

DISTRICT STRATEGIC PLAN COVER PAGE

GREENVILLE COUNTY SCHOOL DISTRICT

DISTRICT STRATEGIC PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

DISTRICT STRATEGIC ANNUAL UPDATE FOR 2016-2017 (*one year*)

Assurances

The district strategic plan, or annual update of the district strategic plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

TITLE II COORDINATOR

Mrs. Patty Fox		
PRINTED NAME	SIGNATURE	DATE

DISTRICT STRATEGIC PLANNING COORDINATOR

Dr. Jason McCreary		
PRINTED NAME	SIGNATURE	DATE

DISTRICT READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Andrea Washington		
PRINTED NAME	SIGNATURE	DATE

DISTRICT: GREENVILLE COUNTY SCHOOLS

ADDRESS: 301 Camperdown Way
Greenville, South Carolina 29602-2848

DISTRICT'S TELEPHONE: (864) 355-3368

SUPERINTENDENT'S E-MAIL ADDRESS: broyster@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN

Greenville County Schools Strategic Education Plan 2013-14 through 2017-18 Planning Team Members

Internal Staff

Dr. Burke Royster	Superintendent
Dr. Mason Gary	Deputy Superintendent of Operations
Dr. Andrea Washington	Associate Superintendent, Academics
Lynn Gibbs	Executive Director, Human Resources
Jeff Knotts	Executive Director, Finance
Teri Brinkman	Executive Assistant to the Superintendent
Dicky McCuen	Director, Operations and Maintenance
Bill Brown	Executive Director, Educational Technology Services
Betty Farley	Executive Director, Planning, Demographics, Transportation
Oby Lyles	Director, Communications
Dr. Ken Peake	Assistant Superintendent for High School Leadership
Philip Davie	Assistant Superintendent for Middle School Leadership
Dr. Michelle Meekins	Assistant Superintendent for Elementary School Leadership
Brenda Byrd	Assistant Superintendent for Elementary School Leadership
Dr. Karen Sparkman	Director, Early Childhood Education
Brooks Smith	Assistant Superintendent, Special Programs

Principals

Tom Miller, Berea Elementary
Carlos Brooks, Southside High
Wayne Rhodes, Harley Bonds Career Center

Teachers

Taunja Pool, Summit Drive Elementary
Stephanie Nichols, Sterling School
Maureen McCuen, Carolina High Academy

Parents

Carol Beard, Monarch Elementary (WF)
Angelique Weaver, Armstrong Elementary (BF)
Cherron Saad, Hughes Academy (WF)
Kelly Yanaity, Mauldin High (WF)

Community Members

Wanda Clark, Greenville Tech
Linda Hamilton, Bell South
Ben Haskew, Greater Greenville Chamber of Commerce
Nelly Hecker, Furman University
Ted Hendry, United Way
Herb Johnson, Michelin North America
Patrick Michaels, Good Will Industries
Ty Miller, Greenville County Law Enforcement
Grier Mullins, Public Education Partners
Gaye Sprague, Greenville City Council

David Taylor, University Center
Neil Willis, Cynergi Systems
Scott Wilson, Greenville County Law Enforcement

Resource Staff

Dr. Jason McCreary
Jeff McCoy
Dr. Laura O’Laughlin
Gail Fortner

District Read to Succeed Literacy Leadership Team

District Literacy Leadership Team Leader, Dr. Andrea Washington
Jack Awtry, Title 1 ELA Elementary Academic Specialist
Debbie Barron, ELA Secondary Academic Specialist
Stephanie Burdette, Title 1 Math Elementary Academic Specialist
Paula Burgess, Title 1 ELA Elementary Academic Specialist
Chris Burras, Science/Steam, K-12 Academic Specialist
Debbie Carrero, AP, IB, Magnet & World Language Programs
Martha Cooper, Prek Coordinator
Dorothy Earle, HUB Science Specialist
Tami Finley, Social Studies, K-12 Academic Specialist
Wakeshia Fogle, Title 1 Math Secondary Academic Specialist
Cathy Hale, Math Elementary Academic Specialist
Todd Hardy, Director Academic Support Services
Kristy Jennings, ELA Elementary Academic Specialist
Erica Lewis, Math, Title 1 Math Elementary Academic Specialist
Jeff McCoy, Executive Director, Academic Innovation/Technology
Valerie Muller, Math Secondary Academic Specialist
Dr. Laura O’Laughlin, Director of Specialized Instruction
Melissa Patterson, Heath/PE, K-12 Academic Specialist
Shayla Read, Title 1 ELA Secondary Academic Specialist
Jane Snyder, Gifted/Talented Program Coordinator
Stacey Shamis, ELA Elementary Academic Specialist
Dr. Karen Sparkman, Director Early Intervention & Student Support
Samantha Tate, Balanced Literacy Instructional Coach, Middle School
Christine Thomas, Career Technology Education Academic Specialist
Bradley Wingate, Visual/Performing Arts, K-12 Academic Specialist
Ashley Ziemer, ESOL Coordinator

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 135 requirements.

- ✓ **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- ✓ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
- ✓ **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- ✓ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- ✓ **Developmental Screening**
The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

✓ **Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

✓ **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

✓ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Office of Health and Nutrition Assurance

- ✓ As required by the **Students Health and Fitness Act [section 59-10-330 (B)]**, the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.

Read To Succeed Act 284 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.

✓ **District Reading Plan**

The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.

✓ **4K and 5K Readiness Assessment**

The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.

Third Grade Retention

The district provides support to ensure all students are provided with an instructional program based on student needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017–18 school year.

✓ **Reading Coaches**

The district supports school based reading coaches in every elementary school.

✓ **Interventions**

The district provides interventions based on data for all students identified.

✓ **Summer Reading Camps**

The district offers summer reading camps for those students identified.

Superintendent's Printed Name
(For district and school plans)

Superintendent's Signature

Date

Chapter 59 of Title 59:

Education and Economic Development Act Assurances for Districts

1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Superintendent's Printed Name
(For district and school plans)

Superintendent's Signature

Date

General Grant Assurances for Districts

As the duly authorized representative of Greenville County Schools,
(Please print or type name of District)

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principals for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2009)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44- 107-10 *et seq.* (Supp. 2009)) if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, *EDGAR* (1999), and other applicable statutes, regulations, program plans, and applications.

- I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.
- O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Superintendent's Printed Name
(For district and school plans)

Superintendent's Signature

Date

Terms and Conditions for SCDE Grant Programs

(Page 1 of 2)

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- ❖ Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,

Terms and Conditions for SCDE Grant Programs continued

(Page 2 of 2)

- forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- ❖ Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. Audits

- ❖ Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- ❖ Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

N. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

O. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

P. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

GOAL AREA 1 – STUDENT ACHIEVEMENT

ESEA Federal Accountability Rating

Greenville County Schools Results

- District earned a score of B in 2012, 2013, and 2014 (88.3 in 2012 to 85.8 in 2013 to 89.1 in 2014)
- In 2012 of 83 schools GCS had 42 A's, 28 B's, 4 C's, 4 D's, 5 F's
- In 2013 of 84 schools GCS had 36 A's, 34 B's, 3 C's, 2 D's, 9 F's
- In 2014 of 84 schools GCS had 38 A's, 29 B's, 10 C's, 4 D's, 3 F's
- *For 2015 and 2016, schools and districts were in a PAUSE year for federal accountability ratings due to the reauthorization of the Elementary and Secondary Education Act (ESEA)*

Figure 1.1 ESEA Federal Accountability Rating

GCS All Schools	A	B	C	D	F	Total
11-12	42	28	4	4	5	83
12-13	36	34	3	2	9	84
13-14	38	29	10	4	3	84
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
Elementary						
11-12	30	18	0	1	0	49
12-13	28	20	0	0	2	50
13-14	31	13	5	1	0	50
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
Middle						
11-12	8	7	1	0	2	18
12-13	5	10	1	1	1	18
13-14	2	10	3	1	2	18
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
High						
11-12	3	3	2	3	3	14
12-13	1	4	2	1	6	14
13-14	4	6	2	2	0	14
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					
Special Centers						
11-12	1	0	1	0	0	2
12-13	2	0	0	0	0	2
13-14	1	0	0	0	1	2
14-15	PAUSE YEAR					
15-16	PAUSE YEAR					

Note: GCS All Schools data include traditional schools and special centers (e.g., Washington Center and Sterling School). Career centers were included prior to 2010, when the SC Department of Education ceased calculation of AYP for career centers. Charter schools are not included.

School and District Report Card Ratings

Absolute Rating - District

- For 2014-2015 and 2015-2016, schools and districts were in a PAUSE year for federal accountability ratings due to the reauthorization of the Elementary and Secondary Education Act (ESEA)

Figure 1.2 Absolute and Growth Rating History in GCS

GCS DISTRICT RATINGS	2013-14				2012-13			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	50	56.8%	29	33.0%	43	48.9%	20	22.7%
Total Good	16	18.2%	29	33.0%	20	22.7%	24	27.3%
Total Average	20	22.7%	25	28.4%	22	25.0%	31	35.2%
Total Below Average	2	2.3%	3	3.4%	3	3.4%	11	12.5%
Total At-Risk	0	0.0%	2	2.3%	0	0.0%	2	2.3%
Total	88		88		88		88	
GCS DISTRICT RATINGS	2011-12				2010-11			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	38	43.7%	29	33.7%	26	30.2%	21	24.4%
Total Good	22	25.3%	28	32.6%	22	25.6%	19	22.1%
Total Average	22	25.3%	21	24.4%	32	37.2%	35	40.7%
Total Below Average	3	3.4%	7	8.1%	5	5.8%	7	8.1%
Total At-Risk	2	2.3%	1	1.2%	1	1.2%	4	4.7%
Total	87		86		86		86	
GCS DISTRICT RATINGS	2009-10				2008-09			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	20	23.3%	19	22.1%	18	20.9%	10	11.6%
Total Good	23	26.7%	25	29.1%	15	17.4%	16	18.6%
Total Average	37	43.0%	32	37.2%	46	53.5%	45	52.3%
Total Below Average	5	5.8%	6	7.0%	4	4.7%	11	12.8%
Total At-Risk	1	1.2%	4	4.7%	3	3.5%	4	4.7%
Total	86		86		86		86	

Note: Charter schools are not included.

ACT Aspire

The ACT Aspire examinations were first administered in April 2015 to students state-wide in grades 3 through 8. Each of the four examinations, English, Reading, Mathematics, and Writing were timed assessments administered using a paper/pencil format.

Grades 3-5

- The English assessment consisted of 32 multiple choice items with a 30 minute testing time.
- The Reading assessment consisted of 31 multiple choice and constructed response items with a 60 minute testing time.
- The Mathematics assessment consisted of 31 multiple choice and constructed response items with a 55 minute testing time.
- The Writing assessment consisted of a writing prompt with a 30 minute testing time.

Grades 6-7

- The English assessment consisted of 45 multiple choice items with a 35 minute testing time.
- The Reading assessment consisted of 31 multiple choice and constructed response items with a 60 minute testing time.
- The Mathematics assessment consisted of 41 multiple choice and constructed response items with a 60 minute testing time.
- The Writing assessment consisted of a writing prompt with a 30 minute testing time.

Grades 8

- The English assessment consisted of 45 multiple choice items with a 35 minute testing time.
- The Reading assessment consisted of 31 multiple choice and constructed response items with a 60 minute testing time.
- The Mathematics assessment consisted of 45 multiple choice and constructed response items with a 65 minute testing time.
- The Writing assessment consisted of a writing prompt with a 30 minute testing time.

GCS by Grade ACT Aspire Results (Percent Meeting Readiness Benchmark)

Grade by Subject

	3rd	4th	5th	6th	7th	8th
English	70	72	73	72	75	76
Reading	39	39	41	43	44	52
Math	67	58	57	59	43	37
Writing	19	23	21	40	33	33

GCS Compared to State

	3D	3S	4D	4S	5D	5S	6D	6S	7D	7S	8D	8S
English	70	65	72	67	73	68	72	66	75	70	76	71
Reading	39	32	39	33	41	34	43	37	44	37	52	47
Math	67	58	58	49	57	48	59	53	43	36	37	32
Writing	19	16	23	19	21	17	40	36	33	28	33	27

English

- 8th grade had the highest percentage of students scoring Ready and Exceeding – 76%.
- 3rd grade had the lowest percentage of students scoring Ready and Exceeding – 70%.

Reading

- 8th grade had the highest percentage of students scoring Ready and Exceeding – 52%.
- 4th grade had the lowest percentage of students scoring Ready and Exceeding – 39%.

Mathematics

- 3rd grade had the highest percentage of students scoring Ready and Exceeding – 67%.
- 8th grade had the lowest percentage of students scoring Ready and Exceeding – 37%.

Writing

- 6th grade had the highest percentage of students scoring Ready and Exceeding – 40%.
- 3rd grade had the lowest percentage of students scoring Ready and Exceeding – 19%.

The percentage of GCS students scoring Ready and Exceeding was higher than the percentage of SC students scoring Ready and Exceeding in all areas at all grade levels.

GCS by Grade ACT Aspire Results

(Percent of Students at or below each Mean Scale Score value)

Grade by Subject

	3rd	4th	5th	6th	7th	8th
English	63	55	65	60	55	55
Reading	61	57	61	59	59	55
Math	69	74	70	70	66	65
Writing	63	65	58	58	65	61

GCS Compared to State

	3D	3S	4D	4S	5D	5S	6D	6S	7D	7S	8D	8S
English	63	56	55	55	65	60	60	50	55	50	55	47
Reading	61	54	57	51	61	55	59	50	59	53	55	49
Math	69	58	74	65	70	64	70	63	66	61	65	61
Writing	63	63	65	65	58	40	58	51	65	65	61	61

• 2014 ACT Aspire Norms

SCPASS

In 2015, all students in grades 4 through 8 participated in SCPASS Science and SCPASS Social Studies. Prior to 2015, all students in grades 4 and 7 and half of the students in grades 3, 5, 6 and 8 participated in SCPASS Science and SCPASS Social Studies testing.

GCS by Grade SC-PASS SCIENCE Results

(Percent Meeting Standard)

Grade by Year

	3rd	4th	5th	6th	7th	8th
2010-11	66	76	69	68	71	73
2011-12	67	79	76	68	77	78
2012-13	73	79	77	72	78	74
2013-14	70	75	77	70	77	75
2014-15		75	74	70	71	70

GCS Compared to State

	3D	3S	4D	4S	5D	5S	6D	6S	7D	7S	8D	8S
2010-11	66	61	76	71	69	65	68	65	71	72	73	70
2011-12	67	61	79	74	76	72	68	66	77	75	78	75
2012-13	73	68	79	73	77	73	72	68	78	76	74	71
2013-14	70	64	75	70	77	68	70	66	77	74	75	69
2014-15			75	70	74	66	70	64	71	68	70	65

Includes data from charter schools and from students receiving instruction at Group Homes/RTFs in the District.

- 4th grade had the highest percentage of students scoring Met and Exemplary – 75%.
- 8th grade had the lowest percentage of students scoring Met and Exemplary – 70%.
- The percentage of GCS students scoring Met and Exemplary was higher than the percentage of SC students scoring Met and Exemplary on Science and Social Studies SCPASS at all grade levels in both 2014 and 2015.

GCS by Grade SC-PASS SOCIAL STUDIES Results

(Percent Meeting Standard)

Grade by Year

	3rd	4th	5th	6th	7th	8th
2010-11	81	82	75	78	66	72
2011-12	80	84	77	80	72	75
2012-13	84	85	78	79	72	76
2013-14	82	88	79	83	72	75
2014-15		89	78	83	74	78

GCS Compared to State

	3D	3S	4D	4S	5D	5S	6D	6S	7D	7S	8D	8S
2010-11	81	77	82	77	75	70	78	78	66	63	72	72
2011-12	80	75	84	81	77	70	80	78	72	69	75	71
2012-13	84	80	85	82	78	72	79	78	72	68	76	71
2013-14	82	77	88	84	79	72	83	79	72	67	75	70
2014-15			89	85	78	71	83	78	74	68	78	73

Includes data from charter schools and from students receiving instruction at Group Homes/RTFs in the District.

- Like 2014, in 2015 4th grade had the highest percentage of students scoring Met and Exemplary – 88% and 89%, respectively.
- Like 2014, in 2015 7th grade had the lowest percentage of students scoring Met and Exemplary – 72% and 74%, respectively.

Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. Currently, this computerized system of testing is administered two to three times a year in every elementary and middle school and in certain high schools in reading and mathematics, and optionally, in language usage. Generally, MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike SCPASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences, but not for district level accountability. As MAP testing continues, the results will be used to help assess students' academic achievement and in district planning.

End-of-Course Exam Program (EOCEP)

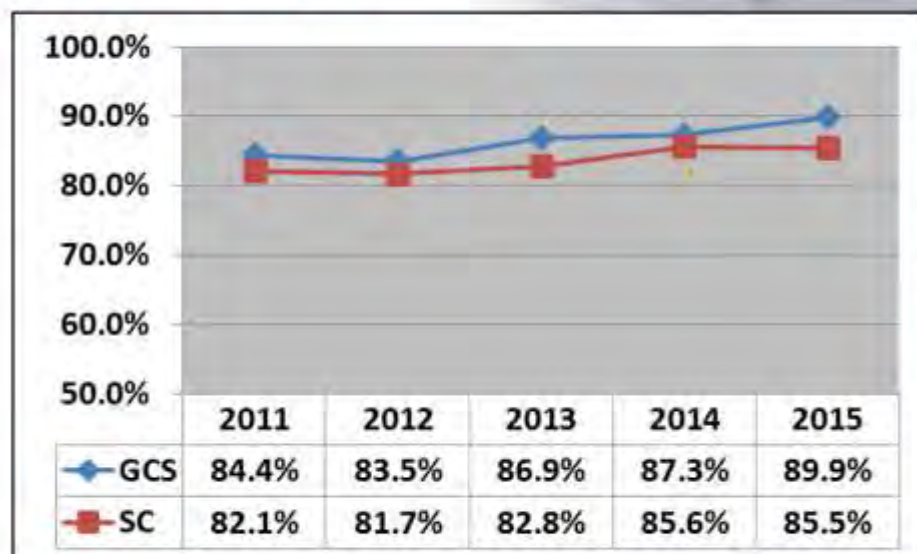
In 2014-2015, End-of-Course exams were administered to students enrolled in the following high school credit courses:

- Algebra I and Mathematics for the Technologies 2 (middle and high school) students were administered the Algebra I End-of-Course exam
- English I (middle and high school) students were administered the English I exam

- Biology 1/Applied Biology 2 (high school) students were administered the Biology I exam
- U.S. History and the Constitution (high school) students were administered the U.S. History and the Constitution exam

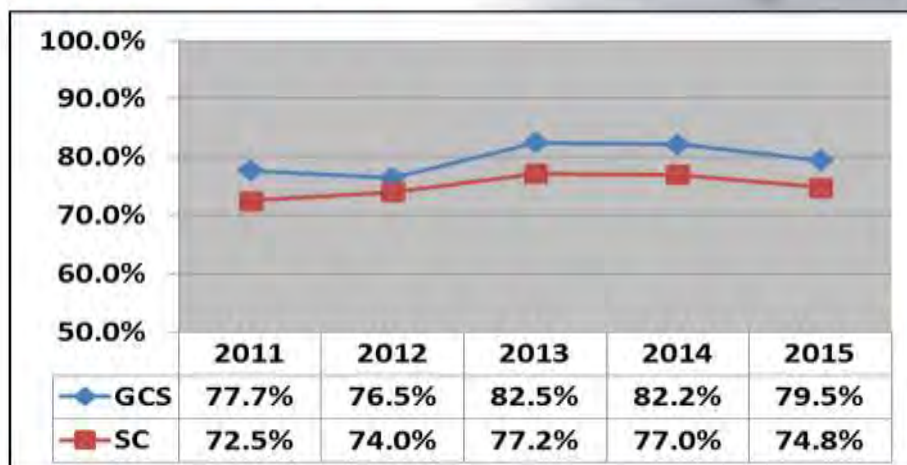
End-of-Course exam scores count 20% of a student's final grade in the course.

EOCEP Results - Algebra I



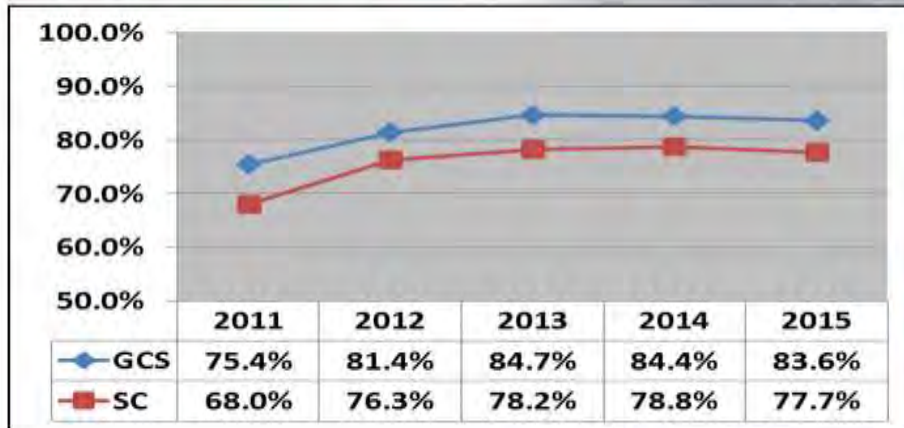
18 Includes data from charter schools and from students receiving instruction at Group Homes/RTFs in the District.

EOCEP Results - English I



20 Includes data from charter schools and from students receiving instruction at Group Homes/RTFs in the District.

EOCEP Results - Biology I



22 Includes data from charter schools and from students receiving instruction at Group Homes/RTFs in the District.

EOCEP Results - U.S. History and the Constitution



24 Includes data from charter schools and from students receiving instruction at Group Homes/RTFs in the District.

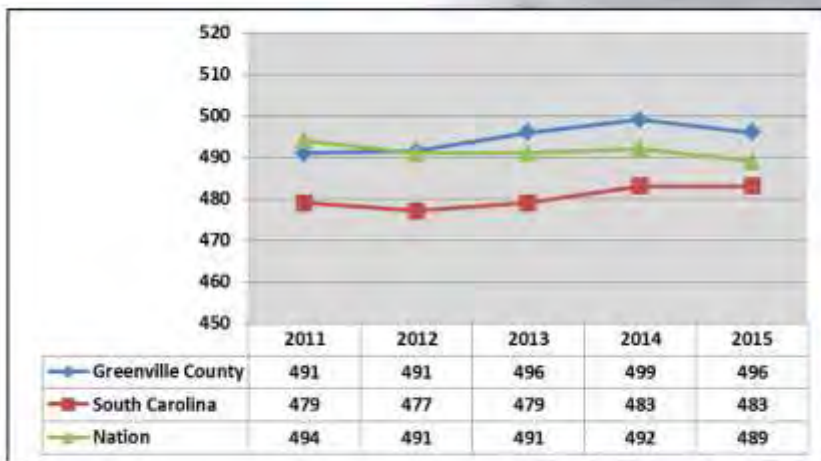
- GCS EOCEP passage rates (students scoring A, B, C, or D) and average scale scores increased in Algebra I and U.S. History and the Constitution from 2014 to 2015. While the percentage of students passing English I and Biology I declined slightly, the average scale score for both subjects increased from 2014 to 2015.
- GCS EOCEP passage rates in Algebra I and US History & the Constitution have increased significantly over the past five (5) years.
- The average scale scores for English I and Biology I increased from 2014-2015 while the passage rates for both subjects decreased from 2014-2015.

- Average scale score increases in GCS mirror increases for all South Carolina students.
- GCS EOCEP passage rates and average scale scores in all subject areas were higher than state in 2015.

SAT

Greenville County high school students have continued to maintain SAT scores that are higher than the South Carolina state average for critical reading, math, writing, and composite scores. In GCS, the average composite score on the SAT was 1463 in 2015. Beginning in 2011, the College Board began reporting results for students who had taken the test through June of the senior year, rather than March, as was reported in previous years. In 2014-15, the average critical reading score for GCS was 496, the average writing score was 472, and the average math score was 495. The table below displays the SAT composite score results from the past five years. GCS composite scores have remained higher than the average SC composite score and for the first time in 2015 above the national average composite score.

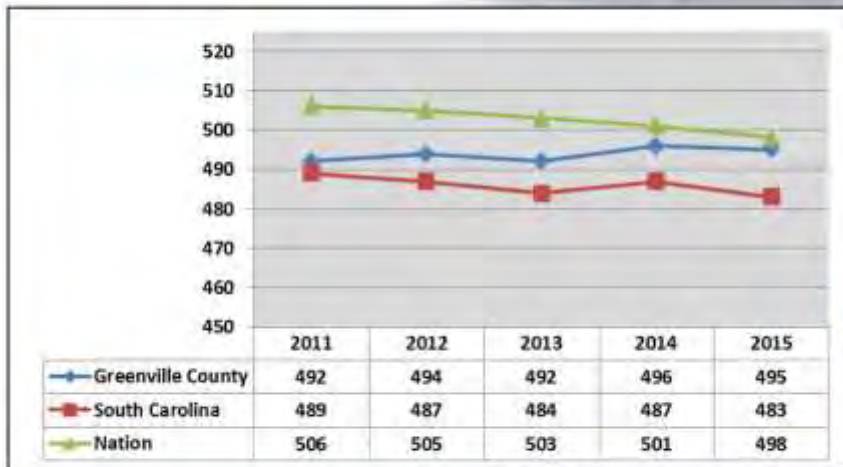
SAT Results – Critical Reading



Note 1: Beginning in 2011, data are summarized for seniors who took the SAT at any time during their high school years through June 2011.

Note 2: Data is provided for public school students only.

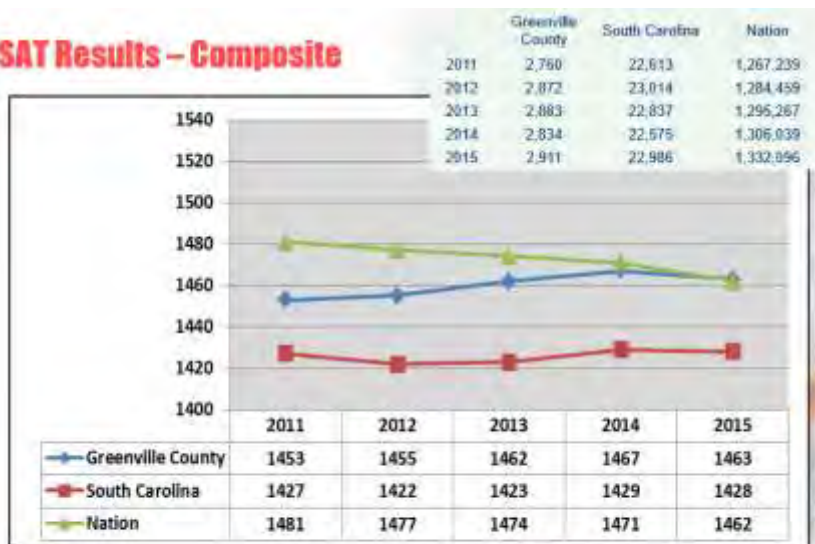
SAT Results – Math



Note 1: Beginning in 2011, data is summarized for seniors who took the SAT at any time during their high school years through June 2011.

Note 2: Data is provided for public school students only.

SAT Results – Composite



Note 1: Beginning in 2011, data was summarized for seniors who took the SAT at any time during their high school years through June 2011.

Note 2: Beginning in 2009, data are provided for public school students only.

ACT – Graduating Class

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. For the past five years, the average ACT composite for GCS has been greater than the average ACT composite score for the state and the average ACT composite score for the nation. In 2014-15, GCS had an average ACT English score of 21.5, an average ACT Reading score of 22.5, average ACT Math score of 21.5, average ACT Science score of 21.8, and an average Composite score of 21.9.

ACT Results – English

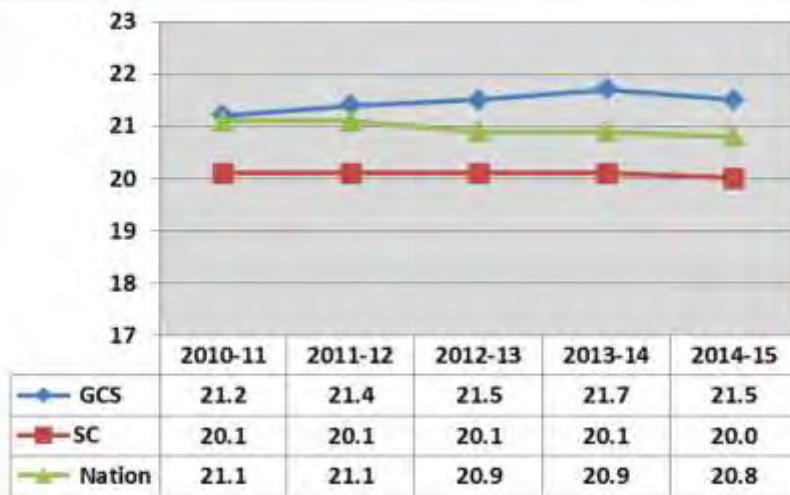


Note : Results are reported for public school students only for SC. Results are reported for all students for nation.

ACT Results – Reading

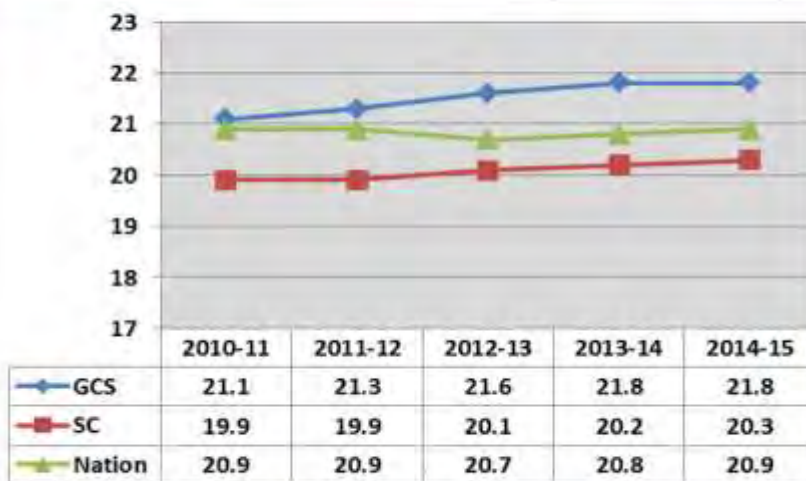


ACT Results – Math



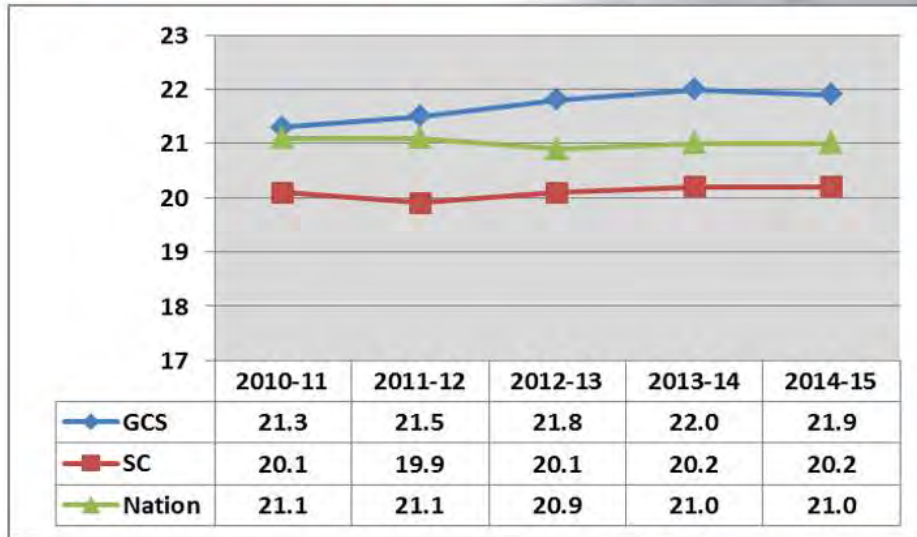
Note: Results are reported for public school students only for SC. Results are reported for all students for nation.

ACT Results – Science



Note: Results are reported for public school students only for SC. Results are reported for all students for nation.

ACT Results – Composite



Note: Results are reported for public school students only for SC. Results are reported for all students for nation

Note: Results are reported for public school students only. In 2013, the college reportable scores for accommodated students are included in the report for the first time. Prior to this year, scores for time-extended accommodated students were excluded from our summary reporting. As a result of this change, the average ACT Composite score has declined significantly in some states, particularly those which administer the ACT to all public school students. The drop in the average ACT score should not be interpreted as a decline in student achievement; rather, the 2013 data should serve as a new baseline to which future years' data can be directly compared.

Advanced Placement Exams (AP)

The number of Advanced Placement (AP) exams administered steadily increased from 2010 to 2014, while the percentage of AP exams with a score 3 or higher slightly decreased. Figure 1.14 displays the total number of AP exams taken, as well as, the percent of exams with a score of 3 or higher.

Number of AP Exams and Percent Scoring 3-5 in GCS

Year	# Exams	% 3-5 Scores
2011	5,201	56%
2012	5,995	53%
2013	6,314	55%
2014	6,821	54%
2015	7,433	53%

- GCS students experienced AP courses across 26 different subjects in 2015.
- The number of AP exams administered in Greenville County Schools increased from 6,821 exams in 2014 to 7,433 exams in 2015.
- The number of AP students in the district increased from 4,078 in 2014 to 4,417 in 2015.

- The 2015 passage rate (scores of 3 or higher) was 53% - slightly lower than the passage rate of 54% in 2014.

ACT – State Testing

- Spring 2015 marked the first time that all 11th graders in South Carolina participated in state-wide ACT testing
- ACT is a college-readiness assessment that consists of four main tests – English, Mathematics, Reading and Science. These four tests contain multiple choice questions and results are reported based upon scale scores ranging from 1 to 36.
- In addition, there is Writing test which contains a prompt. Results of the Writing tests are reported based upon a scale score ranging from 2 to 12.
- College Readiness Benchmark Scores are the minimum ACT score that corresponds to a 50% chance of earning a B or higher or 75% chance of earning a C or higher on a subject related college course.

College Course	ACT Test	College Readiness Benchmark Scores
English Composition	English	18
College Algebra	Mathematics	22
Social Science	Reading	22
Biology	Science	23

GCS vs. SC ACT College Readiness Benchmark Scores

	<u>GCS</u>	<u>SC</u>	<u>NATION</u>
<u>Ready based upon the College Readiness Benchmark Score for English</u>	46.5%	38.7%	64.0%
<u>Ready based upon the College Readiness Benchmark Score for Mathematics</u>	27.6%	21.6%	42.0%
<u>Ready based upon the College Readiness Benchmark Score for Reading</u>	32.4%	25.8%	46.0%
<u>Ready based upon the College Readiness Benchmark Score for Science</u>	23.2%	17.9%	38.0%

GCS vs. SC ACT Average Scale Scores

	GCS	SC	NATION
English – average scale score	17.6	16.5	20.4
Mathematics – average scale score	18.8	18.1	20.8
Reading – average scale score	19.3	18.3	21.4
Science – average scale score	18.9	18.1	20.9
Composite (English, Mathematics, Reading, Science) – average scale score	18.8	17.9	21.0
Writing – average scale score	5.7	5.3	NA

ACT WorkKeys

Spring 2015 was the first time that all South Carolina students in grade 11 were administered the ACT WorkKeys test. ACT WorkKeys is a career readiness assessment designed to measure essential workforce skills. The assessment contained three parts: Applied Mathematics, Locating Information, and Reading for Information. The assessment was administered via a paper/pencil format and total testing time was approximately two and a half hours.

Each of the three parts of the assessment has a score range: Applied Mathematics scores range from Level 3 to Level 7, Locating Information scores range from Level 3 to Level 6, and Reading for Information scores range from Level 3 to Level 7.

District

	Percentage of students who scored less than Level 3	Percentage of students who scored Level 3	Percentage of students who scored Level 4	Percentage of students who scored Level 5	Percentage of students who scored Level 6	Percentage of students who scored Level 7*
Applied Mathematics	7.0	20.4	21.2	24.2	17.7	9.5
Locating Information	4.8	9.6	51.3	33.3	1.0	NA
Reading for Information	5.3	4.6	27.9	35.7	21.9	4.7

*Maximum score for Locating Information is Level 6.

District Level National Career Readiness Certificates

Students who qualify can earn a National Career Readiness Certificate (NCRC). The NCRC is awarded at four levels, based on the scores achieved on three component assessments: Reading for Information, Locating Information and Applied Mathematics. A National Career Readiness Certificate can assist students with finding

part-time or summer jobs, internships and employment. In South Carolina, over 1,400 employers recognize the certificate.

- Bronze: Scores of Level 3 or higher on all three exams
- Silver: Scores of Level 4 or higher on all three exams
- Gold: Scores of level 5 or higher on all three exams
- Platinum: Scores of level 6 or higher on all three exams

	Number of Students Tested	Percentage of students that received a National Career Readiness Certificate	Percentage of students that received a Bronze National Career Readiness Certificate	Percentage of students that received a Silver National Career Readiness Certificate	Percentage of students that received a Gold National Career Readiness Certificate	Percentage of students that received a Platinum National Career Readiness Certificate
District	4918	89.2	20.9	40.3	27.1	0.9

*Maximum score for Locating Information is Level 6.

Aligned with Goal 1 of the District Strategic Plan, the teaching/learning process in Greenville County Schools is designed to be standards-based, challenging, and rigorous; to reflect a commitment to equity; to demonstrate an appreciation of diversity; and to support high expectations for students and staff. Curriculum, instruction, and assessment are aligned with each other and focused on student achievement. The district offers programs to meet a wide variety of student abilities, talents, interests, and needs, including programs to support the academically and artistically gifted, students in need of enhanced academic assistance, students with disabilities, and students whose first language is not English.

The district's curriculum is grounded in the South Carolina academic standards for kindergarten through grade 12, the Common Core State Standards, and the South Carolina Good Start, Grow Smart early learning standards for pre-kindergarten. The standards define expectations for student learning, including essential knowledge and skills. Common Core State Standards, support documents, and curricular units are posted on the district's electronic portal in the e-Curriculum Connection and in Rubicon Atlas, the district's curriculum mapping and management system. Each unit contains embedded guidance for instruction. Curriculum for all Career/Technology Education courses is aligned to the State's career cluster structure and is based on state-defined competencies developed and reviewed by members of the business community as well as teachers of the courses.

On the e-Curriculum Connection and in Rubicon, the district incorporates units of study based on the *Learning Focused Instruction* model. This research-based model promotes student collaboration, inquiry, and purposeful use of higher order thinking skills. The model connects the content areas and "real world" work experiences with appropriate hands-on activities. The district guides teachers in the effective use of instructional tools that engage students and support learning, such as science inquiry kits, Calendar Math, math manipulatives, primary documents, and units of integrated content study. Southern Region Education Board (SREB)'s *Making Middle Grades Work* and *High Schools that Work* are among additional instructional models used effectively in the district.

Resources are designed to help teachers engage students in content through the use of the Promethean Board. The collaboration is evident in the e-Curriculum Connection where references are made to resources housed at

the Instructional Materials Center, to instructional technology software, or to kits housed at the Science Materials Center. Curricular units also include embedded links to websites, Promethean flipcharts, streaming videos, music, visual and graphic illustrations, and electronic literary texts. Workshops are offered periodically, in parallel with the pacing of each unit of instruction, on how to use the materials effectively to support teaching and learning.

Extensive professional development opportunities, based on outcomes of the Professional Development Needs Assessment, are provided for administrators, teachers, and other professional and support staff through monthly principal and instructional coach meetings; cluster meetings for district and school leaders; the Assistant Principal Institute; new principal training; Summer Institute; workshops and seminars for teachers on the effective implementation of district instructional initiatives; school data teams; and professional conversations and activities at the school level, such as book studies and Professional Learning Community dialogues. The district provides targeted professional development sessions to address curriculum standards and indicators which impact student learning. Professional development is designed to promote collaboration among teachers and continuous improvement in professional practice.

Because protecting instructional time is a district priority, the district provides a variety of settings for professional development outside the school day, including designated in-service days, after-school seminars and workshops, and an extensive summer institute for teachers.

Professional development opportunities at the school level are aligned to those sponsored by the district and focus on district initiatives as well as specific school needs. Data-driven professional conversations among teachers and book studies are among the frequently used professional development strategies in schools.

GOAL AREA 2 – TEACHER/ADMINISTRATOR QUALITY

	2012-2013	2013-2014	2014-2015
Percentage of Teachers with Advanced Degrees	61.4%	61.7%	61.7%
Percentage of Teachers Returning from Previous Year	92.0%	92.0%	91.7%
Continuing Contract Teachers	80.5%	79.7%	80.8%
Percentage of Teachers Emergency/Provisional Contracts	10.3%	9.4%	15.0%
Percentage of Classes not Taught by Highly Qualified Teachers	2.13%	1.1%	1.0%
Number of National Board Teachers	563	552	484
Number of PACE Teachers	35	49	48

Goal 2 of the District Strategic Plan establishes as a priority the recruitment and retention of quality teachers, administrators, and support personnel. All professional staff meet, and frequently exceed, all certification requirements of the state of South Carolina. Of the district's core content teachers, 99 percent are "highly qualified" under guidelines of No Child Left Behind.

Staff are assigned to schools in accordance with the goals/priorities established in the District Strategic Plan as well as federal and state laws and regulations, as reflected in allocation guidelines. Current allocation ratios are 1:25 for kindergarten (with an assistant); 1:21.5 for grades 1-3; 1:25.5 for grades 4-5; 1:21 for middle schools, and 1:22 for high schools.

Extensive professional development opportunities are provided for administrators, teachers, and staff through monthly principal and instructional coach meetings; cluster meetings for district and school leaders; the Assistant Principal Institute; new principal training; Summer Institute; workshops and seminars for teachers on

the effective implementation of district instructional initiatives; and professional conversations and activities at the school level, such as book studies and Professional Learning Community dialogues.

Goal 4 of the District Strategic Plan focuses on the effective management and continued development of financial resources necessary to provide and support a quality educational program for students. The Strategic 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. The State Department of Education, through its In\$ite system, found that Greenville County Schools spends a significantly lower percentage of its budget on program management than do other districts across the state.

Respective aspects of the budget are built on appropriate research-based projection models. By considering both general fund and special revenue budgets as one system and assuring that all budgets are aligned with and reflect the Strategic Plan goals, the district promotes a systemic approach to the budgeting process. The budget documents are constructed so that the Strategic Plan goal(s) relevant to each proposed new initiative is specified. Similarly, if cuts are planned, the impacted Strategic Plan goal(s) is specified. The budget is presented to the district's Board of Trustees and to the general public in this form.

The district's Long-Range Facility Plan/Capital Improvement Program provides a comprehensive process and set of priorities for the maintenance, improvement, and addition of facilities to meet student needs. The plan is reviewed annually and revised as necessary. The current plan extends to 2024. A long-range plan and associated procedures to be followed in case of emergency are also in place.

A technology addition and replacement plan, known as REFRESH, is designed to provide each school and location with up-to-date technology appropriate to its mission. The plan is designed to accommodate a five-year cycle and is annually reviewed and revised, if necessary.

The district provides a comprehensive system of student support services, including attendance, health, and social work services. The district is one of only a few in the state that employs its own investigation/enforcement division to promote safety and security. Working in cooperation with the Greenville County Sheriff's Department, district investigators serve all schools.

GOAL AREA 3 – SCHOOL CLIMATE

	2011-2012	2012-2013	2013-2014	2014-2015
Student Attendance Rate	95.9	95.6	95.0	95.6
Out of School Suspension or Expulsion Rate for Violent and/or Criminal Offenses	0.5	0.6	0.6	0.7
Percent of Parents Satisfied with the Learning Environment	**	88.1	88.1	89.8
Percent of ES/MS Students Satisfied with the Learning Environment	83.8	82.7	81.6	83.9
Percent of HS Students Satisfied with the Learning Environment	79.7	80.7	76.5	83.9
Percent of Teachers Satisfied with the Learning Environment	98.0	92.6	93.5	93.3
Percent of Parents Who Feel the School is Safe	**	92.8	93.1	91.7
Percent of ES and MS Students Who Feel Safe at School	90.9	90.2	89.2	91.3
Percent of HS Students Who Feel Safe at School	90.0	89.6	87.2	91.3
Percent of Teachers Who Feel Safe at School During the School Day	98.9	98.3	98.2	98.3
Percent of Teacher Who Indicate that There is Sufficient Space for Instructional Programs at Their School	90.6	94.4	93.8	93.6

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

Ongoing Focus:

- Continue its focus on safety through funding of school resource officers, zoned patrols, required safety drills, maintenance department checklists, security checks by local law enforcement, and monthly safety evaluations.
- Continue to address student needs through innovative programs and non-traditional curricular structures/choices.
- Continue to provide comprehensive support services for students and their families.
- Continue to leverage varied media in support of staff and students.

Need for improvement in the following areas:

- Infrastructure and support have not kept up with the district's demands for technology.
- Additional technology and other support personnel are needed to support instruction and meet the needs of the whole child.
- General education teachers need enhanced support as they work with students with unique needs/challenges. The recently allocated special education academic specialist should be helpful in bridging the work of the special education and general education teachers.
- There is need for sustained fiscal resources to support the district and its programs.

To address these concerns, the district will continue to seek funding from local, state, and federal sources, including grants, to address infrastructure and other instructional needs. Strategies will include issuance of qualified school construction bonds, qualified zone academy bonds, and recommendations for increases in the operational mill levy. The district will continue to review existing programs and practices carefully to determine areas where resources might be redirected or reallocated.

MISSION, VISION, VALUES, AND BELIEFS

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.

Beliefs

We believe...

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe and 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.

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.

The strategic plan outlines five performance goals; goal 1 is the priority goal, with goals 2-5 intended to support goal 1. Each goal is supported by a series of objectives, key strategies and benchmarks through which progress can be measured.

Goal 1: 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 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 Plan goals.

Directly related to the strategic planning process are the district's comprehensive, data-based performance assessment systems for the superintendent and for principals (PAS-A), teachers (PAS-T), instructional coaches (PAS-IC), media specialists, (PAS-MS), guidance counselors (PAS-SC), Title I facilitators (PAS-TIF), speech therapists (PAS-SLT). Each system has been designed to reflect the strategic plan goals and is based on a series

of performance standards proven through research to define effective school leadership. Additionally, all principals are evaluated annually with the state's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).

The district's budget process is governed by the District Strategic Plan. Budget requests and all budget items must be aligned with and support one or more strategic plan goals. Staff allocations and all program decisions are made with a focus on strategic plan goals.

In the past three years, the district has seen notable progress in each of the strategic plan goal areas, as summarized below.

Goal 1: Raise student achievement.

In support of goal 1, the district:

- Continued its primary focus on student learning, assessed through a variety of metrics. The result has been a steady improvement in the markers used to define success, including the South Carolina Palmetto Assessment of State Standards (SCPASS), IOWA, End-of-Course Examination Program (EOCEP), SAT, ACT, and the district's graduation rate. In 2014-2015, GCS students' average ACT score of 21.9 was above the state and national averages. In 2014-15, GCS students' average SAT score of 1463 was above the state and national averages. The 2014-15 graduating class received more than \$118.5 million in college scholarships.
- Made significant progress in the implementation of the South Carolina Academic State Standards through extensive curriculum development; ongoing professional development; and emphasis on research-based instructional practices.
- Implemented the Fountas and Pinnell balanced literacy model at the elementary level. Teachers have had the opportunity for extensive professional development; initial evaluation data are positive. The district has dedicated a full-time position to provide district support for program implementation.
- Continued to promote a data-driven approach to continuous improvement at the district and school levels through regular review and discussion of various data and focused professional development.
- Expanded its comprehensive system of support for students who are at risk of dropping out of school to include (1) Greenville Early College, a partnership between GCS and higher education that offers an innovative approach to secondary instruction for at-risk students, and (2) a redesigned Teen Parent Program in which GCS social workers connect pregnant and parenting teens with local agencies that provide them long-term assistance and support. Early data on both programs appear promising.
- Expanded instructional technology pilot projects to include Bring Your Own Device (BYOD), One-to-One, virtual science, and Accelerate, a partnership with the Governor's School for Math and Science and higher education through which distance learning engineering courses enable high school students to earn college credit.

The district has established five priority initiatives which will provide academic focus to the district over the next three years:

- Literacy proficiency for all students in all content areas
- Support systems to build instructional expertise
- 21st century learning models/strategies
- Coordinated School Health System

Goal 2: Ensure quality personnel in all positions.

To support goal 2, the district:

- Developed an electronic application process for GCS.
- Enhanced succession planning through the implementation of the Assistant Principal Institute (API), strategic focus on the assignment of assistant principals to positions, and improvements in the process through which individuals are admitted to the pool for consideration as a first-time administrator.
- Targeted professional development for assistant principals and administrative assistants.
- Expanded professional development offerings for non-teaching staff to include required training for substitute teachers and enhanced training for supervisors of classified staff.

Goal 3: Provide a school environment supportive of learning.

In support of goal 3, the district:

- Finalized the design of Phinnize J. Fisher Middle School and the school opened in August 2014; the school's focus is on the STEAM (Science, Technology, Engineering, Arts, and Mathematics) concept and curriculum.
- Built and opened Monarch Elementary School with advanced technology capabilities along with room and furniture designed to support an emphasis on the health sciences and 21st Century instruction.
- Reviewed and strengthened the district/school crisis plans and security protocols.
- Continued to expand and enhance technology support for academic and operational functions.

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

In support of goal 4, the district:

- Secured \$200,000 grant from Blue Cross/Blue Shield and a \$50,000 grant from Greenville Women Giving for Culinary Creations, a program designed to promote healthy eating among young people.
- Issued QZA bonds at zero interest and GO Bonds with net interest of .3461.
- Saved \$10,121,000 through refund of the Building Program 2003 series bonds.

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

In support of goal 5:

- The superintendent introduced the ABCs of GCS as a focus for all schools. *Accelerate Achievement, Broaden Support, and Cultivate Identity* provide the lens through which leaders positively engage their communities to build support for their schools and for the district.
- The district conducted an extensive media campaign targeting students in all district high schools in an effort to increase enrollment in Advanced Placement courses. Under the brand "Try AP," the district developed a variety of media, using key message points and featuring local student talent. Comparison data from 2011 to 2012 indicated a 17% increase in the number of students taking AP exams, a 15% increase in the number of exams attempted, and a 10% increase in the number of test takers who earned college credit.
- The district expanded its use of social media to include Facebook, Twitter, LinkedIn, among others. In the past two years, Facebook "Likes" have increased 138%.

In the next two years, the district will continue to focus on the five goals and associated initiatives outlined in the strategic plan. Continued emphasis will be given to the priority academic initiatives cited above, and to the support services, advances in technology, and other innovative approaches and models necessary to support the 21st century learner.

DISTRICT STRATEGIC PLAN FOR 2013-14 through 2017-18

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by SC Ready.

ANNUAL OBJECTIVE 1: Annually meet or exceed the standard in writing as measured by SC Ready.

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

	Baseline 2015-16	2016-17	2017-18
Projected Performance	X		
Actual Performance			

Baseline data to be established in 2015-16.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in Reading as measured by SC Ready.

ANNUAL OBJECTIVE 2: Annually meet or exceed the standard in Reading as measured by SC Ready.

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

	Baseline 2015-16	2016-17	2017-18
Projected Performance	X		
Actual Performance			

Baseline data to be established in 2015-16.

☒ 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 3: 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	82.4	82.1	79.7			

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in Math as measured by SC Ready.

ANNUAL OBJECTIVE 4: Annually meet or exceed the standard in Math as measured by SC Ready.

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

	Baseline 2015-16	2016-17	2017-18
Projected Performance	X		
Actual Performance			

Baseline data to be established in 2015-16.

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

DATA SOURCE(S): SDE District Report Card

	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	87.4	88.2	90.1			

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

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

ANNUAL OBJECTIVE 6: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on **SC Ready**.

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

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

Baseline data to be established in 2015-16.

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

Baseline data to be established in 2015-16.

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

Baseline data to be established in 2015-16.

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

Baseline data to be established in 2015-16.

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

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

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

ANNUAL OBJECTIVE 7: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	X	73.9	74.9	75.9
Actual Performance	72.9			

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

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

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

ANNUAL OBJECTIVE 8: Increase by 1.0 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE District Report Card

	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	84.3	84.0	83.7			

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	X	82.2	83.2	84.2
Actual Performance	81.2			

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

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

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

ANNUAL OBJECTIVE 10: Increase by 1.0 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE District Report Card

	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	73.9	75.1	77.8			

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

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

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE 11: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

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

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
Actual Performance	60 th percentile	62 nd percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
Actual Performance	52 nd percentile	51 st percentile		

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

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

ANNUAL OBJECTIVE 12: Increase by 1.0 percentage point annually exams with a score of 3 or above (out of a possible 5) on all AP examinations.

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

	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	55	54	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 13: 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	496	499	496			

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	492	496	495			

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	474	472	472			

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	1462	1467	1463			

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard as measured by the ACT for State Testing.

ANNUAL OBJECTIVE 14: Annually meet or exceed the standard as measured by the ACT for State Testing.

DATA SOURCE(S): SC SDE website – ACT Test Scores

	Baseline 2014-15	2015-16	2016-17	2017-18
ACT Composite – Average ACT Score Projected	X	19.2	19.5	19.8
ACT Composite – Average ACT Score Actual	18.9			
ACT English – Average ACT Score Projected	X	18.0	18.3	18.6
ACT English – Average ACT Score Actual	17.7			
ACT Mathematics – Average ACT Score Projected	X	19.2	19.5	19.8
ACT Mathematics – Average ACT Score Actual	18.9			
ACT Reading – Average ACT Score Projected	X	19.7	20.0	20.3
ACT Reading – Average ACT Score Actual	19.4			
ACT Science – Average ACT Score Projected	X	19.3	19.6	19.9
ACT Science – Average ACT Score Actual	19.0			
ACT Writing – Average ACT Score Projected	X	5.8	5.9	6.0
ACT Writing – Average ACT Score Actual	5.7			

	Baseline 2014-15	2015-16	2016-17	2017-18
ACT English – Percent of Students Meeting College-Ready Benchmark Projected	X	53.1	58.6	64.0
ACT English – Percent of Students Meeting College-Ready Benchmark Actual	47.7			
ACT Mathematics – Percent of Students Meeting College-Ready Benchmark Projected	X	33.3	38.1	43.0
ACT Mathematics – Percent of Students Meeting College-Ready Benchmark Actual	28.4			
ACT Reading – Percent of Students Meeting College-Ready Benchmark Projected	X	36.9	40.4	44.0
ACT Reading – Percent of Students Meeting College-Ready Benchmark Actual	33.3			
ACT Science – Percent of Students Meeting College-Ready Benchmark Projected	X	28.2	32.6	37.0
ACT Science – Percent of Students Meeting College-Ready Benchmark Actual	23.8			

☒ 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 15: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

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

SC SDE did not provide baseline data for 2014-15.

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

SC SDE did not provide baseline data for 2014-15.

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the state objective(s) for National Career Readiness Certification as measured by WorkKeys.

ANNUAL OBJECTIVE 17: Annually meet or exceed the state objective(s) for National Career Readiness Certification as measured by WorkKeys.

DATA SOURCE(S): SC SDE website – ACT WorkKeys Test Scores

	Baseline 2014-15	2015-16	2016-17	2017-18
ACT WorkKeys – Percentage of students who received a National Career Readiness Certificate (NCRC) Projected	X	90.2	91.2	92.2
ACT WorkKeys – Percentage of students who received a National Career Readiness Certificate (NCRC) Actual	89.2			
ACT WorkKeys – Percentage of students who received a Bronze National Career Readiness Certificate (NCRC) Projected	X	21.2	21.5	21.8
ACT WorkKeys - Percentage of students who received a Bronze National Career Readiness Certificate (NCRC) Actual	20.9			
ACT WorkKeys – Percentage of students who received a Silver National Career Readiness Certificate (NCRC) Projected	X	40.6	40.9	41.2
ACT WorkKeys - Percentage of students who received a Silver National Career Readiness Certificate (NCRC) Actual	40.3			
ACT WorkKeys – Percentage of students who received a Gold National Career Readiness Certificate (NCRC) Projected	X	27.4	27.7	28.0
ACT WorkKeys - Percentage of students who received a Gold National Career Readiness Certificate (NCRC) Actual	27.1			
ACT WorkKeys – Percentage of students who received a Platinum National Career Readiness Certificate (NCRC) Projected	X	1.0	1.1	1.2
ACT WorkKeys - Percentage of students who received a Platinum National Career Readiness Certificate (NCRC) Actual	0.9			

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

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

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

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

DATA SOURCE(S): SDE District Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			73.9	83.2	84.7	86.2	87.7
Actual Performance	72.4	76.9	81.7	84.2			

New goal established for 2015.

Greenville County Schools

Strategic Education Plan 2013-2018

ACTION PLAN: Goal 1

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

Strategy 1: Implement and refine, as appropriate, a process for the continuous development and updating of 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 current SC College and Career Ready Standards b. Align career center and special center curriculum with state and national standards c. Include 21 st Century skills across all content areas d. Continue to develop integrated curriculum across all core content and related arts areas e. Provide innovative technology support for curriculum f. Provide curriculum that utilizes	2013-18	Associate Superintendent for Academics Director of Academic Support Executive Director of Academic Innovation and Technology Assistant Superintendent for Special Academic Programs Director of Specialized Instruction				X	

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

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

		Executive Director of Academic Innovation and Technology					
		Executive Director for Career and Technical Education					
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	2013-18	Executive Director of Academic Innovation and Technology Coordinator of ESOL Program	\$30,000	Title III		X	
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	2013-18	Director of Academic Support Academic Specialist for Visual and Performing Arts	TBD	General Fund		X	
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 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	2013-18	Director of Academic Support Academic Specialist for Health and PE	\$30,000	Community Transformation Grant			X

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

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

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

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

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
1.2.1 Continue to implement research-based instructional delivery models a. Learning Focused b. Balanced Literacy c. New Tech d. STEM e. STEAM f. Inquiry-Based Learning g. Project-Based Learning h. Arts Integration	2013-18	Director of Academic Support Executive Director of Academic Innovation and Technology Director of Specialized Instruction	\$50,000 per year	State PD State Reading ABC Grant		X	
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. 21 st Century learning environments d. Inquiry-based learning e. Project-based learning/New Tech 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 l. Seat-time flexibility	2013-18	Associate Superintendent for Academics Director of Academic Support Services Executive Director of Academic Innovation and Technology Executive Director for Career & Technical Education Assistant Superintendent for Special Education Services Director of Specialized Instruction	\$10,000 per year \$80,000	State PD IDEA		X	

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

<p>needs of GCS students.</p> <p>c. Design an immersion program in middle school based on research</p> <p>d. Explore opportunities for partnership with the business community and higher education to deliver the program.</p> <p>e. Investigate innovative delivery systems to support traditional world language programs at all levels</p> <p>f. Expand the scope of the world language program to include additional languages/schools.</p>							
<p>1.2.5 Provide increased opportunities for students to participate in rigorous courses that award high school and/or college credit through partnerships with higher education and other institutions</p> <p>a. Clemson University</p> <p>b. Greenville Technical College</p> <p>c. South Carolina Governor's School for Math and Science</p> <p>d. University of South Carolina</p>	2013-18	<p>Associate Superintendent for Academics</p> <p>Director of Academic Support</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of School Counseling Services and Sirrine Scholarship</p> <p>Executive Director for Career and Technical Education</p>	\$150,000	Capital Funding		X	
<p>1.2.6 Challenge and accelerate student learning at all levels and through various innovative learning opportunities</p> <p>a. Continue to offer high school credit in middle school</p> <p>b. Continue to provide AP course offerings through multiple delivery models</p> <p>c. Ensure an appropriate number of teaching positions for the Challenge</p>	2013-18	<p>Associate Superintendent for Academics</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of Academic Support Services</p> <p>Coordinator of Gifted and Talented Programs</p>	TBD	<p>General Fund</p> <p>Flex State Funds</p>		X	

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

<p>p. Gateway to Technology</p> <p>q. Single gender options</p> <p>r. Strategies to impact “summer slide”</p> <p>s. Flexible scheduling options</p> <p>t. Research-based models for increased learning time (longer school day or year)</p> <p>Focus on the gap between a student’s capability and what he/she is expected to do.</p>							
1.2.8 Develop and implement a protocol for interdisciplinary teaching in support of SC College and Career Ready Standards	2014-18	Director of Academic Support				X	
1.2.9 Accelerate the intentional use of technology to meet the performance standards as defined by SC State Standards	2013–18	<p>Executive Director of Academic Innovation and Technology</p> <p>Coordinator of Instructional Technology</p> <p>Director of Academic Support Services</p>				X	
1.2.10 Improve the overall health and academic performance of students by implementing a coordinated school health system and increasing instructional time for elementary students to engage in physical activity	2014-18	<p>Director of Academic Support</p> <p>Academic Specialist for Health/PE</p>				X	
<p>1.2.11 Integrate instructional strategies to support the implementation of SC College and Career Ready Standards to prepare students for critical thinking required for all high stakes testing</p> <p>a. technology enhanced</p> <p>b. constructed response</p> <p>c. selected response</p> <p>d. performance tasks</p>	2013-18	<p>Director of Academic Support</p> <p>Executive Director of Academic Innovation and Technology</p> <p>Director of Specialized Instruction</p>				X	
1.2.12 Develop a comprehensive, multi-tiered Response to Intervention program for PreK-12 in the areas of reading,	2013-18	<p>Director of Academic Support</p> <p>Director of Specialized</p>	TBD	IDEA		X	

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

Create time in the day to build a culture of respect and responsibilities							
1.2.15 Create and maintain a non-traditional program for over-age, low credit high school students to earn a South Carolina Diploma a. Create a proficiency based system to support at risk students b. Create a rigorous college and career awareness focus c. Provide opportunities for students to earn certifications and job experiences	2015-18	Executive Director of Academic Innovation and Technology					X

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

Overall Leadership: Division of Academics (Associate Superintendent of 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. <ul style="list-style-type: none"> 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 (redundant - embedded in 1.3.2, 1.3.3, 1.3.5, and 1.3.7) 	2015-18	Director of Accountability and Quality Assurance Executive Director of Educational Technology Services Director of School Counseling Services and Sistine Scholarship	\$700,000	General Fund	X		
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 <ul style="list-style-type: none"> a. IDEA programs b. Title III programs c. G/T programs 	2013-18	Assistant Superintendent of Special Education Services Director of Specialized Instruction Director of Related Services, Program Support and Integration Director of Psychological				X	

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

<p>students' college and career readiness and to guide students in course selections, including the following:</p> <ul style="list-style-type: none"> a. South Carolina Occupational Information System (SCOIS) b. PSAT c. ACT Testing System (EXPLORE and PLAN) d. Work Keys e. Career Ready 101 f. Naviance College & Career Readiness Platform 		<p>Sirrine Scholarship</p> <p>Executive Director of Career and Technical Education</p>					
1.3.6 Expand student participation in Career and Technical Student Organizations (CTSOs)	2013-18	Executive Director of Career and Technical Education	\$3,000	Perkins		X	
<p>1.3.7 Develop systems of progress monitoring and benchmarking to accompany the District's comprehensive PreK-12 MTSS/RTI plan in the areas of reading, math, and social/emotional development.</p> <ul style="list-style-type: none"> 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. 	<p>2013-14</p> <p>2014-18</p>	<p>Director of Early Intervention and Student Support</p> <p>Assistant Superintendent for Special Education</p> <p>Director of Specialized Instruction</p> <p>Director of Accountability and Quality Assurance</p> <p>Director of Psychological Services</p>	TBD	IDEA		X	
<p>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:</p> <ul style="list-style-type: none"> a. IDEA reporting indicators b. Elementary and Secondary Education Act (ESEA) requirements <ul style="list-style-type: none"> • Title I 	2013-18	<p>Associate Superintendent for Academics</p> <p>Director of Accountability and Quality Assurance</p> <p>Assistant Superintendent for Special Education Services</p> <p>Director for Compliance, Monitoring, and</p>				X	

• Title III		Accountability Executive Director of Human Resources Executive Director of Academic Innovation and Technology					
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* 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 of Academics)

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	2013-18	Associate Superintendent for Academics Executive Director of Academic Innovation and Technology Director of Academic Support Coordinator of Evaluation and Professional Development Director of Specialized Instruction				X	
1.4.2 Continue and expand professional expertise and techniques for teaching	2013-18	Director of Academic Support Services				X	

and assessing a. English Language Learners (ELLs) b. Students with disabilities c. Students with gifts and talents (GT)		Executive Director of Academic Innovation and Technology Coordinator of ESOL Programs Director of Specialized Instruction 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.	2013-18	Director of School Counseling Services and Sirmine Scholarship				X	
1.4.4 Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction, and assessment.	2013-18	Executive Director of Academic Innovation and Technology Director of Academic Support				X	
1.4.5 Create a 21 st Century professional development library to help teachers in the classroom a. Teacher resources b. Professional development videos c. Assessment exemplars d. Online training	2014-18	Associate Superintendent for Academics Executive Director of Academic Innovation and Technology Director of Academic Support				X	
1.4.6 Provide ongoing training to teachers for the implementation of SC State Standards	2013-18	Director of Academic Support Services Academic Specialists Program Coordinators				X	
1.4.7 Provide ongoing training to enhance efforts in support of a Coordinated School Health system a. Monitor and train school wellness teams b. Train teachers and school	2013-18	Director of Academic Support Services Academic Specialist for Health and PE	\$223,338	Community Transformation Grant		X	

administrators on school health index							
1.4.8 Strengthen physical education programs in Greenville County Schools a. Provide training to PE teachers on the Spark PE curriculum b. Provide training to teachers on C.A.T.C.H	2013-18	Director of Academic Support Academic Specialist for Health and PE	\$30,000	Community Transformation Grant		X	
1.4.9 Support the Learning Focused initiative in all schools and centers 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	2013-18	Director of Academic Support Executive Director for Career and Technical Education Assistant Superintendent of Special Education Services	TBD	Professional Development		X	
1.4.10 Provide training and ongoing monitoring for Balanced Literacy initiatives in all schools.	2013-18	Director of Academic Support Director of Early Intervention and Student Support Academic Specialists for Elementary/Secondary ELA Academic Specialist for Balanced Literacy Assistant Superintendent for Special Education Services				X	
1.4.11 Continue and expand professional expertise and techniques for teaching and assessing in the 21 st Century classroom	2013-18	Executive Director of Academic Innovation and Technology Director of Academic Support Assistant Superintendent for	\$100,000 \$20,000 per year	Perkins IDEA		X	

		Special Education Services Assistant Superintendent for Career and Technical Education					
1.4.12 Develop a comprehensive training initiative to equip teachers to disaggregate formative and summative assessment data to inform instructional decision making	2013-18	Director of Accountability and Quality Assurance Director of Academic Support				X	
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	2014-18	Executive Director of Academic Innovation and Technology Director of Academic Support Academic Specialist for Science Academic Specialist for Social Studies	TBD	RMSC Board Private Funds		X	
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)	2013-18	Director of Accountability and Quality Assurance				X	
1.4.15 Support the ongoing evaluation of educational programs within the district to provide decision-makers with valid, usable information	2013-18	Director of Accountability and Quality Assurance	\$60,200	General Fund	X		
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 c. Homebound Services	2013-18	Director of School Counseling Services and Sirrine Scholarship					X

<ul style="list-style-type: none"> d. Sirrine Scholarship (HS) e. College and Career Readiness (incl. Naviance) f. Graduation Plus 						
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.	2014-18	Director of Academic Support Coordinator of ESOL Program Director of Specialized Instruction				X
1.4.18 Provide training and ongoing guidance for curriculum, intervention, and support recommended for all tiers of the Response to Intervention model. <ul style="list-style-type: none"> a. Fidelity checks b. Intervention data analysis c. Outcomes-oriented feedback and support d. Soar to Success e. Early Reading Intervention f. Number Worlds g. Positive Behavioral Intervention Supports h. Class-wide Positive Behavior Intervention Supports (CHAMPS: Conversation, Help, Activity, Movement, and Participation) i. SRA Corrective Reading j. Reading Mastery Signature Series k. Wilson Reading l. Just Words m. Touch Math n. Edmark 	2013-18	Director of Early Intervention and Student Support Director of Academic Support Director of Specialized Instruction Director of Psychological Services Director of Accountability and Quality Assurance				X
1.4.19 Provide ongoing support and training to specialized teachers in the areas of reading and math skill acquisition strategies. <ul style="list-style-type: none"> a. Special education teachers 	2013-18	Assistant Superintendent of Special Academic Programs Director of Academic Support Director of Specialized				X

b. Limited English Proficiency teachers		Instruction					
c. Alternative education teachers		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.	2013-18	Director of Specialized Instruction Director of Academic Support Services				X	

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 of Academics)

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
<p>1.5.1 Re-design career technology centers' core mission and course offerings to better model explicit career specialties and career clusters (see Long Range Facilities Plan)</p> <ul style="list-style-type: none"> a. Increase participation of students in career center programs b. Expand program opportunities to meet the needs and interests of students and the workforce c. Increase CTE opportunities for students at their high schools d. Create more Work Based Learning opportunities in-district and in the workforce community. 	2013-18	Executive Director for Career and Technical Education	TBD	<p>Perkins</p> <p>Advance SC</p> <p>State Equipment Flex</p> <p>State WBL Funds</p>		X	
<p>1.5.2 Continue to develop and implement software accountability solutions related to the progress of students with disabilities including the following:</p> <ul style="list-style-type: none"> a. Initial placements b. Re-evaluations c. Discipline referrals 	2013-18	<p>Assistant Superintendent for Special Education Services</p> <p>Director for Compliance, Monitoring, and Accountability</p> <p>Director for Related Services, Program Support and Integration</p> <p>Director of Psychological Services</p> <p>Director of Student Support</p>				X	

		Services					
1.5.3 Create and implement a district plan to increase student achievement for all Limited English Proficiency students in grades PreK-12.	2013-18	Executive Director of Academic Innovation and Technology	\$20,000	Title III		X	
		Coordinator of ESOL					
1.5.4 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.	2013-18	Director of Early Intervention and Student Support	TBD	General Fund		X	
<ul style="list-style-type: none"> a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources c. Increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood 				Capital Early Childhood			

programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.							
1.5.5 Replicate and implement successful programs in schools showing the greatest gaps in achievement. a. Identify subgroups by gaps b. Offer research-based training in differentiated instruction and innovative strategies c. Identify and replicate successful programs	2013-18	Associate Superintendent for Academics Director of Quality Assurance and Accountability Director of Academic Support Executive Director of Academic Innovation and Technology				X	
1.5.6 Offer more inclusion programming options for students transitioning from preschool special education to 5K	2013-18	Assistant Superintendent for Special Education Services Director of Specialized Instruction Director of Academic Support Director of Early Intervention and Student Support				X	
1.5.7 Continue to provide innovative delivery strategies and blended learning environments for students residing in group homes and residential treatment centers	2013-18	Executive Director for Career and Technical Education Assistant Superintendent for Special Education Principal for Residential Treatment Facilities and Group Homes				X	
1.5.8 Provide necessary resources to support the individual career focus areas	2013-18	Executive Director for Career and Technical Education				X	

of high schools, career centers and special centers. a. Partnerships and work-based experiences b. On-the-job training c. Real-world experiences d. In-district internships		Director of School Counseling Services and Sirrine Scholarship					
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-2 nd b. Align balanced literacy and current 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	2014-18	Director of Early Intervention and Student Support Director of Academic Support Director of Specialized Instruction				X	
1.5.10 Continue to provide support for students in preparation for college and/or career IGPs (Individualized Graduation Plans) created for all 8 th graders a. IGPs monitored and adjusted throughout high school years, based on student need b. Annual college fair for juniors and seniors c. Annual career fair for seniors d. Annual college application days e. ACT and SAT preparation f. Scholarship and financial aid workshops	2013-18	Director of School Counseling Services and Sirrine Scholarship Executive Director for Career and Technical Education Assistant Superintendent for Special Education Director of Parent, Community, and School Engagement				X	

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

		Director of Related Services, Program Support, and Integration					
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* *F.....Finished; C....Continued; M....Modified*

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

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

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

1.6.4 Develop a plan to communicate requirements of current state Standards and the current state Assessment System to parents and community stakeholders	2013-18	Director of Academic Support Director of Communications				X	
1.6.5 Provide comprehensive developmental guidance and counseling services to meet the needs of all students	2013-18	Director of School Counseling and Sirrine Scholarship				X	
1.6.6 Continue to provide support to parents during college and career preparation a. Increase parental participation during the annual college fair provided for juniors and seniors b. Increase parental participation in the annual financial aid workshops c. Increase parental participation in the annual Passport to Success event	2013-18	Director of School Counseling and Sirrine Scholarship Director of Parent, School, and Community Engagement	\$4,000	IDEA		X	
1.6.7 Develop and support a plan for seamless transition across grade levels (5th to 6th and 8th to 9 th) for parents and students, with consideration to the following aspects: a. Academic b. Emotional c. Social	2013-18	Director of School Counseling and Sirrine Scholarship Director of Academic Support Executive Director of Academic Innovation and Technology Director of Student Support Services				X	
1.6.8 Seek community partnerships with foundations and businesses that support academics	2014-18	Associate Superintendent of Academics				X	
1.6.9 Communicate academic expectations to all stakeholders	2013-18	Associate Superintendent of Academics Director of Communications				X	

<p>1.6.10 Improve the overall health and academic performance of students through the implementation of a coordinated school health system</p> <ul style="list-style-type: none"> 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	<p>Director of Academic Support</p> <p>Academic Specialist for Health and PE</p> <p>Director of School Counseling Services and Sirrine Scholarship</p> <p>Director of Communications</p>	\$10,000	Community Improvement Grant	X		
1.6.11 Implement comprehensive bullying prevention program in all schools	2013-18	Director of School Counseling Services and Sirrine Scholarship	\$30,000	Grant Funds		X	
<p>1.6.12 Continue to support the social and emotional development of all students</p> <ul style="list-style-type: none"> 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) 	2013-18	Director of School Counseling Services and Sirrine Scholarship				X	
<p>1.6.13 Utilize all available resources to monitor discipline issues to increase student achievement</p> <ul style="list-style-type: none"> a. Train supervisors and administrators on effective use of discipline data b. Decrease incidences of discipline-related absences c. Increase engagement and participation d. Minimize use of seclusion/restraint e. Provide professional development regarding discipline procedures for students with disabilities annually 	2013-18	<p>Director of Specialized Instruction</p> <p>Director of Accountability and Quality Assurance</p> <p>Director of Student Support Services</p> <p>Director for Compliance, Monitoring, and Accountability</p>				X	

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

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

GOAL AREA 2 – QUALITY PERSONNEL

Ensure quality personnel in all positions.

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

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

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

DATA SOURCE(S): Professional Development Portal

	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		0%	100%	100%	100%		

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

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

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

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

DATA SOURCE(S): Professional Development Portal

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance						100% Continued implementation and train 50%	Train 100%
Actual Performance				Software approval	Implementation		

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

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

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

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

DATA SOURCE(S): Human Resources Department

	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%	98%	TBD	TBD		

NOTE: Federal Requirements changing 2015-2016 for Highly Qualified Status; waiting on State of SC to finalize the path forward on SC requirements for HQ moving forward.

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

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

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

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

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

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

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

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

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

DATA SOURCE(S): Survey results from HR department

	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				Teachers, Transportation	Teachers	Develop RFP for electronic surveys	Implement new format for surveys

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

Greenville County Schools
Strategic Education Plan
2013-2018

ACTION PLAN: Goal 2

Ensure quality personnel in all positions

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

Overall Leadership: Executive Director of Human Resources

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

Information system (HRIS) for all work groups.		Human Resource Leadership Team Senior Analyst, HR Systems					
2.1.3 Fully implement Performance Management and Professional Development Software.	2015-16 2017-18	Human Resource Team ETS	No cost			X	
2.1.4 Evaluate the effectiveness of the current substitute system and investigate alternatives if the current system is not adequate.	2013-14 2016-17	Manager of HR Systems and Processes Principal Committee	No cost for evaluation Alternative costs TBD			X	
2.1.5 Utilize the current Lawson system to develop a tool to analyze employment data for turnover, transfers and trends	2014-15 2016-17	Executive Director of Human Resources Manager of HR Systems and Processes Senior Analyst for Human Resources Systems	\$5,000	General Fund		X	

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

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

Overall Leadership: Executive Director of Human Resources

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

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

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

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

Overall Leadership: Executive Director of Human Resources

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

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

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

Strategy 4 Provide innovative, ongoing professional development for administrators, instructional coaches, school counselors and teachers to ensure 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: <ul style="list-style-type: none"> a. Mentoring/coaching b. Online learning c. Distance learning d. Learning-on-Demand e. Authentic professional learning communities f. Teacher-leader models 	2013-18	Associate Superintendent for Academics Executive Director of Academic Innovation and Technology Director of Academic Support Services Coordinator of Evaluation and Professional Development Assistant Superintendent of Special Education Services				X	
2.4.2 Continue and expand professional expertise and techniques for teaching and assessing <ul style="list-style-type: none"> a. Limited English Proficient students (LEP) b. Students with disabilities c. Students with gifts and talents (GT) 	2013-18	Executive Director of Academic Innovation and Technology Coordinator of ESOL Programs Assistant Superintendent of Special Education Services Coordinator of Gifted/Talented Program				X	
2.4.3 Provide ongoing training to school counselors and support staff to increase the quality of services to families and students.	2013-18	Director of School Counseling Services and Sirrine Scholarship				X	
2.4.4 Provide training and resources to	2013-18	Executive Director of Academic				X	

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

2.4.9 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	2013-18	Director of Academic Support Services Executive Director for Career and Technical Education Assistant Superintendent of Special Education Services	TBD	Professional Development		X	
2.4.10 Provide training and ongoing monitoring for Balanced Literacy initiatives in all schools.	2013-18	Director of Academic Support Services Director of Early Intervention and Student Support Academic Specialists, Elementary/Secondary, ELA Academic Specialist, Balanced Literacy Assistant Superintendent for Special Education Services				X	
2.4.11 Continue and expand professional expertise and techniques for teaching and assessing in the 21 st Century classroom	2013-18	Executive Director of Academic Innovation and Technology Director of Academic Support Services Assistant Superintendent for Special Education Services Executive Director for Career and Technical Education	\$100,000 \$20,000 per year	Perkins IDEA		X	
2.4.12 Develop a comprehensive training initiative to equip teachers to disaggregate formative and summative assessment	2013-18	Director of Accountability and Quality Assurance				X	

data to inform instructional decision making		Director of Academic Support Services					
2.4.13 Expand the role of Roper Mountain Science Center in providing innovative, standards-based professional development in math, science, social studies and technology <ul style="list-style-type: none"> a. Expand participation of teachers in Science P.L.U.S (Participating, Learning, Understanding, Sharing) Institute b. Develop a plan to improve standards-based instruction for students and teachers 	2014-18	Executive Director of Academic Innovation and Technology Director of Academic Support Academic Specialist for K-12 Science	TBD	RMSC Board Private Funds		X	
2.4.14 Support school and district staff through targeted professional development, technical assistance, and mandated reporting on timely topics (e.g., data analysis and coaching, accountability, and grant writing)	2013-18	Director of Accountability and Quality Assurance				X	
2.4.15 Support the ongoing evaluation of educational programs within the district to provide decision-makers with valid, usable information	2013-18	Director of Accountability and Quality Assurance	\$60,200	General Fund		X	
2.4.16 Provide training for all school counselors to improve services <ul style="list-style-type: none"> a. Recognized American School Counseling Model Program (RAMP) b. Grief counseling (partnership with Thomas McAfee Funeral Home) c. GCS Aftercare Team d. Homebound Services e. Sirrine Scholarship (HS) f. College and Career Readiness (incl. Naviance) g. Graduation Plus 	2013-18	Director of School Counseling Services and Sirrine Scholarship					X
2.4.17 Provide ongoing training for district staff on evidence-based practices for	2014-18	Director of Academic Support Services				X	

diverse learners, Universal Designs of Instruction, and content area knowledge/concepts.		Coordinator of ESOL Program Assistant Superintendent 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. a. Fidelity checks b. Intervention data analysis c. Outcomes-oriented feedback and support d. Soar to Success e. Early Reading Intervention f. Number Worlds g. Positive Behavioral Intervention Supports h. Class-wide Positive Behavior Intervention Supports (CHAMPS: Conversation, Help, Activity, Movement, and Participation) i. SRA Corrective Reading j. Reading Mastery Signature Series k. Wilson Reading l. Just Words m. Touch Math n. Edmark	2013-18	Director of Early Intervention and Student Support Director of Academic Support Services Assistant Superintendent of Special Education Services Director of Psychological Services Director of Accountability and Quality Assurance				X	
2.4.19 Provide ongoing support and training to specialized teachers in the areas of reading and math skill acquisition strategies. a. Special education teachers b. Limited English Proficiency teachers c. Alternative education teachers	2013-18	Director of Academic Support Services Assistant Superintendent of Special Education Services Coordinator of ESOL Program				X	
2.4.20 Provide ongoing training and support on inclusive practices, inclusive models for service delivery, and shared ownership between regular educators and	2013-15	Assistant Superintendent for Special Education Director of Specialized				X	

special educators for outcomes of all students.		Instruction Director of Academic Support Services					
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* *F.....Finished; C....Continued; M....Modified*

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

Overall Leadership: Executive Director of Human Resources

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

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

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

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

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

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

DATA SOURCE(S): SDE District Report Card

	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%	95.6%	95.0%	95.6%			

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

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

ANNUAL OBJECTIVE 2: Maintain an annual student out of school suspension or expulsion rate for violent and/or criminal offenses below 0.5% of the total school district population.

DATA SOURCE(S): SDE 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%	0.6%	0.6%	0.7%			

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

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

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

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

	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	4,484	N/A	Not available	Not available		

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

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

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

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

	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%	16.0%
Actual Performance	15.0%	15.0%	15.0%	15.3%	15.7%		

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

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

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

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

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

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

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

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

	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%	1486/247320 = 0.60%	1882/247320 =0.76%	1725/254,880 =.68%			

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

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

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

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

DATA SOURCE(S): School DUDE

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	19,232	22,014	18,622			
Work Orders Completed	16,970	19,101	21,688	18,495			
Actual Carry-overs	954	131	N/A	127			
Carry-over Percentage	5.3%	.68%	5.5% or less	.68%	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	17,155	19,684	26,208			
Work Orders Completed	12,615	16,229	19,431	26,037			
Actual Carry-overs	1,422	9*26	253	171			
Carry-over Percentage	10.1%	5.39%	10% or less	.65%	10% or less	10% or less	10% or less

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

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

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

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

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

	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	**	88.1	88.1	89.8			

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

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

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

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

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

ES and MS	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	84.2	**	83.8	82.7	81.6	83.9 (ES, MS & HS)			

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

HS	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	81.2	**	79.7	80.7	76.5	83.9 (ES, MS & HS)			

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

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

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

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

	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	92.6	93.5	93.3			

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

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

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

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

	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	**	92.8	93.1	91.7			

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

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

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

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

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

	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	90.2	89.2	91.3 (ES, MS & HS)			

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

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

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

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

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

	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	89.6	87.2	91.3 (ES, MS & HS)			

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

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

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

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

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

	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	98.3	98.2	98.3			

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

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

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

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

	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	94.4	93.8	93.6			

Greenville County Schools
Strategic Education Plan
2013-2018

ACTION PLAN: Goal 3

Goal 3: Provide a school environment supportive of learning

Strategy 1: Increase school attendance across all school levels.

Overall Leadership: Executive 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		Exec. Director of Student Personnel Services Director of Attendance and Social Work Services Director of School Guidance School Principals	\$ 5,000	General Fund		X	
3.1.2 Improve early detection programs for potential dropouts to increase GCS's graduation rate a. Convene a committee of school administrators and school counselors to determine improved identification methods b. Continue to use the Attendance Intervention Module (AIM) to	2013-14 & Ongoing 2012-13 & Ongoing	Exec. Director of Student Personnel Services Director of Attendance/Social Work Services Social Workers				X	

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

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

Strategy 2: Decrease the student expulsion rate.

Overall Leadership: Executive Director Student Personnel Services

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

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

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

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

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

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

c. Recommend salary enhancements based on bus driver survey, internal comparisons and market/salary study and develop implementation plan	2014-18	Executive Director of Human Resources	\$1,500,000				
d. Review bus driver/aide salary steps along with the market/salary study and formulate salary adjustment plan for implementation	2015-16						
3.3.4 Develop an enhanced relationship between bus drivers and school administrators to promote the best interest of students	2014-15	Asst. Super. For Prin. Supervision Principals			X		
a. Establish a committee to promote greater teamwork among transportation, schools and bus drivers		Asst. Principal with Bus Duty Transportation Management Staff					
b. Implement committee recommendations							

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

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

Overall Leadership: Executive Director of Student Services

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

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

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

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

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
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	2016-17 2017-18 2018-19	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		X	
3.5.2 Survey a sample of parents to determine options about choice programs. Hold focus group meetings with parents about GCS school choice programs. a. Evaluate survey b. Begin implementation	2013-16	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	X		
3.5.3 Explore opportunities for new choice and magnet options. (Space options, transportation, programs, staff, cost, replication of program/curricular successes, parent surveys) a. Complete evaluation and determine new choices b. Begin implementation	2014-16 2015-16 2016-17	Executive Director of Planning, Demographics & Transportation Academic Specialist- AP, IB, Magnet, Etc. ETS Designee Coord. Of Student Assignment	\$50,000	General Fund Grants		X	

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

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

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

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

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

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

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

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

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

Activities	Timeline	Implementation Team	Estimated 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.	2013-18	Executive Director of Planning, Demographics & Transportation Associate Superintendent for Academics Exec. Dir. of Construction		I		X	
3.7.2 Annually adjust the LRFP/CIP to support instructional initiatives and to ensure appropriate facilities are available for student academic success for the 21 st Century.	2013-18	Executive Director of Planning, Demographics & Transportation Executive Dir. of Construction Executive Dir. of Finance Associate Superintendent for Academics	TBD	Capital		X	
3.7.3 Based on annual review of school capacities, develop plans to maximize efficient use of current school facilities and actively respond to changing demographics which result in additional capacity needs.	2013-18	Executive Director of Planning, Demographics & Transportation Executive Director of Construction Coordinator of Student Assignment Demographic Analyst	TBD	Capital		X	

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

Strategy 8: Monitor the effectiveness of the District Preventive Maintenance Program to assure safe, inviting facilities that support quality learning experiences for 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		X	
3.8.2 Continue to train and educate employees on current equipment and manufacturers' recommendations	On-going	Director of Operations				X	
3.8.3 Maintain a state-of-the-art work order system: a. Introduce new technology to monitor work orders b. Add craftsmen, carpenters, electricians, plumbers, to enable prompt responses to work orders	2016-17	Director of Operations Coordinator of Maintenance ETS Designee	\$50,000 \$200,000 \$200,000 \$200,000	Capital General Fund	X		
3.8.4 Evaluate new or improved equipment coming on the market to determine cost efficiency	2015-16	Director of Operations Coordinator of Maintenance				X	
3.8.5 Purchase new or improved robotic equipment which will result in efficiency improvements within maintenance	2017-18	Director of Operations Coordinator of Maintenance	\$100,000 \$100,000	Capital Capital		X	

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

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

Overall Leadership: Director of Operations

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

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

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

Overall Leadership: Director of Operations

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

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

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

Overall Leadership: Director of Operations

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

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

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

Overall Leadership: Executive Director of Planning, Demographics & Transportation

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
3.12.1 Improve P.M. bus arrival times at middle and high schools 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	2013-14 2013-14 2013 2014-15	Executive Director of Planning, Demographics & Transportation Director of Transportation Elem Principal Middle Principal High Principal Assistant Super. For Principal Supervision Bus Manager Designee	\$15,000	General Fund		X	
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 e. If reward system is effective in improving attendance and on-time arrival, implement full system	2013-14 2013-14 2014-15 2015-16 2016-17	Director of Transportation Bus Managers HR Designee	\$20,000. \$120,000	General Fund		X	
3.12.3 Encourage SC State Department of Education Transportation Division to	2013-14	Executive Director of Planning, Demographics &				X	

update fueling technology, eliminating fueling personnel, replacing with mechanics; improving efficiency of bus fueling		Transportation Director of Transportation Coord. Of Government Relations					
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* *F.....Finished; C....Continued; M....Modified*

Strategy 13: Maintain and support classroom technologies required to provide an environment for learning 21st Century skills

Overall Leadership: Executive Director of Educational Technology Services

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	2013-14	ETS Instructional Technology	\$3,375,000	Refresh Fund	X		
3.13.2 Upgrade IWB projectors in older systems to maintain hardware warranties and to replace failing projectors. Replace 1,000 IWB's yearly beginning in 2014-15	2014-15	ETS	\$600,000/yr.	Refresh Fund	X		
3.13.3.Support and Maintain IWB systems and improve the time-to-repair which directly impacts classroom instruction time, hire two additional technicians (current time to repair is 15 days, decrease to 3 days)	2013-14	ETS	\$112,500	General Fund	X		
3.13.4 Support and Maintain the 40,000 computer systems found in classrooms and school labs. Provide additional support personnel to handle on-line assessment systems (e.g. Smarter Balanced), reduce the time-to-repair, and to implement preventive maintenance programs (reduce to 3000:1, 2000:1, 1000:1)	2013-15	ETS	2013: \$187,500 2014: \$562,500 2015: \$1,687,500 (annual additions to baseline)	General Fund		X	

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

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

Overall Leadership: Executive Director of Educational Technology Services

Activities	Timeline	Implementation Team	Estimated 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	2013-15 Projected 2013-15 Actual	ETS	\$22,500,000 10,200,000	Capital Fund (LRFP)	X		
3.14.2 Encourage the state to increase Internet bandwidth and provide redundancy to support online assessments and cloud based learning. This would include state funding for increased bandwidth between the schools and the central hub (e.g. Cloud and Service services)	Yearly	Executive Director of Education Technology Services Coordinator of Government Relations	\$3,000,000 Estimate Additional \$2,400,000 received	SCDOE K12 Funds Lottery Funds	X		
3.14.3 Maintain and expand core data center servers to implement new learning systems and reduce downtime issues with aging servers	2013-18	ETS	\$100,000/yr.	Department Refresh		X	
3.14.4 Enhance network and computer based security systems along with proactive monitoring of all student information and financial systems, obtain ISO 27001 security certification	2014-15	ETS	\$250,000 one-time \$150,000/yr.	General Fund Capital Fund (LRFP)		X	
3.14.5 Upgrade existing switching network components to higher speed devices to support the high-density and network bandwidth needs of all users	2013-18	ETS	\$180,000/yr.	Capital Fund (LRFP)		X	

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

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

GOAL AREA 4 – FINANCIAL RESOURCES

Effectively manage/further develop necessary financial resources.

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

FIVE YEAR PERFORMANCE GOAL: Increase utilization of the Purchasing Card (P-Card) annually by ~~5,000 users~~ 10% each year through 2017-18.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	20,000	22,000	24,200	41,730	45,903	50,493	55,543
Actual Performance	21,736	31,008	37,936	43,827			

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

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

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

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

	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	Achieved per Financial Report	Achieved per Financial Report	Achieved per Financial Report			

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

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

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

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

	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%	6%	29%	37%	40%		

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

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

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

DATA SOURCE(S): Annual Workers Compensation claims report

	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	173 claims	187 claims	166 Claims			

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

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

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

DATA SOURCE(S): Annual calendar year OSHA report

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

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

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

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

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

	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%	93%	97%	98%	97%		

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

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

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

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

	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	Achieved per Budget Document	Achieved per Budget Document	Achieved per Budget Document	Achieved per Budget Document		

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

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

ANNUAL OBJECTIVE 8: Maintain Bond Credit Ratings of AA+ /A-1+ short term rating 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+	A-1+	A-1+	A-1+	A-1+
Actual Performance	AA+	AA+	AA+	A-1+			

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	Aa1	Aa1	Aa1	Aa1		

*Standard & Poor began using the short term bond rating scale for the District since GO Bonds are sold and paid off within a year.

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

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

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

DATA SOURCE(S): Comprehensive Annual Financial Report

	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	Achieved per CAFR	Achieved per CAFR	Achieved per CAFR			

Greenville County Schools
Strategic Education Plan
2013-2018

ACTION PLAN: Goal 4

Goal 4: Effectively manage and further develop necessary financial resources

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

Overall Leadership: Executive Director of Finance

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

e. Increase Breakfast in the classroom programs to nine schools.	2015-16	Director Culinary Specialist Area Manager	\$3,000per school includes equipment and utilizing salaried employees	FANS	X		
f. Increase Breakfast participation by implementing Universal Breakfast at 53 schools.	2015-16	Director Culinary Specialist Area Manager	No additional cost	FANS	X		
g. Increase Breakfast and Lunch participation by implementing CEP at 21 schools.	2015-16	Director Culinary Specialist Area Manager	No additional cost	FANS	X		
4.1.2 Increase full-paid student meal prices to meet USDA regulations							
a. Annually increase the price of full-paid student meals by 10 cents (per USDA not required)	2013-18	Director of Food Service				X	
4.1.3 Implement procedures to ensure that all schools meet existing food and labor cost standards							
a. Identify schools that exceed the departmental food cost standard of 50%. Audit inventories, production records, and meal prep to determine the causes of inflated costs. Develop an individual plan based on investigation and train staff on proper procedures to control costs.	Ongoing 3-5 months to correct each site	Culinary Specialist Catering Manager Area Managers	\$1,000 per school utilizing salaried employees	FANS		X	
b. Identify schools that exceed the departmental labor cost standard of 32%. Audit meal prep and meal service to determine the causes of inflated costs. Develop an individual plan based on investigation and train staff on proper procedures to control costs.	Ongoing 3-5 months to correct each site	Culinary Specialist Catering Manager Area Managers	\$1,000 per school utilizing salaried employees	FANS		X	
4.1.4 Increase current online meal payments by 20% per year							
a. Coordinate with schools to incorporate a My School Bucks link on each website.	2013-18	IT Specialist Marketing/Training Specialist	\$3,000 Utilizing salaried employees			X	

b. Coordinate with schools to include instructions in their newsletters on procedures to make online payments.	2013-18	FANS Trainer	\$3,000 Utilizing salaried Employees			X	
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.	2013-15	FANS Trainer	\$29,000 per year new labor costs	FANS		X	
b. Purchase and build out new food truck.	January 2016 May 2016	Director Culinary Specialist	\$25-35,000	FANS			X
c. Utilize food truck to sample/sell new menu items at High Schools during lunch	2016-18	Director Culinary Specialist Catering Manager	No additional cost Utilizing salaried employees	FANS			X
d. Utilize food truck as a mobile summer feeding site	2016-18	Director Culinary Specialist Catering Manager	No additional cost Utilizing salaried employees	FANS			X
e. Utilize food truck as mobile catering service	2016-18	Director Culinary Specialist Catering Manager	No additional cost Utilizing salaried employees	FANS			X

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

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

Overall Leadership: Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.2.1 Expand Purchasing Card (P-Card) program							
a. Identify eligible schools by reviewing SAF audit reports	2013-18	Director of Accounting Services				X	
b. Review department requests and justifications to use P-card	2013-18	Director of Accounting Services				X	
c. Review invoices submitted for payment to accounts payable to capture P-card payment opportunities	2013-18	Director of Accounting Services				X	
4.2.2 Implement an online payment program to provide the option of using credits cards to pay school fees							
a. Identify advantages of implementing a system	2014-15	Director of Accounting Services				X	
b. Identify security/concerns to be addressed	2014-15	Director of Accounting Services/ETS				X	
c. Expand existing program (used by FANS) to provide software program/service to meet the needs identified	2014-15	Director of Accounting Services				X	
d. Implement program as a roll out of District sponsored activities then to schools for SAF activities.	2015-16	Accounting Services	\$4,500	GF		X	
4.2.3 Implement document imaging system to improve online access to critical documents and decrease copying needs							
a. Form a working group of employees to identify benefits of implementing a document imaging system	2014-16 2017	Director of Accounting Services				X	
b. Identify hardware needed to effectively use a document imaging	2014-16 2017-18	Working Group/ETS				X	

system							
c. Identify company to provide software program/service to meet the needs identified	2016-17 2017-18	Working Group/ Procurement				X	
d. Implement program	2015-16 2018	Accounting Services/ETS	\$250,000	GF			X

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

Overall Leadership: Executive Director of Finance

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

b. Establish online process to allow employees to opt-out of receiving printed annual W2	2015-16	Coordinator, Payroll & ETS Staff			X		
c. Allow employees to opt-out of receiving printed annual W2 by online process.	2015-16	Coordinator, Payroll & ETS Staff			X		
4.3.3 Outsource employment verification process							
a. Issue RFP to identify vendor that can provide employment verification services.	2013-14	Dir./Coor., Payroll				X	
b. Implement process of having employment verification services performed by vendor.	2014-15	Coordinator, Payroll & ETS Staff				X	
4.3.4 Establish online United Way enrollment process							
a. Create and test online enrollment process	2013-15	Director, Payroll & ETS Staff			X		
b. Create and test data file and process to load United Way payroll deductions	2013-15	Coordinator, Payroll & ETS Staff			X		
c. Communicate online enrollment process to District Staff through Management Memo and E-Bulletin	2015-16	Director, Payroll & Communications Dept.				X	
d. Provide employee access to online enrollment process	2015-16	Director, Payroll & ETS Staff				X	
4.3.5 Improve Benefit Department's customer satisfaction rating:							
a. Gather information on customer satisfaction using: <ul style="list-style-type: none"> Customer survey results Call center statistics 	2013-16	Director, Payroll & Insurance Services				X	
b. Use results of survey and call center statistics to: <ul style="list-style-type: none"> Realign responsibilities Identify training need 	2013-14	Director, Payroll & Insurance Services			X		
c. Expand Flex Hours Program <ul style="list-style-type: none"> Two days a week Benefits Department will stay open to 6pm 	2013-16	Director, Payroll & Insurance Services				X	

to provide additional service time to District employees							
<ul style="list-style-type: none"> Monitor program to determine employee utilization of program 							
d. Increase Benefit Department customer satisfaction rating to 95%	2014-16	Director, Payroll & Insurance Services				X	

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

Overall Leadership: Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.4.1 Maintain Bond Credit Ratings							
a. Implement procedures and policies necessary to move the District's "stable/good financial outlook" as assigned by S&P and Moody's to "strong financial outlook" and "strong financial management practices.	2013-16	Executive Director of Finance and Director of Accounting Services				X	
b. Have District's financial outlook and financial management practices receive an assignment of "strong" by S&P and Moody's	2015-16	Executive Director of Finance and Director of Accounting Services				X	
4.4.2 Continue to receive an "Unmodified Audit Opinion" on the Annual Financial Report							
a. Review and monitor internal controls every quarter	2013-18	Finance Department Directors				X	
b. Cross train Finance staff on critical tasks	2013-18	Finance Department Directors				X	
c. Encourage Finance staff to earn certification through the Government Finance Office program	2013-18	Finance Department Directors				X	
d. Implement Government Accounting	2013-18	Finance Department				X	

Standards Board (GASB) pronouncements in required time frame		Directors					
e. Update Enterprise Resource Planning (ERP) system with new releases within a prudent time frame	2013-18	Finance Department Directors				X	

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

Overall Leadership: Executive Director of Finance

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

requisition flow via Lawson		ETS					
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Strategy 6: Streamline budget development and reporting processes and develop processes to improve budget monitoring practices

Overall Leadership: Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.6.1 Streamline budget process and procedures							
a. Implement on-line budget process for departments.	2015-16 -2016-17	Budget Team					X
b. Implement electronic budget transfer with on-line approval routing.	Meet with ETS to determine feasibility and timeline	ETS/Budget Team			X		
c. Improve efficiencies by utilizing a shared drive for budget documents.	2013-18	Budget Team			X		
4.6.2 Develop and implement additional services and budget reports							
a. Implement a procedure/process that would create a purchase order database where an image of a purchase order can be retrieved.	Meet with ETS to determine feasibility and timeline	ETS/Budget Team				X	
b. Implement a procedure/process that would notify original requester when a requisition or purchase order commits funds but does not become a purchase order in Lawson.	Meet with ETS to determine feasibility and timeline	ETS/Budget Team			X		
c. Maintain and expand a Budget Services website within the School District web address.	2013-18	Director for Budget Services				X	
d. Prepare a comprehensive graphic report to the Board each quarter that	2014-15 -2016-17	Director for Budget Services					X

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

Overall Leadership: Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.7.1 Ensure national and District comparisons include same cost factors	2013-16 2016-17	Director of Maintenance Director of Budget Services					X
4.7.2 Develop schedule for presentation of information to the Administration and Board	2014-16 2016-17	Director of Maintenance Director of Budget Services					X

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

Overall Leadership: Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.8.1 Provide / continue staff development training for District employees							
a. Develop online training videos / sessions concerning student activity funds accounting.	2015-16 2016-17	Director of Accounting Services				X	
b. Provide focused safety training sessions for employee groups with high Workers Compensation activity	2013-18	Director, Payroll & Insurance Services, Coordinator of Workers Compensation				X	
c. Provide annual staff development for school and department personnel on financial policies and procedures related to Lawson software.	2013-18	Finance Team				X	

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

Overall Leadership: Executive Director of Finance

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
4.9.1 Continue to inform District employees of the District's financial position	2013-18	Executive Director of Finance				X	
4.9.2 Develop online process for District employees to submit cost savings or new revenue ideas	2014-16 2016-17	Director of Budget Services, ETS					X
4.9.3 Review current programs for operational efficiency and effectiveness	2013-18	Director of Budget Services				X	

GOAL AREA 5 – COMMUNICATIONS AND COMMUNITY ENGAGEMENT

Improve public understanding and support of public schools.

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

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

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

DATA SOURCE(S): Report Card Survey results

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance				78.7%	79.7%	80.7%	81.7%
Actual Performance			77.7%	80.3%			

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

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

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

DATA SOURCE(S): Report Card Survey results (Q44)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance				81.2%	82.2%	83.2%	84.2%
Actual Performance			80.2%	73.9%			

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			500 hours	7,898 hours	8,055 hours	8,216 hours	8,380 hours
Actual Performance			7,744 hours	12,677 hours			

Baseline will be established in 2013-14.

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

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

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

DATA SOURCE(S): District volunteer hour report

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		690,045	695,045	893,042	898,042	903,042	908,042
Actual Performance	685,045	795,042 Final Report	888,042 hours	905,932 hours			

*Data in number of hours

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

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

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

DATA SOURCE(S): Communications Department report

School 1	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			1,187 Hours/ 1.17 Per Student	488 Hours/.51 Per Student			

School 2	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			842 Hours/ 1.22 Per Student	1,133 Hours/.90 Per Student			

School 3	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			2,557 Hours/ 1.26 Per Student	1,974 Hours/1.17 Per Student			

School 4	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			750 Hours/ 1.34 Per Student	895 Hours/1.26 Per Student			

School 5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			752 Hours/ 1.50 Per Student	3,067 Hours/1.48 Per Student			

School 6	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			1,377 Hours/ 2.10 Per Student	997 Hours/1.64 Per Student			

School 7	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			3,560 Hours/ 2.71 Per Student	1,271 Hours/1.64 Per Student			

School 8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			3,185 Hours/ 2.81 Per Student	1,058 Hours/1.97 Per Student			

School 9	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			2,713 Hours/ 2.82 Per Student	2,352 Hours/2.14 Per Student			

School 10	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance							
Actual Performance			2,241 Hours/ 3.15 Per Student	795 Hours/2.40 Per Student			

Baseline will be established in 2014-15.

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

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

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

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

	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			24	34			

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

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

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

DATA SOURCE(S): Facebook report

	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	5,516	10,633 (92.8 % Increase)	15,800 (48.6% Increase)			

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

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

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

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

	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			274	201			

Baseline will be established in 2013-14.

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

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

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

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

	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%	96.3%	97.9%	96.7%			

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

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

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

DATA SOURCE(S): Published Opinion Editorials

	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			7	12			

Baseline will be established in 2013-14.

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

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

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

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

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Actual Performance	3	4	4	1			

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

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

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

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

	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	100%	100%	100%	100%			

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

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

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

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

DATA SOURCE(S): Parent Portal active user accounts

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance			30,432	32,823	34,464	36,187	37,996
Actual Performance	28,983	29,950	31,260 accounts	31,536			

Numbers reflect user accounts

Note: More parents using App, which cannot be documented.

Greenville County Schools Strategic Education Plan 2013-2018

ACTION PLAN: Goal 5

Improve public understanding and support of public schools.

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

Overall Leadership: Director of Communications

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

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

Strategy 2: Expand opportunities for involvement and community support.

Overall Leadership: Director of Communications

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

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

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

Overall Leadership: Director of Communications

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

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

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

Overall Leadership: Coordinator of Government Relations

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

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

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

Overall Leadership: Executive Director of Technology

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

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

District Accomplishments and Challenges

Accomplishments

Academics

- Built and implemented GCSource and trained all principals and an additional staff to establish two-deep leadership
- Implemented Hobson's Naviance College and Career Readiness Platform in all middle and high schools
- Hosted (March) first National (NACAC) College Fair in Greenville County
- Class of 2015 earned a record \$118.5 Million in College Scholarship offers
- Student-Centered Learning/MTSS initiative planning and implementation underway with a strong implementation timeline in place
- Serving more at risk 4K students--19% (N=359) increase from 2014-2015
- Implemented Erin's Law throughout the district for grades Pre-K through high school.
- Career Center students earned 342 industry certifications with the potential wage earning value of \$9,082,200
- Career specific courses moved to high school campuses, such as Health Science, had a 400% enrollment increase
- First ever career fair for all 7th grade students will be held this May at the TD center - 80 companies will participate
- Student Centered Learning Training offered to all schools in the district
- Completed Year 1 implementation of IEP/Section 504 software systems, enabling teachers, evaluators, school-based 504 coordinators and school administrators to electronically monitor compliance related functions and develop individualized programs and supports for students with disabilities. This implementation has been supported by on-going professional development, the launching of the Special Education Help Desk and Local Procedures Manual.

Technology

- Expanded outdoor Wireless to include 200 acres. Enhanced many educational apps including a new student portal and school/district dashboard. Moved Lawson from a local system to SaaS (Software as a Service) model.

HR

- Use of online application system for all positions.
- Civility training for all principals and supervisors

Communications

- Continued to expand social media presence with targeted messages and increased video story postings on GCS sites.
- Expanded recognition of GCS employees through social media, traditional media and website.
- Produced e-publication for economic development officials to use in business and industry recruitment.
- Expanded communications to senior citizens and GCS retirees through additional issues of Golden Circle newsletter.

- Produced marketing materials to promote various district initiatives/programs including Graduation Plus, Magnet Academies Recruitment Campaign, Kindergarten and First Grade Registration, and GCS Job Fairs.
- Produced Active Shooter videos for employees and high school students.

Planning and Demographics

- Successful installation of new school bus camera system along with easy electronic access by school administrators has been a positive improvement. The quality is much improved providing greater clarity and with additional cameras on the buses the view is increased outside and inside the bus.
- The school choice Change in Assignment Lottery continues improve as more and more parents are taking advantage of the opportunity to apply for CIA choice during the lottery window.
- Enhanced student projection methods has been a positive for the district resulting in very few teacher relocations after school has started.

Student Services

- Produced video regarding how to deal with Active Shooter scenario and provided training to all district employees.
- Updated protocols for assessment of Bomb Threats and trained all principals.
- Created Patrol Zones that allow for police officers to visit and walk through the campus of all schools that do not have an SRO.
- Increased Medicaid Billing Revenue and increased security of documentation through software enhancements.
- Established confidential phone and email hotline to report cases of bullying.
- Implementation of Truancy Email Alerts in IMS.
- Creation of IMS Truancy Training Video & Training PPT.
- Revival of Attendance Blitz Competition.
- Dropout rate has declined for the past 3 years in a row.

Operations

- Upgraded District fuel management program. Integrated new procedures in the dissemination of fuel keys and enhanced our ability to better manage fuel inventory.
- Re-arranged space in the motor shop to make it more productive.
- Increased personnel in the Preventive Maintenance and HVAC to better serve the District.
- Purchased a remote controlled lawn mower for Sirrine stadium to increase safety on extreme grades.
- The grounds department implemented a key and lock preventive maintenance plan this past year. Each week, depending on the amount of work orders, the locksmiths will take 1 to 3 schools a week and go through the entire school campus, checking all door lock hardware and closure devices. This in turn prevents the closure devices or door handles from incurring irreparable damage before they are noticed by the plant engineer and placed on a work order to be repaired. This should decrease our cost for replacement on these door parts.

Challenges

Academics

- Constant changing of state tests, additional testing requirements, implementing testing mid-year, lack of materials and information sent from testing companies (e.g., report or label to file in the permanent folder)
- Professional Development participation
- Ensuring that users of the software systems stay abreast of any changes within the systems and actively engage in professional development and/or access other supports consistently available to them to maintain their understanding of system features. Specifically, it is essential that users have comprehensive knowledge regarding the system features, the Local Procedures Manual, and the Special Education Help Desk, which have been intentionally designed to assist them in supporting students with disabilities/impairments in their educational programs.
- Antiquated names for specialized classrooms continue to create obstacles in moving toward student centered decision making for students with disabilities.
- Additional reading and mathematics interventions are needed at the secondary level for both Tier 2 and Tier 3 interventions.
- Having ample resources for engaging parents in the special education process.

Technology

- Staffing and 24x7 support. A recent survey of school districts in South Carolina indicates that Greenville has the same staffing level as a district with 30,000 students. More students are taking home devices to complete assignments and both students and parents are requesting after-hours and weekend support.

HR

- Maintaining staffing level for bus drivers
- Lack of diversity of teaching applicants

Communications

- Staff time required to monitor and respond to social media posts and private messages.
- Completion of information kiosk due to App issues.
- Expansion of quality programming on The Schools Channel.

Planning & Demographics

- The significant transiency of GCS's student population, additional Charter Schools including on-line charter schools, changing demographics of Greenville county, etc., are adding new challenges yearly to maintain a high level of accuracy in student projections. New ways are constantly being sought and tested to assist with analyzing the ever changing factors impacting student projections.
- Though the increases in school bus drivers salary each of the last two budget years has improved the attractiveness of school bus driving, GCS continues to struggle to secure and maintain a full complement of school bus drivers and substitutes.

Student Services

- Transportation to the High School Alternative Program and Star Academy continue to be a challenge.
- Getting all schools to use IMS to intervene with truants accurately and timely is a challenge. Utilizing the system will also help our truancy reporting to the State Dept. to be more accurate.
- Meeting social work needs of the 12 Title I schools that share a social worker with another school has been a challenge. Several schools need a fulltime Title I Social Worker. Two more social workers have been requested for next year which will allow 4 of the 12 schools to have a fulltime social worker, bringing the total to 10 schools with a fulltime social worker and 8 that share a social worker (10 if the Legacy Charter Locations are considered).
- Helping students to get into Adult Education that do not have finances to get into Lifelong Learning is a challenge. Some schools have funds to assist their students while others do not. We need a discretionary fund for the Dropout Prevention Specialist to have available to assist these students.

Read to Succeed

☒ Read to Succeed: Leadership ☐ Read to Succeed: Student Outcomes ☐ Read to Succeed: Professional Learning
☐ Read to Succeed: Assessment Plan ☐ Read to Succeed: Instructional Plan ☐ Read to Succeed: Parent and Family Involvement ☐ Read to Succeed: School-Community Partnerships

FIVE YEAR PERFORMANCE GOAL: For Read to Succeed ONLY for 2016-17, please put NA here.

ANNUAL OBJECTIVE 1: By the end of 2016-17, leaders at all levels will support the effective implementation of literacy best practices in the daily instruction of all students.

DATA SOURCE(S): Progress noted on Action Plans; School Visits; Classroom Walkthroughs

	Baseline 2016-17	2017-18
Projected Performance	100% of leaders	
Actual Performance		

*Baseline will be established in 2016-17 *

☐ Read to Succeed: Leadership
 ☒ Read to Succeed: Student Outcomes
 ☐ Read to Succeed: Professional Learning
☐ Read to Succeed: Assessment Plan
 ☐ Read to Succeed: Instructional Plan
 ☐ Read to Succeed: Parent and Family Involvement
☐ Read to Succeed: School-Community Partnerships

FIVE YEAR PERFORMANCE GOAL: For Read to Succeed ONLY for 2016-17, please put NA here.

ANNUAL OBJECTIVE 2: By the end of the 2016-17 school year, literacy progress for all students will be monitored at the district, school, and classroom level.

DATA SOURCE(S): GCSource; PLC minutes

	Baseline 2016-17	2017-18
Projected Performance	Measures will be identified at all levels to determine literacy progress	
Actual Performance		

*Baseline will be established in 2016-17 *

☐ Read to Succeed: Leadership
 ☐ Read to Succeed: Student Outcomes
 ☒ Read to Succeed: Professional Learning
☐ Read to Succeed: Assessment Plan
 ☐ Read to Succeed: Instructional Plan
 ☐ Read to Succeed: Parent and Family Involvement
 ☐ Read to Succeed: School-Community Partnerships

FIVE YEAR PERFORMANCE GOAL: For Read to Succeed ONLY for 2016-17, please put NA here.

ANNUAL OBJECTIVE 3: By the end of the 2016-17 school year, teachers, administrators, and district staff will participate in professional learning opportunities that focus on research-based, instructional literacy strategies.

DATA SOURCE(S): Attendance Logs

	Baseline 2016-17	2017-18
Projected Performance	100% district/school leadership teams	
Actual Performance		

*Baseline will be established in 2016-17 *

☐ Read to Succeed: Leadership
 ☐ Read to Succeed: Student Outcomes
 ☐ Read to Succeed: Professional Learning
☒ Read to Succeed: Assessment Plan
 ☐ Read to Succeed: Instructional Plan
 ☐ Read to Succeed: Parent and Family Involvement
 ☐ Read to Succeed: School-Community Partnerships

FIVE YEAR PERFORMANCE GOAL: For Read to Succeed ONLY for 2016-17, please put NA here.

ANNUAL OBJECTIVE 4: By the end of the 2016-17 school year, schools will use formative and summative measures to plan and adjust instruction, including intervention needs for struggling readers and readers needing enrichment.

DATA SOURCE(S): District and School Walkthroughs; PLC minutes; Protocols

	Baseline 2016-17	2017-18
Projected Performance	Strategies will be embedded in all district content area and IC/Principal training; assessment protocol developed and disseminated	
Actual Performance		

*Baseline will be established in 2016-17 *

☐Read to Succeed: Leadership
 ☐Read to Succeed: Student Outcomes
 ☐Read to Succeed: Professional Learning
☐Read to Succeed: Assessment Plan
☒Read to Succeed: Instructional Plan
☐Read to Succeed: Parent and Family Involvement
☐Read to Succeed: School-Community Partnerships

FIVE YEAR PERFORMANCE GOAL: For Read to Succeed ONLY for 2016-17, please put NA here.

ANNUAL OBJECTIVE 5: By the end of the 2016-17 school year, PK-12 instructional and literacy protocols will be developed and disseminated to schools.

DATA SOURCE(S): Protocols completed and disseminated to Schools

	Baseline 2016-17	2017-18
Projected Performance	Protocols completed	
Actual Performance		

*Baseline will be established in 2016-17 *

☐Read to Succeed: Leadership
 ☐Read to Succeed: Student Outcomes
 ☐Read to Succeed: Professional Learning
☐Read to Succeed: Assessment Plan
 ☐Read to Succeed: Instructional Plan
☒Read to Succeed: Parent and Family Involvement
☐Read to Succeed: School-Community Partnerships

FIVE YEAR PERFORMANCE GOAL: For Read to Succeed ONLY for 2016-17, please put NA here.

ANNUAL OBJECTIVE 6: By the end of the 2016-17 school year, the district and schools will assist parents in becoming active partners in supporting the literacy growth of their child.

DATA SOURCE(S): Parent Communication Template; District and School Websites

	Baseline 2016-17	2017-18
Projected Performance	Completed template; literacy messaging on district and school websites	
Actual Performance		

*Baseline will be established in 2016-17 *

☐ Read to Succeed: Leadership
 ☐ Read to Succeed: Student Outcomes
 ☐ Read to Succeed: Professional Learning
☐ Read to Succeed: Assessment Plan
 ☐ Read to Succeed: Instructional Plan
 ☐ Read to Succeed: Parent and Family Involvement
 ☒ Read to Succeed: School-Community Partnerships

FIVE YEAR PERFORMANCE GOAL: For Read to Succeed ONLY for 2016-17, please put NA here.

ANNUAL OBJECTIVE 7: By the end of the 2016-17 school year, the district and schools will increase the awareness and importance of literacy with community stakeholders.

DATA SOURCE(S): District and School Websites

	Baseline 2016-17	2017-18
Projected Performance	Literacy messaging on district and school websites	
Actual Performance		

*Baseline will be established in 2016-17 *

Activities	Timeline	Implementation Team	Estimated Additional Cost	Funding Sources	Status*		
					F	C	M
1. District and school reading plans will be supported and implemented by all district and school leadership.	2016-17	District and School Leadership teams	none	NA			X
2. The district will identify measures at each grade level (PK-8; High) to determine student progress in literacy development, and instructional next steps. a. The district will develop a plan for communicating implementation expectations to schools.	2016-17	District and School Leadership teams	None	NA			X
3. Principals and instructional coaches will participate in literacy leadership professional learning meetings. a. One primary and one intermediate teacher will be trained and then practice as a literacy mentor in each elementary school (model literacy classroom). b. Middle and high school teachers will begin to implement content and disciplinary literacy strategies within their regular instruction.	2016-17	District and School Leadership teams	None	NA			X
4. Strategies for effectively implementing formative and summative measures to guide instruction will be embedded in professional development opportunities. a. An assessment protocol will be implemented that outlines basic assessment expectations PK-12.	2016-17	District and School Leadership teams	None	NA			X
5. An instructional protocol will be implemented that outlines basic instructional expectations PK-12.	2016-17	District and School Leadership teams	None	NA			X

a. A literacy protocol will be implemented that outlines basic literacy instructional expectations (PK-5; 6-8; 9-12)							
6. The district will develop a common communication template for elementary school teachers to use when discussing student reading levels. a. Literacy messaging and support strategies will be developed by the district literacy leadership team and posted on district and school websites.	2016-17	District and School Leadership teams	None	NA			X
7. Literacy messaging and support strategies will be developed by the district literacy leadership team and posted on district and school websites.	2016-17	District and School Leadership teams	None	NA			X

Read to Succeed District Literacy Plan Template 2016-17 School Year

CONTACT INFORMATION	
District	Greenville
District Literacy Leadership Team Leader Name	Dr. Andrea D. Washington
Mailing Address	301 Camperdown Way, Greenville SC 29601
Email Address	awashing@greenville.k12.sc.us
Preferred Telephone	864.355.3142

Please provide a brief narrative describing the process the District Literacy Leadership Team (DLLT) used to develop the district reading plan, focusing on the guiding questions below.

Literacy Vision and Culture:

Greenville County Schools seeks to provide appropriate and impactful literacy education for the diverse learners in our schools. As with all district initiatives, the District Reading Plan was developed using our Student Centered Learning—Multi-Tier System of Support (MTSS) framework. This framework provides the lens through which we “do business” in Greenville County Schools with our focus on ALL students. The following principles governing the implementation of MTSS have been adopted and are non-negotiable:

1. *All decisions are student-centered.*
2. *The culture of Professional Learning Communities (PLCs) is embraced, expected, and supported with fidelity at the school and district level operationalized by the MTSS framework.*
3. *District level standard protocols focused on academics and behavior, in the areas of assessment, curriculum, instruction, intervention, and operations are established, implemented and supported with fidelity.*
4. *The focus of professional development is expecting and supporting fidelity of implementation.*
5. *Results-driven leadership is expected and supported.*



The goal of the MTSS framework is to help schools use their resources in ways that help them determine what it takes for each student to be successful, as outlined below:

- Effective core instruction implemented with fidelity is our primary focus.
- Students in need of support are identified early; while prevention is the goal, the tiered system of supports also focuses on opportunities for students to extend and enrich their learning experiences.
- Students are provided support that targets their specific needs using sound instructional strategies/programs.
- Student progress is monitored frequently.
- Teachers and schools use multiple sources of data to “change the path” as needed.

With the Student-Centered Learning/MTSS non-negotiables in mind, the Greenville County Schools District Reading Plan represents our literacy vision and goals PK-12 for the 2016-2017 school year. This plan provides the blueprint for building district-wide capacity to more effectively respond to the literacy needs of ALL students as we prepare them with 21st century skills to be successful in college, career, and life.

The District Reading Plan uses a PK-12 literacy framework (see graphic below) to inform the use of a multi-tiered system of support to meet a wide variety of student abilities, talents, interests, and needs through programs aimed at supporting all students, including English Language Learners, students with disabilities, and gifted and talented students. Students at all levels are provided reading and writing instruction that includes language and word study strategies. As depicted in the literacy framework graphic, each of the three overlapping components (i.e., reading, writing, and language and word study) are required for effective literacy instruction.

This framework is predicated on the belief that all students can learn to read and write through pervasive and consistent implementation of best practices across grade levels and content areas and incorporates the research-based theories of Vygotsky, Fountas and Pinnell, Gallagher, Calkins and others. The model fosters gradual release of

responsibility to the student as he/she receives instruction needed to meet grade level expectations, while allowing students to work at a level that is appropriate for individual growth and achievement. Literacy instruction also assists students in growing as life-long readers who use literacy to explore the world around them and who read and write for enjoyment.

We believe that literacy also involves supporting our students in a digital world with 21st century skills in media fluency, informational fluency and digital citizenship. The 21st century skills in literacy cannot be isolated; rather they are embedded in content-based instruction.

Greenville County Schools PreK-12 Literacy Framework



Students in PK-5th grade have daily opportunities to develop foundational reading, writing, and communication skills. These opportunities include access to engaging and appropriate texts, opportunities to write for academic and personal reasons, and instructional models which use multiple modes of assessment to inform differentiated instructional responses.

Students in 6th-8th grade have daily opportunities to learn essential knowledge and requisite literacy skills in supportive literacy environments. These opportunities include exploring

GOAL: Engaged independent readers, writers, thinkers, and communicators

discipline specific complex texts and continuing to develop skills to read, write, and talk about those texts for a wide range of audiences and purposes.

Students in 9th-12th grade have daily opportunities to critically read and write discipline specific texts. These opportunities focus on learning about core ideas and concepts of a discipline while understanding how to investigate, reason, read, and write effectively in that discipline.

Across all grade levels, students have ample opportunities to develop critical reading, writing, and communicating habits and skills necessary for college and career readiness in the 21st century. In order for these literacy strategies to be implemented effectively, we must provide administrators, teachers, and other staff with professional learning opportunities that offer sound basic and targeted instruction through multiple pathways (i.e., workshops, coaching, modeling, etc.). A more detailed description of the literacy framework is provided in Appendix A.

Context:

Greenville County Schools is a unified district covering more than 800 square miles with 51 elementary schools, 19 middle schools, 14 high schools, and 25 special schools, programs, and child development centers. The District has a student-population of more than 76,000 which ranks as the 44th largest in the nation, and a district-wide choice program utilized by 18% of its students. Choice is driven in part by thriving magnet schools, a Fine Arts Center, four International Baccalaureate Diploma Programs, four career and technical education centers, and other schools with specific options.

We help all students develop world class skills and life and career characteristics aligned with the Profile of the SC Graduate by providing diverse opportunities for individual growth through an emphasis on project based learning and the implementation of innovative courses in the arts, architecture, engineering, industry, business, law, agriculture, health science, etc. An initiative we have termed Graduation Plus has been developed to encourage every student to achieve a diploma PLUS completion of a vocational/technical certificate and/or college credits. Graduation Plus connects students to the 16 career clusters identified in the Education and Economic Development Act (EEDA) by enhancing relevance and rigor at all levels. The District is expanding its 4K footprint and working with partners to ensure school readiness for all students in Greenville County, while elementary schools are focusing on building a sound foundation in basic disciplines and increasing students' exposure to a variety of careers. At the middle level, enhanced academic rigor through an expansion of high school offerings is paired with greater exposure to career and college opportunities and an introduction to the 16 career clusters. High school students are using the Individual Graduation Plan (IGP) process to build electives around potential college or career paths. These efforts are resulting in graduates who finish high school with a vocational/technical certificate, an advanced technical certification, completion of freshman level college courses, or in some cases, significant progress toward a specific college degree (presently engineering, architecture, or visual arts). Career and Technical Education programs are being expanded and enhanced to better support the development of our graduates. Classes that do not require specialized instructional spaces are being moved to high school campuses to increase participation and allow for more advanced courses at the Career Centers. Additional dual credit offerings and virtual experiences are further expanding opportunities for students to earn college credits while still in high school.

Two additional initiatives include Inclusive Practices and Personalized Learning. We are entering our last year of a three year implementation plan to more effectively implement quality services for students with disabilities and learning needs via the lens of inclusive practices. Professional learning opportunities focus on leadership preparation and support, school team training, capacity building and coordination, as well as sustainability of these efforts. All 84 schools and special programs will be trained in inclusive practices by June 2017. Our Personalized Learning initiative begins in 2016-2017. The goal is to continuously improve student engagement and personalization of learning by providing equitable access to technology—students PK-2 will have access to devices and technology; students 3-12 will receive individual devices. In addition, all schools will participate in Digital Leader Corps training focused on literacy that will serve to develop and nurture teachers and leaders with strategies to integrate educational technology and digital media into instruction to accelerate the digital transition (see Appendix B).

The District's focus on learning and increased rigor has resulted in an overall steady increase in the markers used to define success, including SAT, ACT, PASS testing, performance on nationally-normed tests such as ITBS, and the graduation rate.

Specific to our literacy context, as noted above, our literacy framework provides the foundation for all literacy instructional practices. The components of the framework are described in Appendix A. At the elementary level, our literacy programming is grounded in the work of Fountas and Pinnell. Each elementary school participated in two years of support for this framework. As part of our literacy sustainability plan, each elementary school will have a primary and intermediate mentor classroom to serve as models for literacy instruction. Literacy mentor training began in 2014-2015 and all schools will have this initiative in place by the end of 2016-2017. Our 2016-2017 secondary literacy planning will include a focus on content and disciplinary literacy. This work will begin with middle and high school principals, instructional coaches, and department leaders.

Communication and Implementation:

Greenville County Schools implements a literacy strategic planning process that is comprehensive, focused, data-driven, and reflective of the input from a wide range of stakeholders. The district and schools encourage and value ongoing stakeholder suggestions and feedback that promote quality professional development as a catalyst for continuous improvement. The literacy teaching and interventions we provide are designed to be standards-based, challenging, and rigorous; to reflect a commitment to equity; to demonstrate an appreciation of diversity; and to support high

expectations for all students. Because the District Reading Plan supports the literacy growth of all students, curriculum, instruction, and assessment are intentionally aligned and focused on student literacy achievement.

A series of planning sessions were held with district leadership, district content specialists, school administrators, teachers, and community partners in order to seek the perspectives, wisdom, and knowledge of a wide array of stakeholders. Additional stakeholder feedback was provided through a digital survey. This process resulted in both vital feedback on existing literacy initiatives and collective envisioning of additional literacy support for all students.

While Greenville County Schools district leadership establishes policies and practices supporting the literacy for all students, district and school leaders rely on shared leadership and decision-making as well as innovation to meet the commitment to continuous literacy growth of all students. To this end, the District Literacy Leadership Team will monitor the implementation of district and school reading plans through a tiered system of support. The District Literacy Leadership Team will engage school literacy leadership teams in a planning process during the spring and summer of 2016. In turn, each school literacy leadership team will engage their school staff, parents and community, including the School Improvement Council, in planning efforts. During 2016-2017, the District Literacy Leadership Team will guide schools through a process of analyzing implementation and impact of our district and school literacy plans to improve and refine processes. All levels of leadership will continue to work collaboratively to clarify and support literacy goals while using a wide array of data to design, implement, and improve literacy instruction in all classrooms.

Our implementation focus for 2016-2017 has been prioritized to reflect the *GCS District Reading Plan Action Goals—2016-2017*. This Action Goals address each of the seven literacy plan components. Progress will be monitored by the District Literacy Leadership Team (see pages 21-23).

Please provide a belief statement in support of each reading plan component.

Component 1: Leadership

Leaders play a critical role in the implementation of continuous improvement of literacy development for all students.

Component 2: Student Outcomes

All students will become engaged independent readers, writers, thinkers, and communicators.

Component 3: Professional Learning Opportunities

Professional learning is student-centered, data-driven, and focused on building instructional capacity.

Component 4: Assessment Plan

Assessment requires a systematic, continuous approach to gathering and analyzing multiple forms of data to evaluate and support student progress and achievement.

Component 5: Instructional Plan

Literacy instruction is research-based, aligns with standards, and uses meaningful assessments to inform daily instructional practices that respond to the varied literacy needs of students.

Component 6: Parent and Family Involvement

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

Component 7: School-Community Partnerships

Literacy education is the shared responsibility of home, school, business and community.

COMPONENT 1: LEADERSHIP

Does your district have a District Literacy Leadership Team? If so, how often does it meet? 2016-17—*monthly*

COMPONENT 2: STUDENT OUTCOMES

Prekindergarten: Please *upload* a copy of your district assessment results from the assessment you chose to administer to 4K students. *SEE APPENDIX C*

Number of students served in 4K	Name of the assessment administered to 4K students
1,845 (45 th day)	myIGDIs; GOLD

Kindergarten: Please provide the assessment data requested for the students enrolled in Kindergarten.

	Number of students enrolled in 5K	Number of students to whom assessment was administered	% scoring "ready" first 45 days	% scoring "ready" last 45 days
DRA2+	5,555	5,555	TBD	TBD

Please reflect on the questions below and provide a brief narrative response to support the inclusion of data literacy as part of the District Reading Plan.

Who administers assessments? What system is used to manage the assessment data including data entry and management? What plan is in place to support the analysis of the data and who will be responsible for this? How are data displayed and accessed? What is the plan for reviewing student data with instructional staff in order to prioritize needs and set goals?

GCS is in the process of developing and implementing a comprehensive assessment system including formative and summative assessments in order to monitor literacy learning and achievement for all students. While classroom assessments are aligned with the SC College and Career Ready Academic Standards and Rubicon Atlas Curriculum Mapping system, the new comprehensive assessment system will promote a data-driven approach to continuous improvement at the district, school, and classroom levels. District and school staff will conduct regular reviews and discussions of various data and focused professional development which foster ongoing, data-based conversations using a Professional Learning Community (PLC) approach. These strategies will serve to further enhance and support ongoing and authentic assessment that is clearly aligned with standards-based instruction as well as fidelity of implementation.

Formative assessment is used daily by teachers to clarify desired student outcomes, provide students with actionable feedback, and to inform instructional responses which can ensure students are learning targeted standards. Through daily formative assessment practices, our focus rests upon all students learning the literacy content rather than a specific percentage of students meeting established criteria. Teacher use of evidence-based universal screening and ongoing assessment informs instructional decisions regarding the type and extent of literacy intervention or enrichment provided for students. This assessment data, along with summative assessment data, allows teachers and school leadership to identify trends in learning over time and by subgroup. These data provide necessary information to identify intervention needs, adjust instruction, and monitor program effectiveness. In 2016-2017, standard protocols for instruction and assessment will be developed, including a professional learning and communication plan. These protocols will provide the basic expectations for PK-12 instruction and assessment procedures and will be embedded within Rubicon Atlas and professional learning opportunities. In addition, literacy instructional protocols at three levels (PK-5, 6-8, and 9-12) will be developed for Tiers 1, 2, and 3. Our goal is to ensure a systematic understanding of foundational instructional expectations for teachers and school leadership supportive of learning and achievement for all students.

Each elementary school has a system and structure in place to periodically review student assessment results in order to inform decisions regarding literacy outcomes and the need for and/or duration of targeted interventions. Current structures include grade level meetings, professional learning communities, and leadership teams. These discussions are based on multiple data points including universal screeners (AIMSweb, MAP), grades, and other formative data sources such as Fountas & Pinnell reading benchmarks, student work samples, etc. During 2016-2017, systems and structures will be developed for middle and high schools to ensure a comprehensive and ongoing review of student literacy outcomes.

The analysis of assessment data is a key component of the literacy planning process, but is also cumbersome and time-consuming. In 2015, Greenville County Schools invested in a business intelligence solution known as GCSOURCE. GCSOURCE collects data from multiple sources, manages the data, and reports the data in one convenient location. From PowerSchool, GCSOURCE collects student profile information, including demographics, attendance, enrollment history, and course grades. From Enrich, GCSOURCE pulls test scores received from testing companies and the South Carolina State Department of Education. Fountas and Pinnell Reading Benchmarks for K-5 and universal screening data will soon be included in GCSOURCE. Information on student behavioral incidents and dispositions (Incident Management System) is pulled into GCSOURCE. Additional data comes from Public Consulting Group, the data management system for Special Education. Furthermore, a K-12 online software platform should be available in 2016-17 that will allow teachers and school administrators to track student mastery of standards via this formative assessment tool. These data will be linked with GCSOURCE.

GCSOURCE provides relevant and timely district-wide data, on a district dashboard so district users can drill to the district level, school level, classroom level, and student-specific data. School level dashboards provide building administrators with access to similar data that is specific to their schools and their students. Likewise, teachers have dashboards that offer reports on data specific to the students to whom they are assigned. Because GCSOURCE houses district-wide data, previously found only through a time-consuming process of disaggregating data from disparate sources, it provides a level of transparency that can readily inform discussion and action on policies, procedures, and practices. At all levels, the transparency of GCSOURCE supports student-centered decision-making.

Embedded within GCSOURCE is the Early Warning Response System (EWRS). The EWRS tracks student data relevant to attendance, behavior, and course performance; three indicators found to be predictive of graduating on time. Each indicator aligns with defined thresholds which identify students for being at risk of not graduating on time. Whenever a student reaches a new threshold, he/she triggers the EWRS, alerting school administrators to the need for intervention. The EWRS is indispensable in early identification of students at risk, PK-12.

Please list or upload a list of the names of any elementary, middle, or high schools which do not fall into the traditional organizational structure (K-5, 6-8, 9-12) and the grade levels they serve.

School Name	Grade Level(s) Served
Child Development Centers (Dunbar, Golden Strip, Greenview, Northwest Crescent, Overbrook, and Riley)	4K and preschool special education
Sterling School	PK-5; 6-8 GT
Washington Center	PK-12 (students with significant intellectual disabilities)

Please list or upload the name(s) of any career centers or alternative schools in the district and their feeder school(s).

Career Center School Name	Feeder High School(s)
Golden Strip Career Center	Mauldin, J. L. Mann, Hillcrest
Donaldson Career Center	Woodmont, Greenville, Southside, Carolina
Enoree Career Center	Berea, Travelers Rest, Wade Hampton
Bonds Career Center	Greer, Blue Ridge, Riverside, Eastside
Alternative Program Center Name	Feeder Middle School(s)
High School Center	All High Schools
Middle School Centers:	
Donaldson Center	Hillcrest, Bryson, Beck, Hughes, Woodmont, Fisher, Mauldin, Ralph Chandler
Harley Bonds Center	Greenville, Blue Ridge, Greer, Northwood, Riverside, League, Sevier
West Greenville Center	Berea, Lakeview, Northwest, Hughes, Tanglewood

COMPONENT 3: DISTRICT-WIDE PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017 (This information may be uploaded.)

Professional Learning Opportunities for Administrators

Topic	Level (PK, E, M, H)	Date 2016-2017	Please provide the name and type (state personnel, district personnel, vendor or consultant, other) of provider.
Digital Leader Corps-Literacy/Personalized Learning	PK-H	Summer -Spring	Discovery Education, Consultant
Instructional Coach/Principal Meetings—Literacy Leadership	PK-H	Fall-Spring	District Staff, Academics
Inclusive Practices	PK-H	Fall-Spring	Stetson & Associates, Consultant

Principal Meetings—Literacy Minute	PK-H	Monthly	District Staff, Academics
Coaching Balanced Literacy	E	Summer-Spring	District Staff, Academics; consultants
SIOP training for Administrators (2 groups)	PK-H	Summer	Pearson Consultant, District Staff, ESOL
Professional Learning Opportunities for Classroom Teachers			
Balanced Literacy Training for New Teachers to GCS	E	Summer-Spring	District Staff, Academics
Literacy Mentor Training	E	Summer-Spring	District Staff, Academics; consultants
Disciplinary Literacy: What is it and how can ELA teachers support it?	M-H	Summer	District Staff, Academics
Accountable Talk in the ELA Classroom	M-H	Summer	District Staff, Academics
Explicit, Direct Instruction for Writing	M-H	Fall	District Staff, Academics
Text Dependent Analysis – Is it Informational or Argument? Or both?	M-H	Fall	District Staff, Academics
Writing Workshop in a Secondary ELA Classroom	M-H	Fall	District Staff, Academics
PLCs: Common Planning and Common Assessments	M-H	Fall	District Staff, Academics
Common Grading Practices for Meaningful Data Conversations	M-H	Spring	District Staff, Academics
Independent Reading – More than SSR?	M-H	Spring	District Staff, Academics
Reading like a Writer – Disciplinary Literacy Skills in ELA	M-H	Spring	District Staff, Academics
Gradual Release of Complex Text	M-H	Spring	District Staff, Academics
PK Curriculum	PK	Summer-Spring	District Staff, PK
SIOP training for classroom teachers (2 groups)	PK-H	Summer	Pearson Consultant, District Staff, ESOL
Instructional strategies for newcomer ELLs	PK-H	Summer	District Staff, ESOL
SIOP component enrichment (Strategies and Interaction)	PK-H	Fall-Spring	Pearson Consultant, District Staff, ESOL
Developing Academic Language	PK-H	Fall-Spring	Pearson Consultant, District Staff, ESOL
Assessment and ELLs	PK-H	Fall-Spring	District Staff, ESOL
Scaffolding writing for ELLs	PK-H	Fall-Spring	ESOL
Interactive Read Aloud	E	Summer	Academics, teacher leaders
Word Study	E	Summer	Academics, teacher leaders
Writing Workshop	E	Summer	Academics, teacher leaders
Reading Workshop	E	Summer	Academics, teacher leaders
Professional Learning Opportunities for those providing Interventions			
Tier 2 Intervention Programs	E	Fall	District Staff, Academics
Tier 3 Intervention Programs	E-H	Summer-Spring	District Staff, Special Education
A-team	PK-H	Fall and Spring	District Staff, Special Education
RTI Coordinator Training	E	Fall	District Staff, Academics
Professional Learning Opportunities for Special Educators, ELL, Speech Language Pathologists, Library Media Specialists and others who support special populations (NOTE: THESE SESSIONS ARE FOR ALL TEACHERS, COACHES, ETC.)			
Inclusive Practices-Redefining Specialized Support	PK-H	Summer-Spring	Stetson & Associates, Consultant
Inclusive Practices-Collaborative Teaching Strategies	PK-H	Summer-Spring	Stetson & Associates, Consultant
Inclusive Practices-Culturally Responsive Instruction	PK-H	Summer-Spring	Stetson & Associates, Consultant
Inclusive Practices-Collaborative Teaching Strategies	PK-H	Summer-Spring	Stetson & Associates, Consultant

Summer Literacy Series (How Children Learn to Read; Brain Research, Reading Really is Rocket Science; Assessment and Teaching Reading: Phonemic Awareness and Phonics; Teaching Reading Fluency, Vocabulary and Comprehension	K-H	Summer	District Staff, Special Education
Fall-Spring Literacy Series, repeated	PK-H	Summer	District Staff, Special Education
Literacy Instruction for ELLs	K-H	Fall-Spring	District Staff, ESOL
English Learners, Academic Literacy and Thinking	K-H	Fall-Spring	District Staff, ESOL
Helping ELLs excel	K-H	Fall-Spring	District Staff, ESOL
Professional Learning Opportunities for Paraprofessionals (NOTE: THESE SESSIONS ARE FOR ALL TEACHERS, COACHES, ETC.)			
New Employee Training	PK-H	Summer-Spring	District Staff, HR
PK Curriculum	PK	Fall	District Staff, PK
Inclusive Practices-Use of Paraprofessional in General Ed Setting	PK-H	Summer-Spring	Stetson & Associates, Consultant
COMPONENT 4: ASSESSMENT PLAN			
Please indicate the Screening and Progress Monitoring tools the district uses for Prekindergarten through grade eight and how the data collected from these tools are used to inform instruction.			
Prekindergarten			
Screening Assessment Tool(s) <i>myIGDIs</i>			
Use of Data Collected <i>identify students' overall early literacy readiness skills</i>			
Progress Monitoring Tool(s): <i>checklists; anecdotal notes</i>			
Use of Data Collected: <i>monitor early literacy skills progress and adjust instruction</i>			
Kindergarten			
Screening Assessment Tool(s) <i>AIMSweb</i>			
Use of Data Collected: <i>identify students' overall early literacy readiness skills and those potentially in need of intervention</i>			
Progress Monitoring Tool(s) <i>AIMSweb; Fountas and Pinnell Running Records</i>			
Use of Data Collected: <i>monitor early literacy skills progress and adjust instruction</i>			
Grade 1			
Screening Assessment Tool(s): <i>AIMSweb</i>			
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>			
Progress Monitoring Tool(s) <i>AIMSweb; Fountas and Pinnell Running Records</i>			
Use of Data Collected: <i>monitor literacy skills progress and adjust instruction</i>			
Grade 2			
Screening Assessment Tool(s): <i>AIMSweb or MAP</i>			
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>			
Progress Monitoring Tool(s) <i>AIMSweb; Fountas and Pinnell Running Records</i>			
Use of Data Collected: <i>monitor literacy skills progress and adjust instruction</i>			
Grade 3			
Screening Assessment Tool(s): <i>AIMSweb or MAP</i>			
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>			
Progress Monitoring Tool(s) <i>AIMSweb; Fountas and Pinnell Running Records</i>			
Use of Data Collected: <i>monitor literacy skills progress and adjust instruction</i>			
Grade 4			
Screening Assessment Tool(s): <i>AIMSweb or MAP</i>			
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>			

Progress Monitoring Tool(s) <i>AIMSweb; Fountas and Pinnell Running Records</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>
Grade 5
Screening Assessment Tool(s): <i>AIMSweb or MAP</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>
Progress Monitoring Tool(s) <i>AIMSweb; Fountas and Pinnell Running Records</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>
Grade 6
Screening Assessment Tool(s) <i>MAP</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>
Progress Monitoring Tool(s): <i>schools are using a variety of tools; district guidance will be developed in 2016-2017</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>
Grade 7
Screening Assessment Tool(s) <i>MAP</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>
Progress Monitoring Tool(s): <i>schools are using a variety of tools; district guidance will be developed in 2016-2017</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>
Grade 8
Screening Assessment Tool(s) <i>MAP</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>
Progress Monitoring Tool(s): <i>schools are using a variety of tools; district guidance will be developed in 2016-2017</i>
Use of Data Collected: <i>identify students' overall literacy skills and those potentially in need of intervention</i>

Based on your analysis of state and local assessment data, please respond to the following:

	Indicate at least one area for growth	Indicate the action needed to support increased student achievement	Indicate a timeline for action and who will be responsible
Prek	Pre-reading and pre-writing skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
Kindergarten	Early reading and writing skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
Grade 1	Reading and writing skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
Grade 2	Reading and writing skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team

Grade 3	Reading and writing skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
Grade 4	Reading and writing skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
Grade 5	Reading and writing skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
Grade 6	Reading and writing skills, including content and disciplinary literacy skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
Grade 7	Reading and writing skills, including content and disciplinary literacy skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
Grade 8	Reading and writing skills, including content and disciplinary literacy skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team
High School	Content and disciplinary literacy skills	<ul style="list-style-type: none"> Multiple measures will be identified to determine student progress in literacy development and instructional next steps Implementation plan will be communicated District and school leadership teams/PLCs will use the data to inform instruction, needs, and next steps. 	2016-2017; District Literacy Leadership Team

COMPONENT 5: INSTRUCTIONAL PLAN

Please indicate the number of daily uninterrupted instructional minutes the district requires as part of the Core Instructional Literacy Block (Tier I) for each grade level.

Grade Level	2014-15 (Historical)	2015-16 (Current)	2016-17 (Projected)
Prekindergarten	60 minutes	60 minutes	60 minutes
Kindergarten	90 minutes	90 minutes	90 minutes
Grade 1	120 minutes	120 minutes	120 minutes
Grade 2	120 minutes	120 minutes	120 minutes
Grade 3	120 minutes	120 minutes	120 minutes
Grade 4	120 minutes	120 minutes	120 minutes
Grade 5	120 minutes	120 minutes	120 minutes

The Read to Succeed legislation does not require a specified number of uninterrupted instructional minutes for grades 6-12, however, research supports moving toward a 90 minute instructional block at the middle and high school levels. More time spent actually reading and writing leads to increased proficiency in reading and writing.

Grade Level/Course	2014-15 (Historical)	2015-16 (Current)	2016-17 (Projected)
Grade 6	60 minutes	60 minutes	60 minutes

Grade 7	60 minutes	60 minutes	60 minutes
Grade 8	60 minutes	60 minutes	60 minutes
High School	Not required	Not required	Not required

If you selected less than 90 minutes for the 2016-17 school year, please indicate what actions your district is taking to move toward a 90 minute instructional block at the secondary level.

Under consideration

What action is the district taking to maximize and protect instructional time at all levels?

It is the district expectation that "bell to bell" standards-based instruction occurs daily. Maximizing and protecting instructional time is monitored by the Assistant Superintendents for School Leadership and School Principals.

Please upload a sample master schedule from a school at each level (elementary, middle, and high) that you would use a model for other schools at this level in your district. *Under consideration given that we have 84 schools*

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

Each of the literacy frameworks for elementary, middle, and high schools relies upon highly effective, research-based literacy instruction for all students. GCS strives to support teachers in effectively responding to the diverse literacy needs of all students by using grade-level and disciplinary standards, as well as the existing curriculum to identify desired literacy outcomes. Curriculum specialists support teachers in designing formative and summative assessments and performance tasks in which all students can demonstrate mastery of content and skills. Effective teachers use classroom assessments to differentiate instruction and to further support and accelerate student understanding and 21st century skills through additional modeling, flexible grouping, and extensions of learning opportunities. Through well-designed core instruction, classroom teachers leverage instructional resources and literacy framework components to adjust the content, process, and product of literacy learning according to the needs, interests, and readiness of students. In addition, we are in our second year of training schools in the Inclusive Practices Model. The Inclusive Practices framework provides a strong foundation for better supporting all students within Tier 1 (see Appendix B). This training will be complete with all 84 schools in spring 2017.

When ongoing assessments and timely progress monitoring indicate that students need additional support or extension beyond high quality core instruction, additional, data-driven literacy interventions are provided through a tiered support model for all students, including English Language Learners, students with disabilities, and gifted and talented students. We recognize that literacy learning for secondary students necessitates differing models of instruction from elementary. For example, we know that secondary students who struggle to make meaning from the complex prose they must access daily are not necessarily remedial readers (Brozo, 2010). Given the sophisticated language demands within middle and high school disciplines, all adolescents are challenged to one degree or another by increasingly complex disciplinary texts, thus requiring a stronger emphasis on core instruction and a further refinement of valid literacy assessments in middle and high schools (Biancarosa & Snow, 2006; Brozo & Simpson, 2007). To this end, GCS remains committed to using an emerging research base on multi-tiered systems of support at both the secondary and elementary levels to inform the continued evaluation and modification of impactful and appropriate literacy interventions for all students. During 2016-2017, we will develop a systematic plan for literacy support and intervention in middle and high schools to address the unique content and disciplinary literacy instructional needs. In addition, we will continue to refine these systems at the elementary level.

Please select the State Adopted Instructional Program used as part of your Core Instruction (Tier I).

Kindergarten	Houghton Mifflin Harcourt: Journeys
Grade 1	Houghton Mifflin Harcourt: Journeys
Grade 2	Houghton Mifflin Harcourt: Journeys
Grade 3	Houghton Mifflin Harcourt: Journeys
Grade 4	Houghton Mifflin Harcourt: Journeys
Grade 5	Houghton Mifflin Harcourt: Journeys
Grade 6	Houghton Mifflin Harcourt's Collection Series
Grade 7	Houghton Mifflin Harcourt's Collection Series

Grade 8	Houghton Mifflin Harcourt's Collection Series
High School	Houghton Mifflin Harcourt's Collection; Holt McDougal Literature

What instructional supports are you providing in addition to state adopted instructional materials?	
Kindergarten	Rubicon Atlas Curriculum Maps; Literacy Framework, Fountas & Pinnell Literacy Resources, Fountas & Pinnell Benchmark Assessment System
Grade 1	Rubicon Atlas Curriculum Maps; Literacy Framework, Fountas & Pinnell Literacy Resources, Fountas & Pinnell Benchmark Assessment System
Grade 2	Rubicon Atlas Curriculum Maps; Literacy Framework, Fountas & Pinnell Literacy Resources, Fountas & Pinnell Benchmark Assessment System
Grade 3	Rubicon Atlas Curriculum Maps; Literacy Framework, Fountas & Pinnell Literacy Resources, Fountas & Pinnell Benchmark Assessment System
Grade 4	Rubicon Atlas Curriculum Maps; Literacy Framework, Fountas & Pinnell Literacy Resources Fountas & Pinnell Benchmark Assessment System
Grade 5	Rubicon Atlas Curriculum Maps; Literacy Framework, Fountas & Pinnell Literacy Resources, Fountas & Pinnell Benchmark Assessment System
<i>At the elementary level, state-funded literacy coaches will assist in enhancing literacy programming through coaching and/or intervention as deemed most appropriate in the school literacy plan.</i>	
Grade 6	Rubicon Atlas Curriculum Maps; Literacy Framework
Grade 7	Rubicon Atlas Curriculum Maps; Literacy Framework
Grade 8	Rubicon Atlas Curriculum Maps; Literacy Framework
High School	Rubicon Atlas Curriculum Maps; Literacy Framework

What is the average number of books (texts), print and digital, representing a wide range of reading levels, genres and interests, the district expects to see as part of classroom libraries? What is the average number of books (texts) the district expects to see in school library media centers? What support is the district providing to increase the number of books in classroom libraries and library media centers?

	Classroom Libraries	Library Media Centers	Support for Increasing Numbers of Books
Prekindergarten	Under review	GCS Media Centers follow the SC Standards for School Library Resource Collections document (2012), including, "A minimum of 15 books per student that meet the Exemplary age requirements, are current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate" (pg. 2).	Schools receive an annual allocation of \$2.23 per student to enhance media center collections to reflect student interest and standards-based instruction. In 2013-2015, elementary and middle schools received an allocation of \$12 per student to purchase books and/or assessment materials to support the implementation of the Fountas and Pinnell literacy program (elementary) and new ELA and math standards. During 2015-2016, a classroom library pilot is being implemented in two middle schools (Bryson & Ralph Chandler) with plans to replicate.
Kindergarten	Under review		
Grade 1	Under review		
Grade 2	Under review		
Grade 3	Under review		
Grade 4	Under review		
Grade 5	Under review		
Grade 6	Under review		
Grade 7	Under review		
Grade 8	Under review		
High School	Under review		

INTERVENTION

The Read to Succeed legislation requires that additional intervention be provided for those students not successfully demonstrating grade-level proficiency. Please provide the information below.

Elementary Level

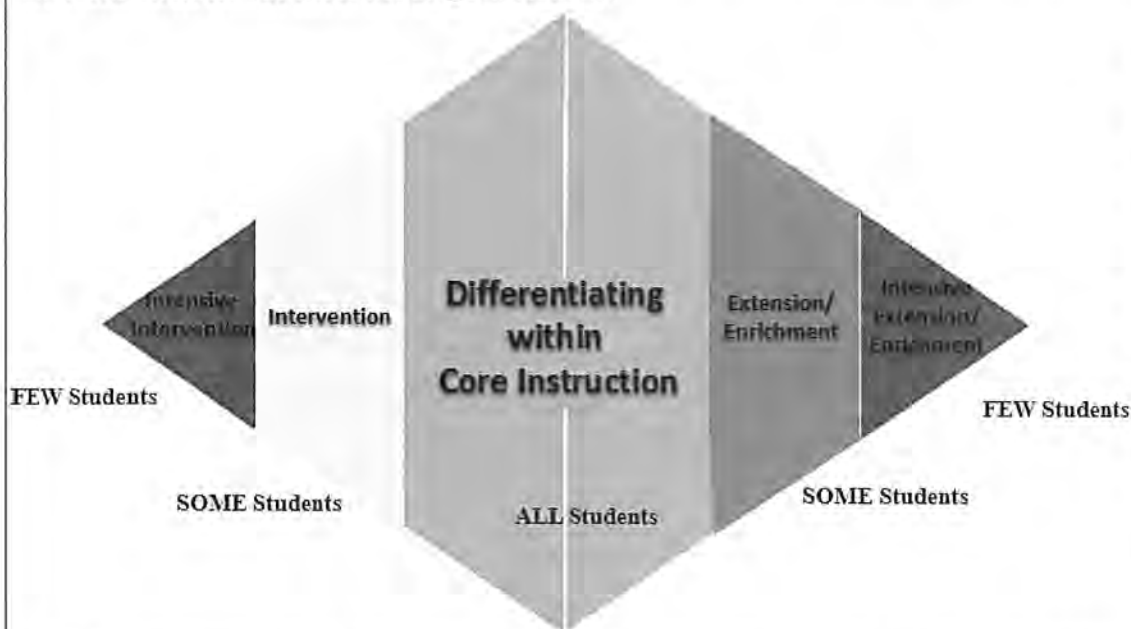
	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	Additional number of minutes provided	Frequency of intervention(s) (daily, weekly, other)
PreK	Tier II: myIGDIs	Based on student needs	Based on student needs
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP
Kindergarten	Tier II: AIMSweb, DRA2+, Fountas and Pinnell benchmarks/running records; work samples	30 minutes	4-5 x weekly
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP

Grade 1	Tier II: AIMSweb, Fountas and Pinnell benchmarks/running records; work samples	30 minutes	4-5 x weekly
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP
Grade 2	Tier II: AIMSweb and/or MAP, Fountas and Pinnell benchmarks/running records; work samples	30 minutes	4-5 x weekly
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP
Grade 3	Tier II: AIMSweb and/or MAP, Fountas and Pinnell benchmarks/running records; work samples	30 minutes	4-5 x weekly
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP
Grade 4	Tier II: AIMSweb and/or MAP, Fountas and Pinnell benchmarks/running records; work samples	30 minutes	4-5 x weekly
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP
Grade 5	Tier II: AIMSweb and/or MAP, Fountas and Pinnell benchmarks/running records; work samples	30 minutes	4-5 x weekly
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP

Elementary Level

If Tier II or Tier III interventions are not being provided, please explain why.

As we transition from a traditional and linear RTI focus and into a broader, data-driven, student-centered Multi-Tier System of Support (MTSS) for all students, we recognize literacy instruction, intervention, and acceleration strategies need to be defined in terms of the evidence-base for elementary, middle, and high school students. The GCS model uses a reflective triangle to depict our belief that tiered supports must address the needs of all students—those needing intervention as well as those needing enrichment.



Our planning and restructuring at all levels has a very strong focus on Tier 1 and ensuring a rich, engaging core curriculum using research-based literacy instructional strategies implemented with fidelity. Although we have been implementing Tier 2 and Tier 3 interventions systematically at the elementary level, we are working to better align intervention strategies and programming with

specific student needs (e.g., phonemic awareness, comprehension, etc.) rather than an intervention program.

Our 2016-2017 planning will include the development and implementation of literacy instruction protocols at three levels (PK-5, 6-8, and 9-12) for Tiers 1, 2, and 3. Our goal is to ensure a systematic understanding of foundational instructional expectations for teachers and school leadership to support learning and achievement for all students. In addition, we are in our second year of training schools in the Inclusive Practices Model. The Inclusive Practices framework provides a strong foundation for better supporting students within Tier 1. This training will be complete with all 84 schools in spring 2017.

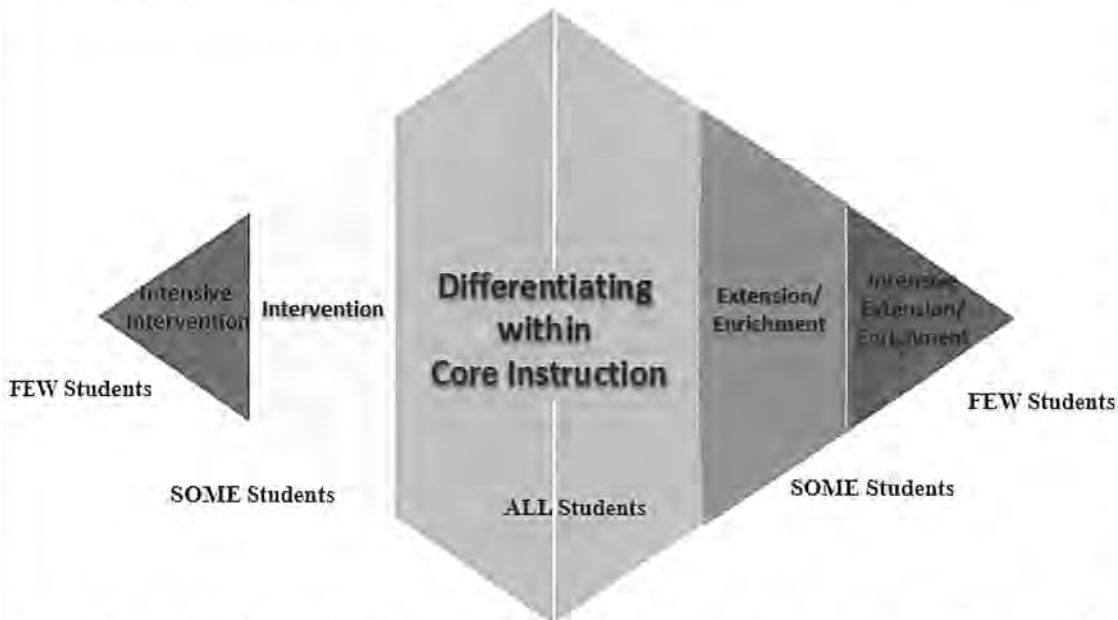
Middle Level

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	Additional number of minutes provided	Frequency of intervention(s) (daily, weekly, other)
Grade 6	Tier II: not provided systematically—district-wide process to be created 2016-2017		
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP
Grade 7	Tier II: not provided systematically—district-wide process to be created 2016-2017		
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP
Grade 8	Tier II: not provided systematically—district-wide process to be created 2016-2017		
	Tier III: Determined by multidisciplinary evaluation team based upon individual student needs	Determined x IEP	Determined x IEP

Middle Level

If Tier II or Tier III interventions are not being provided, please explain why.

As we transition from a traditional and linear RTI focus and into a broader, data-driven, student-centered Multi-Tier System of Support (MTSS) for all students, we recognize literacy instruction, intervention, and acceleration strategies need to be defined in terms of the evidence-base for elementary, middle, and high school students. The GCS model uses a reflective triangle to depict our belief that tiered supports must address the needs of all students—those needing intervention as well as those needing enrichment.



Our planning and restructuring at all levels has a very strong focus on Tier 1 and ensuring a rich, engaging core curriculum using research-based literacy instructional strategies implemented with fidelity. We recognize, as research clearly indicates (Schleppegrell, 2004; Shanahan & Shanahan, 2008; Johnson, Smith, & Harris, 2009; Brozo, 2010; Brozo, 2011), that there are vast differences

between literacy PK-5 and 6-12 classrooms, thus a traditional RTI model at middle and high levels lacks efficacy.

Our 2016-2017 secondary literacy planning will include a focus on content and disciplinary literacy, whereby reading, writing, talking and thinking is uniquely used in each discipline as part of the ways that experts produce disciplinary knowledge. Being literate in middle school and high school contexts means students can use the reading, writing, communicating, and reasoning habits valued within the discipline to construct and critique knowledge in the discipline (Moje, 2008; Shanahan & Shanahan, 2008). Part of this work will include interventions that focus on improving responsive core instruction as well as additional strategies for students struggling to comprehend grade level texts and those in need of enrichment/acceleration. Planning will also include the development and implementation of literacy instruction protocols at three levels (PK-5, 6-8, and 9-12) for Tiers 1, 2, and 3. Our goal is to ensure a systematic understanding of foundational instructional expectations for teachers and school leadership that will support learning and achievement for all students. In addition, we are in our second year of training schools in the Stetson Inclusive Practices Model. The Inclusive Practices framework provides a strong foundation for better supporting students within Tier 1. This training will be complete with all 84 schools in spring 2017.

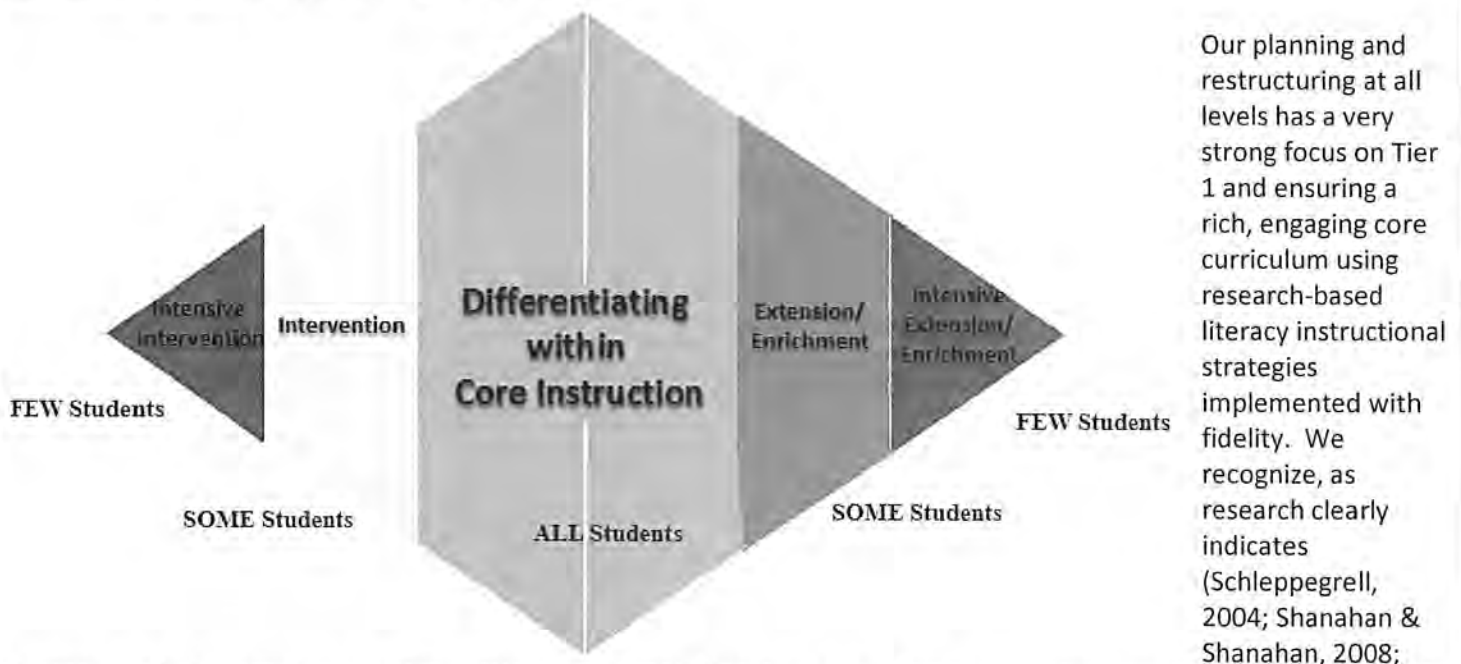
High School

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	Additional number of minutes provided	Frequency of intervention (daily, weekly, other)
Tier II	<i>Not provided systematically—district-wide process to be created 2016-2017</i>		
Tier III	<i>Determined by multidisciplinary evaluation team based upon individual student needs</i>	<i>Determined x IEP</i>	<i>Determined x IEP</i>

High School

If Tier II or Tier III interventions are not being provided, please explain why.

As we transition from a traditional and linear RTI focus and into a broader, data-driven, student-centered Multi-Tier System of Support (MTSS) for all students, we recognize literacy instruction, intervention, and acceleration strategies need to be defined in terms of the evidence-base for elementary, middle, and high school students. The GCS model uses a reflective triangle to depict our belief that tiered supports must address the needs of all students—those needing intervention as well as those needing enrichment.



Johnson, Smith, & Harris, 2009; Brozo, 2010; Brozo, 2011), that there are vast differences between literacy PK-5 and 6-12 classrooms, thus a traditional RTI model at middle and high levels lacks efficacy.

Our 2016-2017 secondary literacy planning will include a focus on content and disciplinary literacy, whereby reading, writing, talking and thinking is uniquely used in each discipline as part of the ways that experts produce disciplinary knowledge. Being literate in middle school and high school contexts means students can use the reading, writing, communicating, and reasoning habits valued within the discipline to construct and critique knowledge in the discipline (Moje, 2008; Shanahan & Shanahan, 2008). Part of this work will include interventions that focus on improving responsive core instruction as well as additional strategies for students struggling to comprehend grade level texts and those in need of enrichment/acceleration. Planning will also include the development and implementation of literacy instruction protocols at three levels (PK-5, 6-8, and 9-12) for Tiers 1, 2, and 3. Our goal is to ensure a systematic understanding of foundational instructional expectations for teachers and school leadership that will support learning and achievement for all students. In addition, we are in our second year of training schools in the Stetson Inclusive Practices Model. The Inclusive Practices framework provides a strong foundation for better supporting students within Tier 1. This training will be complete with all 84 schools in spring 2017.

If you are using a program to provide Tier II intervention , please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training. (This information may be uploaded.)	
Kindergarten	Early Reading Intervention
Grade 1	SOAR to Success
Grade 2	SOAR to Success
Grade 3	SOAR to Success
Grade 4	SOAR to Success
Grade 5	SOAR to Success
Grade 6	See intervention narrative, middle level
Grade 7	See intervention narrative, middle level
Grade 8	See intervention narrative, middle level
High School	See intervention narrative, high school
If you are using a program to provide Tier III intervention , please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training. (This information may be uploaded.)	
Kindergarten	Language for Learning, Corrective Reading, Reading Mastery Classic, Reading Mastery Signature Series Reasoning and Writing, Unique System; Tier III interventions are provided by certified special education teachers
Grade 1	Language for Learning, Corrective Reading, Reading Mastery Classic, Reading Mastery Signature Series Reasoning and Writing, Unique System; Tier III interventions are provided by certified special education teachers
Grade 2	Language for Learning, Corrective Reading, Reading Mastery Classic, Reading Mastery Signature Series Reasoning and Writing, Unique System; Tier III interventions are provided by certified special education teachers
Grade 3	Language for Learning, Corrective Reading, Reading Mastery Classic, Reading Mastery Signature Series Reasoning and Writing, Unique System; Tier III interventions are provided by certified special education teachers
Grade 4	Language for Learning, Corrective Reading, Reading Mastery Classic, Reading Mastery Signature Series Reasoning and Writing, Unique System; Tier III interventions are provided by certified special education teachers
Grade 5	Language for Learning, Corrective Reading, Reading Mastery Classic, Reading Mastery Signature Series Reasoning and Writing, Unique System; Tier III interventions are provided by certified special education teachers
Grade 6	Language for Learning, Corrective Reading, Unique Learning System; Tier III interventions are provided by certified special education teachers
Grade 7	Language for Learning, Corrective Reading, Unique Learning System; Tier III interventions are provided by certified special education teachers
Grade 8	Language for Learning, Corrective Reading, Unique Learning System; Tier III interventions are provided by certified special education teachers
High School	Language for Learning, Corrective Reading, Unique Learning System; Tier III interventions are provided by certified special education teachers

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

What is the district's mission regarding parent and family involvement in their student's educational program?

The mission statement of our 2013-2018 Strategic Education Plan is: ***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.*** Collaboration with parents and family is viewed as an integral part of our work of "raising the academic challenge and performance of each student," which is Goal 1 of our Strategic Education Plan. In addition, our belief statements include parents: "parent involvement and volunteer services support/enhance the teaching/learning process" and "education is the shared responsibility of home, school, business, and community." Parents have a variety of opportunities for meaningful involvement in their child's education, including parent/teacher/student conferences, school/class newsletters, teacher websites, parent portal, family nights, open house events, School Improvement Councils (SIC), PTAs/PTSAs, Individual Graduation Plan (IGP) conferences, and report cards/progress reports.

We recognize a parent is the child's first and most important teacher. Our literacy goal with parents is to assist them in becoming active partners with the school in order to positively support their child's progress in all aspects of literacy including reading, writing, thinking, and communicating.

How is this mission fulfilled?

Our schools have very positive relationships with their parents and communities, and earnestly seek input. PTAs and local businesses are active and involved, providing hundreds of thousands of volunteer hours each year, as well as millions of dollars in financial support for our schools (e.g., 888,042 volunteer hours logged during the 2014-2015 school year). Current parent communication structures include:

- School Report Cards, published by the state of South Carolina, are sent to parents and other stakeholders annually; and posted on the district's website.
- The district website and the Parent Portal are updated regularly to keep parents, the general community, and employees informed about the district's vision, goals, progress, and needs. The Parent Portal provides 24-hour access for parents to see their child's grades, grade history, attendance, teacher email, school news, and much more.
- Each school has an active School Improvement Council (SIC) consisting of parents, community members, students, employees, and administrators. Through SIC, PTA, and booster clubs, parents are actively engaged in academics, athletics, fine arts, ROTC, and other extracurricular programs within the school system.
- Parents have a variety of opportunities for meaningful involvement in their child's education, including parent/teacher/student conferences, school/class newsletters, teacher websites, parent portal, family nights, open house events, Individual Graduation Plan (IGP) conferences, and quarterly report cards/progress reports.

During the 2016-2017 school year, consistent literacy messaging and expectations at all levels (PK-12) will be developed for district and school use.

Specific goals in our Strategic Education Plan related to parent/family involvement include:

Goal 1, Strategy 6: Actively engage community members and other stakeholders in the development of the whole child

- 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)
- 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
- 1.6.4 Develop a plan to communicate requirements of current state Standards and the current state Assessment System to parents and community stakeholders
- 1.6.5 Provide comprehensive developmental guidance and counseling services to meet the needs of all students
- 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
- 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
- 1.6.9 Communicate academic expectations to all stakeholders
- 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

1.6.11 Implement comprehensive bullying prevention program in all schools

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)

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
- 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.

How does the district communicate the third grade retention policy, as required by Read to Succeed, with parents and families? Please *upload* a sample letter.

Awaiting SCDOE guidance

Does the district require regular and frequent communication with parents and families specifically related to literacy?

☒ Yes ☐ No

If yes, what communication methods are used? A variety of methods are used including report cards; newsletters; Parent Portal; teacher, school, district websites; parent conferences, email, phone messenger (automated messaging system), Facebook, Twitter, school cable channel, etc. Planning is underway to develop consistent literacy messaging and expectations at all levels (PK-12).

If no, what plans are in place to strengthen parent and family communication, specifically related to literacy?

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

How does the district create partnerships with business and community organizations to raise awareness of the importance of literacy?

The mission statement of our 2013-2018 Strategic Education Plan is: **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.** Collaboration with community and business stakeholders is viewed as a critical part of our work of “*raising the academic challenge and performance of each student*”, which is Goal 1 of our Strategic Education Plan. In addition, our belief statements include community stakeholders—“*parent involvement and volunteer services support/enhance the teaching/learning process*” and “*education is the shared responsibility of home, school, business, and community.*” Examples of how we inform the community about student progress include:

- School Report Cards, published by the state of South Carolina, are sent to parents and other stakeholders annually; Report Cards are posted on the district’s website.
- Schools develop and publish community reports and newsletters; many teachers prepare and disseminate weekly/monthly newsletters to parents; as a requirement of the PAS-T evaluation system, teachers have classroom websites that focus on teaching, learning, and student achievement.

- An annual Progress Update, highlighting the five goals of the Strategic Plan, is posted on the district's website and included in a Graduation Supplement in The Greenville News.
- The district website and the parent portal are updated regularly to keep parents, the general community, and employees informed about the district's vision, goals, progress, and needs.
- The district's 24-hour cable channel broadcasts programs that highlight the district's vision, goals, progress, and needs.
- Very Informed Persons (VIPs) receive a monthly e-Newsletter that includes a summary of School Board actions.
- District and school accomplishments are posted on district social media sites.
- Public meetings/presentations are held regularly to inform school faculty and staff, parents, students, legislators, and community members of district progress.
- The superintendent hosts four community breakfast events yearly to discuss student achievement results and district challenges/priorities.

During the 2016-2017 school year, consistent literacy messaging and expectations at all levels (PK-12) will be developed for district and school use.

List five community partnerships that currently exist within the district. What services and/or supports are provided?

Organizations	Services and Supports
Greenville First Steps	Supports programs to measurably improve school readiness outcomes for children. This goal is achieved by partnering with public and private organizations (including churches, schools, neighborhoods, childcare providers, and businesses). Goal is to support families as their child's first and most important teacher, to ensure children enter school on track and ready to succeed.
Greenville Library System	Operates 11 facilities, a bookmobile, and a website that provide information, materials, and engaging programs delivered with world-class technology and a customer-centric approach. The Library System offers free access to resources and experiences and continually strives to be the community's destination of choice for exploring the world
Greenville Literacy Association	Recruits and trains community volunteers to provide instruction for adults who request assistance. Greenville Literacy has expanded its services to three fully equipped and staffed learning centers across Greenville County and assists church and neighborhood literacy programs near these centers
Public Education Partners	Collaborates with the community, educators, and elected officials to support and strengthen public education and student achievement in Greenville County Schools. Efforts focus on quality teaching, early grades reading success, and public policy.
United Way of Greenville	Works to create opportunities for a better life for everyone. Focus areas include school readiness for children, high school graduation for youth, and financial stability for all.

What plans does the district have to increase community partnerships?

GCS has hundreds of partnerships with community and business stakeholders at the district and school level. Goal 6 of our Strategic Education Plan is to "improve public understanding and support of public schools." We work tirelessly to involve the community and bolster its support of Greenville County Schools. Recognizing that jobs in today's workplace require additional education beyond a high school diploma, Greenville County Schools is committed to graduating students with course work toward technical certification or a college degree. We believe that our long-term goal of all students graduating college or career ready will only be successful if we have the collective support of community stakeholders.

In addition, a new district position has been created to assist the district and schools in building and sustaining strong partnerships with community stakeholders. The Coordinator of Community Collaboration and Institutional Advancement will work with district leadership and schools to develop relationships and collaborate with community partners,

including corporations, industry groups and non-profits, to create effective partnerships that are aligned with the Strategic Education Plan and will augment students' educational experiences.

Specific goals in our Strategic Education Plan related to community partnerships include:

Goal 1, Strategy 6: Actively engage community members and other stakeholders in the development of the whole child

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)

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.

5.1.1 Develop a survey(s) for parents and general public

5.1.2 Investigate options and costs to administer survey(s)

5.1.3 Conduct focus groups.

5.1.4 Utilize findings to develop messages and communications plan

Strategy 2: Expand opportunities for involvement and community support.

1.2.1 Increase interactions with business, religious, and community leaders to share information and to solicit involvement/support

5.2.2 Provide staff support for GCS Education Foundation

5.2.3 Review policies regarding community/business involvement to ensure clear, defined process

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

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

5.2.6. Provide assistance each year to expand involvement to the ten schools with the lowest number of volunteer hours

5.2.7 Establish a GCS Development Office to expand business and community involvement and support

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

5.3.1 Schedule events and speaking engagements each year to showcase students, staff, schools, and district

5.3.2 Increase media coverage and postings of positive news stories from schools and departments

5.3.3 Identify issues and write/solicit writing of Op-Eds and/or Letters to the Editor

5.3.4 Conduct media relations and marketing in-service each year for principals and district leadership

5.3.5 Develop an information/feedback kiosk to be displayed at events/locations

5.3.6 Expand GCS's national exposure by contracting with a national media release distribution company

Please provide any additional information you wish to add or any information not requested in support of your district's reading plan.

- GCS District Reading Plan Action Goals, 2016-2017, pages 21-23
- Appendices

GCS District Reading Plan Action Goals—2016-2017

Component 1: Leadership				
Leaders at all levels will support the effective implementation of literacy best practices in the daily instruction of all students.				
Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
1. District and school reading plans will be supported and implemented by all district and school leadership.	1. Implement district and school reading plans with fidelity.	1. Implement school reading plans with fidelity.	1. Beginning August 2016	1. Progress noted on Action Plan. 2. Walkthroughs, school visits.
Component 2: Student Outcomes				
Literacy progress for all students will be monitored at the district, school, and classroom level.				
Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
1. Multiple measures will be used at each grade level (PK-8; High) to determine student progress in literacy development, and instructional next steps.	1. The district will identify multiple measures at each grade level (PK-8; High) to determine student progress in literacy development, and instructional next steps. 2. The district will develop a plan for communicating implementation expectations to schools. 3. PLC structures at the district and school level will continue to evolve in order to more effectively review student level data and implications for instruction.	1. Use the identified measures to guide instruction and communication to parents. 2. Use PLC structures to evaluate and further inform instructional decisions.	1. June 2017	1. Information disseminated to schools. 2. Leadership team meeting notes; PLC notes. 3. Progress noted on Action Plan.
Component 3: Professional Learning Opportunities				
All teachers, administrators and district staff will participate in professional learning opportunities that focus on research-based, instructional literacy strategies.				
<ul style="list-style-type: none"> The district professional learning plan will ensure access to necessary information. District and school leadership, as well as all teachers, will use Professional Learning Communities as a vehicle for discourse and curriculum integration. Professional learning will include opportunities for modeling and coaching. 				
Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
1. Principals and instructional coaches will participate in literacy leadership professional learning meetings.	1. Attend and apply strategies.	NA	1. September 2016-May 2017	1. Participation logs
2. Elementary teachers will continue to implement the literacy curriculum. 3. One primary and one intermediate teacher will be trained and then practice as a literacy mentor in each elementary school (model literacy classroom).	1. Walkthroughs, evaluations, and professional conversations to ensure the literacy curriculum is implemented with fidelity. 2. Support literacy mentors as model/lab classrooms. 3. Ensure new personnel are trained.	1. Attend professional development offerings opportunities, read, and keep current with best research practices. 2. Implement the literacy curriculum with fidelity daily.	Ongoing	1. Attendance logs 2. Schedules 3 Lesson Plans
4. Middle and high school teachers will begin to implement content and disciplinary literacy strategies within their regular instruction.	1. Attend training, support and monitor.	1. Middle and high school teachers will participate in professional learning opportunities regarding content and disciplinary literacy.	1. By January 2017	1. Observation during administrative walkthroughs.

Component 4: Assessment Plan

All schools will implement an assessment plan that includes formative and summative measures. These assessments will be used by all teachers to plan and adjust instruction, including intervention needs for struggling readers and readers needing enrichment.

Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
1. Strategies for effectively implementing formative and summative measures to guide instruction will be embedded in professional development opportunities. 2. An assessment protocol will be developed and implemented that outlines the basic assessment expectations PK-12.	1. Provide training; support and monitor.	1. Use formative and summative assessments to determine instructional needs. 2. Use the protocol to plan and implement assessments.	1. June 2017	1. Professional development attendance logs. 2. Observation during administrative walkthroughs.

Component 5: Instructional Plan

The district will adopt common reading materials for all schools.

- Vertical and horizontal collaboration between grade levels, content areas, and schools needs to occur.
- Teachers will have necessary materials to support teaching the state academic standards.
- Tier 1/Core Literacy Instruction and fidelity in implementation is a primary goal in 2016-2017.

Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
1. An instructional protocol will be developed and implemented that outlines the basic instructional expectations PK-12.	1. Provide training; support and monitor.	1. Use the protocol to plan and implement literacy instruction.	1. June 2017	1. Observation during administrative walkthroughs.
2. A literacy protocol will be developed and implemented that outlines basic literacy instructional expectations (PK-5; 6-8; 9-12).	2. Provide training; support and monitor.	2. Use the protocol to plan and implement literacy instruction.	2. June 2017	2. Observation during administrative walkthroughs.
3. At the elementary level, state-funded literacy coaches will assist in enhancing literacy programming through coaching and/or intervention as deemed most appropriate in school literacy plans.	3. Provide supervision and monitoring to ensure school goals are met.	3. <i>Literacy coach responsibility</i> —provide effective, research-based support.	3. Ongoing	3. Observation during administrative walkthroughs; School Leadership Team Planning.

Component 6: Parent and Family Involvement

The district and schools will assist parents in becoming active partners in supporting the literacy growth of their child.

- The district and schools will be a resource to help parents assist their child in becoming a better reader.
- Teachers will share timely and meaningful information with parents about their child's literacy progress.
- Parents will support literacy programming within their child's school by participating in communication, activities, and meetings regarding their child's progress.

Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
1. The district will develop a common communication template for elementary school teachers to use when discussing student reading levels.	1. Support and monitor.	1. Use district tools to provide clear and regular communication to keep parents informed.	1. June 2017	1. Completion of parent communication template.
2. Literacy messaging and support strategies will be developed by the district literacy leadership team and posted on district and school websites.	2. Post link on website.	2. Post link on website.	2. June 2017	2. Completion/posting of communication product.

Component 7: School-Community Partnerships

The district and schools will increase the awareness and importance of literacy with community stakeholders.

- District and school websites will include messaging regarding the importance of literacy.
- District and school websites will include messaging regarding strategies for supporting literacy.

Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
1. Literacy messaging and support strategies will be developed by the district literacy leadership team and posted on district and school websites.	1. Post link on website.	1. Post link on website.	1. June 2017	1. Completion/posting of communication product.

Appendices

Appendix A—GCS Literacy Framework and Descriptions

Appendix B—District Initiatives

Graduation Plus

Inclusive Practices

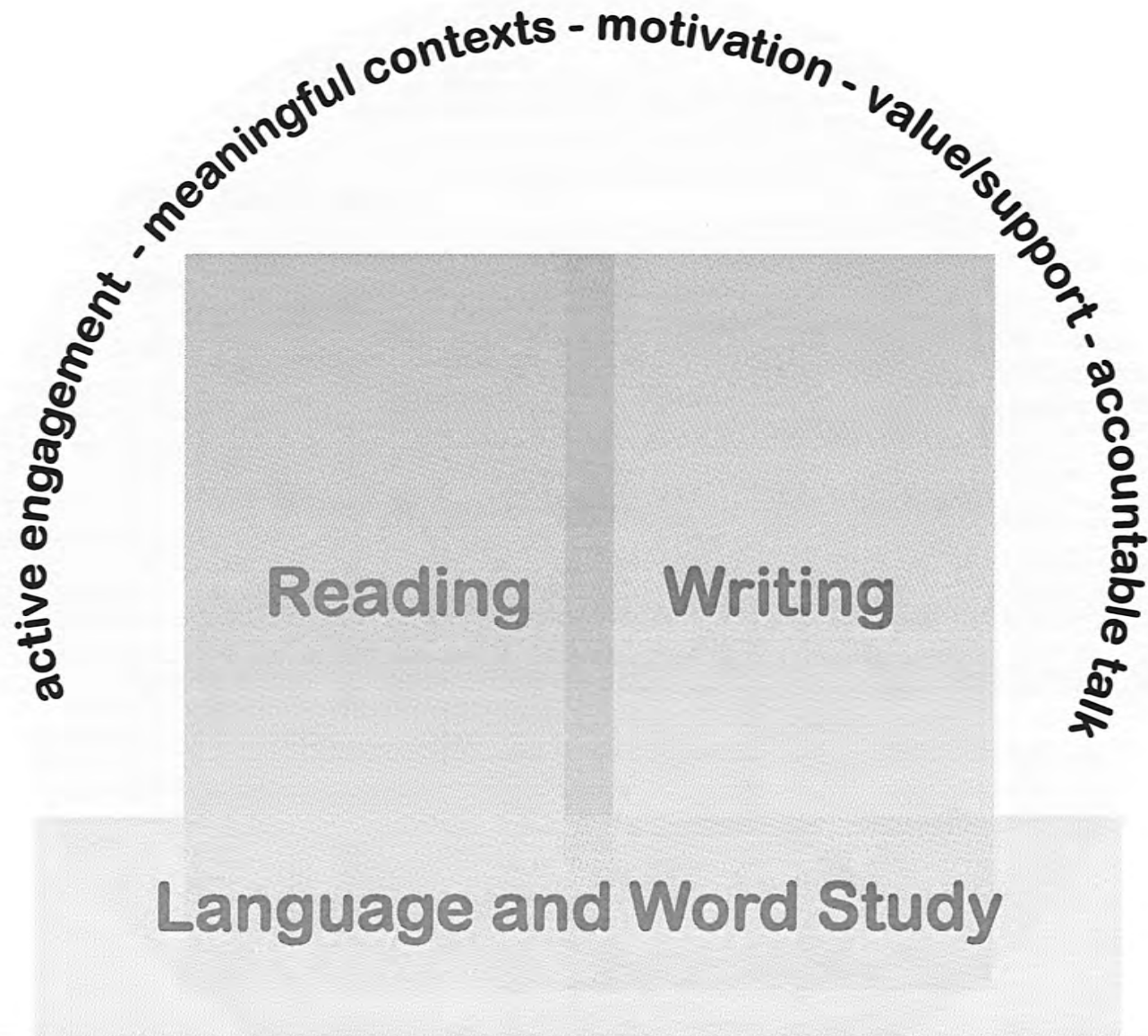
Personalized Learning/Digital Leader Corps

Appendix C—4K Readiness Assessment Score Summary for myIGDIs

Appendix D—References

Appendix A—GCS Literacy Framework and Descriptions

Greenville County Schools PreK-12 Literacy Framework



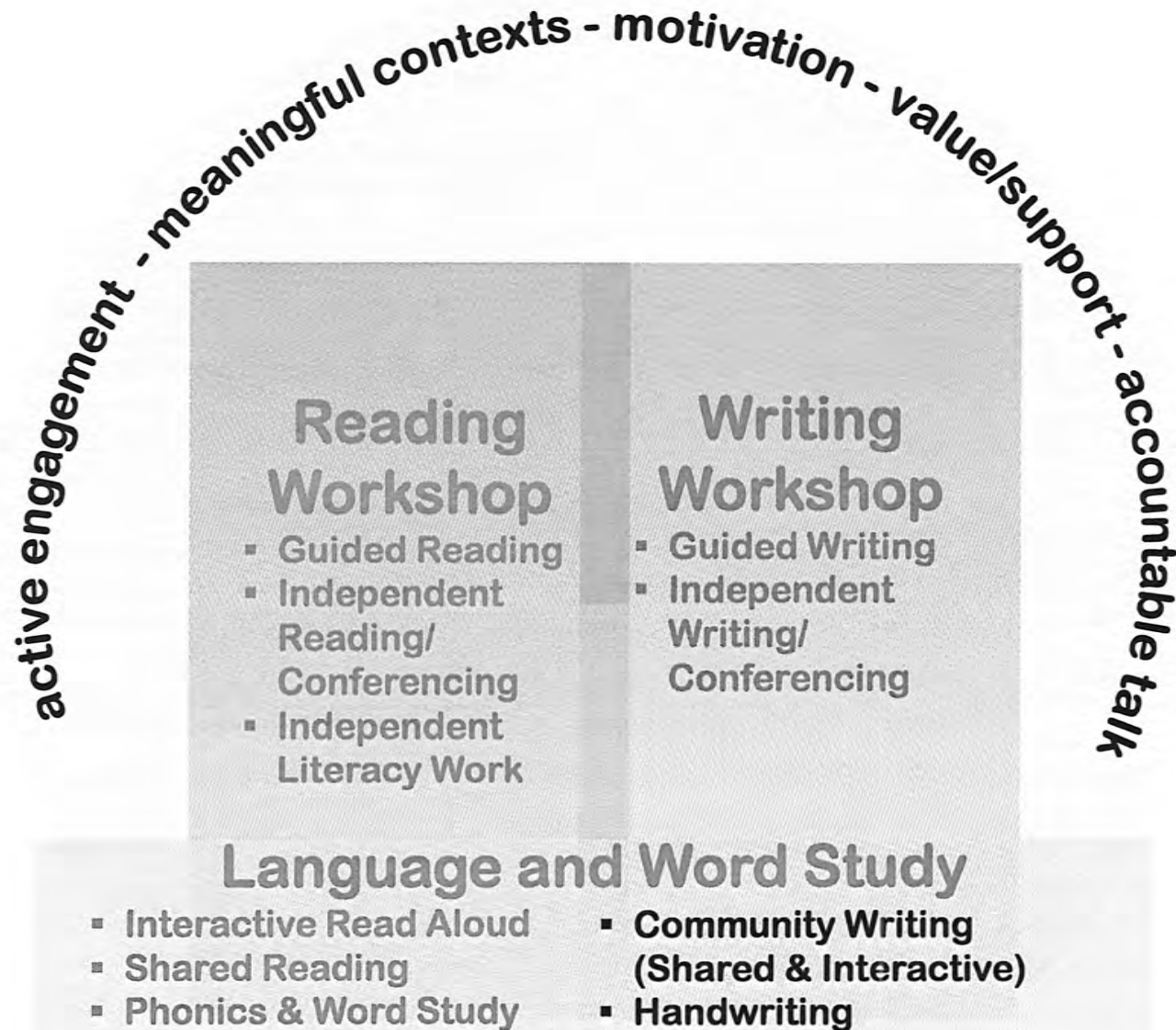
GOAL: Engaged independent readers, writers, thinkers, and communicators

GCS PreK Literacy Framework



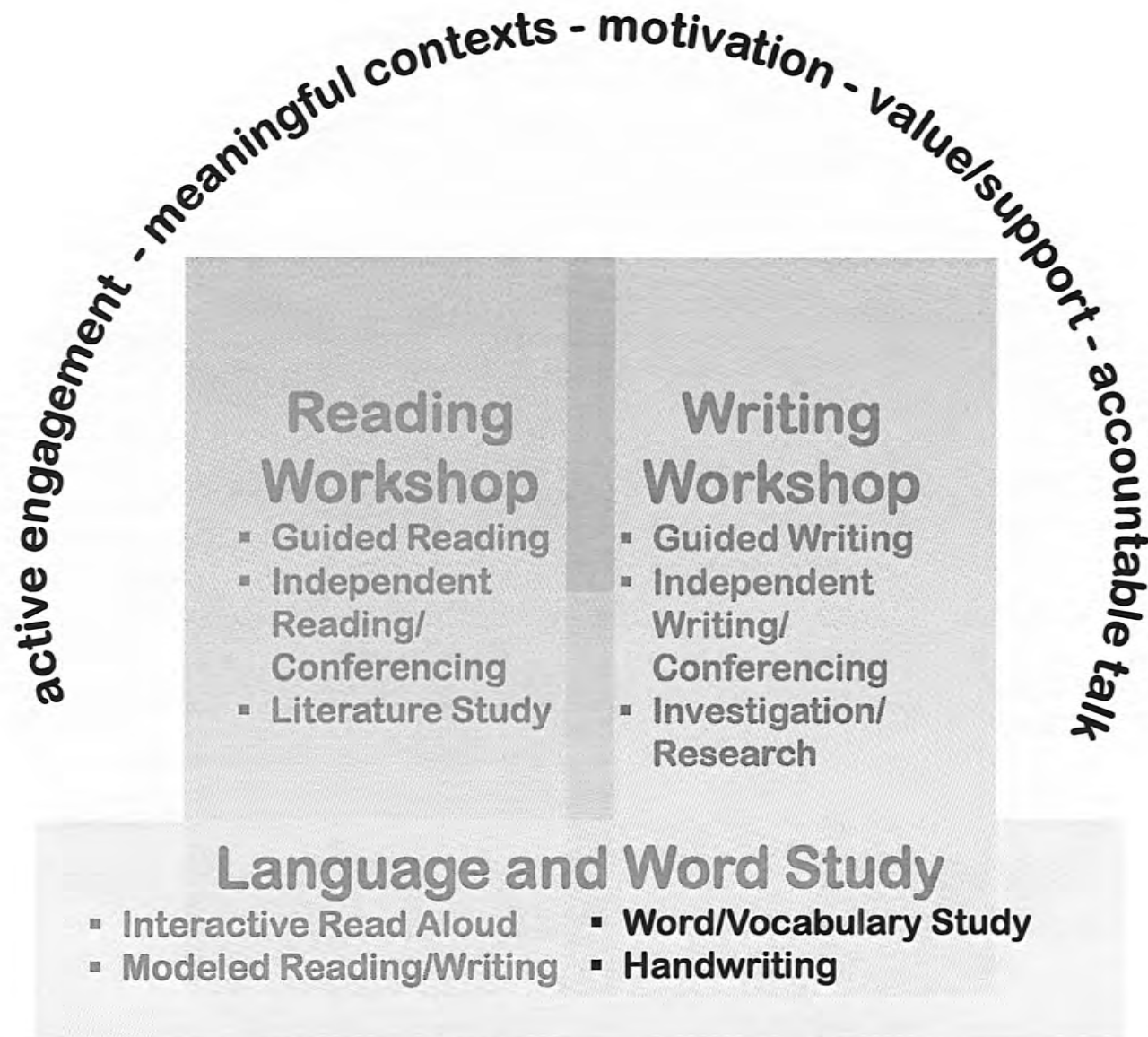
GOAL: Engaged independent readers, writers, thinkers, and communicators

GCS Primary Literacy Framework



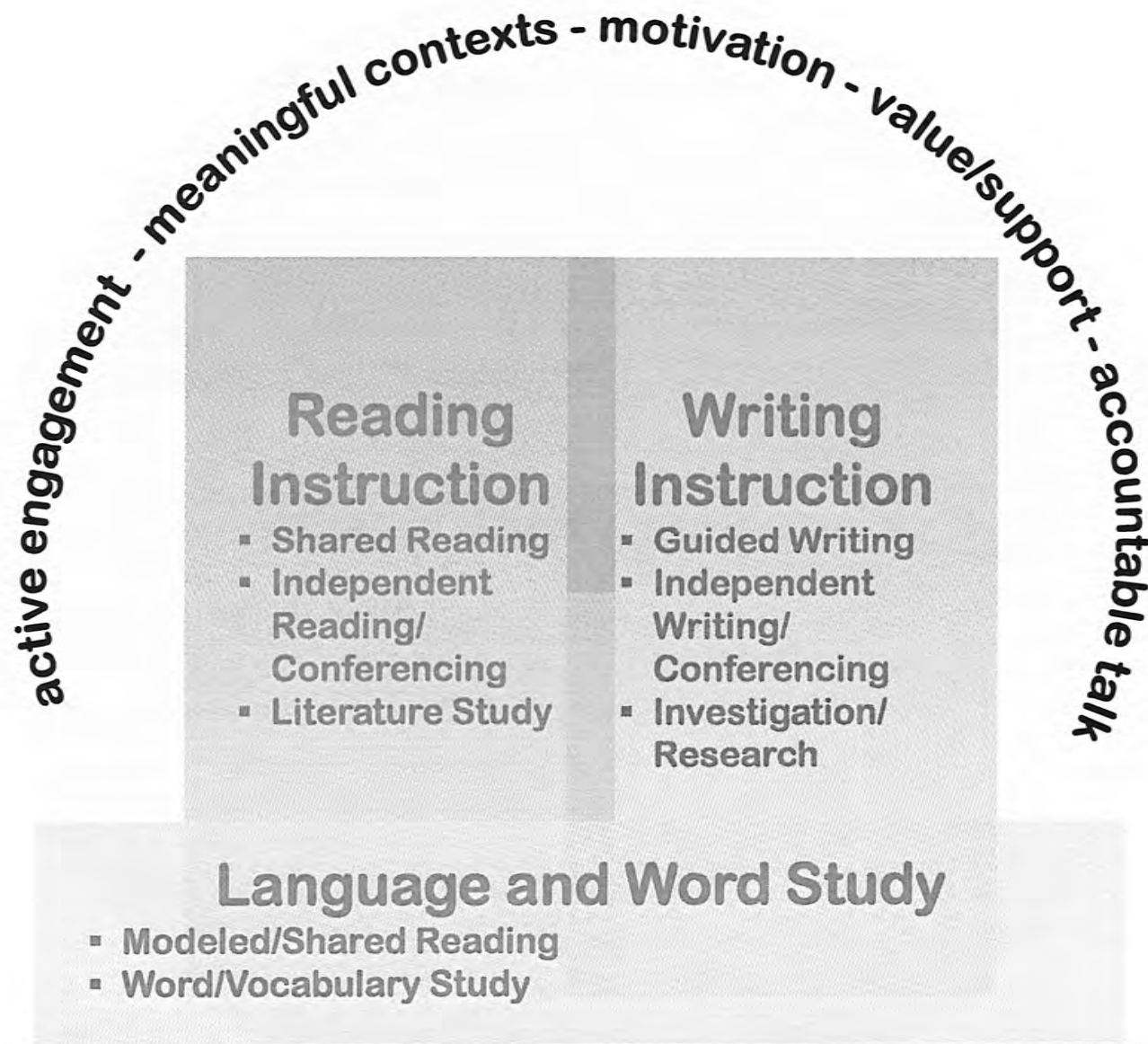
GOAL: Engaged independent readers, writers, thinkers, and communicators

GCS Intermediate Literacy Framework



GOAL: Engaged independent readers, writers, thinkers, and communicators

GCS Secondary Literacy Framework



GOAL: Engaged independent readers, writers, thinkers, and communicators

Primary Literacy Framework

The balanced literacy framework "is a conceptual tool for organizing instruction . . . [It serves as a guideline] for arranging schedules and integrating the curriculum components of the framework. The framework is flexible, allowing numerous variations in content, student grouping, daily timeframes, and the level of teacher directed instruction." *Guiding Readers and Writers*, Fountas & Pinnell

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Reading Workshop	<p>Workshop "suggests a group of people actively engaged in purposeful tasks."</p> <p>" [Reading workshop is] a laboratory in which individual students are busily engaged in reading that reflects real life; that is they are reading in ways that match what readers do all their lives."</p> <p>Reading Workshop</p> <ul style="list-style-type: none"> ➤ builds an effective reading process ➤ increases ownership of and commitment to reading ➤ broadens readers' literary experiences ➤ develops responsibility for reading ➤ encourages personal connections ➤ teaches collaboration 	<p>The reading workshop is comprised of a brief minilesson, independent reading/independent literacy work and a teaching share time. Responsive teaching opportunities during independent reading/independent literacy work include:</p> <ul style="list-style-type: none"> ➤ guided reading ➤ conferencing ➤ partnership work ➤ small group work <p>K-1: 20-45 minutes 2nd: 45-60 minutes</p> <p>Time for reading workshop will increase gradually over the course of the year based on student needs and level of independence. Reading workshop should occur 4-5 times weekly.</p> <p>Guided reading and conferencing with individual or small groups happens every day while students are engaged in independent reading and literacy work. Based on data, teachers intentionally plan for meeting with students individually or in a small group. Every student is seen a minimum of two times a week in a small group and/or one-on-one setting. It is a recommendation that teachers create a weekly schedule to plan for this time.</p>	<p>Students function as a community of learners, supporting one another as well as pursuing individual goals.</p> <p>Students are active agents engaged in authentic talk, reading, and writing.</p> <p>Students take responsibility for their reading. They learn to set their own goals and evaluate their own procedures, accomplishments, and progress.</p> <p>Teachers support students by building on individual strengths and meeting individual needs through a variety of instructional contexts.</p> <p>The workshop is organized around routines, resources, and support structures that bring intention and rigor to the process.</p>

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Guided Reading	<p>Guided reading is a small group instructional setting that enables teachers to support each reader's development of effective strategies for processing previously unread texts with understanding.</p> <p>"The overall purpose of guided reading is to enable children to read for meaning at all times." <i>Guided Reading</i> by Fountas and Pinnell, p.4</p>	<p>The structure of a guided reading lesson:</p> <ul style="list-style-type: none"> ➤ introducing the text ➤ reading the text ➤ discussing the meaning ➤ teaching for process strategies ➤ word work (optional) ➤ extending understanding (as needed) <p>"...15-20 minutes of high-quality, intensive instruction that is appropriate for every member of the group." <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>Teachers select a small group of students (3 - 6) who read at the same instructional level with, ideally, the same types of needs.</p> <p>Students read simultaneously and independently.</p> <p>Teachers make precise teaching moves and language choices based on behaviors observed moment by moment as well as recorded over time.</p> <p>Teachers form and reform groups to allow for differences in learning that are evident in students.</p>
Independent Reading/Independent Literacy Work	<p>Independent reading is situated in a rich, social context during which students choose their own reading material for independent consumption and enjoyment.</p> <p>The purpose of independent reading is to provide time for students to practice reading and improve their reading competence, while taking ownership of their reading lives.</p>	<p>Independent reading/independent literacy work may include:</p> <ul style="list-style-type: none"> ➤ rereading poems students have experienced in shared reading ➤ rereading books previously experienced in shared reading ➤ reading from individual book boxes ➤ reading from group book boxes ➤ reading with partners ➤ reading with a partner-single texts ➤ reading selections from the classroom library ➤ responding to reading through writing <p>Additional support for struggling readers may include:</p> <ul style="list-style-type: none"> ➤ audio books ➤ support from older students or paraprofessionals ➤ assistive technology <p>Expectations and scheduling are gradually adjusted so that more time is spent on reading and writing.</p>	<p>Students have access to books they both can read and want to read. "Choice matters, not a little but a lot."</p> <p><i>A Guide to Reading Workshop</i> by Lucy Calkins</p> <p>Students have many experiences reading pleasurably for extended periods of time.</p> <p>Students work together as a community, supporting one another as readers through conversation, sharing, and reflection.</p> <p>Teachers provide a consistent daily structure, within reading workshop that allows students time to read and time to respond to what they are reading.</p>

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Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Conferencing	<p>To confer means to have a genuine conversation with the reader about how the reading is going.</p> <p>Conferencing is a time when a teacher provides powerful, customized instruction that will help individual students refine and extend their reading competence. <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>One structure for conferring includes:</p> <ul style="list-style-type: none"> ➤ research ➤ decide ➤ compliment ➤ teach ➤ link <p>"The amount of time you spend with a reader varies. It might be as brief as one or two minutes, or a more involved six-to eight-minute session." <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>The teacher and student sit side by side while engaging in genuine conversation. The student does most of the talking.</p> <p>Teachers choose one explicit teaching point directed to an individual student that can contribute profoundly to the student's success as a reader.</p> <p>Teachers collect valuable information that informs future instruction across a variety of instructional contexts.</p> <p>Teachers have established systems for holding conferences and recording information.</p>
Minilesson	<p>Minilessons are brief, highly focused whole group lessons that help readers build an ongoing repertoire of skills and strategies to draw upon as needed.</p>	<p>The structure for a minilesson includes:</p> <ul style="list-style-type: none"> ➤ connection (with teaching point) ➤ teach ➤ active engagement ➤ link <p>Minilessons are designed to come at the beginning of each reading workshop and last between 5-12 minutes</p>	<p>Students gather in a meeting area alongside a long-term partner.</p> <p>Teachers are efficient and explicit, using clear, concrete examples to illustrate concepts.</p> <p>Teachers include the rationale for the teaching point so that students understand why it is important.</p> <p>Teachers provide opportunity for student interaction.</p> <p>Teachers use anchor charts as tools to represent the repertoire of skills and strategies explicitly taught in the minilessons.</p>

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Share	At the end of workshop, students share their thinking with one another in the whole group (or in partners or small groups). The group talks together about what went well in the workshop and formulates goals for improvement as needed.	<p>Structure options include:</p> <ul style="list-style-type: none"> ➤ students build a community of readers ➤ students recommend books to others ➤ teachers reinforce and extend the minilesson principle ➤ students talk about their thinking in relation to specific aspects of the reading process ➤ teachers retell a conference ➤ teachers frame partnership or book club work ➤ students evaluate their work <p>Sharing is designed to end each reading workshop and lasts between 5-10 minutes.</p>	<p>Students return to the meeting area.</p> <p>Students take responsibility for their own learning through conversation and evaluation.</p> <p>Teachers select the structure and content of the sharing behaviors observed moment by moment as well as recorded over time.</p>
Writing Workshop	<p>Workshop “suggests a group of people actively engaged in purposeful tasks.”</p> <p>Writing workshop is a laboratory in which individual students are busily engaged in writing that reflects real life; that is they are writing in ways that match what writers do all their lives.</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> ➤ builds an effective writing process ➤ increases ownership of and commitment to writing ➤ develops responsibility for writing ➤ encourages personal connections ➤ teaches collaboration 	<p>The writing workshop is comprised of a brief minilesson, independent writing, and a teaching share time. Responsive teaching opportunities during independent writing include guided writing, conferencing, partnership work, and small group work. Writing workshop should occur 4-5 times weekly.</p> <p>K-1: 20-45 minutes/ 2nd: 45-60 minutes</p> <p>Time for writing workshop will increase gradually over the course of the year based on student needs and level of independence.</p> <p>Guided writing and conferencing with individual or small groups happens every day while students are engaged in independent writing. Based on data, teachers intentionally plan for meeting with students individually or in a small group. Every student is seen a minimum of two times a week in a small group and/or one-on-one setting. It is a recommendation that teachers create a weekly schedule to plan for this</p>	<p>Students function as a community of learners, supporting one another as well as pursuing individual goals.</p> <p>Students are active agents engaged in authentic talk and writing.</p> <p>Students take responsibility for their writing. They learn to set their own goals and evaluate their own procedures, accomplishments, and progress.</p> <p>Teachers support students by building on individual strengths and meeting individual needs through a variety of instructional contexts.</p> <p>The workshop is organized around routines, resources, and support structures that bring intention and rigor to the process.</p>

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Guided Writing	<p>"Guided writing is a small group instructional setting designed to provide explicit teaching based on the writers' need at a particular point in time."</p> <p><i>Guiding Readers and Writers by Fountas and Pinnell p.51</i></p>	<p>The structure is flexible making it possible for the teachers and students to focus on the process of writing and to engage in learning conversations.</p> <p>Guided Writing is designed to last between 10-15 minutes.</p>	<p>Teachers pull together small, temporary groups based on student needs or interests.</p> <p>Teachers explicitly and efficiently work with students to teach the writer's craft, strategies, and skills.</p> <p>Students apply new knowledge to individual pieces of writing.</p> <p>Students share writing to solicit feedback and use this feedback in revision and editing.</p>
Independent Writing	<p>Independent writing is situated in a rich, social context during which students choose their own topics for an authentic purpose and audience.</p> <p>The purpose of independent writing is to provide time for students to practice writing and improve their writing competence, while taking ownership of their writing lives.</p>	<p>Independent writing may include:</p> <ul style="list-style-type: none">➤ writing in various modes depending on the unit focus <p>Additional support for struggling writers may include:</p> <ul style="list-style-type: none">➤ partner work➤ strong picture support➤ alternative paper choices <p>Expectations and scheduling are gradually adjusted so that more time is spent on writing as students gain independence.</p>	<p>Students have freedom to choose what they want to write about. "Choice matters, not a little but a lot."</p> <p><i>A Guide to Writing Workshop by Lucy Calkins</i></p> <p>Students have many experiences writing for extended periods of time.</p> <p>Students work together as a community, supporting one another as writers through conversation, sharing, and reflection.</p> <p>Teachers provide a consistent daily structure, within writing workshop that allows students time to write for a majority of the time.</p>

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Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Conferencing	<p>To confer means to have a genuine conversation with the writers about how the writing is going.</p> <p>Conferencing is a time when a teacher provides powerful, customized instruction that will help individual students refine and extend their writing competence. <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>One structure for conferring includes:</p> <ul style="list-style-type: none"> > research > decide > compliment > teach > link <p>"The amount of time you spend with a writer varies. It might be as brief as one or two minutes, or a more involved six-to eight-minute session." <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>The teacher and student sit side by side while engaging in genuine conversation. The student does most of the talking.</p> <p>Teachers choose one explicit teaching point directed to an individual student that can contribute profoundly to the student's success as a writer.</p> <p>Teachers collect valuable information that informs future instruction across a variety of instructional contexts.</p> <p>Teachers have established systems for holding conferences and recording information.</p>
Minilesson	<p>Minilessons are brief, highly focused whole group lessons that help writers build an ongoing repertoire of skills and strategies to draw upon as needed.</p>	<p>The structure for a minilesson includes:</p> <ul style="list-style-type: none"> > connection (with teaching point) > teach > active engagement > link <p>Minilessons are designed to come at the beginning of each writing workshop and last between 5-12 minutes.</p>	<p>Students gather in a meeting area alongside a long-term partner</p> <p>Teachers are efficient and explicit, using clear, concrete examples to illustrate concepts.</p> <p>Teachers include the rationale for the teaching point so that students understand why it is important.</p> <p>Teachers provide opportunity for student interaction.</p> <p>Teachers use anchor charts as tools to represent the repertoire of skills and strategies explicitly taught in the minilessons.</p>

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Share	At the end of workshop, students share their thinking with one another in the whole group (or in partners or small groups). The group talks together about what went well in the workshop and formulates goals for improvement as needed.	<p>Structure options include:</p> <ul style="list-style-type: none"> ➤ students build a community of writers ➤ teachers reinforce and extend the minilesson principle ➤ students talk about their thinking in relation to specific aspects of the writing process ➤ teachers retell a conference ➤ teachers frame partnership work ➤ students evaluate their work <p>Sharing is designed to end each writing workshop and lasts between 5-10 minutes.</p>	<p>Students return to the meeting area.</p> <p>Students take responsibility for their own learning through conversation and evaluation.</p> <p>Teachers select the structure and content of the sharing behaviors observed moment by moment as well as recorded over time.</p>
Language and Word Study	Language and word study components provide opportunities for students to develop language knowledge and skills through exploring how words work and investigating the intricacies of language.	<p>Responsive teaching components include:</p> <ul style="list-style-type: none"> ➤ interactive read-aloud ➤ shared reading ➤ phonics and word study ➤ community writing: shared writing ➤ community writing: interactive writing ➤ handwriting <p>The extent to which one uses these components depends on the needs of students, the amount of time available each week, and time of year. K-2: 30-40 minutes per day</p> <p>*All of these components are done outside of the reading and writing workshop. <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p>Every component cannot be done every day.</p>	<p>Teachers and students create a physical environment that supports the development of language knowledge and skills.</p> <p>Teachers plan for components based on classroom observation, work samples, and formative assessment data.</p> <p>Teachers select components to support student needs and unit goals.</p> <p>Students apply what they know about words as they read and write for real purposes.</p>

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Interactive Read-Aloud	<p>An interactive read-aloud occurs when “the teacher reads aloud to students; but both the teacher and the students think about, talk about, and respond to the text.” <i>Comprehending and Fluency</i> by Fountas and Pinnell, p.216</p> <p>“The read-aloud levels the playing field, ensuring that readers in the classroom experience rich, interesting texts that are age and grade appropriate, regardless of their independent or instructional reading level. All students can think and talk about the text even if they can’t read it for themselves.” <i>Guided Reading</i> by Fountas and Pinnell, p.22</p> <p>Interactive Read-Aloud serves as a springboard for:</p> <ul style="list-style-type: none"> ➤ Community Building ➤ Minilessons ➤ Independent Reading ➤ Guided Reading ➤ Conferencing ➤ Literature Study ➤ Writing 	<p>Structure of Interactive Read-Aloud</p> <ul style="list-style-type: none"> ➤ Opening ➤ Reading Aloud <ul style="list-style-type: none"> ○ Embedded Teaching ○ Text Talk ➤ Discussion and/or Self-Evaluation <p>Interactive Read-Aloud lasts between 15-25 minutes.</p> <p>Interactive Read-Aloud should occur 3-5 days a week.</p>	<p>The teacher and students are active participants. “The teacher is reading the words aloud, but in every other way the students are processing the language, ideas, and meaning of the text.” <i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell, p.216</p> <p>Teachers select high-quality texts across genres based on student interest, background knowledge, and text characteristics.</p> <p>Teachers plan opening moves to engage the students’ interest and activate thinking in various ways.</p> <p>Teachers plan 2-3 places to briefly “demonstrate text talk or invite interaction. These pauses are intentional and planned to invite students to join in the thinking and talking about the text . . . The conversation is grounded in shared text.” <i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell, p.216</p> <p>Teachers keep a record of the books students have shared during the year.</p> <p>Students engage in conversation with partners around high quality text.</p>
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Shared Reading	<p>Shared reading is an opportunity for the teacher to read a text with students. The emphasis is on enjoyment and experiencing a large number of texts together. Shared reading is used to teach concepts of print, word solving strategies, use of cueing systems, and fluency to make meaning of texts.</p>	<p>Structure of shared reading</p> <ul style="list-style-type: none"> ➤ introducing the text ➤ modeling the reading of the text ➤ reading the text together ➤ discussing the meaning of the text ➤ making teaching points <p>Shared reading lasts between 10-15 minutes.</p> <p>Shared reading should occur 3-5 days a week.</p>	<p>Teachers select a common enlarged text (large-print book, chart, community writing, projected text) and children may have their own copies.</p> <p>Teachers select appropriate texts based on the average instructional level and needs of their class.</p> <p>Teachers support students as they engage in problem solving and conversation about the meaning of the story.</p> <p>Students often read in unison although variations exist.</p>
Phonics and Word Study	<p>“Word study involves focused attention to words and word elements, with the goal of helping children become excellent readers and writers. Word study is defined as an instructional process that involves the learner in an investigation of words. The result is “word solving” in reading and writing. Focused experiences in word study include many different instructional contexts.”</p> <p><i>Word Matters</i> by Fountas and Pinnell, p.31</p> <p>“The purposes of a word study system are to provide continuous, systematic teaching of principles and strategies as well as to meet the differing needs of children.”</p> <p><i>Word Matters</i> by Fountas and Pinnell, p.133</p>	<p>Structure of phonics and word study:</p> <ul style="list-style-type: none"> ➤ minilesson ➤ application ➤ share <p>Phonics and word study can be taught in whole group, small group, and independent instructional settings. Instruction can be delivered in the form of modeling, explaining and giving an example, or inquiry.</p> <p>Phonics and word study lasts between 10-15 minutes.</p> <p>Phonics and word study should occur 3-5 days a week.</p>	<p>Teachers have a classroom assessment plan that includes the systematic collection of data on what children know about letters, sounds, and words. The assessment plan leads directly to instruction.</p> <p>Teachers plan systematic work and minilessons that focus on letters, letter-sound relationships, and word study. This focused attention is brief and simply conceptualized in the beginning of kindergarten, but by second grade children can use words and study them in sophisticated ways.</p> <p>Teachers help children notice letters and words throughout the literacy framework and apply their language knowledge and skills in meaningful contexts. Students make powerful connections and share their learning as they internalize structures of words and their meaning.</p>

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Community Writing: Shared Writing	<p>"Shared writing is a collaborative process between teachers and children that is designed to support students in the development and organization of ideas. The emphasis is on the message or story they are creating." In shared writing, the teacher controls the pen.</p> <p>The purpose is to contribute to students' "growing awareness and understanding of what writing is about, and what readers can make of their writing. Children begin to get in on the craft of writing." <i>Interactive Writing</i> by Andrea McCarrier p.21</p> <p>"[Shared] writing is authentic when it accompanies children's active learning and when it is related to something they are interested in doing." <i>Interactive Writing</i> by Andrea McCarrier p.10</p>	<p>Structure of shared writing</p> <ul style="list-style-type: none"> > Establish the purpose > Plan > Write > Link <p>Shared writing lasts between 10-15 minutes.</p> <p>The process of shared writing may occur over the course of multiple days.</p> <p>Shared writing or interactive writing should occur: K: 4-5 days a week 1st: 3-5 days a week 2nd : 1-3 days a week</p>	<p>Teachers use student data to determine specific, focused goals around the writing process, structure, and development.</p> <p>Teachers and students establish the purpose for the function and format of the text through focused talk.</p> <p>Teachers lead students in conversation to shape the children's language and engage them in planning.</p> <p>Students orally rehearse before constructing the text.</p> <p>Teachers hold the pen for the writing of the text.</p> <p>Teachers and students may revisit the text to revise for craft and structure.</p>

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Community Writing:	"Interactive writing is a teacher-guided	Structure of interactive writing	Teachers use student data to determine

Interactive Writing	<p>group activity designed to teach children about how written language works. Together, the teacher and the children compose a [meaningful] message or text. They “share the pen”: children write parts or whole words; the teacher fills in the rest. It may be any kind of written product.” <i>Word Matters</i> by Fountas and Pinnell, p.191</p> <p>“Interactive writing is authentic when it accompanies children’s active learning and when it is related to something they are interested in doing.” <i>Interactive Writing</i> by Andrea McCarrier p.10</p> <p>The purpose is to support writing development, editing, and conventions through an authentic piece of writing.</p>	<ul style="list-style-type: none"> ➤ Establish the purpose ➤ Plan ➤ Construct the text ➤ Link <p>Interactive writing lasts between 10-15 minutes. The final product could be constructed over the course of multiple days.</p> <p>Interactive writing or shared writing should occur: K: 4-5 days a week 1st: 3-5 days a week 2nd : 1-3 days a week</p>	<p>specific, focused goals around writing development, editing, and conventions.</p> <p>Teachers and students establish the purpose for the function and format of the text through focused talk.</p> <p>Teachers lead students in conversation to shape the children’s language and engage them in planning so that the text is accessible to the group as readers.</p> <p>Students orally rehearse 3-4 times before constructing the text.</p> <p>Teachers and students share the pen in the writing of the text.</p> <p>Teachers make decisions on when to share the pen based on student goals that need to be learned or reinforced. Each time a child is asked to contribute, the action has high instructional value.</p> <p>Teachers and students use interactive word walls and interactive name/word charts to support construction of the text.</p> <p>Students practice on a whiteboard or invisibly with their finger while selected students write on the class piece.</p>
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Handwriting	Handwriting is a functional tool for writers to communicate. As teachers model manuscript and cursive writing during the writing process, students both learn appropriate letter formation and grow in their understanding of the roles of legibility and fluency.	<p>Explicit handwriting instruction occurs in a variety of instructional settings, including a 2-5 minute minilesson.</p> <p>Practice in handwriting should be integrated with daily classroom activities in order for it to become fluent and automatic.</p>	<p>Teachers plan handwriting instruction based on classroom observation, work samples, and formative assessment data.</p> <p>Students practice handwriting by engaging in meaningful, authentic writing throughout the day.</p>
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Intermediate Literacy Framework

The balanced literacy framework "is a conceptual tool for organizing instruction . . . [It serves as a guideline] for arranging schedules and integrating the curriculum components of the framework. The framework is flexible, allowing numerous variations in content, student grouping, daily timeframes, and the level of teacher directed instruction." *Guiding Readers and Writers*, Fountas & Pinnell

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Reading Workshop	<p>Workshop "suggests a group of people actively engaged in purposeful tasks."</p> <p>" [Reading workshop is] a laboratory in which individual students are busily engaged in reading that reflects real life; that is they are reading in ways that match what readers do all their lives."</p> <p>Reading Workshop</p> <ul style="list-style-type: none"> ➤ builds an effective reading process ➤ increases ownership of and commitment to reading ➤ broadens readers' literary experiences ➤ develops responsibility for reading ➤ encourages personal connections ➤ teaches collaboration 	<p>The reading workshop is comprised of a brief minilesson, independent reading, and a teaching share time. Responsive teaching opportunities during independent reading include:</p> <ul style="list-style-type: none"> ➤ guided reading ➤ conferencing ➤ partnership work ➤ small group work ➤ literature study <p>Reading workshop is designed to provide a minimum of 45-60 minutes of uninterrupted instructional time per day.</p> <p>Reading workshop should occur 4-5 times weekly.</p> <p>Guided reading and conferencing with individual or small groups happens every day while students are engaged in independent reading and literacy work. Based on data, teachers intentionally plan for meeting with students individually or in a small group. Every student is seen a minimum of two times a week in a small group and/or one-on-one setting. It is a recommendation that teachers create a weekly schedule to plan for this time.</p>	<p>Students function as a community of learners, supporting one another as well as pursuing individual goals.</p> <p>Students are active agents engaged in authentic talk, reading, and writing.</p> <p>Students take responsibility for their reading. They learn to set their own goals and evaluate their own procedures, accomplishments, and progress.</p> <p>Teachers support students by building on individual strengths and meeting individual needs through a variety of instructional contexts.</p> <p>The workshop is organized around routines, resources, and support structures that bring intention and rigor to the process.</p>

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Guided Reading	<p>Guided reading is a small group instructional setting that enables teachers to support each reader's development of effective strategies for processing previously unread texts with understanding.</p> <p>"The overall purpose of guided reading is to enable children to read for meaning at all times." <i>Guided Reading</i> by Fountas and Pinnell, p.4</p>	<p>The structure of a guided reading lesson:</p> <ul style="list-style-type: none"> ➤ introducing the text ➤ reading the text ➤ discussing the meaning ➤ teaching for process strategies ➤ word work (optional) ➤ extending understanding (as needed) <p>"...15-20 minutes of high-quality, intensive instruction that is appropriate for every member of the group." <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>Teachers select a small group of students (3 - 6) who read at the same instructional level with, ideally, the same types of needs.</p> <p>Students read simultaneously and independently.</p> <p>Teachers make precise teaching moves and language choices based on behaviors observed moment by moment as well as recorded over time.</p> <p>Teachers form and reform groups to allow for differences in learning that are evident in students.</p>
Independent Reading	<p>Independent reading is situated in a rich, social context during which students choose their own reading material for independent consumption and enjoyment.</p> <p>The purpose of independent reading is to provide time for students to practice reading and improve their reading competence, while taking ownership of their reading lives.</p>	<p>Independent reading may include:</p> <ul style="list-style-type: none"> ➤ reading selections from the classroom library ➤ responding to reading through writing <p>Additional support for struggling readers may include:</p> <ul style="list-style-type: none"> ➤ audio books ➤ support from older students or paraprofessionals ➤ assistive technology <p>Expectations and scheduling are gradually adjusted so that more time is spent on reading and writing.</p>	<p>Students have access to books they both can read and want to read. "Choice matters, not a little but a lot." <i>A Guide to Reading Workshop</i> by Lucy Calkins</p> <p>Students have many experiences reading pleasurable for extended periods of time.</p> <p>Students work together as a community, supporting one another as readers through conversation, sharing, and reflection.</p> <p>Teachers provide a consistent daily structure, within reading workshop that allows students time to read and time to respond to what they are reading.</p>

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Conferencing	<p>To confer means to have a genuine conversation with the reader about how the reading is going.</p> <p>Conferencing is a time when a teacher provides powerful, customized instruction that will help individual students refine and extend their reading competence. <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>One structure for conferring includes:</p> <ul style="list-style-type: none"> ➤ research ➤ decide ➤ compliment ➤ teach ➤ link <p>"The amount of time you spend with a reader varies. It might be as brief as one or two minutes, or a more involved six-to eight-minute session." <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>The teacher and student sit side by side while engaging in genuine conversation. The student does most of the talking.</p> <p>Teachers choose one explicit teaching point directed to an individual student that can contribute profoundly to the student's success as a reader.</p> <p>Teachers collect valuable information that informs future instruction across a variety of instructional contexts.</p> <p>Teachers have established systems for holding conferences and recording information.</p>
Literature Study (literature circles, book clubs)	<p>Literature study is an instructional approach where students collaborate in a small group to achieve a broader understanding of texts.</p> <p>Specific purposes of literature study:</p> <ul style="list-style-type: none"> ➤ Make students aware of the value of their personal responses to what they read. ➤ Engage students in meaningful literary discussion. ➤ Foster critical thinking 	<p>The structure of literature study:</p> <ul style="list-style-type: none"> ➤ prepare ➤ discuss ➤ summarize and evaluate ➤ extend (as needed) <p>Literature study groups meet between 15-30 minutes.</p> <p>The frequency for which a literature study group meets depends on the length and complexity of text as well as students' volume of reading.</p>	<p>Students take ownership for book choice with teacher guidance and support.</p> <p>Students generate ideas, facilitate discussion, and evaluate the process with teacher guidance and support.</p> <p>Students prepare in advance by reading designated parts of the text and documenting individual thinking before the meeting.</p> <p>Students share their thinking, challenge the thinking of others, and support their thinking with text evidence and personal experience.</p> <p>Teachers facilitate the discussion with various levels of support.</p>

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Minilesson	Minilessons are brief, highly focused whole group lessons that help readers build an ongoing repertoire of skills and strategies to draw upon as needed.	<p>The structure for a minilesson includes:</p> <ul style="list-style-type: none"> ➤ connection (with teaching point) ➤ teach ➤ active engagement ➤ link <p>Minilessons are designed to come at the beginning of each reading workshop and last between 5-12 minutes</p>	<p>Students gather in a meeting area alongside a long-term partner</p> <p>Teachers are efficient and explicit, using clear, concrete examples to illustrate concepts.</p> <p>Teachers include the rationale for the teaching point so that students understand why it is important.</p> <p>Teachers provide opportunity for student interaction.</p> <p>Teachers use anchor charts as tools to represent the repertoire of skills and strategies explicitly taught in the minilessons.</p>
Share	At the end of workshop, students share their thinking with one another in the whole group (or in partners or small groups). The group talks together about what went well in the workshop and formulates goals for improvement as needed.	<p>Structure options include:</p> <ul style="list-style-type: none"> ➤ students build a community of readers ➤ students recommend books to others ➤ teachers reinforce and extend the minilesson principle ➤ students talk about their thinking in relation to specific aspects of the reading process ➤ teachers retell a conference ➤ teachers frame partnership or book club work ➤ students evaluate their work <p>Sharing is designed to end each reading workshop and lasts between 5-10 minutes.</p>	<p>Students return to the meeting area.</p> <p>Students take responsibility for their own learning through conversation and evaluation.</p> <p>Teachers select the structure and content of the sharing behaviors observed moment by moment as well as recorded over time.</p>

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Writing Workshop	<p>Workshop “suggests a group of people actively engaged in purposeful tasks.”</p> <p>Writing workshop is a laboratory in which individual students are busily engaged in writing that reflects real life; that is they are writing in ways that match what writers do all their lives.</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> ➤ builds an effective writing process ➤ increases ownership of and commitment to writing ➤ develops responsibility for writing ➤ encourages personal connections ➤ teaches collaboration 	<p>The writing workshop is comprised of a brief minilesson, independent writing, and a teaching share time. Responsive teaching opportunities during independent writing include guided writing, conferencing, partnership work, and small group work.</p> <p>Writing workshop is designed to provide a minimum of 50- 60 minutes of uninterrupted instructional time per day.</p> <p>Writing workshop should occur 4-5 times weekly. Time for writing workshop will increase gradually over the course of the year based on student needs and level of independence.</p> <p>Guided writing and conferencing with individual or small groups happens every day while students are engaged in independent writing. Based on data, teachers intentionally plan for meeting with students individually or in a small group. Every student is seen a minimum of two times a week in a small group and/or one-on-one setting. It is a recommendation that teachers create a weekly schedule to plan for this time.</p>	<p>Students function as a community of learners, supporting one another as well as pursuing individual goals.</p> <p>Students are active agents engaged in authentic talk and writing.</p> <p>Students take responsibility for their writing. They learn to set their own goals and evaluate their own procedures, accomplishments, and progress.</p> <p>Teachers support students by building on individual strengths and meeting individual needs through a variety of instructional contexts.</p> <p>The workshop is organized around routines, resources, and support structures that bring intention and rigor to the process.</p>
Guided Writing	<p>“Guided writing is a small group instructional setting designed to provide explicit teaching based on the writers’ need at a particular point in time.”</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell p.51</p>	<p>The structure is flexible making it possible for the teachers and students to focus on the process of writing and to engage in learning conversations.</p> <p>Guided Writing is designed to last between 10-15 minutes.</p>	<p>Teachers pull together small, temporary groups based on student needs or interests.</p> <p>Teachers explicitly and efficiently work with students to teach the writer’s craft, strategies, and skills.</p> <p>Students apply new knowledge to individual pieces of writing. Students share writing to solicit feedback and use this feedback in revision and editing.</p>

Intermediate Literacy Framework

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Independent Writing	<p>Independent writing is situated in a rich, social context during which students choose their own topics for an authentic purpose and audience.</p> <p>The purpose of independent writing is to provide time for students to practice writing and improve their writing competence, while taking ownership of their writing lives.</p>	<p>Independent writing may include:</p> <ul style="list-style-type: none"> ➤ writing in various modes depending on the unit focus <p>Additional support for struggling writers may include:</p> <ul style="list-style-type: none"> ➤ partner work ➤ strong picture support ➤ alternative paper choices <p>Expectations and scheduling are gradually adjusted so that more time is spent on writing as students gain independence.</p>	<p>Students have freedom to choose what they want to write about. "Choice matters, not a little but a lot." <i>A Guide to Writing Workshop</i> by Lucy Calkins</p> <p>Students have many experiences writing for extended periods of time.</p> <p>Students work together as a community, supporting one another as writers through conversation, sharing, and reflection.</p> <p>Teachers provide a consistent daily structure, within writing workshop that allows students time to write for a majority of the time.</p>
Conferencing	<p>To confer means to have a genuine conversation with the writers about how the writing is going.</p> <p>Conferencing is a time when a teacher provides powerful, customized instruction that will help individual students refine and extend their writing competence. <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>One structure for conferring includes:</p> <ul style="list-style-type: none"> ➤ research ➤ decide ➤ compliment ➤ teach ➤ link <p>"The amount of time you spend with a writer varies. It might be as brief as one or two minutes, or a more involved six-to eight-minute session." <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p>	<p>The teacher and student sit side by side while engaging in genuine conversation. The student does most of the talking.</p> <p>Teachers choose one explicit teaching point directed to an individual student that can contribute profoundly to the student's success as a writer.</p> <p>Teachers collect valuable information that informs future instruction across a variety of instructional contexts.</p> <p>Teachers have established systems for holding conferences and recording information.</p>

Intermediate Literacy Framework

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Investigation/Research	<p>Students explore a content area or topic in depth, using reading, writing, and a variety of media resources including technology.</p> <p>Investigation/research invites students to be inquisitive, actively solve problems, and gain new understandings.</p>	<p>The structure and timeline are determined by goals reflective of student needs.</p> <p>The writing that students do while investigation/research is in progress, can occur during independent writing (depending on the unit focus) and/or during science and social studies.</p>	<p>Teachers provide opportunities for mistakes to be made and corrections to be learned.</p> <p>Teachers provided explicit instruction as appropriate and teach students to teach ideas not just to regurgitate facts.</p> <p>Teachers provide differentiated support in gathering sources.</p> <p>Teachers equip students to craft organizing structures with their readers in mind.</p> <p>Students take part in the selection of topics and resources.</p> <p>Students make individual decisions about the format of their notes and revise them based on new learning.</p>
Minilesson	<p>Minilessons are brief, highly focused whole group lessons that help writers build an ongoing repertoire of skills and strategies to draw upon as needed.</p>	<p>The structure for a minilesson includes:</p> <ul style="list-style-type: none"> ➤ connection (with teaching point) ➤ teach ➤ active engagement ➤ link <p>Minilessons are designed to come at the beginning of each writing workshop and last between 5-12 minutes.</p>	<p>Students gather in a meeting area alongside a long-term partner</p> <p>Teachers are efficient and explicit, using clear, concrete examples to illustrate concepts.</p> <p>Teachers include the rationale for the teaching point so that students understand why it is important.</p> <p>Teachers provide opportunity for student interaction.</p> <p>Teachers use anchor charts as tools to represent the repertoire of skills and strategies explicitly taught in the minilessons.</p>

Share	At the end of workshop, students share their thinking with one another in the whole group (or in partners or small groups). The group talks together about what went well in the workshop and formulates goals for improvement as needed.	<p>Structure options include:</p> <ul style="list-style-type: none"> ➤ students build a community of writers ➤ teachers reinforce and extend the minilesson principle ➤ students talk about their thinking in relation to specific aspects of the writing process ➤ teachers retell a conference ➤ teachers frame partnership work ➤ students evaluate their work <p>Sharing is designed to end each writing workshop and lasts between 5-10 minutes.</p>	<p>Students return to the meeting area.</p> <p>Students take responsibility for their own learning through conversation and evaluation.</p> <p>Teachers select the structure and content of the sharing behaviors observed moment by moment as well as recorded over time.</p>
Language and Word Study	Language and word study components provide opportunities for students to develop language knowledge and skills through exploring how words work and investigating the intricacies of language.	<p>Responsive teaching components include:</p> <ul style="list-style-type: none"> ➤ interactive read-aloud ➤ word/vocabulary study ➤ modeled reading/writing and additional options ➤ handwriting <p>The extent to which one uses these components depends on the needs of students, the amount of time available each week, and time of year. 3-5: 30-40 minutes per day</p> <p>*All of these components are done outside of the reading and writing workshop. <i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p>Every component cannot be done every day.</p>	<p>Teachers and students create a physical environment that supports the development of language knowledge and skills.</p> <p>Teachers plan for components based on classroom observation, work samples, and formative assessment data.</p> <p>Teachers select components to support student needs and unit goals.</p> <p>Students apply what they know about words as they read and write for real purposes.</p>
Intermediate Literacy Framework			
Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics

<p>Interactive Read-Aloud</p>	<p>An interactive read-aloud occurs when “the teacher reads aloud to students; but both the teacher and the students think about, talk about, and respond to the text.” <i>Comprehending and Fluency</i> by Fountas and Pinnell, p.216</p> <p>“The read-aloud levels the playing field, ensuring that readers in the classroom experience rich, interesting texts that are age and grade appropriate, regardless of their independent or instructional reading level. All students can think and talk about the text even if they can’t read it for themselves.” <i>Guided Reading</i> by Fountas and Pinnell, p.22</p> <p>Interactive Read-Aloud serves as a springboard for:</p> <ul style="list-style-type: none"> ➤ Community Building ➤ Minilessons ➤ Independent Reading ➤ Guided Reading ➤ Conferencing ➤ Literature Study ➤ Writing 	<p>Structure of Interactive Read-Aloud</p> <ul style="list-style-type: none"> ➤ Opening ➤ Reading Aloud <ul style="list-style-type: none"> ○ Embedded Teaching ○ Text Talk ➤ Discussion and/or Self-Evaluation <p>Interactive Read-Aloud lasts between 15-25 minutes.</p> <p>Interactive Read-Aloud should occur 3-5 days a week.</p>	<p>The teacher and students are active participants. “The teacher is reading the words aloud, but in every other way the students are processing the language, ideas, and meaning of the text.” <i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell, p.216</p> <p>Teachers select high-quality texts across genres based on student interest, background knowledge, and text characteristics.</p> <p>Teachers plan opening moves to engage the students’ interest and activate thinking in various ways.</p> <p>Teachers plan 2-3 places to briefly “demonstrate text talk or invite interaction. These pauses are intentional and planned to invite students to join in the thinking and talking about the text . . . The conversation is grounded in shared text.” <i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell, p.216</p> <p>Teachers keep a record of the books students have shared during the year.</p> <p>Students engage in conversation with partners around high quality text.</p>
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Intermediate Literacy Framework

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
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Modeled Reading/Writing	<p>In addition to interactive read aloud and word study there are several options from which a teacher may occasionally choose based on class need and interest.</p> <p>These options support the work in which the students are engaged in reading and writing workshop.</p>	<p>Options include:</p> <ul style="list-style-type: none"> ➤ modeled reading/writing ➤ interactive edit/vocabulary ➤ poetry share/response ➤ choral reading ➤ reader's theatre <p>These options are designed to be brief lasting 5-15 minutes.</p>	<p>Teachers plan for components based on classroom observation, work samples, and formative assessment data.</p> <p>Teachers select components to support student needs and unit goals.</p> <p>Students apply what they know about words as they read and write for real purposes.</p>
Phonics and Word Study	<p>"Word study involves focused attention to words and word elements, with the goal of helping children become excellent readers and writers. Word study is defined as an instructional process that involves the learner in an investigation of words. The result is "word solving" in reading and writing. Focused experiences in word study include many different instructional contexts."</p> <p><i>Word Matters</i> by Fountas and Pinnell, p.31</p> <p>"The purposes of a word study system are to provide continuous, systematic teaching of principles and strategies as well as to meet the differing needs of children."</p> <p><i>Word Matters</i> by Fountas and Pinnell, p.133</p>	<p>Structure of phonics and word study:</p> <ul style="list-style-type: none"> ➤ minilesson ➤ application ➤ share <p>Phonics and word study can be taught in whole group, small group, and independent instructional settings. Instruction can be delivered in the form of modeling, explaining and giving an example, or inquiry.</p> <p>Phonics and word study lasts between 10-15 minutes.</p> <p>Phonics and word study should occur 3-5 days a week.</p>	<p>Teachers have a classroom assessment plan that includes the systematic collection of data on what children know about sounds and words. The assessment plan leads directly to instruction.</p> <p>Teachers plan systematic work and minilessons that focus on letter-sound relationships and word study.</p> <p>Teachers help children notice word parts and words throughout the literacy framework and apply their language knowledge and skills in meaningful contexts.</p> <p>Students make powerful connections and share their learning as they internalize structures of words and their meaning.</p>

Intermediate Literacy Framework

Component	Definition/Purpose	Structure/Timeframe	Essential Characteristics
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Handwriting	Handwriting is a functional tool for writers to communicate. As teachers model manuscript and cursive writing during the writing process, students both learn appropriate letter formation and grow in their understanding of the roles of legibility and fluency.	<p>Explicit handwriting instruction occurs in a variety of instructional settings, including a 2-5 minute minilesson.</p> <p>Practice in handwriting should be integrated with daily classroom activities in order for it to become fluent and automatic.</p>	<p>Teachers plan handwriting instruction based on classroom observation, work samples, and formative assessment data.</p> <p>Students practice handwriting by engaging in meaningful, authentic writing throughout the day.</p>
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GCSD Secondary Literacy Framework

Components	Definition/Purpose	Structure/Timeframe	Essential Characteristics
Shared Reading (whole group)	<p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher involves students in reading together using an enlarged text visible to all (overhead, doc camera, etc.) <input type="checkbox"/> Focuses on a page, passage, or specific example from a textbook, anthology, trade book, etc. <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves students in an enjoyable and purposeful way <input type="checkbox"/> Provides social support from the group <input type="checkbox"/> Provides opportunities to participate and behave like a reader <input type="checkbox"/> Creates a body of known texts that students can use for independent reading 	<p>How?</p> <p>Shared reading is an opportunity for the whole group to “share” or study a text that may be too difficult for independent study, but is necessary for the content study. The teacher should:</p> <ul style="list-style-type: none"> ⇒ critically select and introduce text ⇒ set the purpose for reading (e.g., skimming, scanning, synthesizing information) ⇒ utilize think aloud to demonstrate meta-cognition ⇒ model effective strategies (e.g., text-to-self connections) ⇒ activate/build background knowledge ⇒ model the management of text challenges (e.g., text structures; text features) ⇒ model effective skills (e.g., summarizing; 	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher selects and engaging, usually unfamiliar text , either fiction or nonfiction <input type="checkbox"/> Text is visible to every student in the room <input type="checkbox"/> Teacher reads aloud with expression <input type="checkbox"/> Teacher models the “invisible” strategies good readers employ (making connections, inferring, confirming a prediction, summarizing, re-reading for clarity...) <input type="checkbox"/> Teacher poses questions for discussion in which all students, regardless of reading level can participate <input type="checkbox"/> Students participate in small group discussions about text <input type="checkbox"/> Students listen to other’s thinking about texts

	and as resources for writing and word study	<p>compare/contrast; evaluating perspective) ⇒ provide and model use of effective study supports (e.g., graphic organizer; interactive notebook)</p> <p>Timeframe: regularly used as a source for mini-lessons to teach elements of author's craft such as sentence structure, diction, tone, characterization, and purpose.</p>	
Independent Reading (Self-Selected Reading)	<p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students read independently <input type="checkbox"/> Students read from a wide-range of self-selected materials <input type="checkbox"/> While the students read, the teacher holds one-on-one conferences <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities to apply reading strategies independently <input type="checkbox"/> Provides time to sustain reading 	<p>How?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students read at an independent level. To the extent possible, content text should be available to students at the various independent reading levels representative of the student group. Independent reading is more than simply reading to oneself; it is an opportunity for the student to continually explore and inquire about a topic, increasing the depth of individual knowledge and modifying schema. The teacher should: 	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student self-selects text to read based on personal reading level and interest <input type="checkbox"/> Student sets goals for number of pages to read and time spent reading each day <input type="checkbox"/> Students logs progress in text as measure of meeting goal. <input type="checkbox"/> Student logs time spent on task to chart progress toward building stamina <input type="checkbox"/> Students respond weekly in a Reader Response Log (RLL) to a question developed by

	<p>behavior; builds confidence</p> <ul style="list-style-type: none"> □ Challenges the reader to work on her/his own and to use strategies on a variety of texts; promotes fluency □ Challenges the reader to solve words independently 	<p>⇒ Provide mini-lessons on selecting books and using specific strategies</p> <p>⇒ converse with individual students to answer questions, provide help to those who are confused, and gain information on students' level of understanding/ comprehension</p> <p>⇒ ask students to apply the concept or reading strategy taught in a prior mini-lesson (e.g., jot notes; reading responses)</p> <p>⇒ provide opportunities for writing (for reflection, personal reactions, questions, interpretations; to apply a strategy, skill, or author's craft; to demonstrate knowledge and understanding)</p> <p>⇒ provide opportunities for nonfiction book clubs and/or group sharing and discussion, i.e., lit circles (for critical thinking and processing and clarifying information)</p>	<p>the teacher or self-selected from a list of prompts (sample log and prompts are attached at the end of this document)</p>
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		Timeframe <input type="checkbox"/> Daily for a minimum of 30 minutes. If time is provided at school during the instructional day, a minimum of 15 minutes should be allocated.	
Conferencing about Reading	<p>What? <input type="checkbox"/> Periodic conversations between teacher and student to “observe and support how they apply strategies to reading.” (Robb, Laura. <i>Teaching Reading in Middle School</i>. New York: Scholastic, 2000. Print. 35.)</p> <p>Why? <input type="checkbox"/> This component is a formative assessment tool requiring a “face to face conversation to assess, track and monitor student growth.” (Daniels, Harvey. <i>Literature Circles</i>. Portland, Maine: Stenhouse, 2002. Print. 187.)</p>	<p>How? <input type="checkbox"/> In-depth conferences may take 5-10 minutes, especially when a teacher is initially finding out about a student’s reading. All conferences should focus on: <input type="checkbox"/> what students are doing as readers <input type="checkbox"/> provide students with feedback about their strengths and the result of their efforts and suggest the next goal (which may be more about something they have already been working on) – this goal may be suggested by the student <input type="checkbox"/> establish tasks that will help students improve their reading.</p>	<p>Characteristics: <input type="checkbox"/> Conferences may occur over independent self-selected reading texts or whole group literary or informational texts. <input type="checkbox"/> Conferences are one on one or in small groups. <input type="checkbox"/> Teachers purposefully guide conferences to support students’ growth as skilled readers. <input type="checkbox"/> Students leave the conference with a clear understanding of their “next steps” to become more skilled readers.</p>


	<p>□ Nancie Atwell says she uses conferences to “nudge students toward novels that give shape to adolescents’ feelings and portray their emerging intelligence and understandings.” (<i>In the Middle</i>. Portsmouth, NH: Heinemann, 1998. Print. 76.)</p>	<p>Students should always be active participants in the conference by:</p> <ul style="list-style-type: none"> □ talking about what and how they have been practicing □ responding to the text(s) they have been reading □ articulating the processes and strategies they are using □ stating new goals and describing how they will achieve them. <p>Conferences should always conclude with ‘next steps’ for the student, even if it is different from what the teacher anticipated. Teachers need to know and keep a record of what they have discovered about the student as a learner – what are their reading strengths, what are their needs, what are they interested in, what is getting in the way of learning?</p> <p>Students need to know what they have achieved and what to do next and this should be recorded in their personal reading notebook or reading journal, perhaps by the teacher</p>	
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		<p>or perhaps by the student, in the student's own words as much as possible.</p> <p>(Snowball, Diane and Fay Bolton, 2010.)</p> <p>Time Frame:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proficient readers conference with teacher monthly. <input type="checkbox"/> Teachers determine frequency of conference with other readers based on formative assessment data. 	
<p>Literature/Informational Text Study (small group or literature circles)</p>	<p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducted in small heterogeneous groups <input type="checkbox"/> Groups are formed based on students' interest in certain topics, genres, authors, or specific books <input type="checkbox"/> Students discuss what they have read in depth <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities to read many texts and a wide variety of texts <input type="checkbox"/> Provides the opportunity to collaborate 	<p>How?</p> <p>Literature book studies provide the students with an opportunity to talk with others about texts, build a deeper understanding of the text, and to stretch their thinking. Teachers and students:</p> <ul style="list-style-type: none"> ⇒ determine books to be read ⇒ read books and prepare for discussion ⇒ discuss text ⇒ evaluate the discussion ⇒ occasionally do a response/project 	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher selects groups based on students' reading proficiency. <input type="checkbox"/> Texts are assigned to a small group based on the students' reading proficiency. <input type="checkbox"/> Within the class, small groups are reading different texts that may relate around a common theme.

	<p>with others, to reflect on, analyze, and criticize literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages students in meaningful discussions <input type="checkbox"/> Fosters critical thinking through inquiry about the text 		
Literature/Informational Text Study (Whole Group)	<p>What? A homogeneous study of a text selected for its literary or informational merit, alignment with instructional standards, and its ability to engage students.</p> <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exposes students to quality literature or informational texts <input type="checkbox"/> Allows teacher to guide students through study of author's craft <input type="checkbox"/> Engages students in meaningful discussions <input type="checkbox"/> Fosters critical thinking through inquiry about the text. 	<p>How?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher selects text with literary or informational merit <input type="checkbox"/> Teacher aligns instruction with SC Reading Literary Text or Reading Informational Text standards <input type="checkbox"/> Teachers design lessons that engage students as they analyze the styles and techniques authors use to help readers construct meaning. 	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students read the same text <input type="checkbox"/> Students actively engage in discussions and activities that analyze significant selections from the longer text. <input type="checkbox"/> Students engage in writing activities that demonstrate their analysis of the text and the author's craft.
Writing Mini-lesson	<p>What? Lucy Calkins defines mini-lesson as "Explicit instruction in the elements</p>	<p>How? According to Lucy Calkins, a well-crafted mini-lesson includes four parts:</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher's mini-lesson provides narrow focus

	<p>of the writing process, conventions or craft. Because sessions are brief and focused, we call them Mini-lessons.” (Rog, Lori Jamison. <i>Marvelous Minilessons for Teaching Intermediate Writing</i>. International Reading Association, 2010.) The mini-lesson is the time when grammar and conventions of Standard English usage are addressed. Students should then be held accountable for the content of the mini-lesson in their next assessed writing.</p> <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allows teachers and students to focus on one element of the writer’s craft <input type="checkbox"/> Provides criteria for both formative and summative assessment of written work 	<ul style="list-style-type: none"> <input type="checkbox"/> Connect the learning – tell students why this concept or skill is relevant to good writing <input type="checkbox"/> Teach – model, step by step demonstration <ol style="list-style-type: none"> 1. Make your thinking visible 2. Show and think out loud 3. Explicitly demonstrate 4. Teacher talks – students listen. No questions during this time 5. State, “Watch me as I...” 6. Question, “Did you see how I...?” 7. <input type="checkbox"/> Active engagement – invite students to try out what you just modeled <input type="checkbox"/> Link – to their independent work <p>Time frame: 10-15 minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher-directed lesson is short – 10 to 15 minutes <input type="checkbox"/> Teacher models processes and elements of craft <input type="checkbox"/> Teachers expect student implementation of lesson’s focus in current writing task
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		<p>Four categories of writing lessons</p> <p>□ <i>Procedural</i>: important information about how writing workshop operates. These include how to get and use materials, what to do when you're done, use of a writing notebook, peer sharing, etc.</p> <p>□ <i>Writer's process</i>: a series of steps, often overlapping, that all writers use when producing a final version of their writing</p> <ul style="list-style-type: none"> ○ choose, explore or organize a topic ○ write drafts ○ revise writing ○ publish and bring their writing to a final form <p>□ <i>Qualities of good writing</i>: information that deepens students' understandings of literary techniques: for example, writing engaging leads and effective endings, effectively organizing thoughts and ideas, correct usage and conventions, diction and syntax, etc.</p> <p>□ <i>Editing skills</i>: apply</p>	
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		<p>knowledge of spelling, punctuation and grammar to writing</p> <p>(Adapted from <i>Writing Workshop: The Essential Guide</i> by Ralph Fletcher and JoAnn Portalupi.)</p>													
<p>Guided Writing: Writing Workshop (Conferencing about Writing)</p> <p>WRITING WORKSHOP</p>  <table border="1"> <thead> <tr> <th>Activity</th> <th>Duration</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Sharing</td> <td>(10 minutes)</td> <td>Students Modeling of Writing Lesson/Process</td> </tr> <tr> <td>Writing Lesson</td> <td>(15 minutes)</td> <td>Direct Teaching Modeling Guided Practice</td> </tr> <tr> <td>Independent Writing/Conferences</td> <td>(20 minutes)</td> <td>Individual and Small Group Guided Practice Independent Practice</td> </tr> </tbody> </table>	Activity	Duration	Description	Sharing	(10 minutes)	Students Modeling of Writing Lesson/Process	Writing Lesson	(15 minutes)	Direct Teaching Modeling Guided Practice	Independent Writing/Conferences	(20 minutes)	Individual and Small Group Guided Practice Independent Practice	<p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Periodic conversations between teacher and student about student's writing <input type="checkbox"/> Evaluation of implementation of writer's craft taught in previous mini-lessons <input type="checkbox"/> Student engagement in writing a variety of texts <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guides writers to develop their own voice and skill <input type="checkbox"/> Provides opportunities for students to learn to be stronger writers <input type="checkbox"/> Fosters creativity and the ability to compose 	<p>How?</p> <p>As students independently write, teachers often meet informally with students either individually or in small groups to talk with them about their writing or to help them solve a problem related to their writing. This is an opportunity to provide specific and focused instruction to small groups of students as they learn to process content texts/ documents. The teacher should:</p> <ul style="list-style-type: none"> ⇒ identify the challenges posed by the writing (e.g., text structure; vocabulary; text features) ⇒ make instructional decisions based on these challenges (e.g., text introduction; strategy instruction) ⇒ differentiate to form small 	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has <i>individual</i> and <i>small group writing conferences</i> with students. <input type="checkbox"/> Teacher provides additional <i>small group writing instruction</i> when needed. <input type="checkbox"/> Teacher provides a variety of strategies for students to <i>share</i> work <input type="checkbox"/> Students revise writing based on conference <input type="checkbox"/> Students share writing with peers <input type="checkbox"/> Students evaluate and comment on peer writing
Activity	Duration	Description													
Sharing	(10 minutes)	Students Modeling of Writing Lesson/Process													
Writing Lesson	(15 minutes)	Direct Teaching Modeling Guided Practice													
Independent Writing/Conferences	(20 minutes)	Individual and Small Group Guided Practice Independent Practice													

		<p>groups of students with similar needs to provide supports, as needed, during the writing process</p> <p>⇒ provide opportunities for group sharing and discussion (for critical thinking and processing/ clarifying of information)</p>	
Independent Writing (Informal)	<p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students write their own pieces <input type="checkbox"/> Teacher conferences with individual students as needed <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for the independent production of written texts <input type="checkbox"/> Provides opportunities for students to learn to be writers <input type="checkbox"/> Fosters creativity and the ability to compose 	<p>How?</p> <p>In independent writing students use the writing process as a tool for learning and as a means of demonstrating their understanding of content as well as their proficiency in a variety of writing genres.</p> <p>Examples of informal independent writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Journals <input type="checkbox"/> Reflective writing <input type="checkbox"/> Formative assessments <input type="checkbox"/> Note-making 	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students generate writing with little to no assistance from teacher <input type="checkbox"/> Generally not assessed for anything other than content. <input type="checkbox"/> Provides formative information for teacher.
Independent Writing (Formal)	<p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students write their own pieces <input type="checkbox"/> Teacher conferences with individual students as needed 	<p>How?</p> <p>In independent writing students use the writing process as a tool for learning and as a means of demonstrating their</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have voice and choice in writing topic (may be choice within a limited list provided by teacher).

	<p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for the independent production of written texts <input type="checkbox"/> Provides opportunities for students to learn to be writers <input type="checkbox"/> Fosters creativity and the ability to compose 	<p>understanding of content as well as their proficiency in a variety of writing genres. Teachers should:</p> <ul style="list-style-type: none"> ⇒ provide effective study supports or resources (e.g., exemplars, reference materials, rubrics, criteria checklists) ⇒ monitor student performance ⇒ provide opportunities for student reflection ⇒ provide opportunities for sharing and discussion of work (identifying strengths and meta-cognitive processes) 	<ul style="list-style-type: none"> <input type="checkbox"/> Students write for a specific purpose with a clear understanding of what achieving this purpose will “look like.” <input type="checkbox"/> Students demonstrate the ability to brainstorm, draft, revise, and edit independently. <input type="checkbox"/> Students demonstrate ability to navigate challenges encountered during the writing process. <input type="checkbox"/> Students can transfer writing skills to personal writing <input type="checkbox"/> Students can transfer writing skills to other content courses or writing opportunities
Inquiry/Research	<p>What? Webster’s dictionary defines inquiry as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an official effort to collect and examine information about something <input type="checkbox"/> the act of asking questions 	<p>How? Teachers should guide students to :</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulate relevant, self-generated questions based on interests that can be investigated <input type="checkbox"/> transact with texts to 	<p>Characteristics: Classrooms where teachers emphasize inquiry-based learning have the following characteristics (Drayton & Falk. “Tell-Tale Signs of the Inquiry-Oriented Classroom.” NASSP</p>

	<p>in order to gather or collect information</p> <p>Why? Our 2015 South Carolina ELA standards list Inquiry as a standard strand because they skill of generating questions, researching to find answers, and synthesizing the information located is a world class skill.</p>	<p>formulate questions, propose explanations, and consider alternative views and multiple perspectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration and analysis <input type="checkbox"/> synthesize information to share learning and/or take action <input type="checkbox"/> reflect throughout the inquiry process to assess meta-cognition, broaden understanding, and guide actions. 	<p>Bulletin March 2001 85: 24-34):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inquiry is in the form of authentic (real-life) problems within the context of the curriculum and/or community. <input type="checkbox"/> The inquiry capitalizes on student curiosity. <input type="checkbox"/> Data and information are actively used, interpreted, refined, digested and discussed. <input type="checkbox"/> Teachers, students and teacher-librarian collaborate. <input type="checkbox"/> Community and society are connected with the inquiry. <input type="checkbox"/> The teacher models the behaviors of inquirer. <input type="checkbox"/> The teacher uses the language of inquiry on an ongoing basis. <input type="checkbox"/> Students take
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			<p>ownership of their learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher facilitates the process of gathering and presenting information. <input type="checkbox"/> The teacher and students use technology to advance inquiry. <input type="checkbox"/> The teacher embraces inquiry as both content and pedagogy. <input type="checkbox"/> The teacher and students interact more frequently and more actively than during traditional teaching.
Language and Word Study	<p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focused instruction that provides an opportunity for students to investigate and manipulate words. <input type="checkbox"/> Word study includes instruction in spelling, roots/prefixes/suffixes, vocabulary, word origins, and grammar. <input type="checkbox"/> Word study provides an 	<p>How?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select words for study found texts read in Shared Reading (Whole Group) <input type="checkbox"/> Select additional academic words to increase students' base of knowledge. <input type="checkbox"/> Present opportunities for students to derive meaning for unfamiliar words through context. 	<p>Characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students should have no more than 15 words per week for explicit vocabulary instruction. <input type="checkbox"/> Students demonstrate explicit strategies for decoding words <input type="checkbox"/> Students demonstrate skill with dictionaries, print or digital

	<p>opportunity for students to apply their learning in meaningful ways.</p> <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops experience with components of words, such as roots, prefixes and suffixes <input type="checkbox"/> Contributes to decoding in reading as well as to spelling and writing <input type="checkbox"/> Provides an opportunity for explicit systematic instruction in spelling, grammar, and vocabulary development. 	<ul style="list-style-type: none"> <input type="checkbox"/> Present opportunities for students to employ knowledge of root words and affixes when learning new words <input type="checkbox"/> Employ a variety of strategies to ensure students have repeated exposure to words and their meanings. (Allen, Janet. <i>Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12</i>. Portland, ME: Stenhouse, 2007.) <input type="checkbox"/> Present opportunities for students to make connections between words and concepts <input type="checkbox"/> Present opportunities for students to authentically use the word in conversation or writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate authentic word acquisition through appropriate use in writing or conversation
Disciplinary Literacy	<p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disciplinary literacy teaches students to move beyond the use of general reading strategies toward the use of specialized reading practices for making sense of the unique texts found within each discipline. Each discipline represents knowledge and 	<p>How?</p> <p>To be developed during 2016-2017</p>	<p>Characteristics</p> <p>To be developed during 2016-2017</p>

	<p>the ways of producing and communicating that knowledge differently, resulting in a different approach to reading.</p> <p>□ Why? Reading skills used to read literature are different from any other discipline. Students need to learn how to read like a writer to understand the writer's craft. They also need to recognize how structure and diction contribute to the overall meaning of a literary text.</p> <p>Additionally, students in ELA classrooms need to learn how to read and comprehend multiple types of informational texts. Some of them will be exposition, some will be argument, and some will echo literary elements and style. Each of these textual genres may be biased, so learning how to source the author, time period, and purpose for which it was</p>		
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	written contribute to comprehending. Students need to learn to question what they read for veracity.		
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Appendix B—District Initiatives
Graduation Plus
Inclusive Practices
Personalized Learning/Discovery Leader Corps



Information for You from Greenville County Schools

Graduation Plus

High School Diploma Plus College Credit and Workforce Certification

Graduation Plus

The Basics:

Graduation Plus is a district-wide initiative from Pre-K through high school to ensure all students are college and career ready.



Pre-K

Assurance of School Readiness for ALL children in Greenville County



Elementary (K-5)

Sound foundation in basic disciplines

Initial exposure to variety of careers

Connection between education and career choices

Middle (6-8)

Enhanced academic rigor

Exposure to college/career opportunities

Begin developing future direction in one of 16 career clusters

Expansion of high school offerings to students

High (9-12)

College and Career Ready as defined by Graduation Plus...

+ Significant progress toward a college major and/or two-year degree

+ Completion of freshman level college courses

+ Completion of post-secondary vocational and technical advanced certification

+ Completion of a vocational/technical certificate



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Where Enlightening Strikes!
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INFOLine
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Website
www.greenville.k12.sc.us



The Schools Channel
Charter 190 and UVerse 99



301 E. Camperdown Way
Greenville, SC 29601

Graduation Plus

Pre-K

School Readiness for all Children

- Serve More Students in 4-Year-Old Kindergarten
- Train Private Daycare Workers in Teaching Basic Skills
- Parent Outreach to Encourage Literacy

Elementary (Grades K-5)

Building Strong Foundations, Initial Career Exposure

- Career Awareness Programs
- Student Interest Inventories
- Business Partnerships (Mentoring, Guest Speakers, Field Trips)
- Summer and Extended Day Programs
- All Students Reading on Grade Level by End of 2nd Grade

Middle (Grades 6-8)

Connecting the Classroom to Careers

- Continue to Expand High School Offerings, Which Now Include Algebra 1, Geometry, Spanish 1 & 2, French 1 & 2, Art 1, Intro to Engineering, Digital Media Arts, Computer Apps, Google Basics, Etc.
- STEAM: Science, Technology, Engineering, Arts, Mathematics
- Interest Exploration and Selection of Career Cluster; Adjusted Annually; Students Explore Interests through Electives and Core Classes
- Junior Achievement: "It's My Future" Class



High (Grades 9-12)

Freshman Level College Courses; Significant Progress Toward College Major and/or Two-Year Degree

- College Credit Courses through Advanced Placement in All High Schools and International Baccalaureate in Four Cluster High Schools
- Accelerate Engineering Virtual Courses to Earn 36 College Engineering Credits
- Dual Credit Courses through Greenville Technical College
- Art of Architecture College Courses - The Fine Arts Center
- 14 Programs Moved from Career Centers to High Schools; Enrollment up 400%
- Health Science Program with Greenville Hospital System
- Introduction to Manufacturing
- New Tech High Schools

Career and Technical (Grades 9-12, Based on Program) Work-Ready Certification

- Basic Certifications: Auto Collision Repair, Auto Tech, Carpentry, Childcare, Cosmetology, Culinary Arts, Fire Safety, HVAC, Machine Tool Technology, Mechatronics, Nail Tech, Nursing, Welding
- 350 Industry Certifications Awarded in 2014-15
- Basic Career Center Certification Translates to a Job making Double the Minimum Wage
- Vocational and Technical Advanced Certifications: Automotive Collision, Automotive Tech, Carpentry, Cosmetology, Food Service, Nail Tech, Nursing, Welding
- Programs Continue to Expand



Inclusion Basics

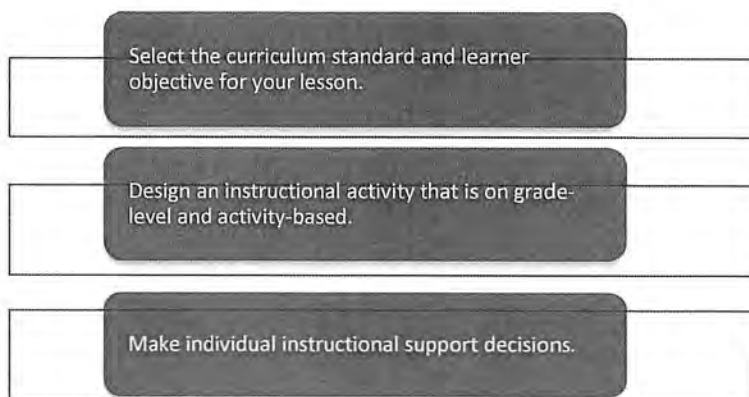
What is Inclusion?

Inclusion means all students are educated in the general education classroom to the greatest extent appropriate. Students receive standards-based instruction in the general education curriculum. Individualized supports are available when needed, and decisions are made on the basis of student needs, NOT labels and places.

- Every student is a general education student.
- Inclusive education is about all students – not just those with a label.
- Schools can no longer meet accountability standards without inclusive practices.

How do we meet the needs of diverse learners in the general education classroom without watering down the curriculum?

Multi-Level instruction is an instructional strategy that enables teachers to achieve different learner outcomes within a single instructional activity. There are three simple steps to multi-level instruction.



Individual instructional decisions include asking the following questions about your students:

1. Can the student perform the instructional activity as it is designed?
2. If no, what accommodations might be needed by any student to support his/her learning success?
3. Is there a need to modify the learner objective for any student? What should the modified learner expectation for the student(s) be?
4. If accommodations or modifications are insufficient, will the student require personal support? What personal support do you recommend?

Student	As Designed?	Accommodations?	Modifications?	Personal Support?

Links

Inclusive Schools Network Resources
www.inclusiveschools.org/inclusion-basics/

Center for Applied Special Technology (CAST):
Universal Design for Learning
<http://www.cast.org/research/udl/>

Center for Applied Special Technology (CAST):
FAQ re: student access to the general education curriculum
<http://www.cast.org/research/faq/>

Center for Applied Special Technology (CAST):
Publication - Curriculum Access for Students with Low Incidence Disabilities: The Promise of UDL
http://www.cast.org/publications/ncac/ncac_low_inc_section1.html

New Horizons for Learning: Inclusive Learning Environments for Students with Special Needs
http://www.newhorizons.org/spneeds/inclusion/front_inclusion.htm

National Center on Student Progress Monitoring
<http://www.studentprogress.org>

Tool Kit on Teaching and Assessing Students with Disabilities
<http://www.OSEPIdeasThatWork.org>

The Special Education Network Inclusion Page: links to resources
<http://www.specialednet.com/inclusion.htm>

U.S. Department of Education Web Site
<http://www.ed.gov>

Office of Special Education and Rehabilitative Services
<http://www.ed.gov/about/offices/list/osers/index.html>

Office of Elementary and Secondary Education
<http://www.ed.gov/about/offices/list/oese/index.html>

Institute of Education Sciences
<http://www.ed.gov/about/offices/list/ies/index.html?src=oc>

National Instructional Materials Accessibility Standard
<http://nimas.cast.org/>

What are the benefits of inclusive education?

"Research findings indicate that inclusive settings (compared to disability only environments) are more stimulating and responsive to young children with disabilities. More demands for appropriate social behaviors are placed on children in inclusive settings, there are opportunities for observational learning and interactions with non-disabled peers, and children with disabilities engage in higher levels of play when they are with non-disabled children."
—Lipsky, D.K. & Gartner, A. (2002), cited in Phi Delta Kappan (2002).

"A growing body of research indicates that providing services in inclusive settings has become one indicator of high-quality programs. In support of this idea, Phillip Strain stated, 'programs that are characterized by integrated service delivery tend to be state of the art in a variety of other dimensions, including extensive parental involvement; highly structured scope, sequence, and method of instruction, and attention to repeated outcome assessments.'
—Strain, P.S. (1990), cited in Phi Delta Kappan (2002).

Take the Inclusion Basics Web Course at the Inclusive Schools Network Website!

<http://goo.gl/PPkQBp>



Inclusion Self-Assessment

Use this free reflective instrument as a guide to review current practices regarding inclusive education.

<http://blog.inclusiveschools.org/test-quiz-page/>



Do the roles of special education teachers change?

Collaborative teaching is often mistaken as the only response to inclusive education. It is important to have a clear understanding of the multiple support models that may be provided for students with special needs. There are three basic options for providing support for students with disabilities. A student may receive services delivered through only one of these options or all three options at some point during the school day or week. The choice of which model to use is dependent on the needs of the student. Consideration for instructional setting should always begin with the general education classroom. Current research places importance on the quality and quantity of in-class support provided.



External Support

Teachers, paraprofessionals, or others provide assistance in preparing accommodations or modifications for instruction. This option is selected only when a significant amount of time each day or week must be devoted to this task and must be accounted for in the schedule.



In-Class Support

Services for special education students provided inside the general education classroom include: peer support, support facilitation, and collaborative teaching.



Specialized Support

Services for special education students provided in a location other than the general education classroom are specialized supports. In most cases, students receive significantly LESS academic learning time in these settings.

What are the quality standards for inclusive schools?

	Effective Practice	In Place	Improvement Needed	Not In Place
Instructional Setting	Students are educated on their home campus.			
	The general education classroom is the first consideration when instruction setting is discussed.			
	Faculty members consider how accommodations, modifications, and other supports can be used to ensure the student can be educated in the general education classroom whenever appropriate.			
Instruction	Instructional personnel use a variety of highly effective instructional strategies (multi-level instruction, activity-based instruction, cooperative learning, etc.).			
	Lecture-based, whole-group instruction has been replaced by differentiated instruction as the predominant instructional methodology in use in our classrooms.			
	There is a single curricular framework for all students, rather than a parallel curriculum for special needs students, assuring access to the general curriculum.			
In-Class Support	There is an emphasis on increasing the amount and quality of in-class support options for special needs students including co-teaching, support facilitation, and use of peers.			
	Related services personnel (OTs, PTs, SLPs) provide their services within the general education classroom when appropriate.			
	Teachers, paraprofessionals and related services personnel receive training to providing in-class support services to students and their general education teachers.			

Digital Leader Corps

a customized system to scale professional learning

Growing Leaders. Growing Capacity.

Digital Leader Corps is a system for professional learning and leadership employed to fuel an innovative change movement, which is intentionally designed to:

- » Drive system transformation
- » Build a culture of continuous improvement
- » Support a shared leadership model
- » Maximize teachers' impact on student learning

LEARNING

Develop and nurture teacher-leaders with ongoing professional learning. Integrate educational technology and digital media into instruction to accelerate the digital transition.

4+ teachers
per school

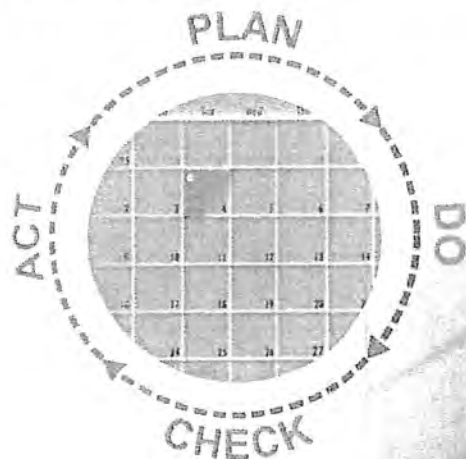
- » 5 professional development days
- » 10 coaching days
- » Ongoing virtual support

1 principal
per school

- » 3+ professional development days
- » Ongoing support

Create a sustainable,
more effective model for building capacity:

- » The Plan-Do-Check-Act cycle is used to provide a continuous feedback loop and just-in-time support for teachers
- » Participants have many opportunities to build their confidence and practice their skills before transferring them to their peers
- » Multiple measures are used to evaluate professional learning



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LEADING

Empower teacher-leaders to design successful teaching strategies and share with peers in a supportive, collaborative Learning Lab environment.

- » Learning Labs provide a safe place for teachers to build their confidence as they innovate, collaborate, practice, and model their skills
- » Leadership skills are intertwined within all professional learning opportunities
- » Reflection on practices with peers becomes regular through on-site planning, coaching, and support
- » Skills are transferred to peers

LASTING IMPACT

Grow a strong pedagogical practice, enhanced by a variety of tools and resources, that is transferred throughout the district. Ultimately, students will experience an engaging and dynamic student-centered learning environment that will allow them to:

- » Participate in dynamic learning opportunities as they engage with digital content, modern devices, and tools
- » Communicate, collaborate, and create to support a path to career and college readiness

Learn more about Digital Leader Corps
and hear real experience from educators at
DiscoveryEducation.com/DigitalLeaderCorps

Digital Leader Corps—Literacy Workshops

Year 1

- **Charting the Course for the Digital Transition**
- **Fostering Student Centered Learning**
- **The Power of Engagement**
- **Upgrading Assessments**

Year 2

- **Focus on Fluency**
- **Focus on Academic Vocabulary**
- **Focus on Comprehension**
- **Focus on Student Talk (phonics)**
- **Focus on Consolidating and Creating**

Year 3

- **Students as Content Creators**
- **Crafting Tasks with Purpose**
- **Redefining Research**
- **Writing—The Process Behind the Product**
- **Writing—Publishing and Amplifying Student Voice**

Appendix C—4K Readiness Assessment Score Summary for myIGDIs



Greenville County Schools—Fall Administration 2015

1,825 Students

DISTRICT SCREENING RESULTS

+	Early Literacy+: Alliteration	Spring	0	0	0	0
		Fall	17	776	825	223
		Winter	1	47	82	61
		Spring	0	0	0	0
		Summer	0	0	0	0
-	Early Literacy+: Picture Naming	Fall	94	1150	398	199
		Winter	2	25	17	29
		Spring	0	0	0	0
		Summer	0	0	0	0
		Spring	0	0	0	0
-	Early Literacy+: Rhyming	Fall	41	1019	542	239
		Winter	1	66	102	111
		Spring	0	0	0	0
		Summer	0	0	0	0
		Spring	0	0	0	0
-	Early Literacy+: Sound ID	Fall	70	971	465	335
		Winter	2	21	36	32
		Spring	0	0	0	0
		Summer	0	0	0	0
		Spring	0	0	0	0
-	Early Literacy+: WODB	Fall	70	971	465	335
		Winter	2	21	36	32
		Spring	0	0	0	0
		Summer	0	0	0	0
		Spring	0	0	0	0

Appendix D—References

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