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Mission

We provide educational experiences, in cooperation with the home and community, that prepare students for life-long learning and for ethical, productive participation in a democratic society and the global community.

Vision

To become an exemplary school district in which every child achieves to his or her maximum ability through a rigorous, engaging curriculum and systems of support that cultivate the potential and promote the well-being of every individual child.

We believe

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe, orderly, and inviting environment.
- Students should have competent teachers, principals, and support personnel.
- Parents' involvement and volunteer services support and enhance the teaching and learning process.
- Students should have equal access to educational opportunities.
- Students have the responsibility to be active learners.
- Curriculum and instruction should meet the needs of all students.
- Educational experiences should enable students to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Education is the shared responsibility of home, school, and community.



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Greenville, South Carolina 29602
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From the Chairman Of the Board of Trustees

On behalf of the Board of Trustees, the Superintendent, school system staff, and all of those from the schools and community we serve who have shared in the task of developing our plans for the future, I am pleased to present our strategic plan for achieving educational excellence over the next five years, 2005-2010.

The plan addresses all of the school system's obligations for strategic planning as stipulated by the South Carolina Educational Accountability Act, Individuals with Disabilities Educational Act, and the No Child Left Behind Act. The plan also represents an extension of "Greenville County's Guide to Educational Excellence: Priorities for Performance," known generally as "The Education Plan," whose goals and major focus areas for planning over the past five years will continue to serve as the foundation of our present and future efforts to provide high quality educational opportunities for all students and to achieve measurable goals for improvement. Finally, the development of the plan represents our continuing commitment to shared accountability for educational excellence in Greenville County Schools, including the responsibility of the Board of Trustees, Superintendent, department and school staffs, students and their parents, business and industry, higher education, and community organizations for working collaboratively to chart our direction and accomplish our mission.

The plan appropriately places student achievement at the center of our goals and strategies for improvement. The Board of Trustees provides assurance of its commitment to this principle and to its accountability for ensuring that every child in our school system is provided the support necessary to achieve his or her highest possible level.

Because the plan provides continuing direction for improvement over the next five years, the Board of Trustees, Superintendent, and department and school staff will be active in monitoring its implementation and assessing its progress on a regular basis. Only through such an on-going review of accomplishments and challenges are we able to assure the highest quality of services for the children and community we serve.



Charles J. Saylor

A handwritten signature in black ink that reads "Charles J. Saylor". The signature is written in a cursive, flowing style.

Charles J. Saylor
Chairman, Board of Trustees

From the Superintendent

Our school system's slogan, "Where Enlightening Strikes," communicates our commitment to creating an environment in our schools and throughout our community where students will be inspired to learn, to understand, and to grow into skillful and thoughtful young citizens equipped to play vital roles in the ongoing development and enrichment of Greenville County. As we have said in the past and as we need to reaffirm with every new strategic plan, we want the best for every student. ***Student achievement is paramount***, and I pledge my renewed commitment to aligning our resources with goals and strategies that are focused first and foremost on our central purpose: to enable every child to achieve at his or her highest level as measured against world class standards of academic performance.



Dr. Phinnize J. Fisher

The Strategic Plan for 2005-2010 has been developed from a process that began in 1999 when a broad-based steering committee of individuals representing diverse perspectives across the school system and community designed a strategic plan that came to be known as the "Education Plan: Priorities for Performance."

Using the Education Plan as a foundation, our new plan is the result of intensive planning conducted over the past year by our fourteen clusters of schools, the District 1 PTA Executive Board, Teacher Forum, and departments to design and prioritize appropriate strategies for improvement. The plan provides us with direction to meet new requirements and to address ongoing objectives and needs. We have identified several of these strategies as especially critical to our continuous progress over the next five years. I have included them in my "Superintendent's Priorities in Action," listed below and described in the next section of this booklet.

- Developing student potential for high academic performance.
- Providing a quality alternative to the traditional high school program.
- Expanding and enhancing closing-the-gap strategies.
- Improving school-based professional development for teachers.
- Implementing an employee assistance program to assure productivity.
- Strengthening community collaboration to improve school services.
- Improving efficiency and quality in school facilities maintenance.

I am pleased to present the Greenville County Schools' Strategic Plan for 2005-2010, published here in a form designed to serve as a general reference to those key goals, objectives, and strategies we believe should guide our collective efforts to improve the learning and achievement of every individual child.

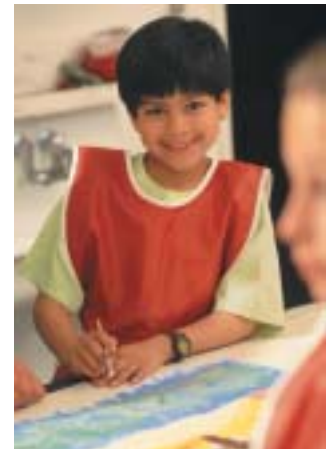
A handwritten signature in cursive script that reads "Phinnize J. Fisher". The ink is dark and the signature is fluid and legible.

Dr. Phinnize J. Fisher
Superintendent

The *Education Plan: Priorities for Performance* identified five essential goals:

1. Raise the Academic Challenge and Performance of Each Student
2. Ensure Quality Personnel in All Positions
3. Provide a School Environment Supportive of Learning
4. Effectively Manage and Further Develop Financial Resources
5. Improve Public Understanding and Support of Public Schools

Based on these goals and the action plans designed to address them, a strategic plan was submitted to the South Carolina Department of Education as required by the South Carolina Education Accountability Act of 1998. This plan has served to guide operations and allocations of resources over the period 2000-2005. During that time, the *No Child Left Behind* legislation was enacted, resulting in many new requirements for achievement and accountability, particularly the obligation to meet *Adequate Yearly Progress (AYP)* targets for the achievement of all student subgroups over the years 2002-2014.



In addition, our on-going review of its numerous initiatives, accomplishments, and challenges over the past five years has identified other areas of need for reform or renewed commitment to successful efforts already underway. The resulting Strategic Plan for 2005-2010 will now guide the strategic plans developed by individual departments, School Improvement Plans (known as “Portfolios”), Professional Development Plans of teachers and administrators, the quality of learning experiences students are provided in the classroom, and, most importantly, student learning and achievement.

Factors Guiding Plans for Student Success

Student Learning and Achievement
(School System Vision and Mission)

Quality of Classroom Learning Experiences

Professional Development Plans

School Improvement Plans (Portfolios)

Department Strategic Plans

Greenville County Schools Strategic Plan

Board of Trustees and Shared Accountability

State and National Accountability Legislation

More rigorous research on how to recognize students who have special gifts and talents is sorely needed.

Christopher Cross,
Senior Fellow
Center for Education Policy

During the strategic planning process for 2005-2010, several key areas of need have been identified as the “Superintendent’s Priorities in Action.” A focus on these priorities, while addressing all other objectives and strategies of the new plan, will help to ensure our success in creating an educational community where every child is engaged in learning that will lead to a lifetime of viable and productive work, thoughtful civic involvement, responsible parenthood, healthy recreation, on-going education, and happiness as a citizen of Greenville County.

Priorities in Action

Developing student potential for high academic performance. (Reference Goal 1)
Providing a quality alternative to the traditional high school program. (Reference Goal 1)
Expanding and enhancing closing-the-gap strategies. (Reference Goal 1)
Improving school-based professional development for teachers. (Reference Goal 2)
Implementing an employee assistance program to assure productivity. (Reference Goals 2, 4)
Strengthening community collaboration to improve school services. (Reference Goals 2, 3, 4, 5)
Improving efficiency and quality in school facilities maintenance. (Reference Goals 3, 4)

Developing student potential for high academic performance

The overall goal of the program is to find and nurture potential giftedness among those elementary students most frequently overlooked because of socioeconomic, cultural, and/or linguistic differences.

Educator Comment on the Program of Assessment and Diagnostic Instruction (PADI)

Most educators and parents are familiar with the many stories of individual students who have risen from poor backgrounds and low academic performance to great heights and outstanding levels of achievement through the help of perhaps one individual who gave the child a lifeline of support at a critical time in his or her school career. Recent research on talent-development, brain research, and accelerated learning includes documentation of such break-through levels of progress and recommends proactive strategies for discovering and developing latent talents and exceptional abilities across a broader spectrum of a school’s or school system’s student population.

Accordingly, plans for raising the level of academic challenge and achievement through new initiatives at the school and department levels, including a school for the academically gifted, will emphasize strategies for the early identification and nurturing of outstanding academic ability. Model approaches to developing students’ potential for gifted performance, such as the Program of Assessment and Diagnostic Instruction (PADI) are currently being explored for possible local implementation – with the goal of achieving a more appropriately diverse representation of students performing at exceptionally high levels in any given school or program.

The first R is Rigor – making sure all students are given a challenging curriculum that prepares them for college or work. The second R is Relevance – making sure kids have courses and projects that clearly relate to their lives and their goals. The third R is Relationships – making sure kids have a number of adults who know them, look out for them, and push them to achieve.

The New Three-R's: Building Blocks of Better High Schools
 Bill Gates, Chairman,
 Microsoft Corporation

Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon.

Ann Lieberman,
 Senior Scholar
 Carnegie Foundation

Providing a quality option to the traditional high school program

Increasingly, state and national leaders in education recognize the need for high schools to develop new avenues or pathways to student success other than through the traditional approach that often results in low performance and steep declines in high school enrollment for a significant percentage of our students. The Smaller Learning Communities initiative in six high schools is an effort to address this issue. However, with additional support from the Greenville United Way, the school system and other community partners will move forward to design a high-quality alternative to the traditional high school program that will address the evident need for such an option.

The alternative high school will be expected to strengthen our local capacity for economic growth and development through graduating more students from high school and building a more direct bridge to viable employment and/or further education.

Expanding and enhancing closing-the-gap strategies

Several years before the *No Child Left Behind* legislation required schools and districts to focus more intensively on lower-performing groups of students, the school system launched a major initiative to help principals become effective instructional leaders in reducing the gap in performance among groups of students while raising achievement overall. Present efforts emphasize assistance to classroom teachers in designing research-based strategies for raising the achievement of lower-performing students. We will continue those research-based strategies while emphasizing a “one child at a time” approach to instruction in all classrooms. We will also continue to strengthen administrative accountability for the results we desire through increasing the quantity and scope of principals’ professional development opportunities focused on instructional leadership skills. We will also promote stronger partnerships with community organizations to provide supplementary academic acceleration programs for lower-performing students.

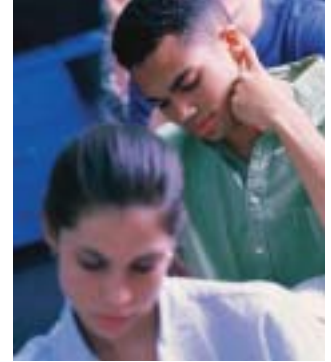


Ample opportunities for teachers to engage in reflective study of teaching practices, experimentation, collaborative problem-solving, and peer coaching in a supportive community of learners are essential.

Rebecca Novick
 Researcher/Author
 NW Regional Educational
 Laboratory

Improving school-based professional development for teachers

Greenville County Schools is a state leader in promoting high-quality professional development for teachers through its network of instructional coaches and curriculum resource teachers, its model teacher-evaluation system, its system-wide approach to increasing skills for teaching reading and mathematics, and other special initiatives. We continue to improve opportunities for teachers to develop greater proficiency in helping every child achieve to high standards.



Focus areas for continuing improvement include ensuring that all professional development programs offered by the school system and by individual schools are consistent with the high-quality definition set forth by *No Child Left Behind* and the National Staff Development Council, and that time is made available during the school day for professional dialogue and problem-solving focused on improving the quality of student work. It is also critical that all beginning teachers are provided on-going support from expert, caring, mentor teachers in becoming more skillful in classroom management and teaching all children to high standards.

An organization sponsoring an Employee Assistance Program can expect up to a five-to-one return on investment through savings made possible by employee response to counseling and subsequent job performance improvement.

Jon Nordheimer
 Author

Implementing an employee assistance program to assure productivity

Recent research in the field of human resources confirms that programs available in the workplace for addressing personal emergencies and other issues affecting job performance are a vital component of any successful and high-performing business.



As the second largest employer in South Carolina, the school system needs to design and implement an effective employee assistance program as a key strategy for ensuring “quality personnel in all positions” and the highest level of productivity to benefit students in all Greenville County public schools.

The nation's schools must improve education for all children, but schools cannot do this alone. More will be accomplished if schools, families, and communities work together to promote successful students.

Joyce L. Epstein
 Director,
 Center on School,
 Family, and Community
 Partnerships

When maintaining a school, we pay not only for bricks and mortar, but also student and staff well-being. Effective school maintenance protects capital investment, ensures the health and safety of our children, and supports educational performance.

National Center for
 Education and Statistics

Strengthening community collaboration to improve school services

Through our existing partnerships with Carolina First, Alliance for Quality Education, Chamber of Commerce, Corporate Partnership for Operational Excellence (CPOE), District 1 PTA, Urban League of the Upstate, and many other organizations, we have already strengthened our collective capacity to provide school-based and school system-wide models of quality management, instructional innovation, early childhood development, after-school programs, facilities development, and other benefits related to improving student achievement.



The school system also acknowledges that student achievement is also deeply related to issues of health, safety, and support for students' personal growth; therefore, we will continue to build stronger partnerships with health and human service agencies, business, the faith community, and parent groups to help us provide the safety nets we know are necessary to assure that all students receive the support they need for doing their very best in school.

Improving efficiency and quality in school facilities maintenance

Past experience and recent studies of school facilities maintenance shows that dependence on only a reactive approach to addressing the repair and upkeep of school buildings frequently contributes to the inefficient use of facilities resources and disruption of the instructional program. This approach tends to defer repairs until a breakdown occurs, often leading to a solution that may address the immediate problem, but in a fashion that may result in increasing the potential for greater damage and expense in the future. On the other hand, regularly scheduled equipment maintenance not only prevents sudden and unexpected equipment failure, but also reduces the overall life-cycle cost of the building.

The school system will therefore upgrade its system of school facilities maintenance and enhance the educational environment of schools through designing and implementing a more efficient and effective system of preventive and predictive maintenance for all appropriate components of school facilities.

- 62% of schools rated Excellent or Good on 2004 School Report Cards
- More students taking algebra in middle school (99% of these students passed the Algebra 1 End-of-Course Exam with a Median Score of 91)
- Scores on the Iowa Test of Basic Skills are at or above the national norm
- Composite scores on the SAT are 19 points higher than the state's, with scores improving 12 points from 1999-2004 (School system ranks 4th in the state in percentage of students tested.)
- Increased literacy and readiness in K5 and first grade (79% of students scored above the 50th percentile on the DIAL-3)
- Increased participation in Honors and Advanced Placement courses (48% of students scored 3-5 on the Advanced Placement Exam)
- Decreased the achievement gap among subgroups of students
- 84% of the Class of 2004 entered higher education
- Scholarships of over \$62 million were up nearly 17% over 2003 and 530% over 1996
- More teachers are skilled in data-driven instructional planning
- More teachers have become technologically proficient
- Developed performance evaluation systems for teachers and administrators
- Increased and enhanced safety and crisis training in all schools
- Significantly reduced portables
- Achieved the highest bond rating of any South Carolina school district
- Increased parent involvement
- Increased and improved communications and idea-sharing among school and community stakeholders

Building on Progress Reported for 2004

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Focus Area 1

Student Learning and Achievement

Raise the Academic Challenge and Performance of Each Student

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Focus Area 2

Teacher and Administrator Quality

Ensure Quality Personnel in All Positions

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Focus Area 3

School Environment

Provide a School Environment Supportive of Learning

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Focus Area 4

Financial Resources

Effectively Manage and Further Develop Necessary Financial Resources

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Focus Area 5

Communications

Improve Public Understanding and Support of Public Schools

Focus Areas

Greenville County's Guide to Educational Excellence



There is a brilliant child
locked inside every student.

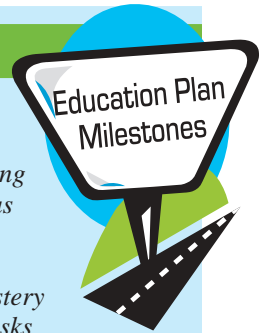
Marva Collins
Educator, Author

Raise the Academic Challenge and Performance of Each Student

Related Priorities in Action

- Developing student potential for high academic performance.
- Providing a quality alternative to the traditional high school program.
- Expanding and enhancing closing-the-gap strategies.

Education Plan Milestones*



- All students will be provided with a challenging, well-rounded, and engaging curriculum based on one set of rigorous academic standards.
- All students will demonstrate their mastery of academic subjects and real world tasks through a system of performance-based assessments tied to high curriculum standards.
- All schools will provide research-based instructional and school organizational practices - including appropriate resource support for students with special learning needs - to ensure that all students have the opportunity to meet high academic standards, that gaps in achievement among groups of students are closed, and that performance is raised for all students.

*See Page 30 for Glossary Definition of Education Plan Milestones.

Objectives

Data Points

Department

Objectives	Data Points	Department
1. Meet the Adequate Yearly Progress (AYP) objective for PACT mathematics and English/Language Arts (ELA) for all subgroups each year.	<ul style="list-style-type: none"> • PACT mathematics target increasing from 48.4% to 65.5% by 2010 • PACT ELA target increasing from 50.1% to 67.6% by 2010. 	Shared Accountability
2. Increase performance in PACT science and social studies.	<ul style="list-style-type: none"> • Increasing scores in PACT science and social studies for all subgroups. 	Shared Accountability
3. Meet or exceed the annual AYP objective for HSAP mathematics and ELA for all subgroups.	<ul style="list-style-type: none"> • HSAP mathematics target increasing from 53.9% to at least 70.0 by 2010. • HSAP ELA target increasing from 63.9% to at least 71.3 in 2010. 	Shared Accountability
4. Meet the annual percent tested threshold of 95% for all subgroups and tests each year.	<ul style="list-style-type: none"> • Current rate of 99% maintained annually. 	Shared Accountability
5. Meet or exceed the annual student attendance rate threshold of 95.3% each year.	<ul style="list-style-type: none"> • Current rate of 96% maintained annually. • Increased attendance of subgroups. 	Shared Accountability

Focus Area 1

Student Learning & Achievement

Raise the Academic Challenge and Performance of Each Student

Objectives	Data Points	Department
6. Increase the student graduation rate by 1% each year.	<ul style="list-style-type: none"> Student graduation rate increasing by 1% each year from 77.5% to 83% by 2010. 	Shared Accountability
7. Increase performance on all other assessments.	<ul style="list-style-type: none"> Increasing scores on End-of-Course tests, SAT, ACT, and AP. 	

Strategy	Measure	Department
1. Refine procedures for curriculum development by writing a curriculum development management plan to increase rigor and academic growth at each grade level.	<ul style="list-style-type: none"> Curriculum development plan written by 2005-06 and enhanced annually. 	Teaching and Learning
2. Increase department support to schools in order to carry out the comprehensive curriculum and instructional plan.	<ul style="list-style-type: none"> One ELA Consultant, one Math Consultant, and one Early Childhood Coordinator added by 2005-06 Allocations determined to meet the needs for additional social studies, science, and foreign language support at the Central Office Plan developed to provide Science Laboratory support for elementary schools by 2006. 	Teaching and Learning Human Resources
3. Research and evaluate new curricula/instructional methods for use in gifted and nurturing programs, ESOL programs, and Students with Disabilities programs.	<ul style="list-style-type: none"> Completed studies with recommendations regarding implementation of new curricula and/or revisions of present approaches by 2008. 	Teaching and Learning Research and Evaluation
4. Ensure that students who are limited English proficient (LEP) attain English proficiency and develop high levels of academic attainment in English and other subject areas.	<ul style="list-style-type: none"> Increasing percentages of LEP students gaining English proficiency. Increasing numbers of teachers certified in ESOL (English for Speakers of Other Languages). Increasing numbers of teachers participating in ESOL staff development. Numbers of language minority parents involved in educational activities. 	Teaching and Learning

Raise the Academic Challenge and Performance of Each Student

Strategy	Measure	Department
5. Provide adequate academic, career, and personal counseling services to high school students and parents.	<ul style="list-style-type: none"> Counselor/student ratio of 1:250 achieved by 2010 by adding 24 projected positions over five years. 	Teaching and Learning
6. Research implement, evaluate, and improve the transition across educational levels.	<ul style="list-style-type: none"> Completed studies of best practices for student transitions between 5th and 6th grades, and 8th and 9th grades. Transition model designed and implemented in schools by 2007. 	Teaching and Learning
7. Develop and implement a formative assessment system.	<ul style="list-style-type: none"> Completed research, selection, and implementation of assessment software that provides student progress and diagnostic feedback for each content strand by 2006. 	Teaching and Learning Research and Evaluation Education Technology
8. Design and implement an alternative high school model.	<ul style="list-style-type: none"> Model implemented by 2008. Academic progress and graduation achieved by students in program by 2009. 	Deputy Supt./Schools Teaching and Learning Career/Technical Education
9. Identify and provide support to schools showing the greatest gaps in achievement among subgroups of students.	<ul style="list-style-type: none"> Decreasing gap in achievement on all state assessments among all subgroups. Documented efforts to: <ol style="list-style-type: none"> (1) assign effective teachers to teach lower-performing students; (2) provide additional learning time for struggling students; (3) provide parent training; (4) provide professional development for teachers and administrators. 	Closing the Gap Teaching and Learning Principal Supervision and Accountability
10. Design and implement a program to nurture the potential of students for high academic performance.	<ul style="list-style-type: none"> Program designed and implemented. Increasing diversity of students enrolled in programs identified as academically advanced. 	Deputy Supt. /Schools Research and Evaluation Teaching and Learning
11. Implement system-wide programs for strengthening reading instruction in grades 4K to second.	<ul style="list-style-type: none"> Increasing percentages of students reading on grade level by the end of second grade. 	Teaching and Learning

Raise the Academic Challenge and Performance of Each Student

Strategy	Measure	Department
12. Implement strategies to ensure the success of students who enroll in Algebra I in the 8th grade.	<ul style="list-style-type: none"> Increasing numbers of students completing Algebra I in the 8th grade. Documented inclusion of algebraic concepts in K-8 curricula. Numbers of students attending engaging tutorial programs. Numbers of teachers enrolling in graduate level mathematics courses. 	Teaching and Learning
13. Provide increased opportunities for students to participate in rigorous courses that award high school and college credit.	<ul style="list-style-type: none"> Increasing number and variety of AP courses and increased number and diversity of students enrolled in AP courses in each high school. 	Teaching and Learning
14. Provide increased opportunities for students to develop test taking knowledge and skills necessary for acceptance into post-secondary institutions.	<ul style="list-style-type: none"> Number of SAT preparation courses and number and diversity of students enrolled in SAT preparation courses in each high school. Number of students accessing an online SAT preparation course by the end of 11th grade. 	Teaching and Learning
15. Review special education placement and practices in light of 2005 IDEA Reauthorization.	<ul style="list-style-type: none"> Report on special education placement and practices completed by 2007. 	Special Education
16. Reduce self-contained placements at all grade levels.	<ul style="list-style-type: none"> Decreasing numbers of self-contained placements each year. 	Special Education
17. Provide grade level standards-based instruction in multi-grade self-contained classrooms.	<ul style="list-style-type: none"> Lesson and unit plans that demonstrate standards-based instruction by 2006. 	Special Education

I hear and I forget.

I see and I remember.

I do and I understand.

Confucius
Chinese Philosopher and Educator

Raise the Academic Challenge and Performance of Each Student

Strategy

Measure

Department

<p>18. Provide research based instructional practices and materials for students with disabilities.</p>	<ul style="list-style-type: none"> • Numbers of special education teachers who receive training in direct instruction and multi-sensory reading methodologies. • Adoption of curriculum for mildly and moderately mentally disabled students by 2006. • Availability of science materials in self-contained classrooms by 2008. • Numbers of students served by a pilot reading program for students unsuccessful with traditional reading instruction. 	<p>Special Education</p>
<p>19. Provide special education classrooms with appropriate assistive technologies designed to provide increased access to the general curriculum.</p>	<ul style="list-style-type: none"> • Increasing numbers of students served through use of assistive technologies. 	<p>Special Education</p>



Education is not the filling of a pail, but the lighting of a fire.

William Butler Yeats
Irish Writer, Poet



Good schools, like good societies and good families, celebrate and cherish diversity.

Deborah Meier
Educator, Author

Ensure Quality Personnel in All Positions

Related Priorities in Action

- Improving school-based professional development for teachers
- Implementing an employee assistance program to assure productivity
- Strengthening community collaboration to improve school services

Education Plan Milestones*

- Provide vigorous and effective programs of personnel recruitment, retention, training, and evaluation.
- Provide all teachers with a high-quality system of professional development focused on improving the quality of student learning and achievement.
- Provide all principals and assistant principals with professional development in instructional leadership skills for working effectively with faculty, staff, and the community to improve student learning.

**See Page 30 for Glossary Definition of Education Plan Milestones.*



In schools embarked upon reinventing, redesigning, and restructuring themselves, teachers wrestle with the criteria for good work, and the forms in which it might be expressed.

Judith Warren Little, University of California

Objectives

Data Points

Department

Objectives	Data Points	Department
1. Meet the Adequate Yearly Progress objective that all teachers will be Highly Qualified by 2006-07.	<ul style="list-style-type: none"> • Percentage of Highly Qualified teachers increased from 93% to 100% by 2006- 07. 	Human Resources
2. Strengthen the ability of teachers and administrators to improve learning opportunities and achievement for all students.	<ul style="list-style-type: none"> • Increasing proficiency demonstrated via the PAS-T and PAS-A performance evaluation instruments. • Increasing achievement of students in classrooms, schools, and the school system as a whole. 	Shared Accountability
3. Provide an effective and efficient system of human resources support to address personal, financial, and administrative needs of school and Central Office staff.	<ul style="list-style-type: none"> • Increasing productivity of staff as assessed by directors and supervisors. • Increasing employee morale. • Reduced absenteeism. • Increased success in recruitment. 	Human Resources Deputy Supt./Operations

Ensure Quality Personnel in All Positions

Strategy	Measure	Department
<p>1. Provide high quality professional development programs, to include the following actions:</p> <p>a. Review teacher deficiencies in attaining Highly Qualified status and provide reimbursement to teachers for required course work and Praxis exams. Provide HOUSSSE evaluations for appropriate staff.</p>	<ul style="list-style-type: none"> Records indicating support provided and Highly Qualified status achieved by 2006-07. 	<p>Human Resources</p>
<p>b. Implement the school system's performance evaluation systems for all professional staff.</p>	<ul style="list-style-type: none"> Documentation of performance evaluations completed for all professional staff by 2007-08. 	<p>Human Resources</p>
<p>c. Review professional development programs offered by the school system and individual schools for consistency with the high-quality definitions set forth by No Child Left Behind and the National Center for Staff Development.</p>	<ul style="list-style-type: none"> Review completed by school system and schools by 2006 with plans established for continuous improvement 2006-2010. 	<p>Principal Supervision and Accountability</p>
<p>d. Assure that regular time and support is available during the school day or work week for teachers to engage in professional dialogue and problem-solving focused on improving the quality of student work.</p>	<ul style="list-style-type: none"> Assessment of time provided within the work day, work week and work year; indicates a high level of collegial planning, peer support, opportunity for individual reflection, and administrative supervision. 	<p>Principal Supervision and Accountability</p>
<p>e. Continue to increase the effectiveness of Instructional Coaches and Curriculum Resource Teachers through on-going professional development, idea-sharing across schools, evaluations of impact, and adjustments as indicated.</p>	<ul style="list-style-type: none"> Positive assessments of teachers and administrators with respect to quality of support provided. Increasing student achievement, with indicators including grades and authentic assessments of student performance. 	<p>Human Resources Teaching and Learning</p>
<p>f. Provide continuous support for principals in fulfilling their primary role as instructional leader of the school.</p>	<ul style="list-style-type: none"> Positive performance evaluations for instructional leadership. Increasing student achievement, with emphasis on closing achievement gaps among subgroups of students. 	<p>Principal Supervision and Accountability Human Resources</p>

Ensure Quality Personnel in All Positions

Strategy	Measure	Department
<p>g. Assure that all beginning teachers are provided on-going support from expert, caring, mentor teachers in becoming more skillful in classroom management and teaching all children to high standards.</p>	<ul style="list-style-type: none"> Positive assessments of beginning teachers with respect to quality of support provided. 	<p>Human Resources</p>
<p>h. Continue partnership with the Carolina First Center for Excellence to support Baldrige training in using quality tools to increase student achievement.</p>	<ul style="list-style-type: none"> Increasing student achievement in Baldrige sites in comparison with other schools. 	<p>Deputy Supt./Schools</p>
<p>i. Provide opportunities for all teachers to meet the requirements of the Teacher Technology Proficiency Proviso.</p>	<ul style="list-style-type: none"> 100% of teachers demonstrate proficiency during their current certification renewal cycle. 	<p>Human Resources Education Technology</p>
<p>j. Provide opportunities for all school system and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A).</p>	<ul style="list-style-type: none"> Increasing proficiency of administrators as demonstrated via a district performance assessment based on ISTE NETS-A standards. 	<p>Human Resources Education Technology</p>
<p>k. Provide on-going training and consultation to meet the learning needs of students with disabilities.</p>	<ul style="list-style-type: none"> IDEA compliance training conducted annually. Increasing participation of special needs teachers in training focused on best practice. Cadre of mentor special education teachers established by 2008. Increasing numbers of para educators for self-contained classrooms. 	<p>Special Education</p>
<p>l. Continue support classes for those teachers seeking National Board Certification.</p>	<ul style="list-style-type: none"> National Certification achieved by aspiring teachers. Increasing achievement of Nationally Certified teachers' students, with emphasis on students with histories of low performance. 	<p>Teaching and Learning</p>

Ensure Quality Personnel in All Positions

Strategy	Measure	Department
m. Continue support of training for language arts teachers through the Bread Loaf Teachers' Network.	<ul style="list-style-type: none"> Positive assessments of teachers with respect to quality of support provided. Positive assessments of work produced by students of teachers served by the Network. 	Teaching and Learning
n. Design and implement a uniform evaluation system for non-exempt staff.	<ul style="list-style-type: none"> Evaluation system designed and implemented by 2008. 	Human Resources
o. Develop an internship program for prospective administrators in alignment with a succession plan for administrative positions.	<ul style="list-style-type: none"> Program developed by 2007. 	Human Resources Principal Supervision and Accountability
p. Design and implement a professional development curriculum for entry-level supervisors.	<ul style="list-style-type: none"> Curriculum designed and implemented by 2007. 	Human Resources Teaching and Learning
2. Research and develop potential designs for an employee assistance program; implement the program following public and staff input on the proposed options.	<ul style="list-style-type: none"> Research and development completed by 2006. Plan implemented in stages beginning 2007; refined and expanded 2008-2010. 	Deputy Supt./Operations Human Resources
3. Utilize technology to increase efficiency and effectiveness in managing the Human Resources functions, to include the following actions:		Human Resources Education Technology
a. Continue to refine and improve the Human Resources website to improve communications with present and prospective personnel.	<ul style="list-style-type: none"> Positive assessments of communications quality by website users. 	Human Resources Education Technology
b. Implement an electronic application and employment process for all positions (i.e. On-Line Application, Recommendation for Employment, etc.).	<ul style="list-style-type: none"> Increasing use of website to complete employment applications. 	Human Resources Education Technology

Ensure Quality Personnel in All Positions

Strategy	Measure	Department
<p>c. Fully implement an online system that includes access to professional development course registration, a teacher recertification interface, and master calendar of professional development opportunities.</p>	<ul style="list-style-type: none"> Increasing use of website to complete professional obligations. Increasing participation in professional development opportunities. 	<p>Human Resources Education Technology</p>
<p>4. Continue to provide and enhance procedures for ensuring high quality personnel through effective workforce planning, to include the following actions:</p>		<p>Human Resources</p>
<p>a. Evaluate employment and transfer policies to increase retention across all schools to include Title I schools.</p>	<ul style="list-style-type: none"> Increasing retention of teachers in all schools and in Title I schools, with special focus on teachers who are highly effective in raising the achievement of low-performing students. 	<p>Human Resources</p>
<p>b. Enhance current recruiting strategies to increase the availability of diversity within the applicant pool.</p>	<ul style="list-style-type: none"> Increasing diversity among the applicant pool; increasing diversity among employed personnel. 	<p>Human Resources</p>
<p>c. Evaluate and revise recruiting plans based on new market opportunities (i.e. job sharing, PACE, international teachers).</p>	<ul style="list-style-type: none"> Recruiting plans revised with input from principals. 	<p>Human Resources</p>
<p>d. Continue to reduce class size appropriate to assessed need for providing greater attention to the learning needs of individual students.</p>	<ul style="list-style-type: none"> Increasing academic achievement of students in reduced class sizes. 	<p>Human Resources</p>
<p>e. Continue to expand strategies to address underperforming teachers and other employees.</p>	<ul style="list-style-type: none"> Expanding professional development for monitoring work performance. Increasing number of employee work observations. Increasing number of employee improvement notices and performance assistance efforts. Improving employee performance. 	<ul style="list-style-type: none"> Shared Accountability

Provide a School Environment Supportive of Learning

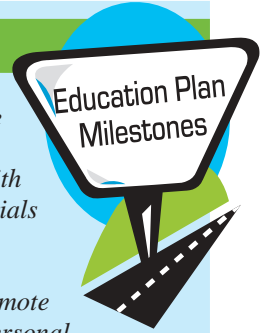
Related Priorities in Action

- Strengthening community collaboration to improve school services
- Improving efficiency and quality in school facilities maintenance

Education Plan Milestones

- *Provide school environments that are safe, clean, structurally sound, maintained, inviting, and supplied with essential technology and other materials to achieve learning goals.*
- *Develop strategies for schools to promote character education and civic and personal responsibility.*

**See Page 30 for Glossary Definition of Education Plan Milestones.*



Objectives

Data Points

Department

Objectives	Data Points	Department
1. Strengthen collaboration with parents and community to enhance the learning environment and improve access to educational resources.	<ul style="list-style-type: none"> • Increasing satisfaction with school climate as measured by an annual survey for School Report Cards. 	Teaching and Learning Shared Accountability
2. Design and implement a preventive maintenance plan to ensure the continuous operation of a high quality instructional program in all schools.	<ul style="list-style-type: none"> • Increasing efficiency in school operations as measured by school climate surveys and cost savings realized by 2010. 	Deputy Supt./Operations Operations & Maintenance
3. Provide environments integrated with technology and opportunities for learning that develop technology proficiency by the end of 8th grade.	<ul style="list-style-type: none"> • Demonstration of technology proficiency by the end of 8th grade. • Increasing student achievement. 	Education Technology Human Resources Teaching and Learning

Focus Area 3

School Environment

Provide a School Environment Supportive of Learning

Objectives	Data Points	Department
4. Provide a more effective system of student services to support the continuous academic growth, safety, and personal well-being of all students.	<ul style="list-style-type: none"> Decrease in disciplinary referrals, truancies, suspensions, expulsions, teen pregnancies, and dropouts. Increasing attendance. Increasing graduation rate. 	Student Personnel Services Shared Accountability
5. Design and implement improved systems of planning for student projection and assignment.	<ul style="list-style-type: none"> Increasing parent satisfaction with school assignment process. 	Planning/Demographics
6. Enhance the safety and efficiency of the school system's transportation system.	<ul style="list-style-type: none"> Increasing parent and student satisfaction with the school transportation system. 	Transportation

Strategy	Measure	Department
Community Collaboration 1. Provide services in Title I schools to support parenting skills, literacy skills, academic assistance, and instructional technology.	<ul style="list-style-type: none"> Increasing participation of Title I parents in training. Increasing involvement of Title I parents in supporting their child's learning. 	Teaching and Learning
2. Provide laptops to all Title I middle school students and train students and their parents in how to use computer resources to improve learning and achievement.	<ul style="list-style-type: none"> Increasing student achievement in Title I schools. 	Teaching and Learning
3. Promote school applications for the SC Red Carpet Award, NPTA School of Excellence Award, or a similar award for excellence.	<ul style="list-style-type: none"> Applications completed and awards received. 	Teaching and Learning

Provide a School Environment Supportive of Learning

Strategy	Measure	Department
<p>4. Research and develop grants that leverage community partnerships to improve the safety and well-being of students.</p>	<ul style="list-style-type: none"> Grants developed and awarded. Evaluation of effects on improving the school learning environment. 	<p>Deputy Supt./ Schools Shared Accountability</p>
<p>5. Seek opportunities for collaboration with higher education, community organizations, and business to identify additional resources and services that improve the school environment, including access to technology.</p>	<ul style="list-style-type: none"> Documented activities to develop collaborations. Increasing resources and services for improving school learning environments. 	
<p>Preventive Maintenance of Facilities</p> <p>1. Review present work processes and research best practice options for developing a plan for effective preventive and predictive maintenance.</p>	<ul style="list-style-type: none"> Research completed and recommendations made by 2005. 	<p>Operations & Maintenance</p>
<p>2. Develop a school facilities preventive maintenance plan, to include a painting cycle and other cycles as indicated by the plan.</p>	<ul style="list-style-type: none"> Plan developed and approved for implementation by 2006. 	<p>Operations & Maintenance</p>
<p>3. Provide enhanced, ongoing training for technicians, plant engineers, and custodians.</p>	<ul style="list-style-type: none"> Positive evaluations of training provided. 	<p>Operations & Maintenance</p>
<p>4. Project additional costs associated with personnel, supplies, utility, and energy.</p>	<ul style="list-style-type: none"> Short and long-term costs/savings projected accurately. 	<p>Operations & Maintenance With CPOE (Corporate Partnership for Operational Excellence)</p>

Provide a School Environment Supportive of Learning

Strategy	Measure	Department
<p>Technology Integration</p> <p>1. Provide support to teachers in designing active-learning approaches to teaching and learning that enable students to use technology for real world problem solving and research.</p>	<ul style="list-style-type: none"> • Documentation of efforts to coach teachers in problem-based learning and technology integration. • Increasing proficiency of students in using technology as a tool for complete quality work. 	<p>Teaching and Learning Human Resources Education Technology</p>
<p>2. Adopt grade-level appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society.</p>	<ul style="list-style-type: none"> • Grade-level technology standards established by 2006. • Sampling of student work showing increased technology integration. 	<p>Teaching and Learning Education Technology</p>
<p>3. Provide teachers and students with the technology resources, including multimedia equipment and assistive technology, to access Internet information sources, extend learning beyond the classroom, facilitate information access by parents and the community, and increase academic achievement.</p>	<ul style="list-style-type: none"> • Technology inventory that includes the status of current network/ Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources. • Increasing student achievement. 	<p>Education Technology</p>
<p>4. Ensure that all teachers, principals, and staff have access to administrative tools to facilitate their job task, improve communication, and increase efficiency.</p>	<ul style="list-style-type: none"> • Integrated telephone/voicemail/fax system in place for all teachers by 2006. • Increasing satisfaction with the quality of technology tools and services to facilitate administrative tasks and communications. 	<p>Education Technology</p>
<p>5. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members.</p>	<ul style="list-style-type: none"> • Schedules for technology access and training published. • Increasing use of after-hours technology by students, parents, teachers, and community members. 	<p>Education Technology</p>

Provide a School Environment Supportive of Learning

Strategy	Measure	Department
6. Provide broadband access to student homes, especially those most affected by the digital divide.	<ul style="list-style-type: none"> Broadband access provided to homes according to assessed need by 2006. 	Education Technology
7. Implement an obsolescence and upgrade plan to replace and recycle equipment and software.	<ul style="list-style-type: none"> Report indicating replaced and recycled equipment and software. 	Education Technology
8. Implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage robust automated backup, and immediate hardware recovery.	<ul style="list-style-type: none"> Documentation of recovery plan in place. 	Education Technology
<p>Effective Support for Students</p> <p>1. Evaluate service delivery in Attendance, Social Work, Homebound, Health Services, Intervention Services, and Law Enforcement to assess strengths and weaknesses.</p>	<ul style="list-style-type: none"> Evaluation completed by 2006. 	Student Personnel Services Research and Evaluation
<p>2. Provide training and support for teachers and administrators in managing student behavior more effectively, including training in positive behavior, service learning, conflict resolution, crisis prevention & intervention, conduct manifestation determination, and risk assessment.</p>	<ul style="list-style-type: none"> Positive assessment of trainings by participants. Decreasing numbers of disciplinary referrals, suspensions, and expulsions. Increasing participation of students in service learning, community service, and civic engagement activities. Increasing academic performance of students with histories of behavior problems. 	Student Personnel Services Special Education Teaching and Learning

It is the responsibility of every adult ... to make sure that children hear what we have learned from the lessons of life and to hear over and over that we love them and that they are not alone.

- Marian Wright Edelman, Founder of Children's Defense Fund

Provide a School Environment Supportive of Learning

Strategy	Measure	Department
3. Expand and improve existing functions of Student Personnel Services, to include the following actions:		Student Personnel Services
a. Revise the First Aid Responder Program to meet existing needs.	<ul style="list-style-type: none"> • First Aid Responder Program revised and positively assessed to meet needs. 	Student Personnel Services
b. Offer on-site support for Medicaid billing for school nursing services.	<ul style="list-style-type: none"> • Increasing use of school nursing services by those eligible students. 	Student Personnel Services
c. Develop, implement, and assess attendance plans for Title I Schools and expand the Attendance Intervention Modules (AIM) Program to support a variety of cultures.	<ul style="list-style-type: none"> • Improved student attendance in Title I schools. • Improved student attendance among identified subgroups. 	Student Personnel Services
d. Design and implement in-service trainings on strategies for dropout prevention, including data collection for reporting/tracking students more accurately.	<ul style="list-style-type: none"> • Positive assessment of trainings by participants. • Plan developed for reporting/tracking students. • Decreasing numbers of school dropouts. 	Student Personnel Services
e. Establish a pool of certified teachers to serve as homebound teachers through an automated locating and assignment system.	<ul style="list-style-type: none"> • Increasing efficiency in locating/assigning homebound teachers for services to students. 	Student Personnel Services

Provide a School Environment Supportive of Learning

Strategy

Measure

Department

<p>Student Projection and Assignment</p> <p>1. Enhance the student projection and assignment process by using new technology, to include the following actions:</p>	<ul style="list-style-type: none"> • New technology in place and used effectively to facilitate the student projection and assignment process by 2006. 	<p>Planning/Demographics</p>
<p>a. Implement new Arc Map software.</p>	<ul style="list-style-type: none"> • New technology in place by 2006. 	<p>Planning/Demographics</p>
<p>b. Review and revise, as needed, the current process to map all roads and multi-family complexes.</p>	<ul style="list-style-type: none"> • Review completed by 2005. 	<p>Planning/Demographics</p>
<p>c. Develop a user-friendly, accurate, and current online street address look-up system for schools and parents to determine school assignment.</p>	<ul style="list-style-type: none"> • Increasing parent satisfaction with school assignment process. 	<p>Planning/Demographics</p>
<p>d. Develop and present appropriate on-going training to school staff.</p>	<ul style="list-style-type: none"> • Positive assessments of training by staff. 	<p>Planning/Demographics</p>
<p>2. Complete the current facility plan and prepare for future facility needs.</p>	<ul style="list-style-type: none"> • Completion of current facilities plan. • Approval of plan for future facility needs. 	<p>Planning/Demographics</p>
<p>Transportation</p> <p>1. Improve methods of identifying and improving student discipline on buses, to include the following actions:</p>	<ul style="list-style-type: none"> • Decreasing numbers of disciplinary offenses on buses. 	<p>Transportation</p>
<p>a. Purchase and install video recording system on buses.</p>	<ul style="list-style-type: none"> • Video recording equipment installed on buses. 	<p>Transportation</p>
<p>b. Involve school administrators and drivers in the development of a consistent bus discipline policy.</p>	<ul style="list-style-type: none"> • Consistent bus discipline policy developed. 	<p>Transportation</p>

Provide a School Environment Supportive of Learning

Strategy	Measure	Department
c. Provide staff development for drivers and school administrative staff on the discipline policy.	<ul style="list-style-type: none"> Positive assessments of training by school administrators. 	Transportation
2. Improve the quality of drivers through enhanced recruitment, retention, and training efforts.	<ul style="list-style-type: none"> Increasingly positive evaluations of bus personnel. Improved parent and student satisfaction with transportation services. 	Transportation Human Resources
3. Aggressively seek funding for school bus replacement cycle.	<ul style="list-style-type: none"> Funding secured for school bus replacement cycle. 	Government Relations
4. Improve the bus routing system and busing services for students.	<ul style="list-style-type: none"> Improved parent and student satisfaction with transportation services. 	Transportation Planning/Demographics



Effectively Manage and Further Develop Necessary Financial Resources

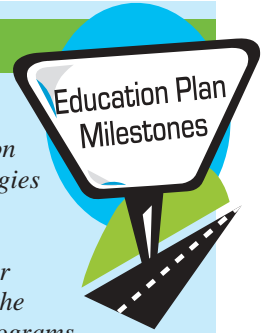
Related Priorities in Action

- Implementing an employee assistance program to assure productivity.
- Strengthening community collaboration to improve school services.
- Improving efficiency and quality in school facilities maintenance.

* Education Plan Milestones

- *Determine the financial resources necessary to implement the Education Plan and develop appropriate strategies to achieve those resources.*
- *Utilize the Corporate Partnership for Operational Excellence to examine the school system's non-instructional programs in order to achieve optimum efficiency.*

**See Page 30 for Glossary Definition of Education Plan Milestones.*



A comprehensive review of over 60 statistical analyses that examine the link between school inputs, such as funding levels and student poverty rates, and school outcomes, such as test scores and graduation rates, indicates that school funding and student performance are strongly related.

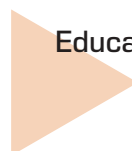
Kevin Carey
National Endowment
for Science, Technology and the Arts

Objectives

Data Points

Department

Objectives	Data Points	Department
1. Annually increase the number and quality of services offered to manage and develop financial resources from 2005 to 2010.	<ul style="list-style-type: none"> • Increasing satisfaction with quality of financial services as measured by annual surveys. 	Finance
2. Annually increase revenues to fund the needs of the school system.	<ul style="list-style-type: none"> • Increasing revenues to fund the needs of the school system. 	Finance Shared Accountability



Education costs money, but then so does ignorance.

Claus Moser, Chairman, Basic Skills Agency

Effectively Manage and Further Develop Necessary Financial Resources

Strategy	Measure	Department
1. Streamline services and provide annual quality training, to include the following actions:		Finance: Business Services
a. Document internal processes used and compile a "Business Services Procedures Manual."	<ul style="list-style-type: none"> • "Business Services Procedures Manual" completed by 2006. 	Finance: Business Services
b. Join with Education Technology Services to create Standard Operating Procedures to extract data from SASI for reporting milestones to relieve schools from supplying this information.	<ul style="list-style-type: none"> • Reduced burden on school staff for reporting required information. 	Finance: Business Services
c. Provide annual staff development for administrators on financial polices, practices, and JD Edwards.	<ul style="list-style-type: none"> • Positive assessment of trainings by participants. • Evaluations of administrators reflect increased knowledge and skill in managing financial resources. 	Finance: Business Services
2. Provide additional publicly assessable services while creating more efficient operations, to include the following actions:		Finance: Procurement
a. Post the Procurement Code on Infoweb along with a summary of priority issues.	<ul style="list-style-type: none"> • Procurement Code posted on Infoweb by 2006. 	Finance: Procurement
b. Involve additional employees in the evaluation and selection of products and services used within the school system.	<ul style="list-style-type: none"> • Satisfaction of school system employees with increased ability to assess products and services. 	Finance: Procurement
c. Continue to develop Departmental Operating Instructions (DOI) to ensure maximum effectiveness.	<ul style="list-style-type: none"> • Departmental Operating Instructions developed by 2006. 	Finance: Procurement

Effectively Manage and Further Develop Necessary Financial Resources

Strategy	Measure	Department
3. Increase student participation and quality of nutritional services and products, to include the following actions:		Finance: Field Services
a. Seek alternate ways to serve breakfast to increase participation.	<ul style="list-style-type: none"> Increasing participation in the breakfast program by 2007. 	Finance: Field Services
b. Implement recommendations from the Nutrition Task Force.	<ul style="list-style-type: none"> Recommendations from the nutrition task force implemented by 2007. 	Finance: Field Services
c. Create operation manuals for Field Services.	<ul style="list-style-type: none"> Field Services operation manuals created by 2006. 	Finance: Field Services
4. Streamline budgeting processes and procedures while developing and implementing additional services, to include the following actions:		Finance: Budgeting Services
a. Implement an on-line B-II (transfer process) that will allow authorized personnel to enter budget transfers and receive approval by the Budget Department in a timely manner.	<ul style="list-style-type: none"> Online B-II (transfer process) implemented by 2006. 	Finance: Budgeting Services
b. Create and maintain a Budgeting Services Website within the school system web address.	<ul style="list-style-type: none"> Budgeting Services Website online by 2006. Increasing knowledge of budgeting processes by surveyed school system employees. 	Finance: Budgeting Services

Effectively Manage and Further Develop Necessary Financial Resources

Strategy	Measure	Department
5. Develop additional revenue sources, to include the following actions:		Finance: Financial Services
a. Study economic incentives packages to determine methods to mitigate their impact on the school system's property tax base.	<ul style="list-style-type: none"> • Study presented to the school system Administration by Fall of 2005 and ongoing. • Information presented to the Board of Trustees, Legislative Delegation, local governments on impact of economic incentives on school district resources by Fall of 2005 and ongoing. 	Finance: Financial Services
b. Collaborate through the Intergovernmental Task Force and other means to secure and enhance financial resources.	<ul style="list-style-type: none"> • Financial resources identified and secured through collaborative investment strategies. 	Finance: Financial Services
c. Study various methods of recouping costs associated with continued growth.	<ul style="list-style-type: none"> • Increasing recouping of costs associated with continued growth. 	Finance: Financial Services
d. Examine methods to generate increased rates of return on investments, including schools' local funds in the investment pool, while maintaining safety of principle and adhering to State investment criteria.	<ul style="list-style-type: none"> • Current investment practices reviewed by CPOE (Corporate Partnership for Educational Excellence) Finance team; potential investment instruments identified to address different investment time frames. • Increasing rates of return on investments. 	Finance: Financial Services
6. Redevelop an active grants program to secure external funding from foundation, corporate, state, and federal sources to support school system initiatives.	<ul style="list-style-type: none"> • Grants program established by 2005. • Increasing funding from grant sources by 2006. 	Research and Evaluation

Improve Public Understanding and Support of Public Schools

* Education Plan Milestones

- Enhance the quality of internal and community-wide communication at both the school system and local school level.
- Involve parents, communities, and volunteers as learners and partners in schools.

**See Page 30 for Glossary Definition of Education Plan Milestones.*



Related Priorities in Action

- Strengthening community collaboration to improve school services

Increasing parental and community involvement in local schools is one of the most important things we can do to improve education for all of America's children.

Richard W. Riley
Former U.S. Secretary of Education

Objectives

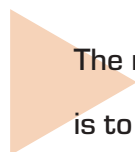
Data Points

Department

Objectives	Data Points	Department
1. Provide accurate, timely and consistent information to employees.	<ul style="list-style-type: none"> • Increasing satisfaction with the quality of information delivered and events coordinated as indicated on annual surveys. 	Communications
2. Utilize input from employees to improve internal communications and recognition activities.	<ul style="list-style-type: none"> • Increasing satisfaction with the quality of internal communications and recognition activities as indicated on annual surveys. 	Communications
3. Expand use of traditional and nontraditional communications to reach external publics.	<ul style="list-style-type: none"> • Access to communications expanded to increasing numbers and diversity of constituents throughout Greenville County as indicated by number of messages received and annual parent/ community surveys. 	Communications Shared Accountability
4. Expand opportunities for parental involvement and community support.	<ul style="list-style-type: none"> • Increasing number of volunteer hours of service to schools. 	Communications

Improve Public Understanding and Support of Public Schools

Strategy	Measure	Department
<p>1. Improve internal communications, to include modifying the design and content of internal e-newsletter; expanding use of All Users e-mail to communicate about issues, and revising, as needed, the Employee Recognition Program.</p>	<ul style="list-style-type: none"> Increasing satisfaction with the quality of internal communications and recognition activities as indicated on annual surveys. 	<p>Communications</p>
<p>2. Support the communications efforts of departments and schools to ensure consistency of message and design through communications workshops and new marketing materials for Code of Conduct, Profanity-Free Campaign, Education Plan, and other initiatives.</p>	<ul style="list-style-type: none"> Positive assessments of workshops by participants. Increasing consistency of message and design across departments and schools. Positive assessments of new marketing by departments and schools. 	<p>Communications Shared Accountability</p>
<p>3. Review and expand the school system’s presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the school system’s website, videos, broadcast programming, and subscriptions to the Very Informed Person (VIP network).</p>	<ul style="list-style-type: none"> Access to communications expanded to increased numbers and diversity of constituents throughout Greenville County as indicated by number of messages received and annual parent/ community surveys. 	<p>Communications Shared Accountability</p>
<p>4. Improve Service Center operations through consolidation of the Service Center database and school system’s website information; and improve services in support of other departments.</p>	<ul style="list-style-type: none"> Increasing satisfaction with Service Center operations as indicated by parent/ community and department surveys. 	<p>Communications</p>



The most important thing you can do for your child is to encourage a love of reading and learning.

National PTA

Improve Public Understanding and Support of Public Schools

Strategy

Measure

Department

5. Increase the involvement of parents and the community in support of school system goals and objectives as outlined in the Strategic Plan for 2005-2010, through improvements in: Back-to-School information packets; communications materials developed for each major initiative/ issue; the application process for becoming a school volunteer; and training provided for the District I PTA board, area councils, and schools.

- Parents indicate that school system communications provide an appropriate understanding of curriculum and instruction programs.
- Increased involvement of parents and the community as indicated in annual surveys.

Communications



Glossary of Terms

Alternative Education and Educational Options to Traditional High School

Alternative educational programs have traditionally focused on addressing the needs of young people who have been disruptive and require a more structured environment to learn skills and attitudes for returning successfully to the mainstream system. Programs have also focused on the needs of young people who face circumstances that make it difficult or impossible to attend school during its regular schedule and need an alternative program to maintain his or her educational progress. In recent years, educational leaders around the nation have called for designing high-quality “educational options” to the traditional high school program, in recognition of the fact that many students fail to graduate from high school and/or succeed in higher education or the workplace. Greenville County Schools will actively explore this new direction in developing its own approach to more effectively meeting the needs of its high school students.

Baldrige

The Baldrige Education Criteria for Performance Excellence have been used successfully by businesses and school districts around the country to improve organizational practices and bring about positive results for customers and students alike. The school system has partnered with the Carolina First Center for Excellence to provide Baldrige training in using quality tools to increase student achievement in an expanding number of school sites.

Data Points

“Data Points” is the term used for quantitative and/or qualitative information that can be used to measure progress toward meeting strategic plan objectives. The general term “measure” is used for all types of information that can be presented as evidence of achievement, including the achievement of strategic plan strategies. As the school system implements its Strategic Plan 2005-2010, it will regularly examine the results of student and stakeholder performance and compare those results to the goals of the Strategic Plan. The school system will also compare itself to other school systems around the nation that are considered “best in class.” The object of this comparison will be to provide students and staff with a sense of what is possible so that Greenville County Schools will be able to continue to drive and to improve its performance in all areas, thus ensuring that no child is left behind and that each child achieves to his or her highest potential.

Baldrige Education Criteria for Performance Excellence

1. Leadership — setting direction, alignment of people and resources, and monitoring performance.
2. Strategic Planning— goals and measures of equity and excellence—one child at a time.
3. Customer Focus — public engagement for meeting student, stakeholder, and market expectations, requirements; and determining, reporting, and responding to their satisfaction and dissatisfaction.
4. Information and Analysis—a strategic technology plan for information measurement and analysis.
5. Human Resources—work systems, professional development, and staff well being and satisfaction.
6. Education and Process Management—the design and delivery of programs, student services, and support services.
7. Organizational Performance Results—displaying/reporting, monitoring, and benchmarking improvement in the five areas: student learning; student and stakeholder-focused; budget, finance and market focused; faculty and staff focused; and organizational effectiveness.



Glossary of Terms

*Education Plan Milestones

These statements represent the significant accomplishments considered critical toward achieving “Educational Excellence” as envisioned by the Education Plan Steering Committee in 1999, as well as toward accomplishing the school system’s mission and vision. As long-term goals, they continue to serve as the foundation for strategic planning for 2005- 2010.

Focus Areas

The Education Plan identified five broad and interrelated areas of concern for planning goals, objectives, strategies, and measures that will lead to achievement of educational excellence for all students. The first three of these areas – Student Achievement, Teacher/Administrative Quality, and School Environment – are obligated by the South Carolina Department of Education through its requirement that school districts submit a strategic plan for state approval every five years.

Formative Assessment

The school system (individual schools, educators, and the school system, as a whole) will continue to meet annual requirements for assessments and performance reviews — using summative tools. The school system will also significantly increase the use of formative tools — tools which check for how the work is shaping up, or “forming,” while it is in progress, to ensure that everyone (students, teachers, departments, and parents) are on the right track and to allow for midcourse corrections and improvements. Formative tools allow staff to continuously measure progress: analyze trends; make decisions using data to improve performance; display and report progress to stakeholders by child, by class, by grade, by group, by subject, and by school for the entire school system.

Greenville’s Bread Loaf Teacher Network

With grant support from the Carnegie Foundation, language arts teachers in a number of Greenville County schools receive training from the Bread Loaf School of English in effective practices for improving students’ reading and writing skills. The Bread Loaf School of English has operated one of the nation’s most prestigious summer programs of graduate study in Middlebury, Vermont for many years, and has attracted huge support from leading foundations for its work in providing high quality professional development in places of greatest need throughout the country.

Highly Qualified Teachers

In South Carolina, the No Child Left Behind requirement for “highly qualified teachers” is met by public school teachers of the core academic subjects that hold state certification as a teacher, including licensure through alternate routes; and demonstrate content competency in the area or areas in which they teach. Demonstration of content competency can be met in several ways: hold a major in the subject; have a Master’s Degree or 30 hours in content subject coursework; pass the content area examination; successfully complete the state’s high objective uniform state evaluation (HOUSSE); or have National Board Certification in the content area. South Carolina has adapted the state’s teacher evaluation system, ADEPT, to review teachers on the performance dimensions focusing on content knowledge.

New teachers hired after the first day of the 2002-03 school year in programs supported by Title I funds must be “highly qualified.” “Highly qualified” also applies to all teachers of core academic subjects by the end of the 2005-2006 school year.

Glossary of Terms

High Quality Professional Development

High quality professional development for teachers has been shown by research to be key to increasing student achievement. No Child Left Behind defines high-quality professional development as having the following characteristics:

High Quality Professional Development Defined By No Child Left Behind:

- Is for the purpose of providing students with the opportunity to meet challenging State academic content standards and student academic achievement standards.
- Is an integral part of broad school-wide and district-wide educational improvement plans.
- Is to improve and increase teachers' knowledge of the academic subjects the teachers teach.
- Is to improve classroom management skills.
- Is to be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.
- Is not one-day or short-term workshops or conferences; follow-up sessions should be provided.
- Advances teacher understanding of effective instructional strategies.
- Is evaluated regularly for impact on increased teacher effectiveness and improved student academic achievement.
- Assists teachers in providing instruction for teaching limited English proficient children and students with special needs.
- Provides training for teachers and administrators in the use of technology so that technology and technology applications are effectively used to improve teaching and learning in the curricula and core academic subjects.
- Includes instruction in the use of data and assessments to inform and instruct classroom practices.
- Includes instruction in ways that teachers and administrators may work more effectively with parents.

The National Staff Development Council defines high-quality professional development as having the following characteristics:

High Quality Professional Development Defined By the National Center for Staff Development:

- Organizes adults into learning communities whose goals are aligned with those of the school, district, and state.
- Requires skillful school, district, and state leaders who participate in and guide continuous instructional improvement.
- Requires resources to support adult learning and collaboration.
- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Uses multiple sources of information to guide improvement and demonstrate its impact.
- Prepares educators to apply research to decision making.
- Uses learning strategies appropriate to the intended goal.
- Applies knowledge about human learning and change.
- Provides educators with the knowledge and skills to collaborate.
- Prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.



Glossary of Terms

Instructional Coach and Curriculum Resource Teacher

Greenville County Schools is a state leader in establishing the position of instructional coach, in elementary and middle schools, and curriculum resource teacher, in high schools, to provide hands-on professional development support to teachers. Serving the interests of both the principal and the school system, this position is critical for helping teachers develop effective strategies for increasing the achievement of every individual child.

ISTE NETS-T, ISTE NETS-A, and ISTE NETS-S

The International Society for Technology in Education (ISTE) has worked with educators nationwide to develop National Educational Technology Standards (NETS) for the technology proficiency teachers (NETS-T), administrators (NETS-A), and students (NETS-S). These standards have been recommended by the South Carolina Department of Education and are used by Greenville County Schools to measure progress in achieving its technology integration goals.

No Child Left Behind

The No Child Left Behind Act was passed by Congress in January 2002. It requires public school systems to ensure that each student receives a meaningful, high-quality education. The standard for successful implementation of this law is the acceleration of academic achievement for all students and the elimination of achievement gaps among children.

PAS-T and PAS-A Performance Evaluation Instruments

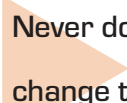
Designed in 2002 by a broad-based committee of school system educators with assistance from a national leader in teacher evaluation, the PAS-T (for teachers) and PAS-A (for administrators) evaluation instruments are used to assess job performance in connection with individual professional growth plans and student achievement.

Priorities in Action

During the strategic planning process for 2005-2010, several key areas of need have been identified as the “Superintendent’s Priorities in Action.” A focus on these priorities, while addressing all other objectives and strategies of the new plan, will help to ensure our success accomplishing the school system’s long-term educational goals. In several cases, these Priorities address more than one major area of planning and are therefore cited under multiple Focus Areas.

Strategic Planning

Strategic Planning is a process for creating an organization’s preferred future. It is a long-range planning process for organizational renewal which provides a framework for improving programs, management functions, and evaluation of an organization’s progress. Strategic planning helps organizations think and act strategically, develop effective strategies, clarify future directions, establish priorities, improve organizational performance, build teamwork and expertise, and deal effectively with a rapidly changing environment. The South Carolina Department of Education requires districts and schools to undergo a new strategic planning process every five years, with updates of the plan required annually.



Never doubt that a small group of thoughtful citizens can change the world. Indeed it is the only thing that ever has.

Margaret Mead
American Anthropologist and Writer

