



Long-Range Plan

Accepted as working document, July 20, 2001

DON'T ~~F~~AIL YOUR CHILDREN

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South Carolina stands at a precipice. The state's textile economy is declining, and South Carolina must move its economy into the twenty-first century. South Carolina's citizens have relied upon an economy that no longer offers independence and the ability to realize their ambitions. Its educational system has made gains in recent years, but the amount and type of gains are insufficient for successful competition in the years ahead. To ensure a viable economy and the opportunity for her citizens to live independently, the state must change profoundly.

Education is the most critical variable in economic development. Yet in this area, South Carolina's performance is not as strong as other states. South Carolina must enter the marketplace demonstrating strong gains and positive changes in educational results. Therefore, South Carolina must take actions that bring the state to a more competitive stance. To propel change, we have set the goal stated here:

By 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

NINE AREAS FOR PUBLIC ACTION TO ACHIEVE THE 2010 GOAL

The long-range plan shown in this document identifies nine areas for public action:

- The Governance and Structure of the System
- Sufficient Funding for All School Districts and Schools
- Efficient Use of Resources and Accountability
- Education for Economic Development
- Leadership and Coalition Building
- Teacher Quality
- Early Childhood Education and Development
- Community and Parental Support and Involvement
- Safe and Healthy Schools

EVALUATING THE GOAL

1. SC will rank in the top half of states on NAEP examinations and other international and national measures.
2. Nine out of ten SC students will score at or above grade level on PACT.
3. SC will rank in the top half of states on the SAT/ACT.
4. AP and IB passage rates will be at or above the national average (Calculated against both students in 11th and 12th grades and students enrolled in AP/IB courses).
5. SC's high school completion rate will be at or above the national average.
6. SC's dropout rate will be in the lower half of states.
7. SC will be in the top half of states in percentage of students with disabilities earning a high school diploma.
8. SC will rank in the top half of states in freedom from drugs, weapons, violence and teacher victimization by students.
9. The gap among achievements of students of different racial/ethnic groups and different economic status will be eliminated.

DRAFT Alignment of Strategic Issues and Actions

NOTES:

1. Costs are projected using 2001 dollars;
2. In the table below, actions that are proposed or authorized are shown with the following parenthetical information: App 01=Appropriations Act FY01; Bond=School Facilities Construction Bond Act 1999; EAA=Education Accountability Act of 1998; FS=First Steps; Gov=Governance Recommendations; PIA=Parent Involvement in Their Children’s Education Act; and TQ=Teacher Quality Act of 2000.

STRATEGIC ISSUE — GOVERNANCE AND STRUCTURE

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(1) The roles and responsibilities of school boards and superintendents shall reflect their responsibilities.	(1) Statutory changes and records of school boards.	(1) Amendments to Title 59 and training of school board members.	(1) Gen’l Assembly shall enact changes; training addressed in a later recommendation.
(2) 100 percent of school boards shall be chosen directly by the community in nonpartisan elections.	(2) Review of statutes and practices.	(2) Adoption of statewide legislation to establish elections.	(2) Gen’l Assembly to enact statewide legislation (Gov).
(3) All school board members shall be qualified for the responsibilities they accept:	(3)	(3)	(3)
a. 100 percent of school board members shall have at least a high school diploma or GED.	a. Records of school boards.	a. Adoption of minimum qualifications in statewide legislation.	a. Gen’l Assembly to enact statewide legislation (Gov).
b. 100 percent of SC school board members shall participate in annual training.	b. SCSBA or appropriate entity records.	b. Establishment of provider and system for enforcement.	b. SDE, EOC and SCSBA develop the SC boardsmanship curriculum; SDE contracts with qualified providers; \$80,000 (Gov) at \$100/Board member.
c. 100 percent of school boards in districts rated Unsatisfactory shall complete additional training.	c. SDE or SCSBA records.	c. Revision of technical assistance statutes to include training and development of training.	c. SDE contracts with qualified provider to deliver district-specific training; \$40,000 (Gov) \$200/ Board member.
(4) 100 percent of SC school boards shall go through an assessment every two years.	(4) SBE records.	(4) Establishment of the requirement in law and change FOI Act to ensure privacy of assessment.	(4) SCSBA or other entity conducts assessment; \$1,000 per district plus travel costs (Gov). Resources required: \$129,000.
(5) 100 percent of all school boards shall have fiscal autonomy.	(5) Review of statutes and practices.	(5) Adoption of revisions to Title 59.	(5) Costs absorbed in current legislative process.
(6) There shall be no county boards of education.	(6) Review of statutes and practices.	(6) Elimination of remaining county boards through legislation.	(6) Gen’l Assembly enacts legislation; some savings could be realized in Anderson, Clarendon, Dillon, Marion and O’burg counties (Gov).
(7) The Governor shall appoint a Secretary of Education as a member of The Governor’s cabinet.	(7) Review of statutes and practices.	(7) Amendment of the SC Constitution and appointment by the Governor.	(7) Appointment of Secretary by Governor; Cost of office transferred from State Superintendent (Gov).
(8) 100 percent of school districts shall be organized to provide the optimum instructional program in an effective and efficient manner.	(8) Comparison against optimum as defined after study.	(8) Completion of an independent study; adoption of organizational structures consistent with the model and distribution of resources accordingly.	(8) EOC conducts study at estimated \$250,000 (Gov).
(9) SC students shall have access to internet and/or multi-media coursework for low incidence courses, alternative schedules, curricula enrichment and in response to teacher shortages and students shall participate in internet-delivered assessments with rapid delivery of results.	(9) District report of technology usage for the outlined purposes.	(9) Restructure of collection and delivery of information and assessments through internet system/utilize existing or develop ETV virtual courses; adult education programs shall be offered through virtual delivery systems.	(9) SDE: \$100,000 (estimate) ETV: \$500,000 (estimate)

STRATEGIC ISSUE — GOVERNANCE AND STRUCTURE (Continued)

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(10) SC will use electronic data submission, storage and analysis for efficiency and broad access.	(10) Number of districts using electronic submissions and accessing the system.	(10) Implementation of data warehouse and query functions.	(10) SDE to develop and manage data warehouse to include student information system, financial records, personnel system, assessment results and student demographic information. Resources required: \$750,000.
(11) 100 percent of school districts and public institutions of post-secondary education shall participate in P-16 consortia.	(11) Analysis of activities of the partnership to include teacher preparation and development, assistance to underperforming schools, ongoing curriculum and instruction improvements and changes in post-secondary preparation.	(11) Exploration of models to include the El Paso collaborative, the Georgia P-16 partnerships, the Wisconsin partnerships and others; development of recommendations.	(11) CHE, SDE and EOC conduct joint study in Fiscal Year 2003 for implementation thereafter. Study funded within Centers of Excellence appropriation of \$526,850.

STRATEGIC ISSUE — SUFFICIENT FUNDING FOR ALL SCHOOL DISTRICTS AND SCHOOLS

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(1) School district boards shall have authority to establish and maintain local revenues: a. 100 percent of SC school districts shall have authority to raise revenues to meet their responsibilities. b. 100 percent of school district boards shall have equal authority in the provision of economic development incentives as do other local governing bodies.	(1) a. Examination of statutes and practices. b. Examination of statutes and practices.	(1) a. Adoption of legislation to provide fiscal autonomy. b. Inclusion of school boards in revenue base decisions.	(1) a. Gen'l Assembly to enact statewide legislation (Gov). b. Gen'l Assembly to enact statewide legislation (Gov). No additional cost.
(2) The distribution of state revenues for education shall satisfy the principles of adequacy and equity: a. The EFA shall incorporate a student poverty factor and a local effort factor in calculation of the index of taxpaying ability. b. The EFA shall be funded fully by annual inflation of the base student cost. c. All general funds for Pre-K-12 education shall be distributed through the EFA formula. d. Distribution of EIA funds should recognize the student poverty and local effort factors. e. Funding benchmarks or bases shall be updated every four years to ensure accuracy.	(2) Statutory and appropriation reviews: a. Utilization of the poverty composite in statute. b. Annual review of inflation factor. c. Redirection of funds. d. Redistribution of funds. e. Cyclical adjustments in the formulas.	(2) Definition of "adequacy and equity" and redesign systems: a. Utilization of poverty composite. b. Continuation of inflation factor in base student cost. c. Restructuring appropriations under formula. d. Redistribution of EIA using formula. e. Components of the base student cost and other distributions (e.g., Act 135) shall be reviewed and adjusted.	(2) Gen'l Assembly shall authorize study to establish new elements of the system.

STRATEGIC ISSUE — SUFFICIENT FUNDING FOR ALL SCHOOL DISTRICTS AND SCHOOLS (Continued)

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
<p>(3) School districts shall have sufficient resources to provide supplemental instruction to students for whom content standards may be challenging to preclude failure:</p> <p>a. Early interventions shall be provided for students in grades Pre-K-2.</p> <p>b. 100 percent of students will be reading at grade level at the end of grade 3.</p> <p>c. Continuing support shall be provided to middle and high school students at risk of dropping out.</p>	<p>(3) Reduction in percentage of students scoring below grade and increase in high school completion rate:</p> <p>a. Reduction in the percentage of third graders scoring Below Basic.</p> <p>b. Percent of students scoring Basic or above on PACT.</p> <p>c. Increase in the high school completion rate.</p>	<p>(3) Definition of level of supplemental instruction needed:</p> <p>a. Utilization of SC Readiness Assessment or appropriate measures to identify students; provision of interventions.</p> <p>b. Support for strong early childhood measures, intensive initial instruction and supplementary instruction for students in Pre-K-2 who are at risk of falling behind.</p> <p>c. Development of strategies and substantive interventions with students at risk of dropping out.</p>	<p>(3) SDE, working with local and state educators, shall develop interventions.</p>

STRATEGIC ISSUE — EFFICIENT USE OF RESOURCES AND ACCOUNTABILITY

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
<p>(1) SC's accountability system shall recognize the value of every child.</p>	<p>(1) a. Examination of ratings structure for impact on different student groups.</p> <p>b. Academic plans shall address comprehensive barriers to the achievement of each student.</p>	<p>(1) a. Inclusion of cut points and/or incentives for addressing all students as well as encouraging continuous high levels of achievement.</p> <p>b. Study of specific alternatives, revision of guidelines and development of cross agency policies.</p>	<p>(1) a. EOC shall monitor ratings criteria and adjust accordingly within current funding (EAA).</p> <p>b. EOC study in Fall 2001.</p>
<p>(2) SC's content standards, assessments and accountability systems will be ranked among the top ten states.</p>	<p>(2) Reviews by Fordham, Education Week, AFT. SC's assessments shall meet or exceed professional technical standards.</p>	<p>(2) Cyclical revision and continuous review of standards and assessments.</p>	<p>(2) EOC/SDE cyclical review of at least one content area annually and EOC review of assessments (EAA); Resources required: \$85,000, currently appropriated.</p>
<p>(3) 90 percent of teachers will report that equipment and materials are aligned with the content standards.</p>	<p>(3) Annual survey (EAA report card).</p>	<p>(3) a. Emergency materials and equipment grants for schools rated below Average (estimated at \$25,000 per school).</p> <p>b. Supplementary materials shall be provided to all schools in a digitized format.</p>	<p>(3) a. Appropriation required: \$7.5 million distributed per pupil.</p> <p>b. Resources required for digitized format: \$ (no estimate available).</p>
<p>(4) SC will have less than 5 percent of schools rated below Average.</p>	<p>(4) November reports from EAA School Rating system.</p>	<p>(4) Increased basic support and technical assistance.</p>	<p>(4) SDE funds technical assistance provided by agency, P-16 consortia or other groups; resources required: \$400,000-\$600,000/school.</p>
<p>(5) SC will have no unsatisfactory schools.</p>	<p>(5) November reports from the EAA School Rating system.</p>	<p>(5) Increased basic support and technical assistance.</p>	<p>(5) SDE funds technical assistance; resources required included in item (4).</p>
<p>(6) 100 percent of schools provided technical assistance shall move up at least one rating level within three years.</p>	<p>(6) November reports from the EAA School Rating system.</p>	<p>(6) Increased support and technical assistance.</p>	<p>(6) See item (4).</p>

STRATEGIC ISSUE — EFFICIENT USE OF RESOURCES AND ACCOUNTABILITY (Continued)

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(7) 100 percent of SC students will have access to school facilities that support the teaching and learning of the content standards (size, design, instructional support and technology).	(7) Annual survey (EAA report card survey).	(7) Development of facilities design standards and evaluation of schools against the standards; provision of local, state and federal funds to renovate.	(7) EOC facilities analysis published by September 30, 2001.
(8) The school year shall be restructured to provide time for students to achieve at high levels.	(8) Number of schools utilizing alternative calendars and percentage of teachers employed 200 or more days.	(8) Grants program to encourage districts to overcome policy and programmatic barriers.	(8) SBE revises current extended year grant program (currently funded).

STRATEGIC ISSUE — EDUCATION FOR ECONOMIC DEVELOPMENT

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(1) 90 percent of employers are satisfied with employees' educational preparation for the workplace.	(1) Survey of employers conducted by SC Chamber of Commerce.	(1) Pending report of the Governor's Task Force on Workforce Development.	(1) Pending report of the Governor's Task Force on Workforce Development.
(2) 95% of students are employed within 30 days of graduation from SC educational institutions.	(2) (To be developed)	(2) (To be developed)	(2) (To be developed)
(3) 90% of High School students earn a diploma (or less than a 10% drop out rate).	(3) (To be developed)	(3) (To be developed)	(3) (To be developed)
(4) 80% of full time post-secondary students seeking degrees/certification earn them within 3 years for tech colleges and within 5 years for bachelor level degrees.	(4) (To be developed)	(4) (To be developed)	(4) (To be developed)
(5) 90% of adults will have earned a high school diploma or equivalent.	(5) Percentage of adults with high school diploma or equivalent.	(5) Expansion of workplace literacy programs; incentive level funding for diploma/GED programs; internet-delivery systems.	(5) Gen'l Assembly addresses funding in revision of school finance system - Resource requirements to be projected; ETV develops internet based system cited in (9) under Gov. and Structure.

STRATEGIC ISSUE — LEADERSHIP AND COALITION BUILDING

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(1) The average scores of SC principal candidates will be the national average on principal certification examinations.	(1) Average certification exam scores.	(1) Development and delivery of standards-based programs of study by S.C. SDE in administrator preparation and follow-up mentoring of program completers; programs should be based on both national as well as state standards.	(1) SDE and CHE will work with colleges and universities to examine admission criteria, program offerings and certification standards to implement necessary changes.

STRATEGIC ISSUE — LEADERSHIP AND COALITION BUILDING (Continued)

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(2) 100 percent of principals will participate in advanced professional development activities.	(2) Percent of principals whose plans meet criteria for advanced activities.	(2) Superintendents shall review the professional development plans to determine the degree to which the plans incorporate statewide goals and needs as well as individual needs and implementation activities aligned with the state standards for professional development.	(2) SDE shall develop criteria and a continuum of activities within the CP&L Institute (under a \$3 million grant) including work with regional P-16 consortia.
(3) 90 percent of teachers and parents will agree that their principal exhibits the characteristics of effective leadership.	(3) Survey.	(3) Development and delivery of standards-based programs of study by S.C. SDE in administrator preparation and follow-up mentoring of program completers; programs should be based on both national as well as state standards.	(3) SDE shall develop criteria and a continuum of activities within the CP&L Institute (under a \$3 million grant) including work with regional P-16 consortia.

STRATEGIC ISSUE — TEACHER QUALITY

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(1) 98 percent of SC teachers will score above the national average on teacher certification examinations.	(1) Average examination scores of SC teachers.	(1) Ensure that the teacher preparation program at any SC college or university is either nationally accredited (NCATE) or state accredited using national standards.	(1) SDE and CHE will work with colleges and universities to examine admission criteria, program offerings and certification standards to implement necessary changes.
(2) SC will be in the top half of states in the percentage of teachers fully certified in the area in which they are teaching.	(2) Percentage of teachers fully certified as noted in SDE Personnel Certification System.	(2) Support for teachers attaining certification and recruitment of teachers in all areas, and the SDE shall eliminate the current practice of allowing teachers who are certified in multiple areas to maintain their certificates in all areas when they complete recertification requirements in one area.	(2) SBE adds middle grades certification and training to support; SCCTR and other recruitment initiatives work to increase supply (TQ). Resources required: Estimate for manpower function \$350,000.
(3) SC will be in the top half of states with the percentage of teachers holding a master's degree or higher in the content area.	(3) Percentage of teachers with advanced degrees as noted in the SDE Personnel Certification System.	(3) Promotion of the loan program; incentives for higher education partnerships with districts and consortia.	(3) CHE will administer incentive program for P-16 consortia; required resources: \$526,850 for six centers (redirection of Center of Excellence funding).
(4) SC will be in the top half of states with the percentage of NBPTS-certified teachers.	(4) Percentage of teachers with national certification.	(4) Utilization of Centers of Excellence and P-16 consortia to provide support.	(4) CHE redirects existing funding.
(5) SC teachers of students with disabilities will receive support and training so that their students achieve at maximum levels.	(5) Percentage of teachers receiving training and percentage of students satisfying objectives on IEPs.	(5) Professional development, instructional materials and adaptive technology are necessary.	(5) SDE and CHE provide support for professional development working through Centers of Excellence and P-16 consortia. General Assembly appropriates sufficient funding resources required: \$1 million addition to Professional Development on the Standards.

STRATEGIC ISSUE — TEACHER QUALITY (Continued)

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(6) 90 percent of teachers will report involvement in quality professional development which meets the national standards.	(6) Survey.	(6) School district validation that their efforts at teacher professional development are responsive to 1) the professional development standards adopted by the SBE and 2) their own Strategic Plans for district development. Institutions of higher education shall validate that their efforts at offering professional development experiences for teachers and administrators are responsive to 1) the professional development standards adopted by the SBE and 2) the individual Strategic Plans for the districts that they are chosen to serve. The SDE, in working with higher education institutions, shall ensure that standards-based graduate coursework is available to SC teachers either through direct delivery or distance delivery.	(6) SDE trains administrators in professional development standards; adopts funding requirements and enforces accountability system (EAA and App-02) approval in H3534.
(7) Teacher contract year will be extended by ten days to support professional development, with at least five days dedicated for statewide activities.	(7) Number of teacher contract days funded.	(7) Gen'l Assembly actions to extend contract year and fund additional time (TQ).	(7) Gen'l Assembly extends contract year; resources required: \$12 million per day (TQ).
(8) 95 percent of SC teachers will remain in the profession from one year to the next.	(8) Year to year employment in the profession.	(8) Comprehensive recruitment, retention and development strategies to include districts shall develop collaborative models with institutions of higher education for the implementation of yearlong teacher induction experiences. Induction experiences shall offer experiences related to 1) district expectations for teachers, 2) state of SC expectations for teachers, and 3) best practices in teaching.	(8) SDE identifies barriers and promotes quality induction programs and encouragement for staying in the profession.
(9) 90 percent of (incoming) teachers will be in the profession within five years of entrance.	(9) SDE personnel database.	(9) Identification of barriers and incentives and develop comprehensive strategy.	(9) SCCTR conducts comprehensive study to determine barriers and incentives.
(10) Teachers shall be compensated for their expertise.	(10) Comparison of SC salary schedule with those in other states and professions with comparable training.	(10) Use of information from annual analyses, the state shall adjust the teacher compensation schedule.	(10) Gen'l Assembly shall implement a competitive salary schedule and fund annual changes.
(11) Teacher preparation institutions will utilize graduate performance to improve both pre-service and professional development progress.	(11) Survey of institution practices.	(11) Following analysis of report cards related to completer test performance, the SDE shall organize a program assistance system, e.g., a peer cluster model of institutions is recommended, perhaps based on the region concept identified above, to assist institutions whose completers are below accepted levels with the end result being program change at those institutions.	(11) CHE and SDE publishes data on Title II-required report cards on teacher preparation programs.

STRATEGIC ISSUE — EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(1) All children shall be screened to determine health needs and appropriate health and educational interventions.	(1) HHS, DHEC and other agencies records on identification and interventions.	(1) HHS, DHEC and other agencies need to develop system.	(1) Cross-agency plan required.
(2) 100 percent of SC children shall have access to health insurance or publicly supported medical home.	(2) Child health indicators.	(2) Health and Human Services Financing Commission shall develop access program.	(2) Costs to be projected.
(3) 100 percent of SC children shall have access to quality pre-school programs.	(3) Percentage of pre-school programs with trained personnel.	(3) SDE, HHS, and DSS programs in each county for training and/or information on capacity of providers.	(3) Cross-agency plan required.
(4) 100 percent of pre-school providers shall be trained for their roles and the services they provide.	(4) Percentage of pre-school programs with trained personnel.	(4) SDE, HHS and DSS programs in each county for training and/or information on capacity of providers.	(4) Costs to be projected.
(5) 100 percent of child care or pre-school providers shall meet stringent state quality standards to ensure healthy, safe and developmentally appropriate environments.	(5) Percentage meeting DSS or other appropriate agency standards.	(5) SDE, HHS and DSS programs in each county shall develop system.	(5) Cross-agency plan required.
(6) 90 percent of SC first graders will arrive ready for school in the first grade.	(6) Percentage of first graders considered "ready" on the readiness assessment.	(6) Evaluation of current initiatives to prepare children and modification of services.	(6) EOC evaluation of child development program is underway; SDE-funded technical assistance; (EAA, FS).

STRATEGIC ISSUE — COMMUNITY AND PARENTAL SUPPORT AND INVOLVEMENT

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(1) Every community will support schools with a minimum 1.0 local taxing effort.	(1) Audited measure of local effort, reported by SDEL.	(1) Reduction in state funds to districts who fail to make a 1.0 local effort.	(1) Gen'l Assembly will adopt legislation to provide that technical assistance to underachieving schools shall be reduced when local communities do not make a 1.0 effort.
(2) 90 percent of SC teachers are perceived by parents to be engaged in activities that promote parental involvement.	(2) Survey (linked to EAA report card).	(2) Provision of teacher training and evaluation of impact at school level.	(2) SDE funds training; Report card survey elicits satisfaction; resources required for survey and EOC materials: \$50,000 appropriated (PIA).
(3) 90 percent of SC parents will report that their employers offer, and that they take advantage of, opportunities for school involvement.	(3) Survey (linked to EAA report card).	(3) Expansion of workplace initiatives and adoption of family friendly policies.	(3) No additional cost to state; work with Chambers to promote.

STRATEGIC ISSUE — SAFE AND HEALTHY SCHOOLS

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
<p>(1) 100 percent of schools will continue to utilize prevention programs to include:</p> <ul style="list-style-type: none"> a. Life skills training b. Decision making c. Peer mediation d. Conflict resolution e. Mentoring f. School Intervention Program 	<p>(1) Number of schools using:</p> <ul style="list-style-type: none"> a. Pre-K-12 life skills curriculum; number of students in service learning; number of students in anti-bullying programs and number of local school districts rewarding student bodies for positive behavior. b. (To be developed) c. Number of schools using peer mediation. d. (To be developed) e. Number of students partnered with mentors. f. Number of students served by SCIP. 	<p>(1) SDE will provide training and program exemplars and assist local agencies in implementation in board policy through classroom strategies.</p>	<p>(1) SDE works with other state agencies to implement.</p>
<p>(2) a. SC school facilities will have safe school plans that will include a crisis management plan.</p> <p>b. Faculty and students will be able to teach and learn in safe, drug-free environments.</p>	<p>(2) a. All schools will have a crisis management plan that meets the SBE/SDE minimum requirements.</p> <p>b. No schools are to be classified as “persistently dangerous” by the US Dept. of Education.</p>	<p>(2) (To be developed)</p>	<p>(2) (To be developed)</p>
<p>(3) Truancy rates will be reduced through alternative learning opportunities, juvenile arbitration programs and intensive family services programs.</p>	<p>(3) a. 100 percent of children experiencing a crisis in which they are tempted to act out will receive home-based services from Intensive Family Services programs.</p> <p>b. 100 percent of solicitors will use juvenile arbitration programs thereby reducing the number of nonviolent juvenile offenders receiving court action.</p> <p>c. Number of students absent 5 or more days will be reduced by 50 percent.</p> <p>d. 100 percent of students needing alternative learning opportunities shall have access to appropriate schools.</p>	<p>(3) (To be developed)</p>	<p>(3) (To be developed)</p>
<p>(4) SC will rank among the top half of states in freedom from crime in accordance with the crime incidence report.</p>	<p>(4) Schools will have adequate personnel to support a safe environment to include potentially: 1 guidance counselor: 350 students; 1 nurse: 750 students 1 psychologist: 1000 students 1 social worker: 500 students 1 school resource officer: school.</p>	<p>(4) SDE shall develop organization models that address ways in which schools of differing size and grade span can be staffed effectively.</p>	<p>(4) (To be developed)</p>

STRATEGIC ISSUE — SAFE AND HEALTHY SCHOOLS (Continued)

What is the key result?	How do we measure achievement of the key result?	What is going to be done to achieve the key result?	Who, when and with what resources is the key result achieved?
(5) Community awareness and involvement for youth safety will be increased through coordinated interagency efforts.	(5) a. A public awareness campaign will promote safety first. b. The State shall provide a Center for Prevention of Youth Violence to coordinate interagency efforts. c. 100 percent of communities shall use a comprehensive cross-group strategy.	(5) (To be developed)	(5) (To be developed)



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