with the use of IT resources by the District;
2. Such use burdens the District with additional costs;
3. Such use interferes with the staff member's employment duties or other obligations to the District; or
4. Such use includes any activity that is prohibited under any district (including this rule), board policy, or state or federal law.

Email Maintenance

Each District e-mail user is responsible for the content of all text, audio, or image that he or she places or sends over the Internet or District email systems.

1. Emails will only be backed up for fourteen calendar days, and each employee will be limited to a total of 200MB of message storage space. Employees must delete messages they don't need or store messages that they will need in another way besides the electronic mail system. Examples of storing emails are printing, saving to other document types or archiving messages in off-line email folders. An employee must preserve all emails and other relevant records related to an incident that is subject to litigation once that employee is made aware of the legal action.
2. Email messages are considered public records and may be released pursuant to the requirements of the South Carolina Freedom of Information Act.

G. Consequences

Employees who violate this administrative rule may be subject to discipline, including up to termination. All employees are responsible for reporting breaches and possible breaches of security. Incidents should be reported to an employee's supervisor and directly to the ETS Help Desk. Suspected criminal activity must be immediately reported to law enforcement.

III. Student Acceptable Use
This section is dedicated to provide GCS students with guidance of acceptable use of the district's information technology resources, including but not limited to:

1. The internet, intranet, e-mail, portal;
2. District assigned computing devices such as personal electronic devices, laptops, desktops and portable storage; and
3. The District's network and supporting systems and data transmitted by and stored on these systems.

A. Compliance with Copyright Laws
Students are to follow copyright laws at all times. Students should refer all questions regarding copyright concerns to administrators at their school.

B. Filtering and Monitoring Computer Resources
The District takes reasonable precautions by using filtering software to keep inappropriate Internet sites and e-mail out of the classroom. The District strongly adheres to the guidelines set forth by COPPA and CIPA when installing filtering/monitoring software devices on District equipment. The District does not supervise individual e-mail accounts.

1. The District reserves the right to review any e-mail sent or received using District equipment and e-mail accounts.
2. Students must adhere to the behavior expectations while using technology and e-mail, including but not limited to those expectations contained in board policy. The District's Behavior Code is Board Policy JCDA.
3. Technology is constantly changing and evolving. Due to the nature of the Internet, online communications, and evolving technology, the District cannot ensure or guarantee the absolute safety of students during the use of technology, including email and the Internet. Parents and students should contact the school immediately with any concerns related to the use of technology.

C. Prohibited Uses of GCS Resources
The following uses of GCS computer resources by students are prohibited from:

1. The use of school computers for commercial purposes.
2. The use of obscene, bullying, profane, lewd, threatening, disrespectful, or gang related language or symbols.
3. The bypass or attempt to bypass any of the District's security or content filtering safeguards.
4. Allowing another person to use the computer under your District login.

5. Adding, modifying, repairing, reconfiguring or otherwise tampering with any device on the network infrastructure including, but not limited to: wireless network devices, computers, printers, servers, cabling, switches/hubs, routers, etc.
6. Unauthorized access, overloading, more commonly known as Distributed Denial of Service or Denial of Service, or use, or attempted unauthorized access or use of District information systems.
7. Destroying or tampering with any computer equipment or software.
8. The use of any "hacking tools" that can be used for "computer hacking", as defined in the South Carolina Computer Crime Act, may not be possessed on school property, on any District premise, or run or loaded on any District system.
9. The use of school computers for illegal activities including but not limited to planting viruses, hacking, or attempted unauthorized access to any system.
10. Violating any state for federal law or regulation, board policy or administrative rule.

D. Agreement of Use
Students, parents and guardians agree that GCS computer equipment must be handled with care and respect.

E. Consequences
Students who violate this administrative rule may be subject to disciplinary action up to and including expulsion in accordance with board policy and state and federal law. Suspected criminal activity must be immediately reported to law enforcement.

IV. GCS Internet Safety and Other Terms of Use

A. General Access
In compliance with the Children's Internet Protection Act ("CIPA"), U.S.C. §254 (h), the District uses technological devices designed to filter and block the use of any of the District's computers with Internet access to retrieve or transmit any visual depictions that are categorized as obscene, child pornography, or "harmful to minors" as defined in the CIPA.

1. Though the District makes reasonable efforts to filter such Internet content, the District cannot warrant the effectiveness of its Internet filtering due to the dynamic nature of the Internet.
2. Users of a District computer with Internet access may request that the "technology protection measures" be temporarily disabled to conduct bona fide research for another lawful purpose. These requests should be made to ETS with the knowledge of that employee's supervisor.

B. Education, Supervision, and Monitoring
It shall be the responsibility of all District school staff to make a reasonable effort to educate, supervise, and monitor appropriate usage of online computer network access to the Internet in accordance with this administrative rule, CIPA, COPPA, and the Protecting Children in the 21st Century Act.

C. Personal Safety
The following list is considered precautions taken by GCS to ensure the safety of their students, employees, and other individuals.

1. Students will not post or email personal contact information about themselves or other people unless it is in conjunction with a specific teacher-approved assignment or approved college/career communication.
2. Students will not agree to meet with someone they have met online without their parent/guardian's approval.
3. Students will promptly disclose to an administrator, teacher, or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.
4. Employees will report any concerns related to their use of technology to their immediate supervisor.

D. Expectation of Privacy

Individuals should not have an expectation of privacy in the use of the District's email, systems, or equipment. The District may, for a legitimate reason, perform the following:

1. Obtain emails sent or received on District email.
2. Monitor an individual's use on the District's systems.
3. Confiscate and/or search District-owned software or equipment.

The District may confiscate and search personal electronic devices in accordance with *New Jersey v. T.L.O.* and applicable law.

Appendix 3 – COPPA Internet Permission Form

Dear Parent or Guardian,

Greenville County Schools believes that technology is an important resource for enhancing the education of students with the most effective web-based tools and applications for learning. To provide students with access to web-based resources, school systems must abide by federal regulations that require parent/guardian consent as outlined below.

Several third-party computer software applications and web-based services are utilized by our schools. These include Edmodo, Google Apps for Education, Office 365 for Education, and other similar educational programs. A list of the programs with the terms of use and privacy policy for each can be found at: http://www.greenville.k12.sc.us/Parents/main.asp?titleid=coppa.

In order for students to use these third-party software programs and services, certain personal identifying information - the student's name, GCS email address and GCS user name - must be provided to the web site operators. Under federal law, these websites must provide parental notification and obtain verifiable parental consent before collecting personal information from children (Federal Trade Commission – Children's Online Privacy Protection Act "COPPA"). The law permits school districts to obtain this consent thereby eliminating the need for each website operator to request parental consent.

This form will constitute consent for Greenville County Schools to provide personal identifying information for your child consisting of only first name, last name, GCS email address and GCS username to the operators of web-based educational programs and services.

Please be advised that without receipt of this signed form we cannot provide your student any educational resources offered by web-based educational programs and services.

Student Name:

Parent/Guardian Name (Please Print):

Parent/Guardian Signature:

Date:

Each employee, student or non-student user of Greenville County Schools (GCS) information system is expected to be familiar with and follow the expectations and requirements of Board Policy and Administrative Rule EFE – Acceptable Use of Technology. This document is available for review at http://www.greenville.k12.sc.us/Departments/main.asp?titleid=etsaup.

Appendix 4 – Erate Matching Funds Budget

GREENVILLE COUNTY SCHOOLS
Where Enlightening Strikes!

BUD
Budget Report Special Revenue

Report Parameters		Report Parameters	
Fiscal Year:	2014	Grant:	ALL
Company:	8500	Initiative:	ALL
Location:	ALL	Account:	ALL
Function:	ALL	Periods:	01,02,03,04,05,06,07,08,09,10,11,12

Company	Accounting Unit	Account	Description	Original Budget	Revised Budget	Expended Year to Date	Commits	Encum	Current Balance
>>Company:	8500	------	ETS E-rate Reserve						
Expense Section									
8500	703.254.01.000	50540-0099	Equipment Under 5000	3,695,273.78	1,295,273.78	-	-	-	1,295,273.78
8500	900.424.01.000	50710-0000	Fund Modifications	0.00	2,400,000.00	2,400,000.00	-	-	-
Expense Section Totals:			**$3,695,273.78**						
Revenue Section									
8500	900.900.01.000	41999-0000	Revenue from Other Local Sources	-3,695,273.78	-3,695,273.78	-3,453,647.84	-	-	-241,625.94
Revenue Section Totals:			**$-3,695,273.78**						
Supplementary Section									
8500	900.900.00.000	10150-1000	Due To From General Fund	0.00	-	-1,705,698.78	-	-	1,705,698.78
8500	900.900.00.000	2040-0001	Deferred Revenue	0.00	-	2,759,346.62	-	-	-2,759,346.62
8500	900.900.00.000	39997-0000	URE Current Year Fund Changes	0.00	-	-1,053,647.84	-	-	1,053,647.84

Report Data Date/Time: 3/31/2014 9:59:39AM   Report Modification Date/Time: 3/31/2014 9:59:39AM   Page 1 of 2

BUD - Budget Report Special Revenue: created by ETS