



Support of Strategic Plan

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

Activity

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.)

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

Activities

1.2.2 – Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including the following:

- a. student driven technology
- b. One-to-one and personal electronic student devices
- c. 21st Century learning environments
- d. Inquiry-based learning
- e. Project-based learning
- f. Project Lead the Way
- g. Flipped classroom
- h. Virtual learning
- i. Hybrid models (virtual/face to face)
- j. Flexible grouping structures (multiage)
- k. Mastery learning
- l. Seat-time flexibility
- m. Career clusters
- n. Single gender
- o. Coordinated Approach to Child Health (C.A.T.C.H)
- p. STEM/STEAM
- q. Fitness Gram
- r. Smart Arts Integration program
- s. Design Thinking
- t. Academic vocabulary
- u. Rigorous, language-based and vocabulary building strategies for Limited English Proficient (LEP) students
- v. Creative and targeted classroom accommodations and modifications for diverse learners

1.2.5 - Provide increased opportunities for students to participate in rigorous courses that award high school and/or college credit through partnerships with higher education and other institutions

- a. Clemson University
- b. Greenville Technical College
- c. South Carolina Governor's School for Math and Science

1.2.6 - Challenge and accelerate student learning at all levels and through various innovative learning opportunities

- a. Continue to offer high school credit in middle schools
- b. Continue to provide AP course offerings through multiple delivery models
- c. Ensure an appropriate number of teaching positions for the Challenge program
- d. Develop school-based technology plans to expand access to technology for all students
- e. Refine and replicate opportunities for students to explore career options
- f. Improve use of Roper Mountain Science Center to enhance instructional experiences in all content areas
- g. Increase opportunities for students to participate in Project Lead the Way and Gateway to Technology
- h. Provide support for inquiry-based strategies for teaching science in elementary classrooms

1.2.7 - Design, implement and evaluate innovative research-based, non-traditional delivery models to close achievement gaps, raise achievement, and increase the graduation rate

- a. Virtual School
- b. Twilight School
- c. STAR Academies
- d. Middle School Alternative Program
- e. High School Alternative Program
- f. Group Homes
- g. Home Bound
- h. Residential Treatment Facilities
- i. Early College
- j. Freshman Academies
- k. High Schools That Work
- l. Making Middle Grades Work
- m. Project Lead the Way
- n. Gateway to Technology
- o. Single gender options
- p. Strategies to impact "summer slide"
- q. Flexible scheduling options
- r. Research-based models for increased learning time (longer school day or year)

Focus on the gap between a student's capability and what he/she is expected to do.

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

Activities:

1.5.1 - Redesign career technology centers' core mission and course offerings to better model explicit career specialties and career clusters (see Long Range Facilities Plan)

- a. Increase participation of all students in career center programs
- b. Expand program opportunities to meet the needs and interests of students

1.5.9 - Ensure that all students are reading on grade level by the end of 2nd grade by implementing the following strategies:

- a. Fully implement balanced literacy framework in grades 5K-2nd
- b. Align balanced literacy and Common Core State Standards with the PreK curriculum
- c. Implement and monitor Response to Intervention for identified students and ensure full implementation with fidelity of research-based, district-endorsed instructional strategies.
- d. Investigate assessment systems to identify struggling readers

1.5.10 - Continue to provide support for students in preparation for college and/or career

- a. IGPs (Individualized Graduation Plans) created for all 8th graders
- b. IGPs monitored and adjusted throughout high school years, based on student need
- c. Annual college fair for juniors and seniors
- d. Annual career fair for seniors
- e. Annual college application days
- f. ACT and SAT preparation
- g. Scholarship and financial aid

1.5.12 - Ensure inclusive practices by developing targeted academic and career programs that meet the needs of diverse learners

1.5.13 - Offer special programming options and alternatives for all students, as appropriate

- a. Career center/cluster activities
- b. Job shadowing and coaching
- c. Work experience
- d. Challenge programs
- e. Fine arts programs
- f. Satellite/Therapy supports

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

Activities:

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)

1.6.6 - Continue to provide support to parents during college and career preparation

- a. Increase parental participation during the annual college fair provided for junior and seniors
- b. Increase parental participation in the annual financial aid workshops

1.6.15 - Continue building relationships with community, businesses and post-secondary training/educational agencies.

- a. Vocational Rehabilitation
- b. Continuum of Care
- c. Local Business/Job training locations
- d. Community and vocational colleges and institutions
- e. Universities
- f. Civic organizations
- g. Department of Social Services
- h. Mental Health