

Strategic Plan South Carolina Department of Education

June 2006



Inez Moore Tenenbaum
State Superintendent of Education

Strategic Aims and Performance Goals

The mission of the South Carolina Department of Education (SDE) is to provide leadership and services to ensure a system of public education through which all students will become educated, responsible and contributing citizens.

Strategic Aims

1. High Student Achievement
2. Teacher Quality
3. Early Childhood Education
4. Parental and Community Partnerships
5. Safe and Healthy Schools
6. Education Leadership

Performance Goals

1. High Student Achievement

- 1.1 Students are held to rigorous and relevant academic standards.
- 1.2 Students demonstrate essential knowledge and skills as described in the academic standards.
- 1.3 Students graduate from high school ready for college or a career.
- 1.4 Students use technology to reach higher levels of learning.
- 1.5 The state educational system components are aligned so that all students reach a high level of academic achievement.

2. Educator Quality

- 2.1 Educator recruitment and retention programs are successful.
- 2.2 Educator preparation programs produce highly qualified teachers.
- 2.3 Educators are qualified, competent, ethical, and caring.
- 2.4 Educator professional development programs are effective.

3. Early Childhood Education

- 3.1 Children enter the first grade ready to learn and succeed.
- 3.2 Children have access to quality early childhood programs.
- 3.3 Children and their families have access to quality family literacy programs.

4. Parental and Community Partnerships

- 4.1 Parents are active partners in their child's learning.
- 4.2 Communities are active partners in student learning.
- 4.3 Businesses are active partners in student learning.

5. Safe and Healthy Schools

- 5.1 Schools are safe, healthy places with environments that are conducive to learning.
- 5.2 School facilities are safe, functional, and adequate.
- 5.3 The public school transportation system is safe and efficient.

5.4 Schools form community and state alliances that promote the health, safety, and well-being of students.

6. Education Leadership

6.1 School leaders are highly qualified, caring, and supportive.

6.2 State education leadership is aligned.

6.3 Education leadership is accountable.

6.4 Professional development programs support education leaders.



Strategic Aim #1: High Student Achievement

Performance Indicators

- 1.1 Student performance on the Palmetto Achievement Challenge Test (PACT) will meet adequate yearly progress goals developed in accordance with federal No Child Left Behind legislation in all subject areas, grade levels, and performance levels, with data disaggregated by demographic group.
- 1.2 Student performance on the High School Assessment Program (HSAP) will meet adequate yearly progress goals developed in accordance with federal No Child Left Behind legislation in all subject areas, among all ethnic groups, and among both K–12 and adult education students.
- 1.3 Student performance on the English Language Development Assessment will meet annual measurable achievement objectives developed in accordance with the No Child Left Behind Act.
- 1.4 High school graduation rates will improve to meet adequate yearly progress goals developed in accordance with federal No Child Left Behind legislation.
- 1.5 Student performance under the End-of-Course Examination Program will improve.
- 1.6 Student composite scores on the American College Test (ACT) will increase each year to meet and surpass the national average.
- 1.7 Student composite scores on the SAT will increase each year to meet and surpass the national average.
- 1.8 Student participation in Advanced Placement (AP) examinations will increase each year, and the percentage of examinations with scores of three or higher will increase each year to meet and surpass national averages.
- 1.9 The performance of South Carolina fourth and eighth grade students will increase to meet and surpass the national average in all subjects tested through the National Assessment of Educational Progress (NAEP).
- 1.10 The percentage of students meeting requirements for promotion will increase at all grade levels each year.
- 1.11 The number of adults enrolled in Adult Education and General Education Diploma preparation programs will increase, and the percentage of adult education students receiving Adult Education and General Education Diplomas will increase.
- 1.12 The number and percentage of students pursuing post-secondary education opportunities, including college, career, and technology education, will increase each year to meet and surpass the national average.
- 1.13 Schools will continuously upgrade and expand video- and Web-based distance learning technologies and opportunities.

- 1.14 Every student will graduate from the eighth grade technology proficient.
- 1.15 The number of schools with an absolute rating of *Average, Good, or Excellent* on state report cards will increase each year.
- 1.16 The number of districts with an absolute rating of *Average, Good, or Excellent* on state report cards will increase each year.
- 1.17 The number of schools with an improvement rating of *Average, Good, or Excellent* on state report cards will increase each year.
- 1.18 The number of districts with an improvement rating of *Average, Good, or Excellent* on state report cards will increase each year.
- 1.19 The number of schools receiving Palmetto Gold and Silver awards will increase each year.
- 1.20 The number of Blue Ribbon schools will increase each year.
- 1.21 The number of schools and districts with strategic plans aligned with the state education plan will increase each year.
- 1.22 The number of fully accredited schools will increase each year.

Strategies and Key Work Processes

Goal 1.1: Students are held to rigorous and relevant academic standards.

Office of Curriculum and Standards

Revise academic standards in eight subject areas on a cyclical basis and develop other state level standards (English as a second language, etc.).

Develop, pilot, and administer formal program assessments in areas not addressed in state testing, including foreign languages, visual and performing arts, and physical education, to ensure that students meet rigorous standards.

Develop and expand resources to help teachers implement academic standards.

Facilitate instructional materials adoption to ensure that resources support the standards.

Pilot and expand effective models and curriculum support documents for standards-based instruction in all subject areas.

Provide targeted technical assistance to improve student, school, and district achievement.

Implement key agency programs to support standards-based instruction, including:

- Gifted and Talented programs;
- International Baccalaureate;
- Reading initiatives;
- Mathematics and science initiatives;
- Visual and performing arts grants;
- International education programs;
- African-American history.

Office of Early Childhood Education

Define developmentally appropriate curriculum standards for early childhood education and family literacy programs:

- Continue cyclical review of academic standards for four-year-old kindergarten (4K) and five-year-old kindergarten (5K) students.
- Publish implementation guides for 4K and 5K in all instructional areas defining appropriate classroom practices based on sound training approaches.
- Review and re-distribute to districts and schools developmental standards for children from birth through age three to be used in guiding instructional aspects of family literacy and parenting programs.

Create and update parent guides outlining early childhood curriculum standards.

Office of Adult and Community Education

Provide technical assistance to districts in incorporating state curriculum standards into adult education programs.

Develop course outlines (pacing guides) based on state standards for courses required to receive the adult education high school diploma.

Develop EL/Civics curriculum competencies and assist districts in implementing new competencies.

Develop curriculum competencies for the five subtests of the General Education Diploma and assist districts in aligning curriculum and instruction with state standards.

Implement online learning opportunities for adult students who are unable to attend instructional classes regularly and/or who reside in rural areas with few instructional resources.

Office of Safe Schools and Youth Services

Provide training and technical assistance for school guidance counselors regarding PSAT, PLAN, SAT, and ACT test preparation and test interpretation.

Conduct training in high schools with *Unsatisfactory* report card ratings addressing indicators of student performance and steps toward improvement.

Provide training for school guidance counselors in implementing comprehensive guidance and counseling programs to promote high achievement.

Provide technical assistance to organizations interested in forming charter schools that offer learning environments and educational programs designed for specific student interests and learning preferences.

Provide technical assistance to school districts interested in forming magnet schools that offer specialized learning environments and educational programs; provide information concerning the federal Magnet Schools Assistance Program.

Fund homework centers in local schools to assist students who are performing below standards.

Provide technical assistance and training for homework center staff in appropriate instruction and technology use to increase student academic performance.

Evaluate the effectiveness of homework centers.

Encourage schools to provide academic and recreational enrichment during extended day/after school programs.

Fund local school reform efforts and support development of curriculum and standards at the state level; evaluate results.

Office of Career and Technology Education

Create an integrated curriculum for career and technology education that incorporates state and national standards for mastery of academic, technology, and employability skills:

- Develop a standards-based curriculum organized around the career cluster system.
- Provide prescribed curriculum for secondary students to develop skills to work with early childhood programs through Family and Consumer Sciences (FACS) child development and early childhood education programs.
- Provide technical assistance to *High Schools That Work* and *Making Middle Grades Work* sites in implementing the Southern Regional Education Board recommended curriculum.
- Provide technical assistance to *High Schools That Work* and *Making Middle Grades Work* sites to create a challenging program of study.

- Revise and update curriculum standards for all career and technology education programs and applied academic courses to incorporate state, national, and international standards and to address the needs of the local, national, and international business community.
- Ensure that instructors use the latest standards for career and technology education by providing districts with up-to-date information about course standards.
- Ensure that the career and technology education curriculum links career and technology standards with related academic components.
- Provide an integrated K–12 career guidance plan based on state and national academic standards and share with educators, students, and parents.
- Coordinate the SDE requirements for the WIA Incentive Grant for career and technology curriculum development projects.
- Assist in review and approval of local career and technology education plans focusing on integration components related to the Perkins Act.

Deliver the curriculum using instructional strategies appropriate for each learner:

- Provide training for FACS early childhood education and child development teachers to address current early childhood education best practices in their classes for secondary students.
- Assist *High Schools That Work* and *Making Middle Grades Work* sites in creating on-site professional development on effective instructional strategies.
- Provide statewide and regional training to assist career and technology educators in delivering instruction appropriate for individual learners.
- Provide training in integrating the SDE's school guidance and counseling program model along with career awareness and exploration activities into the curriculum for students in first through fifth grades.

Office of School Quality

Supervise the work of External Review Teams in reviewing school operations and recommending improvements for all schools with *Unsatisfactory* report card ratings.

Monitor completion of External Review Team recommendations for implementing rigorous and relevant academic standards.

Conduct regional workshops for school staff to promote understanding and implementation of best practices.

Office of Federal Programs

Administer grants for programs that support achievement through standards-based instruction, including:

- Title I, Part A;
- Title I, Part C, Migrant;
- Title I, Part D, Neglected and Delinquent;
- Title III, English for Speakers of Other Languages;
- Title V, Innovation;
- Title VI, Rural Education Achievement;
- Comprehensive School Reform.

Office of Exceptional Children

Provide training and technical assistance to ensure that students with disabilities have access to the general education curriculum.

Provide training and technical assistance to ensure that students with disabilities receive their instruction in the least restrictive environment.

Facilitate development of school-wide programs of early intervention to support all students, including students with disabilities.

In collaboration with general education staff, support schools in developing a problem-solving model to address school-wide instructional supports and interventions.

Office of School Leadership

Include in all OSL leadership programs instruction on the importance of rigorous and relevant academic standards.

Include instruction in data-driven leadership in the continuum of leadership programs, focused on aligning instructional practice to school and student needs.

Goal 1.2: Students demonstrate essential knowledge and skills as described in the curriculum standards.

Office of Research

Provide accurate, timely and understandable data to assist state and district policy makers in evaluating student performance against state standards via annual reports including:

- PACT reports;
- High School Exit Examination reports;
- District and School Performance Profiles;
- South Carolina Education Profiles;
- Overage for Grade report;
- Student Promotion/Retention update;
- Kids Count data;
- Carnegie Middle School Initiative data.

Office of Assessment

Administer PACT annually in English/language arts, mathematics, social studies, and science; report results to the General Assembly, local districts, and the public:

- Develop test items and review for technical quality, bias/sensitivity issues, appropriate content, standards alignment, and grade level.
- Develop test materials, including test booklets, administration manuals, answer documents, test coordinator's manuals, test administrator's manuals, and answer keys.
- Develop customized materials, including guidance documents for assessment of students with disabilities and large print, loose leaf, Braille, sign language, and other appropriate test materials.
- Hold pre-test workshops and provide training on hand scoring.
- Score assessments and develop individual student reports, class-level reports, school reports, district reports, and state reports.
- Develop, disseminate, and post on the Web Users Guides to Score Reports.
- Produce and make publicly available appropriate technical documentation.

Administer the South Carolina Alternate Assessment (SC-Alt) in English/language arts, mathematics, social studies, and science for students with disabilities that prevent participation in the regular testing programs; report results:

- Develop test items and review for technical quality, bias/sensitivity issues, appropriate content, standards alignment, and grade level.
- Develop test materials, including test booklets, administration manuals, answer documents, test coordinator's manuals, test administrator's manuals, and answer keys.
- Hold pre-test workshops and provide training on administration.
- Set achievement standards.
- Score assessments and develop individual student reports, class-level reports, school reports, district reports, and state reports.
- Produce and make publicly available appropriate technical documentation.

Coordinate the SCRA to assess readiness for first and second grades; report results to the General Assembly, local districts, and the public:

- In conjunction with the Office of Early Childhood Education, conduct statewide training workshops to assist teachers with test administration.
- Revise and distribute test materials, including checklists and test coordinator's manuals.

- In conjunction with the Office of Early Childhood Education, conduct train-the-trainer workshops for district trainers.
- In conjunction with the Office of Early Childhood Education, implement a principal verification system and a required data collection plan.
- Revise and monitor the SCRA Profile Interactive.
- Produce and make publicly available appropriate technical documentation.
- Collect, analyze, and report data.
- Make available information about alternate scoring (SCRA-Alt.) including guidelines.

Evaluate and report achievement of South Carolina students in mathematics, reading, and other subjects as measured by NAEP:

- Solicit district participation in NAEP assessments annually and coordinate testing with national test administrators.
- Examine trends in national data and describe variations in South Carolina data.
- Analyze item-level data and compare South Carolina student performance with national averages.
- Determine the implications of student performance for curriculum and instruction.
- Correlate NAEP standards with South Carolina curriculum standards.
- Distribute results to districts and the public.

Operationalize the End-of-Course Examination Program for Algebra 1/Mathematics for the Technologies 2, Physical Science, and English 1:

- Develop test materials, including test booklets, administration manuals, answer documents, test coordinator's manuals, test administrator's manuals, and answer keys.
- Develop customized materials, including guidance documents for assessment of students with disabilities and large print, loose leaf, Braille, sign language, and other appropriate test materials.
- Hold pre-test workshops.
- Administer operational forms and field test items.
- Score assessments.
- Produce and make publicly available appropriate technical documentation.

Implement the End-of-Course Examination Program for U.S. History and Constitution:

- Develop test items and review for technical quality, bias/sensitivity issues, appropriate content, standards alignment, and grade level.
- Develop test materials, including test booklets, administration manuals, answer documents, test coordinator's manuals, test administrator's manuals, and answer keys.
- Hold pre-test workshops and provide training on administration.
- Score assessments and develop individual student reports, class-level reports, school reports, district reports, and state reports.
- Produce and make publicly available appropriate technical documentation.

Administer a High School Alternate Assessment Program (HSAP-Alt.) for South Carolina:

- Develop test materials, including test booklets, administration manuals, answer documents, test coordinator's manuals, test administrator's manuals, and answer keys.
- Hold pre-test workshops and provide training on administration.
- Score assessments and develop individual student reports, class-level reports, school reports, district reports, and state reports.
- Develop, disseminate, and post on the Web Users Guides to Score Reports.
- Produce and make publicly available appropriate technical documentation.

Conduct research on Achieving Accurate Results for Diverse Learners:

- Analyze results to determine whether access-enhanced items are comparable and scalable to regular PACT items and tests.
- Conduct studies of the Accommodation Station (AS) to determine whether results are reliable (stable).
- Develop decision algorithm for AS so that it can be used as an adjunct by Individualized Education Plan teams.

Assist districts in their purchase of formative tests.

Provide professional development on classroom assessment.

Office of Early Childhood Education

Provide systematic information concerning the readiness of children moving from 4K to universal 5K programs, including assessment of children in an appropriate manner (work sampling).

Provide support to districts as they continue to use DIAL 3 appropriately as the screening instrument for children to enter 4K programs.

In collaboration with the Office of Adult and Community Education, support districts as they use appropriate assessment of adult learners in family literacy programs.

Provide support to districts as they evaluate the progress of children served in the early care and education segment of family literacy programs.

Office of Career and Technology Education

Implement a system that includes benchmarks and standards to measure student achievement:

- Develop end-of-course examinations for all career and technology education courses.
- Provide administrators and instructors with specific strategies for student assessment that conform to federal Perkins Act standards.
- Assist in identifying specific objective criteria for districts to use in identifying students at risk of being poorly prepared for the next level of study or of dropping out of school.
- Develop a state model for addressing at-risk students, including various programs and curriculum proven to be effective for at-risk students.
- Direct districts to evaluate model programs in place at each high school to ensure that the programs provide all students with the opportunity to graduate with a state high school diploma.

Office of High School Redesign and ACT/SAT Improvement

Provide accurate, timely, and understandable information on student performance on the ACT and SAT.

Provide accurate, timely, and understandable data on student performance in AP coursework.

Office of Adult and Community Education

Provide technical assistance to districts in implementing end-of-course assessments measuring performance against standards.

Office of School Quality

Establish External Review Teams to review and recommend improvements in school-level programs that assess student readiness to graduate from high school, including High School Exit Examination

preparation, PSAT and PLAN testing and follow up, and SAT testing preparation and follow up, at all schools with *Unsatisfactory* report card ratings.

Office of Exceptional Children

Collaborate with the Office of Assessment to develop appropriate alternate assessments as well as accommodations and modifications for appropriate access to grade-level assessments for students with disabilities.

Collaborate with the Office of Assessment to provide training and technical assistance to districts regarding assessment of students with disabilities.

Participate in the Office of Assessment's Core Team to address issues regarding assessment.

Provide training and technical assistance in aligning instruction and assessment.

Office of School Leadership

Include in all OSL leadership programs instruction on the importance of understanding and aligning instruction to curriculum standards.

Goal 1.3: Students graduate from high school ready for college or a career.

Office of Career and Technology Education

Promote integration of academic and workplace learning activities by developing a statewide system of registered apprenticeships.

Establish partnerships between businesses and career centers/secondary schools to share resources and facilities, blend classroom experiences with business and industry expectations, and assist students in developing career interests:

- Promote the work-based learning component at sites implementing *High Schools That Work*.
- Compile information on work-based activities at *High Schools That Work* sites.
- Provide technical assistance to Tech Prep consortia in developing effective business partnerships.
- Ensure that Tech Prep career specialists maintain business relationships to promote career guidance in schools.
- Assist local career educators in expanding business partnerships to increase awareness of career opportunities and skill requirements across all career clusters.
- Develop goals and objectives for all program clusters that address national skill standards and industry standards.
- Revise certification requirements for programs, educators, and students to meet business/industry standards.

Create effective structures for career and technology education by studying exemplary models, selecting appropriate components, and designing and implementing effective models:

- Develop models and prototypes for individual graduation plans (IGPs) and curriculum frameworks to include but not be limited to the sixteen nationally recognized career clusters.
- Include in state models and prototypes the flexibility for a student to develop an IGP using courses offered within the clusters at the school of attendance.
- Assist districts in organizing the high school curriculum around a minimum of three clusters of study and cluster majors using as a resource the South Carolina Occupational Information System or another SDE-approved system.
- Provide information to guidance counselors on clusters of study to ensure that sixth, seventh, and eighth graders receive interest inventories and information to assist them in the career decision-making process.
- Provide training for certified career development facilitators who, under the supervision of certified guidance counselors, provide services for middle and high school students.
- Assist high schools in implementing career guidance programs.
- Provide training for certified school guidance counselors and career specialists in counseling students during the ninth and tenth grades to further define their career cluster goals and IGPs.
- Establish and monitor the Southern Regional Education Board model for school improvement at cluster sites.
- Work with schools to establish structural changes to raise student performance.
- Implement a new structural design for career specialists that encourages statewide cooperation and collaboration in career guidance.
- Coordinate with state agencies to determine the state's workforce needs and design a plan to assist districts in structuring education programs to meet identified needs.

Identify and develop a plan to address obstacles in establishing effective career and technology programs; define the roles of all stakeholders:

- Assist districts in developing supplemental assistance programs for low-performing students.

- Implement certification requirements for new career and technology teachers that allow greater numbers of qualified professionals to pursue teaching and to broaden the scope of program offerings.
- Identify and incorporate articulation and/or dual credit agreements and national certifications for all career majors.
- Collaborate with the Office of Exceptional Children to develop and implement methodologies that address the appropriate education for students with special needs.

Establish a structure that gives optimum flexibility in career and technology program offerings by providing schedules that promote access to career and technology education courses, adjusting weightings of career and technology courses, and providing Advanced Placement credit for transfer to post-secondary institutions:

- Review state policies and regulations in all career and technology program areas and recommend changes to promote flexibility in program offerings.
- Research and develop innovative approaches to career and technology program offerings, including summer work programs for high school credit, instruction at business sites, distance learning, and recruitment of industry representatives to lead workshops or classes, among others.

Determine funding needs for effective career and technology education programs by conducting a statewide funding needs assessment and developing a cost analysis based on the needs assessment.

Establish a budget based on analysis of statewide needs, participate in federal and state legislative processes to secure the required funding, pursue grant opportunities for career and technology education, and request a State Board of Education review of Education Finance Act funding categories.

Develop a plan to distribute funding to all districts.

Coordinate SDE requirements for the WIA Incentive Grant for career and technology curriculum development initiatives in support of the health and biomedical sciences.

Promote and expand the *Making Middle Grades Work* initiative focused on developing model middle schools that prepare adolescents effectively for further study:

- Raise awareness of the *Making Middle Grades Work* concept among middle schools statewide.
- Expand the network of schools implementing the 10 essential elements of *Making Middle Grades Work*.
- Provide professional development and technical assistance to pilot sites.

Office of High School Redesign and ACT/SAT Improvement

Collaborate with other SDE offices, the State Board of Education, and the General Assembly to implement the recommendations of the High School Redesign Commission.

Continue to support and fund initiatives that increase awareness and performance among students who take the ACT and SAT.

Office of Exceptional Children

Provide individualized, coordinated transition services to promote movement from school to post-school activities, including employment, post-secondary education, independent living, community participation, and life skills:

- Create a data collection system to assist in evaluating the percentage of students with disabilities who graduate with a regular diploma, including data on students with disabilities

who take the High School Exit Examination and data on students with specific categories of disabilities who receive diplomas and certificates.

- Provide training for teachers on incorporating state standards into IEPs.
- Create teaching modules for standards-based instruction for students with special needs.
- Provide training for general and special education teachers on transition services.
- Provide information to districts on appropriate textbooks and other instructional materials for students with disabilities.
- Provide positive behavior supports and interventions.
- Conduct discipline seminars for school administrators.
- Continue to provide supported employment training.
- Improve services for homebound students with disabilities.
- Create a data collection system to assist in evaluating the quality of transition services.
- Continue collaborating with other agencies to develop local transition cooperatives.
- Provide training in transition planning for teachers, students, and parents.
- Provide districts with information on student-led IEPs.
- Conduct surveys in local districts to evaluate the extent of parent and student participation in transition planning.
- Continue to provide self-advocacy training for local districts.

Conduct focused monitoring that addresses the graduation rates of students with disabilities.

Provide training and technical assistance in evidence-based practices to improve graduation rates for students with disabilities.

Provide training and technical assistance in evidence-based practices to reduce the drop-out rate among students identified as having disabilities.

Office of Safe Schools and Youth Services

Provide training for school guidance counselors in career planning, assessment, and interpretation for post-secondary plans and goals.

Office of Adult and Community Education

Provide information to parents and students about financial aid opportunities for post-secondary education.

Office of Early Childhood Education

Track a sample of parents in family literacy programs to high school graduation.

Track a sample of children served in family literacy programs to high school graduation.

Office of Curriculum and Standards

Continue to support and fund student participation in AP coursework.

Provide AP teacher training institutes during the summers and throughout the regular academic year;; continue to include teachers in AP feeder programs.

Goal 1.4: Students use technology to reach higher levels of learning.

Office of Technology/Office of High School Redesign and ACT/SAT Improvement

Pilot the SC Virtual School during the summer and during the 2006-07 academic year.

Office of Technology

Assist local districts in establishing an effective technology infrastructure.

Implement an ePortfolio assessment system to measure student proficiency in technology, based on proficiency standards developed by the International Society for Technology in Education, using grades two, five, and eight as benchmark years.

Implement an ePortfolio assessment system to measure technology proficiency among teachers and administrators.

Ensure that all public school buildings are linked to the state library system, universities, museums, and other educational institutions that enable educators, parents, and students to access a wide range of technology resources.

Revise the South Carolina State Technology Plan to enable educators and districts to translate long-range technology visions for student achievement and technology literacy into compelling, meaningful learning activities for students.

Promote data-driven decision-making by providing educators with instruction and technologies to collect and analyze student achievement data.

Recommend state technology standards aligned and embedded with existing curriculum standards.

Assist districts in implementing technology standards through the technology coach program.

Assist principals and other school administrators in understanding use of technology for instruction.

Provide training for teachers in integrating technology into classroom instruction and assessment.

Develop digital and video content for teacher and student instructional use.

Increase access to distance learning courses.

Encourage parent and community involvement by providing the tools, resources, and training to help these groups support student achievement.

Assist school districts with Schools Administrative Student Information (SASI) and state reporting.

Study district readiness for online assessment.

Office of Career and Technology Education

Improve the mastery of technology in all areas by implementing a professional development program in technology, educating all students in the application of emerging technologies, and establishing technological competency levels for educators and students:

- Provide *High Schools That Work* and *Making Middle Grades Work* sites with information regarding use of technology in career and technology education.
- Ensure implementation of professional development programs in technology by encouraging and providing training for education associates and administrative staff.
- Develop a list of exemplary career and technology education programs effectively using technology and make it available to the national network of *High Schools That Work* and *Making Middle Grades Work* sites.

- Provide career and technology emphasis at the Education and Business Summit.
- Provide additional Web-based career resources.
- Continue curriculum delivery through the use of CD-ROMs and the Web page.
- Provide teachers and administrators with current technology and equipment recommendations for career and technology education programs.
- Provide regional workshops on new and emerging technologies for teachers in all clusters of study.
- Ensure that all curriculum projects and standards revisions have input from business and industry representatives so that state-of-the-art technology is included.
- Encourage district administrators to provide current technology and equipment for all programs.
- Conduct teacher workshops on use of voice recognition software and application in computer classes.

Collaborate with business partners to acquire and develop technology, implement school-to-career programs that emphasize technology, and provide teacher shadow days to update technology information:

- Provide instructors with opportunities to update their technical skills using state-of-the-art equipment.
- Use statewide business/industry advisory committees as a link to assist teachers in understanding current uses of technology in business and industry.

Encourage increased funding for technology education by increasing state funding and creating opportunities for technology grants through business partnerships.

Office of School Quality

Provide technical assistance to teachers in low-performing schools in using technology effectively for classroom instruction and raising achievement.

Via External Review Teams, review technology programs in all schools with *Unsatisfactory* report card ratings and make recommendations for improvement.

Office of Early Childhood Education

Provide the National Association for the Education of Young Children (NAEYC) position statement on appropriate use of technology and the media in early childhood settings to all early childhood teachers and administrators in the state.

Provide the NAEYC position statement to Head Start, Department of Health and Human Services, and First Steps early childhood education programs.

Collaborate with the Office of Technology, the Office of First Steps, and the Department of Health and Human Services to develop a Web-based system of gathering data from all parenting programs, family literacy programs, Act 135 parenting programs, and EvenStart programs.

Office of Assessment

Collaborate with the Education Oversight Committee to study readiness for online assessment. Continue to implement and study online assessment under the End-of-Course Examination Program.

Office of Exceptional Children

Provide training and technical assistance to ensure that students with disabilities have access to assistive technology.

Collaborate with the Office of Technology, the Assistive Technology Project for the state of South Carolina, the Office of Assessment, and the School for the Deaf and Blind to provide training and technical assistance regarding access to technology for students with disabilities.

Office of School Leadership

Create and implement programs to educate school leaders on the importance of the use and integration of technology to improve student learning.

Help make school leaders more comfortable with technology through the delivery of online professional development for school leaders.

Goal 1.5: The state educational system components are aligned so that all students reach a high level of academic achievement.

Office of the State Superintendent of Education

Align the activities of the SDE to promote achievement of strategic goals and objectives:

- Establish strategic aims, strategic performance goals, and short- and long-term objectives.
- Manage the agency's financial and human resources to support strategic goals and objectives.
- Conduct weekly meetings with the agency's senior leadership team to review priorities and ensure that division work plans and performance measures reflect strategic goals.
- Monitor agency progress against strategic goals.
- Communicate and model the agency's personal values, including respect, trust, service, integrity, honesty, accountability, and responsibility.
- Communicate and model the agency's organizational values, including leadership, customer focus, results orientation, responsibility and citizenship, partnership development, management by fact, long-range outlook, designing in quality, fast response, employee participation, continuous improvement, teamwork, open communication, and recognition.

Align the SDE's strategic plan and activities with the requirements of the federal No Child Left Behind Act.

Office of Policy and Planning

Coordinate with the General Assembly and Governor's Office to ensure alignment, synchronization, and congruence of all education initiatives and programs.

Ensure that all new SDE initiatives support high levels of student achievement.

Office of School Quality

Revise state accreditation regulations to align with the requirements of the No Child Left Behind Act.

Review district strategic plans to ensure alignment with state standards and strategic aims and with the requirements of No Child Left Behind.

Through the school accreditation program, monitor all schools to ensure compliance with applicable state statutes and State Board of Education regulations, including regulations addressing curriculum standards, and monitor corrective action as needed.

Monitor home school associations to ensure compliance with statutory requirements.

Monitor PACT results and report card ratings for schools participating in the Flexibility Through Deregulation program to ensure maintenance of high student achievement.

Provide ongoing technical assistance to schools rated as *Unsatisfactory* on state report cards and upon request to schools rated as *Below Average*.

Review applications for innovative school programs to ensure compliance with state regulations and alignment with state standards.

Office of Career and Technology Education

Develop an accountability system that identifies the responsibilities of all stakeholders:

- Issue memorandum of understanding agreements outlining requirements for all *High Schools That Work* and *Making Middle Grades Work* sites.
- Review annual activity/funding reports from *High Schools That Work* and *Making Middle Grades Work* sites.
- Evaluate progress of the *High Schools That Work* and *Making Middle Grades Work* models and report annually to the Southern Regional Education Board.
- Participate in training and serve as team members/leaders in technical assistance visits to *High Schools That Work* and *Making Middle Grades Work* sites.
- Develop a state improvement plan to improve student performance in district career and technology programs that fail to meet established levels of performance.
- Provide targeted technical assistance for career and technology programs that fail to meet established standards.
- Provide technical assistance to low-performing districts to ensure compliance with state and federal School-to-Work requirements.
- Review Tech Prep mid-year, annual, and consortia teacher institute reports.
- Review and approve local plans for career and technology education programs.
- Collect, summarize, and report on district progress for career and technology programs.
- Prepare a consolidated annual report.
- Collect and compile monthly reports from district career specialists on career guidance activities.

Provide professional development opportunities to ensure implementation of the accountability system:

- Conduct workshops for *High Schools That Work* and *Making Middle Grades Work* coordinators on benchmarking, reporting requirements, and guidelines for administering program assessments.
- Conduct regional workshops for career and technology education directors on the career and technology education accountability program, including data reporting requirements, state performance and annual improvement requirements, quality review measures, and follow-up assistance to improve programs.
- Provide training for career and technology educators on requirements and responsibilities for annual progress reports and the consolidated annual report.

Implement articulation agreements between school districts and public institutions of higher education to provide seamless pathways for students.

Provide, with post-secondary partners, secondary/post-secondary course work acceptable statewide for dual enrollment.

Office of High School Redesign and ACT/SAT Improvement

Administer the ACT/SAT Improvement Initiative.

Office of Early Childhood Education

Work closely with Head Start, First Steps, and the Department of Health and Human Services to align early childhood education standards as closely as possible.

Align Head Start standards with 4K curriculum learning standards to carry out federal requirements for Title I-funded 4K classrooms.

Assist local sites as they pursue NAEYC accreditation to yield higher points on the state report card.

Assist district- and school-based family literacy programs to ensure that participating adult and child learners are instructed in ways that are aligned with state learning standards for all students.

Office of Curriculum and Standards

Facilitate instructional materials adoption in all subject areas.

Communicate regularly with customers and serve as liaison to other groups including other state agencies:

- Write and disseminate e-newsletters on a regular schedule.
- Host regional or statewide meetings, including those hosted via Instructional Television.
- Provide standards-based support to other offices.

Administer the following programs:

- Reading Recovery;
- Presidential awards in mathematics and science;
- Gifted and Talented;
- Financial Literacy;
- Drivers Education;
- International Baccalaureate.

Administer the following grants and funds:

- Reading First;
- South Carolina Reading Initiative (SCRI);
- Grants to various entities in support of English language arts standards implementation;
- Bread Loaf Teacher Network;
- Math-Science Partnership grant;
- Foreign Language Assistance Act;
- Arts Curricular grants;
- Arts in Basic Curriculum project and the Center for Dance Education;
- Javits Gifted and Talented grant;
- Asia Society grant to expand the teaching of international education throughout the curriculum;
- South Carolina "Using the Environment as an Integrating Context for Learning" (EIC) School Network;
- K-5 and 6-8 lottery funds;
- Professional development on standards implementation.

Administer the AP program.

Office of Federal Programs

Administer grants for programs that support achievement through standards-based instruction, to include Title I, Part A; Title I, Part C (Migrant); Title I, Part D (Neglected and Delinquent); Comprehensive School Reform; Title III (English for Speakers of Other Languages); Title V; and Title VI (Rural Education Achievement).

Review and approve district grant applications and provide on-site monitoring for compliance.

Determine that the compliance review entered into between the Office for Civil Rights and the SDE ensures that students with limited English proficiency are provided an equal educational opportunity.

Provide guidance and oversight in implementing Title I supplemental educational services.

Facilitate in the annual review of the No Child Left Behind accountability workbook.

Identify Title III schools and districts in which students participating in English for Speakers of Other Languages programs are not meeting the annual measurable achievement targets for making progress in learning English, and provide assistance.

Provide guidance for school choice under No Child Left Behind guidelines.

Identify schools and districts for improvement, corrective action, and restructuring according to No Child Left Behind requirements, and ensure development of school and district improvement plans.

Administer the Comprehensive School Reform program that awards funds for effective school-based instructional models.

Office of Exceptional Children

Work in collaboration with the Division of Curriculum and Standards, the Office of Early Childhood Education, and other SDE offices to ensure that students with disabilities receive instruction aligned with state learning standards for all students.

Provide training and technical assistance in aligning IEPs with state standards.

Strategic Aim #2: Educator Quality

Performance Indicators

- 2.1 The total number of teaching vacancies and the number of vacancies remaining unfilled for more than nine weeks will be reduced (Center for Educator Recruitment, Retention, and Advancement [CERRA] initiative).
- 2.2 The number of highly qualified educators entering the profession through alternative routes will increase each year.
- 2.3 The number of minorities and males entering the profession through alternative routes will increase each year.
- 2.4 The number of qualified career-changers who are recruited and prepared through the Program for Alternative Certification for Educators (PACE) in critical subject and geographic fields will increase.
- 2.5 Subject fields with significant shortages (e.g., special education and middle level) will be addressed through initiatives to increase the number of highly qualified teachers available for employment.
- 2.6 Retention rates among new educators after three years of employment and after five years of employment will increase each year.
- 2.7 Average years of experience among state educators will increase.
- 2.8 The overall proportion of highly qualified educators in core areas will increase to meet adequate yearly progress goals developed in accordance with the federal No Child Left Behind Act.
- 2.9 The number and percentage of fully certified educators will increase.
- 2.10 The percentage of educators with out-of-field teaching permits will be reduced each year, with no out-of-field permits in core content areas issued after July 1, 2006.
- 2.11 The percentage of middle-grade educators with middle-level certification will increase.
- 2.12 The number and percentage of educators attaining certification by the National Board for Professional Teaching Standards will increase each year.
- 2.13 The percentage of educators with advanced degrees will increase each year.
- 2.14 The number and percentage of educators with continuing contracts will increase.
- 2.15 Increased numbers of international educators will meet state performance-based standards.

- 2.16 The number and percentage of educator preparation programs that meet National Council for Accreditation of Teacher Education (NCATE) performance-based standards will increase.
- 2.17 Educator preparation programs will increase recruitment and retention of candidates in shortage areas annually.
- 2.18 All candidates completing educator preparation programs will meet state standards for beginning teachers.
- 2.19 All institutional pass rates for PRAXIS I will remain at 100 percent, and all institutional pass rates for PRAXIS II will be maintained at 80 percent or higher.
- 2.20 All program completers who are employed in South Carolina public schools will meet the criteria set by the State Board of Education for successfully completing the Assisting, Developing, and Evaluating Professional Teachers (ADEPT) formal evaluation process at the annual contract level.
- 2.21 The number of warranted suspensions and revocations of educator certificates will be reduced.
- 2.22 All certified personnel will have professional growth plans tied to recertification and other professional development activities.
- 2.23 All professional development will be tied to state academic achievement standards (including curriculum and programs that relate to these standards) and/or to state professional performance standards (e.g., ADEPT, Program for Assisting, Developing, and Evaluating Principal Performance [ADEPP]).
- 2.24 All professional development programs will meet state and federal standards and have a substantial, measurable, and positive impact on student academic achievement.
- 2.25 Students of teachers who receive training in classroom assessment will outperform students of teachers who do not.
- 2.26 Average educator salaries will be raised to the national average if the state budget allows.

Strategies and Key Work Processes

Goal 2.1: Educator recruitment and retention programs are successful.

Division of Educator Quality and Leadership

Initiate and improve programs to attract bright, capable individuals into the field of education:

- Market the state's PACE program to districts and educator applicants.
- Implement an educator recruitment marketing campaign for career-changers.
- Ensure that educators from other countries meet performance-based requirements.
- Implement targeted recruitment of career-changers with a goal of attracting qualified individuals in high-need content areas.
- Expand Troops to Teachers recruitment efforts in rural areas and non-military communities.
- Market the Troops to Teachers program prior to retirement of active duty military personnel and provide relevant program information to retired veterans.

Improve mentoring and induction programs to help retain qualified new and veteran educators:

- Implement policies and procedures for educator induction and mentoring programs.
- Ensure qualified educators are selected to serve as mentors for new practitioners.
- Monitor the assignment of mentors to work with veteran educators who need assistance, as well as first-year educators.
- Provide a training program for educators to learn to coach, guide, and support their colleagues.
- Conduct a study on the cost of educator turnover.

Promote professional advancement and recognition for educator excellence:

- Promote an effective model for educator career advancement.
- Increase the number of Teacher Advancement Program (TAP) schools in South Carolina.
- Enhance educator recognition programs.
- Design and implement a career development continuum and accompanying state educator salary schedule (to replace existing salary schedule) that establishes opportunities for educator advancement on the basis of experience, education, responsibilities, and performance.
- Recognize and promote exceptional work by educators through the State Teacher of the Year program as well as other venues such as the Milken Family Foundation awards and the Team USA Today recognitions.

Office of Curriculum and Standards

Provide ongoing professional development in content areas to support academic standards and state and federal program requirements.

Office of Exceptional Children

Improve retention of qualified teachers by funding teacher specialists in special education.

In collaboration with the Office of Educator Certification, review certification requirements for special education to speed certification for qualified educators from other states.

Office of Career and Technology Education

Assist in recruiting quality educators by developing an attractive recruiting package, marketing and distributing the recruiting package, and assessing barriers to enrollment in educator preparation programs:

- Incorporate students in career planning activities such as career days.
- Include leaders of student organizations in career and technology advisory board meetings and professional conferences.
- Develop a recruiting package for use with each cluster area.
- Provide educators with strategies for using recruitment packages.
- Assist educators in promoting the teaching profession.
- Establish incentives for secondary students to attract them to education in critical needs areas in career and technology education.
- Retain quality educators by establishing a mentoring/support system for new educators.

Office of Educator Certification and Office of Career and Technology Education

Refine and offer annually a New Teacher Institute incorporating experienced teachers as mentors.

Office of Early Childhood Education

Provide assistance to teachers who wish to add on early childhood certification.

Work with colleges and universities to ensure that early childhood education courses are based on current research.

Work with colleges and universities to offer courses at times and through avenues that are more accessible to the early childhood education workforce.

Office of Federal Programs

Support school and district initiatives that improve educator quality to meet No Child Left Behind requirements.

Support school and district professional development initiatives in accordance with the No Child Left Behind Act.

Office of Assessment

Work with the Educational Testing Service and representative committees to review the current required passing scores for the PRAXIS II specialty area exams.

Office of Exceptional Children

Develop Project CREATE in collaboration with state teacher training institutions and local districts to enable teachers with out-of-field permits in the area of mild disabilities who are teaching in special education to complete requirements and become fully certified.

Along with the Office of Educator Quality and higher education, participate in activities through the National Center for Teacher Quality to improve teacher training and certification for teachers working in special education.

Work collaboratively with CERRA and a public relations firm to develop and distribute recruitment materials to support districts in filling special education vacancies.

Provide ongoing training and technical assistance in evidence-based practices for teachers in both general and special education.

Provide districts, schools, and teachers with materials to promote the profession.

Office of School Leadership

To help recruit and retain high-quality teachers, provide instruction to assist school leaders in understanding and applying programs and policies to improve their school culture

Goal 2.2: Educator preparation programs produce an adequate supply of highly qualified educators.

Division of Educator Quality and Leadership

Ensure that educator preparation programs at colleges and universities are recruiting and retaining academically strong candidates into the profession:

- Research information from professional organizations on best practices for recruiting and retaining students in educator preparation programs.
- Survey educator preparation institutions on current efforts to recruit and retain candidates.
- Analyze and disseminate recruitment and retention survey results and best practices to teacher preparation institutions.

Ensure an adequate supply of new educators:

- Survey teacher education institutions on the feasibility of increasing the total number of teacher candidates.
- Provide opportunities for collaboration among institutions to establish and enhance preparation programs deemed critical to the state as funds become available.
- Encourage delivery of college courses necessary for educator preparation to educators in rural areas through distance education, Web-based courses, or satellite campuses.
- Develop a program similar to Project CREATE (for special education teachers) to assist other teachers in becoming certified for middle grades.
- Conduct a thorough evaluation of current admission, training, and certification criteria under the PACE program to determine if the program is serving the school districts, participants, and students of South Carolina.

Ensure that all teacher candidates have strong content knowledge and that they are prepared to teach that content and assess student learning:

- Require educator preparation institutions to submit annual data as required by the State Board of Education.
- Monitor Title II HEA data submitted by institutions and provide assistance as needed.
- Conduct state accreditation visits to college and university educator preparation programs on a seven-year schedule.
- Provide bi-annual, ongoing training on performance-based standards to obtain state approval for educator preparation programs.
- Monitor the performance-based approval process for educator preparation programs, for both unit standards and certification area standards.
- Ensure that assessment standards and courses within educator preparation programs align with ADEPT standards.
- Annually analyze the results of content assessment and determine the need to adopt new, rigorous content assessments for prospective educators.
- Develop a database of content specialists from preK–12 and higher education communities.
- Coordinate program reviews aligned with the Specialized Professional Association practices.
- Implement a policy to identify and assist low-performing educator preparation programs.
- Provide technical assistance to educator preparation programs.
- Expand opportunities for field experiences in low-performing schools for educator candidates.
- Increase partnerships between preK–12 and higher education to prepare pre-service educators.
- Conduct a cyclical review of educator preparation program standards to ensure continued alignment with K–12 academic standards.
- Annually disaggregate educator performance on ADEPT standards and share the results with educator preparation programs to identify specific strengths and weaknesses.

- Work with the Educational Testing Service and representative committees to review the current required passing scores for the PRAXIS II specialty area exams.
- Establish partnerships between TAP schools and public and private universities within the state.

Office of School Quality

Supervise the work of External Review Teams in observing classroom instruction in all schools with *Unsatisfactory* report card ratings and recommending improvements.

Office of Adult and Community Education

Work with the SDE's Comprehensive Health Education Advisory Committee educator pre-service workgroup to identify strategies to improve pre-service training for health education teachers.

Increase the number of educator preparation programs that require early childhood or elementary education majors to have preparation in health education.

Work with higher education institutions to develop and deliver courses for adult educators.

Provide educator training opportunities through Regional Adult Education Technical Assistance Centers.

Work with teacher education programs to incorporate Service Learning into educator pre-service preparation.

Office of Career and Technology Education

Implement and refine annually the work-based certification program DIRECT: Developing Instructional Readiness for Educators of Career and Technology.

Work with colleges and universities to include the following components in the training of teachers, guidance counselors, and administrators: career guidance, use of the cluster of study framework, use of IGPs, learning styles, elements of the career guidance model, contextual teaching, cooperative learning, character education, effective delivery methods, and best practice strategies.

Implement career development plans for education professionals in career guidance that provide awareness, training, release time, and preparatory instruction.

Goal 2.3: Educators are qualified, competent, ethical, and caring.

Division of Educator Quality and Leadership

Ensure high standards of professional conduct for all educators:

- Establish a Professional Practices Unit in the Division of Educator Quality and Leadership.
- Share the code of ethics with all educator candidates and applicants for South Carolina certification.
- Ensure that ethical standards are included in courses that prepare and recertify teachers and administrators.
- Enhance ways to evaluate educator dispositions.
- Strengthen procedures for FBI background checks by revising the certification database to receive FBI background checks electronically and conducting inkless fingerprinting at regional sites to provide a 24-hour return on background checks of educator candidates.

Ensure high professional standards for all teachers:

- Continuously evaluate and improve the ADEPT system to ensure that it is effective and implemented appropriately.
- Implement a student achievement component of the ADEPT system and provide professional development and technical assistance to districts to implement the student achievement component.
- Provide for more systematic and standardized training in the ADEPT system and for periodic revalidation of ADEPT evaluators and trainers.
- Pilot a standards-based career continuum certification with compensation based on performance requirements linked to the ADEPT system.
- Review cut scores for PRAXIS I and PRAXIS II subject area exams.
- Encourage educators to obtain advanced degrees in the area in which they are teaching.
- Discontinue course-by-course add-on certification and require educators to complete an approved teacher education program for adding areas of certification (regulation change effective July 1, 2009).
- Implement a common definition of program completer for all educator preparation systems so that the data are comparable.
- Implement software and hardware to send and receive transcripts electronically from colleges and universities directly to the database in the Office of Educator Certification.

Implement a tiered certification system for administrators.

Monitor district compliance with federal requirements to notify parents when their children's educators are not "highly qualified" as defined by No Child Left Behind.

Office of Assessment

Review the cut scores for PRAXIS I and PRAXIS II subject area exams.

Work with the Division of Educator Quality and Leadership to redesign the classroom assessment components of ADEPT.

Continue to provide professional development on classroom assessment.

Continue to broadcast the Assessment Informational Series to all districts.

Implement the TQR grant.

Office of School Quality

Identify, select, and train exemplary educators to demonstrate effective teaching strategies and serve as coaches for teachers in low-performing schools.

Monitor all schools to ensure that all teachers and other instructional staff are properly certified, in accordance with state statutes and State Board of Education regulations for accreditation.

Use External Review Teams to monitor classroom instruction in schools designated as *Unsatisfactory* and make recommendations for improvement.

Provide training to enhance educator capabilities in applying research, technology, reflective practices, and collaborative skills.

Office of Exceptional Children

Eliminate out-of-field permits for special education positions (will be completed by June 2006).

Increase the number of fully certified special education teachers.

Collect data on personnel needs in districts.

Provide training and technical assistance to support teachers in the use of evidence-based instruction.

Conduct focused monitoring activities regarding results of reading performance for students with disabilities and provide training and technical assistance for districts as they implement corrective action plans.

Office of Adult and Community Education

Work with the Office of Educator Certification and higher education institutions to develop a system for obtaining certification in health education that is readily accessible to educators throughout the state.

Conduct formal assessments of adult education programs to evaluate teacher quality.

Provide ongoing professional development to adult educators to ensure performance increases are met annually.

Office of Safe Schools and Youth Services

Collect data from charter schools concerning educator credentials, including certification, graduate degrees held, and number of years of experience.

Ensure that staff qualifications for extended day/after school programs are in compliance with ABC child care standards. Conduct site visits to homework centers.

Office of Curriculum and Standards

Provide ongoing professional development in content areas to support academic standards and to support state and federal program requirements.

Office of Career and Technology Education

Provide and/or make districts aware of high-quality professional development opportunities specifically designed for career and technology education instructors throughout the school year.

Provide/implement a self-evaluation system for educators to have a means of reflecting on and improving teaching practices.

Office of School Leadership

Provide training and professional growth opportunities to help improve the quality and competence of school leaders while stressing the importance of ethical and caring behaviors.

Goal 2.4: Educator professional development programs are effective.

Division of Educator Quality and School Leadership

Enable continuous learning opportunities and professional development to support high performance for every educator:

- Review, revise, and enhance the goals-based evaluation component of the ADEPT system.
- Monitor implementation of the certificate renewal system that aligns professional development needs, as identified in each teacher's professional growth plan, with activities that can be applied toward recertification.
- Provide in-service training to school administrators on writing and evaluating professional growth plans for educators.
- Implement professional development programs that meet state standards for professional development and the needs of educators, as identified by the Education Oversight Committee's professional development study, the Teacher Quality Summit, district strategic plans, and other sources.
- Develop and share research, new ideas, and information on best practices.
- Provide technical assistance to school districts on determining if professional development activities had a positive impact on student achievement.
- Provide a continuum of professional growth opportunities for school and district leaders.

Ensure that professional development opportunities are scientifically based to meet federal requirements:

- Clearly define the federal expectation that teacher professional development be "scientifically based."
- Provide criteria to determine if professional development programs are scientifically based, and provide examples of programs that meet the requirement.

Coordinate professional development activities conducted under federal No Child Left Behind legislation with activities provided through other federal, state, and local programs.

Develop a plan to deliver intensive professional development programs that are cost effective and easily accessible, using strategies such as technology, peer networks, and distance learning.

Office of Technology

Maintain and support Regional Technology Training Centers providing online and traditional instruction to teachers in all schools in integrating technology into the curriculum.

Offer periodic training institutes for library media specialists on use of technology for instruction.

Sponsor and conduct technology training institutes for educators.

Increase professional development offerings using broadcast and computer technology to reach greater numbers of educators.

Increase awareness of digital resources through workshops and statewide conferences.

Implement and monitor U.S. Department of Education Ed Tech grants that require districts to devote 25 percent of funds to high-quality professional development.

Provide course offerings customized to individual district needs.

Office of Assessment

Work with colleges and universities to ensure faculty understand the requirements for assessment under state and federal law.

Include university faculty on committees.

Continue collaboration with university faculty.

Office of School Quality

Provide regional in-service workshops in areas of identified instructional need to schools designated as *Unsatisfactory* and *Below Average*.

Monitor effectiveness of professional and staff development activities offered to low-performing schools.

Review research findings to identify effective professional and staff development approaches for improving student performance.

Provide resources to support ongoing professional development programs for school staff.

Develop strategies for skill-building activities that take place over time to enable staff to practice new techniques, report outcomes, and adjust strategies.

Office of Curriculum and Standards

Develop and expand standards-support documents:

- Further develop English language arts support document: Framing Best Practice: English 2 Curriculum and Instruction.
- Expand English language arts standards with the added revised taxonomy tags.
- Provide training using Creating Excellence in Elementary Mathematics (CEEM: a K-5 and middle-level professional development program to enhance elementary math instruction).
- Provide training for the CEEM/Mathematics Standards Alignment project.
- Continue development of the high school science course guides.
- Develop a consistent training protocol for exemplary science materials.
- Develop implementation guides for physical education component of the South Carolina Healthy Schools Act.
- Develop a standards correlation guide for visual and performing arts with English language arts, mathematics, science, and social studies units with rubrics.
- Continue expansion of the Web-based social studies support site.
- Promote use of the T-3 CD-ROM in-service course in social studies and gifted education.
- Review education guides for teaching African-American history. Integrate content of guides into the social studies support site.
- Develop support materials for financial literacy.

Pilot and expand effective standards-based models:

- Implement English language arts training, including the following SCRI and South Carolina Reading First (SCRF) projects:
 - ✓ Year four of SCRI K-5 Phase Two;
 - ✓ Year three of SCRI K-5 Phase Three;
 - ✓ Year five of SCRF (SC READS);
 - ✓ Year three of SCRF;
 - ✓ Year four of SCRI Middle Grades Phase Two;
 - ✓ Year two of SCRI K-5 Phase Two;

✓ Year two of SCRI High School;

- Provide training in implementing the English language arts standards via an English language arts best practice seminar series for K–12 educators.
- Expand English language arts standards with the added revised taxonomy tags.
- Provide training for CEEM/Mathematics Standards Alignment Project.
- Continue development of the high school science course guides.
- Implement Year Four of the Math-Science coaching initiative, including iCoach in selected middle schools.
- Provide support for kit-based state-adopted curriculum materials in science.
- Implement the Physical Science Companion Model for the physical science curriculum to support middle and high school physical science.
- Offer training in elementary and secondary lab safety CD-ROM.
- Support Inquiry Toolkit training.
- Provide training for the CHEMIS-hazardous chemical disposal.
- Provide support for the Using the Environment as an Integrating Context for Learning (EIC) school network in selected middle schools.
- Provide foreign languages and arts standards training via South Carolina Educational Television.
- Facilitate training for early language learning programs to implement the distance learning program for grades three through five.
- Support the Spanish distance learning course for grade three.
- Facilitate summer arts professional development institutes for teachers.
- Provide professional development for social studies including geography, economics, and law-related education.
- Provide summer professional development in the area of African-American history.
- Provide professional development opportunities using the support materials for financial literacy.
- Continue to provide support in the area of international education.
- Provide support for training in Standards in Practice.
- Provide regional workshops on the revised taxonomy using *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, edited by Lorin W. Anderson and David R. Krathwohl (New York: Allyn and Bacon, 2001).

Office of Early Childhood Education

Create a seamless system of training initiatives that reflect current brain research, national position statements and standards, and research on best practices in early childhood education and family literacy:

- Organize appropriate early childhood training and graduate coursework for early childhood practitioners.
- Organize family literacy/parenting training and graduate coursework for practitioners.
- Provide early childhood training for teaching assistants and administrators involved in early childhood programs.
- Work with early childhood personnel in the eight trail districts and the twenty-eight plaintiff districts in the areas of language and literacy development, mathematical thinking, scientific thinking, and addressing the needs of children in poverty.
- Work collaboratively with the Office of Assessment to refine training materials and initiatives for the SCRA.

Office of Exceptional Children

Conduct a comprehensive, statewide assessment of professional development needs among special educators.

Provide professional development opportunities at regional locations around the state and via Internet, addressing the following areas: legal issues in special education, aligning IEP goals with South Carolina

curriculum standards, use of the Strategic Instruction Model, educational interpretation, teaching pre-school children with disabilities, training for paraeducators, working with at-risk youth with disabilities, basic job coaching, and communication strategies for children with disabilities. Provide information and resources to support training.

Identify model educators to share best practices in special education and create a resource pool for teachers around the state.

Collaborate with the Assistive Technology project to provide information about and coordinate training in effective use of technology among special educators.

Increase training opportunities for general and special educators on positive approaches to behavior management and discipline, using programs such as Rational Approaches to Practical School Discipline and Crisis Prevention Intervention.

Increase training for general and special educators on promoting transition from school to post-school activities; update the SDE transition guide.

Collaborate with the Office of Assessment to provide training on modifying testing to accommodate students with special needs.

Office of Adult and Community Education

Evaluate the process and content of health education training opportunities and follow up after training to determine whether instructional strategies are implemented.

Provide training for teachers on accommodating adults with special needs.

Provide regional training on appropriate instructional strategies for workplace programs.

Provide regional and state training on best practices in adult education.

Provide technical assistance to adult education teacher organizations to share best practices in adult learning.

Assist individual adult education programs as requested in implementing best practices in curriculum and instruction.

Office of Safe Schools and Youth Services

Provide grants to school districts to improve professional development activities.

Provide technical assistance to school districts regarding education of homeless children.

Develop a statewide distance learning course to help educators work more effectively with homeless children.

Through extended day/after school programs, provide staff training on quality child care standards and on maintaining qualified staff. Provide technical assistance to teachers operating homework centers.

Office of Career and Technology Education

Use professional organizations and state leadership to structure professional development for educators:

- Provide training opportunities for career and technology educators via the annual Education and Business Summit.

- Assist in providing teacher institutes through the Tech Prep Consortia.
- Conduct regional workshops and professional development conferences in career guidance and all career and technology education programs.
- Conduct “train the trainer” institutes for district and Tech Prep Consortia personnel involved in School-to-Work programs.
- Provide input to the program committees of professional organizations regarding staff development needs.

Establish partnerships with business and industry to provide on-site training for educators, serve as resources for professional development, and share professional development opportunities with educators:

- Participate in annual conventions and trade shows sponsored by business and industry and share information with SDE staff and district leaders.
- Provide orientation sessions for business and industry leaders.

Provide training to address state and national teaching standards:

- Revise and combine certifications for business, marketing, and computer technology education.
- Assess staff development needs based on state standards status reports, teacher feedback, on-site program evaluations, and requirements of the 2020 strategic plan.
- Establish a timeline for teacher and program certification by program area.
- Serve on statewide SDE and business/higher education committee to implement standards-based certification for teachers in all cluster of study areas.

Office of School Leadership

Offer training and professional growth opportunities on how to create and monitor effective professional development programs.

Strategic Aim 3: Early Childhood Education

Performance Indicators

- 3.1 The percentage of children in kindergarten and first grade who achieve the level of "consistently demonstrates" on English language arts, mathematical thinking, and indicators of social and emotional readiness will increase annually.
- 3.2 The percentage of the state's four-year-old population enrolled in half- and full-day 4K programs will increase each year.
- 3.3 Student performance on DIAL 3, the state screening instrument for four-year-old programs, will be consistently higher among children who have been served regularly in district- or school-based family literacy programs compared with children who have not received those services.
- 3.4 The number of 4K programs certified by the Office of Early Childhood Education using an observational tool will increase each year.
- 3.5 The number of early childhood education programs meeting NAEYC or Montessori standards will increase each year.
- 3.6 The percentage of classrooms with qualified para-professionals will increase.
- 3.7 The number of families participating in family literacy programs will increase each year.
- 3.8 The number of parent education programs offered will increase each year.
- 3.9 The percentage of parenting and family literacy programs that meet quality indicators will increase each year.
- 3.10 The adult literacy rate among participants in family literacy programs will increase each year.
- 3.11 The percentage of at-risk children in kindergarten and first grade identified as eligible for Medicaid will increase annually.

Strategies and Key Work Processes

Goal 3.1: Children enter the first grade ready to learn and succeed.

Office of Early Childhood Education

Collaborating with the Office of Assessment and the Office of Research, evaluate SCRA data to determine performance on state measures of readiness for school.

Provide intensive training and support for early childhood education programs in low-performing districts.

Collaborate with the Governor's Office of First Steps to support high-quality early childhood development and education services.

Collaborate with government agencies offering services for young children through programs including Success by Six, the Governor's Institute on Reading, the Alliance for South Carolina's Children, the Head Start Collaboration Project, the Head Start Association, the University of South Carolina, and business, health, and welfare programs.

Provide information to districts applying for federal Early Reading First grants.

Assist early childhood education programs in meeting all curricular and professional development needs, but offer extra assistance as required by federal initiatives for early literacy programs.

Office of School-Based Health

Collaborating with community partners, evaluate current outreach methods for Medicaid enrollment to determine the most effective strategies for use by school districts to increase enrollment of potentially eligible Medicaid students.

Provide training and technical support to targeted school districts on outreach strategies that identify and assist families in enrolling in Partners for Healthy Children, South Carolina's Medicaid program.

Collaborate with the Office of School Food Services and Nutrition and the Department of Health and Human Services to integrate data collection and analysis to more efficiently identify children eligible for Medicaid.

Office of Assessment

Coordinate the SCRA to assess readiness for first and second grades; report results to the General Assembly, local districts, and the public:

- In conjunction with the Office of Early Childhood Education, conduct statewide training workshops to assist teachers with test administration.
- Revise and distribute test materials, including checklists and test coordinator's manuals.
- In conjunction with the Office of Early Childhood Education, conduct train-the-trainer workshops for district trainers.
- In conjunction with the Office of Early Childhood Education, implement a principal verification system and a required data collection plan.
- Revise and monitor the SCRA Profile Interactive.
- Produce and make publicly available appropriate technical documentation.
- Collect, analyze, and report data.
- Make available information about alternative scoring (SCRA-Alt.), including guidelines.

Goal 3.2: Children have access to quality early childhood programs.

Office of Early Childhood Education

Monitor and evaluate school programs for four-year-olds to determine instructional quality, program quality, and compliance with state regulations governing early childhood development programs.

Provide technical assistance to teachers and staff based on results of program evaluations.

Provide state, regional, and local training for early childhood educators in curriculum and instructional strategies which are scientifically based and developmentally appropriate.

Develop and disseminate resource guides and other materials that support districts in developing high-quality early childhood programs.

Develop "criteria of excellence" for early childhood programs and select exemplary learning sites around the state to serve as models for schools and districts in developing effective programs.

Seek state and federal grants to increase the quality of early childhood programs, and assist local districts in securing grants for local program development.

Collaborate with local districts and First Steps to offer high-quality half-day four-year-old programs to increased numbers of children.

Collaborate with local districts and First Steps to offer high-quality four-year-old programs as all-day services to increased numbers of children.

Conduct an early childhood institute each summer to provide professional development and technical assistance to districts in implementing quality programs.

Develop and distribute appropriate professional development and curriculum materials.

Maintain and update the early childhood education Website.

Office of Safe Schools and Youth Services

Train school guidance counselors in developing programs that address the needs of primary grade students and students enrolled in early childhood education programs.

Provide funding to support early childhood education programs at the state and local levels.

Office of School Quality

Use External Review Teams that are representative of early childhood professionals to review early childhood education programs in schools designated as *Unsatisfactory* and make recommendations for improvement.

Office of Exceptional Children

Conduct monitoring activities and provide training and technical assistance to ensure that students with disabilities receive services by their third birthday, to include extended school year services where appropriate.

Provide training and technical assistance in the use of evidence-based practices for teachers and other personnel working with pre-school students with disabilities.

Office of Career and Technology Education

Introduce early childhood education concepts in middle school through exploratory standards-based FACS programs and strengthen skills by offering national certifications in related areas.

Train secondary students in early childhood education skills by using standards-driven curriculum in the FACS child development course and/or early childhood education career major.

Goal 3.3: Children and their families have access to quality family literacy programs.

Office of Early Childhood Education

Monitor and evaluate family literacy programs in all districts to determine instructional quality, program quality, and compliance with state regulations governing family literacy programs.

Provide technical assistance to parent educators and staff.

Conduct regional and state training for parenting and family literacy educators in effective family literacy programs, including Parents as Teachers, Parent-Child-Home, Equipped for the Future, Infant and Toddler Environment Rating Scale, National Family Literacy training, and MotheRead.

Conduct training for early childhood and family literacy educators focusing on developmental and instructional activities appropriate for young learners and their parents.

Develop and disseminate resource guides and other published materials to support districts in developing effective parenting and family literacy programs.

Conduct the annual Parent Education and Family Literacy Training Conference to provide training and technical assistance in implementing quality programs.

Collaborate with the Department of Health and Human Services and First Steps to fund additional quality family literacy programs.

Select exemplary family literacy centers to serve as mentors for programs in early stages of development and assist local schools and districts in creating effective programs.

Assist districts and schools in providing training and information to parents on brain research in young children and early literacy development.

Monitor certification and program quality for local Parents as Teachers programs.

Office of Safe Schools and Youth Services

Ensure that children participating in extended day/after school programs have access to developmentally and age-appropriate materials and activities; monitor programs to ensure quality.

Office of Career and Technology Education

Provide training for secondary students through early childhood education and child development teachers to prepare workshops and literature to address family literacy.

Strategic Aim #4: Parental and Community Partnerships

Performance Indicators

- 4.1 The percentage of parents participating in annual school satisfaction surveys will increase each year.
- 4.2 The percentage of parents who report satisfaction with their schools will increase each year.
- 4.3 The percentage of students who participate in annual school satisfaction surveys will increase each year.
- 4.4 The percentage of students who report satisfaction with their schools will increase each year.
- 4.5 The percentage of schools implementing parent involvement programs will increase each year.
- 4.6 The level of parent awareness of school parent involvement practices will increase each year.
- 4.7 The number of volunteer hours in schools will increase each year.
- 4.8 The number of parent conferences conducted by schools and districts will increase each year.
- 4.9 The number of new strategic community alliances developed by schools and districts will increase each year.
- 4.10 The number of continuing community alliances will increase each year.
- 4.11 Satisfaction levels among schools and community organizations involved in strategic alliances will improve each year.
- 4.12 The number of businesses participating in Adopt-A-School programs will increase each year.
- 4.13 The number of recognition programs highlighting successful business partnerships will increase each year.
- 4.14 The number of businesses actively supporting mentoring activities for student achievement and career awareness will increase.
- 4.15 The number of businesses sponsoring work-based and paid internships will increase each year.
- 4.16 The number of students participating in work-based and paid internships will increase each year.

Goal 4.1: Parents are active partners in their children's learning.

Office of Parental and Community Partnerships

Collect and evaluate data on parent involvement in local districts.

Participate in parent involvement training via the National Network of Partnership Schools at Johns Hopkins University and the Partnership for Family Involvement in Education.

Work with districts to provide training for district parent involvement liaisons.

Administer the Red Carpet Schools Award to recognize schools making an exemplary effort to become more family and community friendly.

Collaborate with the Commission on Higher Education to increase the emphasis on parental involvement in teacher education programs. Provide training on increasing parent involvement for new and practicing teachers through graduate courses and other professional development offerings.

Collaborate with the Education Oversight Committee to include parent involvement information on school and district report cards.

Office of Early Childhood Education

Gather data and report annually on district parenting and family literacy programs.

Help schools and districts support parents as teachers by providing up-to-date, research-based information and resources on effective early childhood parenting strategies.

Provide parents with information about early childhood curriculum standards.

Provide assistance to schools and districts to improve the quality of home visits by early childhood or family literacy staff.

Office of Adult and Community Education

Increase the number of districts that involve parents in planning and delivering school health programs.

Office of Safe Schools and Youth Services

Conduct statewide regional meetings for school guidance counselors to share best practices in parent involvement programs.

Fund development of parent and community partnerships at the state and local levels.

Provide technical assistance to homework center staff on involving parents in after-school work.

Office of Exceptional Children

Increase training opportunities for parents of children with disabilities, with a special emphasis on hard-to-reach family groups, and provide information to help them obtain special education services and services from other state agencies that assist students with disabilities.

Increase parent participation in all activities sponsored by the Office of Exceptional Children, including teacher training, state planning, and evaluation of services for children with disabilities.

Improve documentation of parent outreach and information dissemination.

Disseminate and encourage local districts to provide information on services available for children not qualifying for services under the Individuals with Disabilities Education Act (IDEA).

Work with local districts to ensure that parents of children with disabilities are included in all classroom, school and district activities.

Increase awareness among teachers and parents of assistive technology services for children with disabilities, and improve teacher training in the use of assistive technology.

Develop a system to measure parent participation in services for exceptional children.

Provide training for local districts to improve working relationships with parents of children with disabilities, to include effective communication with parents and family groups, sensitivity regarding the impact of disabilities on families, and ways to involve parents in their children's education.

Collaborate with ProParents of South Carolina, Family Connection, and other parent groups and organizations to ensure that parents of students with disabilities receive training and support.

Office of Assessment

Include parents on advisory committees.

Develop materials like the Parents Guide to Score Reports.

Expand data analysis tools for use by parents.

Provide information on testing programs for parents in hard copy and on the Web.

Office of Career and Technology Education

Provide training for certified guidance counselors that stresses meaningful involvement of parents or guardians in the guidance and IGP process.

Implement programs to ensure that, beginning with students in eighth grade and continuing through high school, schools schedule annual parent counseling conferences to assist parents/guardians and their children in making career choices and graduation plans.

Work with districts to ensure that each eighth grade student in consultation with parents/guardians selects a preferred cluster of study and develops an IGP.

Goal 4.2: Communities are active partners in student learning.

Office of Parent and Community Involvement

Continue efforts to develop partnerships with the faith community to provide academic mentors and after-school programs.

Collaborate with Communities in Schools programs to develop additional programs and increase services to areas with programs.

Collaborate with the American Association of Retired Persons to develop a special program for grandparents who are raising their grandchildren.

Collaborate with Interfaith Community Services of South Carolina, the South Carolina Women's Missionary Union, the Cooperative Baptist Fellowship, the Office of the Governor, the Department of Health and Environmental Control, and the Department of Social Services to deliver the Hold Out the Lifeline program training volunteers to provide education and information to individuals and families.

Collaborate with individual districts and community organizations to involve communities in schools.

Office of Early Childhood Education

Develop alliances with community organizations and the faith community to support effective early childhood education programs in public schools.

Provide assistance to First Steps- and Department of Health and Human Services-funded private child-care centers receiving the public-private 4K partnership grants.

Office of Adult and Community Education

Increase the number of districts that involve communities in planning and delivering school health programs.

Increase the number of community partners in adult education programs.

Increase the number of local adult education programs that participate in community one-stop centers.

Develop a database of current school-community partnerships for each school district.

Initiate a recognition program celebrating outstanding community volunteer programs.

Work with districts to evaluate the extent of community participation in collaborative service learning projects to ensure that community members have active roles.

Work with districts to ensure that diverse community groups are included in local Schools of Promise programs.

Strengthen and expand the Americorps program supporting school-community partnerships:

- Increase awareness of and school participation in the Americorps program.
- Solicit requests for state funding for additional Americorps programs.
- Provide support and technical assistance for funded Americorps programs.

Strengthen and expand intergenerational programs fostering partnerships between students and senior adults:

- Increase awareness of intergenerational programs by developing and distributing information and training kits and promoting community learning programs at conferences and workshops statewide.
- Provide training in Intergenerational Service Learning to Service Learning peer mentors;
- Provide on-site training and technical assistance to schools with Intergenerational Service Learning programs.
- Build communication links among state Intergenerational Service Learning projects.
- Integrate character education into Intergenerational Service Learning.
- Ensure the success of intergenerational programs currently in existence and promote continued federal funding by providing project oversight, financial management, and staff development for eight sub-grantees.
- Collaborate with the Department of Health and Human Services to provide funding for intergenerational projects in the state's low-performing districts.

Office of Safe Schools and Youth Services

Define the roles and responsibilities of community partners, parents, and other stakeholders in helping to prevent truancy.

Raise awareness of the risks associated with truancy and provide information to schools and partnering communities on best practices and programs for preventing truancy.

Collaborate with the Governor's Cooperative Agreement for Prevention on community collaboratives to reduce high-risk behaviors among youths between the ages of twelve and seventeen, and incorporate the Governor's Comprehensive Strategy for Youth Substance Abuse Prevention into existing SDE programs.

Raise awareness among parents and communities about charter schools and provide assistance to communities interested in forming charter schools.

Work with existing charter schools to strengthen community partnerships.

Promote the Communities of Character program focused on building school-community partnerships to support character development among young people.

Provide technical assistance to new and developing Communities of Character programs in local schools.

Encourage community partnerships to support homework centers in local schools.

Provide training for school guidance counselors on strategies to involve communities in career guidance activities.

Office of School Quality

Use External Review Teams to review community involvement programs in schools designated as *Unsatisfactory* and make recommendations for improvement.

Office of Exceptional Children

Work through the State Advisory Board for Students with Disabilities to provide the opportunity for information exchange between the Office of Exceptional Children and community stakeholders.

Hold a summit on shared implementation of the IDEA every other year to provide information, training, and technical assistance across all agencies and stakeholders.

Provide ongoing opportunities for stakeholder input through the Office of Exceptional Children Web page, stakeholder meetings, use of media, and public hearings where appropriate.

Collaborate with advocacy groups, agencies, private non-profit groups, and others through collaborative grants, training initiatives, and other projects.

Office of Assessment

Include community representatives on advisory committees.

Develop materials like the Parent's Guide to Score Reports.

Expand data analysis tools for use by the public.

Provide information on testing programs on the Web.

Office of School Leadership

Provide relevant information and instruction on parent and community relations.

Goal 4.3: *Businesses are active partners in student learning.*

Office of Parental and Community Partnerships

Work with the Office of the Governor, First Steps, and the South Carolina Chamber of Commerce to promote state recognition of family-friendly businesses.

Provide training for local business organizations on ways to increase school partnerships.

Office of Adult and Community Education

Develop a state recognition program for outstanding business-education partnerships.

Office of Safe Schools and Youth Services

Encourage schools to establish partnerships with local businesses to implement character education programs; maintain business involvement in the statewide character education program.

Provide training for school guidance counselors on strategies for involving businesses in career guidance activities.

Office of Career and Technology Education

Establish effective career advisory committees for all clusters of study:

- Assemble statewide advisory committees for all program clusters consisting of business representatives, teachers, and higher education representatives, with at least half of the membership consisting of business and industry representatives.
- Use the statewide advisory committees to develop career and technology course standards aligned with state academic standards for all career and technology courses, to review and update standards on a regular cycle, and to develop curriculum.
- Provide technical support and curriculum resources, including business and industry skill/certification standards, to assist state advisory committees in developing and updating course standards and developing the curriculum.
- Invite advisory committee members to serve on state instructional materials adoption committees.
- Have advisory committees assist in job shadowing activities.
- Ensure that business and industry representatives provide input into career guidance activities.

Secure business partnerships to establish and fund recognition programs for outstanding career and technology education students:

- Participate in business and industry executive boards for student organizations.
- Assist in securing judges for local and state competitive events.
- Develop state recognition programs for students who place in national competitive events.
- Establish state recognition programs for outstanding career and technology students.

Coordinate efforts to recruit students from the state's homeless and Hispanic population for collaborative work/study programs including job shadowing days:

- Facilitate outreach to homeless and Hispanic populations through the sixteen Tech Prep/School-to-Work centers.

- Provide links with Hispanic organizations and organizations serving homeless families, including homeless shelters.

Office of Assessment

Include business representatives on advisory committees.

Develop materials like the Parent's Guide to Score Reports

Expand data analysis tools for use by the public.

Provide information on testing programs on the Web.

Strategic Aim #5: Safe and Healthy Schools

Performance Indicators

- 5.1 The number of school crime incidents, as reported in the annual School Crime Incident Report, will decrease in all categories each year.
- 5.2 The number of out-of-school suspensions or expulsions for violent and/or criminal offenses will decrease each year.
- 5.3 All schools will have updated and effective school safety plans that include crisis management.
- 5.4 The number of character education programs in schools will increase each year.
- 5.5 The number of students participating in school Service Learning programs will increase each year.
- 5.6 The truancy rate will decrease each year.
- 5.7 The number of alternative school programs will increase each year until all student and school needs are met.
- 5.8 The percentage of students receiving a healthy breakfast and lunch will increase each year.
- 5.9 All schools will implement and adhere to industry maintenance standards.
- 5.10 All school facilities will comply with state health, safety, and educational standards.
- 5.11 The average age of school facilities will be reduced.
- 5.12 The number and percentage of portable classrooms will be reduced each year.
- 5.13 Average school bus mileage and average school bus age will be reduced each year.
- 5.14 The cost per student trip for operating school buses will be held constant.
- 5.15 The number of reportable school bus accidents per mile will decrease each year.
- 5.16 School bus maintenance costs will remain at or below costs in other southeastern states.
- 5.17 Dependability ratings for school buses will remain above 99 percent.
- 5.18 All school bus inspections, repairs, and preventive maintenance will occur on schedule.

- 5.19 All school bus drivers will be trained and certified to safely operate school buses.
- 5.20 The number of healthy school alliances in place in schools and districts will increase each year.
- 5.21 The SDE will increase the number of Medicaid-billable school-based services by one service in 2010.
- 5.22 The SDE will increase Medicaid School District Administrative Claiming reimbursements by one percent annually.
- 5.23 The SDE will conduct monthly partnership meetings with the Department of Health and Human Services to collaborate on Medicaid policy affecting school-based health services.
- 5.24 Customer satisfaction surveys will reflect a 95 percent approval rating.
- 5.25 The SDE will visit 85 school districts annually to monitor and improve the quality of school-based health services.
- 5.26 The number of districts not cited for quality assurance deficiencies will increase by 10 percent annually.
- 5.27 Six to twelve Medicaid training sessions will be conducted for school districts annually.
- 5.28 The SDE will conduct nine process improvement visits with school districts to maximize Medicaid revenue and streamline documentation and billing processes.

Strategies and Key Work Processes

Goal 5.1: Schools are safe, healthy places with environments that are conducive for learning.

Office of Safe Schools and Youth Services

Support effective state and community-based programs encouraging safe, disciplined, and drug-free environments:

- Provide funding for safe and drug-free schools programs.
- Identify and disseminate accurate and effective curriculum materials to support districts in promoting safe, disciplined, and drug-free schools.

Provide training and technical assistance on drug and violence prevention strategies for local district and community personnel, including teachers, administrators, coaches and athletic directors, other school staff, community leaders, health service providers, local law enforcement leaders, judicial officials, parents, and students.

Collaborate with the South Carolina Truancy Steering Committee on strategies to reduce truancy:

- Evaluate the factors that affect the risk of truancy and identify best practices and programs for truancy prevention.
- Increase public awareness of the educational, social, and economic implications of truancy.

Incorporate the Governor's Comprehensive Strategy for Youth Substance Abuse Prevention into existing prevention efforts and programs, including the Safe and Drug-Free Schools and Communities program. Promote prevention training opportunities available through the Governor's Comprehensive Strategy for Youth Substance Abuse Prevention among school personnel and other service providers.

Work with schools to integrate character education across the curriculum:

- Promote effective models for character education at statewide conferences.
- Provide grant funding for schools and districts to integrate character education into the curriculum.

Expand statewide teachers' academies to assist teachers in incorporating character education in everyday classroom activities; set high standards for the academies; and work to attract teachers committed to the character education concept.

Support local efforts to establish alternative schools for troubled students:

- Review applications from districts to determine eligibility for state funding to establish alternative schools.
- Conduct site visits, provide technical assistance, and provide resources to schools and districts in establishing alternative schools.
- Conduct an annual statewide conference to examine issues affecting alternative education.
- Conduct an annual evaluation to determine the effectiveness of alternative programs.

Provide funding to increase the number of guidance counselors in public schools.

Support development of comprehensive school safety strategies:

- Provide training and technical assistance to administrators, school safety personnel, and resource officers in developing and implementing comprehensive school safety strategies.
- Collaborate with The Citadel and Georgetown County School District to develop a course for school administrators on comprehensive safe school planning.
- Collaborate with the South Carolina Emergency Preparedness Division to provide multi-hazard training for local districts.

Provide research, information, and training on safe school strategies:

- Conduct training for teachers and guidance counselors on crisis counseling and on strategies to prevent bullying and gang or cult activity on school campuses.
- Participate in statewide conferences for school resource officers addressing issues of school safety.
- Through the South Carolina Center for Safe Schools, serve as a primary point of contact for information, strategies, technical support, and research addressing school and community safety.
- Through the South Carolina Center for Safe Schools, provide resources to schools and districts on safety issues. Develop youth safety recommendations, compile data on prevention strategies, and expand the youth leadership concept.
- Provide funding to support safe and drug-free schools training at the state and local level.

Work with students and parents to decrease suspension and expulsion rates among African-American students.

Ensure that extended day/after school programs have staff/child ratios that meet ABC child care standards.

Provide training for extended day/after school program staff on meals and snacks that meet U.S. Department of Agriculture guidelines and on indoor and outdoor safety.

Office of Early Childhood Education

Provide training in Dr. Nancy Freeman's work, *The Ethical Early Childhood Classroom*.

Ensure that classrooms for young children provide environments where children are safe, healthy, and have opportunities to learn through appropriate materials.

Ensure that classrooms for parents in family literacy programs are safe, healthy, and provide opportunities to learn through appropriate methods.

Office of Adult and Community Education

Increase the number of schools and districts that use the School Health Index to assess and plan for a safe and healthy environment emphasizing physical activity and nutrition.

Increase the number of schools and districts implementing the eight-component model for a healthy school developed by the national Centers for Disease Control.

Office of School Food Services and Nutrition

Promote high-quality food and nutrition programs in all school districts so that all students eat quality school meals each day and all receive nutrition education teaching them to make healthy food choices for a lifetime.

Develop and implement performance measures for district food service programs for use in evaluating actual performance as compared to other districts. Comparisons will be based on uniform revenue generation and expenditure reporting and program participation among school district food service

programs. Information will be derived from Actuate, an enterprise reporting application, based on data school districts submit to the Office of School Food Service and Nutrition's Web-based reporting and claims system.

Promulgate statewide regulations for food and nutrition personnel to ensure that school food service employees can consistently provide quality nutritious food that students will choose, thus increasing the potential for healthier students with higher performance levels. Categories and levels of employment will include director (three levels), manager (three levels), and technician (three levels). Employment will include academic, experience, membership, physical, alcohol and drug screen criteria. Current employees will be grandfathered into their positions.

Develop and implement a comprehensive training plan to promote effective school nutrition programs:

- Promote training for school employees at all levels, including superintendents, principals, business officials, directors, managers, operators, cashiers, district food service support personnel, and state staff, based on ongoing needs assessments and focus groups.
- Provide a statewide standardized curriculum for all employee levels.
- Provide training using local food service personnel and training experts from education, business, state agencies, news media, and health and safety organizations.
- Train supervisors, directors, and managers in staff development and program implementation.
- Develop and disseminate a statewide training calendar.
- Assist directors and managers in identifying funding resources for training.
- Continually establish goals and objectives for state and local training programs based on the needs assessment.

Develop and implement a marketing plan to support the mission of ensuring effective school nutrition programs:

- Develop specific messages to students conveying positive images of the school food and nutrition programs.
- Build partnerships with school districts, health and education organizations, and parent groups to promote healthy school meals and nutrition education.
- Form partnerships with teachers and parent groups to coordinate nutrition education activities with meal programs to teach children, teachers, caregivers and parents the relationship between food and health.

Implement new state and federal laws pertaining to wellness policies and school nutrition programs. Provide training sessions and technical assistance to district personnel on new laws requiring local wellness policies by school year 2006-07, including the following topics: goals for nutrition education, physical education, and other school-based activities to promote student wellness; nutrition guidelines for all food available on each school campus during the school day; guidelines for reimbursable school meals that meet state law and are no less restrictive than regulation and guidance issued by the US Department of Agriculture to meet school meal requirements; a plan for measuring implementation of local wellness policy; and community involvement as specified in state and federal laws.

Recruit supporters to serve as advocates for quality school nutrition programs:

- Implement a comprehensive, ongoing public information program to promote understanding of and support for school food and nutrition programs.
- Assist local districts in implementing local public information programs to promote understanding of and support for quality school nutrition programs.
- Develop a grassroots organization of selected individuals and groups to serve as advocates for quality school food nutrition programs.
- Serve as a resource for accurate, timely information on emerging issues in school nutrition.

Develop and implement a comprehensive plan for nutrition education in schools:

- Promote nutrition education courses developed by universities for teacher certification or graduate credit.
- Provide training to directors and managers for the nutrition course developed for school food service technicians.
- Establish a network of stakeholders and constituents to support a comprehensive plan for nutrition education based on the South Carolina Health and Safety Education Curriculum Standards for nutritional choices.
- Promote development and dissemination of curriculum guides that integrate nutrition standards with other education standards used by K–12 teachers.

Office of School Quality

Through the Accreditation program, monitor all schools to ensure that they meet state statutes and State Board of Education regulations affecting health and safety.

Office of Exceptional Children

Provide training and technical assistance to schools and districts and build local capacity for sustaining systems change through the South Carolina State Improvement grant in the area of positive behavior intervention and supports.

Provide training and build local capacity through Crisis Prevention Institute training for districts across the state.

Office of Career and Technology Education

Work with colleges of education to include character education as an essential component in pre-service training of teachers, guidance counselors, and administrators as it pertains to career and technology education students.

Provide training for students to develop interpersonal skills and become responsible citizens through the middle and/or high school FACS program.

Provide healthy and safe environments by encouraging FACS teachers to become ServSafe- (food and facility safety and sanitation program) certified so that they can train and/or certify students.

Office of School Leadership

Provide instruction on the importance of creating a safe learning environment.

Goal 5.2: School facilities are safe, functional and adequate.

Office of School Facilities

Ensure that all school facilities comply with safe building code standards and SDE regulations:

- Review school plans, conduct inspections, provide funding and provide information to schools and districts in a timely manner.
- Ensure that contemporary standards are applied to all new construction.
- Build interagency alliances with the Center for Safe Schools and the Office of Transportation.

Collaborate with the Office of Safe Schools and Youth Services to review school designs for compliance with safe school requirements.

Office of Exceptional Children

Collaborate with Title I and Safe and Healthy Schools to ensure the use of evidence-based practices in school-wide intervention.

Office of Career and Technology Education

Collaborate with the Office of School Facilities to review labs and facilities for compliance with building and fire safety codes.

Goal 5.3: The public school transportation system is safe and efficient.

Office of Transportation

Allocate state resources to support school transportation.

Coordinate the transportation service activities of the SDE in coordination with the 85 school districts; maintain and assist districts in implementing GPS Monitoring, computerized routing services, and pupil transportation information databases to help district transportation supervisors evaluate and monitor bus routes.

Design and promote a voluntary but strongly recommended professional certification program for school transportation officials in South Carolina, administered by the Office of Educator Certification. Training and related tools are to be provided through the SDE and the South Carolina State University Transportation Center.

Promote student safety through the School Transportation Student Safety program:

- Provide information on school bus safety to parents, students, pre-school students, and others interested in school bus safety.
- In coordination with the Department of Public Safety, conduct pedestrian safety training for elementary students statewide.
- Require the central overnight parking of school buses.

Administer the School Bus Driver Training and Certification program:

- Train and test new bus drivers and provide recertification training and testing for existing drivers, including physical performance requirements.
- Monitor bus driver training and certification and report on the SDE Website the certification status of school bus drivers.
- Provide monthly safety updates for drivers and district transportation officials through the School Transportation Operations and Procedures (S.T.O.P.) newsletter.

Provide an effective and efficient school bus maintenance and servicing program.

Monitor environmental compliance for school transportation vehicles and facilities, and promote Clean School Bus USA initiatives during the late summer transition to the use of Bio ultra-low sulfur diesel fuel for the total school bus fleet.

Administer medical, SLED, and drug testing for school transportation safety-sensitive personnel.

Conduct school transportation accident inspection and reporting as needed and maintain records.

Evaluate the opportunities for privatization of state-delivered school bus transportation services, to include issuing a request for proposal for school bus shop maintenance services.

Goal 5.4: Schools form community and state alliances that promote the health, safety and well-being of students.

Office of Safe Schools and Youth Services

Collaborate with other state agencies and local service providers to coordinate state activities during Public Health Month, emphasizing the roles and responsibilities of parents, school personnel, school resource officers, and other service providers in identifying and meeting the health needs of children and families.

Collaborate with the Department of Alcohol and Other Drug Abuse Services (DAODAS) on the South Carolina Task Force on Underage Drinking to develop strategies and media messages to prevent underage drinking.

Collaborate with DAODAS to develop a survey for local school districts assessing the extent of alcohol and drug abuse among young people.

Define the roles and responsibilities of state and local agencies, community organizations, parents and other stakeholders in preventing student truancy.

Implement the Governor's Comprehensive Strategy for Youth Substance Abuse Prevention, addressing all high-risk behaviors among youth ages twelve to seventeen.

Provide funding for districts to increase the number of resource officers from local law enforcement agencies in public schools.

Provide training for school resource officers in developing comprehensive school safety strategies.

Office of Early Childhood Education

Work collaboratively with the Office of First Steps, the Governor's Childcare Coordinating Council, Head Start, private childcare providers, the Department of Social Services, and the Education Oversight Committee to ensure higher quality early childhood education programs for all children from birth through age five:

- Develop an evaluation of 4K programs that addresses instruction and curriculum, parental involvement, interactions between adult and child, and classroom organization in addition to health and safety issues.
- Assist local districts and schools in increasing the quality of local sites through national early childhood accreditation.

Office of Adult and Community Education

Through the South Carolina Healthy Schools program, conduct regional health education conferences semi-annually to develop alliances among schools, community organizations, and higher education to deliver health education programs in schools and districts.

Collaborate with the Department of Health and Environmental Control's Division of Adolescent and School Health to support social work in schools, through activities including:

- Providing leadership in developing school social work standards;
- Working with related professional organizations, academic institutions, and other state agencies to develop school social work services;

- Consulting with school districts, local health districts, and community and interagency groups to develop school social work programs;
- Coordinating staff development programs for school social work staff.

Office of School-Based Health Finance

Collaborate with the Medicaid agency and other health service agencies to identify additional Medicaid-reimbursable services that can be rendered in school settings to benefit children's health and enhance collaborative community health care delivery efforts.

Foster timely and consistent communication about health services and billing to school districts, other state health agencies, and other affected entities.

Collaborate with school districts, Medicaid agency, and other state agencies to continuously improve school-based health programs by developing training curriculum and modules for financial cost reporting, Medicaid documentation and quality assurance standards, and process improvement strategies.

Provide enterprise services to assist school districts in obtaining Medicaid reimbursement for outreach, eligibility, and coordination of medical services under the School District Administrative Claiming program.

Partner with school districts to obtain Medicaid reimbursement for eligible special needs transportation trips.

Office of Exceptional Children

Collaborate with the Department of Mental Health to promote school-based mental health counseling.

Monitor and provide training and technical assistance to ensure access to counseling as a related service when appropriate for students with disabilities.

Office of Career and Technology Education

Encourage health science technology instructors to plan hands-on student participation in local or school-wide health screenings, awareness sessions on specific health-related topics, joint community-school health-related projects, etc., to gain real-world experience and develop leadership skills.

Encourage FACS teachers and Family, Careers, and Community Leaders of America (FCCLA) advisors to become actively involved in community-based Service Learning projects that address the needs of the community.

Strategic Aim #6: Education Leadership

Performance Indicators

- 6.1 The number of schools with absolute ratings of *Average*, *Good*, or *Excellent* on state report cards will increase each year.
- 6.2 The number of districts with absolute ratings of *Average*, *Good*, or *Excellent* on state report cards will increase each year.
- 6.3 The number of schools with improvement ratings of *Average*, *Good*, or *Excellent* on state report cards will increase each year.
- 6.4 The number of districts with improvement ratings of *Average*, *Good*, or *Excellent* on state report cards will increase each year.
- 6.5 The number and percentage of schools receiving Palmetto Gold and Silver awards will increase each year.
- 6.6 All newly selected principals will complete the Office of School Leadership Principal Induction program.
- 6.7 All administrators will participate in professional development to strengthen their knowledge and skills as leaders.
- 6.8 All principals in schools with absolute ratings of *Unsatisfactory* and *Below Average* will receive assistance to improve school and student performance each year.
- 6.9 The percentage of faculty and staff positions vacant for more than nine weeks will be reduced each year.
- 6.10 All Office of School Leadership programs will operate near maximum capacity.
- 6.11 All Office of School Leadership programs will receive positive feedback from participants as determined by assessments, surveys, and other forms of evaluation.
- 6.12 At least 50 percent of participants in the Developing Aspiring Principals program will be placed in principal positions within five years of program completion.
- 6.13 Schools with principals that have completed the School Leadership Executive Institute will show improvement.
- 6.14 All principals will be evaluated at least once every three years using the Program for Assisting, Developing, and Evaluating Principal Performance.

- 6.15 At least 50 percent of participants in the Tapping Executive Educators program will be placed in senior district positions within three years of program completion.
- 6.16 The number of districts with strategic plans that are aligned with the SDE strategic plan will increase each year to reach 100 percent.
- 6.17 The number of schools with school renewal plans that are aligned with their district strategic plans will increase each year to reach 100 percent.
- 6.18 State appropriations per student will be deemed adequate and equitable to support mandated program requirements as measured by independent external review.
- 6.19 Education leadership programs at the SDE, South Carolina's colleges and universities, and districts will be congruent.
- 6.20 Education leaders at all levels will produce annual accountability reports providing detailed analyses of state, district, and school performance.
- 6.21 The percentage of superintendents who have completed the School Leadership Executive Institute for superintendents will increase each year.
- 6.22 The percentage of school principals who have completed the School Leadership Executive Institute for principals will increase each year.
- 6.23 All principals and other school and district staff will have professional growth plans.
- 6.24 All districts will have a research-based principal performance appraisal system.
- 6.25 The number of errors on the CG Error Report will be reduced.
- 6.26 The pool of qualified school administrators will be sufficient to fill anticipated administrator vacancies with high-quality school leaders.

Strategies and Key Work Processes

Goal 6.1: Leaders in education are highly qualified, caring, and supportive.

Office of School Quality

Provide technical assistance to improve leadership in schools designated as *Unsatisfactory* on state report cards:

- Hire principal specialists for schools designated as *Unsatisfactory* if the district board of trustees elects to replace the school principal.
- Assist schools designated as *Unsatisfactory* to carry out the recommendations of the review team.
- Demonstrate leadership for improving classroom practices, assist in analysis of assessment data, work with individual members of the faculty emphasizing needed changes in instructional strategies based on data analysis, and support teachers in acquiring new skills to improve academic performance.

Through the Intervention and Assistance program, identify, select, and train exemplary educators to serve as curriculum specialists, principal leaders, and principal mentors in low-performing schools to promote and model effective teaching, curriculum, and learning strategies.

Through the Teacher Specialists on Site program, identify, select, and train exemplary educators to serve as coaches in schools with *Unsatisfactory* and *Below Average* report card ratings to demonstrate effective teaching and learning strategies.

Provide targeted technical assistance to improve student performance in schools with *Unsatisfactory* report card ratings.

Recognize schools with high student academic performance and high gains in academic performance using criteria set by the Education Oversight Committee through the Palmetto Gold and Silver Award program.

Office of Technology

Through the development of online tools and applications, assist other offices and third party organizations such as the state's K–12 initiative in collecting specific data from schools and districts to better assess areas of need.

Pilot the School Interoperability Framework Network in a cross-section of districts.

Develop and implement the Student Unique Identifier System to improve information and decision making.

Implement a statewide longitudinal data system.

Provide training for administrators in using data effectively to drive decision making.

Office of Early Childhood Education

Provide early childhood and family literacy training to supervisors and administrators of early childhood and parenting/family literacy programs.

Office of Exceptional Children

Provide training and technical assistance to school- and district-based leadership teams.

Provide training annually for directors of special education.

Provide guidance documents on the implementation of the IDEA.

Provide mentors for new special education directors.

Office of Assessment

Continue to keep school leaders informed with update memoranda, materials posted on the Web, and personal communication.

Encourage school leaders to participate in assessment professional development activities.

Encourage school leaders to stay informed by viewing the Instructional Television series.

Recruit school leaders for advisory committees.

Goal 6.2: State education leadership is aligned.

Office of the State Superintendent of Education

Provide leadership for state policy reforms that support the strategic vision:

- Communicate the goals and objectives of the public education system and articulate the needs of students, schools, and districts to the General Assembly.
- Collaborate with the General Assembly's Education Oversight Committee to refine education accountability systems.
- Develop annual funding requests for the education system.

Provide leadership for constituents, stakeholders, and customers within the state's educational system to align strategic goals and objectives:

- Conduct regular, bi-monthly meetings with local superintendents and district officials to receive input on education initiatives and review implementation of education policies.
- Meet regularly with customer and stakeholder organizations including the South Carolina Association of School Administrators, the South Carolina School Boards Association, the South Carolina Education Association, the Palmetto Teachers Association, school improvement councils, deans of college teacher education programs, local school boards, parent-teacher organizations, and others to provide for two-way communication on education initiatives.

Office of Policy and Planning

Support development and implementation of research-based education policies:

- Provide research-based information to SDE staff, the State Board of Education, the General Assembly, the Governor's office, school districts, and other organizations to assist them in making research-based decisions.
- Synthesize policy and research information, develop policy options, and conduct other policy or legislative research.

Collaborate with the General Assembly to draft education policy changes to support goals of the agency.

Office of Finance

Coordinate SDE budgeting and reporting operations:

- Recommend policies and procedures and disseminate information affecting budgetary matters.
- Prepare and issue budgets and reports.
- Provide information to the public, General Assembly, Governor's office, State Board of Education, school districts, other agencies and entities, and other organizations.

Office of School Leadership

Maintain open and routine communication with colleges and universities that offer educational leadership programs.

Maintain open and routine communication with district leaders concerning their educational leadership initiatives.

Office of Assessment

Continue to keep school leaders informed with update memoranda, materials posted on the Web, and personal communication.

Encourage school leaders to participate in assessment professional development activities.

Encourage school leaders to stay informed by viewing the Instructional Television series.

Recruit school leaders for advisory committees.

Office of Career and Technology Education

In collaboration with the Office of High School Redesign and ACT/SAT Improvement, work with the Education and Economic Development Coordinating Council to implement statewide performance, accountability, and enforcement requirements of the Education and Economic Development Act (EEDA).

Collaborate with the South Carolina technical college system in developing the consolidated annual report under the Perkins Act.

Consult with the technical college system, teachers, school district administrators, the Governor's office, and other entities named in the Perkins Act in developing the state plan for career and technology education.

Goal 6.3: Education Leadership is accountable.

Office of the State Superintendent of Education

Collaborate with and support state and federal agencies and entities in evaluating student, school, and district performance, developing annual report cards, and reporting results to districts, schools, and the general public. Assist in defining and amending the state accountability system to conform to the requirements of No Child Left Behind.

Develop and supervise a comprehensive intervention program focusing state and agency resources on assisting schools and districts with *Unsatisfactory* federal and state report card ratings; develop a system of rewards for schools with high and/or improving performance.

Oversee financial accountability systems at the state, district, and school level and provide clear, understandable cost analyses to education stakeholders for use in making informed decisions.

Office of Policy and Planning

Provide operation and management support to the State Board of Education.

Provide information, analyses, and financial recommendations to ensure efficient and effective use of education resources.

Provide information and assistance to ensure compliance with state and federal laws and agency policies and procedures.

Provide opportunities for citizens of the state to communicate concerns and questions directly with the SDE ombudsman; intercede and provide a timely response to citizens' concerns:

- Receive information and address concerns from parents and other citizens regarding public schools.
- Mediate to assist in resolution of problems.
- Provide information to the public regarding public education issues.

Provide assistance to members of the General Assembly in response to constituent requests.

Office of District Auditing and Field Services

Ensure that recipients of federal grant awards, including local districts, area vocational/technical centers, and county boards of education, comply with state and federal financial reporting and accounting requirements:

- Supervise the work of the Single Audit Committee, consisting of SDE staff, independent auditors for local districts, and school business officials, in developing guidelines and standards for annual financial audit reports.
- Publish the annual Single Audit Guide to assist local districts in developing annual audit reports.
- Provide training and assistance to local districts and independent auditors on governmental accounting and auditing standards.
- Review annual audit reports for compliance findings, appropriate and timely resolution of compliance findings, and resolution of prior-year findings.

Develop and maintain a uniform and comprehensive state accounting system for local districts:

- Update state accounting codes and definitions annually through the SDE Financial Accounting Handbook, ensuring compliance with the federal accounting handbook for local school systems, to promote accurate financial reporting for state and federal purposes.
- Produce and distribute the annual Funding Manual providing funding allocations, guidelines, program contacts, and allowable expenditures for programs administered through the SDE.
- Oversee the work of the Statewide Accounting Review Committee to ensure that all stakeholders participate in decisions governing the state accounting system.

Maintain a database of state and district financial expenditures and prepare reports of SDE and district financial data for federal, state, and national agencies. Complete the annual National Public Education Fiscal Survey used to determine federal allocations to South Carolina. Under the Education Improvement Act, calculate annual funding requirements for local districts and other entities with the authority to levy school taxes.

Develop audit programs and procedures and conduct on-site fiscal audits of school districts, area vocational/technology centers, and county boards of education to determine compliance with the pupil, staff, and financial requirements of all state education funding statutes, including the Education Finance Act, the Education Improvement Act, Target 2000, Act 135, and the Education Accountability Act.

Office of Finance

Prepare the SDE's annual detail budget for submission to the General Assembly, incorporate agency funds into the state education accounting system, provide technical assistance to SDE offices on budget matters, and monitor all administrative expenditures.

Administer the purchase and delivery of instructional materials and oversee all contracts for instructional materials, including purchase, storage, distribution, rebinding, and inventory. Assess schools and districts for lost and damaged materials; assess publishers and vendors for late shipment.

Allocate funds to school districts and other entities; maintain accurate financial information under the Pupil Accounting System, the Certified Staff Listing, the Education Finance Act, and the Education Improvement Act.

Process payment of vouchers and outstanding purchase orders in a timely manner, ensuring compliance with SDE payment policies and receipting procedures in accordance with STARS, the state procurement code, state regulations, and other financial guidelines.

Office of School Quality

Monitor schools designated as *Unsatisfactory* to determine the extent to which External Review Team recommendations are being implemented.

Office of School Leadership

Offer a continuum of educational leadership opportunities that provide educational leaders with the skills required to analyze data and produce appropriate reports.

Office of Exceptional Children

Provide general supervision through compliance, focused, and district self-assessment monitoring.

Collaborate with other SDE offices by providing data, input, training, and technical assistance to ensure state and local accountability.

Office of Assessment

Continue to keep school leaders informed with update memoranda, materials posted on the Web, and personal communication.

Encourage school leaders to participate in assessment professional development activities.

Encourage school leaders to stay informed by viewing the Instructional Television series.

Recruit school leaders for advisory committees.

Office of Career and Technology Education

Develop and implement a statewide accountability and reporting system for career and technology education programs. Compile the data and prepare the Consolidated Annual Performance, Accountability, and Financial Status Report for programs under the Carl D. Perkins Vocational and Technical Education Act of 1998.

Provide information and assistance to district career and technology education administrators to ensure compliance with state and federal laws and agency policies and procedures.

Goal 6.4: Professional development programs support education leaders.

Office of School Leadership

Provide teacher leaders with a professional growth opportunity to lay the foundation for future education leadership positions through delivery of the Foundations in School Leadership program:

- Provide district leaders with a program to develop future school leaders.
- Provide a program for young leaders to develop and hone their instruction and leadership skills.

Provide a professional growth pathway for emerging school leaders by creating and delivering a leadership program specifically focused on developing strong assistant principals.

Assist school districts in succession planning and help prepare individuals for school leadership by implementing the Developing Aspiring Principals program:

- Provide district leaders with a program to develop future school leaders.
- Provide a program for assistant principals interested in becoming principals.
- Focus on self-knowledge, leadership, instructional leadership, self-improvement, and school law.

Through the Principal Induction program, provide intensive training for newly appointed principals.

- Focus on essential leadership and management skills including organizational management, professional development, public relations, and impacting school culture and climate.
- Offer information, resources, and ideas from experienced administrators.
- Examine curriculum and instruction to elicit necessary changes in the classroom through concentrated, substantive teacher monitoring and development.
- Facilitate team building strategies that impact professional development and student achievement.

Support professional development among school principals through the Program for Assisting, Developing, and Evaluating Principal Performance:

- Revise statewide standards and criteria for principal performance.
- Oversee implementation of a valid and reliable evaluation instrument.
- Collaborate with principals to develop professional development plans based on individual strengths and weaknesses and on individual school goals and objectives.

Collaborate with nationally recognized leadership and management organizations to conduct the School Leaders Executive Institute for principals and superintendents:

- Examine leadership strengths and developmental needs of participating school and district leaders and assist participants in creating individual leadership development plans.
- Provide a research-based curriculum designed to enhance interpersonal awareness and skill.
- Provide follow-up training to ensure ongoing, job-embedded professional development experiences for participants.
- Provide follow-up training on topics requested by school leaders, including literacy, school law, data-driven decision-making, instructional leadership, selecting best practices, effective management, and involving parents and communities.

Provide training for the wide range of district leaders through the Institute for District Administrators:

- Design training to meet the unique needs of administrators at the district level.
- Focus on self-knowledge, leading change, leading collaboration, leading an organization, and leading student achievement.

Expand the scope and breadth of OSL professional growth opportunities through development and delivery of an online campus for school and district leaders.

Assist school districts in succession planning and help prepare individuals for district leadership by implementing the Tapping Executive Educators program, focusing on real-world knowledge and skills that superintendents must have. Provide opportunities for participants to observe and work with practicing superintendents.

Help school leaders statewide improve their knowledge of technology that will assist in management and instructional leadership of schools and districts through the Technology Training program, focusing on cutting-edge technology training.

Offer relevant and timely professional development experiences through the Topical Seminar Series, focusing on up-to-the-minute education reform and accountability issues.

Office of School Quality

Provide regional training workshops based on the instructional needs of schools designated as *Unsatisfactory* and *Below Average*.

Provide requested on-site technical assistance in *Unsatisfactory* and *Below Average* schools.

Make resources available to principal leaders and curriculum specialists to support professional and staff development in schools.

Office of Safe Schools and Youth Services

Help train educators in the ADEPT evaluation process for special areas, specifically in the area of school guidance.

Office of Career and Technology Education

Establish an effective leadership program for career and technology education with components to include skills and benchmarks for administrators, teachers, and students; a leadership institute for administrators, teachers, and students; and ongoing leadership development opportunities:

- Conduct training for new career and technology education directors on developing and submitting local plans, amendments, and other funding issues.
- Conduct New Career and Technology Administrators Institute sessions and refine the format annually as needed.
- Conduct an annual leadership institute for career and technology education directors.
- Conduct 2020 training seminars for Tech Prep Consortia directors.
- Encourage career and technology education leaders to become involved in professional organizations.

Ensure all educators have access to leadership training:

- Conduct on-site visits to *High Schools That Work* and *Making Middle Grades Work* sites to provide technical assistance.
- Provide information on national staff development opportunities to all *High Schools That Work* and *Making Middle Grades Work* leaders.

- Participate in regional and state forums to share information on planning, funding, reporting, and legislation.

Establish continuous and open communication among all stakeholders by creating an interactive Website for the Leadership Institute, conducting statewide forums on leadership issues, and assessing leadership programs.

Office of Adult and Community Education

Establish a state institute for adult education directors to provide training and professional development.

Conduct training seminars for adult education administrators.

Develop a mentoring program for adult education directors.

Office of Curriculum and Standards

Provide technical assistance to schools and districts, including ongoing support in English language arts, mathematics, and science to schools with literacy, mathematics, and science coaches.

Office of Exceptional Children

Collaborate with the South Carolina Association of School Administrators to provide training and technical assistance for district and building-level administrators.

Provide an annual leadership academy new special education directors.

Office of Assessment

Continue to keep school leaders informed with update memoranda, materials posted on the Web, and personal communication.

Encourage school leaders to participate in assessment professional development activities.

Encourage school leaders to stay informed by viewing the Instructional Television series.

Recruit school leaders for advisory committees.

Office of High School Redesign and ACT/SAT Improvement

Collaborate with the SC Association of School Administrators to expand implementation of *Breaking Ranks II* school improvement strategies.